

# Year 12 Spring Curriculum Update

## January 2024

### YEAR 12 SPRING TERM OVERVIEW

This term in Year 12 we are beginning to slowly introduce our Post 16 students to the demands of their Level 3 courses. Many subjects have been running tests that have ramped up in difficulty from GCSE and feedback from those tests is used to inform progress and likely predicted grades. We have also had our first Parents' Consultation which is an opportunity for parents to talk with subject teachers in detail about how students have settled into their courses. More widely the first of our new "employer pop-ups" have taken place which is an opportunity for Post 16 students to speak



with employers about opportunities and the work of work.

Year 12 term focus: Enrichment – we will be encouraging students to get involved in as many opportunities and activities that we have on offer to students, including

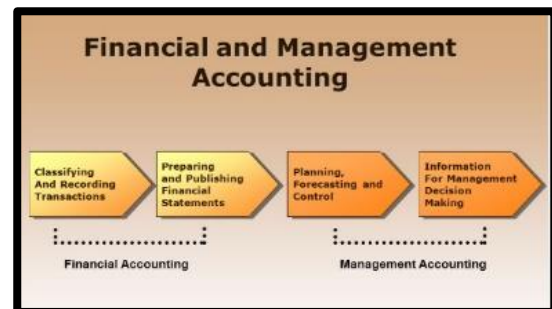
Student Voice, Student Council and sporting activities. Not only will students enrich their future UCAS and job applications by participating, but they will also enjoy themselves and broaden their minds, which is ultimately what being a Post 16 student is all about.

As part of our enrichment, students in both Years 12 and 13 who have volunteered as Charity Champions have participated in two project management workshops, developing their organisation, leadership, and communication skills as they ran a school wide fundraising event for Willen Hospice at the end of last term. To enhance their appreciation for this local charity, they also took part in a trip to Willen Hospice, viewing not only the medical aspect of this facility, but also the vital care and support they offer to families of terminally ill patients. Students particularly enjoyed seeing the art therapy room and learning how children whose parents have been in the hospice receive life-long counselling and support. This increased their desire to run a successful fundraiser.



## ACCOUNTING

Students will be introduced to management costing, where they will learn about planning, decision making, monitoring performance, forecasting and variance analysis. They will also touch on preparation of budgets and cash flow forecast which will be discussed in depth in Year 13.



## ANCIENT HISTORY

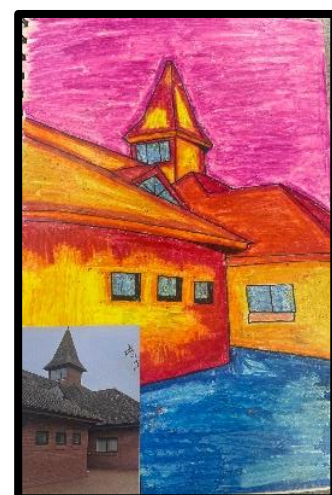


Students in Year 12 have been investigating key individuals from the breakdown of the Roman Republic. These include The Gracchi Brothers, Marius, Sulla, and Cicero. We will shortly be looking into the lives of Pompey and Crassus and how their actions and reforms destabilised Rome.

The Greek aspect of the course has been covering key events of the Greco-Persian Wars as well as the Peloponnesian War. We have been reading Herodotus and Thucydides as the ancient sources on these texts to try to piece together key events of the period.

## ART

Students on the Extended Certificate course have started the year with Unit 2- Critical and Contextual, looking at the theme 'Alchemy'. There will be a three-hour written exam looking at the work of an artist which the exam board set and students will analyse and write responses to the work. Once Unit 2 is completed we will return to Unit 3 – The Creative Process. Students will then practically explore the creative process for themselves under the title of Evolution. In addition to this, students studying on the Diploma pathway are continuing with Unit 4 – Materials, Processes and Techniques. Here they will study a wide range of artists to understand how the use of different materials, processes and techniques can have an impact on the creative intentions of a piece of work. Students will work in 2D, 3D and textiles before developing work in response to the title Man Manipulated Landscapes.





In combination with the units above students on the Extended Diploma course have the same units as the Diploma students plus they are studying Unit 31 – Surface Design. In this project, we are exploring a range of processes to respond to this theme and present practical explorations in a range of design options.

## BUSINESS

### **BTEC Extended Certificate in Business:**

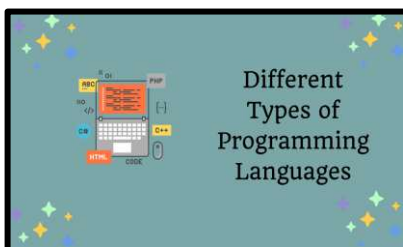
Students will be spending the spring term completing the latter parts of their Unit 1 and Unit 8 coursework. In Unit 1 students will be considering how the market structure and influences on supply and demand affect the pricing and output decisions for a given business. They will then move onto explore how innovation and enterprise contribute to the success of a business through the context of a specific technological advance such as goal line technology in football of Hawkeye for tennis.

For Unit 8 students will complete their mock job interviews as both the interviewer and the interviewee and then analyse and evaluate how well the recruitment and selection process complied with best practice, drawing reasoned conclusions as to how it will support your future career. Students will utilise a series of SWOT analysis to determine how improvement in their interview performance can be achieved and then prepare a personal skills development plan for future interview situations.



## COMPUTER SCIENCE

Students will be looking at networks as a unit, object-oriented programming and techniques; classes and objects, features of OOP and constructors, whilst still developing their programming skills from GCSE to allow more practice at A level and help prepare them for their NEA. Programming paradigms and types of programming languages will be looked at. Recently completed topics which includes Databases, Boolean Algebra, data types and structures will also be revisited and recapped intermittently to help solidify and apply required Maths skills for these units. Extra support sessions are available and run on Mondays in BE3 at Walnut Tree to help enhance your learning across these topics.



Video tutorial links to current topics to support learning at home:

<https://student.craigndave.org/videos/slr-11-networks>

<https://student.craigndave.org/videos/slr-7-types-of-programming-language>

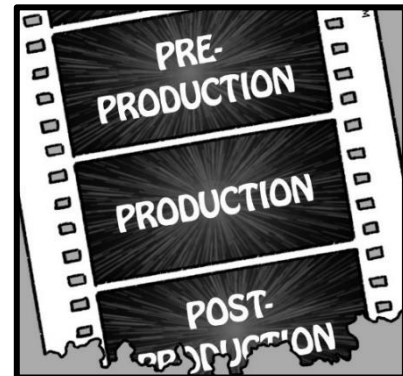
<https://student.craigndave.org/videos/slr-10-databases>

## CREATIVE MEDIA

*And the Oscar goes to...* Ever wondered who won the Academy Award for Best Screenplay? Unit 19 introduced students to the wonderful world of scriptwriting! Students have thoroughly enjoyed this unit and found the content fascinating. We've explored scripts for popular TV series such as Netflix Original, Wednesday, in addition to Academy Award winners, Get Out (2019) and Parasite (2020).

Year 12 Creative Media students have underpinned the roles and responsibilities of being a scriptwriter and what it is like to seek work whilst working freelance in the creative industries. Both employability links and transferable skills have been discussed with students.

Scripts for different mediums have been examined, from TV and Film to Games and Radio with an aim to produce scripts of our own.



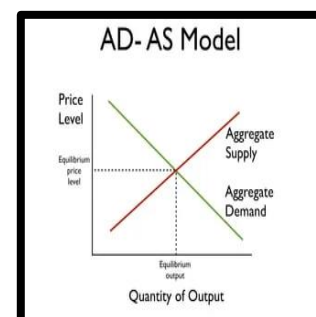
## DESIGN TECHNOLOGY



Students begin making processes ahead of their NEA, which begins around Easter. This term's problems for solving are "Storage" and "Display". The outcomes will give experience in woodworking and metal working techniques and offer scope for design and engineering.

## ECONOMICS

Students have been studying Theme 1 – Introduction to markets and market failure and Theme 2 - The UK economy – performance and policies. Having investigated how markets work in theme 1, students will examine how markets fail. They will look at the nature and causes of market failure before considering the strengths and weaknesses of possible government intervention to remedy market failures. For Theme 2, students will be introduced to the aggregate demand/aggregate supply model so that they can use it to analyse changes in real output and the price level. They will: examine the use of demand-side policies, supply-side policies and direct controls as means of improving an economy's performance; recognise the underlying assumptions; predict the likely impact and effectiveness of such policies; and consider these in an historical context.



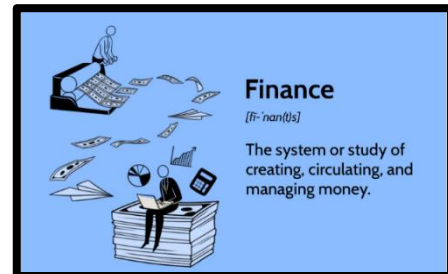




**FINANCIAL STUDIES**

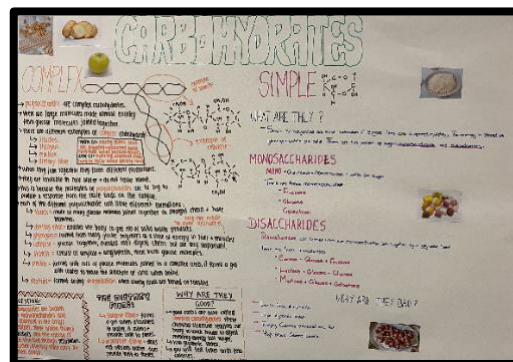
Students will be analysing financial information, financial services products and services and begin to make judgements about suitability for people in different circumstances They will develop an understanding of financial concepts and terminology to enhance financial literacy.

They will learn how to structure and communicate ideas logically and coherently and how to evaluate lifelong financial planning through the various life stages.



**FOOD AND NUTRITION**

Year 12 are now learning about the chemical structure of nutrients and how this influences the way they are digested and used by the body. Having a knowledge of the chemical structure and chemical terms used in nutrition will also help them to understand the chemical properties and working characteristics of different foods, and how the nutrients they contain function in different recipes and are affected by food preparation and cooking processes. Alongside this study they are also busy working on the coursework element planning their menus and practising the key technical skills they want to demonstrate in their dishes.



**FRENCH**



This term students are continuing to study the acclaimed French film “La Haine”. They will be learning how to analyse the film, discussing areas such as the cinematography and character depiction. Students will also be covering the topics of volunteering work and francophone culture. They will be learning about different volunteering opportunities around the world and how their French language skills can help them. They will deepen their cultural awareness of French around the world.

## GEOGRAPHY

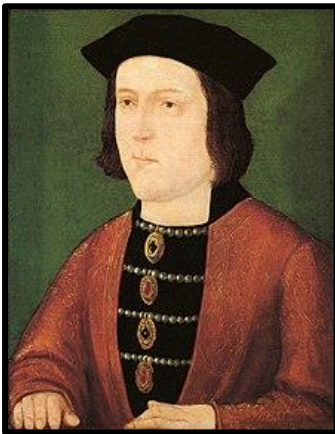
In Physical Geography, the Spring term continues through their Hazards topic. Students will complete our look at Tropical Storms by comparing Hurricane Katrina to Cyclone Nargis, before looking at another hazard in Wildfires and ending the topic with a presentation about Multi-Hazard Environments.



Meanwhile, in Human Geography, Year 12 continue working through the Contemporary Urban Environments module. A large part of this term will be focusing on the two main case studies of London and Mumbai where students will start to compare and contrast the issues associated with economic inequality, social segregation and cultural diversity. As students start to think about their Non-Examined Assessment, the idea of economic inequality and social segregation is often a favourite with our human geographers. Whilst Geography at A-level is split into Human and Physical, towards the end of this term students will start to develop clear links between the two topics, most notably when they look at how towns and cities can impact the urban climate.

## HISTORY

At Walnut Tree the new term started with a review of Henry VI as students need to have secure knowledge before new knowledge can be added. A host of activities gave students not only a bank of resources they can make use of at a later date, but also to model to them how to revise effectively and the importance of them auditing their knowledge at regular intervals. Most the Spring Term however is spent studying Edward IV who became king of England at just 19. A young man whose heart sometimes ruled his head, but who was far more able to learn from his early mistakes than Henry VI had been before him. With regards to the Cold War unit the Spring Term sees Year 12 historians examine different key events from the 1950s to the 1980s. They examined how each event caused tension between the Western and Eastern powers and will analyze the impact of different factors to decide their overall relative importance. The students will also examine different themes over time, looking at the development of weaponry and the space race; they will further examine how events such as these led to further tension ending in both sides deciding to try to create peace between the difference ideologies of Communism and Capitalism. Throughout this, they will be practising their exam skills with exam questions interspersed within the lessons.



At Brooklands students began the Spring Term with a review of Lord Liverpool and the political threats that his government faced and how they were dealt with. Students are now going to move onto looking at British Foreign Policy between 1790 – 1830 and will be looking at the French Revolution, the Napoleonic Wars and the role of different foreign ministers. The term will end with an examination of British Parliamentary Reform including the Great Reform Act of 1832 and the impact it had on British Democracy.

## HEALTH AND SOCIAL CARE

### Year 12 Extended Certificate

In Unit 1 (Human Lifespan Development) we will learn about factors that can influence human growth, development and human health. Some of these are inherited and some are acquired through environmental, social or financial factors during our lifespan. In this unit, this term, we will explore the impact of both predictable and unpredictable life events and recognise how they impact on individuals.

In Unit 5 (Meeting Individual Care and Support Needs), we will investigate the roles of professionals and how they work together in multidisciplinary teams to provide the care and support necessary to meet individual needs. We will explore the different methods used by professionals across all care services and reflect on these methods to consider the importance of multi-agency working in providing a package of care and support that meets all the needs of individuals.

### Year 12 Diploma

Students will also study Unit 1 as described above.

In Unit 2 (Working in Health and Social Care) this term we will begin by looking at the roles of organisations in providing health and social care services. We will also delve into the issues that affect access to services. We will learn about the roles of organisations that regulate and inspect health and social care services.

### Year 12 Extended Diploma

In tandem with Units 1 and 2 Extended Diploma students are completing Unit 3. Unit 3 is an introduction to Anatomy and Physiology specific to Health and Social care. Students will explore the body systems and their structures, their functions and also delve into a number of related disorders that cause ill health and disability.

Students will also be introduced to Unit 18 which is a unit that specialised in assessing the needs of children and their development. Students will explore various theorists in child development and build up to an observation of children at a local nursery and primary school.





## IT

Students during 11-16 January 2023 wrote their Units 1-3 mandatory external exams. Afterwards, students in Year 12 carried on practising exam techniques and strategies to start preparing them for any applicable re-sit exams while starting off or carrying on with their Mandatory coursework units.



Unit 4, Computer Networks, will be the unit students start off with for the Intro diploma students, and carry on working on for the Diploma students.

Extra support sessions are available and run on Mondays in BE3 over at Walnut Tree to help enhance your learning across these topics.

Using the video tutorial link below can also help add to the knowledge learnt in lessons:

<https://student.craigndave.org/videos/slr1-3-computer-networks-connections-and-protocols>

<https://student.craigndave.org/videos/slr-11-networks>

## LAW

### A-Level Law

Year 12 have now completed the majority of their studies on the English Legal System studies and will now begin learning about Criminal Law and Tort Law. This term, students will develop their ability to construct clear, legal arguments which are backed up by legal authority and using appropriate legal terminology. Students have learnt about lots of new and interesting cases which will help them with their legal studies.

### Applied Law

In October, Applied Law students had an exciting day learning about the role of the police and what powers they have. Students also worked in teams to create a casefile.

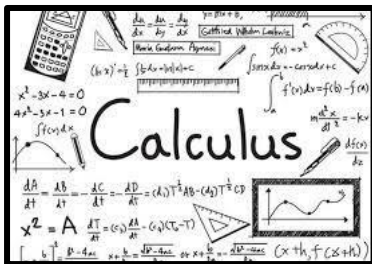
Students have now completed their first piece of coursework. Students developed on their legal skills by advising (hypothetical clients), drafting letters, and applying their knowledge to legal scenarios. We are very proud of the mature and ambitious approach they had to their coursework.

This term students will begin Unit 1 which they will have an external assessment on in the summer term. They will explore how civil disputes are resolved, both in the course and by alternative means. Students will get to take part in an exciting negotiation task. They will also examine the law and its application to the law of negligence.



In March 2024, law students will also have the opportunity to attend Parliament on a school trip. Students will experience the law-making process through the journey of a bill, and they will be encouraged to share diverse points of view in an active debate. The day will give students the opportunity develops to their understanding of the democratic process of law making and enhance their debating skills so that they feel empowered to influence and shape decisions that affect their live.

## MATHS

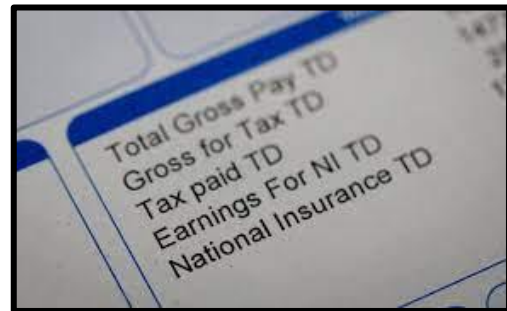


In Spring term 2, while students continue working on calculus; solving more complex problems involving differentiation and integration; from an applied mathematical point of view, in mechanics students are introduced to forces and Newton's laws of motion, while in statistics it is time to review and extend students' knowledge of probability; studying random variables and their distributions. In particular students' learning is focused on the

binomial distribution, which is an important distribution, and its study allows students to solve numerous practical problems.

## MATHEMATICAL STUDIES

Mathematical Studies is divided in two parts: financial studies and statistical studies. In Spring Term 1 students explored critical analysis of articles and data, surface area, similarity, repayments, credit, graphs, income tax and national insurance. At the same time, students extended their knowledge of statistics; analysing data with two variables. This will include lines of scatter graphs, regression lines and Product Moment Correlation.

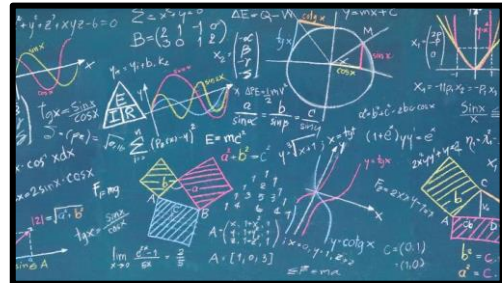


In Spring Term 2 students will be exploring the preliminary material and revising topics in preparation for the exam in May.

Week beginning 23 January students will complete their mock exam for Level 3 Mathematical Studies.

## FURTHER MATHS

During the Spring Term, Further Maths students will continue to study a combination of Pure Maths, Statistics and Mechanics. Some of the content will link to A-Level Maths but not as much as it did in the Autumn term. In Pure Maths students will be introduced to matrices and its links to other subjects such as computer science, vectors in 3 – dimensions, looking at its applications in real life situations. They will extend their learning on complex numbers, study the methods of differences and be introduced to series (Maclaurin’s and Taylor’s).



The Mechanics section of the course will focus on Work Done, Energy and Power. The students will learn how energy is conserved and transfers between Kinetic Energy, Potential Energy and Elastic Potential Energy. They will also use Hooke’s Law when dealing with problems that involve extensible strings and springs.

The Statistics part of the course will continue exploring discrete random variables, extending further into Chi square distribution, making decisions based on hypothesis testing.

## MUSIC

A Level student have been further developing their listening and musical analytic skills by continuing to explore a range of works and styles, from Stevie Wonder to The Baroque concerto to Les Misérables. Students have also been further developing their instrumental and composition skills by performing some of the works they have been studying and composing in these styles.



## PE

A new year and some new units for our Year 12 students to study. Working safely in sport, exercise and leisure is an exam unit which students will sit in the summer term. In LO1 students will learn about different types of emergencies, where they can happen and the roles and responsibilities when dealing with these. Students have also started a coaching unit where they will develop their leadership skills and ability to coach a chosen sport. They will work with students in the main school during this unit and look to develop their skills over a six-session period.

After half term diploma students will begin Unit 17 - Sports Injuries and rehabilitation focusing on understanding what causes injuries, how to recognise and treat injuries and to create long term rehabilitation plans for serious injuries.



Extended Diploma students will be learning about working in active leisure facilities as part of Unit 14. They will learn about the roles, understanding daily operations and the health and safety considerations in the leisure industry.

## PERFORMING ARTS

Extended Diploma Y12 Performing Arts students start this term with an external exam covering the work of Frantic Assembly and Lin Manuel Miranda.

Alongside this they are rehearsing and shaping 'Godspell' for which they will complete their Unit 6 assessment. Students will also complete their unit 23 on singing techniques for performers where they learn and apply singing techniques to songs of different genres and before performing them to an audience.



Next half term these student start on three new units of work, two of which are performance commissions from the exam board; one a solo commission and the other for a group performance. The remaining unit of work will teach these students how to use their voice more effectively to be more expressive whilst being louder on stage.

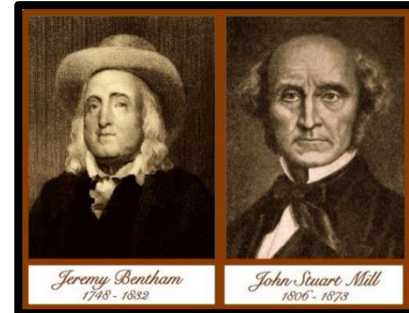
Diploma students follow the same programme as above except for the vocal units and the extended certificate course also follows the same programme as above except for the solo performance and the vocal skills units.





## RELIGION, PHILOSOPHY AND ETHICS

Having developed their understanding of the world Jesus would have lived in, students are now examining key beliefs about the person of Jesus. Students are analysing the prologue of John's Gospel before moving on to look at Jesus' miracles. By doing so, students will gain insight into a number of explanations for these signs. Did Jesus walk on water? How did Jesus turn water into wine? Why is it significant that Jesus rose Lazarus from the dead? Alongside this, students have begun their study of Religion and Ethics, which, this term, sees them beginning to understand three approaches to moral decision making. Students have been grappling with the thinking of scholars such as Jeremy Bentham and JS Mill. They have been discussing some thorny ethical scenarios and formulating their opinions on each approach to ethics.

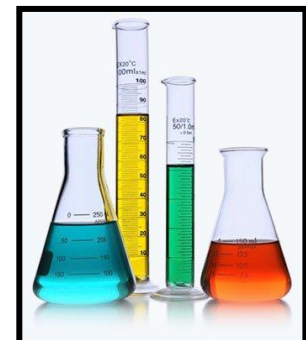


## APPLIED SCIENCE

This term students will be studying mandatory Unit 3 (Scientific Investigation Skills). The unit covers the stages involved and the skills needed in planning a scientific investigation. This is an examined unit; the exam will be in May 2024.

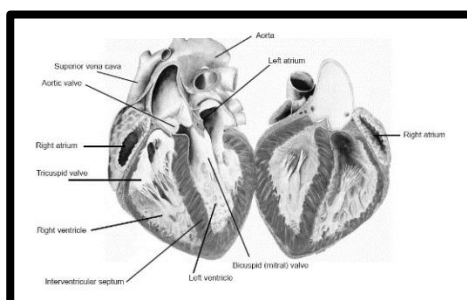
Diploma and extended diploma students will also be continuing to study internally assessed Units 2 (Practical Scientific Procedures), and unit 8 (Physiology of human body systems).

Extended Diploma students will continue to study units 15 (electrical circuits and their applications) and 20 (Biomedical Science).



## SCIENCE – BIOLOGY

In Biology we have now completed the Foundation module. The concepts and practical skills students have gained during the first term underpin many of the topics covered later in the course. For example, our year 13 students have been looking at DNA and genomes, this was introduced in year 12 and it is therefore essential that students continue to review prior learning.



The topic in this half term is Exchange and Transport, this explores the structure and function of transport systems in living things and includes opportunities for students to carry out dissections and improve their biological drawing skills. Many students find this second module interesting and inspiring as we are now exploring topics related to the human body which is of particular interest to our aspiring medical students.

## SCIENCE - CHEMISTRY

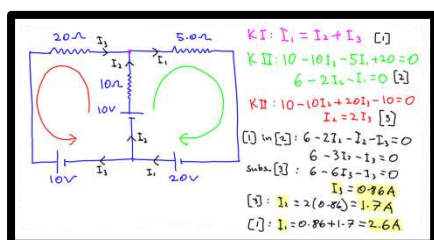
At the beginning of the term students will consolidate their learning from Unit 2 Foundations of Chemistry where they will sit a CAP and receive feedback to gain further consolidation of this unit. Students will start to learn the knowledge from Unit 3 which covers the Periodic table and energy.

Students will start to look at patterns of properties of elements within the periodic table which have helped shape its design. Students will then go on to use this knowledge of properties to look at reactivity trends particularly within group 2 and group 7 elements. At the same time students will be starting to look at enthalpy and expanding on the knowledge of exothermic and endothermic reactions studied at GCSE. Students will carry out practical work allowing them to calculate enthalpy changes for combustion reactions. They will then move onto study reaction rates and equilibrium again expanding on knowledge of these topics studied at GCSE to include equilibrium constants, the Boltzmann distribution curve for temperature and Hess's law. Students' learning will be consolidated at the end of topic tests which will be reviewed, and feedback given.

Students will also be involved in celebrating Periodic Table Day 7 February fitting in nicely with them studying trends and properties within the periodic table as part of their course. Students will also be involved in celebrating Science week within the Curriculum Area which will take place from the 11-15 March 2024.

## SCIENCE – PHYSICS

At the start of the term students began the dynamics section of motion and then moved onto energy and materials knowledge, studying how forces cause energy changes which ultimately lead to



deformation of materials. They also continued studying electricity and continue to develop their understanding of Kirchhoff's laws to allow them to understand complex electrical circuits and make predications on current and PD options. By the end of the term students will be studying wave theory and making use of Maxwell's knowledge of waves to explain physics phenomena.

## SOCIOLOGY

In the second education component, Year 12 students explored educational policies. They looked at educational policies ranging from 1870 to the present day. They also looked at various ideas these policies introduced including: the Year 11 plus, exam marketisation and Pupil Premium Funding. They will use their prior knowledge on sociological theories to analysis these policies to argue whether they have improved the British education system or not. A scaffolding approach will be used to teach students the structure needed for 30-mark questions; they will then be answering one of these 30-mark questions.



This term, students will also continue to learn the culture and identity topic. They will move on to focus on the experience of social groups. They will examine how and why social groups have different experience in British society. Firstly, they will examine more in-depth what is meant by class. They will look at the key work of Pierre Bourdieu's 'Distinctions'. This will introduce them to the concept of 'habitus.' Students will also explore different forms of gender identity and critically assess whether they think gender is still important in society today. Students will also explore ethnicity and identity including colonisation and the idea that 'race' is a social construction. At the end of the sequence of lessons, students will also examine sexuality and age. This is a component that develops students' communication, critically thinking and analytical skills.

## SPANISH

Students are going to be learning about cyberspace. We will discuss the positive and negative influence of the Internet and we will talk about the changes our lives and the way we interact with the world around us. We will also look and consider the type of influence social networks have on society.



Students will also study the film "El Laberinto del Fauno", which will provide them with opportunities to explore not only Spain after the Civil War, but also magic realism at its finest.