



VIA DIVERSA VITA UNA – ONE LIFE, MANY PATHS



Child Development curriculum map

“Don’t become a mere recorder of facts, but try to penetrate the mystery of their origin.” Ivan Pavlov

Yr	Intent	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
12	<p>The study of Psychology focuses on human behaviour and why people act/say/think the way that they do. In order to do this, we focus on core studies which provide a foundation for contemporary research and practical applications. Students are encouraged to question the nature of human behaviour whilst developing critical thinking skills essential for analysis and evaluation.</p> <p>Students will be expected to:</p>	Introduction to Psychology, Social Influence and Attachment		Memory	Psychopathology	Research Methods	Approaches to Psychology and consolidation of Y12
13	<ul style="list-style-type: none"> • demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to key studies and theories • apply psychological knowledge and understanding of key studies and theories in a range of contexts • analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified key studies and research • evaluate therapies and treatments including in terms of their appropriateness and effectiveness. 	Optional Topic 1 (TBC)	Optional Topic 2 (TBC)	Optional Topic 3 (TBC)	Issues and Debates and Revision with Exam Preparation	Revision with Exam preparation	

The national curriculum frame work for SUBJECT is fully covered by the SRPA curriculum provision



VIA DIVERSA VITA UNA – ONE LIFE, MANY PATHS

Ethics, faith and philosophy curriculum map

In EFP we aim for students to gain a deep awareness of their own and others' identities, to wrestle with the mysteries of life and the answers given by a wide variety of religions, belief and non-belief in order to develop a clear sense of what is of real value in world today. – S Papaioannou

Robinson Crusoe – Daniel Defoe – “How wrong I had been. Friday was as loyal a friend as any man could want. With his many different skills he enriched my life on the island. We had found that two working together could do much more than working separately.”

Yr	Intent	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	To begin to explain how beliefs and practices impact a believer. To make judgements about divergent views of belief, non-belief and philosophical concepts. To develop a subject specific vocabulary.	Intro to EFP - The Island – experiential RE	Christianity – beliefs and practices	Christianity – beliefs and practices World Religions – Festivals (practices)	World Religions – Festivals (practices)	The Bible – how and why is it used	Islam – beliefs and practices
8	To explain and analyse how beliefs and practices impact a believer. To evaluate divergent views of belief, non-belief, ethical and philosophical concepts with evidence and examples. To build a good subject specific vocabulary and develop discursive writing skills.	Philosophy – What is God?	Prejudice and discrimination	Christianity – The teachings of Jesus	Crime and Punishment	Religious Ceremonies - practices	Islam – A deeper exploration of misconceptions
9	To extend explanation with detailed analysis on how beliefs and practices impact a believer. To evaluate divergent views of belief, non-belief, ethical and philosophical concepts with sophisticated critical analysis. To show a good subject specific vocabulary in extended discursive writing and application to real life scenarios.	Philosophy – Who is to blame?	Ethics – Whose life is important?	Ethics – Whose life is important? Alternative religious groups and cults	Alternative religious groups and cults Issues of Good and Evil – Crime and Punishment	Issues of Good and Evil – Crime and Punishment Issues of Good and Evil – Forgiveness	Issues of Good and Evil – evil and suffering
10	To demonstrate a knowledge of religion, belief and non-belief including: <ul style="list-style-type: none"> Beliefs, practices and sources of authority Influences on individuals, communities and societies Similarities and differences within and between religions and beliefs To analyse and evaluate aspects of religion, belief and non-belief including their significance and influence in the world today. To use a wide range of subject specific knowledge and vocabulary developed over KS3/4 in a variety of writing styles. To apply demonstrated knowledge and understanding to a variety of current issues locally, nationally and worldwide.	Issues in Relationships - relationships, sex and gender	Issues in Relationships - relationships, sex and gender Issues in life and death – The world, human life, death and the afterlife	Issues in life and death – The world, human life, death and the afterlife	Issues in Human Rights – human rights, discrimination, poverty and wealth	Issues in Human Rights – human rights, discrimination, poverty and wealth Revision and exam practice	Christianity – Beliefs and teachings
11		Christianity – Beliefs and teachings	Christianity – Practices	Islam – beliefs and teachings	Islam - Practices	Revision and examination	

The national curriculum frame work for SUBJECT is fully covered by the SRPA curriculum provision



VIA DIVERSA VITA UNA – ONE LIFE, MANY PATHS



Geography curriculum map

Geography underpins a lifelong “conversation” about the earth as the home of humankind. (Geographical Association)

Yr	Intent	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	<p>To extend knowledge of the world’s major countries and their physical and human features.</p> <p>- To begin to understand how some of the physical and human features of The UK are created.</p> <p>-To build on knowledge of globes, maps and atlases, apply and develop this routinely in the classroom.</p> <p>- To use aspects of basic fieldwork to learn how to start to collect, analyse and draw conclusions from simple geographical data</p>	<p>What is Geography? Building Place and Location knowledge.</p>	<p>Why does Geography matter?</p>	<p>How useful are Geographical skills?</p>	<p>How does a river change downstream?</p>	<p>Is flood prevention better than flood protection?</p>	<p>Where is the most Fantastic Place on Earth?</p>
8	<p>-To develop understanding, through the use of place- based exemplars how processes in human and physical geography interact to influence, and change landscapes, environments and the climate in HICs and NEEs</p> <p>- To use individual fieldwork techniques to develop skills in the collection, analysis and drawing conclusions from geographical data</p>	<p>What is it like to live in Brazil?</p>	<p>How are our energy resources changing?</p>	<p>How are our energy resources changing?</p>	<p>How do natural hazards effect life in Australia?</p>	<p>How is it possible to live in an extreme environment?</p>	<p>How does crime effect our lives?</p>
9	<p>--To consolidate and deepen understanding, through the use of detailed place-based exemplars how processes in physical & human geography interact to influence and change landscapes, environments and the climate in HICs and LICs.</p> <p>-To begin use sequenced fieldwork investigations to learn how to collect, analyse and draw conclusions from geographical data.</p>	<p>Does global development benefit us all?</p>	<p>Does global development benefit us all?</p>	<p>How is the coast under threat?</p>	<p>How is the World population changing?</p>	<p>Why is fieldwork essential in Geography?</p>	<p>Why is it important to be a Global Geographer?</p>
10	<p>--To understand more about the world, the challenges it faces and our place within it.</p> <p>-To focus on physical geography, further deepening the understanding of processes, and of complex people-environment interactions.</p> <p>- To understand the links and interrelationships between places and environments at different scales.</p> <p>- To be more confident using physical geography fieldwork to collect, analyse and draw conclusions from geographical data.</p>	<p>The Challenge of Natural Hazards</p>	<p>The Challenge of Natural Hazards</p>	<p>The Living World</p>	<p>The Living World</p>	<p>The UK Physical Landscape</p>	<p>The UK Physical Landscapes</p>
11	<p>- To understand more about the world, the challenges it faces and our place within it.</p> <p>-To focus on human geography deepening understanding of human processes.</p> <p>-To understand the links and relationships between places at different scales</p> <p>-To be more confident using human geography fieldwork to collect, analyse and draw conclusions from geographical data.</p>	<p>Urban Issues & Challenges</p>	<p>The Changing Economic World</p>	<p>Mock Examinations</p>	<p>Resource Management</p>	<p>Revision</p>	<p>Examinations</p>
12	<p>-To be increasingly confident in their geographical understanding, to engage critically with real world issues and places.</p> <p>-To develop the confidence to grow as independent and informed thinkers who understand the world’s changing peoples, places and environments.</p> <p>-To become confident and competent in selecting, using and evaluating a range of quantitative and qualitative techniques and applying them in their NEA</p>	<p>Coastal Systems & Landscapes</p>	<p>Coastal Systems & Landscapes</p>	<p>Natural Hazards</p>	<p>Natural Hazards</p>	<p>Revision</p>	<p>Y12 Examination Fieldwork NEA</p>
13	<p>-To be confident in their geographical understanding, to engage critically with real world issues and places.</p> <p>-To continue to grow as independent and informed thinkers who understand the world’s changing peoples, places and environments.</p> <p>-To be confident and competent in selecting, using and evaluating a wide range of quantitative and qualitative techniques and applying them as an integral part of their final examinations.</p>	<p>NEA</p>	<p>Water & Carbon Cycles</p>	<p>Mock Examination Water & Carbon Cycles Global Systems & Global Governance</p>	<p>Revision</p>	<p>Revision</p>	<p>Examination</p>



VIA DIVERSA VITA UNA – ONE LIFE, MANY PATHS

Health and Social Care curriculum map

“As we lose ourselves in the service of others, we discover our own lives and our own happiness.” - Dieter F. Uchtdorf

Yr	Intent	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
12	<p>Level 3 CACHE Health and Social Care enables students to investigate a wide range of topics that will be essential understanding for a career within Health and Social Care.</p> <p>Students will also develop key skills including:</p> <ul style="list-style-type: none"> • Critical analysis of developmental norms • Extending writing skills • Application of practical skills during work experience placements • Group work, compromise and collaboration • Effective communication skills 	CM2: Human Growth and Development	CM1: Equality, Diversity and Rights in Health and Social Care	External Synoptic Examination preparation and revision	CM3: Safeguarding in health and social care	CM4: Communication in health and social care	CM9: Reflective practice
13		CM5: Infection prevention and control in health and social care	CM8: Working in health and social care External Synoptic Examination resit preparation and revision	CM6: Psychological perspectives in health and social care	CM7: Sociological perspectives in health and social care	CM9: Reflective practice	

The national curriculum frame work for SUBJECT is fully covered by the SRPA curriculum provision



VIA DIVERSA VITA UNA – ONE LIFE, MANY PATHS

History curriculum map

“A people without the knowledge of their past history, origin and culture is like a tree without roots.” - Marcus Garvey

Curriculum text – *A Skinful of Shadows* by Frances Hardinge

Yr	Intent	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	<ul style="list-style-type: none"> To select relevant details To describe key features To make inferences from sources To explain causes and consequences 	What did the Romans ever do for us?	Why did William win the Battle of Hastings?	Did the Black Death actually improve people's lives?	Did the Tudors change England?	Luck or judgement: why did the English defeat the Spanish Armada?	Why was there an Age of Exploration?
8	<ul style="list-style-type: none"> To apply relevant detail To explain source utility To explain the importance of events To analyse significance 	How deadly were working conditions in the Industrial Revolution?	Who should take credit for the abolition of slavery?	Why were the suffrage campaigns successful?	Were the 1920s really 'roaring'?	Can you have a war without fighting?	How did the ANC fight Apartheid?
9	<ul style="list-style-type: none"> To apply accurate and well selected detail To explain why changes occur To write analytical narrative accounts To analyse historical interpretations 	How did one gunshot kill 10 million people?	How did the First World War help develop medicine?	How did the Nazis take control of Germany?	How were the Jews persecuted?	Who were the Windrush Generation?	How did African Americans fight for their freedom?
10	<ul style="list-style-type: none"> To apply well selected detail that is accurate and specific To analyse and evaluate sources To justify a judgement on the evaluation of an hypothesis To analyse for consequence, significance, similarity and causation 	Medicine: Medieval and renaissance	Medicine: Scientific revolution and modern	The development of medicine during World War I	Weimar & Nazi Germany <i>The Weimar Republic</i> <i>Hitler's rise to power</i>	Weimar & Nazi Germany <i>Nazi control and dictatorship</i> <i>Life in Nazi Germany</i>	Superpower Relations: The origins of the Cold War
11	<ul style="list-style-type: none"> To develop subject specific vocabulary 	Superpower Relations: Cold War Crises	Superpower Relations: The end of the Cold War	Elizabethan England	Elizabethan England and revision		
12	<ul style="list-style-type: none"> To apply well-selected and specific detail To analyse and evaluate primary and/or contemporary source material within its historical context To analyse an hypothesis creating a well justified substantiated judgement To analyse for consequence, significance, similarity and causation, creating substantiated judgements 	Making of Modern Britain: The affluent society: 1951-64 Germany: Bismarck	Making of Modern Britain: The affluent society: 1951-64 The Sixties: 1964-70 Germany: Chancellors	Making of Modern Britain: The Sixties: 1964-70 Germany: The era of the First World War	Making of Modern Britain: The end of the post-war consensus 1970-79 Germany: Weimar Germany	Making of Modern Britain: The end of the post-war consensus 1970-79 Germany: The Weimar recovery	NEA
13	<ul style="list-style-type: none"> To develop subject specific vocabulary 	Making of Modern Britain: The impact of Thatcherism: 1979-87 Germany: The rise of the Nazis	Making of Modern Britain: The impact of Thatcherism: 1979-87 Towards a new consensus: 1987-97 Germany: The impact of Nazism	Making of Modern Britain: Towards a new consensus: 1987-97 The era of New Labour: 1997-2007 Germany: Divided Germany	Making of Modern Britain: The era of New Labour: 1997-2007 Germany: Reunification		

The national curriculum frame work for history is fully covered by the SRPA curriculum provision.



VIA DIVERSA VITA UNA – ONE LIFE, MANY PATHS



Psychology curriculum map

“Don’t become a mere recorder of facts, but try to penetrate the mystery of their origin.” Ivan Pavlov

Yr	Intent	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
12	<p>The study of Psychology focuses on human behaviour and why people act/say/think the way that they do. In order to do this, we focus on core studies which provide a foundation for contemporary research and practical applications. Students are encouraged to question the nature of human behaviour whilst developing critical thinking skills essential for analysis and evaluation.</p> <p>Students will be expected to:</p>	Introduction to Psychology, Social Influence and Attachment		Memory	Psychopathology	Research Methods	Approaches to Psychology and consolidation of Y12
13	<ul style="list-style-type: none"> • demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to key studies and theories • apply psychological knowledge and understanding of key studies and theories in a range of contexts • analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified key studies and research • evaluate therapies and treatments including in terms of their appropriateness and effectiveness. 	Optional Topic 1 (TBC)	Optional Topic 2 (TBC)	Optional Topic 3 (TBC)	Issues and Debates and Revision with Exam Preparation	Revision with Exam preparation	

The national curriculum frame work for SUBJECT is fully covered by the SRPA curriculum provision



VIA DIVERSA VITA UNA – ONE LIFE, MANY PATHS

Sociology curriculum map

“We are social creatures to the inmost centre of our being. The notion that one can begin anything at all from scratch, free from the past, or unindebted to others, could not conceivably be more wrong.” – Karl Popper

Lord of the Flies - William Golding

Yr	Intent	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
12	<p>The study of Sociology focuses on contemporary society and fosters the development of critical and reflective thinking with a respect for social diversity. It provides an awareness of the importance of social structure and social action in explaining social issues. Students will be encouraged to develop their own sociological awareness through active engagement with the contemporary social world.</p> <p>The intent is that students will:</p> <p>Acquire knowledge and a critical understanding of contemporary social processes and social changes</p>	The sociological context of Families and Households		The sociological context of education and education policy		Theory and Research Methods	Exam technique and consolidation of Y1
13	<p>Appreciate the significance of theoretical and conceptual issues in sociological debate</p> <p>Understand and evaluate sociological methodology and a range of research methods through active involvement in the research process</p> <p>Develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society</p> <p>Develop a lifelong interest in social issues.</p>	Beliefs in society		Crime and deviance	Crime and deviance Revisit Theory and research methods	Exam technique and revision	

The national curriculum frame work for SUBJECT is fully covered by the SRPA curriculum provision



VIA DIVERSA VITA UNA – ONE LIFE, MANY PATHS

Travel & Tourism curriculum map

Travel makes one modest, you see what a tiny place you occupy in the world. (Gustave Flaubert)

The Travels – Marco Polo

Yr	Intent	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
12	<p>The travel and tourism industry is one of the fastest growing industries in the UK. The value of tourism to the UK economy is approximately £209 billion, and the sector employs around 4 million people.</p> <p>The first year of this qualification provides students with the knowledge, understanding and skills that will prepare students for further study in Y13.</p>	<p>Unit 1 The World of Travel & Tourism</p> <p>Learning Aim A: Types of travel & tourism</p> <p>Pause Point – Review & Reflect Assessment Activity 1.1</p> <p>Learning Aim B: The types of travel & tourism organisation, their roles and the products and services they offer to customers</p> <p>Pause Point – Review & Reflect Assessment Activity 1.2</p>	<p>Learning Aim C: The scale of the travel & tourism industry</p> <p>Pause Point – Review & Reflect Assessment Activity 1.3</p> <p>Learning Aim D: Factors affecting the travel & tourism industry</p> <p>Pause Point – Review & Reflect Assessment Activity 1.4</p> <p>End of Unit Assessment</p>	<p>Unit 9 Visitor Attractions</p> <p>Learning Aim A Investigate the nature, role and appeal of visitor attractions.</p> <p>Assignment 1: What’s the attraction?</p> <p>Mock Examination Work Experience</p>	<p>Learning Aim B: Examine how visitor attractions meet diverse expectations of visitors. Assignment 2: Meeting diverse expectations</p> <p>Learning Aim C: Explore how visitor attractions respond to competition and measure their success and appeal. Assignment 3: Competitive Advantage</p> <p>Revision – Unit 1: The World of Travel & Tourism</p>	<p>Revision – Unit 1: The World of Travel & Tourism</p> <p>External Examination: Unit 1: The World of Travel & Tourism</p> <p>Unit 9: Visitor Attractions</p>	<p>Unit 2 Global Destinations</p> <p>Learning Aim A: Geographical awareness, locations and features giving appeal to global destinations</p> <p>Pause Point – Review & Reflect</p>
13	<p>During the second year of this qualification the focus changes from being predominantly a local and national focus to a global focus.</p> <p>The mandatory synoptic unit covers all of the work from Y12 and Y13.</p> <p>We continue to learn the knowledge, understanding and skills that will prepare students for further study or employment.</p>	<p>Unit 2 Global Destinations</p> <p>Learning Aim B: Potential advantages and disadvantages of travel options to access global destinations</p> <p>Pause Point – Review & Reflect</p> <p>Learning Aim C: Travel planning, itineraries, costs and suitability matched to customer needs</p> <p>Pause Point – Review & Reflect</p>	<p>Learning Aim D: Consumer trends, motivating and enabling factors and their potential effect on the popularity and appeal of global destinations</p> <p>Pause Point – Review & Reflect</p> <p>Learning Aim E: Factors affecting the changing popularity and appeal of destinations</p> <p>Pause Point – Review & Reflect End of unit assessment (Internal Mock)</p>	<p>External Examination Unit 2 Global Destinations</p> <p>Unit 1 Retake available</p> <p>Unit 3 Principals of Marketing in Travel & Tourism</p> <p>Learning Aim A: Explore the importance of focusing on meeting customer needs to the success of marketing activities in travel and tourism organisations</p> <p>Assignment 1</p>	<p>Unit 3</p> <p>Learning Aim B: Examine the impact that marketing activities have on the success of different travel and tourism organisations</p> <p>Assignment 2</p> <p>Unit 3 Principals of Marketing in Travel & Tourism</p> <p>Learning Aim C: Develop a marketing plan using research data that provides a viable business case</p> <p>Assignment 3</p>	<p>Unit 2: Global Destinations Retake available</p> <p>Unit 3 Principals of Marketing in Travel & Tourism</p> <p>Learning Aim D: Investigate how the marketing plan meets industry and customer needs.</p> <p>Assignment 4</p>	