



Key Stage 5 Subject Intent



Key Stage

5

Swakeleys School for Girls

Key Stage 5 Art: Creativity requires the courage to let go of certainties.

2) IMPLEMENTATION: WHAT WE WILL DO IN LESSONS

1) Intent: Wider key skills to develop through Photography

Developing technical skills and ideas through sustained investigations through photography.

Research and investigate different photographers, historical references and processes.

Refining photographic work through exploring ideas and experimentation and realising intentions.

Evaluation and analysis skills.

Year 12

CONTENT:

STUDENTS WILL BE INTRODUCED TO A VARIETY OF EXPERIENCES THAT EXPLORE A RANGE OF TWO-DIMENSIONAL AND/OR THREE-DIMENSIONAL MEDIA, PROCESSES AND TECHNIQUES.

THEY WILL EXPLORE THE USE OF DRAWING FOR DIFFERENT PURPOSES, USING A VARIETY OF METHODS AND MEDIA ON A VARIETY OF SCALES.

THE STUDENTS WILL ALSO EXPLORE RELEVANT IMAGES, ARTEFACTS AND RESOURCES RELATING TO A RANGE OF ART, CRAFT AND DESIGN, FROM THE PAST AND FROM RECENT TIMES, INCLUDING EUROPEAN AND NON-EUROPEAN EXAMPLES. ALL WILL WORK ON A SERIES OF WORKSHOPS WHEN THEY BEGIN THE COURSE, FOLLOWED BY A SHORT PROJECT BASED ON AN ART MOVEMENT.

Year 13

CONTENT:

IN COMPONENT 1, STUDENTS DEVELOP WORK BASED ON AN IDEA, ISSUE, CONCEPT OR THEME LEADING TO A FINISHED OUTCOME OR A SERIES OF RELATED FINISHED OUTCOMES. PRACTICAL ELEMENTS SHOULD MAKE CONNECTIONS WITH SOME ASPECT OF CONTEMPORARY OR PAST PRACTICE OF ARTIST(S), DESIGNER(S), PHOTOGRAPHERS OR CRAFTSPEOPLE AND INCLUDE WRITTEN WORK OF NO LESS THAN 1000 AND NO MORE THAN 3000 WORDS WHICH SUPPORTS THE PRACTICAL WORK.

IN COMPONENT 2, STUDENTS RESPOND TO A STIMULUS, PROVIDED BY AQA, TO PRODUCE WORK WHICH PROVIDES EVIDENCE OF THEIR ABILITY TO WORK INDEPENDENTLY WITHIN SPECIFIED TIME CONSTRAINTS, DEVELOPING A PERSONAL AND MEANINGFUL RESPONSE WHICH ADDRESSES ALL THE ASSESSMENT OBJECTIVES AND LEADS TO A FINISHED OUTCOME OR A SERIES OF RELATED FINISHED OUTCOMES.

Art has the power to transform. to illuminate. to educate. inspire and motivate.

3) IMPACT: Assessment and outcomes in Key Stage 5

Synoptic assessment in Art and Design involves students in:

- drawing together the knowledge, understanding and skills learned in different parts of the course
- selecting and presenting work which demonstrates their strengths across the areas of knowledge and the range of skills described and shows their ability to sustain their own lines of enquiry
- bringing together and making connections between the areas of knowledge, the work of artist(s), designer(s), photographers or craftspeople and the range of skills described and learned throughout the course and applying this by responding to one or more of: a stimulus or issue, a design brief or problem, a task which specifies an image, object or other outcome to be achieved.

A01: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

A02: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

A03: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

A04: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Key Stage 5

Swakeleys School for Girls

Key Stage 5 Photography: "Taking an image, freezing a moment, reveals how rich reality truly is."

2) IMPLEMENTATION: WHAT WE WILL DO IN LESSONS

Year 12

CONTENT:

STUDENTS WILL BE INTRODUCED TO A VARIETY OF EXPERIENCES RELATING TO PHOTOGRAPHY. THEY WILL CREATE A TECHNICAL WORKBOOK WORKING THOROUGH ALL THE FUNCTIONS OF THE CAMERA. THEY WILL THEN COMPLETE PROJECTS ON THE THEME OF ABSTRACT AND PORTRAITURE.

THE STUDENTS WILL ALSO EXPLORE RELEVANT IMAGES, ARTEFACTS AND RESOURCES RELATING TO A RANGE OF ART, CRAFT AND DESIGN, FROM THE PAST AND FROM RECENT TIMES, INCLUDING EUROPEAN AND NON-EUROPEAN EXAMPLES.

CONTENT:

IN COMPONENT 1, STUDENTS DEVELOP WORK BASED ON AN IDEA, ISSUE, CONCEPT OR THEME LEADING TO A FINISHED OUTCOME OR A SERIES OF RELATED FINISHED OUTCOMES. PRACTICAL ELEMENTS SHOULD MAKE CONNECTIONS WITH SOME ASPECT OF CONTEMPORARY OR PAST PRACTICE OF ARTIST(S), DESIGNER(S), PHOTOGRAPHERS OR CRAFTSPERSONS AND INCLUDE WRITTEN WORK OF NO LESS THAN 1000 AND NO MORE THAN 3000 WORDS WHICH SUPPORTS THE PRACTICAL WORK.

IN COMPONENT 2, STUDENTS RESPOND TO A STIMULUS, PROVIDED BY AQA, TO PRODUCE WORK WHICH PROVIDES EVIDENCE OF THEIR ABILITY TO WORK INDEPENDENTLY WITHIN SPECIFIED TIME CONSTRAINTS, DEVELOPING A PERSONAL AND MEANINGFUL RESPONSE WHICH ADDRESSES ALL THE ASSESSMENT OBJECTIVES AND LEADS TO A FINISHED OUTCOME OR A SERIES OF RELATED FINISHED OUTCOMES.

"The best thing about a picture is that it never changes, even when the people in it do."— Andy Warhol

SKILLS & TECHNIQUES:

- the ability to explore elements of visual language, line, form, colour, pattern and texture in the context of Photography
- awareness of intended audience or purpose for their chosen area(s) of Photography
- the ability to respond to an issue, theme, concept or idea, or work to a brief or answer a need in Photography
- appreciation of viewpoint, composition, aperture, depth of field, shutter speed and movement
- appropriate use of the camera, film, lenses, filters and lighting for work in their chosen area(s) of Photography
- Understanding of techniques related to the production of photographic images and, where appropriate, presentation and layout.

3) IMPACT: Assessment and outcomes in Key Stage 5

AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

1) Intent: Wider key skills to develop through Photography

Developing technical skills and ideas through sustained investigations through photography.

Research and investigate different photographers, historical references and processes.

Refining photographic work through exploring ideas and experimentation and realising intentions.

Evaluation and analysis skills.

Key Stage 5

Sixth form @ Swakeleys

Key Stage 5 Business: Business in the global economy

2) IMPLEMENTATION: KEY TOPICS COVERED EACH YEAR

Year 12

CONTENT:

- 1.1 Meeting customer needs
- 1.2 Market
- 1.3 Marketing mix and strategy
- 1.4 Managing people
- 1.5 Entrepreneurs and leaders
- 2.1 Raising finance
- 2.2 Financial planning
- 2.3 Managing finance
- 2.4 Resource management
- 2.5 External influences

Year 13

CONTENT:

- 3.1 Business objectives and strategy
- 3.2 Business growth
- 3.3 Decision-making techniques
- 3.4 Influences on business decisions
- 3.5 Assessing competitiveness
- 3.6 Managing change
- 4.1 Globalisation
- 4.2 Global markets and business expansion
- 4.3 Global marketing
- 4.4 Global industries and

The only way to learn Business is to do Business!

3) IMPACT: Assessment and outcomes in Key Stage 5

Knowledge (AO1, 20-22%) - Demonstrate knowledge of terms, concepts, theories, methods and models to show an understanding of how individuals and organisations are affected by and respond to business issues

Application (AO2, 22-24%) - Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues

Analysis (AO3, 28-30%) - Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences

Evaluation (AO3, 26-28%) - Evaluate qualitative and quantitative evidence to make informed judgements and propose evidence-based solutions to business issues

1) Intent: Key skills to develop through Business

An interest in current affairs and greater business awareness

Analysis and evaluation skills using key information and to draw informed conclusions

Competent numeracy skills

Problem solving skills that can be applied to real life situations

A better understanding of the real world

Key Stage 5

6th form @ Swakeleys

Key Stage 5 Economics: Economics runs the world!

2) IMPLEMENTATION: KEY TOPICS COVERED EACH YEAR

Year 12

CONTENT:

1. INTRODUCTION TO MARKETS & MARKET FAILURE

THE NATURE OF ECONOMICS

HOW MARKETS WORK

SUPPLY AND DEMAND

ELASTICITIES

MARKET FAILURE

GOVERNMENT INTERVENTION

2. THE UK ECONOMY – PERFORMANCE AND POLICY

MEASURES OF ECONOMIC PERFORMANCE

AGGREGATE DEMAND

AGGREGATE SUPPLY

NATIONAL INCOME

ECONOMIC GROWTH

MACRO ECONOMIC OBJECTIVES & POLICIES

Year 13

CONTENT:

3. BUSINESS BEHAVIOUR AND LABOUR MARKETS

BUSINESS GROWTH

BUSINESS OBJECTIVES

REVENUE, COSTS AND PROFIT

MARKET STRUCTURES

LABOUR MARKETS

GOVERNMENT INTERVENTION

4. A GLOBAL PERSPECTIVE

International Economics

Poverty and inequality

Emerging and developing economies

The financial sector

Role of the state in Macroeconomy



1) Intent: Key skills to develop through Economics

An interest in current affairs and greater cultural awareness

Analysis and evaluation skills using key information and to draw informed conclusions

Competent numeracy skills

Problem solving skills that can be applied to real life situations

A better understanding of the real world

Watch the news, read and take an interest in current economic issues!

3) IMPACT: Assessment and outcomes in Key Stage 5

Demonstrate knowledge of key terms / theories and economic models (AO1, 22-24%) – recall facts, define key terms, show an understanding of the behaviour of economic agents and how they are affected and respond to economic issues correctly.

Apply knowledge and understanding (AO2, 22-24%) – draw accurate economic diagrams and bring in 'real life' context to exam responses, use case study material competently when responding to exam questions

Analyse issues within economics (AO3, 26-28%) – develop skilful chains of reasoning showing an understanding of the impact of decisions on economic agents. To be able to interpret the understanding of an economic model.

Evaluate Economic arguments (AO3, 26-28%) – to use critical skills to counter argue a chain of argument. To be able to use qualitative and quantitative evidence to support informed judgments relating to economic issues. To be able to write a weighted and balanced conclusion with 25 markers.

Key Stage 5

Swakeleys School for Girls

Key Stage 5 Childcare: The science of development, behaviour and teaching

1) INTENT: Wider key skills to develop through Childcare

Use specialist vocabulary, psychological theories, terminology.

Develop and demonstrate the skills, knowledge and understanding of theories and methods.

Develop competence and confidence in a class based setting.

Develop essential knowledge and understanding of different areas of the subject and how they relate to each other.

2) IMPLEMENTATION: What we will do in lessons

Year 12

CONTENT:

CHILDCARE THEORIES
FACTORS AFFECTING DEVELOPMENT
APPLICATION OF KNOWLEDGE TO PRACTICE
CURRICULUM APPROACHES
BENEFITS OF DIFFERENT TYPES OF CHILDREN'S PLAY
ACTIVITY PLANS

Year 13

CONTENT:

LEGAL RESPONSIBILITIES OF THE ADULT IN THE EARLY YEARS
PREVENTION & CONTROL OF INFECTIONS
SAFEGUARDING
RISK ASSESSING ACTIVITIES AND SETTINGS
LITERACY, NUMERACY & COMMUNICATION

Double

CONTENT:

WORK PLACEMENTS
SUPPORTING DEVELOPMENT & INDIVIDUAL NEEDS
EYFS, OFSTED & LEGAL RESPONSIBILITIES OF EARLY YEARS
WORKING WITH PARENTS & OTHERS
OBSERVATION, ASSESSMENT & PLANNING
REFLECTIVE PRACTICE

How does child play, learning and development contribute to society?

3) IMPACT: Assessment & outcomes in Key Stage 5

Knowledge and understanding (AO1 & AO2) principles and patterns, theories and models that inform children's growth and development from birth to seven years 11 months

Skills (AO3) Apply knowledge and understanding of children's growth and development to real life scenarios from birth to seven years 11

Analysis and evaluation (AO4) Analyse and evaluate information related to children's holistic growth and development in context, through demonstrating ability to interpret theory and predict the potential impact on early years practice

Key Stage 5

Swakeleys School for Girls

Key Stage 5 Health & Social Care: Building beyond what matters to the health care services

2) IMPLEMENTATION: What we will do in lessons

Year 12

CONTENT:

HUMAN LIFESPAN & GROWTH
DEVELOPMENT

PHYSICAL, INTELLECTUAL,
LANGUAGE, EMOTIONAL & SOCIAL
SKILLS

INVESTIGATE HOW INDIVIDUALS
DEAL WITH LIFE EVENTS

FACTORS AFFECTING DEVELOPMENT

Year 13

CONTENT:

UNDERSTANDING PHYSIOLOGICAL
DISORDERS AND THEIR CARE

KNOWLEDGE & UNDERSTANDING OF
FACTORS AFFECTING HEALTH &
WELLBEING

INTERPRET HEALTH INDICATORS

PERSON-CENTRED HEALTH CARE PLAN

IMPORTANCE OF NUTRITIONAL HEALTH
PLANS

Double

CONTENT:

WORKING IN HEALTH & SOCIAL CARE
SERVICES

UNDERSTAND THE VARIOUS TYPES
HEALTH & SOCIAL CARE SERVICES

MEETING INDIVIDUAL CARE AND
SUPPORT NEEDS

ENQUIRIES INTO RESEARCHING HEALTH
AND SOCIAL CARE

What are the benefits of health care in the community?

3) IMPACT: Assessment & outcomes in Key Stage 5

Knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting people's health and wellbeing.

Skills Developing analytical skills on how to plan and assess an individual's health and social care.

Understanding of how transitions, personal and external factors affect development

Enjoying HSC? Doing well? Why not think about choosing Health and Social Care as a career beyond education?

1) INTENT: Wider key skills to develop through HSC

Skills and processes,
such as interpreting
data to assess an
individual's health, and
designing a plan to
improve their health
and wellbeing.

Attitudes, namely the
care values that are
vitaly important in the
sector, and the
opportunity to practise
applying them

Using specialist
vocabulary, concepts
and terminology.

Key Stage 5

Swakeleys School for Girls



Key Stage 5 Computer Science: Coding a way to a Solution

1) INTENT: Wider key skills to develop through Computer Studies

Think creatively, innovatively, analytically, logically and critically

Understand the components that make up digital systems and communication

Impacts of digital technology to the individual and wider society

Apply mathematical skills

2) IMPLEMENTATION: What we will do in lessons

As Level

CONTENT:

STRUCTURE AND FUNCTION OF THE PROCESSOR AND TYPES OF PROCESSOR

SYSTEMS SOFTWARE AND OPERATING SYSTEM

TYPES OF PROGRAMMING

NETWORK TOPOLOGIES

DATA REPRESENTATION

BOOLEAN ALGEBRA

A2 Level

CONTENT:

WIRED AND WIRELESS NETWORKS

PROTOCOLS AND LAYERS

SYSTEMS SECURITY

SYSTEMS SOFTWARE

PYTHON PROGRAMMING

3) IMPACT: Assessment & outcomes in Key Stage 5

Knowledge and understanding computer memory and storage, looking at ethical, legal, cultural and environmental concerns in relation to computer science

Applying knowledge and understanding develop skills and understanding in computational thinking. The skills and knowledge developed within this component will support when completing the programming project

Analysis and evaluation define a success criteria from a given problem and then create suitable algorithms to achieve the success criteria.

Key Stage 5

Swakeleys School for Girls

Key Stage 5 English Language and Literature: Extending our love of language and literature

2) IMPLEMENTATION: WHAT WE WILL DO IN LESSONS

1) Intent: Wider key skills to develop through English

Understanding and
communicating (A01)

Analysing (A02)

Understanding contextual
influence within and upon texts
(A03)

Comparing (A04)

Evaluating (A04)

Creating powerful and
appropriate texts (A05)

Structuring writing (A05)

Strengthening speaking
skills & discussion

Year 12

CONTENT:

STUDYING AN ANTHOLOGY OF NON-FICTION
TEXTS

RESPONDING TO UNSEEN NON-FICTION TEXTS

CREATING TRANSFORMATIVE WRITING

READING THE GREAT GATSBY

THE STUDY OF OTHELLO BY SHAKESPEARE

Year 13

CONTENT:

STUDYING AN ANTHOLOGY OF NON-FICTION TEXTS

COURSEWORK – INDEPENDENT CREATION OF TEXTS
ACCOMPANIED BY A CRITICAL COMMENTARY

THE STUDY OF A MODERN PLAY: A STREETCAR NAMED
DESIRE/ELMINA'S KITCHEN

A COMPARISON OF LITERARY TEXTS

UNSEEN NON-FICTION TEXTS

ALWAYS remember audience and purpose! Context is all...

3) IMPACT: Assessment and outcomes in Key Stage 5

A01 -Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression

AO2 Analyse ways in which meanings are shaped in texts

AO3 Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received

AO4 Explore connections across texts, informed by linguistic and literary concepts and methods

AO5 Demonstrate expertise and creativity in the use of English to investigate and create an original piece of fiction and non-fiction

Language is like a forest.
With trees, branches and
leaves. These are the
patterns, phrases and
words of the language.

Key Stage 5

Swakeleys School for Girls

Key Stage 5 English: Extending a love of literature

2) IMPLEMENTATION: WHAT WE WILL DO IN LESSONS

Year 12

CONTENT:

THE STUDY OF A DRAMATIC TEXT – A STREECAR NAMED DESIRE/THE IMPORTANCE OF BEING EARNEST

CONSIDERATION AND COMPARISON OF TWO PROSE TEXTS -THE HANDMAID'S TALE AND FRANKENSTEIN THROUGH SCIENCE AND SOCIETY

READING, STUDYING AND COMPARING A RANGE OF CONTEMPORARY POETRY

Year 13

CONTENT:

THE STUDY OF TRAGEDY - OTHELLO BY SHAKESPEARE

LOOKING AT ROMANTICISM - KEATS: SELECTED POEMS

READING AND COMPARING UNSEEN POETRY

INDEPENDENT LEARNING – PUPILS SELECT TEXTS OF THEIR CHOICE FOR COURSEWORK

ALWAYS remember interpretation! Every text changes according to its reader!

3) IMPACT: Assessment and outcomes in Key Stage 5

- A01 – demonstrating an understanding of a range of literary texts through examination and coursework
- A02 – analysing the language, form and structure of poems, plays and novels and writing critically about them
- A03 – showing an understanding of the importance of context within all literary texts, and demonstrating this in writing
- A04 – making connections between text, regarding meaning, context, language, form and structure
- A05 – incorporating the critical opinions of others into our responses to texts

We lose
ourselves in
books,
we find
ourselves
there too.

Key Stage 5

Swakeleys School for Girls

KS5 Geography: Evaluating our World

1) INTENT:

Develop knowledge and understanding of:

- Locations, places, processes and environments
- Geographical concepts
- Fieldwork
- Geographical questions and issues
- Physical processes
- Human processes
- Values and attitudes

Become:

- Confident and competent geographers
- Critical and reflective learners

2) IMPLEMENTATION – What do we do in lessons?

Year 12	Year 13
Coastal Landscapes and Change	The Water Cycle and Water Insecurity
Shaping Places - Diverse Places	Superpowers
Tectonic Processes and Hazards	The Carbon Cycle and Energy Insecurity
Globalisation	Global Development and Connections - Health, Human Rights and Intervention
Synoptic Themes (Paper 1, 2 and 3)	
Independent Investigation (NEA)	

3) IMPACT – Assessment & Outcomes

Skills – engage critically, temporal and spatial scales, quantitative skills, qualitative skills, fieldwork, assessing and evaluating skills.

Knowledge – of real world issues and places, processes, interactions, values, locations, places and environments.

Understanding – the role and the importance of geography and its relevance to the world's changing peoples, places and environments.

Source: Edexcel A Level Specification

Key Stage 5

Swakeleys School for Girls

KS5 G&P: Politics then and now

1) INTENT: Wider key skills to develop through G&P

- Extend and use appropriate vocabulary
- Strengthen speaking skills & discussion
- To expand on explanations for justifying arguments.
- To critically analyse, interpret and evaluate political information to form arguments and make judgements
- To develop an interest in, and engagement with, contemporary politics.
- To identify parallels, connections, similarities and differences between content studied, providing a basis for comparing the UK with the USA
- To keep up to date on current affairs and its relevance to the course.

2) IMPLEMENTATION – What do we do in lessons?

	Edexcel
Year 12	UK Politics (democracy and participation, political parties, electoral systems, voting behaviour and the media) UK Government (the constitution, parliament, Prime Minister and executive, relationships between the branches) Political Ideologies commenced in the last summer term beginning with liberalism and conservatism (core values, key thinkers and core themes across the strands)
Year 13	Political Ideologies continued with feminism and socialism (core values, key thinkers and core themes across the strands) Comparative Politics 3A on the Government of the USA (the US Constitution and federalism, US Congress, US presidency, US Supreme Court and civil rights, democracy and participation, comparative theories.)

3) IMPACT – Assessment & Outcomes

Knowledge – Gain knowledge of the workings of both UK and US Politics and government as well as 4 ideologies.

Skills – Explanation, analysis, interpretation, comparing and contrasting, and evaluating.

Understanding – understanding of key political concepts, structures and institutions both in the UK and USA. To use current affairs and apply them to these situations in explanations.

Key Stage 5

Swakeleys School for Girls

KS5 History: Evaluating and analysing that History is not just about the past but the present and future

1) INTENT: Wider key skills to develop through History

- Extend and apply vocabulary
- Strengthen speaking skills & discussion
- To expand on explanations for justifying arguments.
- Using interpretations to find out about the past and using them in a critical manner.
- To analyse and evaluate historical events, time periods, people and evidence to reach substantiated judgements.
- To compare and contrast different time periods, events and people as well as assessing links.
- To develop learner independence through unit 4 in preparation for further study
- To use knowledge and understanding to be able to apply it to form a judgement

2) IMPLEMENTATION – What do we do in lessons?

	Edexcel
Year 12	Unit 1G – Germany and West Germany 1918-89 Unit 2G1 – The rise and fall of fascist Italy 1911-46
Year 13	Unit 3 36.2 – Ireland and the Union 1774-1923 Unit 4 – Coursework on historical interpretations of the Causes of World War One.

3) IMPACT – Assessment & Outcomes

Knowledge – Gain historical nationalism, democracy and dictatorship in two countries in the modern time period, the develop and understanding of different interpretations of the causes f WWI and to understand the history behind the British and Irish relationship.

Skills – Explanation, analysis, interpretation of evidence, comparing and contrasting, assessing change and continuity, reaching substantiated judgement, and critical thinking.

Understanding – acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate build on their understanding of the past through experiencing a broad and balanced course of study, understand key terms and concepts, make links and draw comparisons within and/or across different periods and aspects of the past

Key Stage 5

Swakeleys School for Girls

Key Stage 5 Maths: Summing it up



2) IMPLEMENTATION: KEY TOPICS COVERED EACH YEAR

Year 12

CONTENT:

GRAPH SKETCHING AND TRANSFORMATIONS
STRAIGHT LINES AND MODELLING
EQUATIONS OF CIRCLES
PROOF
DIFFERENTIATION AND INTEGRATION OF
POLYNOMIALS
EXPONENTIALS AND LOGS
VECTORS IN 2D
MEASURES OF LOCATION AND SPREAD
BINOMIAL DISTRIBUTION
HYPOTHESIS TESTING
CONSTANT ACCELERATION
FORCES AND MOTION
VARIABLE ACCELERATION

Year 13

CONTENT:

FUNCTIONS
SEQUENCES AND SERIES
PARAMETRIC EQUATIONS
TRIGONOMETRY – PROVING
IDENTITIES, EQUATIONS AND RADIANs
DIFFERENTIATION AND APPLICATIONS
INTEGRATION AND APPLICATIONS
VECTORS IN 3D
CONDITIONAL PROBABILITY
NORMAL DISTRIBUTION
CORRELATION AND REGRESSION
PROJECTILES
FORCES AND APPLICATIONS

1) Intent: Key skills to develop through Maths

Build enjoyment of the
subject

Strengthen use of
mathematical
modelling

Draw conclusions from
a large data set

Build resilience

Use mathematical
language and notation
correctly

Acquire, select and
apply techniques to
solve problems

The only way to learn mathematics is to do mathematics!

3) IMPACT: Assessment and outcomes in Key Stage 5

Use and apply standard techniques (AO1, 50%) – recall facts, select and carry out routine procedures

Reason, interpret and communicate mathematically (AO2, 25%) – draw conclusions from mathematical information, communicate mathematical information accurately, formal proof, assess the validity of an argument, use mathematical notation correctly

Understanding (AO3, 25%) – translate situations in a variety of contexts into mathematical models, evaluate models used, interpret solutions to problems

Key Stage 5

Swakeleys School for Girls

Key Stage 5 Media: Media Literacy – it's *essential* in contemporary society

1) Intent: Wider key skills to develop through Media

Demonstrate skills of enquiry, critical thinking and analysis

Analyse and compare how media products construct and communicate meaning and generate interpretations and responses

Respond through discursive writing and application of theory, knowledge and understanding of media issues

2) IMPLEMENTATION: WHAT WE WILL DO IN LESSONS

Year 12

CONTENT:

CINEMATOGRAPHY

NARRATIVE

EDITING

REPRESENTATION

STEREOTYPES

MIS-EN-SCENE

ADVERTISING

FILM INDUSTRY

NEWSPAPERS

CREATE MEDIA PRODUCTS

ONLINE AND SOCIAL MEDIA

Year 13

CONTENT:

CREATE MEDIA PRODUCTS

MEDIA LANGUAGE

REPRESENTATION

CONTEXT & THEORY

SET TEXTS

INSTITUTIONS

AUDIENCES

MUSIC VIDEO

FILM INDUSTRY

NEWSPAPERS

ADVERTISING AND MARKETING

CINEMATOGRAPHY

NARRATIVE

The media plays a central role in contemporary culture. Make sure YOU are media literate.

3) IMPACT: Assessment and outcomes in

Knowledge – how the media works, how different media texts are created, how media texts reflect when and where they were created, that media texts change according to context

Skills – deconstructing moving image and print, analysing meaning, decoding messages and ideologies.

Understanding – develop practical and decision-making skills, apply knowledge and understanding of media language and representation to a media production, use media language to express and communicate meaning to an intended audience.

Key Stage 5

1) Intent: Wider key skills to develop through French

Acquire and use a huge bank of vocabulary

Able to speak spontaneously about a range of topics

Show excellent writing skills

Have a solid knowledge of French grammar

Able to translate from and into the target language successfully

Acquire an appreciation of the target culture in France and the French-speaking world

Swakeleys School for Girls

Key Stage 5 French: On the road to bilingualism

2) IMPLEMENTATION: WHAT WE WILL DO IN LESSONS

Year 12

CONTENT:

CHANGING NATURE OF FAMILY

CYBER-SOCIETY

VOLUNTARY WORK

CULTURE & HERITAGE

MUSIC & CINEMA

STUDY OF A FRENCH FILM

Year 13

CONTENT:

DIVERSITY IN SOCIETY

THE MARGINALISED

CRIME

POLITICS

THE RIGHT TO STRIKE

IMMIGRATION

STUDY OF A FRENCH NOVEL

Share your thoughts and opinions in the target language every lesson!

3) IMPACT: Assessment and outcomes in Key Stage 5

Knowledge - to have an extensive knowledge of a range of topics and their importance in the French-speaking world

Skills - to read and understand a wide range of texts; to summarise a range of resources in the target language; excellent knowledge of grammar and wide range of vocabulary.

Understanding - to understand how the French-speaking world has been shaped, socially and culturally, and how it continues to change.



Key Stage 5

1) Intent: Wider key skills to develop through German

Acquire and use a huge bank of vocabulary

Able to speak spontaneously about a range of topics

Show excellent writing skills

Have a solid knowledge of German grammar

Able to translate from and into the target language successfully

Acquire an appreciation of the target culture in German and the German-speaking world

Swakeleys School for Girls

Key Stage 5 German: On the road to bilingualism

2) IMPLEMENTATION: WHAT WE WILL DO IN LESSONS

Year 12

CONTENT:

THE CHANGING NATURE OF THE FAMILY

THE DIGITAL WORLD

YOUTH CULTURE – MUSIC, FASHION & TV

CUSTOMS & FESTIVALS IN GERMAN-SPEAKING COUNTRIES

ART AND ARCHITECTURE

BERLIN CULTURAL LIFE - PAST AND PRESENT

STUDY OF A GERMAN FILM

Year 13

CONTENT:

IMMIGRATION

INTEGRATION

RACISM

GERMANY AND THE EU

POLITICS AND YOUTH

REUNIFICATION AND ITS CONSEQUENCES

STUDY OF A GERMAN NOVEL

Share your thoughts and opinions in the target language every lesson!

3) IMPACT: Assessment and outcomes in Key Stage 5

Knowledge – to have an extensive knowledge of a range of topics and their importance in the German-speaking world

Skills – to read and understand a wide range of texts; to summarise a range of resources in the target language; excellent knowledge of grammar and wide range of vocabulary.

Understanding – to understand how German-speaking society has been shaped, socially and culturally, and how it continues to change.



Guten Tag!

shutterstock - 470041775

Key Stage 5

Swakeleys School for Girls

Key Stage 5 Dance: The art of choreography

2) IMPLEMENTATION: What we will do in lessons

1) INTENT: Wider key skills to develop through Dance

Performance in a solo and a quartet

Developing artistry & imagination in choreography

Critical appreciation of aesthetic, social & cultural aspects of dance

Selection and manipulation of movement

Interpretive skills

Self-reflection & evaluation

Year 12

CONTENT:

EXPLORATION OF DANCE AS AN ART FORM AND FEATURES OF GENRES

DEVELOPING PHYSICAL AND TECHNICAL SKILLS

SOLO AND DUET/TRIO TASK PREPARATION

OPTIONAL AREA OF STUDY; RAMBERT

Year 13

CONTENT:

COMPULSORY SET WORK CHOREOGRAPHER

CREATION AND DEVELOPMENT OF QUARTET

SOLO LINKED TO CHOREOGRAPHER

STUDY OF ROOSTER (SET WORK)

Extra-curricular clubs run all year round

3) IMPACT: Assessment & outcomes in Key Stage 5

Knowledge of the process and art of choreography, the interrelationship between creation, presentation and appreciation of the significance of dance works. The development of dance placed within an artistic and cultural context. Safe practice and the body.

Skills technical and performance skills, the process and art of choreography and developing leadership skills. Interpretive skills and critical analysis.

Understanding subject specific terminology and its use such as constituent features of dances and choreographers.



Key Stage 5

Sixth form @Swakeleys School

KS5 Drama & Theatre Studies: All the Worlds a Stage!

2) IMPLEMENTATION: KEY TOPICS COVERED EACH YEAR

1) Intent: Key skills to develop through Drama and Theatre Studies

Understanding that texts and extracts represents social, historical and cultural contexts ability.

To perform, recognise and understand the interrelationship between performer, designer and director.

Analyse & evaluate own & others' work.

Understanding text interpretation.

Practically using imagination, exploring voice, movement, characterisation & staging. Performance styles/practitioners.

Oracy/Literacy- forming critical judgements/ developing specific terminology.

Year 12

CONTENT:

TERM 1:

C1- EXPLORATION OF PRACTITIONERS- BRECHT/STANISLAVSKI AND BERKOFF

C3-THE MEANING OF STAGE CRAFT

C2-MONOLOGUES

C3- THAT FACE BY POLLY (WRITTEN EXAM)

DESIGNER/DIRECTOR/PERFORMER

-THEATRE TRIP & EXAM RESPONSE

TERM 2:

C1/C2- GROUP PERFORMANCE AND MONOLOGUE

WRITTEN COURSEWORK EVALUATING AND ANALYSING

OWN/OTHERS' WORK.

TERM 3:

C3- LYSISTRATA- READ/RESEARCH/ACT IT/DESIGN IT

SOCIAL, CULTURAL, HISTORICAL & POLITICAL

-THEATRE TRIP AND ANALYSIS

C1- DEVISING FROM A STIMULUS

Year 13

CONTENT:

TERM 1:

C1- PRACTITIONER WORKSHOP/DEvised GROUPS EXPLORATION/RESEARCH/DEVISE/ EXAM PERFORMANCE & WRITTEN COURSEWORK.

C3- SCHP OF THAT FACE AND LYSISTRATA

-INTERPRETING LYSISTRATA

-THEATRE TRIP AND ANALYSIS

TERM 2:

SCRIPTED PERFORMANCE AND MONOLOGUE TO EXAMINER. REHEARSE AND DEVELOP.

-THEATRE TRIP TO ENHANCE KNOWLEDGE

TERM 3:

C3- WRITTEN EXAM PRACTISE

- LYSISTRATA INTERPRETATION

-THAT FACE DESIGN/DIRECTOR INTERPRETATIONS

-GLOBE THEATRE TRIP

Theatre helps you find out who we are & to discover who we could become!

3) IMPACT: Assessment and outcomes in Key Stage 5

Knowledge (AO1, 20%) - Create and develop ideas to communicate meaning as part of the theatre-making process, making connections between dramatic theory and practice.

Application (AO2, 30%) - Apply theatrical skills to realise artistic intentions in live performance.

Analysis (AO3, 30%) - Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

Evaluation (AO4, 20%) - Analyse and evaluate their own work and the work of others.



Key Stage 5

Swakeleys School for Girls

Key Stage 5 Religious Studies (Philosophy & Ethics): Learning to think critically

2) IMPLEMENTATION: What we will do in lessons

1) INTENT: Wider key skills to develop through Religious Studies

Develop a thorough understanding of diverse philosophical and ethical viewpoints.

Gain critical and evaluative skills sought by higher education and employers.

Debate challenging philosophical and ethical questions.

Exam board: AQA	Year 12 (AS)	Year 13 (A level)
Philosophy	<ul style="list-style-type: none"> Arguments for and against the existence of God: Design, Cosmological, Ontological Evil and suffering Religious experience 	<ul style="list-style-type: none"> Religious language Miracles Self, death and the afterlife
Ethics	<ul style="list-style-type: none"> Normative Ethical theories: <ul style="list-style-type: none"> Natural moral law Situation ethics Virtue ethics Application of ethical theories: <i>theft; lying; issues of human and non-human life and death</i> 	<ul style="list-style-type: none"> Meta-ethics Free will and moral responsibility Conscience Bentham and Kant
Christianity	<ul style="list-style-type: none"> Sources of wisdom and authority God Self, death and the afterlife Good conduct and key moral principles Expressions of religious identity 	<ul style="list-style-type: none"> Christianity, gender and sexuality Christianity and science Christianity and the challenge of secularisation Christianity, migration and religious pluralism <p>Dialogues:</p> <ul style="list-style-type: none"> <i>The dialogue between Christianity and philosophy</i> <i>The dialogue between Christianity and ethics</i>

3) IMPACT: Assessment & outcomes in Key Stage 5

Knowledge and understanding: of religion and belief, including religious, philosophical and/or ethical thought and teaching; the influence of beliefs, teachings and practices on individuals, communities and societies; cause and significance of similarities and differences in belief, teaching and practice; approaches to the study of religion and belief.

Skills: critical analysis and evaluation; clear and coherent essay writing; debating; constructing well informed and reasoned arguments; understanding, interpreting and evaluating critically religious concepts, texts and other sources; appropriate use of specialist language and terminology

Key Stage 5

Key Stage 5: BIOLOGY - You have it in your DNA!

2) IMPLEMENTATION: WHAT WE WILL DO IN LESSONS

Year 12

CONTENT:

FOUNDATIONS IN BIOLOGY:

CELL STRUCTURE, BIOLOGICAL MOLECULES, NUCLEIC ACIDS, ENZYMES, BIOLOGICAL MEMBRANES, CELL DIVISION AND DIFFERENTIATION.

EXCHANGE AND TRANSPORT:

EXCHANGE SURFACES, BREATHING, TRANSPORT IN PLANTS AND ANIMALS

BIODIVERSITY EVOLUTION AND DISEASE:

COMMUNICABLE DISEASES, BIODIVERSITY CLASSIFICATION AND EVOLUTION

Year 13

CONTENT:

COMMUNICATION HOMEOSTASIS AND ENERGY:

COMMUNICATION SYSTEMS, EXCRETION, NEURONAL/HORMONAL COMMUNICATION, PLANT AND ANIMAL RESPONSES, PHOTOSYNTHESIS, RESPIRATION.

GENETICS AND ECOSYSTEMS:

CELLULAR CONTROL, PATTERNS OF INHERITANCE, MANIPULATING GENOMES, CLONING AND BIOTECHNOLOGY, ECOSYSTEMS, POPULATIONS AND SUSTAINABILITY

Practical and mathematical analysis skills are developed throughout the year 12 and year 13 course

3) IMPACT: Assessment and outcomes in Key Stage 5

Knowledge - advance scientific concepts in biology.

Skills - using specialised scientific equipment, performing mathematical calculations, drawing graphs to represent data, writing in a scientific manner to analyse findings, evaluation of data.

Understanding - apply knowledge to unfamiliar questions of varying difficulty, assess environmental considerations, critically analyse investigative methods and suggest improvements to increase reliability of data.

Enjoying Biology? Conduct wider reading, watch scientific documentaries, consider science at university.



Key Stage 5

Swakeleys School for Girls

Key Stage 5 Chemistry: be positive like a proton

2) IMPLEMENTATION: WHAT WE WILL DO IN LESSONS

Year 12

CONTENT:

CHEMICAL QUANTITIES
ACIDS AND REDOX
ELECTRONS AND BONDING
PERIODIC TABLE
RATES AND EQUILIBRIUM
ENERGY
ORGANIC CHEMISTRY I

Year 13

CONTENT:

RATES OF REACTION & EQUILIBRIUM
ACIDS AND BASES
BUFFERS AND NEUTRALISATION
REDOX AND ELECTRODE POTENTIALS
TRANSITION METALS
ORGANIC CHEMISTRY II

Learn your keywords! Try to use them in all of your answers!

**1) Intent: Wider
key skills to
develop through
Science**

Observation
Critical thinking
Communication
Creativity
Curiosity
Working safely
Teamwork
Problem solving
Mathematics
Practical skills

3) IMPACT: Assessment and outcomes in Key Stage 5

Knowledge - advanced scientific concepts in Chemistry

Skills - using specialised scientific equipment, interpret chemical information, drawing graphs to represent data, writing in a scientific manner to analyse findings

Understanding - apply knowledge to unfamiliar questions of varying difficulty, critically analyse investigative methods and suggest improvements to increase reliability of data

Enjoying Chemistry? Conduct wider reading, watch scientific documentaries, consider chemistry at university

STAND BACK



**I'M GOING TO TRY
SCIENCE**

Key Stage 5

1) Intent: Wider key skills to develop through Science

Observation
Critical thinking
Communication
Creativity
Curiosity
Working safely
Teamwork
Problem solving
Mathematics
Practical skills

Swakeleys School for Girls

Key Stage 5 Physics: From Quarks to Quasars

2) IMPLEMENTATION: WHAT WE WILL DO IN LESSONS

Year 12

CONTENT:

INDUCTION: PRACTICAL SKILLS
PARTICLES AND RADIATION
WAVES AND OPTICS
MECHANICS AND MATERIALS
ELECTRICITY

Year 13

CONTENT:

FURTHER MECHANICS AND THERMAL PHYSICS
FIELDS
NUCLEAR PHYSICS
OPTION TOPIC: ASTROPHYSICS, MEDICAL PHYSICS,
ENGINEERING PHYSICS, TURNING POINTS IN PHYSICS
OR ELECTRONICS

Learn your keywords! Try to use them in all of your answers!

3) IMPACT: Assessment and outcomes in Key Stage 5

Knowledge - advanced scientific concepts in physics

Skills - using specialised scientific equipment, performing mathematical calculations, drawing graphs to represent data, writing in a scientific manner to analyse findings

Understanding - apply knowledge to unfamiliar questions of varying difficulty, critically analyse investigative methods and suggest improvements to increase reliability of data

Enjoying Physics? Conduct wider reading, watch scientific documentaries, consider physics at university



Key Stage 5

Swakeleys School for Girls

Key Stage 4 Psychology: The science of mind and behaviour

2) IMPLEMENTATION: What we will do in lessons

1) INTENT: Wider key skills to develop through Psychology

Use specialist vocabulary, psychological concepts, terminology.

Develop and demonstrate the skills and knowledge and understanding of Scientific methods.

Develop competence and confidence in a variety of practical, mathematical and problem solving Skills.

Develop essential knowledge and understanding of different areas of the subject and how they relate to each other.

Understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

Year 12

CONTENT:

Introductory topics in Psychology.

Social Influence

Memory

Attachments

Psychology in context

Approaches in Psychology

Psychopathology

Research methods

Year 13

CONTENT:

Introductory topics in Psychology.

Social Influence

Memory

Attachments

Psychopathology

Psychology in context

Approaches in Psychology

Research methods

Biopsychology

Issues and options in psychology

Issues and debates

Schizophrenia

Aggression

Relationships

"It is not primarily our physical selves that limit us but rather our mindset about our physical limits." Ellen J. Langer

3) IMPACT: Assessment & outcomes in Key Stage 4

Knowledge and understanding (A01) Demonstrate knowledge and understanding of psychological concepts, theories and research studies and methods.

Applying knowledge and understanding (A02) Apply knowledge and understanding of all psychological topics in a range of contexts.

Analysis and evaluation (A03) Analyse and evaluate psychological concepts, theories and research in relation to all the psychological topics.

Key Stage 5

Swakeleys School for Girls

Key Stage 4 Sociology: How society shapes us and how we shape society

2) IMPLEMENTATION: What we will do in lessons

1) INTENT: Wider key skills to develop through Sociology

Critical understanding of contemporary social processes and social changes.

Appreciate the significance of theoretical and conceptual issues in sociological debate.

Understand and evaluate sociological methodology and a range of research methods through active involvement in the research process.

Develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society

Year 12

CONTENT:

Education with research methods

Education

Methods in context

Topics in Sociology

Families and households

Research methods

Year 13

CONTENT:

Education with research methods

Education

Methods in context

Research methods

Topics in Sociology

Families and households

Beliefs in society

Crime and deviance & Theory and methods

Crime and deviance

Theory and methods

Analyse and better understand the social world

3) IMPACT: Assessment & outcomes in Key Stage 4

Knowledge and understanding (A01) of sociological theories, social structures and key concepts.

Applying knowledge and understanding (A02) of sociological theories, concepts, evidence and methods.

Analysis and evaluation (A03) of sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.