



Queens'
Star Curriculum
Key Stage 5 Guide



Overview of the Queens' Key Stage 5 STAR Curriculum

At Queens' School, our whole school curriculum aims to instil our core values of Scholarship, Tenacity, Altruism and Respect; and to develop in students the lifelong learning associated with these values. In their teaching and learning, all of our students should experience, understand and develop:

- Scholarship: the ambitious pursuit of knowledge, achievement and independence across a broad and balanced range of subjects
- Tenacity: the expectation of supported challenge for students of all abilities and talents; and of persevering in the face of that challenge
- Altruism: the habits of working collaboratively and selflessly as part of a learning community
- Respect: the importance of demonstrating kindness, tolerance and respect for others' views, abilities and contexts in learning

Key Stage 5, often called Sixth Form, is the third stage of students' secondary education. At Queens', it comprises Year 12 and Year 13. In terms of learning, the subjects, topics and content taught at Key Stage 5 are designed to develop students' character, knowledge, understanding and skills at an advanced level, in preparation for the imminent opportunities and experiences of higher and further education, training or employment at the end of Y13. More specifically, students will be working towards the demands of A-Levels and BTECs in the subjects they are taking. For all subjects, Sixth Form studies formally commence in the Autumn term of Y12; students complete an induction day in the Summer term of Year 11 and then undertake induction tasks over the Summer holidays to help them make the significant jump from GCSE to A-Level study. The first four weeks of the Autumn term of Y12 are used to introduce key foundational concepts and terminology in all subjects.

The Sixth Form pathway system and wide subject offer As an aspirational school, Queens' not only follows a pathway system but, in line with our Dare to be Great ethos, but takes steps to make sure that all students will be enriched, challenged and supported in their academic and pastoral learning. At Key Stage 5, this enrichment is achieved through an emphatic focus on Queens' values of Scholarship, Tenacity, Altruism and Respect and lifelong learning; and through challenge, target-setting, subject coverage and setting procedures across subjects.

All students are expected to study at least three Level 3 qualifications and can choose from 28 different subjects. To enter the Sixth Form a student must achieve at least grades 4 and 5 in English and Maths at GCSE, and record a Best 8 score of 35. All students joining the Sixth Form follow a pathway decided by their Best 8 score, with those on the core Alexandra pathway expected to take at least one BTEC subject. The majority of our students join on the Elizabeth pathway and take 3 A-Levels, however some of our most able will take 4 A-Levels if they have a Best 8 score of 58 or higher and are thus able to follow the Philippa pathway. Students who decide to take 4 A-Levels often do so because they wish to study Further Mathematics, however others do so because of their commitment to learning and to enhance their applications to highly selective universities.

In addition to Level 3 subjects, all Key Stage 5 students are also provided with Core PE per fortnight and taught Lifelong Learning in their timetables. Relationships, sex and health education, citizenship, careers, personal development and Core RE are delivered through a combination of these devoted lessons, form times, visits, and our Face the Future programme which includes supplementary talks.



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Overview of the Queens' Key Stage 5 STAR Curriculum.....	2
The Timetable at Key Stage 5.....	4
Key Stage 5 Independent Learning:	5
The STAR Curriculum in each subject at Key Stage 5.....	6
Fine Art Key Stage 5 STAR Curriculum.....	7
Biology Key Stage 5 STAR Curriculum.....	10
BTEC Business Key Stage 5 STAR Curriculum.....	12
Business Studies Key Stage 5 STAR Curriculum.....	15
Chemistry Key Stage 5 STAR Curriculum.....	18
Classical Civilisation Key Stage 5 STAR Curriculum.....	21
Computer Science Key Stage 5 Curriculum.....	25
Drama Theatre Key Stage 5 STAR Curriculum.....	27
Economics Key Stage 5 STAR Curriculum.....	30
English Language & Literature Key Stage 5 STAR Curriculum.....	34
French Key Stage 5 STAR Curriculum.....	37
Further Mathematics Key Stage 5 STAR Curriculum.....	40
Geography Key Stage 5 STAR Curriculum.....	44
Government & Politics Key Stage 5 STAR Curriculum.....	47
History Key Stage 5 STAR Curriculum.....	50
Lifelong Learning Key Stage 5 STAR Curriculum.....	53
Mathematics Key Stage 5 STAR Curriculum.....	55
Music Key Stage 5 STAR Curriculum.....	58
Photography Key Stage 5 STAR Curriculum.....	60
Physics Key Stage 5 STAR Curriculum.....	63
Physical Education Key Stage 5 STAR Curriculum.....	66
Product Design Key Stage 5 STAR Curriculum.....	69
Psychology Key Stage 5 STAR Curriculum.....	71
Religious Studies Key Stage 5 STAR Curriculum.....	74
Sociology Key Stage 5 STAR Curriculum.....	77
Spanish Key Stage 5 STAR Curriculum.....	80
BTEC Sport Key 5 STAR Curriculum.....	82
Core Maths Key Stage 5 STAR Curriculum.....	86
EPQ Key Stage 5 STAR Curriculum.....	88
Key Stage 5 Assessment.....	90



The Timetable at Key Stage 5

The school operates a two-week timetable cycle. There are five one-hour teaching periods each day and therefore fifty periods in total per fortnight. A significant proportion of this time at Key Stage 5 is devoted to lessons, with all subjects delivered in 5 hours/week teaching. When students are not in a timetabled lesson they are given study periods which are to be used for independent study, often to complete home learning, wider reading, consolidation and revision. Fortnightly lesson allocation by subject and year is outlined below.

Subject	Year 12	Year 13
All A-Level and BTEC Subjects	10	10
Core PE	1	1
Lifelong Learning	5	5
Enrichment Subjects	Extended Project Qualification (EPQ), Core Maths, Technology Rotation, Culture & Society	
EPQ	4	N/A
Core Maths	5	N/A
Technology Rotation, Culture & Society	3	N/A



Key Stage 5 Independent Learning:

Independent learning refers to learning outside of the classroom environment that links to the curriculum aims. It may involve written tasks, pre-reading, wider reading, revision, presentations or investigations. Teachers will set specific independent learning activities each week on Google Classroom, along with information about the due date and expected time to complete the task.

In addition to the work set on Google Classroom, students are expected to complete self-directed independent study. This should be recap, retain and recall tasks; for example: the form of wider reading of relevant topics, re-reading and re-learning classroom-based work, practice papers, research and skills development for examination preparedness. As a general rule, we expect students to complete 1 hour of independent learning for every lesson they complete: this means they should be doing between 17 and 20 hours per week.

To make sure that students have some time built into their timetable to complete this independent learning, Sixth Form students are given hour-long study periods. In Year 12 students have up to 5 study periods per week, and in Year 13 up to 8 hours.

Sixth Formers are also given their own part of the school in which to independently study and to socialise during the school day. The Sixth Form, based on the South Side of the school, is made up of a silent study centre, a study centre for small group work and a large café. Sixth Formers are also given priority use of the school library, which is situated next to the Sixth Form.

To help support Sixth Formers to develop effective learning habits, the first four weeks of enrichment lessons are used to teach a range of independent study skills. Students are also taught how to organise themselves: they are shown how to use a single daily working folder and how to keep subject folders at home. Each subject also introduces a subject booklet which students keep in their working folders for the two years.



The STAR Curriculum in each subject at Key Stage 5

At Queens' School, our whole school curriculum aims to instil our core values of Scholarship, Tenacity, Altruism and Respect; and to develop in students the lifelong learning associated with these values. In their teaching and learning, all of our students should experience, understand and develop: Scholarship: the ambitious pursuit of knowledge, achievement and independence across a broad and balanced range of subjects, by which we mean:

- The understanding, retention and recall of facts and information;
- The ability to justify beliefs and ideas;
- The experience and creation of sequences and structures for organising learning;
- An awareness of the cultural 'canon': ideas, people, and works which are considered to be significant and stand the test of time;
- An awareness of space and body, a learnt perception of location and movement;
- The experience of 'flow', of being 'in the zone';
- The ability to work independently in a sustained way, using information, creativity and skill;
- The ability to apply facts, knowledge, perceptions and skills to new situations;
- The ability to create connections between subjects and to synthesise ideas.

Tenacity: the expectation of supported challenge for students of all abilities and talents; and of persevering in the face of that challenge.

Altruism: the habits of working collaboratively and selflessly as part of a learning community.

Respect: the importance of demonstrating kindness, tolerance and respect for others' views, abilities and contexts in learning.

The following pages provide information about the knowledge and skills studied in individual subjects in Years 12 and 13 and also how our STAR values are developed and reflected in them. Each subject page(s) shows:

- The learning sequence of topics in each term in each year at Key Stage 5 and in the first half term of transition between Years 11 and 12
- The most important subject-specific terminology associated with each year's learning
- The ways in which the value of **scholarship** will be attained each year: **recall, retention, use, development, awareness, application, analysis, creation, connection**
- The ways in which the value of **tenacity** will be attained each year
The ways in which the value of **altruism** will be experienced each year
- The ways in which the value of **respect** will be experienced each year



Fine Art Key Stage 5 STAR Curriculum

		Year 12	Year 13	
Learning Sequence	Term 1	<p>Exploring a range of techniques and artists and genres including landscape, still life and colour abstraction</p> <p>Initial course project to introduce the process of working in sketchbooks and re-introducing a variety of materials, processes and techniques, building on existing knowledge from KS4</p> <p>Sketchbook produced by end of half term, various artist copies, responses, materials experiments, all surrounding general theme of landscape</p> <p>Mixed media final piece produced on selected image, combining knowledge of materials</p>	<p>Personal Study (Component 1, Sketchbook 1) Large-scale work, experiments, development and final pieces.</p>	
	Term 2	<p>In the first 4 weeks:</p> <ul style="list-style-type: none"> • Exploring techniques and artists through the medium of landscape • Initial course project to introduce process of working in sketchbooks and re-introducing variety of materials, processes and techniques, building on existing knowledge from KS4 • Students working booklets with coursework expectations for the 2 year course 	<p>Surfaces (Component 1, Sketchbook 1) Students select theme/topic of their choice linking to 'Surfaces'</p> <p>Sketchbook consists of embedding ideas, various artist copies and responses, experimentation, development, contextual grounding, observations. Guiding ability to produce a large scale final piece. Additional larger scale external work consisting of further artist copies, artist responses, experimentation and development of materials and ideas.</p> <p>Gallery visit and documentation</p>	<p>Personal Study (Component 1, Sketchbook 2) Final pieces</p> <p>Externally Set Assignment (Component 2, Sketchbook 3) The theme of this assignment released by the exam board until</p>
	Term 3	<p><u>Surfaces</u> Final pieces, refinement of projects in response to feedback and marking</p> <p>Personal Study (Component 1, Sketchbook 2) Gathering and embedding sources, observational drawing and artist studies Written component (3000 words) Consisting of comparative analysis and extensive research into chosen topic/theme Laying foundations of the project and where they will begin to produce practical work</p>	<p>Externally Set Assignment (Component 2, Sketchbook 3) Timed Exam</p> <p>Complete Component 1 work.</p>	



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<p>Literacy: Key Terms</p>		<p>Refinement, comparative analysis, gathering sources, embedding sources, extensive experimentation and development,</p> <p>Words summarising Higher Levels in Marking Criteria: competent and consistent, confident and assured, purposeful, imaginative, diverse, consistent, independent, realised, critical, sustained, inspired, genuine discovery, dexterous, insightful, articulate, sophisticated</p> <p>Formal elements of art: Line, tone, shape, form, pattern, colour, texture, space Refinement, comparative analysis, gathering sources, embedding sources, extensive experimentation and development,</p> <p>Words summarising Higher Levels in Marking Criteria: competent and consistent, confident and assured, purposeful, imaginative, diverse, consistent, independent, realised, critical, sustained, inspired, genuine discovery, dexterous, insightful, articulate, sophisticated</p> <p>Formal elements of art: Line, tone, shape, form, pattern, colour, texture, space</p>	<p>Refinement, comparative analysis, gathering sources, embedding sources, extensive experimentation and development,</p> <p>Words summarising Higher Levels in Marking Criteria: competent and consistent, confident and assured, purposeful, imaginative, diverse, consistent, independent, realised, critical, sustained, inspired, genuine discovery, dexterous, insightful, articulate, sophisticated</p> <p>Formal elements of art: Line, tone, shape, form, pattern, colour, texture, space</p>
<p>Scholarship:</p>	<p><i>Pupils will develop knowledge of:</i></p>	<p>Pupils will learn to attain scholarship through:</p> <ul style="list-style-type: none"> ➤ Artist research and analysis of sources ➤ Analysis and summary of their own work and progress, success of outcomes, contextual grounding ➤ Gaining confidence in a wider range of materials and techniques, introduced to further methods not yet used in KS4 ➤ Exploring, experimenting and developing ideas at a higher and much more in-depth standard expected at KS4. Students must understand the extensiv 	<p>Pupils will learn to attain scholarship through:</p> <ul style="list-style-type: none"> ➤ Refining their personal study essays. Researching relevant artists work, making copies, responses and developments of their ideas introducing and reffing a broad range of techniques and masteries. The project is annotated to demonstrate development of ideas leading to the final pieces.
<p>Tenacity:</p>		<p>Pupils will learn to be tenacious through:</p> <ul style="list-style-type: none"> ➤ Independent study, expected to continue practical work in study periods and in independent time to produce expected level of work ➤ Using lesson time effectively for practical coursework ➤ Asking for additional help when needed and being open with misunderstanding or confusion surrounding lesson content 	<p>Pupils will learn to be tenacious through:</p> <ul style="list-style-type: none"> ➤ Developing, refining and experimenting with more and more complex techniques and materials. To keep momentum in their investigations, practical and written. To push to keep to deadlines and respond to teacher feedback productively. To back up research with visits to galleries, extended research on their own volition
<p>Altruism:</p>		<p>Pupils will learn to be altruistic through:</p> <ul style="list-style-type: none"> ➤ Sharing of ideas and concepts during lesson time ➤ Open discussion and offering of feedback to other ideas and projects 	<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> ➤ Positive criticism of others work. ➤ Open discussions and sharing of ideas.



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Respect	<i>Pupils will develop knowledge of:</i>	<p>Pupils will learn to be respectful through:</p> <ul style="list-style-type: none">➤ Meeting deadlines or attending intervention or sanctions if not met on time➤ Arriving on time for lessons and not expecting to leave early➤ Not using phones or listening to music during lessons➤ Being open to researching, learning and understanding about a range of artists from diverse backgrounds and who produce a range of styles of artworks➤ Understanding of other students progress and ability within the subject and understanding students work at different levels and may find it harder to reach higher levels of AO's➤ Understanding there is no one set way of producing artwork and that all student projects may vary depending on skill level and chosen interests	<p>Pupils will learn to be respectful through:</p> <ul style="list-style-type: none">➤ Positive criticism of each other's work. Meeting deadlines, presenting work in a coherent way so constructive feedback can be given. Not using phones or listening to music during lessons.➤ Understanding of other students progress and ability within the subject and understanding students work at different levels and may find it harder to reach higher levels of AO's➤ Understanding there is no one set way of producing artwork and that all student projects may vary depending on skill level and chosen interests
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Biology Key Stage 5 STAR Curriculum

		Year 12	Year 13	
Learning Sequence	Term 1	<ul style="list-style-type: none"> ➤ "Head start to Biology" summer work to transition and recall Bio GCSE content with a "step up" in difficulty ➤ Assessment in first few lessons to identify students with lack of engagement/ difficulty taking KS4 → KS5 jump ➤ Transition/ intro lessons with explanation of course, intro of key HSW terminology, course structure, advice from prior Y12/13's, resources to access and Google classroom ➤ Introductory lessons at the end of Y11 to give a taster of the level of knowledge and demand required in the course ➤ Maths requirements of a "6" at GCSE to allow students to access the material required 	<ul style="list-style-type: none"> ➤ Basic components of living organisms (cells) ➤ Biological molecules ➤ Enzymes ➤ Exchange surfaces and breathing ➤ Transport in animals 	<ul style="list-style-type: none"> ➤ Plant hormones ➤ Energy for biological processes (photosynthesis and respiration) ➤ Neuronal communication ➤ Genetics of living systems ➤ Patterns of inheritance and variation ➤ Manipulating genomes
	Term 2	<ul style="list-style-type: none"> ➤ Plasma membranes ➤ Cell division ➤ Transport in plants ➤ Classification and evolution ➤ Biodiversity ➤ Communicable diseases 	<ul style="list-style-type: none"> ➤ Manipulating genomes ➤ Cloning and biotechnology ➤ Neuronal communication ➤ Hormonal communication ➤ Homeostasis ➤ Population and sustainability 	
	Term 3	<ul style="list-style-type: none"> ➤ Communicable diseases ➤ Classification and evolution ➤ Ecosystems ➤ Getting ahead- some Y13 PAGS and mock prep 	<ul style="list-style-type: none"> ➤ Exam Preparation 	
Literacy: Key Terms		<ul style="list-style-type: none"> ➤ Accuracy ➤ Validity ➤ Variables ➤ Precision ➤ Explain ➤ Describe 	<ul style="list-style-type: none"> ➤ Discuss ➤ Outline ➤ Repeatable ➤ Reproducible ➤ Quantify ➤ Evaluate 	
Scholarship:		<p><i>Pupils will develop knowledge of:</i></p> <p>Pupils will learn to attain scholarship through: Encouraging students to complete wider reading beyond the specification to extend their knowledge and love of the subject</p> <p>Creating presentations in Year 12 on Ch 24 (ecosystems), Ch 3 (Biological molecules) and Ch6 (Stem cells) showing the development of skills needed to deliver content to others- communication skills.</p> <p>Relating practical (PAG) questions to level of understanding based on the 'required practical' elements of the course - thus showing practical</p>	<p>Pupils will learn to attain scholarship through: Self-reflection of performance following assessments/ mocks and how their improvements relate to their targets. Particularly in Mini-reviews in signposting progress through a unit and with summative chapter assessments.</p> <p>Learning content that aspires to stretch and challenge them.</p>	



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BTEC Business Key Stage 5 STAR Curriculum

		Year 12	Year 13
Learning Sequence	Term 1	<p>Unit 3: Personal and Business Finance Learners study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse and prepare financial information. They will meet the following learning aims:</p> <p>Learning Aim A: Understand the importance of managing personal finance Students will learn: the functions and role of money, the different ways to pay, current accounts, managing personal finance.</p> <p>Learning Aim B: Explore the personal finance sector Students will learn about features of financial institutions, different methods of communicating with customers, consumer protection in relation to personal finance, and information, guidance and advice from financial institutions.</p> <p>Learning Aim C: Understand the purpose of accounting Students will learn: the purpose of accounting, different types of income and different forms of expenditure.</p> <p>Learning Aim D: Select and evaluate different sources of business finance Students will investigate the different sources of finance, used for personal and business scenarios, both in the short and long term.</p> <p>Learning Aim E: Break-even and cash flow forecasts Students will: prepare, complete and analyse cash flow, the use of cash flow forecasts for planning, monitoring, control and target setting.</p> <p>Learning Aim F: complete statements of comprehensive income and financial position and evaluate a business's performance Students will learn: the purpose and use of statement of comprehensive income, alongside the adjustments for depreciation and prepayments, accruals.</p>	<p><u>Students will continue on from the assignment they began in the summer term of year 12 (Unit 1- Exploring Business).</u></p> <p>This unit will be assessed through coursework.</p> <p>Learning aim B: Investigate how businesses are organised aims and objectives</p> <p>Learning Aim C: Examine the environment in which business operates Students will learn about the internal and external environments, competitive environments and situational analysis.</p> <p>Learning Aim D: Examine business markets Students will learn about different market structures, the relationship between demand, supply and price, pricing and output decisions.</p> <p>Learning Aim E: Investigate the role and contribution of innovation and enterprise to business success Students will study and present on the role of innovation and enterprise on a business of their choice and benefits and risks associated with innovation and enterprise on a business of their choice.</p>
	Term 2		



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Term 2		<p><u>Unit 2: Developing a marketing campaign</u></p> <p>Learners will gain skills relating to, and an understanding of, how a marketing campaign is developed. This unit will be examined through an assessed piece of coursework, based on a pre-release case study that students have access to before the examination.</p> <p>Learning Aim A: Introduction to the principles and purposes of marketing that underpin the creation of a rationale for a marketing campaign Students will learn the role of marketing, including the principles and purposes of marketing.</p> <p>Learning Aim B: Using information to develop the rationale for a marketing campaign Students will distinguish the purpose of researching information to identify the needs and wants of customers, uses and methods of market research and developing a rationale for a marketing campaign</p> <p>Learning Aim C: Planning and developing a marketing campaign Students will select appropriate marketing aims and objectives to suit business goals, complete a situational analysis through SWOT analysis</p>	<p><u>Students will begin Unit 8- Recruitment and selection process</u></p> <p>This unit will be assessed through coursework.</p> <p>Learning Aim A: Examine how effective recruitment and selection contribute to business success Students will learn about staff recruitment and selection process, including ethical and legal Considerations.</p> <p>Learning Aim B: Undertake a recruitment activity to demonstrate the processes leading to a successful job offer Students will learn about job applications, interviews and hard/soft skills</p> <p>Learning Aim C: Reflect on the recruitment and selection process and your individual performance Students will learn about review, evaluation, SWOT analysis and the construction of action plans</p>
	Term 3	Students will start to look at the content in Unit 1: Exploring Business	<u>Students will continue with and submit their final assessments of unit 8 within term 3.</u>
Literacy: Key Terms		<p>Unit of account means of exchange store of value legal tender solvent inflation Banker's Automated Clearing Services (BACS) Citizens Advice bankruptcy mortgages capital expenditure non-current assets sources of finance Value Added Tax (VAT) fixed costs revenue profit liabilities capital inventory turnover</p>	<p><i>tertiary nonfinancial holocratic PESTLE</i> <i>SWOT CSR GDP elasticity</i> <i>innovation stakeholders appraisal personal</i> <i>specification</i> <i>situational analysis supply and demand</i></p>



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<p>Scholarship:</p>	<p><i>Pupils will develop knowledge of:</i></p>	<p>Pupils will attain scholarship through:</p> <ul style="list-style-type: none"> ➤ Retaining and recalling new advanced business specific terminology that needs to be incorporated in verbal and written work. Theories will need to be recalled throughout all units, and applied to specific personal and business scenarios. ➤ Understanding and explaining the variety of advantages and disadvantages of a range of concepts, which can then be applied and made specifically relevant to different circumstances. Develop an acute awareness of how different financial needs for example, differ at all varying life stages. ➤ Developing/analysing all situations will need to be explained in depth, by creating a chain of analysis, which will then develop the analytical skill of identify possible impacts. Being able to critically evaluate to provide a well-rounded argument, as well as demonstrating a wide range of knowledge. ➤ Connecting all topics from different learning aims contained within the specification, to demonstrate a holistic understanding of concepts, demonstrating a strong understanding of all concepts. 	<p>Pupils will attain Scholarship through:</p> <p>Retaining and recalling information using content taught throughout the 2-year course and being able to apply, analyse and evaluate the effect of this</p> <p>Understanding, explaining and developing/analysing how the structures of two contrasting businesses allow each to achieve its aims and objectives, and what leads to business success</p> <p>Connecting topics learnt from within year 12 (SWOT, PESTLE etc), and developing these, and analysing the effects on various businesses</p> <p>Awareness of the effect that both internal and external effects can have on both businesses and consumers.</p> <p>Creating a variety of situational analysis techniques-PESTLE, SWOT, Porter's 5 forces, applied to a chosen business.</p>
<p>Tenacity:</p>	<p><i>Pupils will develop knowledge of:</i></p>	<p>Pupils will learn to be tenacious through:</p> <ul style="list-style-type: none"> ➤ Using effective and appropriate research skills to gather relevant and detailed knowledge around a subject area ➤ Presenting conclusive information, alongside an analysis of the data in verbal and written responses ➤ Being willing to listen to feedback provided by teachers, as a means to improve their output ➤ Actively completing REACT tasks to demonstrate the willingness to improve ➤ Completing stretch and challenge activities 	<p>Pupils will learn to be Tenacious through:</p> <ul style="list-style-type: none"> ➤ Researching a business and applying the theory learnt throughout the course, to the specific business.
<p>Altruism:</p>		<p>Pupils will learn to be altruistic through:</p> <ul style="list-style-type: none"> ➤ Understanding and learning about a range of social and cultural backgrounds and being fully inclusive of these thoughts ➤ Providing effective feedback to peers, verbally and through EBI when peer assessing, demonstrating encouragement to drive improvement ➤ Taking an active role within group work 	<p>Pupils will learn to be Altruistic through:</p> <ul style="list-style-type: none"> ➤ Supporting their peers during practical assessments within the course, such as presentations (unit 1) and role-play interviews (unit 8)
<p>Respect</p>		<p>Pupils will learn to be respectful through:</p> <ul style="list-style-type: none"> ➤ Understanding that everyone handles money differently and may be in a different financial position to others ➤ Recognising that everyone goes through the personal life cycle at different stages ➤ Understanding how different cultural and religious beliefs impact people's financial decision making 	<p>Pupils will learn to be Respectful through:</p> <ul style="list-style-type: none"> ➤ Understanding how different cultural and social trends may affect the impact that businesses have on consumer demand.



Business Studies Key Stage 5 STAR Curriculum

		Year 12	Year 13	
Learning Sequence	Term 1	<p>First four weeks:</p> <p>Students will be introduced to the market, by exploring marketing and people functions, and investigating real life case studies of entrepreneurs and business start-ups. This will allow students to understand how businesses identify opportunities and to explore how businesses focus on developing a competitive advantage through interacting with customers.</p>	<p>Theme 1: Marketing and people <u>1.1: Meeting customer needs</u> Students will learn: about the market by differentiating between mass and niche markets by identifying their characteristics. Dynamic markets will be explored by looking at how markets change from normal distribution to online retailing, by considering the importance of innovation and market growth. Identifying the concept of risk and uncertainty will be explored to help businesses conduct different types of market research. This will assess understanding of different data types, alongside its limitations.</p> <p><u>1.2: Market</u> Students will gauge an understanding of the concepts of supply and demand. Understanding will be stretched to explore the concept of market equilibrium, where supply and demand interact. Students will understand factors that lead to a change in supply and demand. Calculations will focus on price and income elasticity of demand.</p> <p>Theme 2: Managing business activities <u>2.1: Raising finance</u> Students will learn about the various sources of finances that can be used to start a business. Students will be expected to be able to decipher the difference between external and internal sources of finance. They will also need to know the advantages and disadvantages of 13 different sources of finance.</p> <p><u>2.2: Financial planning</u> Students will be creating, analysing and completing a variety of financial planning resources. These include sales forecasts, break even charts and budgets. As well as being a heavily mathematical-based topic, students will again need to be aware of the pros and cons of these being produced.</p>	<p>Theme 3: Business decisions and strategy <u>3: Exploring influences on business strategy and decision making</u> In this theme, Students will be investigating different types and sizes of organisation in various business sectors and environments, and in local, national and global contexts.</p> <p><u>Theme 4: Global business</u> Students will be investigating businesses that trade on a global scale and explore their reasons for doing so. Students will then develop an understanding of the globally competitive environment and consider the ethical and moral dimensions of global business activities.</p>



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Term 2	<p>1.3: Marketing mix and strategy Students will identify how businesses design their products and services. This will incorporate how external factors such as the concern over resource depletion and ethical sourcing assists in some business start-up operations. The topic of branding and promotion will be explored to identify the advantages and disadvantages of different types of branding and promotion, and the consequential impacts it has on a business in terms of added value, the ability to charge premium pricing, and reduce price elasticity of demand.</p> <p>2.3: Managing finance Students will gain a deeper understanding of the term 'profit'. Students will be able to calculate gross, operating and net profit. As well as this, students will gain an understanding of the term 'liquidity', and the financial/non-financial ways a business can fail.</p> <p>2.4: Resource management Students will learn the key differences between productivity, efficiency and production. They will also develop an understanding of how different production methods can benefit a variety of businesses. Quality management methods will also be explored in detail.</p>	<p><u>4.1 : Globalisation</u> Students will learn about the growing economies and the indicators that show growth in an economy. The concept of International trade and business growth will then be introduced to students which will give them a good understanding of imports and exports and how foreign direct investment links to business growth.</p>
	<p>1.4: Managing people This human resources unit allows students to grasp an understanding of approaches to staffing. This will explore how certain businesses treat their staff as an asset vs. as a cost. Businesses will be explored in terms of their flexible workforce, and exploring the distinction between dismissal and redundancy. Employer/employee relationships will be established through the concepts of individual approach and collective bargaining.</p> <p>1.5: Entrepreneurs and leaders The individual role of the entrepreneur is identified through practical examples, by exploring innovation within a business (intrapreneurship) and barriers to entrepreneurship. Characteristics and skills required to be a successful business person are evaluated in terms of contribution towards business success.</p> <p>2.5: External influences In their final topic before their mock, students will look at the external factors that can affect a business. These include PESTEL (Political, economic, social, technological, legal and environmental).</p>	<p>Revision of all content</p>
Term 3		



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<p>Literacy: Key Terms</p>		<p>mass market niche market branding dynamic markets online retailing innovation competition risk uncertainty product orientation market research quantitative data qualitative data sample size bias market mapping competitive advantage adding value demand supply complementary goods consumer incomes indirect taxes subsidies market equilibrium elasticity of demand design mix promotion branding advertising</p>	<p>unique selling point viral marketing social media cost plus pricing price skimming distribution channels product life cycle extension strategy Boston Matrix asset dismissal product portfolio redundancy collective bargaining recruitment training hierarchy chain of command span of control centralised decentralised matrix structure motivation piecework commission bonus profit share delegation</p>
<p>Scholarship:</p>	<p><i>Pupils will develop knowledge of:</i></p>	<p>Pupils will attain scholarship through: Retaining and recalling key terms. Students will be creating key term lists for both theme 1 and theme 2 Understanding and analysing Connecting prior knowledge within business and linking these using current data Awareness of the business world and the economic climate Creating graphs and presentations to best prepare students for their future careers</p>	<p>Pupils will attain scholarship through: Retaining and recalling key terms. Students will be creating key term lists for both theme 1 and theme 2 Understanding and analysing Connecting prior knowledge within business and linking these using current data Awareness of the business world and the economic climate Creating graphs and presentations to best prepare students for their future careers</p>
<p>Tenacity:</p>	<p><i>Pupils will develop knowledge of:</i></p>	<p>Pupils will learn to be tenacious through:</p> <ul style="list-style-type: none"> ➤ Utilising key evidence from prior learnings to encourage each individual to grow and understand the next topic. ➤ Complete ReACT tasks to demonstrate that they are taking feedback on boards and developing their skills. 	<p>Pupils will learn to be tenacious through:</p> <ul style="list-style-type: none"> ➤ Utilising key evidence from prior learnings to encourage each individual to grow and understand the next topic. ➤ Complete ReACT tasks to demonstrate that they are taking feedback on boards and developing their skills.
<p>Altruism:</p>		<p>Pupils will learn to be altruistic through:</p> <ul style="list-style-type: none"> ➤ Students will be engaging to both teachers and students in the classroom and work together to achieve the maximum potential they aim to strike. ➤ By taking ownership of misconceptions, such as the difference between cash and profit, students will seek the help of others while also providing help to others in times when their individual strengths can be celebrated 	<p>Pupils will learn to be altruistic through:</p> <ul style="list-style-type: none"> ➤ Students will be engaging to both teachers and students in the classroom and work together to achieve the maximum potential they aim to strike. ➤ By taking ownership of misconceptions, such as the difference between cash and profit, students will seek the help of others while also providing help to others in times when their individual strengths can be celebrated
<p>Respect</p>		<p>Pupils will learn to be respectful through:</p> <ul style="list-style-type: none"> ➤ The use of group work, presentations and discussion in lessons to grasp an understanding of other people's knowledge and experiences. 	<p>Pupils will learn to be respectful through:</p> <ul style="list-style-type: none"> ➤ The use of group work, presentations and discussion in lessons to grasp an understanding of other people's knowledge and experiences.



Chemistry Key Stage 5 STAR Curriculum

		Year 12	Year 13
Learning Sequence	Term 1	<p>Inorganic/Physical</p> <ul style="list-style-type: none"> > Atomic Structure and isotopes > Compounds, formulae and equations > Amount of substance > Acids > Redox <p>PAG Moles determination PAG Acid-base titration</p> <p>Organic/Synthetic</p> <ul style="list-style-type: none"> > Electron structure > Bonding and structure > Periodicity > Basic concepts of organic chemistry 	<p>Inorganic/Physical</p> <ul style="list-style-type: none"> >How fast? >How far? >Acids, bases and buffers >Lattice enthalpy <p>PAG Acids and buffers</p> <p>Organic/Synthetic</p> <ul style="list-style-type: none"> >Aromatic compounds >Carbonyl compounds >Carboxylic acids and esters > Amines >Amino acids, amides and chirality >Polyesters and polyamides <p>PAG Qualitative analysis of organic functional groups</p>
	Term 2	<p>Inorganic/Physical</p> <ul style="list-style-type: none"> > Group 2 > Group 17 > Qualitative Analysis > Enthalpy changes > Reaction Rates <p>PAG Qualitative analysis of ions PAG Enthalpy determination</p> <p>Organic/Synthetic</p> <ul style="list-style-type: none"> > Basic concepts of organic chemistry > Alkanes > Alcohols > Haloalkenes 	<p>Inorganic/Physical</p> <ul style="list-style-type: none"> > Enthalpy and entropy > Redox and electrode potentials > Transition elements > Qualitative analysis <p>PAG Electrochemical cells</p> <p>Organic/Synthetic</p> <ul style="list-style-type: none"> > Carbon-carbon bond formation > Organic synthesis > Chromatography and qualitative analysis > Spectroscopy <p>PAG Synthesis of an organic solid</p>



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Term 3		<p>Inorganic/Physical</p> <ul style="list-style-type: none"> > Reaction rates > Chemical equilibrium > How fast? <p>PAG Rates of reaction – continuous monitoring method PAG Rates of reaction – initial rates method PAG Synthesis of an organic solid</p> <p>Organic/Synthetic</p> <ul style="list-style-type: none"> > Haloalkenes > Organic synthesis > Analytical techniques <p>PAG Synthesis of an organic liquid PAG Synthesis of an organic solid</p>	<p>Inorganic/Physical</p> <ul style="list-style-type: none"> > Revision and H432/03 practice <p>PAG Research skills PAG Iodine clock PAG Arrhenius</p> <p>Organic/Synthetic</p> <ul style="list-style-type: none"> > Revision and H423/03 practice <p>PAG Synthesis of an organic liquid</p>
Literacy: Key Terms		<p><i>Chemistry's longer answers are all about logic and structuring of answers.</i></p> <p><i>Key terminology is every single piece of scientific terminology which has to be used in the correct context.</i></p> <p><i>There are no synonyms, there is no hierarchy.</i></p>	<p><i>Chemistry's longer answers are all about logic and structuring of answers.</i></p> <p><i>Key terminology is every single piece of scientific terminology which has to be used in the correct context. There are no synonyms, there is no hierarchy.</i></p>
Scholarship:	<p><i>Pupils will develop knowledge of:</i></p>	<p>Pupils will learn to attain scholarship through:</p> <p>Accumulation of factual content for recalling and retaining in later lessons Understanding key reaction pathways, what products are possible, what reactions can or cannot occur Understanding the factors which affect rates of reactions and (hence) positions of equilibria. Understanding how the detailed electronic structure of the atom affects ionisation energy, electronegativity and determines properties of the elements</p> <p>Applying knowledge to explain trends in ionisation energy, chemical reactivity, to predict the outcomes of changes to conditions to rates and equilibrium positions</p> <p>Analysis and evaluation go hand-in-hand in many A Level questions. We analyse spectra, experimental analysis data, reactivity data to evaluate the structure of a molecule that fits all the observed parameters. Analysis of experimental results from titration data, enthalpy change data, qualitative experiments to evaluate concentrations, calculate enthalpy change values and identify compounds respectively</p>	<p>Pupils will learn to attain scholarship through:</p> <p>Accumulation of factual content for recalling and retaining in later lessons Understanding key reaction pathways, what products are possible, what reactions can or cannot occur. Understanding the factors which affect rates of reactions and (hence) positions of equilibria. Understanding how the detailed electronic structure of the atom affects ionisation energy, electronegativity and determines properties of the elements</p> <p>Applying knowledge to explain trends in ionisation energy, chemical reactivity, to predict the outcomes of changes to conditions to rates and equilibrium positions. In Year 13 we expand the repertoire to cover predictions involving changes to opposing factors (enthalpy of solution, lattice enthalpies where both ions are changing). To take only necessary data from a table of standard electrode potentials to explain or predict possible reactions from a selection of available reactants</p>



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			Analysis and evaluation go hand-in-hand in many A Level questions. We analyse spectra, experimental analysis data, and reactivity data to evaluate the structure of a molecule that fits all the observed parameters.
Tenacity:	<i>Pupils will develop knowledge of:</i>	Pupils will learn to be tenacious through: <ul style="list-style-type: none">➤ Pre-reading and preparation for lessons without support before content being covered➤ Preparation for practical work, creating flowchart activities and creating all tables and spreadsheets before lesson➤ Being prepared to work from the board and accepting feedback from teachers and peers➤ In assessment involving multi-stage calculations and problems involving deductive reasoning, to persevere in getting marks for individual parts even if the whole question is beyond them	Pupils will learn to be tenacious through: Pre-reading and preparation for lessons without support prior to content being covered Preparation for practical work, creating a flowchart activities and creating all tables and spreadsheets prior to lesson Being prepared to work from the board and took accept feedback from teacher and peers In assessment involving multi-stage calculations and problems involving deductive reasoning, to persevere in getting marks for individual parts even if the whole question is beyond them
Altruism:		Pupils will learn to be altruistic through: Throughout practical endorsement, working in a cooperative way with other students, sharing materials, equipment and knowledge Culture of cooperative work in lesson in tackling complex problems in spectroscopy, in titration calculations, drawing mechanisms	Pupils will learn to be altruistic through: Throughout practical endorsement, working in a cooperative way with other students, sharing materials, equipment and knowledge Culture of cooperative work in lesson in tackling complex problems in spectroscopy, in titration calculations, drawing mechanisms
Respect		Pupils will learn to be respectful through: Students in organic chemistry work from the board at the front of the classroom drawing structures, mechanisms, tackling calculations Other students show respect by listening attentively and providing support Students respect the environment by following guidance in practical studies for handling and disposal of chemicals. Students respect the work of technicians and cleaners by keeping a tidy workspace and minimising potential spillages and hazards caused by them.	Pupils will learn to be respectful through: Students in organic chemistry work from the board at the front of the classroom drawing structures, mechanisms, tackling calculations. Other students show respect by listening attentively and providing support Students respect the environment by following guidance in practical studies for handling and disposal of chemicals. Students respect the work of technicians and cleaners by keeping a tidy workspace and minimising potential spillages and hazards caused by them.



Classical Civilisation Key Stage 5 STAR Curriculum

		Year 12	Year 13
Learning Sequence	Term 1	<p>First four weeks:</p> <p>In the opening lessons of Year 12, pupils will</p> <p>Be introduced to a brief history of the Roman Republic and Early Empire including key historical and cultural details and basic information concerning Greek and Roman mythology.</p> <p>Learn about the Empire under Augustus, the nature of Ancient Greek Theatre</p> <p>Explore the Festival of Dionysus and the architectural features of early theatres</p> <p>Develop an understanding of the culture, history and society linked to Ancient Rome and Greece</p> <p>As this is a new subject to all students, they will not consolidate previous work, but do have detailed induction books to ease the transition.</p>	<p>The Aeneid:</p> <p>Students will study the text in translation, exploring Virgil's use of the epic form, developing an increasingly sophisticated level of knowledge and understanding of the way in which the text was composed, and the religious, cultural and social values and beliefs of its society; providing learners with the opportunity to appreciate the way in which the text reflects the values of Augustan Rome and presents the cultural and religious beliefs related to the gods, fate, family, friendships and ideas associated with heroism and war.</p> <p>Greek Theatre:</p> <p>Students will study 'Oedipus' in translation together with a range of visual sources from antiquity related to the theatre. Students will learn to understand the role of the theatre in Athenian society in terms of religious, political and cultural purpose and values. They will also develop knowledge and understanding of the origins of tragedy and comedy, including the use of literary and dramatic techniques such as props, costumes and the theatrical space. They will also develop sophisticated skills of analysis of both material and architectural sources and how to evaluate these and extrapolate their value in revealing social, religious and cultural beliefs.</p>
		<p>The Odyssey:</p> <p>In-depth study of the compulsory exam text through the thematic lens of 'heroism' for: the study of literature in translation; exploration of Greek epic; the development of an increasingly sophisticated level of knowledge and understanding of the way in which the text was composed, and the religious, cultural and social values and beliefs of its society; providing learners with the opportunity to appreciate the lasting legacy of the Homeric world and to explore its attitudes and values using relevant secondary scholars and academics to support analysis and argument</p> <p>This component should also be studied in the context of the specification wide knowledge, skills and understanding listed in Section 2b</p> <p>Love and Relationships in Ancient Greece:</p> <p>Students will study Greek thinking regarding the ideal qualities of men and women, the status of women, ideas related to marriage, adultery, divorce, family and children and appropriate conduct. Students will explore a range of primary and secondary source material including works of art and architecture in order to appreciate and understand how relationships we perceived and conducted in specifically Athenian and Spartan societies. They will also develop knowledge and understanding of Plato's views regarding love, desire and relationships and how these were influenced and received by a contemporary audience through the detailed exploration of extracts from the 'Symposium', 'Phaedrus', 'Republic' and 'Laws'. Students will also analyse a range of Sappho poetry fragments considering their contextual value, mythological allusions, use of literary devices, motifs and themes evaluating how these enhance our knowledge of love and relationships in the ancient world.</p>	



Term 2

The Aeneid: Students will continue their study of the epic and related contexts

Greek Theatre: Students will continue their study of Greek theatre as above with a focus on Euripides' 'Bacchae' and Aristophanes' 'Frogs'

The Odyssey:

The development of comparative skills through analysis of similarities and differences with the Aeneid; development of exam literacy and techniques to enhance understanding of the requirements of 'The World of the Hero' examination; understanding of how to create theses and evaluative strategies for higher-tariff exam questions; analysis of structural and formal strategies employed by Homer in oral composition; independent research activities to explore a wider range of secondary readings of the text; revision of subject-specific vocabulary and large-scale memorisation of quotations from the text and a range of academics.

Love and Relationships in Ancient Rome:

In-depth study and exploration regarding the ideal qualities of men and women, the status of women, ideas related to marriage, adultery, divorce, family and children and appropriate conduct. Students will explore a range of primary and secondary source material including works of art and architecture to appreciate and understand how relationships were perceived and conducted in specifically the early Roman Empire from Augustus to Nero. They will also develop knowledge and understanding of Seneca's views regarding love, desire and relationships and how these were influenced and received by a contemporary audience through the detailed exploration of extracts from a range of works including 'Phaedra', 'On Mercy' and 'Letters from a Stoic'. Students will also analyse Ovid's 'Ars Amatoria Book 3' considering their contextual value, social context, didactic style, use of literary devices, humour, motifs and mythological allusions evaluating how these enhance our knowledge of love and relationships in the ancient world.



	Term 3		<p>A. The Aeneid: Students will continue their study of the epic and related contexts</p> <p>B. Greek Theatre: Students will continue their study of Greek theatre</p> <p>Year 12 Revision and consolidation and mock exams: A series of lessons in which students will revise key terminology, all four primary texts and their related contexts and source material and practice responding to a range of exam-style questions</p>	<p>Consolidation and revision of:</p> <ul style="list-style-type: none"> ➤ Virgil's 'Aeneid' and related contexts ➤ Greek Theatre and connected source material ➤ Homer's 'Odyssey' and related contexts ➤ Love and relationships and connected source Material ➤ Examination skills
Literacy: Key Terms	Epic Tragedy Classical Period	<p><i>Furor Pietas Pater familias Epic simile Ekphrasis Epithet Clementia Fata Auctoritas Hospitium Katabasis Virtus Pax Romana Aristeia Fides Choral odes Catharsis Chiton Chorus Deus ex machina Dike Dramatic irony Ekkyklema Hamartia Hybris Krater Kylix Lyric Mechane Orchestra Parabasis Pathei Mathos Peripeteia Polis Skene Timoria Tragic inevitability Stichomythia</i></p>	<p><i>Nostos Kleos Polytrope Polymetis Polytlas Oikos Xenia Polymechanos Eusabia Time Heroism Homeric Epic Homeric Simile Ring Composition Fate Stoicism Oral Composition Formulae Analyst In Media Res Andron Dowry Epikleros Erastes Eromenos Gamos Gyne Hetairai Kyrios Nymphē Parthenos Symposium Cliens Infames Matrōna Meretrix Mos maiorum Patron Pudicitia Puella docta Senator Univira Vestal virgins Virtus</i></p>	
Scholarship:	Pupils will develop knowledge of:	<p>Pupils will attain scholarship through:</p> <p>Retaining and recalling information about ancient architecture, artistic, religious and cultural artefacts, large literary texts in translation including detailed knowledge of key characters and events, key literary terms and ancient concepts, changing patterns of reception from antiquity to the present day</p> <p>Understanding, explaining and analysing how ancient authors shape meaning through linguistic, formal, structural, tonal and thematic choices to create implicit and explicit meaning and significances; and developing the ambition, quality and precision of students' analytical, comparative and evaluative writing</p> <p>Connecting texts to one another and context to text, and developing skills of comparative evaluation</p>	<p>Pupils will attain scholarship through:</p> <p>Retaining and recalling information about ancient architecture, artistic, religious and cultural artefacts, large literary texts in translation including detailed knowledge of key characters and events, key literary terms and ancient concepts, changing patterns of reception from antiquity to the present day</p> <p>Understanding, explaining and analysing how ancient authors shape meaning through linguistic, formal, structural, tonal and thematic choices to create implicit and explicit meaning and significances; and developing the ambition, quality and precision of students' analytical, comparative and evaluative writing</p> <p>Connecting texts to one another and context to text, and</p>	



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		<p>Awareness of the changing reception to texts across time; the impact of a range of contextual factors upon production and reception of any given text</p>	<p>developing skills of comparative evaluation</p> <p>Awareness of the changing reception to texts across time; the impact of a range of contextual factors upon production and reception of any given text</p>
<p>Tenacity:</p>	<p><i>Pupils will develop knowledge of:</i></p>	<p>Pupils will learn to be tenacious through:</p> <ul style="list-style-type: none"> ➤ The exploration of challenging texts, including those dealing with war, murder, rape, and those deriving from different cultures and historical periods ➤ Writing more extended analytical responses, informed by academic research and readings and under time pressure ➤ Regularly learning primary and secondary quotations, and new subject-specific terminology off by heart ➤ Detailed and ongoing revision of Year 12 content in preparation exams. 	<p>Pupils will learn to be tenacious through:</p> <ul style="list-style-type: none"> ➤ The exploration of challenging texts, including those dealing with war, murder, rape, and those deriving from different cultures and historical periods ➤ Writing more extended analytical responses, informed by academic research and readings and under time pressure ➤ Regularly learning primary and secondary quotations, and new subject-specific terminology off by heart ➤ Detailed and ongoing revision of Year 12 content in preparation exams.
<p>Altruism:</p>		<p>Pupils will learn to be altruistic through:</p> <ul style="list-style-type: none"> ➤ Listening carefully and responding perceptively and sensitively to one another's opinions when debating ideas and textual interpretations; ➤ Developing essential, constructive and increasingly critical peer assessment and evaluation skills that are regularly employed; ➤ Taking on a range of roles in regular group and presentational work; ➤ Sharing findings from individual research; ➤ Empathising with studied characters, contexts and being sensitive to different types of reception across time, whilst also debating with sensitivity and respect for others. 	<p>Pupils will learn to be altruistic through:</p> <ul style="list-style-type: none"> ➤ Listening carefully and responding perceptively and sensitively to one another's opinions when debating ideas and textual interpretations; ➤ Developing essential, constructive and increasingly critical peer assessment and evaluation skills that are regularly employed; ➤ Taking on a range of roles in regular group and presentational work; ➤ Sharing findings from individual research; ➤ Empathising with studied characters, and contexts and being sensitive to different types of reception across time, whilst also debating with sensitivity and respect for others.
<p>Respect</p>		<p>Pupils will learn to be respectful through:</p> <ul style="list-style-type: none"> ➤ Discussion of issues in set texts e.g. patriarchy, sexism, racism, cannibalism; ➤ Numerous opportunities in debate to respectfully consider one another's opinions, to ask questions and respond with sensitivity; 	<p>Pupils will learn to be respectful through:</p> <ul style="list-style-type: none"> ➤ Discussion of issues in set texts e.g. patriarchy, sexism, racism, cannibalism; ➤ Numerous opportunities in debate to respectfully consider one another's opinions, to ask questions and respond with sensitivity;



Computer Science Key Stage 5 Curriculum

		Year 12	Year 13
Learning Sequence	Term 1	<p>Components of a Computer Structure of a computer and their uses including: Structures and function of the processor, types of processor and input, output and storage.</p> <p>Software and Software Development Types of software and the different methodologies used to develop software including: systems software, applications generation, software development and types of programming languages.</p> <p>Computational Thinking Understand what is meant by computation thinking. Includes: Thinking abstractly, Thinking ahead, Thinking procedurally, Thinking logically, and Thinking concurrently.</p> <p>Problem Solving and Programming How computers can be used to solve problems and programmes can be written to solve them. Includes: Programming techniques and Computational methods.</p>	<p>Legal, Moral, Ethical and Cultural Issues The individual moral, social, ethical and cultural opportunities and risks of digital technology. Legislation surrounding the use of computers and ethical issues that can or may in the future arise from the use of computers. Including: Computing related legislation, Moral and ethical issues.</p> <p>NEA Project Learners are expected to analyse, design, develop, test, evaluate, and document a program written in a suitable language. The underlying approach to the project is to apply the principles of computational thinking to a practical coding problem. Learners are expected to apply appropriate principles from an agile development approach to the project development.</p>
	Term 2	<p>Students will be introduced to 'How A Level lessons work', i.e. what is expected of them pre- during and post-lesson. Students are given a road map for the subject, including brief details of the NEA project. Also, students are told about the assessment regimes in place and the consequences of not passing an assessment.</p> <p>Exchanging data How data is exchanged between different systems including: Compression, encryption and hashing, Databases, networks, and web technologies. Networks and web technologies Algorithms The use of algorithms to describe problems and standard algorithms</p>	<p>NEA Project Continues:</p> <p>Topic Test Revision Each topic is revised and tested using exam questions. Cycling through each topic</p>
	Term 3	<p>Data types, Data Structures and Algorithms How data is represented and stored within different structures, and different algorithms that can be applied to these structures. Including: Data types, Data structures, Boolean Algebra</p>	<p>Last Leg Revision Student concentrate on whole past papers.</p>



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Literacy: Key Terms			
Scholarship:	<i>Pupils will develop knowledge of:</i>	<p>Pupils will learn to attain Scholarship through: Attending all lessons and being attentive</p> <p>Taking excellent notes, taking pride in their folders and keeping them in a neat and logical order, Doing all homework set in a conscientious manner</p> <p>Being proactive in 'pre-planning' for a lesson, for example by watching an appropriate video (such as Craig'n'Dave).</p> <p>Retaining and recalling information via our RRR starter. Taking time to review where they are in their learning, for instance by creating knowledge organisers for each topic completed.</p>	<p>Pupils will learn to attain Scholarship through: Attending all lessons and being attentive</p> <p>Taking excellent notes, taking pride in their folders and keeping them in a neat and logical order, Doing all homework set in a conscientious manner</p> <p>Being proactive in 'pre-planning' for a lesson, for example by watching an appropriate video (such as Craig'n'Dave).</p> <p>Retaining and recalling information via our RRR starter. Taking time to review where they are in their learning, for instance by creating knowledge organisers for each topic completed.</p>
Tenacity:	<i>Pupils will develop knowledge of:</i>	<p>Pupils will learn to be tenacious through: Setting an expectation that tenacity is required! The level of difficulty is often a shock to new KS5 students. Students come to realise quite quickly that 'not understanding' is not an option if they want to achieve a good grade, and therefore they have to exhibit tenacity. This is developed by requiring students to resit any assessments where their performance was lacking, and requiring them to redo any substandard homework.</p>	<p>Pupils will learn to be Tenacious through: Setting an expectation that tenacity is required! The level of difficulty is often a shock to new KS5 students. Students come to realise quite quickly that 'not understanding' is not an option if they want to achieve a good grade, and therefore they have to exhibit tenacity. This is developed by requiring students to resit any assessments where their performance was lacking, and requiring them to redo any substandard homework.</p>
Altruism:		<p>Pupils will learn to be Altruistic through: Being helpful to students who are struggling to understand a topic. It is natural that topics at KS5 tend to be harder to understand and master, so there are often discussions where one student explains something to another.</p>	<p>Pupils will learn to be Altruistic through: Being helpful to students who are struggling to understand a topic. It is natural that topics at KS5 tend to be harder to understand and master, so there are often discussions where one student explains something to another.</p>
Respect		<p>Pupils will learn to be Respectful through:</p> <ul style="list-style-type: none"> ➢ Maintaining the same behaviour principles as are required in KS3 and KS4. ➢ Respectful discussions, for instance when discussing LMEC (Legal, Moral, Ethical and Cultural) topics in our Monthly Monitor, which looks at current developments in the world of technology. 	<p>Pupils will learn to be Respectful through:</p> <ul style="list-style-type: none"> ➢ Maintaining the same behaviour principles as are required in KS3 and KS4. ➢ Respectful discussions, for instance when discussing LMEC (Legal, Moral, Ethical and Cultural) topics in our Monthly Monitor, which looks at current developments in the world of technology.



Drama Theatre Key Stage 5 STAR Curriculum

		Year 12	Year 13	
Learning Sequence	Term 1	<p>In the first 4 weeks of Year 12 students will participate in student led workshops.</p> <p>Each student will have chosen a practitioner to research over the summer. They will then present their findings to each other and lead the group in a practical task relating to their chosen practitioner.</p> <p>ONce all students have don this we then start exploring a range of different practitioners, changing groups frequently so students learn to work cooperatively with everyone.</p>	<ul style="list-style-type: none"> ➤ Practitioner workshops ➤ Hedda Gabler (Comp 3) ➤ Mock component 1 	<ul style="list-style-type: none"> ➤ Component 2 stimulus and devising ➤ Component 3 Revision (Hedda Gabler, Chimerica and Curious Incident) - timed essays, group presentations, paired work, recap of each text
	Term 2	<ul style="list-style-type: none"> ➤ Finish Hedda Gabler ➤ Start Chimerica ➤ Component 1 exam performance 	<ul style="list-style-type: none"> ➤ Component 2 Devising and text exam ➤ Curious Incident revision - extract published from exam board in March. 	
	Term 3	<ul style="list-style-type: none"> ➤ Curious Incident of the Dog in the Night-Time (Comp 3) ➤ Revision for Comp 3 mock exam - Hedda, Chimerica and Curious Incident ➤ Duologues Practice (Comp 2) 	Revision for component 3 - timed essays, group and individual revision, recap of key moments etc.	
Literacy: Key Terms		<p>Key words are utilised throughout all components.</p> <p>New Drama terminology introduced:</p> <p><i>Examples include - Digital Floor, Subtext, Denouement, Exposition, Sightlines, Symbolism, Stance, Fresnel, Pinspot, Practical Light, Audiopanning, Underscoring.</i></p>	<p>Key words are utilised throughout all components</p> <p>New Drama terminology introduced:</p> <p><i>Examples include - Digital Floor, Subtext, Denouement, Exposition, Sightlines, Symbolism, Stance, Fresnel, Pinspot, Practical Light, Audiopanning, Underscoring.</i></p>	



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<p>Scholarship:</p>	<p><i>Pupils will develop knowledge of:</i></p>	<p>Pupils will attain Scholarship through: Retaining and recalling terminology on a weekly basis about drama and theatre Analysing and applying the concepts and approaches of theatre companies and practitioner methods Gaining an awareness of the history of theatre and its place in the cultural canon, clear focus on SCHP for Hedda Gabler. Creating imaginative and thought-provoking drama pieces through performance or design</p>	<p>Pupils will attain Scholarship through: Retaining and recalling terminology on a weekly basis about drama and theatre Analysing and applying the concepts and approaches of theatre companies and practitioner methods Gaining an awareness of the history of theatre and its place in the cultural canon, clear focus on SCHP for Hedda Gabler. Creating imaginative and thought-provoking drama pieces through performance or design</p>
<p>Tenacity:</p>	<p><i>Pupils will develop knowledge of:</i></p>	<p>Pupils will learn to be Tenacious through:</p> <ul style="list-style-type: none"> ➤ Demonstrating ambition and patience in developing, rehearsing and refining drama pieces over a sustained period of time, both in and outside of lessons ➤ Responding to peer and teacher feedback in order to improve without defensiveness or pride ➤ Performing and sharing original ideas in front of an audience ➤ Challenging themselves to apply conceptually complex theatre practitioners or theories in their work 	<p>Pupils will learn to be Tenacious through:</p> <ul style="list-style-type: none"> ➤ Demonstrating ambition and patience in developing, rehearsing and refining drama pieces over a sustained period of time, both in and outside of lessons ➤ Responding to peer and teacher feedback in order to improve without defensiveness or pride ➤ Performing and sharing original ideas in front of an audience ➤ Challenging themselves to apply conceptually complex theatre practitioners or theories in their work
<p>Altruism:</p>	<p><i>Pupils will develop knowledge of:</i></p>	<p>Pupils will learn to be Altruistic through:</p> <ul style="list-style-type: none"> ➤ Giving constructive and sensitive peer feedback to help improve others' performance/written skills. ➤ Working maturely and selflessly in groups with a range of students with different skills profiles, abilities, ideas and opinions. ➤ Developing empathy through use of character work on set texts and stimuli e.g. for understanding the autistic spectrum through studying Curious Incident of the Dog in the Nighttime 	<p>Pupils will learn to be Altruistic through:</p> <ul style="list-style-type: none"> ➤ Giving constructive and sensitive peer feedback to help improve others' performance/written skills. ➤ Working maturely and selflessly in groups with a range of students with different skills profiles, abilities, ideas and opinions. ➤ Developing empathy through use of character work on set texts and stimuli e.g. for understanding the autistic spectrum through studying Curious Incident of the Dog in the Nighttime



Respect		<p>Pupils will learn to be Respectful through:</p> <ul style="list-style-type: none">➤ Conducting themselves safely, responsibly and maturely with Drama equipment and rehearsal/performance spaces -and as audience members in school and on theatre trips.➤ Demonstrating sensitivity and awareness of diverse views and opinions when engaging with sensitive material➤ Appreciating the impact of inequality and prejudice related to gender and ethnicity in set texts/stimuli➤ Being a role model to younger students when in and around the Drama block.	<p>Pupils will learn to be Respectful through:</p> <ul style="list-style-type: none">➤ Conducting themselves safely, responsibly and maturely with Drama equipment and rehearsal/performance spaces -and as audience members in school and on theatre trips.➤ Demonstrating sensitivity and awareness of diverse views and opinions when engaging with sensitive material➤ Appreciating the impact of inequality and prejudice related to gender and ethnicity in set texts/stimuli➤ Being a role model to younger students when in and around the Drama block.
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Economics Key Stage 5 STAR Curriculum

		Year 12	Year 13
Learning Sequence	Term 1	<p>First four weeks:</p> <p>In the opening lessons of Year 12, pupils will be introduced to the foundations of the curriculum that must be used to build on for future learning in all aspects. Such as key words of GDP, GNI and inflation these are some of the foundations to act as a platform for future understanding and learning.</p> <p>Theme 2 - Economic growth 2.1.1 -2.1.3 employment and unemployment. Students will begin the year by understanding the core values of economic growth and how it is measured and contributes to the development of a society. Such topics in economic growth will include GDP itself as a measure and other measures of growth such as GNI. Students will explore inflation, employment and balance of payments.</p> <p>Topic 2.2 Aggregate demand Students will learn about aggregate demand, look at graphical representations of economics and study consumption and investment. They will come to understand the factors which might influence consumer spending, and how this directly affects levels of consumption. They will also learn about the distinctions between gross and net, how investment encourages demand to increase, and how it contributes to economic growth.</p> <p>Topics 2.2.4 and 2.2.5 Government expenditure (G) and net trade (X-M) Students will identify the influences of government expenditure and use dialogic based learning to understand students' thoughts on what may influence the levels of imports and exports one country will engage in.</p> <p>Aggregate supply, short and long-run AS (2.3)</p>	<p>Theme 4: A Global Perspective Topic 1: International Economies (4.1) Students will focus on how firms achieve success on a global scale look at the impacts larger multinational business' have on a global scale, and then use their knowledge to develop an understanding of specialisation and how companies can gain competitive advantage by providing goods on a global scale. The students will be expected to keep up to date with new and larger Multinational companies (MNC's) Topics covered will include globalisation, specialisation and trade, patterns of trade, trading Blocs and the WTO, exchange rates and international competitiveness.</p> <p>Topic 2: Poverty and Inequality Students are introduced to the concepts of relative vs absolute poverty and learn how inequality works and why it is important to both a country's economy and its productivity. Measures to reduce inequality are considered.</p> <p>Topic 3: Emerging and Developing Economies Students begin learning about development and the ways that countries can develop their economies. Factors influencing growth and development affect the speed and strength of growth and a variety of strategies that institutions and governments can implement are considered. Topics covered include measures of development, factors influencing growth and development, strategies influencing growth and development.</p>
	Term 2		



Term 2	<p>2.4.1 National income Students will learn about the circular flow income and difference between income and wealth.</p> <p>2.4.3 Equilibrium levels of real national output Students will learn about equilibrium levels and the use of AD and AS diagrams to show the changes in the pricing and real output.</p> <p>2.4.4 The multiplier effect Students will study the multiplier ratio along with the marginal propensity to save, consume etc. Numeracy skills will be practised through calculation, using the multiplier formula.</p> <p>2.5 Economic growth 2.5.1 Causes of growth Students will be introduced to the factors that may influence a country's growth level as well as differentiating between actual and potential growth</p> <p>2.5.2 Output gaps Students will study the distinction between growth rates and trends in long term growth rates. The use of diagrams to illustrate this knowledge will be building from prior learnings.</p> <p>2.5.3 Trade business cycles Students will begin to study the trade cycle which includes focussing on characteristics of a boom and recession while using relevant current affairs to support the learning and previous scenarios.</p>	<p>Topic 4: The Financial Sector <u>Trail exams take place at the start of this half term.</u> After the trial exams are completed the nature and role of financial markets and institutions form the focus of the start of this half term, with the Global Financial Crisis explored in depth. The role of central banks such as the Bank of the England is considered, particularly in relation to interest rates.</p> <p>Topic 5: The Role of the State in the Macroeconomy The final topic of Theme 4 is the Role of the State in the Macroeconomy. Public expenditure is the first sub topic where students will learn about the direct types of expenditure and then look at how governments spend and the impacts this has on economic growth. At the end of the half term taxation is the major sub topic, where students learn about direct vs indirect taxes and how taxes are collected, in the context of progressive, regressive and proportional taxation.</p>
	<p>2.5.4 The impact of economic growth Students will focus on consumers, firms and government and the living standards. The benefits and costs affecting each of these elements will be discussed.</p> <p>2.6.1 Possible Macroeconomic objectives To introduce the final section of theme 2 we will look at the economic objectives of one society that are set out in order to reach and maximise full potential. Some of these include low unemployment, greater income equality and a low and stable rate of inflation.</p> <p>2.6.2 Demand side policies Students will be focussing on demand side policies such as fiscal and monetary policies the distinction between fiscal deficit and surplus as well as using diagrams to illustrate demand side policies.</p> <p>2.6.3 Supply side policies Students will study market and interventionist based policies such as to increase incentives to encourage AS to grow.</p> <p>2.6.4 Conflicts and trade-offs between objectives and policies As the final section to be looked at the students will study the conflicts that can arise from macroeconomic objectives and how they develop and hinder a societies growth.</p>	<p>Revision is guided by both teachers and will focus on Paper 1 and 2 and Paper 3. Exam practice is key and students are given assessments with feedback to ensure they know what they need to do to fulfil their potential in the exams.</p>
Term 3		



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<p>Literacy: Key Terms</p>			
<p>Scholarship:</p>	<p><i>Pupils will develop knowledge of:</i></p>	<p>Pupils will attain Scholarship through:</p> <p>Retaining and recalling advanced economic terminology that needs to be incorporated in verbal and written work. Theories will need to be recalled throughout all units, and applied to specific personal and economic scenarios.</p> <p>Understanding and explaining the concepts of aggregate demand and aggregate supply, and the economic effect of these.</p> <p>Developing / analysing with the use of graphs such as aggregate demand, aggregate supply, Keynesian and the trade cycle.</p> <p>Connecting all topics studied from theme 1 and theme 2, in order to give students the ability to have these concepts further explored in both themes 3 and 4.</p> <p>Awareness of global economic differences. Specifically, students will need to be able to compare the differences of specific economic events on both developed and less-developed nations. These include the UK, Kenya, Australia and Saudi Arabia.</p> <p>Creating critical and balanced judgements and recommendations for the specific economy/economies in question. This will be essential for both section B and C of the exams</p>	<p>Pupils will attain Scholarship through:</p> <p>Retaining and recalling information using content taught throughout the 2-year course and being able to apply, analyse and evaluate the effect of this</p> <p>Understanding, explaining, and Developing / Analysing how two contrasting economies can adapt and respond to certain economic events</p> <p>Connecting year 1 content (themes 1 and 2), with year 2 content (themes 3 and 4)</p> <p>Awareness of the factors that can influence the growth of emerging economies.</p> <p>Creating a variety of graphs and being able to implement these into their answers. These include; Absolute and comparative advantage, tariff and quota diagrams, Lorenz curve and Gini coefficient.</p>



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<p>Tenacity:</p>	<p><i>Pupils will develop knowledge of:</i></p>	<p>Pupils will learn to be Tenacious through:</p> <ul style="list-style-type: none"> ➤ Utilising key evidence from prior learnings to encourage each individual to grow and understand the next topic. ➤ The push they give themselves when they come across areas of misunderstanding and difficulty. 	<p>Pupils will learn to be tenacious through:</p> <ul style="list-style-type: none"> ➤ Responding to the feedback from exams and adapting their study style and personal work ethic to ensure that they are achieving their best possible results. ➤ Being open to the feedback provided by peers and teachers on their work particularly their essays. ➤ Completing ReACT tasks to demonstrate that they are taking feedback on boards and developing their skills.
<p>Altruism:</p>		<p>Pupils will learn to be Altruistic through:</p> <ul style="list-style-type: none"> ➤ Engaging with both teachers and students in the classroom and working together to achieve their goals. ➤ By taking ownership of their misconceptions students will seek the help of others while also providing help to others in times when their individual strengths can be celebrated. 	<p>Pupils will learn to be altruistic through:</p> <ul style="list-style-type: none"> ➤ Providing valuable and thoughtful feedback during peer marking. ➤ Showing understanding when discussing the term
<p>Respect</p>		<p>Pupils will learn to be Respectful through:</p> <ul style="list-style-type: none"> ➤ The use of group work and discussion in lessons to grasp an understanding of other people's knowledge and experiences. ➤ By working in pairs and groups students will appreciate the encouragement that comes from being motivated by others to achieve greatness. 	<p>Pupils will learn to be respectful through:</p> <ul style="list-style-type: none"> ➤ Discussing inequality and taxation, paying particular attention to the impacts of macroeconomic policy on the poorest in society ➤ Students are taught to consider these impacts and the realities of living in poverty. Students learn to respect those less fortunate than others as they quickly realise that the 'poverty trap' cannot be blamed on those that suffer as a result.



English Literature Key Stage 5 STAR Curriculum

		Year 12	Year 13
Learning Sequence	Term 1	<p>Students receive an introduction to the tragic genre, starting from Aristotle and Plato and working all the way up until modern tragedies of the present day.</p> <p>Shakespearean Tragedy (Unit 1 Sections A and B) Othello (William Shakespeare) Students will study Shakespeare's 'Othello' through the lens of the tragic genre. They will analyse the play in depth learning how to explore key scenes in detail as well as how to write about the play holistically. They will be taught how to write about the texts as dramatic works considering elements of staging as well as authorial techniques such as imagery, lexical choices and structural features.</p> <p>Modern Tragedy (Unit 1 Section C) The Great Gatsby (F.Scott Fitzgerald) or Death of a Salesman (Arthur Miller) Students will explore a twentieth century text through the lens of the tragic genre. They will examine the texts from a literary perspective considering authorial methods including narrative voice, setting, narrative structure and symbolism. They will examine the ways in which these texts conform to and subvert the tragic genre.</p>	<p>Non-Examined Assessment (Unit 3) Feminist or Marxist criticism of a novel of the student's choice Students will explore a range of feminist or Marxist critical theories considering how these can be applied to a variety of texts. They will independently read a novel of their choice approved by their teacher including a range of critical and contextual material. They will construct their own NEA question and write a coherent essay that analyses their chosen text through the lens of feminist or Marxist critical theories.</p> <p>Social and Political Protest Writing (Unit 2 Section A) Unseen writing extracts Students will continue to explore protest writing and develop their skills of literary analysis. They will explore a range of challenging unseen extracts in preparation for this aspect of the exam.</p> <p>Social and Political Protest Writing (Unit 2 Sections B and C) Harvest (Jim Crace) Students will examine Crace's novel through the lens of political and social protest writing. They will learn how to examine key narrative elements of the text including the use of an unreliable narrative voice, the novel's circular structure and Crace's use of allusion and symbolism. They will learn how to write about elements of the protest genre as they appear in the text as well as considering how the novel, set during the enclosure period, comments on modern social and political issues.</p>
	Term 2		



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Term 2	<p><u>Shakespearean Tragedy (Unit 1 Sections A and B)</u> Othello (William Shakespeare) Students will continue their study of Shakespeare's 'Othello'.</p> <p><u>Social and Political Protest Writing (Unit 2)</u> Students will be introduced to the study of political and social protest writing considering the key elements of this form of writing such as dystopian fiction and representations of issues such as oppression and rebellion. They will be trained in the skills of literary criticism and how to approach an unseen extract including drama, prose, and poetry and how to construct an insightful critical analysis that explores the extract through the lens of protest writing.</p> <p><u>Social and Political Protest Writing (Unit 2 Sections B and C)</u> Poetry of William Blake Students will explore a range of poems from Blake's 'Songs of Innocence and Experience' considering the texts from a lit-crit perspective. Students will explore features of narrative voice, setting, poetic form and structure. They will learn how to make astute connections between the poetic works and construct a coherent argument that explores a number of poems in response to a question related to the protest genre.</p> <p><u>Non-Examined Assessment (Unit 3)</u> Postcolonial Poetry: Derek Walcott or Eavan Boland Students will explore post-colonial critical theories considering how these can be applied to a range of texts. They will examine a collection of poems by either Derek Walcott, a St Lucian poet, or Eavan Boland, an Irish poet. They will construct an essay based around a chosen question that analyses a range of poems through the lens of post-colonial critical theories.</p>	<p><u>Tragedy (Unit 1 Section C)</u> Richard II (William Shakespeare) Students will explore Shakespeare's 'Richard II' through the lens of tragedy. They will learn how to analyse the text in depth exploring key moments in particular detail. They will analyse the drama considering elements of staging and authorial methods including extended image patterns, the chiasmic structure and the play's place within the wider tetralogy and the tragic genre.</p> <p><u>Social and Political Protest Writing (Unit 2 Sections B and C)</u> A Doll's House (Henrik Ibsen) Students will examine Ibsen's play through the lens of social and political protest writing. They will explore the ways in which the critical theories they have explored can be applied to the text. They will analyse the text in detail particularly focusing on dramatic methods, structural features such as the climactic conclusion and Ibsen's use of symbolism and setting.</p>
	<p><u>Social and Political Protest Writing (Unit 2 Sections B and C)</u> Poetry of William Blake Students will continue with their studies of Blake's poetry.</p> <p><u>Non-Examined Assessment (Unit 3)</u> Postcolonial Poetry: Derek Walcott or Eavan Boland Students will complete their NEA essay responses to the chosen poet from a post-colonial critical perspective learning how to draft, edit and evaluate their own writing in the process.</p> <p><u>Year 12 revision and consolidation & mock exams</u> A series of lessons in which students will revise key terminology, approaches, and texts; and practise answering analytically to time.</p>	<p><u>Revision for A-level exams:</u> A series of lessons in which students will revise key terminology, approaches, and texts; and practise answering analytically to time.</p>
Term 3		



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Literacy: Key Terms		<p><i>Anagnorisis Catharsis Hubris Peripeteia Pathos Nemesis Hamartia Tragic Hero Tragic Victim Protagonist Antagonist Unreliable narrator Free Verse Machiavellian Soliloquy Anaphora Aposiopesis Blank Verse Elegy Epizeuxis Meter Stichomythia Synecdoche</i></p>	<p><i>Fool Gull Aubade Connotation Denotation Dystopian Utopian Metonymy Parody Patronymic Syntax Misogyny Palimpsest Patriarchal Indoctrination Ideology Censorship Reification Subjugation Matriarchal Theocracy Totalitarian</i></p>
Scholarship:		<p>Pupils will learn to attain scholarship through: retaining and recalling new advanced literary terminology and theories and elements of genre. understanding and analysing the variety of meanings generated by authorial choices in prose, poetry and drama including those created by narrative and poetic devices. connecting diverse texts thematically and through the lenses of tragedy and political and social protest writing. awareness of different critical theories and how these can be applied to both canonical and modern texts and used to inform a reader's understanding of the possible meanings generated by literary works. creating considered and coherent responses to a range of questions and recognising that there are different interpretations and means of performing the same text.</p>	<p>Pupils will learn to attain scholarship through: retaining and recalling new advanced literary terminology and theories, and elements of genre. understanding and analysing the variety of meanings generated by authorial choices in prose, poetry and drama including those created by narrative and poetic devices. connecting diverse texts thematically and through the lenses of tragedy and political and social protest writing. awareness of different critical theories and how these can be applied to both canonical and modern texts and used to inform a reader's understanding of the possible meanings generated by literary works. creating considered and coherent responses to a range of questions and recognising that there are different interpretations and means of performing the same text.</p>
Tenacity:		<p>Pupils will learn to be tenacious through: > researching and presenting sustained information and analysis in written essay, spoken discussion and presentation form. > reading widely and independently from prompts and guidance given including selecting a novel of their choice and researching this from a critical and contextual point of view.</p>	<p>Pupils will learn to be tenacious through: > researching and presenting sustained information and analysis in written essay, spoken discussion and presentation form. > reading widely and independently from prompts and guidance given including selecting a novel of their choice and researching this from a critical and contextual point of view.</p>
Altruism:		<p>Pupils will learn to be altruistic through: > researching and learning about a range of social and cultural backgrounds including those of disenfranchised groups. > reading texts written by diverse authors and considering these from post-colonial, Marxist and feminist perspectives. > providing effective and thoughtful peer feedback and contributions to class discussion.</p>	<p>Pupils will learn to be altruistic through: > researching and learning about a range of social and cultural backgrounds including those of disenfranchised groups. > reading texts written by diverse authors and considering these from post-colonial, Marxist and feminist perspectives. > providing effective and thoughtful peer feedback and contributions to class discussion</p>
Respect		<p>Pupils will learn to be respectful through: > understanding and discussing sensitive issues raised by literary works including discrimination, prejudice, and abuse of power with sensitivity, insight and objectivity</p>	<p>Pupils will learn to be respectful through: > understanding and discussing sensitive issues raised by literary works including discrimination, prejudice, and abuse of power with sensitivity, insight and objectivity</p>



French Key Stage 5 STAR Curriculum

		Year 12	Year 13
Learning Sequence	Term 1	<p>Intensive introduction to grammar</p> <p>Study of a film La Haïne(Mathieu Kassovitz) or Entre les murs (Laurent Cantet)</p> <p>Aspects of French-speaking society and current trends Unit 1: La vie en voie de changement Students learn how to describe the various types of 21st century family and how these differ from the family model in the past. They also learn about trends in marriage and how modern and traditional values differ. Students must also understand the current and past cultural context of France and the main French-speaking countries. Assessment of unit 1: reading and writing.</p> <p>Aspects of French-speaking society Unit 2: La cyber-société Students learn how to discuss the positive and negative influences of the internet, smartphones, and the influence of social networks on society. Assessment of unit 2: listening and writing.</p> <p>Exam skills in reading, listening and summary</p>	<p>Introduction to and study of a literary text Kiffe Kiffe demain (Faïza Guène)</p> <p>Aspects of French-speaking society: current issues Unit 1: Les aspects positifs d'une société diverse Students will learn to discuss the positive and negative effects of modern technology.</p> <p>Aspects of French-speaking society: current issues Unit 2: Quelle vie pour les marginalisés? Students will learn to discuss and explore the issues of marginalisation. Assessment of Paper 1: listening, reading and writing: pre-writing.</p>
	Term 2	<p>Study of a film La Haïne (Mathieu Kassovitz) or Entre les murs (Laurent Cantet) Students learn the vocabulary of film analysis and critical writing techniques.</p> <p>Aspects of French-speaking society and current trends Unit 3: Le rôle du bénévolat Students learn how to discuss the role of charity work, the benefits to volunteers and those needing help. Assessment of unit 3: translation – active (English into French)</p> <p>Artistic Culture in the French-speaking World Unit 5: La musique francophone contemporaine</p>	<p>Year 13 Mock Oral IRP and Stimulus Card</p> <p>Aspects of French-speaking society: current issues Unit 3: Comment on traite les criminels Students will learn about the treatment of criminals in France. Assessment of units 1, 2, 3: listening and active translation</p> <p>Aspects of political life in the French-speaking world Unit 4: Les ados, le droit de vote et l'engagement politique Students will understand and describe the role of politics and the role of young people.</p> <p>Aspects of political life in the French-speaking world Unit 5: Manifestations, grèves – à qui le pouvoir ?</p>



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Term 3		<p>Students understand and explore the diversity of musical styles in the French-speaking world, and acquire skills to analyse the work of different singers.</p> <p>Exam skills in listening</p>	<p>Students will understand the important role of unions and the impact of the 1968 strikes on French society.</p> <p>Assessment unit 4 and 5: reading and writing</p>
		<p>Artistic Culture in the French-speaking World Unit 4: Une culture fière de son patrimoine Students will describe and discuss French material and immaterial heritage and its huge impact on the tourism industry. They will also understand the links between French heritage and its culture. Assessment of unit 4: writing and summary</p> <p>Artistic Culture in the French-speaking World Unit 6: Le septième art Students will understand the history, tradition and impact on contemporary society of French cinema. They will also understand its history over the last century and explore the links between French and international cinema.</p> <p>Mini IRP-style project</p>	<p>Aspects of political life in the French-speaking world Unit 6: La politique et l'immigration Students will learn to discuss some of the political issues of the 1960s and 1970s.</p> <p>Exam revision</p>
Literacy: Key Terms		<p><i>Summary Analysis Explain Subjunctive Main Clause/Subordinate Clause</i> <i>Expressing opinions in different ways</i></p>	<p><i>Summary Analysis Explain Subjunctive Main Clause/Subordinate Clause</i> <i>Expressing opinions in different ways</i></p>
Scholarship:		<p><i>Pupils will develop knowledge of:</i></p> <p>Pupils will learn to attain Scholarship through: Retaining and recalling grammar learning for writing and speaking</p> <p>Understanding and analysing vocabulary and a range of cultural artefacts in their original language</p> <p>Connecting grammar with the thematic aspects of the specification</p> <p>Awareness of comprehension, speaking and translation skills</p>	<p>Pupils will learn to attain Scholarship through:</p> <p>Retaining and recalling grammar learning for writing and speaking</p> <p>Understanding and analysing vocabulary and a range of cultural artefacts in their original language</p> <p>Connecting grammar with the thematic aspects of the specification</p> <p>Awareness of comprehension, speaking and translation skills</p>
Tenacity:		<p><i>Pupils will develop knowledge of:</i></p> <p>Pupils will learn to be tenacious through:</p> <ul style="list-style-type: none"> ➤ Independent learning: They must complete independent learning outside the lessons and homework. They have a Reading & Audiovisual Log (list of links that they could use or they can read, watch tv, films or series) in order to broaden their knowledge on current affairs in French speaking 	<p>Pupils will learn to be Tenacious through:</p> <ul style="list-style-type: none"> ➤ Independent research project: They have already chosen the topic of their interest related to the French speaking world, and are continuing to investigate within a specific framework in preparation for their Speaking



QUEENS' SCHOOL
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		<p>countries.</p> <ul style="list-style-type: none"> ➤ Independent research project: Choosing a topic of their interest related to the French speaking world, and carrying out a deep investigation within an specific framework in preparation for their Speaking exam. 	<p>exam.</p> <ul style="list-style-type: none"> ➤ Translation skills; they will be performing more of these tasks both from and into the target language, in order to practise aspects of the language such as word order, gender agreement, verbal tenses, etc.
<p>Altruism:</p>		<p>Pupils will learn to be Altruistic through:</p> <ul style="list-style-type: none"> ➤ Creating a pen pal exchange with a school in Paris. ➤ Students develop their personal skills within the school community (social and moral values) and their academic (4 languages) skills in the Target Language by volunteering in lessons during their free period(s); they help their younger peers with their development. 	<p>Pupils will learn to be Altruistic through:</p> <ul style="list-style-type: none"> ➤ Confidently expressing opinions and giving arguments about topics related to social issues and actions taken about these issues (such as volunteering, famous French Speaking artists who are activists for humanitarian causes, etc). ➤ Continuing written correspondence to pen pal in
<p>Respect</p>		<p>Pupils will learn to be respectful through:</p> <ul style="list-style-type: none"> ➤ Getting to know specific aspects of the French and French speaking countries culture deeply, learning the differences between the past and the present situation. ➤ Acquiring a deeper knowledge of cultures and traditions of more countries in the French-speaking world. i.e. traditional art, laïcité, and festivals. ➤ Acquiring the formal ways of addressing people and using them. 	<p>Pupils will learn to be respectful through:</p> <ul style="list-style-type: none"> ➤ Broadening and unifying their knowledge about specific aspects of the French and French speaking countries culture deeply, discussing the contrast between the past and the present situation. ➤ Consolidating and applying their knowledge of cultures and traditions of the French-speaking world countries. i.e. traditional art, laïcité, and festivals. ➤ Embedding the formal ways of addressing people learnt before within the written and spoken formal speech.



Further Mathematics Key Stage 5 STAR Curriculum

		Year 12	Year 13	
Learning Sequence	Term 1	<p>In the first four weeks Students' summer worked is checked over and any questions or misconceptions from the chapters are brought up before they are given the two topic tests for each chapter.</p>	<p>Teacher A</p> <ul style="list-style-type: none"> ➤ Algebraic foundations (edexcel Pure Year 1 chapters 2 & 3) <p>Quadratics; Equations and Inequalities</p> <ul style="list-style-type: none"> ➤ Binomial Expansion (edexcel Pure Year 1 chapter 8) ➤ Data collection (edexcel Applied year 1 chapter 1) ➤ Measures and location of spread (edexcel Applied year 1 chapter 2) ➤ Representation of data (edexcel Applied year 1 chapter 3) ➤ Correlation (edexcel Applied year 1 chapter 4) ➤ Probability (edexcel Applied year 1 chapter 5) ➤ Statistical Distribution (edexcel Applied year 1 chapter 6) <p>Teacher B</p> <ul style="list-style-type: none"> ➤ Straight line graphs (edexcel Pure Year 1 chapter 5) ➤ Modelling with Mechanics (edexcel Applied year 1 chapter 8) ➤ Constant Acceleration (edexcel Applied year 1 chapter 9) ➤ Forces and Motion (edexcel Applied year 1 chapter 10) ➤ Variable Acceleration (edexcel Applied year 1 chapter 11) <p>Teacher C</p> <ul style="list-style-type: none"> ➤ Graphs and Transformations (edexcel Pure Year 1 chapters 4 & 6) plotting and interpreting graphs ; translation curves ; circles ➤ Differentiation (edexcel Pure Year 1 chapter 12) ➤ Integration <p><i>Start of "year 2" content</i></p> <ul style="list-style-type: none"> ➤ Functions and graphs (edexcel Pure Year 2 chapter 2) ➤ Binomial Expansion (edexcel Pure Year 2 chapter 4) <p>Teacher D</p> <ul style="list-style-type: none"> ➤ Algebraic Methods (edexcel Pure Year 1 chapter 7) ➤ Introduction to Trigonometry (edexcel Pure Year 1 chapter 9 & 	<p>Teacher A</p> <ul style="list-style-type: none"> ➤ Discrete Random Variables (edexcel Further Stats chapter 1) ➤ Poisson Distribution (edexcel Further Stats chapter 2) ➤ Geometric and Poisson Distribution (edexcel Further Stats chapter 3) ➤ Hypothesis testing (edexcel Further Stats chapter 4) ➤ Central Limit Theorem (edexcel Further Stats chapter 5) <p>Teacher B</p> <ul style="list-style-type: none"> ➤ Moment and Impulse (edexcel Further Mechanics chapter 1) ➤ Work, Energy, and Power (edexcel Further Mechanics chapter 2) ➤ Hooke's Law (edexcel Further Mechanics chapter 3) <p>Teacher C</p> <ul style="list-style-type: none"> ➤ Series (edexcel Core Pure 1 chapter 3) ➤ Volume of Revolution (edexcel Core Pure 1 chapter 5) ➤ Proof by induction (edexcel Core Pure 1 chapter 8) ➤ Vectors (edexcel Core Pure 1 chapter 9) <p><i>CP2 content Started</i></p> <ul style="list-style-type: none"> ➤ Series (edexcel Core Pure 2 chapter 2) <p>Teacher D</p> <ul style="list-style-type: none"> ➤ Argand Diagrams (edexcel Core Pure 1 chapter



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			<p>10)</p> <ul style="list-style-type: none">➤ Trig ratios, sine rule, cosine rule, identities and equations➤ Vectors (edexcel Pure Year 1 chapter 11)➤ Exponentials and Logarithms (edexcel Pure Year 1 chapter 14) <p><i>Start of "year 2" content</i></p> <ul style="list-style-type: none">➤ Algebraic methods (edexcel Pure Year 2 chapter 1)➤ Sequences and Series (edexcel Pure Year 2 chapter 3)	<ul style="list-style-type: none">➤ Roots of Polynomials (edexcel Core Pure 1 chapter 3)➤ Matrices (edexcel Core Pure 1 chapter 6)➤ Linear Transformations (edexcel Core Pure 1 chapter 7) <p><i>CP2 content Started</i></p> <ul style="list-style-type: none">➤ Complex Numbers (edexcel Core Pure 2 chapter 1)
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Term 2

Teacher A

- Hypothesis Testing (edexcel Applied Year 1 chapters 7)

Start of "Year 2" content

- Regression, Correlation, and Hypothesis testing (edexcel Applied Year 2 chapter 1)
- Conditional Probability (edexcel Applied Year 2 chapter 2)
- Normal Distribution (edexcel Applied year 2 chapter 3)

Teacher B

Start of "Year 2" content

- Moments (edexcel Applied Year 2 chapter 4)
- Forces and friction (edexcel Applied Year 2 chapter 5)
- Projectiles (edexcel Applied year 2 chapter 6)
- Applications of Forces (edexcel Applied Year 2 chapter 7)
- Modelling in Mechanics (edexcel Applied Year 2 chapter 8)

Teacher C

- Parametric Equations (edexcel Pure Year 2 chapter 8)
- Differentiation (edexcel Pure Year 2 chapter 9)
- Integration (edexcel Pure Year 2 chapter 11)

Teacher D

- Radians (edexcel Pure Year 2 chapter 5)
- More Advanced Trigonometry (edexcel Pure Year 2 chapter 6 & 7)
- Functions, reciprocals, inverse, double angle formula, and modelling
- Numerical Methods (edexcel Pure Year 2 chapter 10)
- Vectors (edexcel Pure Year 2 chapter 12)

Teacher A

- Chi Squared Tests (edexcel Further Stats chapter 6)
- Probability generating functions (edexcel Further Stats chapter 7)
- Quality of tests (edexcel Further Stats chapter 8)

Teacher B

- Elastic Collisions in 2D and 3D (edexcel FurtherMechanics chapter 4 & 5)

Teacher C

- Methods of Calculus (edexcel Core Pure 2 chapter 3)
- Volume of Revolution (edexcel Core Pure 2 chapter 4)
- Hyperbolic Functions (edexcel Core Pure 2 chapter 6)*

Teacher D

- Polar Coordinates (edexcel Core Pure 2 chapter 5)
- Differential Equations (edexcel Core Pure 2 chapter 7 & 8)
- methods and modelling

**Teacher B may teach CP2 topic based on timing*



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	Term 3		<p>Teacher A, B, C, D <i>Mocks, revision, and exam</i> <i>Begin Further Maths course</i></p> <p>Teacher A</p> <ul style="list-style-type: none"> ➤ Discrete Random Variables (edexcel Further Stats chapter 1)* <p>Teacher B</p> <ul style="list-style-type: none"> ➤ Moment and Impulse (edexcel FurtherMechanics chapter 1)* <p>Teacher C</p> <ul style="list-style-type: none"> ➤ Series (edexcel Core Pure 1 chapter 3)* <p>Teacher D</p> <ul style="list-style-type: none"> ➤ Complex Numbers (edexcel Core Pure 1 chapter 1) ➤ Argand Diagrams (edexcel Core Pure 1 chapter 2)* <p><i>*expected to continue in September</i></p>	Revision, Mocks, and Exams
Literacy: Key Terms		<p><i>Solve, show that, prove, equation, differentiation, integrate, sum, series, sequences, modelling, trigonometry, graphs, translation, exhaustion, contradiction, statistics and mechanics</i></p>	<p><i>Solve, show that, prove, equation, differentiation, integrate, sum, series, sequences, modelling, trigonometry, graphs, translation, exhaustion, contradiction, statistics and mechanics</i></p>	
Scholarship:	<p><i>Pupils will develop knowledge of:</i></p>	<p>Pupils will learn to attain Scholarship through:</p> <ul style="list-style-type: none"> ➤ Learning and understanding new skills, concepts & techniques ➤ Applying new maths skills to modelling style questions The challenging nature of the maths a-level curriculum ➤ By taking part in the UKMT Senior Maths Challenge 	<p>Pupils will learn to attain Scholarship through:</p> <ul style="list-style-type: none"> ➤ Learning and understanding new skills, concepts & techniques ➤ Applying new maths skills to modelling style questions The challenging nature of the maths a-level curriculum ➤ By taking part in the UKMT Senior Maths Challenge 	
Tenacity:	<p><i>Pupils will develop knowledge of:</i></p>	<p>Pupils will learn to be Tenacious through:</p> <ul style="list-style-type: none"> ➤ Persevering through the large amounts of independent chapter exercises in order to consolidate the work they learn in class ➤ Revising and consolidating all their chapter work in preparation for a topic test at the end of every chapter. 	<p>Pupils will learn to be Tenacious through:</p> <ul style="list-style-type: none"> ➤ Persevering through the large amounts of independent chapter exercises in order to consolidate the work they learn in class ➤ Revising and consolidating all their chapter work in preparation for a topic test at the end of every chapter. 	



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Altruism:		Pupils will learn to be Altruistic through: <ul style="list-style-type: none">➤ Year 12 will go into and support the learning of KS3 students in lesson as part of volunteering➤ Year 12 will be encouraged to support the KS4 support club.	Pupils will learn to be Altruistic through: <ul style="list-style-type: none">➤ Students will be constantly discussing in class over examples so with show a devotion to the welfare of others throughout.
Respect		Pupils will learn to be Respectful through: <ul style="list-style-type: none">➤ Students will collaborate with each other on group tasks when reviewing homework/ tests/ practice➤ Analysis of real-world examples such as population growth and decay that show the impact maths has on the world.➤ Maintaining behaviour standard shown in KS3 and KS4	Pupils will learn to be Respectful through: <ul style="list-style-type: none">➤ Students will collaborate with each other on group tasks when reviewing homework/ tests/ practice➤ Analysis of real-world examples such as population growth and decay that show the impact maths has on the world.➤ Maintaining behaviour standard shown in KS3 and KS4



Geography Key Stage 5 STAR Curriculum

		Year 12	Year 13
Learning Sequence	Term 1	<p>Coastal Landscapes and Change Students will learn how develop due to the interaction of winds, waves and currents, as well as through the contribution of both terrestrial and offshore sources of sediment. They will understand how flows of energy and variations in sediment budgets interact with the prevailing geological and lithological characteristics of the coast to operate as coastal systems and produce distinctive coastal landscapes, including those in rocky, sandy and estuarine coastlines. Study will include examples of landscapes from inside and outside the UK.</p> <p>Globalisation Students will learn how globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people and how inequalities are caused within and between countries as shifts in patterns of wealth occur. They will recognise that both tensions in communities and pressures on environments are likely, and will help players implement sustainable solutions.</p>	<p>Non-Examined Assessment See Year 12</p> <p>The Carbon Cycle and Energy Security Students will explore how a balanced carbon cycle is important in maintaining planetary health, studying how the carbon cycle operates at a range of spatial scales and timescales, from seconds to millions of years. Students will understand how a reliance on fossil fuels has caused significant changes to carbon stores and contributed to climate change resulting from anthropogenic carbon emissions. The water and carbon cycles and the role of feedbacks in and between the two cycles, provide a context for developing an understanding of climate change.</p> <p>Superpowers See Year 12</p>
	Term 2	<p>First four weeks: Students will be introduced to</p> <ul style="list-style-type: none"> > Littoral zone > Sediment cell theory > Systems approach > Recap of GCSE coastal processes <p>Human-</p> <ul style="list-style-type: none"> > Factors affecting acceleration of globalisation > how political organisations can influence globalisation > Different economic and political institutions > Key players influencing globalisation <p>Tectonic Processes and Hazards Students will learn about tectonic hazards – earthquakes, volcanic eruptions and secondary hazards such as tsunamis – which represent a significant risk in some parts of the world. An in-depth understanding of the causes of tectonic hazards will be key to both increasing the degree to which they can be managed, and putting in place successful responses that can mitigate social and economic impacts and allow humans to adapt to hazard occurrence.</p> <p>Regenerating Places Students will explore how and why local places change socially and economically over time, shaped by local, national and global influences such as the movement of people, money, and resources. They will investigate how these changes can create inequalities and how regeneration and rebranding strategies aim to address these issues. Through studying their own local area and a contrasting place, students will develop an understanding of how regeneration affects people's experiences, perceptions, and connections to place, and how success varies between different groups and individuals</p>	<p>The Carbon Cycle and Energy Security See above</p> <p>Health, Human Rights and Intervention Students will learn how traditional definitions of development are being increasingly challenged by broader definitions based on environmental, social and political quality of life with many new measures used to record progress at all scales in human rights and human welfare. The impact of geopolitical interventions on both human health and wellbeing and human rights will be considered to identify how some groups appear to benefit disproportionately, leading to increasing inequalities and injustice.</p>



Term 3		<p>The Water Cycle and Water Insecurity Students will learn how water plays a key role in supporting life on earth by studying the water cycle as it operates at a variety of spatial scales and also at short- and long-term timescales, from global to local. Students will also understand how water insecurity is becoming a global issue with serious consequences where there is a range of different approaches to managing water supply.</p> <p>Superpowers Students will learn how superpowers and emerging superpowers have a very significant impact on the global economy, global politics and the environment. The spheres of influence between these powers are frequently contested, resulting in geopolitical implications.</p> <p>Non-Examined Assessment Students follow the enquiry process in order to produce a written report on an issue of their choice relating to coasts or diverse places . They will formulate a question and aim, produce a well-planned methodology, carry out data collection and present their data. Analysis will be carried out to draw conclusions.</p>	<p>Revision Recapping and recalling previous knowledge using a range of revision techniques and a combination of group and individual revision. Practice of effectively applying knowledge to exam questions, structuring essays and developing confidence in how to successfully assess and evaluate in exams.</p>
Literacy: Key Terms			
Scholarship:	<p><i>Pupils will develop knowledge of:</i></p>	<p>Pupils will attain Scholarship through: Understanding the complex and evolving theories of plate tectonics.</p> <p>Connecting the human and physical factors which influence flooding and natural disasters in different areas of the world.</p> <p>Understanding the complex nature of the water cycle and human influence on the systems.</p> <p>Understanding and applying key terms related to Globalisation locally nationally and internationally</p> <p>Investigating and applying demographics and socio-economic factors to their own place case study</p>	<p>Pupils will attain Scholarship through: Understanding the complex nature of carbon cycles and human influence on the systems.</p> <p>Understanding the multifaceted nature of healthcare and the factors that influence it.</p> <p>Understanding and articulating the pillars of power that give some countries superpower status</p>



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<p>Tenacity:</p>	<p><i>Pupils will develop knowledge of:</i></p>	<p>Pupils will learn to be Tenacious through:</p> <ul style="list-style-type: none"> ➤ Drawing synoptic links between content within and between units. ➤ Linking tectonic hazard management models to tectonic events around the world. ➤ Understanding the complex and varied nature of ENSO cycles ➤ Understanding that while globalisation and trade liberalisation is an opportunity for Higher Income Countries it can cause problems and poverty for Low Income Countries such as Senegal ➤ Learning and questioning the difference between space and place and understanding what the concepts mean. ➤ Understanding the challenges faced by countries influenced by superpowers 	<p>Pupils will learn to be Tenacious through:</p> <ul style="list-style-type: none"> ➤ Understanding the complexity of the biogeochemical cycle ➤ Having an awareness of the multifaceted solutions to energy issues and security ➤ Appreciating the difficulty in defining the development of a country and its effect on the healthcare systems.
<p>Altruism:</p>		<p>Pupils will learn to be Altruistic through:</p> <ul style="list-style-type: none"> ➤ Understanding the impacts of coastal flooding on communities around the world. ➤ Displaying empathy for those impacted by natural disasters. ➤ Understanding and analysing why Foreign Direct Investment has created culturally mixed societies and thriving migrant diasporas in some locations ➤ Understanding how perception of place is influenced by the media and how the unfamiliar can appear familiar because of this influence ➤ Understanding that some countries may need help for superpowers 	<p>Pupils will learn to be Altruistic through:</p> <ul style="list-style-type: none"> ➤ Understanding the issues faced by LICs to combat energy security ➤ Appreciating the need for intervention from HICs and the developed world in tackling human right violations
<p>Respect</p>		<p>Pupils will learn to be Respectful through:</p> <ul style="list-style-type: none"> ➤ Appreciating the difficulties facing different communities around the world when preparing for and responding to flood events and tectonic hazards. ➤ Respecting the natural forces which shape our planet by displaying respect and understanding whilst discussing the victims of natural disasters. ➤ Appreciating the difficulties faced by people working for some TNCs in lower income countries 	<p>Pupils will learn to be Respectful through:</p> <ul style="list-style-type: none"> ➤ Have an awareness of the debate of environmental vs economic development and appreciate the viewpoint of other stakeholders ➤ Having empathy for those experiencing health and human right violations globally



Government & Politics Key Stage 5 STAR Curriculum

		Year 12	Year 13	
Learning Sequence	Term 1	<p>First four weeks:</p> <ul style="list-style-type: none"> ➤ In the opening lessons of Year 12, pupils will be introduced to foundational concepts and terminology of Politics in the UK. ➤ They will start to be able to situate their learning within the context of the contemporary news cycle. ➤ They will be encouraged and expected to develop their understanding of the subject by being pointed in the direction of sources of information that will connect them to current affairs. 	<p>Democracy and Participation (Topic 1.1): Students will begin their study by focusing on a foundational concept of UK politics. They will learn the processes by which democratic life can be considered to be healthy or not; how democracy has developed; and what it means to engage as citizens in politics. They will be introduced to the process of constructing a persuasive essay and how to analyse pieces of text in order to extract arguments.</p> <p>The Constitution (Topic 2.1): Students will begin their studies of the institutional component of UK politics by looking at the framework of rules that establish who has power, how it is regulated, and the relationship between government and citizen.</p> <p>Political Parties (Topic 1.2): Students will learn the functions of Political Parties and will make use of contemporary sources to identify what some of the main parties currently stand for and where this fits within their tradition/s as a party. Students will complete group work on a minor party and present their findings to the whole class.</p> <p>Parliament (Topic 2.2): Students will learn about how Parliament is composed, its functions, and powers. Students will consider the relationship between Parliament and other branches of government, and evaluate the strengths and weaknesses of this.</p>	<p>Democracy and Participation in the USA (Topic 3.5): Students will begin their study of American politics by looking at the nature of the electoral cycle in the US and what the core components and nature of democratic life is. They will be encouraged to broaden their knowledge of US politics through wider reading, watching and listening. Students will build upon exam technique learnt in year 12 and be introduced to new exam skills. Students will apply their knowledge of Democracy and participation in the UK to make comparisons with the US.</p> <p>The US Constitution (Topic 3.1): Students will learn about the cornerstone of the American political system. They will examine and discuss the unique nature of the US constitution and evaluate its strengths and weaknesses. Students will apply their knowledge of the Constitution in the UK to make comparisons with the US.</p> <p>Revision: A series of lessons preparing students for their January mock exams primarily focusing</p>
	Term 2			



Term 2	<p>Electoral Systems and referendums (Topic 1.3): Students will learn about the various electoral systems that are used in the UK, consider why they have been chosen, what the effects of their use has been, and what the strengths and weaknesses of them are. Students also learn about the use of referendums and consider their strengths and weaknesses.</p> <p>Prime Minister and the Execution (Topic 2.3)</p> <p>Voting behaviour and the media (Topic 1.4): Students will learn about the variety of factors that can be considered in attempting to explain voting behaviour. Students will research case studies of UK general elections spanning the twentieth and twenty-first centuries. Students will consider the changing role of the media in the UK.</p> <p>Relations between the branches (Topic 2.4)</p> <p>Liberalism (1.5): Students will be introduced to the first core ideology that has had significant influence in the UK. They will learn about the ideology's unifying principles, different strands of thought (along with key thinkers that reflect these), and the tensions between them.</p> <p>Socialism (1.6): Students will learn about the ideology's unifying principles, different strands of thought (along with key thinkers that reflect these), and the tensions between them.</p>	<p>Congress (Topic 3.2): Students will learn about the structure, electoral cycle, and Congress.</p> <p>The Supreme Court and Race Relations (3.4) Students will learn about America's judicial branch and research significant cases that have affected the rights of Americans. Students will apply their knowledge of the UK's judicial branch to make comparisons with the US Supreme Court..</p> <p>The Presidency (3.3): Students will learn about America's executive branch by identifying the key powers of the President and how the role fits alongside the other branches of government. Students will apply their knowledge of UK's executive branch to make comparisons with that of the US President.</p> <p>Revision: Students will begin their revision of both the UK and USA sides of the A Level course.</p>	
	<p>Conservatism (1.7): Students will learn about the ideology's unifying principles, different strands of thought (along with key thinkers that reflect these), and the tensions between them.</p> <p>Anarchism (2.5): Students will learn about the ideology's unifying principles, different strands of thought (along with key thinkers that reflect these), and the tensions between them.</p> <p>Revision: Students will be guided in their revision of the UK course. Lessons will focus on recapping key terminology, debates, and exam skills.</p>	<p>Revision: Students will be guided in their revision of the UK and US course. Lessons will focus on recapping key terminology, and skills.</p>	
Term 3			
Literacy: Key Terms		<p><i>Evaluate; Extent; Democracy; participation; accountability; legitimacy; mandate, legislate; scrutiny; representation</i></p>	<p><i>Analyse; Examine; Evaluate; Extent; Democracy; participation; accountability; legitimacy; mandate, legislate; scrutiny; representation</i></p>



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<p>Scholarship:</p>	<p><i>Pupils will develop knowledge of:</i></p>	<p>Pupils will attain Scholarship through: Retaining and recalling new terminology, concepts and theories about UK political life. Understanding, explaining, a point of view, supporting it with evidence, and substantiating it. Analysing and comparing a wide variety of arguments. Having an awareness of and connecting current events to the specific topics that are being covered in lesson time. Creating sophisticated, coherent, arguments expressed through the format of extended pieces of writing.</p>	<p>Pupils will attain Scholarship through: Retaining and recalling new terminology, concepts and theories about UK political life. Understanding, explaining, a point of view, supporting it with evidence, and substantiating it. Analysing and comparing a wide variety of arguments. Having an awareness of and connecting current events to the specific topics that are being covered in lesson time. Creating sophisticated, coherent, arguments expressed through the format of extended pieces of writing.</p>
<p>Tenacity:</p>	<p><i>Pupils will develop knowledge of:</i></p>	<p>Pupils will learn to be Tenacious through:</p> <ul style="list-style-type: none"> ➤ Researching and presenting information and analysis in both written essay and spoken discussion and presentation form ➤ Reading widely and independently from prompts and guidance given ➤ Being open to peer responses to the arguments they make in the classroom. 	<p>Pupils will learn to be Tenacious through:</p> <ul style="list-style-type: none"> ➤ Researching and presenting information and analysis in both written essay and spoken discussion and presentation form ➤ Reading widely and independently from prompts and guidance given ➤ Being open to peer responses to the arguments they make in the classroom.
<p>Altruism:</p>		<p>Pupils will learn to be Altruistic through:</p> <ul style="list-style-type: none"> ➤ Discussions and research about different communities in the UK 	<p>Pupils will learn to be Altruistic through:</p> <ul style="list-style-type: none"> ➤ Discussions and research on civil rights in America ➤ Discussions and research about other contemporary issues in American society and politics.
<p>Respect</p>		<p>Pupils will learn to be Respectful through:</p> <ul style="list-style-type: none"> ➤ Discussions about the importance of rights and liberties 	<p>Pupils will learn to be Respectful through:</p> <ul style="list-style-type: none"> ➤ Discussions about the importance of rights and liberties



History Key Stage 5 STAR Curriculum

		Year 12	Year 13
Learning Sequence	Term 1	<p>The American Dream 1917-96 <i>Students will cover 5 units covering key changes in American politics, society and culture from 1917-1996.</i></p> <p>The course focuses around the key topics of political change, civil rights, societal and cultural change, and quality of life. It culminates in a depth study on the Presidency of Ronald Reagan. Students will better understand change and continuity over time through synoptic essays. They will also continue to develop the skills of analysis and evaluation learnt and GCSE, in the interpretations essays</p> <p>South Africa, 1948-1994: Apartheid State to Rainbow Nation <i>Students will cover 4 units charting the implementation and eventual collapse of the apartheid state in South Africa.</i></p> <p>The course focuses on the reception of apartheid amongst the different peoples of South Africa and the long running resistance to it. The course studies key figures in the fight against apartheid, such as Nelson Mandela and Steve Biko. Primary sources are a key aspect of this course, with students given guidance and practice in understanding the context and content of sources from the time period studied.</p>	<p>Students will continue to prepare, research and write their coursework over the Autumn Term</p> <p>Rebellion and Disorder under the Tudors: This course covers both breadth and depth studies across the whole Tudor period. The two breadth studies look at Tudor central and local government. The focus of these units is developing synoptic skills: being able to compare over time, showing similarities and differences. In the Autumn Term, Year 13s will complete their study of how the Tudor monarchs handled centralised government, and then go on to study how local Henry VII; challenges to Henry VIII's religious changes; challenges to agrarian changes; challenges to Elizabeth's right to rule and expansion in Ireland.</p>
	Term 2	<p>In the opening lessons of Year 12, pupils will be introduced to foundational concepts and terminology in History, along with topic-specific core information.</p> <p>Students will be given the contextual knowledge needed to situate their courses and be provided with advice on where to access independent reading.</p> <p>The topics are largely new to students so in terms of content knowledge they will not be consolidating previous work, but do have detailed induction books to ease the transition. They are, however, building on key skills developed at KS3 and KS4.</p>	<p>Students will continue their study of both The American Dream and South Africa, 1948-1994, Developing their source and interpretation handling along with essay writing practice. There will also be opportunities to present to the class to develop oracy skills.</p> <p>Continuation of Coursework Year 13s will continue the Tudor Depth Studies in Term 2, utilising both teachers once coursework has been completed.</p>
	Term 3	<p>South Africa: In the summer term, students will complete the course and spend s</p> <p>Rebellion and Disorder under the Tudors: In the second half of the term, students will be introduced to the Tudor Rebellions course with a focus on establishing a secure chronology and understanding how the Tudors handled centralised government over the course of 5 monarchs and 118 years. This will continue in the Autumn term of Year 13.</p> <p>The American Dream: Students will prepare for their Year 12 mock exams. Students will begin to prepare and research their coursework over the summer holidays in preparation for Year 13.</p>	<p>Continuation of Coursework Year 13s will continue the Tudor Depth Studies in Term 2, utilising both teachers once coursework has been completed.</p>



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Literacy: Key Terms		<i>Evaluate; Analyse; Extent; Explain; Judgement; Substantiate; Cause and Consequence; Contextualise; Provenance; Interpretation</i>	<i>Evaluate; Analyse; Extent; Explain; Judgement; Substantiate; Cause and Consequence; Contextualise; Provenance; Interpretation</i>
Scholarship:	<i>Pupils will develop knowledge of:</i>	<p>Pupils will learn to attain scholarship through:</p> <p>Retaining and recalling new terminology, concepts and theories.</p> <p>Understanding, explaining, a point of view, supporting it with evidence, and substantiating it.</p> <p>Analysing and comparing a wide variety of arguments.</p> <p>Having an awareness of and making connections to the specific topics that are being covered in lesson time.</p> <p>Creating sophisticated, coherent, arguments expressed through the format of extended pieces of writing.</p> <p>Developing synoptic essay skills, to show the ability to understand change and continuity over time</p>	<p>Pupils will learn to attain scholarship through:</p> <p>Retaining and recalling new terminology, concepts and theories.</p> <p>Understanding, explaining, a point of view, supporting it with evidence, and substantiating it.</p> <p>Analysing and comparing a wide variety of arguments.</p> <p>Having an awareness of and making connections to the specific topics that are being covered in lesson time.</p> <p>Creating sophisticated, coherent, arguments expressed through the format of extended pieces of writing.</p> <p>Developing synoptic essay skills, to show the ability to understand change and continuity over time</p>
Tenacity:	<i>Pupils will develop knowledge of:</i>	<p>Pupils will learn to be tenacious through:</p> <ul style="list-style-type: none"> ➤ Researching and presenting information and analysis in both written essay and spoken discussion and presentation form ➤ Reading widely and independently from prompts and guidance given ➤ Being open to peer responses to the arguments they make in the classroom. ➤ Detailed and ongoing revision of Year 12 content in preparation for exams ➤ Reflecting and reacting to feedback from both peers and teachers 	<p>Pupils will learn to be tenacious through:</p> <ul style="list-style-type: none"> ➤ Researching and presenting information and analysis in both written essay and spoken discussion and presentation form ➤ Reading widely and independently from prompts and guidance given ➤ Being open to peer responses to the arguments they make in the classroom. ➤ Detailed and ongoing revision of Year 12 content in preparation for exams ➤ Reflecting and reacting to feedback from both peers and teachers



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Altruism:		Pupils will learn to be altruistic through: <ul style="list-style-type: none">➤ Taking a range of roles in group work➤ Pupils will share ideas and research with one another on a regular basis➤ Pupils will show empathy towards a wide range of historical individuals and situations	Pupils will learn to be altruistic through: <ul style="list-style-type: none">➤ Taking a range of roles in group work➤ Pupils will share ideas and research with one another on a regular basis➤ Pupils will show empathy towards a wide range of historical individuals and situations
Respect		Pupils will learn to be respectful through: <ul style="list-style-type: none">➤ Discussions about the importance of rights and liberties➤ Discussions of contentious issues e.g. sexism, racism, xenophobia, violent oppression, political thought, radical thought	Pupils will learn to be respectful through: <ul style="list-style-type: none">➤ Discussions about the importance of rights and liberties➤ Discussions of contentious issues e.g. sexism, racism, xenophobia, v



Lifelong Learning Key Stage 5 STAR Curriculum

		Year 12	Year 13
Learning Sequence	Term 1	<p>Across Year 12-13, pupils will learn about the following 5 Lifelong Learning themes and their associated topics:</p> <p>Health & Well-Being: Physical (e.g. alcohol, vaping, smoking, drugs, addiction, attending festivals and raves, night-life culture, alcohol and responsibility, mental health (anxiety, exam stress, mental illness) resilience, body image</p> <p>Relationships & Sex: e.g. Consent, rape, healthy relationships, representations of sex in media, pornography, intimacy, harassment, coercive control, revenge pornography, deepfake, misogyny and INCEL culture</p> <p>Empathy and Ethics: e.g. kindness and harm, Core Religious Studies, British Values, prejudice and discrimination, service leadership, abortion</p> <p>Ambition & Aspiration: e.g. study and revision skills, Careers and Higher Education Guidance, target-setting, UCAS, work experience, Use of Careers platforms (UNIFROG)</p> <p>Life in Modern Britain: e.g. citizenship, human rights, women's rights, benefits of volunteering, British values – Democracy, Justice, Rule of Law, Individual Liberty, political systems</p> <p>Both year groups have 1 hour/ week taught by the form tutor or specialist teacher which rotates through different periods each week. In addition, Year 12-13 have one taught period per fortnight, and assemblies and visiting speakers will be used to supplement these lessons. These overarching themes will be rotated round the different classes and year groups in the following way:</p> <ul style="list-style-type: none"> ➤ Relationships & Sex (specialist teachers - rotation) ➤ Life in Modern Britain (specialist teachers – rotation + form-tutor) ➤ Health & Well-Being (form tutor) 	
	Term 2		
	Term 3		

In the first four weeks
Sixth form induction lessons will take place with their form tutor. Students will also set targets for the term and begin to familiarise themselves with Queens' Sixth Form routines and specific subject expectations.



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Scholarship:	<i>Pupils will develop knowledge of:</i>	Pupils will learn to attain Scholarship through: pupils will learn to attain scholarship through: <ul style="list-style-type: none">➤ Recapping and recalling terms and concepts to do with living in modern Britain: politics, finance etc➤ Creating connections between the detail and ramifications of British law and their own real lived experiences➤ Being able to justify and probe beliefs and attitudes to social issues and current affairs➤ Developing an awareness of sexual health and healthy relationships
Tenacity:	<i>Pupils will develop knowledge of:</i>	Pupils will learn to be Tenacious through: <ul style="list-style-type: none">➤ Being mature and resilient when uncomfortable/sensitive topics are being discussed and taught➤ Understanding the importance of resilience and how to use strategies to overcome challenge and failure➤ Practising and mastering study and revision skills➤ Developing aspiration through use of information platforms related to Careers and Higher Education (and work experience in year 12)➤ To recognise how to withstand the pressure and dangers associated with exploitation
Altruism:		Pupils will learn to be Altruistic through: <ul style="list-style-type: none">➤ Contributing to both the Queens' and wider community through student leadership role and volunteering opportunities➤ Recognising and challenging inequality and discrimination➤ Practising acts of kindness towards others in the school and wider community
Respect		Pupils will learn to be Respectful through: <ul style="list-style-type: none">➤ Understanding and appreciating the key British values of democracy, respect for the rule of law, tolerance and liberty➤ Appreciating the role of Queens' sixth form routines and expectations➤ Learning how to articulate, debate and question diverse opinions in a mature manner



Mathematics Key Stage 5 STAR Curriculum

		Year 12	Year 13
Learning Sequence	Term 1	<p>Year 1 Pure textbook chapters 1 - 9:</p> <p>Algebra <i>Chapter 1 & 2: Algebraic Expressions and Quadratics</i> Students will be given the opportunity to address any misconceptions and difficulties identified from the first chapter covered in the summer break (e.g surds and indices) <i>Chapter 7: Algebraic Methods</i> Students will begin to look at the ideas around forming an algebraic proof. They will be look at some of the key proofs used in mathematics and the way in which these have been approached.</p> <p>Geometry <i>Chapter 3, 4 & 5: Equations & inequalities and Straight line graphs</i> Students will build from the knowledge introduced at GCSE to further explore the use of equations & inequalities and graphs. They will be introduced to other types of graphs that they wouldn't have seen at GCSE. <i>Chapter 6: Circles</i> Students look at various circles and problems in geometry involving circles and lines.</p> <p>Trigonometry <i>Chapter 9: Trigonometric ratios</i> Students will recap their knowledge of the Sine and Cosine rules learnt at GCSE. They will also look at properties of the trigonometric ratios in more detail including their graphs.</p> <p>Year 1 Applied: Statistics chapters 1, 2, 3, 4 & 5</p>	<p>Pure Year 2 Textbook Chapters 3 and 6 -12</p> <p>Algebra <i>Chapter 3: Sequences and Series</i> Students build on from their knowledge of arithmetic and geometric sequences. Looking at them both in a more general way and being able to model real life problems that follow an arithmetic or geometric pattern. <i>Chapter 10: Numerical Methods</i> Students will look at approximating roots of equations using iteration and the Newton-Raphson method.</p> <p>Trigonometry <i>Chapter 6 & 7: Trigonometric Functions and Trigonometry and modelling</i> Students will be introduced to new trigonometric ratios and identities. <i>Calculus >Chapters 9 & 11: Differentiation and Integration</i> Differentiation and Integration make up a large proportion of as their applications.</p> <p>Geometry <i>Chapter 12: Vectors</i> Students will build on from the 2D vectors seen at GCSE and in the year 1 content to 3D vectors. Students will look at applying the geometric reasoning learnt with 2D vectors to 3D vectors.</p>



Term 2	<p>Year 1 Applied Textbook Statistics Chapters 6 & 7: Statistics Students will continue with statistics, looking this term at the final two chapters of the year 1 course which are statistical distributions and Hypothesis testing.</p> <p>Year 1 Pure Textbook Chapters 10 -13: Trigonometry <i>Chapter 10: Trigonometric Identities and equations</i> Students will be introduced to two fundamental identities involving trigonometric ratios.</p> <p>Geometry <i>Chapter 11: Vectors</i> Students will build on from their GCSE knowledge of 2D vectors. They will look at the different notations that can be used whilst solving problems involving vectors.</p> <p>Calculus <i>Chapters 12 & 13: Differentiation and Integration</i> Students will be taught to the basic principles of differentiation and integration as well as modelling with differentiation and finding areas under curves using integration.</p> <p>Year 1 Applied Textbook Mechanics Chapters 8 & 9: Mechanics Students will begin their mechanics element of the A level maths course by looking at the topic of modelling in mechanics.</p>	<p>Year 2 Applied Textbook All Chapters Statistics In year 2 statistics, students cover 3 chapters. Chapter 1: Regression, Correlation and Hypothesis testing Chapter 2: Conditional Probability and Chapter 3: The Normal Distribution</p> <p>Mechanics In year 2 Mechanics, students cover 5 chapters. Chapter 4: Moments, Chapter 5: Forces and Friction, Chapter 6: Projectiles, Chapter 7: Application of Forces and Chapters 8: Further Kinematics</p>
	<p>Pure Year 1 Textbook Chapter 14 Exponentials and Logarithms In this chapter students will look at exponential functions and their inverse, logarithms, which are used to solve problems, particularly where the unknown is a power <i>Applied Year 1 Textbook Mechanics Chapters 10 & 11</i> In these final two chapters of the year 1 mechanics course, students will look at Forces and Motion and Variable acceleration. <i>Pure Year 2 Textbook Chapters 1, 2, 4 & 5</i> Students will begin the year 2 pure course in the second half of the summer term.</p>	<p>In the summer term of year 13, lessons are used to consolidate any topics teachers and students feel appropriate in preparation for the summer exams.</p>
Term 3		



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		<p>Algebra <i>Chapter 1 Algebraic Methods</i> We will look at the topics of Algebraic methods which will include building on from the formal methods of proof looked at in the year one element of the course as well as looking at partial fractions. >Chapter 2: Functions Students will look at the formal definition of functions. <i>Chapter 4: Binomial Expansion</i> Students will have been introduced to the binomial expansion in the year 1 element of the course but will have only looked at expansions involving a positive power. In the year 2 element, we will look at having negative and fractional powers.</p> <p>Trigonometry <i>Chapter 5 Radians</i> Up until this point, students will have always used degrees when measuring angles. In this chapter students are introduced to radian measure of angle which makes it possible to do some calculations in an easier way than using degrees.</p>	
Literacy: Key Terms			
Scholarship:	<i>Pupils will develop knowledge of:</i>	<p>Pupils will attain Scholarship through:</p> <ul style="list-style-type: none"> > Retaining and recalling new terms and processes learnt within each chapter as well as the new identities learnt. > Understanding and developing how to apply the variety of skills learnt into modelling contexts. > Connecting skills from different chapters together to tackle problems. > Awareness of assumptions that have been made when carrying out calculations and the affect these may have on their results. > Creating models to help derive information that is needed, particularly in the mechanics element of the course 	
Tenacity:		<p>Pupils will learn to be Tenacious through:</p> <ul style="list-style-type: none"> > Having to persevere through some very challenging content that can be difficult to comprehend. > Having to complete large amounts of independent practice to enable a thorough understanding of topics. 	
Altruism:		<p>Pupils will learn to be Altruistic through:</p> <ul style="list-style-type: none"> > To class discussion > Being supportive in lessons to help peers feel comfortable to ask questions and > Ensure full understanding of concepts taught. 	
Respect		<p>Pupils will learn to be Respectful through:</p> <ul style="list-style-type: none"> > Being supportive of their peers and understanding that all students learn at different paces. 	



Music Key Stage 5 STAR Curriculum

		Year 12	Year 13
Learning Sequence	Term 1	<p>Performance and composition preparatory work</p> <p>Theory booster</p> <p>Area of Study 1: Introduction to Mozart</p> <p>Area of Study 5: Programme music 1820-1910: Concert overture, symphonic poem, programme symphony, solo works, works communicating an awareness of national identity</p>	<p>Performance and composition continued</p> <p>Review of Year 1</p> <p>Area of Study 1: Development of understanding of Haydn Mozart and Beethoven within context of each other</p> <p>Area of Study 3: Introduction to jazz</p>
	Term 2	<p>Performance and composition continued</p> <p>Area of Study 1: Introduction to Haydn</p> <p>Area of Study 2: Introduction to popular song (blues, jazz, swing and big band)</p>	<p>Area of Study 3: Development of understanding of bebop and cool jazz</p> <p>Area of Study 5: Programme music: focus on extended writing across a range of areas related to the style, in-depth essay question work</p> <p>Area of Study 2: Revision and review</p> <p>Area of Study 3: Development of understanding of hard bop and more contemporary jazz styles</p>
	Term 3	<p>Performance and composition continued</p> <p>Area of Study 1: Introduction to Beethoven</p> <p>Area of Study 2: Introduction to set work</p>	<p>Revision</p>



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Literacy: Key Terms			
Scholarship:	<i>Pupils will develop knowledge of:</i>	Pupils will attain Scholarship through: <ul style="list-style-type: none"> ➤ Retaining and recalling terminology to do with musical notation, pitch, rhythm and movements ➤ Becoming aware of a wider range of musical genres and history ➤ Developing advanced composition and performance skills ➤ Creating their own musical works ➤ Critically analysing compositions and performances 	
Tenacity:		Pupils will learn to be Tenacious through: <ul style="list-style-type: none"> ➤ Maintaining sustained focus and effort in improving composition and performance over time ➤ Understanding the importance of regular practice and rehearsal for solo and ensemble pieces ➤ Performing in front of a range of audiences and reacting positively to their feedback 	Pupils will learn to be Tenacious through: <ul style="list-style-type: none"> ➤ Understanding the importance of regular practice and rehearsal for solo and ensemble pieces including 'practice to polish' for examined performances ➤ Demonstrating patience and ambition in fully completing two compositions and checking every little detail and completing all necessary paperwork, including proper formatting and checks ➤ Performing in front of a range of audiences and reacting positively to their feedback
Altruism:		Pupils will learn to be Altruistic through: <ul style="list-style-type: none"> ➤ Dedicating time to other performance group members to plan and implement on repertoire and rehearsal schedule outside lessons ➤ Attending co-curricular activities to widen the horizon and improve understanding of musicianship in general ➤ Sharing ideas for compositions and joining forces to overcome any challenges of using new software/writing down 	
Respect		Pupils will learn to be Respectful through: <ul style="list-style-type: none"> ➤ Mature and responsible use of specialist classrooms and equipment and wider music department resources both in and outside lessons ➤ Offering polite and constructive feedback or criticism to others' musical output while maintaining positive relationships within the classroom ➤ Understanding and appreciating a range of diverse cultures and traditions through the study of their music e.g. the influence of black American and Irish music on popular music 	



Photography Key Stage 5 STAR Curriculum

		Year 12	Year 13	
Learning Sequence	Term 1	<p>First four weeks:</p> <p>In the opening lessons of Year 12 students will be introduced to Visual language and Subject Selection within Photography.</p> <p>They will be introduced to foundational concepts and the workings of a camera along with digital editing processes and software such as Adobe Photoshop.</p> <p>They will strengthen and expand their ability to respond to an artist's work and common themes within photography.</p>	<p>Introduction to Visual language and Subject Selection in Photography: Students will learn: how to create a digital sketchbook documenting their visual journey throughout the course. They will also be taught about planning a 'shoot' and responding to the still life genre, exploring and responding to artists using critical and contextual language.</p> <p>Compositional Techniques & Basic Lightning: Students will study technical aspects of Photography through artist responses, refining their documentation process and further developing their use of analytical, critical and contextual language.</p> <p>Exposure Triangle, Manual Settings & Refining Composition: Students will augment their technical abilities through refining composition and exposure. They will begin to expand their use of critical, contextual, analytical annotation and narratology. Through critical review they will begin to utilise digital manipulation exploring processes to enhance abstract compositions.</p> <p>Exploring Manual Settings & lighting Techniques through Thematic Frameworks: Students will consolidate their foundational concepts and knowledge of visual language, subject selection and technical workings of a camera through the exploration of themes with the purpose of highlighting possible directions for future studies.</p> <p>Component 1 - Surfaces: Students will begin identifying a theme within 'Surfaces', gathering and presenting visual sources. Students will consolidate and identify visual artists that link to a chosen theme and identify visual characteristics of these chosen artists in order to begin developing a concept.</p>	<p>Component 1 - Personal Study continued: Students will refine their essay extrapolating their chosen theme. Students will further their understanding through themed shoots pertaining to their disquisition which will feed into artist responses expanding on their critical, contextual and analytical understanding.</p> <p>Students then consolidate their ideas documenting further artist research and evidence of wider reading to develop their theme. Students will identify their most successful areas of development in order to plan and complete a final photographic/ moving image outcome.</p>
	Term 2			



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Term 2	Term 3	<p>Component 1 - Surfaces continued: Students will utilise skills learnt in the initial course to respond to their chosen visual artists and document technical and analytical annotation. They will begin to combine themes with experimental techniques and further develop their critical and contextual understanding through research and wider reading. Students will inaugurate development of ideas based on their evidence of artist research and wider reading. This will be reinforced by further development and final photographic/ moving image outcome/s planning.</p>	<p>Component 2 - Exam: Students will gather visual sources relating to an externally outlining their chosen concept. Students then respond to pertinent artist choices, document development of their chosen sub-theme based on the expl</p>
		<p>Component 1 - Surfaces continued: Students will complete their 'Surfaces' project through the creation of a final photographic/ moving image outcome.</p> <p>Component 1 - Personal Study: Students will begin identifying a personal theme, gathering and presenting visual sources. Students will consolidate previous learning in order to begin researching the critical and contextua l aspects of their chosen theme in order to devise a thematic question.</p>	<p>Component 2 - Exam continued: Students complete their exam project through the sustained, timed assessment of a final photographic/ moving image outcome.</p>
Literacy: Key Terms		<p><i>Visual Language Subject Composition Exposure Refinement Narratology Manipulation Context Abstract Theme Visual Characteristics Formal Elements Development</i></p>	<p><i>Visual Language Subject Composition Exposure Refinement N Context Abstract Theme Visual Characteristics Formal Elem Sustained enquiry Critical Understanding</i></p>



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Scholarship:	<p><i>Pupils will develop knowledge of:</i></p> <ul style="list-style-type: none"> ➤ Technical aspects regarding the workings of a camera ➤ The notion of theme, context and exploration within visual analysis ➤ How to document critical and contextual understanding as well as technical and practical applications. 	<p>Pupils will attain Scholarship through:</p> <ul style="list-style-type: none"> ➤ Retaining and recalling technical aspects regarding the workings of a camera and developing new terminology pertinent to the subject. ➤ Understanding and explaining the notion of themes, context and exploration within Photography and developing / analysing critical and visual application in response to artist's work ➤ Connecting themes, context, technique and technical application within a project ➤ Awareness of application of technique and theme dependent on context and critical understanding ➤ Creating sequenced, visual journeys documenting research/ process/ connections and understanding.
Tenacity:	<p><i>Pupils will develop knowledge of:</i></p>	<p>Pupils will learn to be Tenacious through:</p> <ul style="list-style-type: none"> ➤ Researching and presenting sustained information, critical and contextual understanding and analysis through both written annotation, spoken critique and visual presentation. ➤ Developing their cultural understanding through reading widely and visiting exhibitions/ galleries independently. ➤ Responding to critical and constructive advice.
Altruism:		<p>Pupils will learn to be Altruistic through:</p> <ul style="list-style-type: none"> ➤ Developing their understanding and knowledge of a range of cultural, social and political artists/ themes, expanding the traditional 'canon' and building both contemporary and traditional aspects within their practice. ➤ Providing effective, supportive and informative peer feedback through crits and discussions within the classroom. ➤ Working collaboratively on digital workshops and supporting shoots as part of the learning community.
Respect		<p>Pupils will learn to be Respectful through:</p> <ul style="list-style-type: none"> ➤ Understanding the connections and relationships within multiple cultural, social and political identities with sensitivity, tolerance, kindness, objectiveness and respect for beliefs/ outcomes and contexts in learning. ➤ Being a reflective, critical friend when feeding back or discussing work with peers.



Physics Key Stage 5 STAR Curriculum

		Year 12	Year 13
Learning Sequence			
	Term 1	<p>In the first four weeks students will get an:</p> <ul style="list-style-type: none"> ➤ Intro to Isaac Physics ➤ > Foundations of Physics - Quantities and derived units, scalar and vectors, adding and resolving vectors ➤ Motion - Distance and speed, displacement and velocity, acceleration, v-t graphs, equations of motion, stopping distances, freefall and g, projectiles ➤ Induction assessment to be done on google forms <p>Forces in action Force and weight, centre of mass, free-body diagrams, drag and terminal velocity, moments and equilibrium, couples and torques, triangle of forces, density and pressure, Archimedes' principle</p> <p>Charge and current Current, moving charges, Kirchhoff's first law, mean drift velocity</p> <p>Waves 1 Progressive waves, wave properties, reflection, refraction, diffraction and polarisation, intensity, EM waves, polarisation of EM waves, refractive index, TIR</p>	<p>Oscillations Analysing SHM, SHM and energy, damping and driving, resonance</p> <p>Gravitational fields Newton's law of gravitation, g for a point mass, Kepler's laws, satellites, gravitational potential, GPE</p> <p>Capacitance Capacitors in circuits, energy stores by capacitors, discharging and charging capacitors, uses of capacitors</p> <p>Particle physics Alpha-particle scattering experiment, the nucleus, antiparticles, hadrons, and leptons, quarks, beta decay</p> <p>Radioactivity Nuclear decay equations, half-life and activity, radioactive decay calculations, modelling radioactive decay, radioactive dating</p> <p>Revision</p>



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Term 2		<p>Work, energy, and power Work done, conservation of energy, KE and GPE, Power and efficiency</p> <p>Materials Springs and Hooke's law, EPE, deforming materials, Stress-strain, and Young Modulus</p> <p>Electricity, power, and resistance Circuit symbols, p.d. and e.m.f., electron gun, resistance, I-V characteristics, diodes, resistivity, thermistors, LDRs, electrical energy and power, paying for electricity</p> <p>Waves 2 Superposition of waves, interference, Young double-slit experiment, stationary waves, harmonics, stationary waves in air columns</p> <p>Quantum physics Photon model, Einstein's photoelectric effect equation, Wave-particle duality</p>	<p>Mock exams</p> <p>Stars Objects in the Universe, lifecycle of stars, H-R diagrams, Energy levels in atoms, spectra, analysing starlight, stellar luminosity</p> <p>Cosmology (the Big Bang) Astronomical distances</p> <p>Electric fields Coulomb's law, uniform electric fields and capacitance, charged particles in uniform electric fields, electric potential and energy</p> <p>Magnetic fields Charged particles in magnetic fields, EM induction, Faraday's and Lenz's law, transformers</p> <p>Nuclear physics Einstein's mass-energy equation, binding energy, nuclear fission and fusion</p>
	Term 3	<p>Laws of motion and momentum Newton's 1st, 2nd, and 3rd laws of motion, linear momentum, impulse, collisions in two dimensions</p> <p>Electrical circuits Kirchhoff's laws and circuits, combining resistors, analysing circuits, internal resistance, potential dividers, sensing circuits</p> <p>Year 2 content Thermal physics Temperature, solids, liquids and gases, internal energy, SHC, SLH</p> <p>Ideal gases Kinetic theory of gases, gas laws, RMS speed, Boltzmann constant</p> <p>Circular motion Angular velocity and the radian, Centripetal acceleration, exploring centripetal force</p> <p>Errors and uncertainties</p> <p>Revision and mock exams</p>	<p>Medical imaging Interaction of X-rays with matter, CAT and PET scans, gamma camera, ultrasound, acoustic impedance, doppler imaging</p> <p>Revision and exams</p>



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Literacy: Key Terms		<i>Accuracy Precision Resolution Uncertainty Systematic Error Random Error Variables Explain Describe</i>	<i>Discuss Outline Validity Repeatable Reproducible Quantify Evaluate Conclude</i>
Scholarship:	<i>Pupils will develop knowledge of:</i>	<p>Pupils will learn to attain Scholarship through:</p> <ul style="list-style-type: none"> ➤ Encouraging pupils to do wider reading beyond the specification to extend their knowledge and love of the subject. This will be checked through folder checks and used to nominate for Roll of Honour. ➤ Undertaking mini reviews and topic assessments after every chapter and have opportunity to reflect on their progress and identify weaker areas within a topic. Isaac Physics – stretch and challenge ➤ Attending the 'Further Physics' booster lessons during the summer term. 	<p>Pupils will learn to attain Scholarship through:</p> <ul style="list-style-type: none"> ➤ Encouraging pupils to do wider reading or projects that go beyond the scope of the specification to extend their knowledge and love of the subject. This can be used for students' UCAS applications – for those who are going into STEM. ➤ Undertaking mini reviews and topic assessments after every chapter and have opportunity to reflect on their progress and identify weaker areas within a topic. Isaac Physics – stretch and challenge ➤ Showcasing practical skills by relating practical questions to level of understanding based on the 'required practical' elements of the spec.
Tenacity:	<i>Pupils will develop knowledge of:</i>	<p>Pupils will learn to be Tenacious through:</p> <ul style="list-style-type: none"> ➤ Presenting folders in an orderly way, given feedback each time by teaching staff. Shows strong engagement with the course. ➤ Attending revision classes after school in order to improve outcomes. Joining the Isaac Physics STEM Smart program externally. 	<p>Pupils will learn to be Tenacious through:</p> <ul style="list-style-type: none"> ➤ Reattempting CPACs from specific practicals that they might not have met previously. ➤ Persevering with the challenging Y13 Isaac Physics content. ➤ Attending revision classes after school in order to improve outcomes.
Altruism:		<p>Pupils will learn to be Altruistic through:</p> <ul style="list-style-type: none"> ➤ Working as groups during practicals and having patience with their peers. ➤ Being sixth form volunteers and act as a TA in KS3 lessons. ➤ Helping the younger students in Astrophysics/Science club. 	<p>Pupils will learn to be Altruistic through:</p> <ul style="list-style-type: none"> ➤ Working as groups during practicals and having patience with their peers. ➤ Working through challenging Isaac Physics problems
Respect		<p>Pupils will learn to be Respectful through:</p> <ul style="list-style-type: none"> ➤ Having respect for the equipment and others in the room during required practicals. ➤ Attending talks from external speakers/guests and showing themselves and the school in a positive light. 	<p>Pupils will learn to be Respectful through:</p> <ul style="list-style-type: none"> ➤ Attending talks from external speakers/guests and showing themselves and the school in a positive light. ➤ Meeting high expectations of teaching staff and being a positive role model for students in lower year groups.



Physical Education Key Stage 5 STAR Curriculum

		Year 12	Year 13
Learning Sequence	Term 1	<p>Applied anatomy: joints, movement and muscles, functional roles of muscles and types of contraction, analysis of movement, skeletal muscle contraction, muscle contraction during exercise</p> <p>Cardiovascular and respiratory: respiratory system at rest and during exercise of differing intensities and during recovery, cardiovascular system at rest and during exercise of differing intensities and during recovery</p> <p>Skill acquisition: classification of skills, types and methods of practice, transfer of skills, principles and theories of learning, stages of learning, guidance, feedback, memory models</p>	<p>Physiological factors affecting performance: energy for exercise, environmental factors on exercise, injury prevention</p> <p>Sports psychology: attribution, confidence and self-efficacy in sports performance, leadership in sport, stress management to optimise performance</p> <p>Assessment for non-examined assessment EAPI and Practical</p>
	Term 2	<p>Diet and nutrition and their effect on physical activity performance: diet and nutrition, ergogenic aids</p> <p>Preparation and training methods in relation to improving and maintaining physical activity and performance: aerobic training, strength training, flexibility training, periodisation of training, impact of training on lifestyle diseases</p> <p>Biomechanics: Biomechanical principles, levers, analysis through technology</p> <p>Sport psychology: individual differences, group and team dynamics in sport, goal setting in sports performance</p>	<p>Biomechanics: linear motion, angular motion, fluid mechanics, projectile motion, modern technology in sport</p> <p>Sport and society: commercialisation and the media, routes to sporting excellence in the UK</p> <p>Recap of skill acquisition and sports psychology topics</p>
	Term 3	<p>Sport and society: Emergence and evolution of modern sport, global sporting events, ethics and deviance in sport</p> <p>Begin non-examined assessment</p> <p>Revision and Year 12 exams</p>	<p>Revision of all topic areas</p>
Literacy: Key Terms		<p><i>Evaluate, analyse, motivation, stress and anxieties, oxyhaemoglobin dissociation, energy systems, 'SALTAPS', Angular motion, social facilitation</i></p>	<p><i>Performance arousal, muscular Christianity, Ringlemann Effect and Social loafing, self efficacy, linear motion, fluid mechanics, conservation of angular momentum, Bohr Shift, periodisation</i></p>



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<p>Scholarship:</p>	<p><i>Pupils will develop knowledge of:</i></p>	<p>Pupils will learn to attain Scholarship through: Engaging deeply with both the theoretical and practical components of the subject. This involves critically analysing scientific principles related to human physiology, biomechanics, and psychology, and applying these concepts to improve their own and others' athletic performance. Developing their understanding of anatomy and physiology, sports psychology and social cultural topics through the use of recent research and advancements in sports science, by actively participating in discussions.</p>	<p>Pupils will learn to attain Scholarship through: Critically evaluating movement patterns, understanding the forces and mechanics behind athletic performance, and applying this knowledge to optimise techniques and prevent injuries. Conducting thorough analyses of athletic performances, utilising various assessment tools and techniques. They will present their findings in a structured, evidence-based manner through the EAPI where they verbally deliver their findings Constructing well-organised essays, and employing critical thinking to compare, contrast, and evaluate different concepts, demonstrating a deep grasp of the subject matter.</p>
<p>Tenacity:</p>	<p><i>Pupils will develop knowledge of:</i></p>	<p>Pupils will learn to be Tenacious through:</p> <ul style="list-style-type: none"> ➤ Continuing to train and compete in their chosen sports at a high level while managing academic responsibilities. This demonstrates commitment and the ability to apply theoretical knowledge to practical situations ➤ Engaging in extensive reading beyond the curriculum. Explore a variety of sources, including academic journals, books, and online resources, to deepen ➤ Knowledge and bring diverse perspectives into their analyses and discussions of psychological theories 	<p>Pupils will learn to be Tenacious through:</p> <ul style="list-style-type: none"> ➤ Actively seeking and responding well to feedback on completed exam questions. Use constructive criticism to refine understanding and improve performance in exams and practical assessments ➤ Consistently applying themselves to exam preparation. Develop effective study strategies, practise past papers,, ensuring they are well-prepared to tackle any question confidently and competently



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Altruism:		<p>Pupils will learn to be Altruistic through:</p> <ul style="list-style-type: none">➤ Educating peers about the importance of sportsmanship and ethical behaviour in sports. Lead by example in both practical and theoretical settings, fostering a culture of integrity and respect within their sports teams and classes.➤ Participating in discussions, workshops, or campaigns that address deviance in sports, such as the use of performance-enhancing drugs, gambling, and gamesmanship. Help peers understand the consequences and develop strategies to combat these issues.	<p>Pupils will learn to be Altruistic through:</p> <ul style="list-style-type: none">➤ Offering assistance and mentorship to classmates who may be struggling with the academic or practical aspects of the course. Share knowledge, study resources, and provide encouragement, fostering a collaborative and supportive learning Environment.➤ Educating younger athletes about the importance of staying drug-free, playing fair, and maintaining a positive attitude in sports and life.
Respect		<p>Pupils will learn to be Respectful through:</p> <ul style="list-style-type: none">➤ Showing respect by approaching sensitive political and socio-cultural topics with an open mind and empathy. Acknowledge and consider diverse perspectives, fostering a classroom environment where all viewpoints are heard and valued.➤ Promoting and practising sportsmanship by respecting opponents, officials, and teammates. Understand the importance of ethical behaviour in sports and actively work to reduce deviant practices like gamesmanship and doping.	<p>Pupils will learn to be Respectful through:</p> <ul style="list-style-type: none">➤ Reducing stereotypes in sport by educating themselves and others about the benefits of diversity and inclusion. Respect athletes from all backgrounds and advocate for equal opportunities in sports for all individuals, regardless of gender, race, or ability.➤ Showing respect for different views on sport psychology theories of personality and skill learning. Engage in thoughtful discussions, critique theories constructively, and appreciate the variety of approaches and ideas that contribute to a deeper understanding of human behaviour in sports.



Product Design Key Stage 5 STAR Curriculum

		Year 12	Year 13	
Learning Sequence	Term 1	<p>First four weeks:</p> <p>Students will be introduced to</p> <p>Setting out an A level standard project folder</p> <p>Industry standard techniques</p> <p>How to present A- Level standees coursework</p>	<p>Project One Mini Architecture model (Bus Shelter) using coursework style folder on Google Classroom</p> <p>Theory: Section 5i Factors Influencing the development of Products (In folders)</p> <p>CAD/CAM & Maths OnShape (sketching, extruding and use of planes) Production of a working drawing</p>	<p>Non-Examined Assessment (NEA) Research, design and specification, design ideas, final des</p> <p>Theory Section 1 & 3 (review) Section 7 Safe working practices, potential hazards and ris Section 8 Feature of Manufacturing Industries</p>
	Term 2	<p>Project Two Throwies (a series of mini projects), coursework and practical outcome</p> <p>Theory Section 1 Materials Section 3 Processes techniques and Specialist tools Sections 5ii and 9 Designing for maintenance and a cleaner environment</p> <p>CAD/CAM & Maths Use of computer aided manufacturing Section 4 Digital Technologies</p>	<p>NEA: Cutting list and Practical outcome</p> <p>Theory Section 9 Designing for maintenance and a cleaner environ Section 10 Current legislation Section 11 Information Handling Section 12 Further Processes and Techniques</p>	
	Term 3	<p>Project Three Lamp Design (Focus Practical task)</p> <p>Theory Section 6 Effects of Technological Developments</p> <p>CAD/CAM & Maths</p>	<p>NEA Completion of practical outcome and Testing and Evaluation</p> <p>Theory Revision techniques</p>	



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Literacy: Key Terms		<p>eg, ferrous, thermo setting and angiosperm, Orthographic projections, Manufacturing Processes e.g. Extrusion, Rotational moulding, Fabrication. Material Properties Corrosion-resistant, tensile, compressive strength. .</p>	<p>Anthropometrics, Ergonomics, Bio Polymer, Material classifications eg, ferrous, thermo setting and angiosperm, Orthographic projections, Manufacturing Processes e.g. Extrusion, Rotational moulding, Fabrication. Material Properties Corrosion-resistant, tensile, compressive strength. .</p>
Scholarship:	<p><i>Pupils will develop knowledge of:</i></p>	<p>Pupils will attain Scholarship through:</p> <ul style="list-style-type: none"> ➤ Retaining and recalling - through linking theoretical and practical understanding to the designed environment ➤ Understanding and analysing - thorough development of products ➤ Connecting - links to industry, business and finance and environment ➤ Awareness of - Environmental impact of human consumption ➤ Creating - Problem solving and link t o the needs of others 	
Tenacity:	<p><i>Pupils will develop knowledge of:</i></p>	<p>Pupils will learn to be Tenacious through:</p> <ul style="list-style-type: none"> ➤ Ongoing development of their products and the time needed to develop a successful outcome. This requires time outside of lesson to be spent reflecting and refining. ➤ Being open to peer responses to their own creativity 	<p>Pupils will learn to be Tenacious through:</p> <ul style="list-style-type: none"> ➤ Ongoing development of their products and the time needed to develop a successful outcome. This requires time outside of lesson to be spent reflecting and refining
Altruism:		<p>Pupils will learn to be Altruistic through:</p> <ul style="list-style-type: none"> ➤ Balancing the needs of consumerism with the global impact it has on the environment ➤ Providing effective and thoughtful peer feedback and contributions to class discussion 	<p>Pupils will learn to be Altruistic through:</p> <ul style="list-style-type: none"> ➤ Balancing the needs of consumerism with the global impact it has on the environment ➤ Providing effective and thoughtful peer feedback and contributions to class discussion
Respect		<p>Pupils will learn to be Respectful through:</p> <ul style="list-style-type: none"> ➤ Shared equipment and respecting others and the space ➤ Inclusive design techniques 	<p>Pupils will learn to be Respectful through:</p> <ul style="list-style-type: none"> ➤ Shared equipment and respecting others and the space ➤ Inclusive design techniques



Psychology Key Stage 5 STAR Curriculum

		Year 12	Year 13
Learning Sequence	Term 1	<p>Approaches in Psychology Students will learn about the origins of Psychology: Wundt, introspection and the emergence of Psychology as a science. the basic assumptions of the following approaches: Learning approaches, the cognitive approach, the biological approach, the psychodynamic approach and the Humanistic approach</p> <p>Research Methods Students should demonstrate knowledge and understanding of research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations.</p> <p>Social Influence Students will learn about types of conformity, conformity to social roles, explanations for obedience, explanations of resistance to social influence, minority influence and the role social influence processes in creating social change.</p>	<p>Relationships Students will learn about evolutionary explanations for pair equity theory, Rusbults investment model and Duck's theory</p> <p>Issues and debates Students will be introduced to important issues and debate nature-nurture debate. Students will also consider key issues and theories.</p>
	Term 2	<p>Memory Students will learn about key concepts and models of memory: The multi-store model of memory, the working memory model, types of long-term memory, explanations for forgetting and factors affecting eyewitness testimony.</p> <p>Psychopathology Students will gain an understanding of different definitions of abnormal behaviour. Students will be able to describe the behavioural, emotional and cognitive characteristics of phobias, depression and OCD. Students will be able to explain the behavioural approach to explaining and treating phobias, the cognitive approach to explaining and treating depression and the biological approach to explaining and treating OCD.</p>	<p>Schizophrenia Students will learn about the classification and diagnosis. Finally they will look at the importance of the interactionist approach</p> <p>Aggression Students will learn about different explanations of aggression evolutionary and social psychological explanations. They will be in the context of prisons and explanations for this. Finally, the media in aggression including the effects of computer games</p>



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	Term 3		<p>Biopsychology Students will learn about the division of the nervous system and the endocrine system. Students will be introduced to localisation of function in the brain including Broca and Wernicke's area and recovery of the brain after trauma.</p> <p>Attachment Students will learn about care-giver interactions in humans and stages of attachment. As well as also considering research into animal attachment. Students will study explanations of attachment, Ainsworth's 'strange situation', Bowlby's theory of maternal deprivation and the influence of early attachment on adult relationships.</p> <p>Year 12 Revision A series of lessons in which students will revise key terminology and studies and practise answering exam questions with a particular focus on 16-mark questions</p>	<p>Year 13 Revision A series of lessons in which students will revise key terminology</p>
Literacy: Key Terms				
Scholarship:		<p><i>Pupils will develop knowledge of:</i></p>	<p>Pupils will attain Scholarship through:</p> <ul style="list-style-type: none"> ➤ Retaining and recalling information new key terminology and psychological concepts and theories both in general and in the context of specific psychological problems. As well as specific pieces of key psychological research such as the key studies in social influence including the works of Asch, Milgram and Zimbardo. ➤ Understanding and explaining and developing / analysing being able to analyse and critically evaluate specific examples of psychological research and theories. Also be able to apply psychological concepts to a variety of different scenarios in order to demonstrate understanding. ➤ Connecting different key ideas and concepts of research methods and ethics to help evaluate key studies and theories in other units such as social influence. Using different psychological approaches to help understand and analyse different psychological theories and concepts in other units such as psychopathology. ➤ Awareness of common ethical issues common to all forms of psychological research such as issues of deception and informed consent. ➤ Creating critical essays that outline and evaluate various psychological concepts and research. Students will also create and run a piece of group research into the Stroop Effect and write up their findings in the structure of a psychological report. 	<p>Pupils will attain Scholarship through:</p> <ul style="list-style-type: none"> ➤ Retaining and recalling information new key terminology and psychological concepts and theories both in general and in the context of specific psychological problems including the various theories of the development of schizophrenia and the treatments developed by them. As well as specific pieces of key psychological research. ➤ Understanding, explaining and developing / analysing specific examples of psychological research and theories. Also be able to apply psychological concepts to a variety of different scenarios in order to demonstrate understanding. ➤ Connecting different key issues and debates in psychology to previous units, for example linking issues of gender/ cultural bias back to the research of key theorists such as Ainsworth's strange situation or the classification and diagnosis of schizophrenia. ➤ Awareness of the current core issues and debates in psychology and an understanding of how these issues can have real world consequences such as the issues associated with socially sensitive research.



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			<ul style="list-style-type: none"> ➤ Creating critical essays that outline and evaluate various psychological concepts and research including essays covering the key debates in psychology.
Tenacity:	<i>Pupils will develop knowledge of:</i>	<p>Pupils will learn to be Tenacious through:</p> <ul style="list-style-type: none"> ➤ Being open to the feedback provided by peers and teachers on their work particularly their essays. ➤ Completing ReACT tasks to demonstrate that they are taking feedback on boards and developing their skills. ➤ Gathering their own data independent of direct teacher supervision in groups and write up independently 	<p>Pupils will learn to be Tenacious through:</p> <ul style="list-style-type: none"> ➤ Responding to the feedback from y12 UCAS exams and adapt their study style and personal work ethic to ensure that they are achieving their best possible results. ➤ Being open to the feedback provided by peers and teachers on their work particularly their essays. ➤ Completing ReACT tasks to demonstrate that they are taking feedback on boards and developing their skills.
Altruism:		<p>Pupils will learn to be Altruistic through:</p> <ul style="list-style-type: none"> ➤ Supporting each other when gathering data in groups for their Stroop report. ➤ Showing understanding and compassion when discussing common mental health issues in psychopathology such as depression. ➤ Providing valuable and thoughtful feedback during peer marking and be open to helping their peers with revision and in class tasks in group work. 	<p>Pupils will learn to be Altruistic through:</p> <ul style="list-style-type: none"> ➤ Showing understanding and compassion when discussing common mental health issues in Schizophrenia ➤ Providing valuable and thoughtful feedback during peer marking and be open to helping their peers with revision and in class tasks in group work.
Respect		<p>Pupils will learn to be Respectful through:</p> <ul style="list-style-type: none"> ➤ Contributing to a respectful class environment, listening to both teacher and student speakers. ➤ Showing due respect for serious topics that cover common mental health conditions and their consequences such as the experiences of individuals suffering from phobias. 	<p>Pupils will learn to be Respectful through:</p> <ul style="list-style-type: none"> ➤ Contributing to a respectful class environment, listening to both teacher and student speakers. ➤ Showing due respect for serious topics that cover common mental health conditions and their consequences such as the experiences of individuals suffering from schizophrenia.



Religious Studies Key Stage 5 STAR Curriculum

		Year 12	Year 13	
Learning Sequence	Term 1	<p>In the first four weeks:</p> <ul style="list-style-type: none"> ➤ Students will be introduced to subject specific terminology within each of the three fields of study ➤ References made to the cross over in topics that will be covered in PRE at A-level with the topics studied in RS at GCSE, for those who did study RS at GCSE and a link to other subjects covered at GCSE such as Sociology, History, English for those students who didn't study RS at GCSE ➤ Awareness of the exam structure and what is required when answering the different exam questions 	<p>Philosophy: Topic 1 – Philosophical issues and questions – focusing on the Design, Cosmological and Ontological arguments, introducing analytic and synthetic evidence in the application of logic Topic 2 - The nature and influence of religious experience – the different types of experiences and evaluation of the validity of these experiences</p> <p>Ethics: Topic 1 - Significant concepts in issues or debates in religion and ethics - environmental issues and equality assessing these issues from both the religious and secular points of view Topic 2 - A study of three ethical theories – an exploration of the ethical theories of Utilitarianism, Situation Ethics and Natural Moral Law. The first ethical anthology text relates to Situation Ethics and so an in-depth study of the text and how students would answer questions 3a and 3b linked to this text</p> <p>Study of Religion: Topic 1 – Religious beliefs, values and teachings – beliefs and key moral principles within Hinduism. The first study of religion anthology text relates to Hindu ethics and so an in-depth study of the text and how students would answer questions 3a and 3b linked to this text Topic 2 - Sources of wisdom and authority – the emergence of Hindu traditions and an understanding of the different types of holy scriptures</p>	<p>Philosophy: Topic 5 – Works of scholars – the context to critiques of religious belief and points for discussion. The last philosophy anthology text relates to Bertrand Russell and Frederick Copleston's debate and so an in-depth study of the text and how students would answer questions 3a and 3b linked to this text Topic 6 - Influences of developments in religious belief - views about life after death across a range of religious traditions and religion and science debates and their significance for the philosophy of religion</p> <p>Ethics: Topic 5 - Deontology, Virtue Ethics and the works of scholars - a comparison of the work of Immanuel Kant and Aristotle with regard to Deontology and Virtue Ethics The second and third ethical anthology texts relates to both these topics and so an in-depth study of the text and how students would answer questions 3a and 3b linked to this Topic 6 - Medical ethics: beginning and end of life issues – 3a and 3b linked to this</p> <p>Study of Religion: Topic 5 – Works of scholars – a comparative study of ideas in the works of Shankara and Ramanuja in their respective contexts, key beliefs and influence. The third and fourth study of religion anthology texts relates to both these scholars and so an in-depth study of the texts and how students would answer questions 3a and 3b linked to these texts Topic 6 - Religion and society – debates about pluralism and discrimination</p>



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Term 2	Term 3	<p>Philosophy: Topic 3 – Problems of evil and suffering - the nature of the problem across a range of religious traditions, types of evil and suffering, moral and non-moral as well as theodicies and solutions to the problem of suffering. The first philosophy anthology text relates to this topic and so an in-depth study of the text and how students would answer questions 3a and 3b linked to this text</p> <p>Ethics: Topic 3 - Application of ethical theories to issues of importance – the topics of war and peace related to just war theory and pacifism and sexual ethics related to the contribution of at least one world religion and the ethical approaches to these issues and social and cultural influences on them</p> <p>Study of Religion: Topic 3 - Practices that shape and express religious identity - Sanatana dharma with links and differences to varn ashrama-dharma as well as yoga meanings and main types</p>	<p>Philosophy: Revision of topics 1-4 with a focus on the application of knowledge in relation to sample exam questions</p> <p>Ethics: Revision of topics 1-4 with a focus on the application of knowledge in relation to sample exam questions</p> <p>Study of Religion: Revision of topics 1-4 with a focus on the application of knowledge in relation to sample exam questions</p>
	<p>Philosophy: Topic 1 – Philosophical issues and questions – focusing on the Design, Cosmological and Ontological arguments, introducing analytic and synthetic evidence in the application of logic Topic 2 - The nature and influence of religious experience – the different types of experiences and evaluation of the validity of these experiences</p> <p>Ethics: Topic 1 - Significant concepts in issues or debates in religion and ethics - environmental issues and equality assessing these issues from both the religious and secular points of view Topic 2 - A study of three ethical theories – an exploration of the ethical theories of Utilitarianism, Situation Ethics and Natural Moral Law. The first ethical anthology text relates to Situation Ethics and so an in-depth study of the text and how students would answer questions 3a and 3b linked to this text</p> <p>Study of Religion: Topic 1 – Religious beliefs, values and teachings – beliefs and key moral principles within Hinduism. The first study of religion anthology text relates to Hindu ethics and so an in-depth study of the text and how students would answer questions 3a and 3b linked to this text Topic 2 - Sources of wisdom and authority – the emergence of Hindu traditions and an understanding of the different types of holy scriptures</p>	<p>Philosophy: Topic 5 – Works of scholars – the context to critiques of religious belief and points for discussion. The last philosophy anthology text relates to Bertrand Russell and Frederick Copleston's debate and so an in-depth study of the text and how students would answer questions 3a and 3b linked to this text Topic 6 - Influences of developments in religious belief - views about life after death across a range of religious traditions and religion and science debates and their significance for the philosophy of religion</p> <p>Ethics: Topic 5 - Deontology, Virtue Ethics and the works of scholars - a comparison of the work of Immanuel Kant and Aristotle with regard to Deontology and Virtue Ethics The second and third ethical anthology texts relates to both Topic 6 - Medical ethics: beginning and end of life issues – significant issues in medical ethics with a focus on beginning and end of life debates. The last of the ethical anthology texts relates to this topic and so an in-depth study of the text and how students would answer questions 3a and 3b linked to this</p> <p>Study of Religion: Topic 5 – Works of scholars – a comparative study of ideas in the works of Shankara and Ramanuja in their respective contexts, key beliefs and influence. The third and fourth study of religion anthology texts relates to both</p>	



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			these scholars and so an in-depth study of the texts and how students would answer questions 3a and 3b linked to these texts Topic 6 - Religion and society – debates about pluralism and diversity, equality and discrimination
Literacy: Key Terms		<i>Absolutism, relativism, subjectivism, objectivism, intentionalism and consequentialism in ethical, religious and secular debates, cognitivist and non-cognitivist uses of language, inductive and deductive reasoning, a posteriori and a priori philosophical arguments</i>	<i>Neo-Vedanta philosophy, Renaissance and Enlightenment in Europe and India, exclusivism vs inclusivism interpretations, immortality of the soul, resurrection of the body, reincarnation, methodologies, observation, hypothesis and experiment, colonialism, post-colonialism</i>
Scholarship:	<i>Pupils will develop knowledge of:</i>	Pupils will attain Scholarship through:	
		<ul style="list-style-type: none"> ➤ Retaining and recalling specific terminology, philosophical and ethical theories and an in-depth analytic study of the four anthology texts related to each of the three fields of study ➤ Understanding and analysing both religious and secular interpretations to issues within each of the three fields of study ➤ Connecting the knowledge gained in one field of study and how that crosses into the other fields of study by examining the similarities and differences shown ➤ Awareness of the variety of historical and modern day scholarly debate and discussion about the three fields of study ➤ Creating a strong line of argument to debates within each of the topic areas by evaluating arguments drawn on both sides of the debate 	
Tenacity:	<i>Pupils will develop knowledge of:</i>	Pupils will learn to be Tenacious through:	
		<ul style="list-style-type: none"> ➤ Developing and expanding their line of reasoning both vocally and in written responses ➤ Researching into the historic and modern day debates presented within the three fields of study and how they provide different perspectives from those covered in class ➤ Reading a variety of books and articles and listening to podcasts related to these topics ➤ Recognition of the differences of opinion in class discussions and debates 	
Altruism:		Pupils will learn to be Altruistic through:	
		<ul style="list-style-type: none"> ➤ Learning and researching into a range of scholarly views presented, even if they are vastly different to their own interpretations of these topics ➤ Appreciation of the diversity of opinion within class discussions and debates 	
Respect		Pupils will learn to be Respectful through:	
		<ul style="list-style-type: none"> ➤ Understanding religious and cultural differences in reference to the fields of study covered ➤ Recognition of the difference between religious beliefs and secular lines of argument 	



Sociology Key Stage 5 STAR Curriculum

		Year 12	Year 13
Learning Sequence	Term 1	<p>Family Students will learn about the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies. They will consider changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures. Students will also study gender roles, domestic labour and power relationships within the family in contemporary society. They will assess the nature of childhood, and changes in the status of children in the family and society. Finally, students will learn about the nature of childhood, and changes in the status of children in the family and society.</p> <p>Education Students will learn about the role and functions of the education system, including its relationship to the economy and to class structure, as well as differential educational achievement of social groups by social class, gender and ethnicity in contemporary society. Students will also consider relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning. Finally, students will learn about the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy</p>	<p>Crime and Deviance Students will learn about what is meant by crime, deviance, social order and social control and the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime. They will also consider globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crime.</p> <p>Beliefs in society Students will learn about ideology, science and religion, including both Christian and non-Christian religious traditions and the relationship between social change and social stability, and religious beliefs, practices and organisations. They will also learn about examples of religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice.</p>
	Term 2	<p>Research methods Students will learn about quantitative and qualitative methods of research; research design and consider sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics. Students will also consider the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.</p> <p>Sociological Theory Students will learn about consensus, conflict, structural and social action theories and the concepts of modernity and post-modernity in relation to sociological theory. They will also consider the nature of science and the</p>	<p>Crime and Deviance Students will continue this topic by looking at crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.</p> <p>Beliefs in Society Students will continue this topic by assessing the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices. They will also learn about the significance of religion and religiosity in the contemporary</p>



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		extent to which Sociology can be regarded as scientific and debates about subjectivity, objectivity and value freedom. Finally, students will assess the relationship between Sociology and social policy	world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions.
	Term 3	<p>Methods in context Students must be able to apply sociological research methods to the study of education.</p> <p>Year 12 Revision A series of lessons in which students will revise key terminology and studies and practise answering exam questions with a particular focus on 20 and 30 mark questions.</p>	Revision for exams
Literacy: Key Terms		<p><i>Norms. Values, Roles, Status, Primary Socialisation, Agencies of Socialisation, Feral Children</i></p> <p><i>Nuclear Family, Blended Family, Sandwich Generation, Boomerang Family, Patriarchy, Domestic Abuse Educational Triage, Ethnocentric Curriculum, Self-fulfilling Prophecy, Hidden Curriculum</i></p> <p><i>Quantitative Data, Qualitative Data, Operationalisation, Ethics, Covert/Overt</i></p>	<p><i>Stratification, Bourgeoisie, Proletariat, Absolute Poverty, Relative Poverty, Inverse Care Law, Gender Pay Gap, Ethnic Penalty, Cultural Deprivation, Cycle of Poverty, Underclass, Social Exclusion/Inclusion, Equality Act American Dream, Status Frustration, Institutional Racism, Deviance Amplification, Square of Crime, Relative Deprivation, Marginalisation, Sub-Culture, Zero Tolerance, Broken Windows Theory</i></p>
Scholarship:	<i>Pupils will develop knowledge of:</i>	<p>Pupils will attain Scholarship through:</p> <p>Retaining and recalling information new key terminology and sociological concepts and theories linked to the specific topics studied, for example, functionalist, feminist, Marxist and postmodernist theories of the family and education. They will also learn the theories and concepts of different sociologists such as Parsons, Oakley, Bourdieu and Murray.</p> <p>Understanding and explaining and developing / analysing sociological concepts to a variety of different scenarios in order to demonstrate understanding.</p> <p>Connecting different key ideas and concepts of sociology in order to explain and analyse different sociological theories. For example, connecting feminist theories of socialisation with gender attainment in education or gender inequality in society.</p> <p>Awareness of common ethical issues common to all forms of sociological research such as issues of researcher bias and correlation and causation.</p>	<p>Pupils will attain Scholarship through:</p> <p>Retaining and recalling information new key terminology and sociological concepts and theories linked to the specific topics studied, for example, functionalist, feminist, Marxist and postmodernist theories of Stratification and inequality and crime and deviance. They will also learn the theories and concepts of different sociologists such as Pollack, Hall, Wilson and Young.</p> <p>Understanding, explaining and developing / analysing specific examples of sociological research and theories.</p> <p>Connecting different key ideas and concepts of sociology in order to explain and analyse different sociological theories.</p> <p>Awareness of common problems with crime statistics, for example: validity of the data, police bias in collecting the data, willingness of victims to report etc.</p>



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		<p>Creating critical essays that outline and evaluate different sociological explanations of society. For example evaluation and analysis of different theories of the family; and evaluation of different explanations for ethnic differences in educational attainment.</p>	<p>➤ Creating critical essays that outline and evaluate different sociological explanations of society.</p>
Tenacity:	<i>Pupils will develop knowledge of:</i>	<p>Pupils will learn to be Tenacious through:</p> <ul style="list-style-type: none"> ➤ Being open to the feedback provided by peers and teachers on their work particularly their essays. ➤ Completing ReACT tasks to demonstrate that they are taking feedback on boards and developing their skills. ➤ Gathering their own data independent of direct teacher supervision in groups and write up independently. 	<p>Pupils will learn to be Tenacious through:</p> <ul style="list-style-type: none"> ➤ Responding to the feedback from y12 UCAS exams and adapting their study style and personal work ethic to ensure that they are achieving their best possible results. ➤ Being open to the feedback provided by peers and teachers on their work particularly their essays. ➤ Completing ReACT tasks to demonstrate that they are taking feedback on board and developing their skills.
Altruism:		<p>Pupils will learn to be Altruistic through:</p> <ul style="list-style-type: none"> ➤ Supporting each other by planning essays together. ➤ Providing valuable and thoughtful feedback during peer marking and being open to helping their peers with revision and in class tasks in group work. 	<p>Pupils will learn to be Altruistic through:</p> <ul style="list-style-type: none"> ➤ Supporting each other by planning essays together. ➤ Providing valuable and thoughtful feedback during peer marking and being open to helping their peers with revision and in class tasks in group work.
Respect		<p>Pupils will learn to be Respectful through:</p> <ul style="list-style-type: none"> ➤ Contributing to a respectful class environment, listening to both teacher and student speakers. ➤ Showing due respect for serious topics that cover sensitive issues such as domestic abuse. 	<p>Pupils will learn to be Respectful through:</p> <ul style="list-style-type: none"> ➤ Contributing to a respectful class environment, listening to both teacher and student speakers. ➤ Showing due respect for serious topics that cover sensitive issues such as victims of crime.



Spanish Key Stage 5 STAR Curriculum

		Year 12	Year 13
Learning Sequence	Term 1	<p>Aspects of Hispanic society: social issues and trends Artistic culture in the Hispanic World Los valores tradicionales y modernos Los cambios en la familia, Actitudes hacia el matrimonio/el divorcio, La influencia de la iglesia católica</p> <p>Volver: Study of a film by Pedro Almodóvar</p>	<p>Multiculturalism in Hispanic society La Inmigración Los beneficios y los aspectos negativos, La inmigración educación, Las religiones Como Agua Para Chocolate: Study of a book by Laura Esc</p>
	Term 2	<p>First four weeks: Intensive grammar programme linked to thematic content. Revision of the grammatical material needed for learners to begin to perform more independently and autonomously in speaking and writing: nouns, articles, adjectives, use of tenses (regular and most common irregular forms), pronouns, adverbs, prepositions.</p> <p>Development of all skills through theme-linked teaching and learning Aspects of Hispanic society: social issues and trends Artistic culture in the Hispanic world El ciberespacio La influencia de Internet, Las redes sociales: beneficios y peligros, Los móviles inteligentes en nuestra sociedad (La igualdad de los sexos), La mujer en el mercado laboral, El machismo y el feminismo, Los derechos de los gays y las personas transgénero (La influencia de los ídolos), Cantantes y músicos, Estrellas de televisión y cine, Modelos</p> <p>Volver: Study of a film by Pedro Almodóvar</p>	<p>Aspects of political life in the Hispanic World Jóvenes de hoy, ciudadanos de mañana Los jóvenes y su actitud hacia la política : activismo o apat Su sociedad ideal (Monarquías y dictaduras), La dictadura</p> <p>Como Agua Para Chocolate: Study of a book by Laura Esc</p>
	Term 3	<p>La identidad regional en España Tradiciones y costumbres, La gastronomía, Las lenguas (El patrimonio cultural), Sitios turísticos y civilizaciones prehispanicas (Machu Picchu, la Alhambra), Arte y arquitectura, El patrimonio musical y su diversidad</p> <p>Volver: Study of a film by Pedro Almodóvar</p>	<p>Movimientos populares La efectividad de las manifestaciones y las huelgas, El poder de los sindicatos, Ejemplos de protestas sociales (El 15-M, las madres de la Plaza de Mayo)</p> <p>Como Agua Para Chocolate: Study of a book by Laura Esquivel</p>
Literacy: Key Terms		<p><i>Summary Analysis Explain Subjunctive Main Clause/Subordinate Clause Expressing opinions in different ways</i></p>	<p><i>Summary Analysis Explain Subjunctive Main Clause/Subordinate Clause Expressing opinions in different ways</i></p>
Scholarship:		<p>Pupils will attain Scholarship through:</p> <ul style="list-style-type: none"> ➤ Retaining and recalling grammar learning for writing and speaking ➤ Understanding and analysing vocabulary and a range of cultural artefacts in their original language 	<p>Pupils will attain Scholarship through:</p> <ul style="list-style-type: none"> ➤ Retaining and recalling grammar learning for writing and speaking ➤ Understanding and analysing vocabulary and a range of cultural artefacts in their original



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		<ul style="list-style-type: none"> ➤ Connecting grammar with the thematic aspects of the specification ➤ Awareness of comprehension, speaking and translation skills 	<ul style="list-style-type: none"> ➤ language ➤ Connecting grammar with the thematic aspects of the specification ➤ Awareness of comprehension, speaking and translation skills
Tenacity:	<i>Pupils will develop knowledge of:</i>	<p>Pupils will learn to be Tenacious through:</p> <ul style="list-style-type: none"> ➤ Independent learning: They must complete independent learning outside the lessons and homework. They have a Reading & Audiovisual Log (list of links that they could use or they can read, watch tv, films or series) in order to broaden their knowledge on current affairs in Spanish speaking countries. ➤ Independent research project: Choosing a topic of their interest related to the Spanish ➤ Speaking world, and carrying out a deep investigation within an specific framework in preparation for their Speaking exam. 	<p>Pupils will learn to be Tenacious through:</p> <ul style="list-style-type: none"> ➤ Independent research project: They have already chosen the topic of their interest related to the Spanish speaking world, and are continuing to investigate within a specific framework in preparation for their Speaking exam. ➤ Translation skills; they will be performing more of these tasks bothfrom and into the target language, in order to practise aspects of the language such as word order, gender agreement, verbal tenses, etc.
Altruism:		<p>Pupils will learn to be Altruistic through:</p> <ul style="list-style-type: none"> ➤ Writing letters to grandparents in a Care Home using the Target Language and sending them. ➤ Students develop their personal skills within the school community (social and moral values) and their academic (4 languages) skills in the Target Language by volunteering in lessons during their free period(s); they help their younger peers with their development. 	<p>Pupils will learn to be Altruistic through:</p> <ul style="list-style-type: none"> ➤ Confidently expressing opinions and giving arguments about topics related to social issues and actions taken about these issues (such as volunteering, famous Spanish Speaking artists who are activists for humanitarian causes, etc). ➤ Continuing written correspondence to grandparents in a Care Home using the Target Language.
Respect		<p>Pupils will learn to be Respectful through:</p> <ul style="list-style-type: none"> ➤ Getting to know specific aspects of the Spanish and Latin American culture deeply, learning the differences between the past and the present situation. ➤ Acquiring a deeper knowledge of cultures and traditions of more countries in the Hispanic-speaking world. i.e. Folklores, religions and festivals. ➤ Acquiring the formal ways of addressing people and using them. 	<p>Pupils will learn to be Respectful through:</p> <ul style="list-style-type: none"> ➤ Broadening and unifying their knowledge about specific aspects of the Spanish and Latin American culture deeply, discussing the contrast between the past and the present situation. ➤ Consolidating and applying their knowledge of cultures and traditions of the Hispanic-speaking world countries. i.e. Folklores, religions and festivals. ➤ Embedding the formal ways of addressing people learnt before within the written and spoken formal speech.



BTEC Sport Key 5 STAR Curriculum

		Year 12	Year 13	
Learning Sequence	Term 1	<p>In the first four weeks:</p> <p>Students will be introduced to the nature of BTEC, including grading matrix; use of specification; internal tick boxes for internally assessed assignments.</p> <p>Students will also be introduced to the different assignments and begin to identify and apply psychological interventions to various sporting scenarios.</p>	<p>A1: The key concepts of motivation: Students will be introduced to the different types of motivation and the theories of motivation, and will reflect back on their own experiences and use these concepts and theories to understand their behaviour. This topic offers opportunities for learners to examine the motivation of sportspeople and, in particular, to assess contributions that managers and athletes make for their successes and failures.</p> <p>Functional Anatomy Topic A - Anatomical terms: Students will be introduced to anatomical positions, using anatomical neutral position. Anatomical language will be introduced using a variety of different poses and video clips, and students will express the movements in their sport using anatomical terms.</p> <p>Topic B - Cardiovascular System: Students will be asked to identify current level of knowledge through recap of GCSE information. Specialised terms will be introduced as well as the response of the heart to different intensities of exercise. Students will participate within practical sessions which involve application of theory to practical situations.</p> <p>Topic C - Respiratory System: The respiratory system is recapped using GCSE PE as a foundation. Students are introduced to partial pressure and also the responses of the respiratory system to exercise. Students are encouraged to explore how the respiratory system could be a limiting factor in exercise performance through VO2 Max.</p> <p>Topic D - Skeletal System: Ossification will be introduced as well as the structure of a long bone, along with types of joints and movement patterns which will be a major focus within this topic.</p> <p>Topic E - Muscular Systems: Students will be introduced to how coordinated movement is actually produced from initial stimulus to movement of actin/myosin. Chemical interactions will be introduced and the role of muscles will form a primary focus within this task and a core element within Topic F. Types of muscle fibres will also be discussed as well as their relevance within different sports.</p> <p>Topic F - Movement Analysis: Topic F will be embedded across the topic stated above; it will focus on the complete movement analysis of a movement from preparation to execution.</p>	<p>Unit 7 - Examining Forces Topic B1 - Newton's Laws: Students will recap Newton's laws from previous knowledge and then will explore the application of the laws within a sporting environment.</p> <p>Topic B2 – Forces: Forces will be introduced through a definition, and also what effect a force has. How movement is possible will be examined in the context of forces</p> <p>Topic B3 – Friction: Friction will be introduced as a specific force and why it is required. The use of friction within sport will be examined, in either a plus or negative manner</p> <p>Topic B4/B5 - Air Resistance/Aerodynamics: Both topics will be taught as a single unit due to similarities and close relationship. The flight path of a variety of subjects will be analysed and the components determining flight path will be investigated.</p> <p>Topic B6 - Bernoulli : The flight of objects and spin of objects will be explored using how different speeds of air molecules can deviate flight path.</p> <p>Unit 7 Biomechanics: This half term will be used to complete the assignment dealing with forces.</p>



Term 2	<p>Topic B - Competitive pressure in sport: This topic offers opportunities for learners to work in pairs or small groups to research theories of arousal and performance, and different types of anxiety. Students can share their findings in group presentations and discussions. Students will spend time observing how sportspeople behave in stressful situations, how this affects their body language and facial expressions, as well as any changes in their behaviour.</p> <p>Topic C - Effects of self-confidence, self-efficacy and self-esteem on sport and exercise performance: Students will consider sportspeople who they think are self-confident, and the qualities that make them self-confident, and then be introduced to interventions such as imagery and self-talk. At the end of the topic, students are introduced to a case study on Vealey's self-confidence model and Bandura's self-efficacy theory.</p> <p>Topic D: The mindset in sport and exercise performance: This topic is concerned with a more theoretical area, covering subjects that are currently attractive to researchers such as fixed and growth mindsets, resilience and traits of perfectionism. Functional Anatomy - Exam Preparation: students will be introduced to past papers and will review exams through examiners reports and mark schemes.</p> <p>Unit 7 - Biomechanics Topic A1 - Linear Motion: students will be introduced to the concept of linear motion and the elements contained within it such as speed and velocity, acceleration and deceleration, inertia and momentum.</p>	<p>Unit 7 – Biomechanics Topic C1/C2 - Centre of Mass / stability: centre of mass will be explored as a concept, analysing how it can be affected. Sporting poses will be looked at and how centre of mass is affected. Topic C3 - Levers: students will explore using the human body as the context levers - including the components that make up a lever, and how limbs can change the lever system during a single movement. Topic C4 - Axis of Rotation: students will learn how the body can be divided into different sections to make analysis of movement easier. The dividing up of a 3D object (body) into 2d sections will form the focus of this topic.</p> <p>Unit 6 - Coaching Learning aim B: Explore practices, adaptations and measures used to develop performance and fitness - Students will design coaching resources to aid the delivery of a chosen sport, taking into consideration all aspects covered within session planning Learning aim C: Demonstrate effective planning of coaching to develop performance and fitness - Students will plan and delivery a session within their chosen sport, coaching a group of KS3 students to include all elements covered within learning aims A and B</p>
	<p>Term 3</p> <p>Group dynamics in sport -E1 Group processes,E2 Cohesion, E3 Leadership: Students begin by reflecting on their own experiences of working in teams, identifying features which contribute to effective team working, and then completing a range of group activities which they evaluate. Students will also learn about Chelladurai's multidimensional model (MDM), and how, when discussing leadership, it is not just qualities or behaviour traits that are important.</p> <p>Topic F: Psychological interventions for sports performance and exercise This topic is mapped across the previous units of the course and students assess the psychological interventions that can impact all factors being studied.</p> <p>Unit 7 Introduction to Biomechanics Revision and Year 12 Exam</p>	<p>Unit 6 - Coaching Learning aim D: Explore the impact of coaching for performance and fitness Students will reflect on and evaluate their session delivery, highlighting positive and negative aspects including recommendations for future sessions</p>



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<p>Literacy: Key Terms</p>		<p><i>Self confidence, efficacy, esteem, mindset, resilience, stress and anxiety, aggression Neuromuscular processes, bone growth and remodelling, movement analysis</i></p>	<p><i>Linear motion, Newton's Laws, momentum, forces, friction, Bernoulli's Principle, Magnus Effect, Lift Diplomacy, rapport building, safeguarding, benchmark assessment, differentiation, contingency,</i></p>
<p>Scholarship:</p>	<p><i>Pupils will develop knowledge of:</i></p>	<p>Pupils will attain Scholarship through:</p> <ul style="list-style-type: none"> ➤ Studying the structures and functions of the human body. Engage with detailed anatomical diagrams, participate actively in lab sessions, and utilise various resources such as textbooks, online modules, and interactive models to enhance understanding. ➤ Critically evaluating different psychological theories and their applications in sports. Read widely from academic sources, apply theoretical knowledge to real-world scenarios, and discuss case studies to deepen analytical skills. 	<p>Pupils will attain Scholarship through:</p> <ul style="list-style-type: none"> ➤ Conducting extensive research for coursework in biomechanics. Utilise academic journals, textbooks, and credible online resources to gather current and relevant data. Analyse and interpret this information critically, ensuring that their coursework reflects a deep understanding of biomechanical principles and their application to sports performance. ➤ Engaging in reflective practice. Evaluate and document their coaching sessions systematically, incorporating feedback and using evidence-based strategies to improve. Show an understanding of coaching theories and methods
<p>Tenacity:</p>	<p><i>Pupils will develop knowledge of:</i></p>	<p>Pupils will learn to be Tenacious through:</p> <ul style="list-style-type: none"> ➤ Committing to a rigorous and consistent revision schedule for their anatomy exams. Regularly review and self-test to ensure retention and understanding, demonstrating determination to excel despite challenging content. ➤ Actively seeking help and clarifying difficult concepts in sport psychology.. Persevere through setbacks, using feedback from mock exams and assignments to improve continuously and maintain a positive attitude towards mastering the subject. 	<p>Pupils will learn to be Tenacious through:</p> <ul style="list-style-type: none"> ➤ Utilising and reflecting on feedback given in order to improve all elements of the coaching and biomechanics units to ensure a coherent and critically analysed piece of coursework has been written. ➤ Understanding and react on feedback given when delivering practical coaching sessions to younger year groups and to be able to present thing within their written coursework



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<p>Altruism:</p>		<p>Pupils will learn to be Altruistic through:</p> <ul style="list-style-type: none"> ➤ Showing respect for different views on sport psychology theories of personality and skill learning. ➤ Engage in thoughtful discussions, critique theories constructively, and appreciate the variety of approaches and ideas that contribute to a deeper understanding of human behaviour in sport 	<p>Pupils will learn to be Altruistic through:</p> <ul style="list-style-type: none"> ➤ Offering assistance and mentorship to peers who may be struggling with the academic or practical aspects of the course. Share knowledge, study resources, and provide encouragement, fostering a collaborative and supportive learning environment.
<p>Respect</p>		<p>Pupils will learn to be Respectful through:</p> <ul style="list-style-type: none"> ➤ Showing respect for diverse viewpoints by engaging with a range of psychological theories in sports studies. Approach theories with an open mind fostering an inclusive learning environment where all perspectives are valued. ➤ Actively seeking and incorporating feedback into biomechanics coursework. Approach feedback with an open mind, recognising it as an opportunity for growth and improvement. Show humility and professionalism by acknowledging areas for development and making conscientious efforts to address them . 	<p>Pupils will learn to be Respectful through:</p> <ul style="list-style-type: none"> ➤ Cultivating positive and respectful communication skills essential for effective coaching. Learn to provide constructive feedback in a supportive manner, fostering growth and development in athletes. Show appreciation for diverse coaching styles and perspectives ➤ Delivering coaching sessions to younger year groups. Tailor coaching approaches to the individual needs and abilities of participants, ensuring a positive and inclusive experience for all. Foster a supportive and encouraging atmosphere where participants feel valued and respected, regardless of their skill level or background.



Core Maths Key Stage 5 STAR Curriculum

		Year 12	Year 13
Learning Sequence	Term 1	<p>Teacher A Analysis of Data (CC paper 1 chapter 1) Estimation (CC 3 paper 1 chapter 3)</p> <p>Teacher B Maths for personal finance (CC paper 1 chapter 2) Presenting logical and reasoned arguments in context (CC paper 2 chapter 4.1)</p>	
	Term 2	<p>Teacher A Probabilities and estimation (option 2A Chapter 6) Project Task Critical Analysis (CC paper 2 Chapter 4.3)</p> <p>Teacher B Communicating mathematical approaches (CC paper 2 chapter 4.2) Normal Distribution (option 2A Chapter 5) Correlation and Regression (option 2A Chapter 7)</p>	
	Term 3	Mock, Structured revision, and exam	
Literacy: Key Terms		<i>Finance, estimation, data, analysis, logic, reasoning</i>	
Scholarship:		<p><i>Pupils will develop knowledge of:</i></p> <p>Pupils will learn to attain Scholarship through:</p> <ul style="list-style-type: none"> ➤ Learn and understand new skills, concepts & techniques ➤ Apply new maths skills to modelling style questions ➤ Completing home learning on time, to their best efforts ➤ Completing RRR tasks at the beginning of lessons in the form of skills checks & exam questions based on previous content/topics ➤ Being encouraged to take part in discussions in lessons 	



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Tenacity:		Pupils will learn to be Tenacious through: <ul style="list-style-type: none">➤ Persevering through the large amounts of independent chapter exercises in order to consolidate the work they learn in class➤ Attending and making use of the teachers knowledge during KS5 revision sessions after school.➤ Using their independent time to search up and practise previous past paper questions
Altruism:		Pupils will learn to be Altruistic through: <ul style="list-style-type: none">➤ Students will be constantly discussing in class over examples so will show a devotion to the welfare of others throughout.
Respect		Pupils will learn to be respectful through: <ul style="list-style-type: none">➤ Collaboration with each other on group tasks when reviewing homework/ tests/ practice➤ Analysis of real-world examples within finance that show the impact maths has on the world.➤ Maintaining behaviour standard shown in KS3 and KS4



EPQ Key Stage 5 STAR Curriculum

		Year 12	Year 13
Learning Sequence	Term 1	<p>In the first four weeks Students complete lessons concentrating on independent study skills to help them transition to A-Level and BTEC work, and to understand how to be productive in their study periods.</p>	<p>The EPQ is completed in Year 12 and submitted at the end of the summer term. In the first term, students explore a range of initial ideas for their project and have their first formal meeting with an EPQ supervisor. The point of the meeting is to help the student hone in on a particular topic worthy of research and to craft a working title for their project which can be realised either as a 5000 word report (i.e. a mini dissertation) or as an artefact and 1000 word report. Once students have decided upon a working title they start to use an iterative research process, recording their findings and moving towards a final title. Students use 'Project Q' to complete their production log, which is the official record of their project.</p>
	Term 2		<p>Students meet with their supervisor to complete a mid-project review, and to agree upon a working title. Once agreed and confirmed by the centre co-ordinator, students work up a plan for their report or artefact and begin drafting. Students start to use their timetabled EPQ lessons for research, planning and writing.</p>
	Term 3		<p>Students work towards a final deadline for their reports and artefacts and then present to their supervisor and peers. Once completed, students then write up their final summary and evaluation and print their project. Projects are collected in mid-July and assessed in the Autumn term of Year 13.</p>
Literacy: Key Terms		<p><i>Production log Iterative research Plagiarism Primary and Secondary Research Harvard and Chicago referencing Footnotes</i></p>	
Scholarship:		<p><i>Pupils will develop knowledge of:</i></p>	<p>Pupils will learn to attain Scholarship through:</p> <ul style="list-style-type: none"> ➤ Learn and understand how to develop a project action plan, complete comprehensive academic research, evaluate sources, write at length and reference using an established academic style ➤ Apply findings from primary and secondary research to a question of their own devising ➤ Completing tasks to time, according to their action plan and assiduously writing up their production log ➤ Being encouraged to be brave in their research, showing resilience when working outside of their comfort zone and taking constructive advice from their supervisor



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Tenacity:	<i>Pupils will develop knowledge of:</i>	Pupils will learn to be Tenacious through: <ul style="list-style-type: none">➤ Exploring their initial ideas and making decisive decisions about their main topic of interest for the EPQ➤ Being resourceful and creative in their research, especially early on when they are trying to get an overview of an entirely new area of interest not covered in their A-Level qualifications➤ Managing their time throughout year 12 and not giving up when they experience knock backs or obstacles
Altruism:		Pupils will learn to be Altruistic through: <ul style="list-style-type: none">➤ Supporting their peers when they complete their presentations towards the end of the EPQ➤ Taking part in primary research
Respect		Pupils will learn to be Respectful through: <ul style="list-style-type: none">➤ Understanding the purpose of, and correctly using, either the Harvard or Chicago referencing system so that they can correctly cite other people's work



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Key Stage 5 Assessment

At Key Stage 5, students' learning will be continually assessed and fed back on in lessons, through such strategies as questioning, testing, peer and self-assessment, and of course, home learning tasks. Students will frequently be given opportunities to act on advice from teachers by completing the process of REACT marking, in which they are given lesson time to use a red pen to respond to misconceptions or weaker understanding identified by their teachers' green pen marking of tests, notes or home learning tasks. This REACT process enables students to act quickly and relevantly to teachers' advice on how to improve.

As you can see from the subject pages, in all subjects, timed written assessments and mock and real non-examined assessment practical tasks (coursework) are spread throughout the two years of the courses.

In terms of reporting attainment and progress to students and parents, subject departments will use key assessments throughout the year to identify the level at which a student is working, then:

in Year 12: reports will be issued for students and parents three times during the year. Reports will share whether students are, at the point of reporting, working at, above or below their target grade.

in Years 13: reports will be issued for students and parents five times. Reports will highlight whether students are working at, above or below their target based on their starting points and will also indicate teacher predictions of final A-Level/BTEC grades, based on current levels of progress and attitude to learning. UCAS predicted grades are issued in October and November.

There are two main sets of exams which students will take during their KS5 courses, all of which are designed to give students an opportunity to recap, consolidate and revise material learnt over a period of terms; and to give them a realistic experience of formalised exams before the 'real' A-Levels in the summer of Y13.