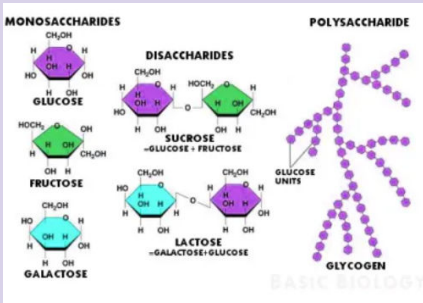
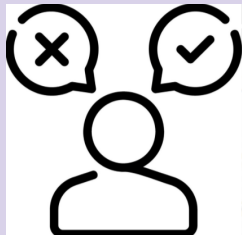
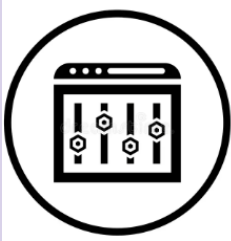




Bredon School

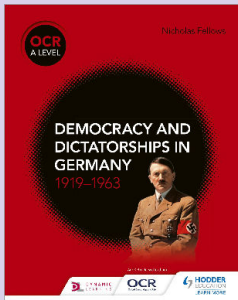
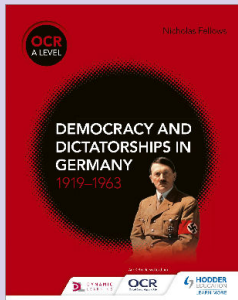
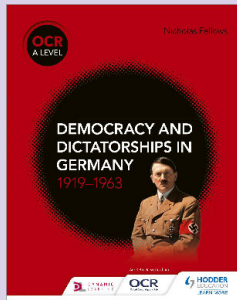
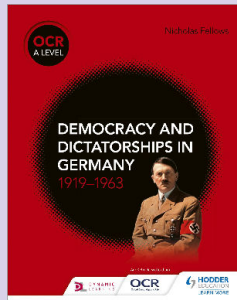
Year 12 Curriculum Map

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
BTEC Level 3 Applied Science	Unit 1 Principles and Applications of Biology This unit explores the key components of biological science. It will examine cells and tissues, their varied structures and functions and the biological components that interact with their existence. Unit 2 Principles and Applications of Chemistry Students will explore some of the fundamental concepts which underpin the chemistry and chemical reactions of the world around them. 				Unit 4 This unit allows students to develop their practical science skills further. Students will complete a number of scientific investigations including sampling techniques and titrations. 	Unit 5 Students will continue with the unit 4 practicals and will start to write up their practical reports. Students will also choose their investigation for unit 5. Students will commence a literature review.  Literature Review

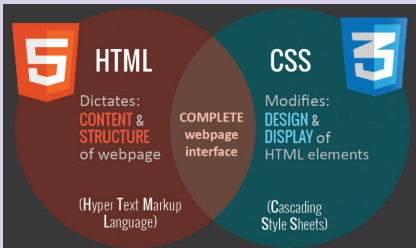
Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
All Creative Arts: Photography Art and Design 3D Design Graphic Communications Textile Design	How Creative and Applied Arts work in Year 12: Students study three artist/designer/photographers across the year, one each term. Each term follows the same creative process, allowing pupils to build skills and confidence while becoming more independent. Each term, students: • Research an artist/designer/photographer • Experiment with material and multi-media techniques • Refine their strongest work • Develop and improve a personal idea • Present and evaluate their outcomes This approach shows that strong creative ideas and outcomes develop through practice, refinement, and reflection. By repeating the same creative process with three different artist/designer/photographers, students: • Build strong technical and creative skills • Learn how to develop ideas over time • Gain confidence in making and explaining creative decisions • Become increasingly independent learners This approach ensures that by the end of Year 12, pupils are fully prepared for Year 13, where they will study a fourth photographer and complete their major final project.					
	Research 1 > Building skills and confidence <i>(Teacher-led learning)</i>  The autumn term focuses on	Refining skills and developing first ideas <i>(Teacher-led with support)</i> 	Research 2 > Developing ideas and decision-making <i>(Guided independence)</i> 	Refining ideas and outcomes <i>(Guided independence)</i> 	Research 3 > Working with confidence and independence <i>(Student-led with support)</i> 	Refining and presenting outcomes <i>(Student-led)</i>  Students

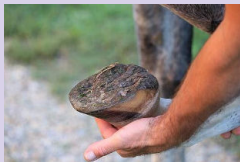
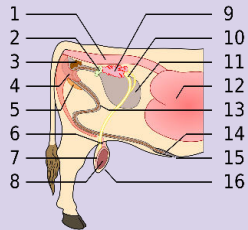
Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	building foundational skills. Lessons are carefully structured and led by the teacher to ensure all students feel confident using materials, equipment, and processes, and understanding artistic and technical techniques. During this half-term, students will: Be introduced to their specialist subject as a creative discipline Study their first artist / designer / photographer, learning how creative work communicates meaning and mood	Students begin refining their strongest experiments and using them to develop a simple creative idea of their own. During this half-term, students will: Review and refine their most successful practical outcomes Improve technical control through repetition and small adjustments Begin developing a simple personal idea inspired by their artist / designer / photographer Explore how changes to materials,	In the spring term, students are encouraged to take greater responsibility for their work. Teachers continue to guide learning, but pupils begin to make more creative decisions independently. During this half-term, students will: Research a second artist / designer / photographer in greater depth Explore ideas such as intention, visual language, and meaning Carry out experiments that link more clearly to a chosen theme or concept	Students focus on strengthening their ideas and refining outcomes for clarity, quality, and impact. During this half-term, students will: Refine techniques based on feedback and comparison Develop and select a stronger personal creative idea Improve the quality, consistency, and control of their work Present a more resolved creative outcome or mini-project Write a more detailed evaluation using	In the summer term, students work much more independently, applying everything they have learned so far. Teachers act as guides and mentors rather than directing each stage. During this half-term, students will: Research a third artist / designer / photographer independently Plan and manage their own practical work and creative sessions Experiment with materials, techniques, and processes of their choosing Take	complete a confident and personal outcome, working in a way that closely reflects A Level expectations. During this half-term, students will: Refine their work to a high standard Develop a confident personal creative outcome Present their work professionally Complete a reflective evaluation linking research, experimentation, and final outcomes By the end of the summer term,

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	Produce copy studies inspired by the artist's / designer's / photographer's style Learn how to use subject-specific materials, tools, or equipment confidently and appropriately Experiment with a range of techniques through guided practical tasks	composition, scale, or technique improve outcomes Present a short resolved outcome or mini-series Complete a short written evaluation reflecting on their learning By the end of the autumn term, students understand the full creative process and have completed their first mini-project.	Begin selecting materials, techniques, and approaches with greater independence Record and explain creative choices using subject-specific vocabulary	subject-specific language By the end of the spring term, students show greater confidence, control, and understanding in their creative work.	responsibility for equipment, organisation, and time management	students are working with a level of independence and confidence that prepares them fully for Year 13.
	Creative Arts Preparation over the Summer Holidays: Artist / Designer / Photographer 4 – Research & Exploration Over the summer break, students begin their final artist study independently. This prepares them for the demands of Year 13 and allows them to start the year confidently. During this period, students will: • Research their fourth artist / designer / photographer • Produce copy studies inspired by this practitioner • Experiment with materials, techniques, or processes • Refine their strongest experiments					

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	This work completes the research and exploration stages of the creative process before students return to school.					
BTEC Subsidiary Diploma in Hospitality	Not being studied this year					
BTEC L1/2 First Award in Hospitality	Not being studied this year					
History A Level (OCR)	Lancastrians, Yorkists and Tudors 1445-1509 (Wars of the Roses)  This unit includes; the causes of the conflict, the reigns of Henry VI and Edward IV, the role of the Earl of Warwick.	Lancastrians, Yorkists and Tudors 1445-1509 (Wars of the Roses)  The second part of this unit includes; the causes of the conflict, the second reigns of Henry VI and Edward IV, the Princes in the Tower, Richard III and Henry Tudor..	Dictatorship and Democracy in Germany 1919-1963.  This unit includes; the Treaty of Versailles, challenges to the new democracy, the Kapp Putsch, the Spartacists, hyperinflation, the	Dictatorship and Democracy in Germany 1919-1963.  The second part of this unit includes; the consolidation of power, the Night of the Long Knives, rearmament,	Dictatorship and Democracy in Germany 1919-1963.  The third part of this unit includes; the impact of World War Two on Germany, air aids, invasion, the Holocaust, defeat,	Dictatorship and Democracy in Germany 1919-1963.  The fourth part of this unit includes; the creation of the Federal Republic and the role of Conrad Adenauer and the establishment of

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			Munich Putsch, the “Golden Years” of Gustav Stresemann, the Wall Street Crash, the Great Depression and the Rise of Hitler.	living standards. Hitler’s leadership style, employment, persecution of minorities.	Nuremberg Trials, and Occupation.	the German Democratic Republic.
NCFE Level 3 Certificate for Entry to the Uniformed services	Unit 01 Prepare for a career in a chosen uniformed service In this unit learners will explain different careers in the uniformed services and then explore a chosen uniformed service. Learners will also identify their own goals and targets to achieve entry to a uniformed service. Learners will then prepare a CV, personal profile or application and take part in a real or simulated interview. Following this, learners will evaluate their performance and suggest areas for development. 		Unit 02 Develop aspects of physical fitness for entry to the uniformed services In this unit learners will develop an understanding of health and wellbeing that contribute to physical fitness. Learners will identify their own level of physical fitness, then plan and participate in a training programme to develop aspects of their physical fitness to meet entry standards of a uniformed service. Learners will also evaluate the effectiveness of the training programme by reviewing the content. 		Unit 03 Develop leadership skills In this unit learners will investigate different styles of leadership whilst identifying their own. Learners must then demonstrate their leadership skills by planning and preparing a team task using communication and feedback. Learners will then evaluate their own skills in the team task to develop their own leadership skills.	Unit 04 Equality, diversity and inclusion In this unit learners will examine the meaning of equality, diversity and inclusion. Learners will also understand radicalisation, as well as British values and standards. Learners will review the impact that radicalisation, extremism and terrorism have had on society. 

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BTEC Level 3 in IT	Unit 1: IT Systems & Unit 3: Social Media Unit 1: Students explore the "brains" of IT, studying CPU architecture, network topologies (LAN/WAN), and how operating systems manage resources. Unit 3: Acting as professional developers, students create a website from scratch for a specific client. They move from initial wireframing and mood boards to coding interactive elements using HTML5, CSS, and client-side scripting to ensure the site is responsive across mobile and desktop. Network Infrastructure  			Unit 1: Exam & Unit 3: Final Submission Final preparation for the external Unit 1 assessment in May. This term is also used to finalize the web development coursework, ensuring all interactive elements are tested and meet the original brief. <i>How to prepare for exams</i> 	Unit 2: Cyber Security (Start) Transitioning into Year 13 content. Students begin the Unit 2 spec, investigating cyber threats and the impact they have on individuals and organizations. They explore legal frameworks like the GDPR and Data Protection Act. Cybersecurity Threats 	

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Agriculture	Understand and Promote Animal Health Be able to recognise indicators of health in animals  Assessment: Learner is required to produce an animal health care plan, and carry out practical health checks on a range of livestock	Understand and Promote Animal Health Understand common disease and disorders, their treatment and prevention  Assessment: Produce a report on notifiable and zoonotic diseases	Understand and Promote Animal Health Be able to promote and maintain the health and wellbeing of animals  Assessment: Practical assessment including simulated first aid situation	Understand and Promote Animal Health Know how to deliver and record basic animal treatments  Assessment: Administering basic animal treatments such as wormers	Understand Animal Anatomy and Physiology Describe the structure of the male and female reproductive system Describe the functions of the male and female reproductive system  Assessment: Create a poster suitable for display at an open event explaining the male reproductive system in a livestock species	Understand Animal Anatomy and Physiology State the role of hormones in the mammalian reproductive process  Assessment: Create a poster suitable for display at an open event explaining the female reproductive system in a livestock species, including roles of hormones in both male and female systems