

Year 12 Half Term 6 Curriculum

Subject	Half Term 6 – Topic/Summary of Powerful Knowledge
English Literature	<p><u>Crime Fiction in Analysis:</u></p> <ul style="list-style-type: none"> • Extend understanding of how to respond to critical perspectives – including the development of a three-point plan, linking your thesis statement to topic sentences. • Extend understanding of how to structure a cohesive argument - including nominalisation to shape academic voice, using discourse markers to shape the direction of an essay, using counter argument effectively, integrating critical and contextual material. • Recall on how to embed quotes, academic vernacular and subject specific vocabulary • Begin to understand the different ways to read literature and how to analyse a text using the following lenses: Marxist and narrative, and the Literary Canon. <p><i>Set texts:</i> <i>Atonement</i> (McEwan) Crime Poetry (Crabbe, Browning, Wilde) <i>Oliver Twist</i> (Dickens) *Plus -Summer Reading List</p>
Maths	<p><u>End of Y12 content revision</u></p> <p><u>Algebraic Methods</u></p> <ul style="list-style-type: none"> • Proof By Contradiction • $\div \times$– Algebraic Fractions • Express a fraction using partial fractions. • Divide algebraic expressions and convert an improper fraction into partial fraction form. <p><u>Sequences and series</u></p> <ul style="list-style-type: none"> • Arithmetic series • Geometric series • Sigma notation • Recurrence relations • Increasing, decreasing, or periodic sequences
Science	<p><u>Biology</u></p> <p><u>Species and Taxonomy</u></p> <ul style="list-style-type: none"> • Two organisms belong to the same species if they are able to produce fertile offspring. Courtship behaviour as a necessary precursor to successful mating. The role of courtship in species recognition. • A phylogenetic classification system attempts to arrange species into groups based on their evolutionary origins and relationships. It uses a hierarchy in which smaller groups are placed within larger groups, with no overlap between groups. Each group is called a taxon (plural taxa). • One hierarchy comprises the taxa: domain, kingdom, phylum, class, order, family, genus and species. • Each species is universally identified by a binomial consisting of the name of its genus and species, eg, <i>Homo sapiens</i>. • Recall of different taxonomic systems, such as the three domain or five kingdom systems, will not be required.

	<p><u>Biodiversity within a community</u></p> <ul style="list-style-type: none"> • Biodiversity can relate to a range of habitats, from a small local habitat to the Earth. • Species richness is a measure of the number of different species in a community. • An index of diversity describes the relationship between the number of species in a community and the number of individuals in each species. • Calculation of an index of diversity () from the formula • where = total number of organisms of all species • and = total number of organisms of each species. • Farming techniques reduce biodiversity. The balance between conservation and farming. <p><u>Investigating Genetic Diversity</u></p> <p>Genetic diversity within, or between species, can be made by comparing:</p> <ul style="list-style-type: none"> • the frequency of measurable or observable characteristics • the base sequence of DNA • the base sequence of mRNA • the amino acid sequence of the proteins encoded by DNA and mRNA. <p>Physics</p> <p>Thermal physics</p> <ul style="list-style-type: none"> • Thermal energy transfer • Ideal gases • Molecular kinetic theory model
History	<p><u>Coursework</u></p> <ul style="list-style-type: none"> • Foundational work • Research • Topic • Reading lists
Geography	<p><u>NEA</u></p> <ul style="list-style-type: none"> • Foundation work • Investigation • Research • Planning
Art	<p><u>A-Level - Personal Investigation</u></p> <ul style="list-style-type: none"> • Development Ideas including digital experimentation. Review and refine ideas. Continue developing research of artists. • Written notes and critical analysis. Begin 3000 word essay. <p><u>BTEC - Unit 12 - Fine Art Materials, Techniques and Processes</u></p> <ul style="list-style-type: none"> • Apply fine art materials, techniques and processes to produce work for a brief. • Review and reflect on own use of fine art materials, techniques and processes.
Business	<p>Unit 1: Exploring Enterprise</p> <ul style="list-style-type: none"> • Research the use of innovation and enterprise by a large organisation.

	<ul style="list-style-type: none"> • Using this research, prepare a presentation that explores how innovation and enterprise has contributed to the success of this business. • The presentation should be accompanied by an individual analysis of how successful the use of innovation and enterprise has been for the chosen business, and a justification of its use in relation to the changing market and environment for the business.
Computing	<p>Online systems – students will be able to independently describe, with supporting evidence and examples:</p> <ul style="list-style-type: none"> • The impact and implications for organisations of IT systems in terms of: <ul style="list-style-type: none"> • User experience – ease of use, performance, availability, accessibility • Employee and customer needs • Cost, productivity, working practices and user support • Implementation – timescales, testing, downtime • Replacement or integration with current systems • Staff training needs (initial and ongoing) • Security • Learners should be able to independently describe, with supporting evidence and examples: <ul style="list-style-type: none"> • the features and implications of using online services to support: <ul style="list-style-type: none"> • retail, financial services, productivity, booking systems • education and training • news and information • entertainment and leisure. • Students will be able to analyse and describe the impact and implications for individuals and organisations of transactional data, targeted marketing and collaborative working.
Film Studies	<p><u>Short Film Study and Production</u></p> <ul style="list-style-type: none"> • Distinct narrative structure and techniques of the short film • Planning narrative (step outline) • Planning visual sequences (storyboarding) • Logistics and contingencies • Cinematography workshops <p><i>Set texts:</i> <i>15 short films (pupils study a minimum of 3 totalling a minimum of 80 minutes)</i></p>
Games Design	<p>Learners will understand game genres and the principles of game design. Learners will design and make a digital game. Learners will understand game genres and design considerations.</p> <p>They will use problem solving solutions to define their ideas.</p> <ul style="list-style-type: none"> • Using the internet to gather and source information. • Using the internet to watch tutorials relating to their chosen game engine software (Game Maker)

	<ul style="list-style-type: none"> Using the internet to watch RPG games in action. Microsoft Word to develop written ideas and evidence knowledge of legislation understanding. Microsoft Word to complete game comparisons Microsoft Word to generate a report on the different genre types. 	
Health	<p>Extended Certificate (Single HSC) <u>Meeting individual needs – Unit 5</u></p> <ul style="list-style-type: none"> Challenges (Martin) Overcoming challenges (Martin) <p><u>Physiological disorders – Unit 14</u></p> <ul style="list-style-type: none"> Causes, signs and symptoms of diabetes and Alzheimer’s 	<p>Diploma (Double HSC) <u>Meeting individual needs – Unit 5</u></p> <ul style="list-style-type: none"> Challenges (Martin) Overcoming challenges (Martin) <p><u>Work experience – Unit 6</u></p> <ul style="list-style-type: none"> Preparing for employment Health and social care values <p><u>Principles of safe practice – unit 7</u></p> <ul style="list-style-type: none"> Health and safety legislation (to include HASAWA and COSHH) <p><u>Physiological disorders – Unit 14</u></p> <ul style="list-style-type: none"> Bespoke curriculum for LAA-LAC
Music	<p><u>Unit 1: Practical Music Theory and Harmony-Assignment 2</u> <u>Learning aim C</u></p> <ul style="list-style-type: none"> Application of chordal harmony-triads, primary chords, secondary chords, seventh chords, augmented chords, diminished chords, extended chords and chromatic chords. Application of chord progressions-three-chord progressions, 12-bar blues, circle of fifths progressions, turnaround progressions, minor progressions, secondary progressions, cadences; perfect (V–I, V7–I), plagal (IV–I), imperfect (I–V) and interrupted (V–VI). <p><u>Learning aim D</u></p> <ul style="list-style-type: none"> Appropriate forms of notation for the context and appropriate notation for the performer-staff notation, graphic notation, tablature, lead sheet, chord chart. Appropriate notation for the style of music- classical, jazz, pop, metal. Appropriate notation for the instrument/voice. Transposition-transposing for voice and instruments, transposing with and without key signatures using accidentals, transposing chord progressions. Production of notation-fitness for purpose, accuracy of notation, legibility of notation and feedback from musicians and performers. 	
PE	<p><u>Coursework Unit</u> <u>Unit 17 - Sports Injuries and rehabilitation.</u></p> <ul style="list-style-type: none"> LO1: Know common sports injuries and their effects LO2: Be able to minimise the risk of sports injuries LO3: Be able to respond to acute sports injuries when they occur 	
RE/PSHE	<p><u>Rights and Responsibilities:</u></p> <ul style="list-style-type: none"> What is democracy? Universal suffrage Human rights and why they are important. Rights and responsibilities of students in casual and part-time jobs. 	

	<ul style="list-style-type: none"> • Legal restrictions of driving • Travelling safely and responsibly
Photography	<p><u>Personal Project</u></p> <p>This part of the course the students select a topic for their personal project and produce a body of work that explores their chosen topic.</p>
Psychology	<p><u>Unit 2 – LA. D</u></p> <ul style="list-style-type: none"> • Review research process and findings • Data analysis • Implications of research into psychological inquiry • Self-reflection
Criminology	<p><u>Unit 2 – Exam</u></p> <ul style="list-style-type: none"> • Revision for exam <p><u>Unit 3 – Controlled Assessment</u></p> <p>Personnel involved in criminal investigations</p> <ul style="list-style-type: none"> • Crime scene investigators • Forensic specialists • Forensic scientists • Police officers/detectives • Crown Prosecution Service (CPS) • Pathologist • Other investigative agencies, e.g., Serious and Organised Crime Agency, HM Revenue & Customs
Sociology	<p><u>Methods in Context</u></p> <ul style="list-style-type: none"> • Application of sociological research methods to issues in education. • Revision for mock exams <p><u>Theories and Methods</u></p> <ul style="list-style-type: none"> • The difference between consensus and conflict theories of society, including consensus theories such as functionalism and the New Right, and conflict • Theories i.e., Marxism (including variants such as scientific and humanistic Marxism) and feminism (including variants such as liberal, radical, Marxist etc. feminism)