

# Summer Term Overview Year 12

Subject and Teacher	Subject Overview	Areas for independent study
English Mrs Fisher	Students will be revising to consolidate and extend their learning before their GCSE exams. They will complete revision tasks to practise the skills and techniques they need for their exam, both for the reading and writing sections. They will continue to explore past papers and mark schemes in lessons.	<p>Students have been given revision packs as well as links to revision videos and online resources such as BBC Bitesize and revision podcasts. Please ensure all revision materials are for the Eduqas exam board.</p> <p>Useful websites for past papers are: <a href="#">Eduqas GCSE English Language Past Papers - Revision World</a> or <a href="#">GCSE English Language   Eduqas</a></p> <p>There are useful youtube videos from TeachGCSEEnglish.</p> <p>Students are always welcome to attempt exam papers at home. These will be marked and feedback given from their teacher.</p>

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<p>Maths Mrs Diapouli</p>	<p>In the final term of the Year, the students will be doing supported revision work during lessons. This will involve working on GCSE papers, consolidating learning linked to tricky questions and practising exam techniques.</p> <p>They will continue to practise and develop their problem-solving skills, particularly with the more challenging multi-step and wordy problems. This will be based mainly around reviewing and consolidating their knowledge, understanding and use of Grade 3 and 4 topics across the entire syllabus, identified using detailed analysis of their Mock exam papers, more recent practice papers and end of topics assessments.</p>	<p>Students have been given advice on how to revise using techniques with rest breaks on GCSE Maths questions repeated patterns, so practising real exam questions trains them to recognise quickly the question. After each paper, students need to spend as much time reviewing mistakes as they did to complete it.</p> <p>Problems need to be worked out step by step without looking at the answers. If they explain their method out loud as if teaching someone is also constructive. Remember to redo questions they got wrong a few days later.</p> <p>Past papers have been provided.                      Videos of how to complete the questions, as well as answers for self-marking, can be found on <a href="http://www.mathsgenie.co.uk">www.mathsgenie.co.uk</a> &amp; <a href="#">1st Class Maths - Free online GCSE Maths Revision</a></p>
<p>PSHE Mr Smith</p>	<p>Across terms 5 and 6, Year 12 students will be learning about measures they can take with regard to preventative health. Students will mainly be focussing on ways to keep themselves safe both inside and outside of the house. This will cover safe practice in the community, in the home, road and travel safety and other aspects around what can be done to support their own wellbeing, both physically and mentally. We will also look at internet safety, scams and phishing alongside controls that can be put into place to minimise screen time and its impacts.</p>	<p>Students could look at common scams and techniques used by unscrupulous people and organisations to deceive people in the online world.</p> <p>It would also be good if students can explore travel training (with parental support) techniques and put these into practice in their local area,</p> <p>Finance and Budgeting – students could also look up <b>Barclay’s Life Skills</b> and familiarise themselves with how to budget effectively.</p>

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Food Studies Mrs Goss	In the Summer term, students will prepare a range of potato-based dishes, including burgers with wedges, Greek yoghurt pizza with sweet potato chips, and marry me chicken gnocchi – these recipes highlight how versatile and cost-effective potatoes are, while giving students the opportunity to develop key practical skills such as shaping burgers, preparing and baking homemade chips, working with dough, and simmering flavourful, creamy dishes. Towards the end of the year, the focus will shift to lighter, summer-inspired dishes, with an emphasis on using seasonal produce.	Research seasonal ingredients and identify which fruits and vegetables are available during the summer months. Find five different seasonal dishes, including both main courses and desserts, that you could make for family and friends. Then, consider how these dishes could be adapted to suit other seasons by changing the ingredients.
Fitness Mr Hunt	Students will be able to participate in a variety of striking and fielding games, net and wall games, and other sports associated with summer. They will master a range of skills and games in these sports, including cricket, rounders, tennis, and golf. It is hoped that Students will be able to visit a local facility where they are able to practice one of these sports.	Students could identify taster sessions within their local area and make contact to see if it is viable to attend.
Chemistry Mr Goodchild	In term 5, students will be completing topic 5 Energy Changes, where they will be learning about how energy is transferred to or from the surroundings depending on whether the reaction is exothermic or endothermic. We will also be learning about fuel cells and how these work. We will continue into Term 6 studying Topic 6 The Rates and Extent of Chemical Change. This will involve investigating what factors affect how quickly a chemical reaction takes place along with using collision theory to explain the reasons why. We will finish by looking at reversible reactions and the factors that affect these. To finish the year, we will start Topic 7 Organic Chemistry by learning about hydrocarbons and how fractional distillation can be used to separate crude oil into its different fractions.	Students would benefit from using their revision guide and workbook to reinforce the work completed in lessons. They could also use BBC bitesize AQA GCSE Chemistry to help revise and retrieve information in preparation for end of topic assessments. <a href="https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb">https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb</a>

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Business Studies Mr Sheppard	Students will be completing their Marketing assignment, focusing on what good customer service looks like. Students will have opportunities to participate in practical activities that demonstrate good customer service. Once this unit is complete, we will begin working on 'Exploring Enterprise'. This unit prepares the students for their enterprise project next year. The focus is on understanding the importance of a business plan and what it should include. Students will also learn about how important values are to starting a new business and the difference between being employed and self-employed.	Students would benefit from watching episodes of Dragon's Den to learn examples of what is covered in a pitch (Business Plan) and why it is important you are prepared. Students can also ask trusted adults about their employment history and ask for further information regarding the differences between being employed and self-employed.

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<p>Philosophy Miss Jackson</p>	<p><b>Islamic beliefs and practices</b>                      Students revisit key beliefs through the study of Prophets (Adam, Ibrahim, Musa, Isa, and Muhammad), exploring revelation, leadership, and obedience, alongside the role of holy books. They recap core concepts such as the Night of Power and beliefs about the afterlife (Barzakh and Akhirah).                      Students will then look at Islamic practices, covering the Five Pillars (Shahadah, Salah, fasting, Zakat, Khums, and Hajj) and themes such as Just War, pacifism, forgiveness, and jihad.                      Students also study key festivals (Eid-ul-Fitr, Eid-ul-Adha, Ashura) and their importance within the Ummah.</p> <p><b>Philosophy and Ethics</b>                      Students will explore ethical teachings within Christianity, including peace-making, responses to conflict, forgiveness, and reconciliation. They examine concepts such as Just War and pacifism from a Christian perspective and consider how these ideas apply to modern issues like violence and terrorism. The course also includes study of religion and secular law, alongside comparative links with Islam, before concluding with structured revision and exam preparation.</p>	<p>Ensure regular homework and revision tasks are completed</p> <p>Students have their course books to complete pre-reading of topics. Please continue to discuss moral and ethical issues raised in the news or daily life, such as conflict, peace, or what it means to live ethically outside of the classroom. Explaining religious beliefs or arguments they have studied can help strengthen understanding and explaining and evaluating viewpoints, will also be beneficial.</p>

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Sports Leaders Mr Hunt	Students will continue with unit 2 of Planning, leading and evaluating sessions. This will involve creating their first solo session in full and leading these to their peers before leading to small classes in school. Students will be expected to include motivational methods, a range of verbal and non-verbal communication and use active listening within their sessions. Once they are comfortable with this, they will lead their first assessed session. Students will then study unit 4 where they will look at how they are able to utilise their Sports Leadership qualification within their local community.	Students would benefit in finding local leadership opportunities where they are able to practice their leadership skills learnt in school within their local community.
Land Based Studies Miss Durrant and Mrs Weston	This term with Miss Durrant. Students will be completing their Growing Plants assignment. In this module, students will be working towards propagating a herb and edible flower garden for use by Mrs Goss and the Food Studies department. Students will learn how to grow plants using different methods, such as sowing seeds and taking cuttings. They will learn about the environmental conditions that seeds and cuttings need, to grow into healthy young plants and how to establish them through, 'pricking out' seedlings and 'potting on' young, rooted cuttings, whilst providing suitable conditions that mean they will grow into healthy, vigorous plants. With Mrs Weston. Students will be completing their animal care plan assignment, ensuring they have fully annotated all their photographs showing them performing the different tasks required to meet the five animal welfare needs. We will also be meeting the animals from 'Roaming Reptiles' and getting ready for our visit to the Three Counties Show. Alongside all of this we will also be continuing to care for the animals at AKS and hopefully welcoming some new arrivals too!	Students should read the information on the back of seed packets or plant information labels at home or during any visits to local garden centres or plant nurseries. Students could also research germination and conditions that are needed for it to be successful.  Students should also make sure they have photographs of them caring for any pets / animals they have at home.

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<p>Art &amp; Design Mrs Berry</p>	<p><b><u>GCSE Art &amp; Design.</u></b>                      This term, students are developing their first coursework unit, focusing on individual ideas and personal responses. They are working well in sketchbooks, exploring themes and making relevant links to artists.                      AO1: Researching and connecting to artists to inform ideas                      AO2: Experimenting with materials and refining work                      AO3: Recording observations and annotating clearly                      AO4: Beginning to develop personal outcomes</p> <p>Overall, students are engaged and building a strong foundation for their GCSE portfolio.</p> <p><b><u>OCR AS Art and Design</u></b>                      Students have now started their AS Art and Design portfolio, focusing on developing personal ideas through research, experimentation, and creative exploration.                      AO1: Investigating artists, themes, and contexts to inspire their work.                      AO2: Experimenting with materials, techniques, and processes to refine ideas.                      AO3: Recording observations and reflecting on progress through sketchbooks and annotations.                      AO4: Developing a personal and meaningful outcome that responds to the research and experimentation.                      This term is about laying the foundation for their AS portfolio, allowing students to explore ideas and refine their approach before working towards a final outcome next academic year.</p>	<p>Encourage your child to use these websites – they are fantastic resources for exploring ideas, learning new techniques, and discovering more about artists. They can provide valuable inspiration and help deepen their understanding of art concepts, supporting their coursework and exam preparation.</p> <p><a href="#">GCSE Art and Design - AQA - BBC Bitesize</a></p> <p><a href="#">Tate Kids</a></p> <p><a href="#">Free Online Art Learning Resources for Students and Teachers   National Gallery of Art</a></p> <p><a href="#">Welcome</a></p>

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