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# YEAR 12 KEY STAGE 4 (YEAR 2) PARENT INFORMATION BOOKLET

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2021 - 2022

# MEET THE YEAR 12 TEAM



HEAD OF YEAR  
**MRS RODGERS**



ASSISTANT HEAD  
OF YEAR  
**MRS KELLY**



LEADER OF LEARNING  
- KS4  
**MRS JACKSON**

## FORM TUTORS

MISS **MAGEE**

.....

MRS **BROWN**

.....

MISS **REYNOLDS**

.....

MR **MCKEOWN**

.....

MR **LAVERY**/MS **JOHNSTON**

.....

MS **CAMPBELL**

.....

MRS **GIBSON**

.....





WELCOME

Dear Parent/Guardian and Student,

I hope this finds you well and you are looking forward to returning to school, excited for all the opportunities that this time brings. We are certainly eagerly anticipating what we hope will be a busy year and are ready to welcome you back! The last eighteen months have not been easy and we are aware that it has been particularly difficult for many but we are hopeful for brighter days ahead. We will continue to offer our full support both academically and pastorally in order to ensure that everyone can experience their own personal successes.

We are incredibly proud of our students and the resilience and determination they have shown. The Year 12 cohort who have just received their GCSE results did exceptionally well and this fills us with excitement and enthusiasm when we think about what can be achieved this year.

I would encourage all students to approach this new academic year with renewed vigor and a desire to achieve the best possible outcomes. Of course this will mean taking some time to reflect on your actions and attitude towards your studies last year and identifying areas for improvement. As always there are a number of factors that will impact on outcomes and in order to reach or exceed your potential it is important that these are made a priority:

**Attendance** is key, if you are not in class to engage with lessons and benefit from the teaching and learning that takes place you will find it difficult to keep on top of your studies. Of course we understand that there may be exceptional circumstances which mean you cannot attend but these should be just that – the exception, not the rule. If you are absent, you should ensure that you do your best to catch up before the next lesson – Google Classroom/GMail should help with this.

**Punctuality**, both in the morning and to every class is very important. Registration is a time for you to connect with other students in your form and gather information pertinent to you regarding events, opportunities and news within school. If you miss this time, you may miss valuable information. Arriving late to class is very unsettling for students and teachers alike. Your teachers have spent a considerable amount of time preparing lessons to ensure the time available is maximised. If you are late you are disrupting the flow of the lesson and impacting on the learning of others.

As I have already mentioned, this is going to be a busy year, with module examinations in November/ December. It is important that you minimise your own stress levels by meeting the **deadlines** set out by your teachers. They have planned your courses to allow time to complete everything, submitting work late will ultimately have a knock-on effect on subsequent work. Remember that your teachers are always available if you need further guidance, ask for help if you need it.

We will continue with our 'I CAN, I WILL' motto this year, having this positive attitude and working within a growth mindset will help you to overcome challenges and thrive not only in school but in all aspects of life.

The information that follows within this booklet will offer some insight as to what the year will look like in terms of key dates, our Pastoral and Careers Programmes and at subject level. I suggest important dates are displayed somewhere prominently at home and perhaps on phone calendars so that everyone is aware of them. Please bear in mind that as with last year things may change (although we hope not!) but we will endeavor to keep you informed of these changes as any information comes to us – try to keep an eye on our social media/ app/ Google classroom/ GMail etc for these updates.

All that remains is for me to wish you all the very best for the year ahead and remind you that if you have any questions or queries, please do get in touch with your daughter's Form Tutor or should you require further assistance please contact me or my assistant, Mrs Kelly.

Warm Regards

Mrs E Rodgers (Leader of Learning)

# ATTENDANCE

A school year is very short. It has only 190 days for students. This leaves 175 days for holidays and activities at home. A school week is also very short. Most students spend 7 to 7½ hours at school on each of the five days they attend during term time. This means only approximately one third of a school day is spent in school. Most of the day and the week is spent at home. With the current covid-19 situation and all of the challenges this presents, students may spend even more time at home than they usually do. Time in school is precious. Absence from school and lateness to school can have a negative effect on a student's educational progress, achievement and employment prospects. Therefore, daily attendance and excellent punctuality is our goal for all students, in line with our mission statement 'Achievement for All'. Students must be in school when they are expected to be.

Here are some of the key reasons why it is so important children attend school:

- > TO LEARN
- > TO MAKE NEW FRIENDS
- > TO EXPERIENCE NEW THINGS IN LIFE
- > TO GAIN QUALIFICATIONS
- > TO DEVELOP NEW SKILLS
- > TO BUILD CONFIDENCE AND SELF-ESTEEM
- > TO HAVE THE BEST POSSIBLE START IN LIFE

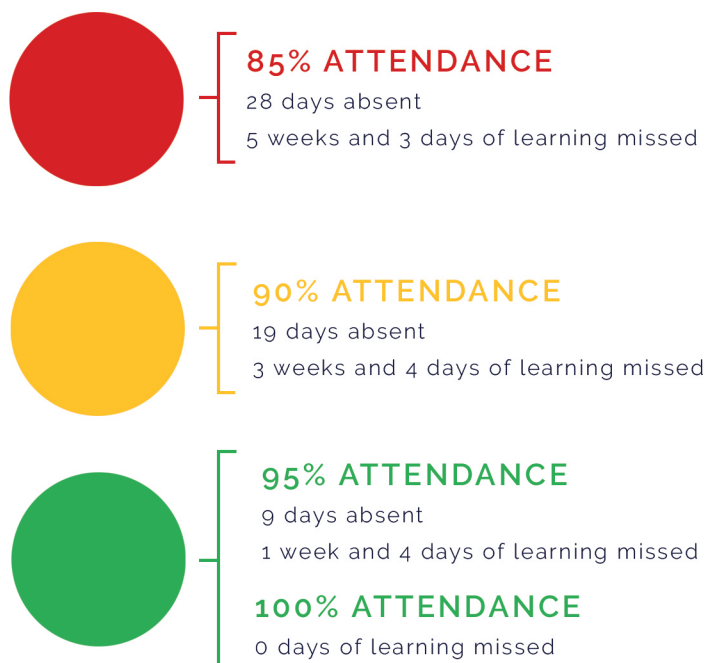
Although good attendance is expected, we do reward students for full and improved attendance. We have termly certificates and prize draws for students as well as class and year group incentives. Ordinarily, we have an annual Attendance Award Ceremony where we celebrate excellent attendance in school. We hope you will be able to join with us next year because your daughter has attended school every day in Year 12!

## ATTENDANCE

### TRAFFIC LIGHTS

Every month the students are made aware of their attendance percentage. The girls discuss this with their Form Tutor and decide whether it is on target or in need of improvement using the idea of traffic Lights. The girls note their attendance percentage in their Student Planner. What surprises some girls and also parents is that 90% is not good as it would be in a test or assessment!

Every single day a child is absent from school equates to a day of lost learning.







Belfast Model  
School for Girls  
ACHIEVEMENT FOR ALL

# TERM DATES & HOLIDAYS 2021-2022

## ALL DATES ARE INCLUSIVE

In the current environment, these dates may need to be amended in light of DE and EA advice.

AUTUMN TERM	Wednesday 1 <sup>st</sup> September 2021 - Wednesday 22 <sup>nd</sup> December 2021		
	MID TERM BREAK (HALLOWEEN)	Start	Monday 25 <sup>th</sup> October 2021
		Finish	Friday 29 <sup>th</sup> October 2021
	SDD** - Friday 1 <sup>st</sup> October 2021		
	CHRISTMAS HOLIDAY	Start	Thursday 23 <sup>rd</sup> December 2021
Finish		Monday 3 <sup>rd</sup> January 2022	
INSET** - Tuesday 4 <sup>th</sup> January 2022			
SPRING TERM	Wednesday 5 <sup>th</sup> January 2022 - Tuesday 12 <sup>th</sup> April 2022		
	MID TERM BREAK	Start	Monday 14 <sup>th</sup> February 2022
		Finish	Friday 18 <sup>th</sup> February 2022
	ST PATRICK'S DAY - Thursday 17 <sup>th</sup> March 2022		SDD - Friday 18 <sup>th</sup> March 2022
	SDD - Monday 21 <sup>st</sup> March 2022		INSET - Wednesday 13 <sup>th</sup> April 2022
EASTER HOLIDAY	Start	Thursday 14 <sup>th</sup> April 2022	
	Finish	Friday 22 <sup>nd</sup> April 2022	
SUMMER TERM	Monday 25 <sup>th</sup> April 2022 - Wednesday 29 <sup>th</sup> June 2022		
	MAY BANK HOLIDAY - Monday 2 <sup>nd</sup> May 2022		SPRING BANK HOLIDAY - Thursday 2 <sup>nd</sup> June 2022
	QUEEN'S JUBILEE - Friday 3 <sup>rd</sup> June 2022		SDD - Monday 6 <sup>th</sup> June 2022
	SDD - Thursday 30 <sup>th</sup> June 2022		

### PLEASE NOTE:

\*There will be external modules (exact dates TBC) and internal assessments 29th Nov to 10th Dec and it is important that students attend these.

\*PPEs will take place 22nd Feb - 4th March, students should attend all relevant examinations/ portfolio clinics.

# PROGRAMME

As students progress into their second year at Key Stage 4, we seek to ensure that the pastoral programme prepares them fully for the demands of this stage of their educational journey and encourages them to think about their future. The programme covers key themes of Examination Preparation, Managing Stress and Revision Strategies to support students with their studies and various assessments as well as looking at areas including Progress Files, Online Profile and Leadership to prepare them for Post 16 and beyond. Our hope is that students will gain not only valuable information but that they will also develop various transferrable skills and be able to make informed decisions as they continue to evolve as Model Citizens.



Students should expect to follow programmes on topics including:

## Term 1

GROWTH MINDSET

RESPECT

## Term 2

LEADERSHIP

ONLINE REPUTATION

PROGRESS FILES

## Term 3

PREPARE TO PERFORM

MANAGING STRESS

REVISION

Students will also benefit from daily interaction with their Form Tutor, with this time used to reflect on attendance, behaviour, daily routines, current affairs and target setting. As with previous years, our aim is to assist students in becoming well-informed, well-rounded and well-prepared individuals as they continue with this crucial stage in their education.



# CAREERS

In keeping with our aim to ensure that students are fully informed and prepared the future, we have a comprehensive Careers programme planned to support every student.

Mr Callaghan (ALOL Careers) works with outside agencies to host career talks and workshops for our students in preparation for life beyond Year 12 whether that be further education at BMSG or college, training and apprenticeships or straight into the workplace.



Towards the end of year 11 all students completed a Career Guidance Interview application form which allows all students to access help and support from our careers advisors.

Yellow pathway students will cover the following topics in our career lessons:

<b>Timescale -</b>	<b>Topic</b>
<b>September/October -</b>	Going Global
<b>November/December -</b>	The right move
<b>January/February -</b>	Effective working practice
<b>March/April -</b>	You're future it's in your hands
<b>May/June -</b>	Into the workplace

Students who follow the red pathway complete careers within the Personal Success and Wellbeing Programme.

Students who are following the blue pathway complete their careers lessons within the Princes' Trust Programme.

READY RESPECTFUL SAFE

# MODEL HYGIENE

**W**  
**A**  
**S**  
**H**

WASH YOUR HANDS OFTEN

ALWAYS USE SOAP

SCRUB FOR 20 SECONDS

HAND SANITISER STATIONS - USE THEM!



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ACHIEVEMENT FOR ALL



**SUBJECT****ART AND DESIGN – (LOL - Ms Ward)**

Timescale	Topics	Assessments (Internal)	External Modules	Tiers of Entry
<b>Term 1</b> <b>September – October</b>	Component1: Part B Investigating the Creative and Cultural Industries  Students will complete and investigation into an artist, designer or Art Movement, or respond to a brief. Theme: <b>Combine</b>	Ongoing submission of portfolio work  Part A and Part B	No	N/A
<b>November – December</b>	Students will explore and experiment with relevant media, materials, techniques, processes and technologies in response to their brief.	Ongoing submission of portfolio work.  Data Drop- results of progress to date.  Assessment and Internal Moderation	No	N/A
<b>Term 2</b> <b>January – February</b>	Students will begin development based on previous experimentation in preparation for final outcome.	Ongoing submission of portfolio work.  Mock Exam Assessment and Internal Moderation	No	N/A
<b>March – Easter</b>	Creation of Final outcome	Timed 10 hour assessment	No	N/A
<b>Term 3</b> <b>Easter - June</b>	Completion of any outstanding coursework from Component 1 Part A		No	N/A

**SUBJECT****BUSINESS – (LOL – Mrs Gault)**

Timescale	Topics	Assessments (Internal)	External Modules	Tiers of Entry
Term 1 September – October	Unit 2 Finance			
November – December	Unit 2 Finance		EXTERNAL EXAM Dec	
Term 2 January – February	Unit 3 Enterprise in the Business World	Internal Assessment 1		
March – Easter	Unit 3 Enterprise in the Business World	Internal Assessment 2		
Term 3 Easter - June	Unit 3 Enterprise in the Business World	Internal Assessment 3		



**SUBJECT****CHILD DEVELOPMENT – (LOL – Mrs Booth)**

Timescale	Topics	Assessments (Internal)	External Modules	Tiers of Entry
Term 1 September – October	<b>Unit 3</b> <ul style="list-style-type: none"><li>• Understand the stages of development of children aged 0-5 years.</li><li>• Understand factors that may affect children's development.</li><li>• Know the variety of provision available for children in different sectors.</li></ul>		Examination unit	N/A
November – December	<ul style="list-style-type: none"><li>• Understand the responsibilities of early years workers working with children.</li><li>• Understand how to support children's development and meet their individual needs.</li><li>• Know own preferred learning style and relevant study skills.</li></ul>		Examination unit	N/A
Term 2 January – February	<b>Unit 2</b> <ul style="list-style-type: none"><li>• Understand factors that may affect children's holistic development.</li></ul>	Coursework – unit 2	Examination unit – sit external examination	N/A
March – Easter	<ul style="list-style-type: none"><li>• Understand how to use everyday care routines and activities to support independence, health, safety and well-being.</li></ul>	Coursework – unit 2		N/A
Term 3 Easter - June	<ul style="list-style-type: none"><li>• Understand how to support children through transitions in their lives.</li><li>• Complete corrections and submit final draft of Unit 2 coursework</li></ul>			N/A

**SUBJECT****DRAMA – (LOL – Ms Simpson)**

Timescale	Topics	Assessments (Internal)	External Modules	Tiers of Entry
Term 1 September – October	Scripted Component – text/group selection. Rehearsals begin in class and after school if students want to attend.  Component 3 Blood Brothers Written Examination practice and preparation.	Year 12 Progress Data Drop 1 w/c 6.9.2021  25 Days to Make a Difference” W/C 11 <sup>th</sup> October		
November – December	Scripted Component – text/group selection. Rehearsals begin in class and after school if students want to attend.  Component 3 Blood Brothers Written Examination practice and preparation.	Year 12 Assessment Week 29 <sup>th</sup> Nov – 6 <sup>th</sup> Dec Drama Written Examination  Feed Forward W/B 13 Dec		
Term 2 January – February	Scripted Component Final Performance and Moderation by CCEA			
March – Easter	Component 3 Blood Brothers Written Examination practice and preparation.			
Term 3 Easter - June	Component 3 Blood Brothers Written Examination practice and preparation.		CCEA GCSE Drama Written Examination date tba	



**SUBJECT****ENGLISH – (LOL – Mrs Green)**

Timescale	Topics	Assessments (Internal)	External Modules	Tiers of Entry
<b>Term 1 September – October</b>	Revision of Unit 1, Section A: Writing for Purpose and Audience  Unit 2: Speaking and Listening	Practice Tasks	GCSE Unit 1 December 2021  GCSE Unit 2 March 2022	N/a
<b>November – December</b>	Revision of Unit 1, Section B: Reading to access media and non-fiction texts  Unit 2: Speaking and Listening	Practice Tasks	GCSE Unit 1 December 2021  GCSE Unit 2 March 2022	N/a
<b>Term 2 January – February</b>	GCSE Unit 4: Section A: Personal and Creative Writing  Unit 2: Speaking and Listening	Practice Tasks	GCSE Unit 1 December 2021  GCSE Unit 2 March 2022	N/a
<b>March – Easter</b>	GCSE Unit 4: Section B: Reading Literary and Non-Fiction Texts  Unit 2: Speaking and Listening	Practice Tasks	GCSE Unit 4: May 2022  GCSE Unit 2 March 2022	N/a
<b>Term 3 Easter - June</b>	Revision of Unit 4	Timed past paper tasks	GCSE Unit 4: May 2022	N/a

# SUBJECT GEOGRAPHY – (LOL – Mrs Chisim)

WEEK	DATE							
1	W/C 06.09		Natural population change	<ul style="list-style-type: none"> <li>define the following terms: crude birth rate; crude death rate; and natural change (natural increase and natural decrease);</li> <li>demonstrate detailed knowledge and understanding of the five stages of the demographic transition model as it relates to the following:               <ul style="list-style-type: none"> <li>changing birth rates;</li> <li>changing death rates;</li> <li>and</li> <li>population change</li> </ul> </li> </ul>	Seneca Online Learning – Changing Populations and Ageing Populations and DTM open from 1/9/21 to 20/9/21	PPQs – using class workbook  Review test on DTM	<i>The drainage basin and water cycle</i>  <i>Changing characteristics of a river and its profiles</i> <i>Processes of transportation, erosion and deposition leading to</i>	
2	W/C 13.09		Population growth, change and structure	<ul style="list-style-type: none"> <li>compare and contrast the population structure of an MEDC with an LEDC, using the following:               <ul style="list-style-type: none"> <li>a population pyramid for an MEDC showing an aged dependent population;</li> <li>and</li> <li>a population pyramid for an LEDC showing a youth dependent population</li> </ul> </li> <li>assess the social and economic implications of aged and youth dependency;</li> </ul>	HWB section 1 section 1 parts iv & v – Population structure q14-17 implications of youth and aged dependency Q18-19	PPQ  Review test on population structure	<i>formation of river landforms: Waterfalls, Meanders and Flood Plain and Levees</i>	
3	W/C 20.09		Causes and impacts of migration	demonstrate knowledge and understanding of the push and pull factors leading to migration; <ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of the following barriers to migration:               <ul style="list-style-type: none"> <li>human barriers, for example visas; and</li> <li>physical barriers, for example topography;</li> </ul> </li> <li>distinguish between an economic migrant and a refugee;</li> </ul>	HWB Section 1 part ii Q5-7	Review test on migration	<i>Causes and impacts of flooding:</i> <b>CASE STUDY:</b> river VALENCY - causes only	
4	W/C 27.09		Causes and impacts of migration	<ul style="list-style-type: none"> <li>discuss the challenges faced by both refugees and the destination country, using one case study (for example Syrian refugees arriving in Greece)</li> </ul>	HWB Section 1 part ii, q 11-13  ESSAY	End of Unit Test – Population Change	<i>Hard and Soft engineering methods</i>	
5	W/C 04.10		UNIT 1 REVISION	<b>THEME A – RIVERS – Case Study Review – Mississippi Case Study, River Valency Case Study</b>	Mississippi Essay	River Valency causes of flooding <b>Theme A Physical PPQ tests</b>	<i>River management strategies: CASE STUDY: Mississippi</i>	

6	W/C 11.10		Urban Land Use	Students should be able to: identify the characteristics and location of the following: – CBD; – inner city; – suburbs; and – rural–urban fringe; • interpret aerial photographs and maps, including OS maps, to identify the following: – the general functions of a range of settlements; and – the land use zones of the settlements;	HWB Section 2 part iii land use zones in MEDC cities  HWB Section 2 parts i& ii settlement site, function and hierarchy		<i>Constructive/Destructive Waves and Coastal processes of T,E and D</i>	
7	W/C 18.10		Issues facing inner city areas in MEDCs	<ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the following issues facing many MEDC inner city areas (with reference to places for illustration purposes only):               <ul style="list-style-type: none"> <li>– housing: poor-quality housing; and urban regeneration;</li> <li>– traffic: congestion (air quality and journey time); public transport (cost and efficiency); and parking (cost and availability); and</li> <li>– cultural mix: ethnic tensions, religious tensions and language barriers.</li> </ul> </li> </ul>	Ppqs – specimen papers and 2019 paper  HWB Section 3 part I causes of urbanisation	Review test – Urban land use and inner cities	<i>Erosional (Cliffs, wave-cut platforms and caves, arches and stacks) and depositional landforms (beaches, spits)</i>	
8	W/C 01.11		Urbanisation in MEDCs and LEDCs	<ul style="list-style-type: none"> <li>• evaluate one MEDC urban planning scheme (for example Titanic Quarter, Belfast) that aims to regenerate and improve the following in the inner city zone:               <ul style="list-style-type: none"> <li>– housing;</li> <li>– employment</li> <li>– transport; and</li> <li>– environment;</li> </ul> </li> </ul>	HWB Section 3 parts iii and iv – Urban planning schemes q 19-21  ESSAY	End of Unit Test – settlement AND population short questions only	<i>Need for Coastal defences hard and soft engineering</i>	
9	W/C 08.11		Urbanisation in MEDCs and LEDCs	describe and explain the location, rapid growth and characteristics of shanty town areas, using one case study of an LEDC city (for example Kibera, Nairobi, Kenya)	HWB section 3 part ii growth, location and characteristics of a shanty town q 16-18	Case Study essay test – Nairobi and Titanic Quarter	<i>Coastal Management Case Study</i>	
10	W/C 15.11		UNIT 1 REVISION	THEME B – COASTS Review waves, landforms and flood prevention – Essay writing HOLDERNESS Coastline management		Short question Unit 1 test – rivers and coasts		
11	W/C 22.11		The development gap	<ul style="list-style-type: none"> <li>• identify and describe differences in development between MEDCs and LEDCs using social and economic indicators (with reference to places for illustration purposes only);</li> <li>• evaluate the use of social and economic</li> </ul>	HWB Theme B Section 1 q1-3  HWB Theme B Section 1 q4-7		<i>Measuring the elements of the weather</i> <b>Sources of weather data</b> <i>Limitations of forecasting</i>	



				indicators of development and assess the advantages of using the Human Development Index (HDI);				
12	W/C 29.11		The development gap	<ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the following factors that hinder development in LEDCs (with reference to places for illustration purposes only): <ul style="list-style-type: none"> <li>– historical factors;</li> <li>– environmental factors;</li> <li>– dependence on primary activities; and</li> <li>– debt;</li> </ul> </li> </ul>	HWB Theme B Section 1 part iii q8-10  ESSAY	Review test – development to date	<i>Factors affecting climate</i>	
13	W/C 06.12		Sustainable solutions to the problem of unequal development	<ul style="list-style-type: none"> <li>• describe how any three of the Sustainable Development Goals attempt to reduce the development gap;</li> <li>• define appropriate technology; and</li> <li>• describe and evaluate the success of one appropriate technology product, for example the Lifestraw.</li> </ul>	HWB Theme B Section 3 q20-22		<i>Air masses affecting the British Isles &amp; Frontal Depressions</i> Summer and Winter anticyclones	
14	W/C 13.12			<ul style="list-style-type: none"> <li>• demonstrate understanding of fair trade and the advantages it brings to LEDCs (with reference to places for illustration purposes only);</li> </ul>	HWB Theme B Section 3 q23-26		<i>Typhoon Haiyan Case Study</i>	
15	W/C 20.12		UNIT 1 REVISION	THEME C – WEATHER AND CLIMATE Review topics and Case Study	Essay prep – Typhoon Haiyan	Class Test Theme C		
<b>END OF AUTUMN TERM</b>								
16	W/C 10.01		Globalisation	<ul style="list-style-type: none"> <li>•demonstrate understanding of the meaning of the term globalisation; and</li> <li>•demonstrate knowledge and understanding of how globalisation both helps and hinders development, using one case study from a BRICS country</li> </ul>	HWB Theme B Section 3 q13-19	End of Development test – including short questions from Themes A and B.	<i>Earth's structure and plate tectonics</i>	
17	W/C 17.01		Human impact on the environment	<ul style="list-style-type: none"> <li>•describe the greenhouse effect, define carbon footprint and understand how both of these contribute to climate change</li> </ul>	HWB Theme C Q1-2	Resit Test week – Units 1/3 as required	<i>Rock types</i>	PPQ Revision for Unit 1
18	W/C 24.01			<ul style="list-style-type: none"> <li>•evaluate the effects of climate change on the following (with reference to places for illustration purposes only) <ul style="list-style-type: none"> <li>•the environment;</li> <li>•people; and</li> <li>•the economy;</li> </ul> </li> </ul>	Essay – Evaluate the impacts of climate change		<i>earthquake distribution and features</i> <i>Kobe Case Study</i>	

19	W/C 31.01			. describe the waste hierarchy and the concept of 'reduce, reuse, recycle'; •evaluate the benefits and disadvantages of one renewable energy source as a sustainable solution, for example wind farms;	HWB Theme C Q23-25		<i>Volcanoes – characteristics and global impacts of supervolcanoes</i>	
20	W/C 07.02			•describe and evaluate the 2015 International Climate Change Agreement	Essay	Review test		
<b>HALF TERM</b>								
21	W/C 21.02		UNIT 1 REVISION	THEME D – RESTLESS EARTH Review – including Case Study	Essay	Topic Test		
23	W/C 28.02		Sustainable tourism to preserve the environment	evaluate the positive and negative cultural, economic and environmental impacts of mass tourism (with reference to places for illustration purposes only) •describe and explain how to be a responsible tourist; •describe and explain ecotourism;	HWB Theme C Section 4 Q31-41			
24	W/C 07.03			•assess how ecotourism can protect the environment using one case study from either an LEDC or an MEDC.	HWB Theme C Section 4 Q42-44	End of Topic Test with short questions from previous topics		
25	W/C 14.03		UNIT 1	Themes A & B – topic test including case studies – Mississippi, Valency, Holderness Themes C & D -topic test including case studies – Typhoon Haiyan and Kobe quake				
26	W/C 21.03		UNIT 2	Themes A & B – topic test including case studies – Syrian refugees, Titanic Quarter, Nairobi Themes C & D -topic test including case studies – China Globalisation, Lifestraw, Fair Trade,				
27	W/C 28.03			UNIT 1 AND 2 REVISION IN PREPARATION FOR TERMINAL EXAMINATIONS				

**SUBJECT****HISTORY – (LOL – Mrs Johnston)**

Timescale	Topics	Assessments (internal)	External Modules	Tiers of Entry
<b>Term 1</b> <b>September-October</b> <b>Life in Nazi Germany 1933-45</b>	<b><u>Nazi Consolidation of Power</u></b> <ul style="list-style-type: none"><li>• Hitler takes political control</li><li>• The move from Democracy to Dictatorship</li><li>• The Removal of Opposition</li><li>• The Establishment of the Police state</li><li>• Propaganda and Censorship</li></ul>	Key Words & Definitions Test  Past paper Exam Practice Questions	Unit 1 paper taken in May. 60% of overall GCSE. No controlled assessment	Single tier of entry
<b>November-December</b>	<b><u>Control &amp; Opposition in Nazi Germany</u></b> <ul style="list-style-type: none"><li>• Workers</li><li>• Young People</li><li>• Jews and other Minority Groups</li><li>• Life in Germany During WWII</li></ul>	Past paper Exam Practice Questions		
<b>Term 2</b> <b>January-February</b> <b>Northern Ireland &amp; Its Neighbours 1920-49</b>	<b><u>The Partitioning of Ireland</u></b> <ul style="list-style-type: none"><li>• How and why Ireland was partitioned by the Government of Ireland Act.</li><li>• The Anglo-Irish Treaty 1921</li><li>• De Valera and his role in dismantling the Treaty</li><li>• The Economic War</li><li>• The Anglo-Irish agreement</li></ul>	<b>PPE</b>  Key Words & Definitions Test  Past paper Exam Practice Questions		
<b>March - Easter</b>	<b><u>The Experience of and Response to WWII</u></b> <ul style="list-style-type: none"><li>• Reactions to War in Northern Ireland and Eire</li><li>• Conscription</li><li>• Preparations for War</li><li>• Northern Ireland's Industrial, agricultural and Strategic contribution to the British war effort.</li></ul>	Past paper Exam Practice Questions including source work		

	<ul style="list-style-type: none"> <li>• Eire's Neutrality and its effects on relations</li> <li>• German attacks and their impact.</li> <li>• The Belfast Blitz</li> <li>• The effects of the War on Eire</li> </ul>			
<b>Term 3</b> <b>Easter - June</b>	<u><b>Life in Post War Northern Ireland and Eire</b></u> <ul style="list-style-type: none"> <li>• The establishment of the Welfare State in Britain and Northern Ireland</li> <li>• Constitutional changes in Eire and their effect on relations with Britain and Northern Ireland.</li> </ul>	Past paper Exam Practice Questions including source work.	<b>History Unit 1</b> <b>Paper</b> <b>Wed 27 May</b> *To be confirmed*	



**SUBJECT****LEISURE AND TOURISM – (LOL – Ms Campbell)**

Timescale	Topics	Assessments (Internal)	External Modules	Tiers of Entry
<b>Term 1</b> <b>September – October</b>	Working in the Leisure, Travel and Tourism Industry	Controlled Assessment – Tasks 1b, 2a, 2b		
<b>November – December</b>	Promoting and Sustaining the Leisure, Travel and Tourism Industry: <ul style="list-style-type: none"><li>- Marketing</li><li>- The Marketing Mix</li><li>- Promotions</li><li>- Market Research</li></ul>			
<b>Term 2</b> <b>January – February</b>	<ul style="list-style-type: none"><li>- E-Marketing</li><li>- Principles of sustainable tourism</li><li>- Impacts of tourism</li><li>- Reducing the impacts of tourism</li></ul>			
<b>March – Easter</b>	<ul style="list-style-type: none"><li>- Attitudes and cultures</li><li>- Social customs</li><li>- Safety and security</li><li>- Travel health risks and precautions</li></ul>			
<b>Term 3</b> <b>Easter - June</b>	Exam practice <ul style="list-style-type: none"><li>- Past Paper Questions</li><li>- High level skills</li></ul>		Unit 2 Exam (May 2022 – date TBC)	Only one tier

**SUBJECT****MATHS (M2/M6) – (LOL – Mrs Watson)**

<b>Timescale</b>	<b>Topics</b>	<b>Assessments (internal)</b>	<b>External Modules</b>	<b>Tiers of Entry</b>
<b>Term 1 September- October</b>	Transformations Trial & Improvement Recap Angles in Polygons Ratio & Proportion Inequalities Real Life Graphs	End of Topic Homeworks on Google Classroom Self- Marking quizzes		M6
<b>November- December</b>	Quadratic Graphs Bearings Constructions Past paper questions (Recap of all M6 topics and assumed knowledge)	End of Topic homeworks on Google classroom Self Marking quizzes Key Assessment (PPE)	2 <sup>nd</sup> December 2021	
<b>Term 2 January- February</b>	Number/BIDMAS Fractions/Decimals/Percentages Pythagoras Midpoint Statistical Diagrams	End of Topic Homeworks on Google Classroom Self- Marking quizzes		M2
<b>March - Easter</b>	Averages Perimeter/Area/Volume Circles	End of Topic Homeworks on Google Classroom Self- Marking quizzes Key Assessment		
<b>Term 3 Easter - June</b>	Formulae Money Real Life Graphs Compound Measure Preparation for M2 Module	End of Topic Homeworks on Google Classroom Self- Marking quizzes PPE	M2 Module M6 Resit (if required)	



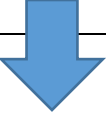
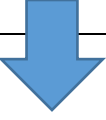
**SUBJECT****MATHS (M3/M7) – (LOL – Mrs Watson)**

<b>Timescale</b>	<b>Topics</b>	<b>Assessments (internal)</b>	<b>External Modules</b>	<b>Tiers of Entry</b>
<b>Term 1 September- October</b>	Transformations Probability Changing the Subject Inequalities Simultaneous Equations	End of Topic Homeworks on Google Classroom Self- Marking quizzes		M7
<b>November- December</b>	Standard Form Ratio Proportion Surds Recap of M6 topics (assumed knowledge)	End of Topic homeworks on Google classroom Self Marking quizzes Key Assessment (PPE)	2 <sup>nd</sup> December 2021	
<b>Term 2 January- February</b>	Statistical Diagrams Averages Cumulative Frequency FDP Bounds	End of Topic Homeworks on Google Classroom Self- Marking quizzes		M3
<b>March - Easter</b>	Expanding Brackets Compound Measures Circles Recap of Area/Perimeter/Volume	End of Topic Homeworks on Google Classroom Self- Marking quizzes Key Assessment		
<b>Term 3 Easter - June</b>	Recap of all M3 topics Revise assumed knowledge from M2 Preparation for Module- WTM/Past Paper questions	End of Topic Homeworks on Google Classroom Self- Marking quizzes PPE	M3 Module M7 Resit (if required)	

**SUBJECT****MUSIC – (LOL – Mrs Ashe)**

<b>Timescale</b>	<b>Topics</b>	<b>Assessments (Internal)</b>	<b>External Modules</b>	<b>Tiers of Entry</b>
<b>Term 1 September – October</b>	Pop Music	End of unit class test	None	None
<b>November – December</b>	Musical Ensembles	End of unit class test	None	None
<b>Term 2 January – February</b>	Recap of entire GCSE course, exam technique	PPE	None	None
<b>March – Easter</b>	Composition and Performance	Solo performance and free composition (internally assessed and externally moderated)	None	None
<b>Term 3 Easter - June</b>	Recap of entire GCSE course, exam technique	Ongoing in class assessment	Listening and Appraisal paper	None

**SUBJECT****OCCUPATIONAL STUDIES - CHILDCARE – (LOL – Mrs Booth)**

Timescale	Topics	Assessments (Internal)	External Modules	Tiers of Entry
<b>Term 1 September – October</b>	Careers  Assessment 1: Reading with children 	A01 Knowledge assessment A01 Knowledge assessment A02 Practical assessment A03 Evaluation	N/A	N/A
<b>November – December</b>			N/A	N/A
<b>Term 2 January – February</b>	Assessment 2: Playing Games with children  	A01 Knowledge assessment A02 Practical assessment A03 Evaluation	N/A	N/A
<b>March – Easter</b>	  Health and Safety	A01 knowledge Assessment	N/A	N/A
<b>Term 3 Easter - June</b>	Environment  Portfolio of evidence submitted to CCEA mid May 2022	Assessment	N/A	N/A



**SUBJECT****OCN ICT – (LOL –Mrs Barkley Smith)**

<b>Timescale</b>	<b>Topics</b>	<b>Assessments (Internal)</b>	<b>External Modules</b>	<b>Tiers of Entry</b>
<b>Term 1 September – October</b>	Unit 3 Website development	Coursework completion Dec 2021 - marked internally by class teacher and Verified by LoL		
<b>November – December</b>			Externally moderated OCN NI (Jan2022)	
<b>Term 2 January – February</b>	Unit 4 Multimedia product creation	Coursework completion April 2022 - marked internally by class teacher and Verified by LoL		
<b>March – Easter</b>				
<b>Term 3 Easter - June</b>			Externally moderated OCN NI (June 2022)	

**SUBJECT****OCR COMPUTER SCIENCE – (LOL –Mrs Barkley Smith)**

\* with ongoing practical programming sessions available after school for extra support from November onwards

Timescale	Topics	Assessments (Internal)	External Modules	Tiers of Entry
<b>Term 1 September – October</b>	1.5 Systems Software  1.6 Ethics, legal cultural and environmental impacts of digital technology	Friday topic tests  End of unit tests  Half term CRAFT assessment		
<b>November – December</b>	2.2 Programming fundamentals and practical programming	Friday Topic tests  Exam style questions  Practical programming challenges		
<b>Term 2 January – February</b>	2.1 Algorithms  2.4 Boolean Logic  2.3 Producing robust systems	PPE Friday Topic tests  Exam style questions  Practical programming challenges		
<b>March – Easter</b>	2.5 Programming languages and IDE	Practical Programming challenges  CRAFT assessment Paper 2		
<b>Term 3 Easter - June</b>	Recap of Paper 1 and Paper 2 topics in preparation for examination		Paper 1 and Paper 2 Externally examined OCR (May/June 2022)	

**SUBJECT****RELIGIOUS EDUCATION – (LOL – Mrs Dalzell)**

Timescale	Topics	Assessments (internal)	External Modules	Tiers of Entry
<b>Term 1</b> <b>September- October</b>	Crime and Punishment  Abortion	End of module test – short Questions and past examination question		
<b>November- December</b>	Euthanasia  Bioethics	End of module test – short Questions and past examination question		
<b>Term 2</b> <b>January- February</b>	Personal and Family Issues	End of module test – short Questions and past examination question		
<b>March - Easter</b>	Contemporary Christian Issues	End of module test – short Questions and past examination question		
<b>Term 3</b> <b>Easter - June</b>	Modern Warfare  Revision	End of module test – short Questions and past examination question  Past Papers		

**SUBJECT****OCN RELIGIOUS STUDIES – (LOL – Mrs Dalzell)**

Timescale	Topics	Assessments (Internal)	External Modules	Tiers of Entry
Term 1 September – October	Charity and Religious Charity  World faiths	Coursework tasks  Coursework tasks		
November – December	Life and Death Issues	Coursework tasks		
Term 2 January – February	Marriage and Divorce	Coursework tasks		
March – Easter	Prejudice and Reconciliation	Coursework tasks		
Term 3 Easter - June	Completion of Portfolio	Upgrading assessment tasks		

**SUBJECT**

**SCIENCE (DOUBLE AWARD) – (LOL –Mrs Taggart)**

<b>Timescale</b>	<b>Topics</b>	<b>Assessments (internal)</b>	<b>External Modules</b>	<b>Tiers of Entry</b>
<b>Term 1 September- October</b>	Biology Unit 2 <ul style="list-style-type: none"> <li>- Genetics, Genes and Chromosomes</li> <li>- Osmosis and Plant Transport</li> <li>- Variation and Natural Selection</li> </ul> Revision of <ul style="list-style-type: none"> <li>- Circulatory System</li> <li>- Reproduction</li> <li>- Health Disease and Defence Mechanisms</li> </ul> Biology Unit 1 Revision	End of Topic Google Quiz  Past Paper Questions at the end of each topic  Biology PPE		
<b>November-December</b>	Chemistry Unit 2 <ul style="list-style-type: none"> <li>- Reactivity Series of Metals</li> <li>- Rusting, Oxidation and Reduction</li> <li>- Rates of Reaction</li> </ul> <ul style="list-style-type: none"> <li>- Equilibrium</li> <li>- Organic Chemistry</li> <li>- Quantitative Chemistry</li> </ul> <ul style="list-style-type: none"> <li>- Electrochemistry</li> </ul>	End of Topic Google Quiz  Past Paper Questions at the end of each topic  <b>Assessment 1 – Reactivity series, Rusting, Oxidation and Reduction, Rates of Reaction</b>  <b>Assessment 2 – Equilibrium, Organic, Quantitative (+ assessment 1 questions)</b>	DA Chemistry Unit 1 Module November 2021	Foundation (C*-G) Higher (A-C*)
<b>Term 2 January-February</b>	<ul style="list-style-type: none"> <li>- Energy Changes</li> <li>- Gas Chemistry</li> </ul> Physics Unit 2 <ul style="list-style-type: none"> <li>- Waves</li> </ul>	Chemistry PPE  Practical Assessment Unit 4		



	<ul style="list-style-type: none"> <li>- Light</li> <li>- Electricity</li> </ul>	<b>Assessment 1 – Waves &amp; Light test</b>	DA Physics Unit 1 Module February 2022	
<b>March – Easter</b>	<ul style="list-style-type: none"> <li>- Electricity in the home</li> <li>- Magnetism and Electromagnetism</li> <li>- Space Physics</li> </ul>	<b>Assessment 3 – Electricity in the Home, Magnetism &amp; Electromagnetism</b>  Physics PPE		
<b>Term 3 Easter – June</b>	Revision of Unit 2 Material	Past Papers	Biology Unit 2 June 2022  Chemistry Unit 2 June 2022  Physics Unit 2 + June 2022	Foundation (C*-G) Higher (A-C*)

**SUBJECT****SCIENCE (SINGLE AWARD) – (LOL –Mrs Taggart)**

Timescale	Topics	Assessments (internal)	External Modules	Tiers of Entry
<b>Term 1 September- October</b>	Chemistry Unit 2 <ul style="list-style-type: none"><li>- Qualitative analysis</li><li>- Symbols, Formula and Equations</li><li>- Reactivity Series of Metals</li><li>- Organic Chemistry</li></ul>	End of Topic Google Quiz  Past Paper Questions  PPE		
<b>November- December</b>	From 25 <sup>th</sup> November  Physics Unit 2 <ul style="list-style-type: none"><li>- Electrical Circuits</li><li>- Household Electricity</li><li>- Energy</li> <li>- Electricity Generation</li></ul> Biology Unit 1 Revision	Assessment 1 <ul style="list-style-type: none"><li>- Electrical Circuits</li><li>- Household Electricity</li><li>- Energy</li></ul>	GCSE SA Chemistry Module 25 <sup>th</sup> November 2021	Foundation (C*-G) Higher (A-C*)
<b>Term 2 January- February</b>	<ul style="list-style-type: none"><li>- Heat Transfer</li><li>- Waves</li></ul>	Assessment 2 <ul style="list-style-type: none"><li>- Electricity Generation</li><li>- Heat Transfer</li><li>- Waves</li><li>- Including questions from Assessment 1 topics</li></ul>	GCSE SA Biology Module February 2022	
<b>March – Easter</b>	<ul style="list-style-type: none"><li>- Road Safety and Transport</li><li>- Radioactivity</li></ul>			
<b>Term 3 Easter – June</b>	<ul style="list-style-type: none"><li>- Earth and Space</li></ul>	Assessment 3 <ul style="list-style-type: none"><li>- PPE</li></ul>	GCSE SA Physics Module May 2022	Foundation (C*-G) Higher (A-C*)

**SUBJECT****SOCIOLOGY – (LOL –Mrs Fitzpatrick)**

Timescale	Topics	Assessments (Internal)	External Modules	Tiers of Entry
<b>Term 1</b> <b>September – October</b>	Sociology of Crime and Deviance	-End of unit assessment under timed conditions -Key word tests -Essay's completed at home	N/A	N/A
<b>November – December</b>	Social stratification	-End of unit assessment under timed conditions -Key word tests -Essay's completed at home		
<b>Term 2</b> <b>January – February</b>	Social stratification  Education	-End of unit assessment under timed conditions -Key word tests -Essay's completed at home		
<b>March – Easter</b>	Education Research Methods	-End of unit assessment under timed conditions -Key word tests -Essay's completed at home		
<b>Term 3</b> <b>Easter - June</b>	<b>Revision.</b>	-		

**SUBJECT****SPANISH – (LOL –Mrs Hughes)**

Timescale	Topics	Assessments (Internal)	External Modules	Tiers of Entry
<b>Term 1</b> <b>September – October</b>	Context 2: House + Local Area, Environment			
<b>November – December</b>	Charity + Voluntary Work, Health + Lifestyle	Year 12 PPE Week	N/A	
<b>Term 2</b> <b>January – February</b>	Holidays, Young People's Issues			
<b>March – Easter</b>	Context 3: School, Future Plans	Year 12 PPE Week	N/A	
<b>Term 3</b> <b>Easter - June</b>	Revision of Context 1, 2 + 3		Dates TBC	Tiers TBC

**SUBJECT****SPORTS SCIENCE – (LOL –Mrs Doherty-Clarke)**

<b>Timescale</b>	<b>Topics</b>	<b>Assessments (Internal)</b>	<b>External Modules</b>	<b>Tiers of Entry</b>
<b>Term 1</b> <b>September –</b> <b>October</b>	<b>RO45 NUTRITION</b> LO1/LO2	LO1 COURSEWORK PORTFOLIO LO2 COURSEWORK PORTFOLIO	N/A	
<b>November –</b> <b>December</b>	<b>RO45 NUTRITION</b> LO3/LO4	LO3 COURSEWORK PORTFOLIO LO4 COURSEWORK PORTFOLIO	N/A	
<b>Term 2</b> <b>January – February</b>	<b>RO46 TECHNOLOGY IN</b> <b>SPORT</b> LO1/LO2	LO1 COURSEWORK PORTFOLIO LO2 COURSEWORK PORTFOLIO	N/A	
<b>March – Easter</b>	<b>RO46 TECHNOLOGY IN</b> <b>SPORT</b> LO3	LO3 COURSEWORK PORTFOLIO	N/A	
<b>Term 3</b> <b>Easter - June</b>	<b>RO46 TECHNOLOGY IN</b> <b>SPORT</b> LO4	LO4 COURSEWORK PORTFOLIO	N/A	

**SUBJECT****TECHNOLOGY & DESIGN (PRODUCT DESIGN) – (LOL – Mr Adams)**

Timescale	Topics	Assessments (Internal)	External Modules	Tiers of Entry
<b>Term 1</b> <b>September – October</b>	<b>Option C: Product Design</b>  <b>Design and innovation</b>  - Design Process -Roles of the client, user, designer and maker -Product analysis, ideas generation and development -Communication Techniques -Ergonomics and Anthropometrics - Form and Function -Designers	Class Tests on Product Design  Homeworks.		
<b>November – December</b>	<b>Manufacturing practices</b>  -Scale of production and commercial viability -Planning for Production - Manufacturing Processes - Computerised Manufacture  <b>Materials, components and fabrication</b>  - Selection of Materials - Wood, metal and plastic - Joining materials - Smart materials and composites	Class Tests on Product Design  Homeworks.		
<b>Term 2</b> <b>January – February</b>	<b>Market influences</b>  - Marketing - The global marketplace and production	Class Tests on Product Design  Design Portfolio		



	<p>Social responsibility of product design</p> <ul style="list-style-type: none"> <li>- Risk assessment</li> <li>- Product safety</li> <li>- Energy efficiency and recycling</li> </ul> <p><b>Unit 3: Design and Manufacturing Project</b></p> <p>Design Portfolio</p>			
<b>March – Easter</b>	<p>Design Portfolio Model / Prototype manufacture</p>	<p>Class Tests on Product Design</p> <p>Design Portfolio</p>		
<b>Term 3 Easter - June</b>	<p>Design Portfolio Model / Prototype manufacture</p>	<p>Class Tests on Product Design</p> <p>Design Portfolio</p>	<p><b>External Examination - Option C: Product Design</b></p> <p><b>External Moderation - UNIT 3: Design and Manufacturing Project</b></p>	<p>Higher Tier – Grading A* - G</p>



I CAN

I WILL

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