



## Year 12 Spring Term Curriculum Plan 11<sup>th</sup> January

This document is designed to provide parents with an overview of the content of the curriculum that each department will be addressing over the next two weeks. Each department has provided information on the topics / content addressed, resources being used and information on tasks that will be assessed. If you have any queries, please direct these into the Leader of Learning on the email address below as a primary point of contact.

### Communication Tools

Teachers will be sending activities home primarily through Google Classroom. All pupils have full access to the G Suite for Education tools through the **@pencoedtrehigh.co.uk** domain. This suite includes Google Classroom, Gmail, Google Drive, Google Docs, Google Slides, Google Sheets and much more. All pupils will have their own account and their username is constructed –

**Firstinitialsurnameyearofarrival@pencoedtrehigh.co.uk**

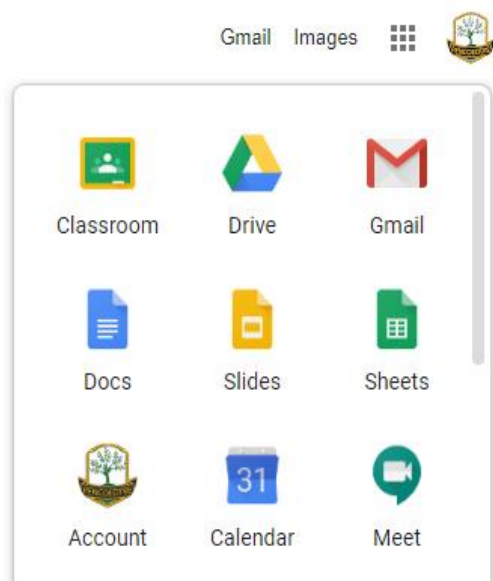
For example, Gareth Bale who is in the present Year 7 would have the username -

**gbale20@pencoedtrehigh.co.uk**


Upon first login, the pupils then create their own unique password. If they forget their password, then please email [googlepasswordreset.phs@valelearning.com](mailto:googlepasswordreset.phs@valelearning.com) stating their name and form and one of our staff will reset their password.

### What is Google Classroom?

Google Classroom is an online collaborative working environments for teachers and learners. Almost all lessons have a Google Classroom and staff post assignments, information and learning activities there for pupils to view and complete.



To access Google Classrooms students should:

- Log in to their school G-suite for Education account. 
- They will see the 9 dot icon the right hand corner of the screen

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- By clicking this, students can access the full range of Google Suite for Education services including Google Classroom.
- All of the 'classrooms' a pupil has joined will then appear on screen. If all of their classes are not present there, then they can search for their Google class code on the school website ([click here](#)) looking for their teacher first followed by the class they're in.
- Google Classroom apps can also be downloaded for mobile devices and tablets and if push notifications are enabled, they will inform you of any new material or assignments as they are set.

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## Timetable for subjects

We would strongly recommend that even though work will all be launched on the first Monday of the two weeks, pupils should attempt to undertake their work broadly in line with their school timetable. Following their school timetable will enable the pupils to complete the set activities and give them a wide subject experience.

However, we do recognise that is not always practical given the access to resources within the home and other additional factors. We have shared a blank timetable below that can be used to plan and support your sons / daughters should you require.

	Monday 1	Tuesday 1	Wednesday 1	Thursday 1	Friday 1
<b>Subject 1</b>					
<b>Subject 2</b>					
<b>Subject 3</b>					
<b>Wellbeing</b>	Wellbeing	Wellbeing	Wellbeing	Wellbeing	Wellbeing

	Monday 2	Tuesday 2	Wednesday 2	Thursday 2	Friday 2
<b>Subject 1</b>					
<b>Subject 2</b>					
<b>Subject 3</b>					
<b>Wellbeing</b>	Wellbeing	Wellbeing	Wellbeing	Wellbeing	Wellbeing

We are also promoting within the timetable a daily opportunity to complete a ‘wellbeing’ activity. It is vitally important that pupils take time during their day to look after their own their health and wellbeing. 30 mins to an hour undertaking some exercise / chatting with some friends or doing some mindfulness activities are really important for all of our pupils.

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<b>Head of Year / Leader of Learning</b>	Miss S Paulakis	spaulakis@pencoedtrehigh.co.uk
<b>Senior leadership link</b>	Mr S Jones	sjones@pencoedtrehigh.co.uk
<b>Date work set / Completion</b>	11 <sup>th</sup> January	22nd January 21

## Year 12 – English Literature

<b>Topic overview</b>	Unit 1: Mr Howells - Jane Eyre/ A Streetcar Named Desire Unit 2: Ms Clark - Hughes and Plath poetry study.
<b>Assessed tasks</b>	Unit 1: A Streetcar Named Desire – read the full text in its entirety as posted on Google classroom and create character mind maps/character mood boards/impressions paragraph (their choice) for Stanley and Stella collating key quotes, impressions and critical readings for each. Unit 2: Development of comparison essay by exploring 2 additional (one Plath, one Hughes) poems to compare to meet examination requirements of 2 from each set text.
<b>Resources</b>	Unit 1: A Streetcar Named Desire (text – uploaded to Google Classroom, Google Docs/Slides or similar (they may also do this by hand and upload via GC), Computer (if digitised) or internet-enabled device (for upload purposes) Unit 2: All resources needed on Google Classroom – both poet’s collections are posted, if pupils have not got their hard copies of each poem.
<b>Feedback opportunities</b>	Unit 1: Collation of resources to make full class revision document for each character; individual feedback to be provided on GC. Unit 2: Invitation to a live Google Meet at 13:45 on Wednesday 13 <sup>th</sup> to allow pupils face to face (optional webcam use) discussion. Access through GC.

## Year 12 - Maths

<b>Topic overview</b>	Unit 1: Cumulative Binomial Probability Unit 2: Optimisation through Differentiation Further: Continuous Random Variables
<b>Assessed tasks</b>	Exam Questions
<b>Resources</b>	Loom Video, Live Teaching, Mr Carter Maths A Level.
<b>Feedback opportunities</b>	Continually through live teaching and Google Classroom

## Year 12 – Biology

<b>Topic overview</b>	LME: 1.3 Cell membranes and transport RHD: 1.6 self-assessment of test. 2.2 Adaptations for gas exchange.
<b>Assessed tasks</b>	LME: Past paper questions on topic. Google quiz posted on Google Classroom. Unit 1 full past paper. RHD: Test has been marked by the teacher and pupils are to add annotations and corrections using the provided mark scheme on Google Classroom. For the new topic (2.2) PowerPoints, notes and past papers will be available on Google classroom.
<b>Resources</b>	Both: Pupils have notes provided. Video tutorial lessons to cover entire unit – link on Google classroom. Pupils have past paper question booklets to work through as well. Google quiz posted to Google Classroom. Unit 1 full past paper

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	posted to Google Classroom, with Loom self-assessment video to follow. Both: Textbook uploaded along with all past PowerPoints
<b>Feedback opportunities</b>	Both: Google quiz will give feedback as to which areas pupils are not secure in. Past paper will expose areas of weaker knowledge throughout the topic and Loom self-assessment video will support refining of knowledge.

Year 12 – Chemistry	
<b>Topic overview</b>	DCY: 1.7 Simple equilibria & acid-base reactions RBN: 2.1 Thermochemistry
<b>Assessed tasks</b>	Unit 1: PPQA Deadline: Wed 20 <sup>th</sup> 1.2 Basic ideas about atoms: Textbook questions Deadline Wed 20 <sup>th</sup>
<b>Resources</b>	DCY: 1.7 Simple equilibria & acid-base reactions - Loom lessons on google classroom 1.7 Simple equilibria & acid-base reactions pupil booklet RBN: 2.1 Thermochemistry - Loom lessons on Google classroom 2.1 Thermochemistry pupil booklet Unit 1: PPQA Unit 1: PPQA Mark scheme on Google classroom. 1.2 Basic ideas about atoms: Textbook questions & mark scheme sheets.
<b>Feedback opportunities</b>	Past paper will expose areas of weaker knowledge throughout Unit 1. 1.2 Basic ideas about atoms: Textbook questions will expose areas of weaker knowledge throughout the 1.2 Topic.

Year 12 - Art	
<b>Topic overview</b>	Unit 1 Portfolio. Portraiture/Me, Myself and I
<b>Assessed tasks</b>	Complete development work and drawings based on facial features and portraiture. Some drawings must show clear links to artist research. Annotate all work. Full portraits need to be explored and developed working from first and second hand observation using different materials and techniques. Again, reflectively annotate all work using support sheets. Complete any additional tasks based on guidance and feedback given by Mrs Paulakis.
<b>Resources</b>	Pupils require their sketchbooks and a variety of art materials. A device to look at examples of artwork on the internet will also be useful to gain inspiration from. <a href="http://www.studentartguide.com">www.studentartguide.com</a> is also a very good website to look at.
<b>Feedback opportunities</b>	Keep an eye on Google Classroom and Twitter for Google Meets sessions with Mrs Paulakis where she will provide individual guidance and support for the development of pages.

Year 12 – Business Studies	
<b>Topic overview</b>	Unit 1 Exploring business
<b>Assessed tasks</b>	Choose 2 of the following: <ul style="list-style-type: none"> <li>• PESTLE analysis</li> <li>• SWOT analysis</li> </ul>

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	<ul style="list-style-type: none"> <li>Porters' 5 forces</li> <li>5 C's analysis</li> </ul> <p>Use these tools to create a detailed analysis of a non-profit "business" such as, Save the Children, Christian Aid, or Macmillan Nurses outlining the position of the organisation in this current global pandemic.</p>
<b>Resources</b>	All resources, guidance, notes and support material are on the Google Classroom page. This will be updated as needed throughout the week.
<b>Feedback opportunities</b>	Feedback will be given at the end of unit review point in line with BTEC guidelines. Miss Kirker is available throughout the week for support and advice via email and Google classroom pages.

## Year 12 – Dance

<b>Topic overview</b>	Unit 2 – Understanding the role and skills of a performer
<b>Assessed tasks</b>	<p>Pupils should aim to create a technique exercise that enables the development physical and interpretative dance skills. Task information available on Google Classroom.</p> <p>Pupils should aim to create a PowerPoint presentation that evaluates the physical/interpretative skills demonstrated in the performance of their Musical Theatre and Jazz Dance.</p>
<b>Resources</b>	<p>Use of internet to access YouTube for movement/music stimuli.</p> <p>Video of dance performances.</p> <p>Learning Aim 'D' help sheet in pupil file.</p>
<b>Feedback opportunities</b>	Feedback provided via email by class teacher.

## Year 12 – Food & Nutrition

<b>Topic overview</b>	Unit 1 Coursework
<b>Assessed tasks</b>	Spa Introduction
<b>Resources</b>	Class notes, help sheet and internet research
<b>Feedback opportunities</b>	Please turn in your work for feedback

## Year 12 - Geography

<b>Topic overview</b>	Changing places unit 2 human geography
<b>Assessed tasks</b>	<p>All google classroom tasks so far. Pupils must complete all tasks on Google Classroom that are still outstanding.</p> <p>Fieldwork Q's section B of the unit 2 human Geography exam.</p>
<b>Resources</b>	Google Classroom/ fieldwork Q's/ Loom videos
<b>Feedback opportunities</b>	On all Google Classroom tasks submitted so far

## Year 12 - History

<b>Topic overview</b>	Nazi rise to power, 1924-1929
<b>Assessed tasks</b>	Pupils to focus on the Munich Putsch, trial and imprisonment and party



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	reorganisation and assess the impact of each on the popularity of the Nazi Party.
<b>Resources</b>	Weimar booklet; PowerPoint; online lesson (Monday 11.30).
<b>Feedback opportunities</b>	Research tasks and questions. Class feedback provided.

## Year 12 – Health and Social

<b>Topic overview</b>	To demonstrate knowledge of current named legislation, initiatives and regulation
<b>Assessed tasks</b>	Tasks shared via google classroom
<b>Resources</b>	Information sheets and coursework specification shared
<b>Feedback opportunities</b>	Work marked and feedback given via google classroom or email

## Year 12 - IT

<b>Topic overview</b>	Social Media & Marketing
<b>Assessed tasks</b>	Creation of social media marketing assets
<b>Resources</b>	Vectr.com - for creation of image assets Presentation of example material on Classroom List of requirements on Classroom Project brief on Classroom Mark scheme on Classroom Social media image sizes resource
<b>Feedback opportunities</b>	Once work is submitted, teacher will give individual feedback as required. Formal feedback will be given once unit is completed as first draft and at review point.

## Year 12 - Music

<b>Topic overview</b>	Topic 1: Listen Paper Practice for Rodgers Topic 2: Introduction to Schonberg
<b>Assessed tasks</b>	Topic 1: Practice Examination Question Topic 2: Creation of a document summarising Schonberg's life, education, context surrounding the study musicals
<b>Resources</b>	Loom Video, Live Meeting, Google Slides/Docs
<b>Feedback opportunities</b>	Once work is submitted individual feedback/marks given.

## Year 12 – Performing Arts

<b>Topic overview</b>	Single – Unit 1 and Unit 24/unit 3 Double – Unit 50
<b>Assessed tasks</b>	Single class: Keep rehearsing your individual challenge in readiness for when we can film them for submission. Research the stimulus 'Enfield Hauntings' watch the episodes and documentaries in readiness to script your own adaptation. Double Class- Second draft of the evaluation using the teacher's feedback.
<b>Resources</b>	All video clips for the stimulus are on google classroom. Teachers feedback for the double class has been submitted on the evaluations in



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	order for the pupils to correct and redo their second draft.
<b>Feedback opportunities</b>	Constant communication with Miss Williams via email or google classroom stream.

<b>Year 12 - Photography</b>	
<b>Topic overview</b>	Unit 1 Pattern & Texture or own selected theme.
<b>Assessed tasks</b>	Following from shoot 1, introduce and annotate all contact sheets. Use supporting slides. Ensure that all selected photographs have been annotated using artistic language. Make sure writing is reflective and discuss links to research and any technical elements explored. Use the annotation support sheet. Select plenty
<b>Resources</b>	Pupils require their sketchbooks and a variety of art materials. A device to look at examples of artwork on the internet will also be useful to gain inspiration from. <a href="http://www.studentartguide.com">www.studentartguide.com</a> is also a very good website to look at. Tuesday 12 the January 2pm.
<b>Feedback opportunities</b>	

<b>Year 12– Product Design</b>	
<b>Topic overview</b>	Risk Assessment
<b>Assessed tasks</b>	Read through the Risk Assessment information in the booklets provided in google classroom, write notes on the topic and then make your own five point Risk assessment for either making an individual project or using an item of machinery to make a particular component for that product
<b>Resources</b>	DT revision guides (booklet 6) Internet access, Google classroom
<b>Feedback opportunities</b>	Individual feedback given from the guidance in the booklets

<b>Year 12 – Philosophy and Religion</b>	
<b>Topic overview</b>	Buddhism: The Eightfold Path and The Dasa Sila (to finish theme 3 out of 4 on the spec) Ethics: Virtue Ethics and Christianity
<b>Assessed tasks</b>	Worksheets for both tasks each week
<b>Resources</b>	Power points, detailed notes and question sheets
<b>Feedback opportunities</b>	Written feedback via Google classroom

<b>Year 12 - Psychology</b>	
<b>Topic overview</b>	The debates – unit 2 Debate 4 – Eyewitness Testimony essay [20]
<b>Assessed tasks</b>	All google classroom tasks so far need uploading/ completion. Pupils must complete all tasks on Google Classroom that are still outstanding. Complete EWT essay we began in class prior to Christmas break.

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<b>Resources</b>	Google Classroom/ Essay/ pupil booklet/
<b>Feedback opportunities</b>	On all Google Classroom tasks submitted so far. Feedback on [20] essay Eyewitness testimony.

Year 12 - Spanish	
<b>Topic overview</b>	Los Jovenes de Hoy
<b>Assessed tasks</b>	Oral exam practise
<b>Resources</b>	Booklet, exam past paper, audio file
<b>Feedback opportunities</b>	Written feedback via email

Year 12 – Sport	
<b>Topic overview</b>	New unit – Fitness Testing and Training
<b>Assessed tasks</b>	Task 1
<b>Resources</b>	Read the task sheet, along with the information and complete task one on methods of training and components of fitness. You can use the internet, please do not copy and paste large items.
<b>Feedback opportunities</b>	Feedback will be given when it is turned in by the hand in date.

Year 12 – Welsh Baccalaureate	
<b>Topic overview</b>	Enterprise and Employability (this is a new topic)
<b>Assessed tasks</b>	Task 1 – Pen Portrait Deadline 13 <sup>th</sup> January
<b>Resources</b>	Tasks, guidance and examples are on a new google classroom code <b>w5tx4wj</b>
<b>Feedback opportunities</b>	Feedback will be given when task is turned in.