



# Netherhall School – Year 13 Programme of Study

Subject	Autumn Term	Spring Term	Summer Term
English Language	<p>Paper 2 Language, Diversity and Change – Language Change.</p> <ul style="list-style-type: none"> <li>• Texts using different sociolects (to include social and occupational groups, gender and ethnicity), different dialects (to include regional, national and international varieties of English), that use language to represent the different groups above, from different periods, from 1600 to the present day</li> <li>• Written, spoken and electronic texts about a range of subjects, for various audiences and purposes in a variety of genres</li> <li>• Items from collections of language data (e.g. dictionaries, online resources, language corpora)</li> <li>• Research findings (e.g. tables, graphs, statistics)</li> </ul> <p>Paper 1 Section B: Language, the Individual and Society – Child Language Acquisition</p> <ul style="list-style-type: none"> <li>• The functions of children’s language</li> <li>• Phonological, pragmatic, lexical, semantic and grammatical development</li> <li>• Different genres of speech and writing</li> <li>• Different modes of communication (spoken, written, multimodal)</li> <li>• Theories and research about language development.</li> </ul> <p>Paper 2 Language Diversity and Change: Language Change and Global English</p> <ul style="list-style-type: none"> <li>• Texts using different sociolects (to include social and occupational groups, gender and ethnicity), different dialects (to include regional, national and international varieties of English), that use language to represent the different groups above, from different periods, from 1600 to the present day</li> <li>• Written, spoken and electronic texts about a range of subjects, for various audiences and purposes in a variety of genres</li> <li>• Items from collections of language data (e.g. dictionaries, online resources, language corpora)</li> <li>• Research findings (e.g. tables, graphs, statistics)</li> </ul> <p><b>Enrichment:</b> Careers/cross curricular links to early years teaching/social work linked to language acquisition</p>	<p>Paper 2 Language, Diversity and Change: Language Discourses, Opinion Writing</p> <p>Students will study a range of texts that convey attitudes to language diversity and change. The texts studied will include those written for non-specialist audiences.</p> <p>Students will explore how texts are produced to convey views and opinions about language issues. They will explore how texts:</p> <ul style="list-style-type: none"> <li>• represent language</li> <li>• construct an identity for the producer</li> <li>• position the reader and seek to influence them</li> <li>• are connected to discourses about language</li> </ul> <p>NEA: Language Investigation</p> <p>Students can choose to pursue a study of spoken, written or multimodal data, or a mixture of text types, demonstrating knowledge in areas of individual interest. In preparation for this, students need to study how to:</p> <ul style="list-style-type: none"> <li>• Identify an appropriate investigation topic and research questions</li> <li>• Select and apply a methodology for data collection and analysis</li> <li>• Transcribe spoken data where appropriate</li> <li>• Use language concepts and ideas</li> <li>• Evaluate and draw conclusions on the findings of the investigation</li> <li>• Present findings in an appropriate and accessible way</li> <li>• Reference reading materials correctly</li> </ul> <p>Paper 1 and Paper 2 Revision:</p> <ul style="list-style-type: none"> <li>• Meanings and representations – how groups/individuals/ideas and concepts are represented</li> <li>• Application of a range of linguistic methods across a range of texts</li> <li>• Comparison of linguistic methods across two texts over different times</li> <li>• Understand contextual impact of language use</li> <li>• Apply a range of theories to children’s speech and writing</li> <li>• Evaluate key discussions/debates around language</li> <li>• Critically examine and apply appropriate theory and adopt a viewpoint</li> <li>• Write about language uses using appropriate linguistic methods for a non-specialist audience</li> </ul> <p><b>Enrichment:</b> Identity and language linked to issues around globalisation/ownership of language/power of English</p>	<p>Paper 1 and Paper 2 Revision:</p> <ul style="list-style-type: none"> <li>• meanings and representations – how groups/individuals/ideas and concepts are represented</li> <li>• application of a range of linguistic methods across a range of texts</li> <li>• Comparison of linguistic methods across two texts over different times</li> <li>• Understand contextual impact of language use</li> <li>• Apply a range of theories to children’s speech and writing</li> <li>• Evaluate key discussions/debates around language</li> <li>• Critically examine and apply appropriate theory and adopt a viewpoint</li> <li>• Write about language uses using appropriate linguistic methods for a non-specialist audience</li> </ul>

<b>Mathematics</b>	<p>Pure mathematics</p> <ul style="list-style-type: none"> <li>• Review of Algebraic Methods, Functions, Graphs, Sequences &amp; Series</li> <li>• Binomial Expansion</li> <li>• Radian Measure</li> <li>• Trigonometric Functions</li> <li>• Trigonometry &amp; Modelling</li> <li>• Parametric Equations</li> <li>• Differentiation</li> </ul> <p>Mechanics</p> <ul style="list-style-type: none"> <li>• Review of Moments &amp; Resolving Forces</li> <li>• Inclined Planes &amp; Friction</li> <li>• Projectiles</li> <li>• Further Kinematics</li> </ul> <p>Statistics</p> <ul style="list-style-type: none"> <li>• Review of Regression, Correlation &amp; Hypothesis Testing</li> <li>• Further Probability</li> <li>• Normal Distribution</li> </ul> <p><b>Enrichment:</b> Senior Maths Challenge 3<sup>rd</sup> – 4<sup>th</sup> November 2021. Senior Maths Olympiad Round One 25<sup>th</sup> November 2021</p>	<p>Pure Mathematics</p> <ul style="list-style-type: none"> <li>• Numerical Methods</li> <li>• Integration</li> <li>• Vectors</li> </ul> <p>Preparation for examinations using practice papers and other resources to address any existing misconceptions</p> <p><b>Enrichment:</b> Senior Maths Olympiad Round 2 27<sup>th</sup> January 2022</p>	<p>Preparation for examinations using practice papers and other resources to address any existing misconceptions</p>
<b>Biology</b>	<ul style="list-style-type: none"> <li>• Homeostasis</li> <li>• Behavioural and physiological responses in ectotherms and endotherms</li> <li>• Histology of the mammalian liver</li> <li>• Histology of the nephron</li> <li>• Synapses and neurotransmission</li> <li>• Diabetes</li> <li>• Plant and animal responses to change</li> <li>• Photosynthesis</li> <li>• Respiration</li> </ul> <p><b>Enrichment:</b> Biology in the news. Biology careers</p>	<ul style="list-style-type: none"> <li>• Genetics and evolution</li> <li>• Patterns of inheritance</li> <li>• Manipulating genomes</li> <li>• Cloning and biotechnology</li> <li>• Ecosystems</li> <li>• Populations and sustainability</li> </ul> <p><b>Enrichment:</b> Biology in the news. Biology careers</p>	<p>Exam preparation</p> <ul style="list-style-type: none"> <li>• Units 1 - review of required practical</li> <li>• Unit 2 – Foundations in biology</li> <li>• Unit 3 – Exchange and transport</li> <li>• Unit 4 – Biodiversity, evolution and disease</li> </ul>
<b>Chemistry</b>	<ul style="list-style-type: none"> <li>• Rate equations and constants</li> <li>• Reversible reactions and equilibrium</li> <li>• Aromatic compounds</li> <li>• Carbonyl compounds</li> <li>• Carboxylic acids and esters</li> </ul> <p><b>Enrichment:</b> Chemistry in the news. Chemistry careers</p>	<ul style="list-style-type: none"> <li>• Acids, bases and buffers</li> <li>• Lattice enthalpy &amp; entropy</li> <li>• Redox &amp; electrode potentials</li> <li>• Amines</li> <li>• Amino acids</li> <li>• Polyesters and polyamides</li> </ul> <p><b>Enrichment:</b> Chemistry in the news. Chemistry careers</p>	<ul style="list-style-type: none"> <li>• Transition elements</li> <li>• Qualitative analysis – tests for ions</li> <li>• C-C bond formation</li> <li>• Organic synthesis</li> <li>• Chromatography</li> <li>• NMR spectroscopy</li> <li>• Preparation for A-level exams</li> </ul>
<b>Physics</b>	<ul style="list-style-type: none"> <li>• Magnetic fields</li> <li>• Gravitational fields</li> </ul> <p><b>Enrichment:</b> Physics in the news. Physics careers</p>	<ul style="list-style-type: none"> <li>• Electric fields and capacitors</li> <li>• Further mechanics, rotational motion and SHM</li> <li>• Resonance and standing waves</li> <li>• Radioactivity</li> </ul> <p><b>Enrichment:</b> Demonstrations of radioactive glassware and fluorescence. Radioactive source demonstrations</p>	<ul style="list-style-type: none"> <li>• Astrophysics</li> <li>• Effects of temperature, pressure and volume</li> </ul>

<p><b>Geography</b></p>	<p>Human - Continued work on the NEA. Undertaking the fieldwork and then a focus upon analysis, interpretation and evaluation.</p> <ul style="list-style-type: none"> <li>• Water supply and sustainability</li> <li>• Energy supply and sustainability</li> <li>• Ore supply and sustainability</li> </ul> <p>Physical: Hazards</p> <ul style="list-style-type: none"> <li>• Tropical storms</li> <li>• Wildfires</li> </ul> <p><b>Enrichment:</b> Undertaking of their own independent research in the field.</p>	<p>Human: Continued work on the NEA if needed.</p> <p>Focused revision upon the changing places and global systems units for the first half term, and then focused upon resources revision for the second half term.</p> <p>More intensive practising of exam questions.</p> <p>Physical: Revision of the coasts and water cycle unit</p> <p><b>Enrichment:</b> Undertaking of their own independent research in the field.</p>	<p>Human: Revision and preparation appropriate to exams.</p> <p>Physical: Revision and preparation appropriate to exams.</p>
<p><b>Religious Studies</b></p>	<p>Philosophy</p> <ul style="list-style-type: none"> <li>• Religious experience</li> <li>• The nature and attributes of God</li> </ul> <p>Christian Thought</p> <ul style="list-style-type: none"> <li>• Gender and society</li> <li>• Gender and theology</li> </ul> <p>Ethics</p> <ul style="list-style-type: none"> <li>• Sexual ethics</li> </ul> <p><b>Enrichment:</b> Higher Education information relating to RE and skills acquired in the subject</p>	<p>Philosophy</p> <ul style="list-style-type: none"> <li>• Religious language</li> <li>• Twentieth-century perspectives</li> </ul> <p>Christian Thought</p> <ul style="list-style-type: none"> <li>• Religious pluralism &amp; Theology</li> <li>• Religious pluralism &amp; Society</li> <li>• The Challenge of Secularism</li> </ul> <p>Ethics</p> <ul style="list-style-type: none"> <li>• The conscience</li> </ul> <p><b>Enrichment:</b> Higher Education information relating to RE and skills acquired in the subject</p>	<p>Christian Thought</p> <ul style="list-style-type: none"> <li>• Liberation theology and Karl Marx</li> </ul> <p>Ethics</p> <ul style="list-style-type: none"> <li>• Business ethics</li> </ul>
<p><b>History</b></p>	<p>Paper 3 Rebellion and Disorder under the Tudors 1485 – 1603, including:</p> <ul style="list-style-type: none"> <li>• The main causes of rebellion and disorder</li> <li>• The frequency and nature of the disturbances</li> <li>• The impact of the disturbances upon Tudor governments</li> <li>• The maintenance of political stability</li> </ul> <p>Depth studies:</p> <ul style="list-style-type: none"> <li>• Pilgrimage of Grace</li> <li>• The Western Rebellion</li> <li>• Tyrone’s Rebellion</li> </ul> <p><b>Enrichment:</b> Opportunities to visit universities and explore the content of history degrees at various institutions. Extended readings by various historians to engage pupils in real historical research. We hope that this will give pupils an insight into an historical undergraduate degree experience</p>	<p>Independent study unit: Topic based essay</p> <ul style="list-style-type: none"> <li>• Preparation for and completion of 3000-4000-word assignment on an independently researched area chosen by students in collaboration with their teacher</li> </ul> <p>Revision for Papers 1, 2 and 3 continues during this term as students prepare for final examinations.</p> <p><b>Enrichment:</b> Opportunities to visit universities and explore the content of history degrees at various institutions. Extended readings by various historians to engage pupils in real historical research. We hope that this will give pupils an insight into an historical undergraduate degree experience</p>	<p>Finishing off OCR Paper 3 Rebellion and Disorder under the Tudors 1485 – 1603.</p> <p>As well as revision for the following units:</p> <ul style="list-style-type: none"> <li>• Paper 1 British period study and enquiry: Britain 1930 – 1997, including: <ul style="list-style-type: none"> <li>➤ Period study: Britain 1951 – 1997:</li> <li>➤ Enquiry topic: Churchill 1930 – 1951</li> </ul> </li> <li>• Paper 2 Democracy &amp; Dictatorships in Germany 1919 – 1963, including: <ul style="list-style-type: none"> <li>➤ The establishment and development of the Weimar Republic 1919 – January 1933</li> <li>➤ The establishment of the Nazi dictatorship and its domestic policies February 1933 – 1939</li> <li>➤ The impact of war and defeat on Germany: 1939 – 1949</li> <li>➤ Divided Germany: The Federal Republic and the DDR 1949 – 1963</li> </ul> </li> </ul>

<p><b>Art</b></p>	<p>Personal Investigation</p> <ul style="list-style-type: none"> <li>• AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</li> <li>• AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</li> <li>• AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</li> <li>• AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</li> </ul> <p><b>Enrichment:</b> The Big Draw. University of Cumbria – Printmaking</p>	<p>Exam Board Set Topic (ESA)</p> <ul style="list-style-type: none"> <li>• AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</li> <li>• AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</li> <li>• AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</li> <li>• AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</li> </ul> <p><b>Enrichment:</b> Edinburgh visit</p>	<p>Exam Board Set Topic (ESA)</p> <ul style="list-style-type: none"> <li>• AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</li> <li>• AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</li> <li>• AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</li> <li>• AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</li> </ul>
<p><b>Photography</b></p>	<p>Personal Investigation</p> <ul style="list-style-type: none"> <li>• AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</li> <li>• AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</li> <li>• AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</li> <li>• AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</li> </ul> <p><b>Enrichment:</b> The Big Draw. University of Cumbria – Printmaking</p>	<p>Exam Board Set Topic (ESA)</p> <ul style="list-style-type: none"> <li>• AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</li> <li>• AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</li> <li>• AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</li> <li>• AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</li> </ul> <p><b>Enrichment:</b> Edinburgh visit</p>	<p>Exam Board Set Topic (ESA)</p> <ul style="list-style-type: none"> <li>• AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</li> <li>• AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</li> <li>• AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</li> <li>• AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</li> </ul>
<p><b>French</b></p>	<p>Positive impact of immigration - the origins of immigrants and their reasons for coming to France, the positive contributions of immigrants in France, how immigrants enrich French culture</p> <p>Challenges of immigrations - the effects of immigration on local people, the challenges and benefits of immigration and multiculturalism, issues surrounding multiculturalism in France.</p> <p>The far right - the Rassemblement National, the rise of the RN, the aims of the RN party leaders, what the public think of the RN</p> <p>Literature - No et Moi</p> <p>Independent research project</p> <p><b>Enrichment:</b> Opportunities to assist KS3 and KS4 classes as a language assistant. In person and online language events</p>	<p>Occupied France - life for the French under the Vichy Regime, the nature of anti-Semitism in France under the occupation, life under the occupation and post-war reprisals</p> <p>Vichy Regime - Marshal Pétain and what life was like for the French under the Vichy regime, the National Revolution and the role propaganda played in it, the impact of the policies of Vichy and the fate of Marshal Pétain</p> <p>Literature - No et Moi</p> <p>Independent research project</p> <p><b>Enrichment:</b> School exchange, Lycée Saint Sauveur, Redon. Opportunities to assist KS3 and KS4 classes as a language assistant. In person and online language events</p>	<p>The Resistance - resistance movements in France, the role Jean Moulin and women played in the French resistance, the Free French – who they were and how they supported General de Gaulle</p> <p>Exam preparation - revision of all topics</p> <p><b>Enrichment:</b> Opportunities to assist KS3 and KS4 classes as a language assistant. In person and online language events</p>

<b>Health &amp; Social Care</b>	<p>Building positive relationships in health and social care (U1)</p> <p>Supporting people with mental health conditions (U17)</p> <p>Infection control (U5)</p> <p>Supporting people with dementia (U16)</p> <p>Public Health (U24)</p> <p><b>Enrichment:</b> Infection control survey. Research effect of Covid on NHS. Debating improvements/Government response. International Stammering awareness day. Stress Awareness day</p>	<p>Building positive relationships in health and social care (U1)</p> <p>Infection control (U5)</p> <p>Supporting people with learning difficulties (U9)</p> <p>Promote positive behaviour (U12)</p> <p><b>Enrichment:</b> Simulated infection control activities and measures. Role play – challenging behaviour</p>	<p>Building positive relationships in health and social care (U1)</p> <p>Infection control (U5)</p> <p>Supporting people with learning difficulties (U9)</p> <p>Promote positive behaviour (U12)</p> <p><b>Enrichment:</b> Newspaper articles relating to good examples of positive relationships</p>
<b>Physical Education</b>	<p>Unit 2 - Sports coaching and leadership</p> <ul style="list-style-type: none"> <li>Use methods to improve skills, techniques and tactics in sport</li> <li>Plan sports and activity sessions</li> </ul> <p>Unit 3 - Sports organisation and development</p> <ul style="list-style-type: none"> <li>How sport in the UK is organised</li> <li>Understand sports development</li> </ul> <p>Unit 18 - Practical skills in sport and physical activities</p> <ul style="list-style-type: none"> <li>Ongoing through the course – students are to complete either their team/ individual/ officiating video evidence during competitions both in and out of school</li> </ul> <p><b>Enrichment:</b> Officiating of Year 7,8 and 9 competitions. University of Cumbria – sports courses. Coaching opportunities of KS3 pupils. Inter-school fixtures/competitions. Primary competitions. Grand Final trip</p>	<p>Unit 2 - Sports coaching and leadership</p> <ul style="list-style-type: none"> <li>Prepare sports and activity environments</li> <li>Deliver sports and activity sessions</li> </ul> <p>Unit 3 - Sports organisation and development</p> <ul style="list-style-type: none"> <li>How the impact of sports development can be measured</li> <li>Sports development in practice</li> </ul> <p><b>Enrichment:</b> Officiating of Year 7,8 and 9 competitions. Primary competitions. Coaching opportunities of KS3 pupils. Inter-school fixtures/competitions. Careers in sport</p>	<p>Unit 2 - Sports coaching and leadership</p> <ul style="list-style-type: none"> <li>Review sports and activity sessions</li> <li>Moderation for unit 2</li> </ul> <p>Unit 3 - Sports organisation and development</p> <ul style="list-style-type: none"> <li>Revision for all topics on unit 3</li> <li>Unit 3 final exam</li> </ul> <p><b>Enrichment:</b> Officiating of Year 7,8 and 9 competitions. Primary competitions. Coaching opportunities of KS3 pupils. Inter-school fixtures/ competitions. Sports Day</p>
<b>Information Technology</b>	<p>Virtual and augmented reality</p> <ul style="list-style-type: none"> <li>Understand virtual and augmented reality and how they may be used</li> <li>Design and create virtual and augmented reality resources</li> <li>Predict future applications for virtual and augmented reality</li> </ul> <p>Project management</p> <ul style="list-style-type: none"> <li>Understand the project lifecycle</li> <li>Initiate, plan and execute projects</li> <li>Carry out project evaluations</li> </ul> <p>Internet of things</p> <ul style="list-style-type: none"> <li>Understand what is meant by the internet of everything</li> <li>Repurpose technologies to extend the scope of IoE</li> <li>Present concept ideas for repurposed developments</li> </ul> <p><b>Enrichment:</b> Project Management taster session</p>	<p>Understand where information is held globally and how it is transmitted</p> <p>Understand the styles, classification and the management of global information</p> <p>Understand the use of global information and the benefits to individuals and organisations</p> <p>Understand the legal and regulatory framework governing the storage and use of global information</p> <p><b>Enrichment:</b> Working alongside the school IT team to identify potential legal/GDPR issues and how to avoid these</p>	<p>Understand the process flow of information</p> <p>Revision</p>