

**Appendix 1b****Wootton Academy Trust:** *what our students are learning over the next two weeks: March 23rd – April 3rd*

All the work is on Show My Homework [SMH] where there is more detail. All students have access to this platform. We will communicate with more direction regarding assessment and feedback. We would encourage all learners to use this time productively, to study beyond the content of their specifications and to look at the broadest context of learning. **UPDATED**

| Subject           | Year 12   | Year 13   |
|-------------------|---|---|
| Art               | Embarking on A Level coursework project   | Continued preparation towards the fine art project  |
| Biology           | The Human Gas Exchange System<br>Investigating Diversity and Quantity Investigations of Diversity   | Diabetes and detecting urine module of study  |
| Business Studies  | Developing a marketing campaign – <i>Details on SMH</i>   | Review of financial ratios, analysing the strategic position of a business and managing a strategic change        |
| Business BTEC     | Completion of Unit 8: Recruitment and Selection Process.<br><i>Work currently in progress for learners</i>  | Completion of Unit 27 – Work Experience in Business.<br><i>Students who have not finished the unit must do so</i> |
| Chemistry         | Synthesis Scheme.<br>Review of Organic Chemistry.   | Write up of required practical.<br>Redox reactions of transition materials.                                       |
| Computing Science | Skeleton Program – <i>understanding how it works and how it may be modified</i>   | Completion of coursework. <i>See previous guidance for more details</i>   |
| Dance             | Rooster <i>review works and clips of Rooster</i> . Research other works by key choreographers: North, Alston, Bruce referring to Rambert, Morrice, Chesworth, Tetley. | Complete Year 12 work <i>and</i><br>Review Singin' in the Rain and other works studied by Kelly.                  |
| Economics         | Demand side policies (Fiscal policy)  | The Financial Sector / Financial markets  |

| Subject                         | Year 12  | Year 13  |
|---------------------------------|--|--|
| Engineering                     | Discharging capacitors   | Analyse the effectiveness of destructive/non-destructive testing on metallic objects prior to and in-service   |
| English Language                |  | Completion of coursework and academic poster   |
| English Language and Literature | Analysis of Persepolis and <u>three</u> more written texts in the Anthology + Great Gatsby - completion of book  | Completion of coursework parts 1 and 2   |
| English Literature              | 12C Class: Completion of Rossetti poetry<br>12E Class: Completion of Paradise Lost   | Completion of coursework (Armitage)  |
| Finance                         | Sources of Information and Advice  | The impact of the media on the sustainability of the financial services industry   |
| French                          | Focus on adjectives /comparative adjectives/superlatives<br>Heritage and Tourism Topic <u>complete the work set</u>  | Diversity <u>what defines diversity, how can we encourage diversity and how do we ensure full integration in our society.</u><br>Revision of good “case studies” + Learn personal project  |
| Geography                       | Multiple Hazard Zones <u>How do countries manage multiple hazards? What are the factors leading to effective management of these locations?</u>  | Paper 3 Preparation Water Insecurity - Water Stress and Scarcity <u>What are the factors leading to this and why do they vary?</u><br>Geo review of case studies   |
| BTEC Graphics                   | UNIT 10 Continue with the current unit of work– <u>This brief will take 4 weeks to complete. A SharePoint group has been set up, where all students can access the work, communicate, share ideas, post links, and create PowerPoints.</u> | UNIT 10 - Complete the unit - <u>student who have not yet completed unit 10 are required to send PowerPoints of their work to AFI. A SharePoint group has been set up, where all students can access the work, communicate, share ideas, post links, create PowerPoints etc.</u><br>UNIT 4 - Briefs will be shared with learners: <u>this needs to be completed by the Easter Holiday.</u> |

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|------------------------|---|--|
| BTEC Health and Social |   | Completion of any outstanding work, possible work on resubmissions for Unit 11, 7 or 14. <i>Students should prioritise work based upon last week's external results.</i> |
| History                | The Poor Laws, Beggars and Vagrants.  | Britain and France<br>Exploring Britain in the four themes of political, religious, social and economic.   |
| Law                    | Criminal Law  | Criminal Law: Fatal and non-fatal.   |
| Maths                  | Statistics: Probability   | Statistics: Normal Distribution  |
| Maths Further          | Statistics: Conditional Probability   | Volumes of revolution  |
| Media                  | Media Enterprise portfolio  | Work on the online and participatory media products  |
| Philosophy and Ethics  | Contrasting two secular approaches within environmental ethics<br>Deep ecology and Singer's views on animal welfare | Evangelicalism<br>Equality and discrimination  |
| Photography            |   | Continued work on the change and/or stability project  |
| Physics                | Waves and the particle nature of light  | Nuclear Radiation<br>Fission and Fusion  |
| Psychology             | Review of memory, social influence, psychopathology and approaches, research methods                                | Approaches in Psychology: the different schools of thought   |

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|----------------|---|---|
| Sociology      | <b>Sociology of education</b><br><b>An examination of subcultures</b> | <b>Do Sociologists influence Social Policy?</b><br><i>Note completion on the following questions</i><br><u>1. 'Social Policy introduction notes'.</u><br><u>2. Do sociologists influence social policy'</u><br><u>3. Theories about social policy</u> |
| Spanish        |   | To be confirmed   |
|                |   |   |
| Sports Studies | Application of Fitness Testing – see supporting brief to assist       | Organising a sports event - <i>please see work set for detailed guidance.</i>   |
| Textiles       | Benefits and drawbacks of uniforms                                    | Benefits and drawbacks of uniforms  |