

## Year 12

Subject	Topic Overview	8 June 2020	15 June 2020	22 June 2020	29 June 2020	6 July 2020	13 July 2020
English	<i>A Doll's House – preparation for the NEA.</i>	<i>Contextual Research.</i>	<i>Act 1</i>	<i>Act 1</i>	<i>Act 2</i>	<i>Act 3</i>	<i>Act 3</i>
Maths	Year 12 Mathematics students will be asked to complete a series of tasks within different units each week. Each unit consists of a PowerPoint and students are expected to complete questions from the textbook that has been provided. Year 12 will focus on completing the syllabus.	Students were given a test to do last week. Students will be given feedback for the test and this week work will be based on revision for chapters 1-10. Students will be asked to complete questions from these chapters.	Gradients of curves, finding the derivatives and differentiation.	Differentiating quadratics and functions.	Gradients, Tangents and Normal. Increasing and decreasing functions	Second order derivatives and stationary points.	Sketching gradient functions and modelling with differentiation.
Science (Biology)	<i>Communicable diseases</i>	<i>Understanding different types of pathogens which cause diseases.</i>	<i>Understanding how diseases can be transmitted between animals and plants.</i>	<i>Understanding the mechanisms by which plants defend themselves from pathogens.</i>	<i>Understanding the non-specific defences against pathogens in animals.</i>	<i>Understanding the roles of different cells in the specific immune response.</i>	<i>Understanding the methods by which to prevent and treat communicable diseases.</i>
Science (Chemistry)	<i>Module 6: Chapter 25: Aromatic chemistry Chapter 26: Carbonyl compounds</i>	<i>Understanding the structure and properties of benzene</i>	<i>Understanding the chemistry of phenols and the directing effect of functional groups</i>	Understanding the structure and properties of carbonyl compounds	Understanding the order of reaction, rate equation and rate constant	<i>Understanding the concentration – time graphs and rate - concentration</i>	<i>Understanding the equilibrium constant and the factors affecting equilibrium</i>

	<i>Module 5: Chapter 18 Rates of reactions Chapter 19 Equilibrium</i>		<i>on the benzene ring</i>			<i>graphs</i>	
Science (Physics)	<i>Chapter 14 – Thermal Chapter 15 – Ideal Gases</i>	<i>Understanding absolute scales of temperature and the kinetic model.</i>	<i>Understanding internal energy and how specific heat capacity varies for different materials</i>	<i>Understanding how to calculate and use specific latent heat.</i>	<i>Understanding the kinetic theory of gases and using equations for gas laws.</i>	<i>Understanding and calculating root mean squared speed and using the Boltzmann constant.</i>	<i>Consolidating and assessing knowledge learnt this term.</i>
History	<i>The American Dream component and the Tudors. Students also attend online lessons weekly.</i>	<i>USA Component: The Johnson presidency</i>  <i>Tudor Component: Edward – problems of succession</i>	<i>USA Component: African Americans in the North and South</i>  <i>Tudor Component: The Protectorate – Somerset’s rule</i>	<i>USA Component: African Americans in the North and South</i>  <i>Tudor Component: The Protectorate – Somerset’s rule</i>	<i>USA Component: Maintaining American world power</i>  <i>Tudor Component: Fall of Somerset</i>	<i>USA Component: Social divisions and protest movements</i>  <i>Tudor Component: Northumberland</i>	<i>USA Component: Social divisions and protest movements</i>  <i>Tudor Component: Lady Jane Grey – problems of succession</i>
French	<i>To study the theme of cinema</i>  <i>To watch and review the film: La Haine</i>	<i>Tuesday – Cinema in France</i>  <i>Wednesday – Grammar</i>  <i>Thursday – La Haine)</i>  <i>Friday – Speaking</i>	<i>Tuesday – Cinema: an industry or an art?</i>  <i>Wednesday – Grammar</i>  <i>Thursday – La Haine</i>  <i>Friday – Speaking</i>	<i>Tuesday – Cinema: A good actor</i>  <i>Wednesday – Grammar</i>  <i>Thursday – La Haine</i>  <i>Friday – Speaking</i>	<i>Tuesday - French films</i>  <i>Wednesday - Grammar</i>  <i>Thursday – La Haine</i>  <i>Friday – Speaking</i>	<i>Tuesday – The greatest development in French cinema</i>  <i>Wednesday – Grammar</i>  <i>Thursday - La Haine</i>  <i>Friday – Speaking</i>	<i>Tuesday – the Cannes festival</i>  <i>Wednesday – Grammar</i>  <i>Thursday – La Haine</i>  <i>Friday – Speaking</i>

Media	<i>Research &amp; Planning for NEA &amp; Applying Analytical Theory to Long Form Television Drama</i>	<i>How to research real world media texts (music videos)</i>	<i>How to research real world media texts (websites)</i>	<i>Conventions of LFTVD – Media Language</i>	<i>Applying conventions of LFTVD to set products</i>	<i>How to conduct market research</i>	<i>How to do a treatment</i>
Dance	Introduction to the key vocabulary needed to understand choreography, performance and appreciation in GCSE Dance.	Action, Space, Dynamics and Relationship	Action, Space, Dynamics and Relationship	Dance Motif	Motif development	Mental skills	Physical skills
BTEC Level 3 Sport: Unit 2	<i>Students will focus on one career of their choice and reflect on their development between Year 12 and entry into that career and beyond.</i>	To understand and apply stress management techniques.	To understand what is meant by a screening process.	To define blood pressure and interpret Blood Pressure readings.	To understand and interpret Resting Heart Rate.	To be able to calculate BMI.	To be able to calculate Waist-to-hip ratio
BTEC Level 3 Sport: Unit 3	<i>Students will take part in mock recruitment activities, to further develop their prospects in the sports industry.</i>	To understand a job advertisement and the required documentation	To prepare documentation for recruitment activities	To take part in mock interview activities	To review performance in mock application process, and update SWOT	To analyse the results of the mock application process	To evaluate how the mock application process supports accessing the selected career pathway
Psychology	<i>Pupils will reflect and recap their learning from Year 12 (AS) core topics in preparation for Year 13 and A Level content of the course.</i>	<i>Pupils will recap developmental psychology: Attachment.</i>	<i>Pupils will recap cognitive psychology: Memory</i>	<i>Pupils will recap Research Methods.</i>	<i>Pupils will be reminded of key examination skills in order to be successful in A level Psychology.</i>	<i>Pupils will be introduced to Biopsychology in preparation for Year 13.</i>	<i>Pupils will be introduced to Biopsychology in preparation for Year 13.</i>

Business Studies	<i>Unit 5: Marketing and Market Research. Students are completing coursework on market research of a specific market research plan.</i>	<i>Investigate market research methods and devise a primary research tool.</i>	<i>Evaluate usefulness of marketing methods used.</i>	<i>Assess the validity of market research methods and present the data in a range of ways.</i>	<i>Assess the validity of market research methods and present the data in a range of ways.</i>	<i>Evaluate if further research is required and make recommendations to the business based on findings.</i>	<i>Evaluate if further research is required and make recommendations to the business based on findings.</i>
Sociology	<i>This half term we will be focusing on different research methods used by sociologists and how we can apply these to researching different issues within Education</i>	<i>Practical, Ethical and Theoretical consideration in Sociological Research.</i>	<i>Questionnaires – what different types of questionnaires are there? What are the strengths and weakness of using questionnaires in the context of Educational research?</i>	<i>Interviews – difference between structured and non-structured interviews. What are the strengths and weakness of using interviews in the context of Educational research?</i>	<i>Observations – participant observations verse non participant observation. Ethical issues around covert verse overt observations. What are the strengths and weakness of using observations in the context of Educational research?</i>	<i>Experiments – how practical is it to conduct experiments to research society? Ethical issues around using human subjects for experimentation. What are the strengths and weakness of using experiments in the context of Educational research?</i>	<i>Documents and Official Statistics – how useful are secondary sources of data for sociological research? Are there theoretical issues? What are the ethical issues using data in educational research?</i>