



Midsomer Norton
Schools Partnership
The Sixth Form

Sixth Form Extension Work 23-24

(Writhlington Campus)

Art and Design Yr 12

Term	Title of Topic	What is the extension task?	Where do I find the resources?
1	Personal Investigation Unit 1 - Process & Visual Communication	The development of creative and exciting concepts and ideas. We encourage pupils to take ownership of their learning, and individual tasks and projects. They are pushed to challenge convention, solve problems, and think imaginatively. We applaud individuality and look to nurture a pupil's distinct and unique approach. Students should explore a wide and varied range of techniques and processes, where pupils can experiment with a broad range of media. Areas explored include: drawing, painting, printmaking, collage, mixed media, sculpture, photography, digital media, graphics communication, installation, fashion and textiles, critical and conceptual theory.	Google drive portfolio documents and slides Media and materials are in art rooms. ICT facilities in art rooms.

Art and Design Yr 13

Term	Title of Topic	What is the extension task?	Where do I find the resources?
1	Externally Set Task: Unit 2 – Jan 2024	To develop the essay and personal portfolio student Artists should further research and investigate into the works and lives of appropriate artists, designers, photographers and craftsmen. Critical, analytical and descriptive understanding is produced using subject vocabulary to support creative thinking, helping pupils to express personal ideas and feelings using a subject based language and vocabulary.	Google drive portfolio documents and slides Media and materials are in art rooms. ICT facilities in art rooms/ library.

Yr 12 A Level Biology OCR A

Module	Title of Topic	Extension Tasks	Resources (Further reading) and video links
2	2 Basic Components of Living Systems	Webquest - do we still need microscopes?	Electron tomography:Further reading Listen to BBC Radio 4 - History of the microscope https://www.bbc.co.uk/sounds/play/b07dnpcb https://www.bbc.co.uk/programmes/b03jdy3p

			https://www.bbc.co.uk/programmes/b01mk8vh
	3 Biological Molecules	Webquest - how DNA behaves to make inheritance more predictable Stretch and challenge - amino acids, proteins and enzymes Stretch and challenge - protein synthesis in prokaryotes and eukaryotes	Watch - https://www.youtube.com/watch?v=yk14dOOvwMk James Watson Ted talk: https://www.ted.com/talks/james_watson_how_we_discovered_dna Listen to BBC radio 4: Water https://www.bbc.co.uk/programmes/b01rgm9g Macromolecules https://www.bbc.co.uk/programmes/b018grhm
	4 Enzymes	Stretch and challenge - the digestion of lactose and lactose intolerance	Watch - https://www.youtube.com/watch?v=yk14dOOvwMk Watch TED Ed - How designing brand-new enzymes could change the world Adam Garske Listen: https://www.bbc.co.uk/programmes/b08rp369
	5 Plasma Membranes	Webquest - the gatekeeper of the cell Stretch and Challenge - transport across membranes	
	6 Cell Divisions	Webquest - cell division - biological detective work Stretch and Challenge - anaphase	Where does saffron come from and how does this triploid plant reproduce? Further reading The most expensive food p
	7 Exchange surfaces and breathing	Webquest - exchange surfaces and breathing (surfactants and premature babies) Stretch and challenge - a question of scale Stretch and challenge - gas exchange in bats	

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	8 Transport in animals	Webquest - carbon monoxide:the silent killer Stretch and challenge - analysis of events in the cardiac cycle	
	9 Transport in plants	Stretch and challenge - transport of water in plants	Further reading: Plant cell connections (Biological Sciences Review)
4	10 Classification and evolution	Webquest - a case of cold feet Stretch and challenge - classification and phylogeny	Bananas and bats A series of Radio Programmes about Darwin: https://www.bbc.co.uk/programmes/p01gyd7j/episodes/downloads?page=4
	11 Biodiversity	Stretch and challenge - grassland biodiversity	https://www.oecd-ilibrary.org/docserver/5jrqqv610fg6-en.pdf?expires=1594366310&id=id&accname=guest&checksum=C8AD44AAE95C6E73B7E3934437FE36AF
	12 Communicable diseases	Stretch and challenge - monoclonal antibodies and their use as analytical agents	Zoonoses: weblinks Nano bugtrap Listen to BBC Radio 4 : the discovery of penicillin https://www.bbc.co.uk/programmes/b07dnnkm

Yr 13 A Level Biology OCR A

Module	Title of Topic	Extension Tasks	Resources (Further reading) and video links
5	13 Neuronal Communication	Webquest: Fight or flight response Stretch and challenge: Reflexes and the autonomic nervous system	https://askbiologist.asu.edu/How-the-Brain-Combines-Senses Listen to a podcast about Multiple Sclerosis: https://www.theguardian.com/science/audio/2019/sep/06/how-to-stop-ms-in-its-tracks-science-weekly-podcast The Infant brain: https://www.bbc.co.uk/programmes/b00r2cn4 Read articles from the Francis Crick Institute: https://www.crick.ac.uk/research/explore-our-science/neuroscience
	14 Hormonal Communication	Webquest: Diabetes and Obesity	
	15 Homeostasis	Webquest: Kidney Failure Stretch and challenge: The role of negative feedback within the kidney	
	16 Plant Responses	Webquest: Plant responses to stimuli Stretch and challenge: Plant responses	https://ed.ted.com/lessons/the-wild-world-of-flesh-eating-plants-kenny-coogan
	17 Energy for Biological Processes	Webquest: Photosynthesis Stretch and challenge: Carbon fixation in C4 and CAM plants	Further reading: The C4 Rice Project (SAPS)
	18 Respiration	Webquest: Respiration Stretch and challenge: Proteins and fats as respiratory substrates	http://www.phschool.com/science/biology_place/biocoach/cellresp/quiz.html

6	19 Genetics of Living Systems		Listen to a series of radio programmes about genes https://www.bbc.co.uk/programmes/m000h0fy
	20 Patterns of inheritance and variation	Webquest:Artificial Selection Stretch and challenge: Selection and speciation	Further reading: Epigenetics, hidden secrets of inheritance (SAPS) BBC Radio 4 Inside Science https://www.bbc.co.uk/programmes/m000k8fp
	21 Manipulating Genomes	Webquest:Golden Rice Stretch and challenge: Gene therapy using artificial chromosomes	Listen to a podcast on gene editing: https://www.theguardian.com/science/audio/2018/dec/07/gene-edited-babies-why-are-scientists-so-appalled-science-weekly-podcast
	22 Cloning and Biotechnology	Webquest:Cloning and Biotechnology Stretch and challenge: Cloning and Biotechnology	Further reading:Gene technologies (SAPS) Marine bacteria and the plastisphere (BSR)
	23 Ecosystems	Stretch and challenge: Investigating the concept of a niche Stretch and challenge: Water and the carbon cycle Stretch and challenge: Succession	Further reading: Finding Nemo-Life on a Coral Reef (BSR)
	24 Populations and sustainability	Webquest:China's Population Webquest:Squirrel Wars	Further reading: Wildlife and Tourism Sustainable food: Nori Lionfish: invasive species Cane Toads in Australia Listen to a podcast about invasive species: https://www.theguardian.com/science/audio/2018/aug/31/conservation-there-will-not-be-blood-science-weekly-podcast

Business - Year 12

Term	Title of Topic	Extension Activities
1	1.1 Meeting Customer Needs 1.2 Market 2.1 Raising Finance 2.2 Financial Planning	<ul style="list-style-type: none"> - Read pages 1-45 and 161-199, adding to class notes and answering topic questions in the book (Edexcel Business A Level: 978-1510452701) - Make revision materials on these 4 topics - Answer exam questions on these topics and submit to your teacher to assess using the link below: https://drive.google.com/drive/folders/0B6lyOi7jLOjOWpyMk45YjN0Z1E?resourcekey=0-sEsimn1KJA1m3rcksqSH0A
2	1.3 Marketing Mix and Strategy 2.3 Managing Finance	<ul style="list-style-type: none"> - Read pages 50-79 and 204-216, adding to class notes and answering topic questions in the book (Edexcel Business A Level: 978-1510452701) - Make revision materials on these 2 topics - Answer exam questions on these topics and submit to your teacher to assess using the link below: https://drive.google.com/drive/folders/0B6lyOi7jLOjOWpyMk45YjN0Z1E?resourcekey=0-sEsimn1KJA1m3rcksqSH0A
3	1.4 Managing People 2.4 Resource Management	<ul style="list-style-type: none"> - Read pages 84-122 and 220-243, adding to class notes and answering topic questions in the book (Edexcel Business A Level: 978-1510452701) - Make revision materials on these 2 topics - Answer exam questions on these topics and submit to your teacher to assess using the link below: https://drive.google.com/drive/folders/0B6lyOi7jLOjOWpyMk45YjN0Z1E?resourcekey=0-sEsimn1KJA1m3rcksqSH0A
4	1.5 Entrepreneurs and Leaders 2.5 External Influences	<ul style="list-style-type: none"> - Read pages 127-157 and 248-260, adding to class notes and answering topic questions in the book (Edexcel Business A Level: 978-1510452701) - Make revision materials on these 2 topics - Answer exam questions on these topics and submit to your teacher to assess using the link below: https://drive.google.com/drive/folders/0B6lyOi7jLOjOWpyMk45YjN0Z1E?resourcekey=0-sEsimn1KJA1m3rcksqSH0A
5	Revise Theme 1 and Theme 2 topics and Exam Preparation	<ul style="list-style-type: none"> - Review notes, revision materials and exam question feedback to prepare for the mock exams for these themes. - Work through exam standardisation material to further understand how to answer each question and where marks are awarded by examiners using the link below https://drive.google.com/drive/u/0/folders/1btijrCX6FWoPfXkyXy9gZbNAnFQPzW2 - Read through past student scripts to see what answers were awarded what mark by examiners to further understand where marks can be won or lost using the link below: https://drive.google.com/drive/folders/0B6lyOi7jLOjS3FEZWZhNHg4Zk0?resourcekey=0-gPLhaykIRBfrnk9EkhbQPQ
6	3.1 Business Objectives and Strategy 4.1 Globalisation	<ul style="list-style-type: none"> - Read pages 265-293 and 409-448, adding to class notes and answering topic questions in the book (Edexcel Business A Level: 978-1510452701) - Make revision materials on these 2 topics - Answer exam questions on these topics and submit to your teacher to assess using the link below: https://drive.google.com/drive/folders/0B6lyOi7jLOjOWpyMk45YjN0Z1E?resourcekey=0-sEsimn1KJA1m3rcksqSH0A

Business - Year 13

Term	Title of Topic	Extension Activities
1	3.2 Business Growth 3.3 Decision-Making Techniques 4.2 Global Markets and Business Expansion	<ul style="list-style-type: none"> - Read pages 299-315 and 454-473, adding to class notes and answering topic questions in the book (Edexcel Business A Level: 978-1510452701) - Make revision materials on these 4 topics - Answer exam questions on these topics and submit to your teacher to assess using the link below: https://drive.google.com/drive/folders/0B6lyOi7jLOJiOWpyMk45YjN0Z1E?resourcekey=0-sEsimn1KJA1m3rcksqSH0A
2	3.4 Influences on Business Decisions 4.3 Global Marketing	<ul style="list-style-type: none"> - Read pages 350-367 and 479-489, adding to class notes and answering topic questions in the book (Edexcel Business A Level: 978-1510452701) - Make revision materials on these 2 topics - Answer exam questions on these topics and submit to your teacher to assess using the link below: https://drive.google.com/drive/folders/0B6lyOi7jLOJiOWpyMk45YjN0Z1E?resourcekey=0-sEsimn1KJA1m3rcksqSH0A
3	3.5 Assessing Competitiveness 4.4 Global industries and companies (multinational corporations)	<ul style="list-style-type: none"> - Read pages 372-387 and 493-504, adding to class notes and answering topic questions in the book (Edexcel Business A Level: 978-1510452701) - Make revision materials on these 2 topics - Answer exam questions on these topics and submit to your teacher to assess using the link below: https://drive.google.com/drive/folders/0B6lyOi7jLOJiOWpyMk45YjN0Z1E?resourcekey=0-sEsimn1KJA1m3rcksqSH0A
4	3.6 Managing Change Start revision Paper 3 pre-release preparation	<ul style="list-style-type: none"> - Read pages 393-404, adding to class notes and answering topic questions in the book (Edexcel Business A Level: 978-1510452701) - Make revision materials on this topic - Answer exam questions on these topics and submit to your teacher to assess using the link below: https://drive.google.com/drive/folders/0B6lyOi7jLOJiOWpyMk45YjN0Z1E?resourcekey=0-sEsimn1KJA1m3rcksqSH0A - Conduct research on the pre-release for paper 3 set by the exam board using this link for the pre-release material: https://drive.google.com/drive/folders/0B6lyOi7jLOJiUk9WN0ljSm16UUk?resourcekey=0-ol3PLBxctPL6_eDtqU_CGw
5	Revise Themes 1-4 topics and Exam Preparation	<ul style="list-style-type: none"> - Review notes, revision materials and exam question feedback to prepare for the mock exams for these themes. - Work through exam standardisation material to further understand how to answer each question and where marks are awarded by examiners using the link below https://drive.google.com/drive/u/0/folders/1btijrCX6FWoPfXkyXy9gZbNAnFQPzW2 - Read through past student scripts to see what answers were awarded what mark by examiners to further understand where marks can be won or lost using the link below: https://drive.google.com/drive/folders/0B6lyOi7jLOJiS3FEZWZhNHg4Zk0?resourcekey=0-gPLhaykIRBfrnk9EkhbQPQ

Business BTEC - Year 12

Term	Title of Topic	Extension Activities
1-3	Unit 3: Personal Finance	<ul style="list-style-type: none"> - Make revision material on class notes in preparation for the January exam https://drive.google.com/drive/folders/OB9ozsyzRRqCrM0I3a0c1Ty1SZTg?resourcekey=0-V2JMh7WVycHJgQTECdy2Zg - Complete questions from the exam resources using the link below: https://drive.google.com/drive/folders/1qt-xDWmAd2Jb7fogFbp8fyIhMFVJsGP8 - Use the exam board marked work to see where marks haven been awarded to help your exam technique using the link below: https://drive.google.com/drive/folders/18KVZNOED5tEBsRm0BtZaUgTm2gGGndUi - Use the link below to see what past students scripts to see where marks can be won and lost: https://drive.google.com/drive/folders/OB6lyOi7jLOJjVIBIZGcycGg0SIU?resourcekey=0-FmHbpJShnwqxXqF4xF_tYA - Read and make notes on the PPT below to understand exam technique for each assessment objective: https://docs.google.com/presentation/d/1rm_vPrj9P0xK2JAUevD1RRiHDVQtzj9vaYMXkciHAqM/edit#slide=id.p3
4-6	Unit 2: Developing Marketing Campaigns	<ul style="list-style-type: none"> - Make revision material on class notes in preparation for the January exam https://drive.google.com/drive/folders/1Ls7mdPk1EvYy1ic3pn0tpzWajhQ1eXkW - Complete questions from the exam resources using the link below: https://drive.google.com/drive/folders/OB9ozsyzRRqCrakROQ1puTUwxRU0?resourcekey=0-M79PaLxtX0sqb6c6a8N6fg - Use the link below to see what past students scripts to see where marks can be won and lost: https://docs.google.com/document/d/1lb45XDRX0W-f3KYWqUTlxkolRtUMoP8UgZPj96T4ZPE/edit - Read and make notes on the PPT below to understand exam technique for each assessment objective: https://docs.google.com/presentation/d/1s4bhgEmX6WdTIqy13OcnnysUMG2CXP_hG-bHwP0yAl18/edit

Business BTEC - Year 13

Term	Title of Topic	Extension Activities
1-3	Unit 1: Exploring Business	<ul style="list-style-type: none"> - Complete draft assignments to deadlines - Ensure any corrections given through teacher feedback are acted on to ensure you are able to attempt all pass, merit and distinction criteria during assessment periods
4-6	Unit 8: Recruitment and selection	<ul style="list-style-type: none"> - Complete draft assignments to deadlines - Ensure any corrections given through teacher feedback are acted on to ensure you are able to attempt all pass, merit and distinction criteria during assessment periods

Yr 12 Level Chemistry OCR A

Term	Title of Topic	NON NEGOTIABLES- these should be completed as part of the course	Additional Reading/resources
See Calendar	- Module 2A Atoms and Reactions and Redox	Read Chapters 2, 3 and 4 in the A-Level Chemistry Textbook. Complete all exam questions and ask for access to the mark scheme to assess your work.	<p>Visit IYPT2019 element infographics which gives information on all elements.</p> <p>Visit Elements in danger Which gives information about the loss of access to elements. Summarise the article.</p> <p>Read Chapter 2 atomic structure extension.pdf on the chemistry of Nuclear energy ..Summarise the article.</p>
	Module 2B Bonding	Read Chapters 5 and 6 in the A-Level Chemistry Textbook. Complete all exam questions and ask for access to the mark scheme to assess your work.	<p>Read 'Chapters 5 and 6 _ extension Bonding' document Chapters 5 and 6 extension Bonding.pdf ..Summarise the article.</p> <p>Visit The Orbitron: a gallery of atomic orbitals on the WWW which shows the orbitals</p>
See Calendar	Module 3A - The Periodic Table, trends and reactivity	Read Chapters 7 and 8 in the A-Level Chemistry Textbook. Complete all exam questions and ask for access to the mark scheme to assess your work.	<p>Visit IYPT2019 element infographics which gives information on all elements</p> <p>Read Rare earth elements The Mole RSC Education</p> <p>Produce an infographic summarising the properties of the Lanthanides and the Actinides.</p>
	Module 3B - Enthalpy, rate and equilibrium	Read Chapters 9 and 10 in the A-Level Chemistry Textbook. Complete all exam questions and ask for access to the mark scheme to assess your work.	<p>Read and complete Chapter 9 extension thermodynamics.pdf This is about enthalpy changes</p> <p>Read and complete Chapter 10 extension Equilibria.pdf This is about equilibria</p>
See Calendar	Module 4A - Organic Chemistry	Read Chapter 11 to 15 in the A-Level Chemistry Textbook. Complete all exam questions and ask for access to the mark scheme to assess your work.	<ol style="list-style-type: none"> Use Chapter 11-15 additional work book.pdf This is a work book for the whole section Produce a series of flashcards which demonstrate the reactions of alkanes, alkenes and alcohols.
	Module 4B - Analysis	Read Chapter 16 and 17 in the A-Level Chemistry Textbook. Complete all exam	Read Chapter 17 extension mass spec in space.pdf and summarise article about mass

		questions and ask for access to the mark scheme to assess your work.	spectrometry in space. Read Chapter 17 extension IR spec.pdf which discusses using IR spec for analysis of exhaust fumes..Summarise the article.
	Extension maths work	Use this website to extend your maths skills.	Introducing Isaac Chemistry

Year 13 A Level Chemistry OCR A

Term	Title of Topic	What is the extension task?	Where do I find the resources?
See Calendar	Module 6A - Aromatics, carbonyls and Acids	Read Chapters 25 and 26 in the A-Level Chemistry Textbook. Complete all exam questions and ask for access to the mark scheme to assess your work.	Read and summarise Chapter 17 extension mass spec in space.pdf which is about benzene in jet fumes that can enter the cabin. Read Chapter 26 extension More about painkillers.pdf which is further information about painkillers and analgesics. .Summarise the article.
	Module 5A - Rates, Equilibrium and pH	Read Chapters 18 to 21 in the A-Level Chemistry Textbook. Complete all exam questions and ask for access to the mark scheme to assess your work.	Read Chapter 21 extension how to tackle Buffer questions.pdf which will help with complex buffer questions.Complete the question before and after to check your improvement.
See Calendar	Module 6B - Nitrogen, Polymers and Synthesis	Read Chapters 27 and 28 in the A-Level Chemistry Textbook. Complete all exam questions and ask for access to the mark scheme to assess your work.	Read Chapter 27 extension polymers sugars.pdf which considers sugar as a condensation polymer..Summarise the article. Read Chapter 28 extension sythesis_hair dye.pdf which considers the synthesis of hair dyes and the action of bleaches on hair. .Summarise the article.
	Module 5B - Energy and Redox	Read Chapters 22 and 23 in the A-Level Chemistry Textbook. Complete all exam questions and ask for access to the mark scheme to assess your work.	Visit 20.7: Batteries and Fuel Cells - Chemistry LibreTexts To find out more information about primary and secondary cells. Take notes
See Calendar	Module 6C - Analysis	Read Chapter 29 in the A-Level Chemistry Textbook. Complete all exam questions and ask for access to the mark scheme to assess your work.	Read Chapter 29 extension detection of landmines.pdf which describe how landmines can be detected underground. .Summarise the article.
	Module 5C - Transition Elements	Read Chapter 24 in the A-Level Chemistry Textbook. Complete all exam questions and ask for access to the mark scheme to assess your work.	Read and summarise Chapter 24 Stab Constant of Lead.pdf about the stability constant and ligand substitution of lead.

			Visit and summarise Ruthenium compounds as anticancer agents Feature RSC Education
	Extension maths work	Use this website to extend your maths skills.	Introducing Isaac Chemistry

Creative Digital Media Production

<u>Term to be covered/ Title of Topic</u>	<u>Extension Tasks</u>	<u>Resources to support extension work</u>
Year 12 Term 1-2	Practise a wide range of filmmaking techniques, including: <ul style="list-style-type: none"> <input type="checkbox"/> continuity editing <input type="checkbox"/> recording Foley sounds <input type="checkbox"/> utilising a variety of camera shots, angles and movement <input type="checkbox"/> experimenting with lighting techniques 	Google Classroom Resources <i>Moviemaking Techniques - The 180 Degree Rule</i> Cinestudy - THE 180 DEGREE RULE <i>Tech Tip - Cutting on Motion/Match Cutting</i> TECH TIP - Cutting on Motion/Match Cutting <i>Video Editing and Shot Techniques: Study of jump cuts, match cuts and cutaways</i> Video Editing and Shot Techniques: Study of jump cuts, match cuts and cutaways Video Editing and Shot Techniques: Study of jump cuts, match cuts and cutaways Video Editing and Shot Techniques: Study of jump cuts, match cuts and cutaways

<p>Terms 3-4 Analysing editing techniques</p>	<p>Watch a wide variety of films and analyse how continuity and non continuity editing is used and the effect they have on constructing</p> <ul style="list-style-type: none"> <input type="checkbox"/> narrative <input type="checkbox"/> meaning <input type="checkbox"/> emotion <input type="checkbox"/> time 	<p>Google Classroom Resources</p> <p><i>Battleship Potemkin: The Complete Odessa Steps Sequence</i>, documents and early use of montage https://www.youtube.com/watch?v=laJ_1P-Py2k</p> <p><i>Way Down East</i> - DW Griffith, Early Example of Parallel editing WAY DOWN EAST - Early Example of Parallel Action</p> <p>Example of Parallel Editing in "The Silence of the Lambs" (1991) - Example of Parallel Editing in "The Silence of the Lambs" (1991)</p> <p><i>Rocky III Training montage</i> Rocky III Training-Eye of the Tiger</p> <p><i>Team America</i> - spoof montage explains the use of montage well, though the lyrics may not be appropriate for younger audiences. Team America training montage</p>
<p>Terms 5-6 Applying film production techniques</p>	<p>Plan, develop and experiment with different ideas and editing styles in order to demonstrate a higher level of skill and understanding. Produce multiple outcomes before deciding on the most effective techniques</p>	<p>Google Classroom Resources</p> <p>Elements of Editing Student guide to fundamentals of editing development.</p>

[4 Iconic Editing Techniques](#)

Examples of the use of cutting and montage techniques.

Digital Production T Level

Term and Topics	Extension Tasks
	<ul style="list-style-type: none">

English Literature AQA A

Term	Title of Topic	What is the extension task?	Where do I find the resources?
1-4	Wider Reading	As wider reading, select a range of texts (prose, poetry and drama) from the A Level English Recommended Reading List for NEA Coursework. Produce a one page review of each text for your Reading Log. This will act as both wider reading for the Course and preparation for choosing your NEA comparison text to compare with 'Frankenstein'.	Writhlington School library, online or in all good book shops. Enjoy!
5-6	Revision	Create and use a range of revision resources including quotation banks, quote explosions, cue cards, mind-maps, context notes, linked texts, critical material and terminology lists.	Study guides, class notes, online study sites, handouts, critical material in the school library.

EPQ

Terms 1 -4	All students will need to be independently researching their own projects and artefacts. Use researchgate and other industrial sources to support project development.
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Geography OCR - Year 12

Term	Topics	Extension Task
1 & 2	<p>Teacher 1 = Coastal change and Conflict (Paper 1)</p> <p>Teacher 2 = Global Migration (Paper 2) and start Hazardous Earth</p>	<ul style="list-style-type: none"> ● Coasts = Use the textbook pages 2-38 and read over the content and add notes to the work we have completed in lessons. Attempt the practice questions (A level) on page 38. ● Migration and Power and Borders = Use the textbook pages 215 - 289 (ignoring the section on Human Rights) and read over the content and add notes to the work we have completed in lessons. Attempt the practice questions on pages 239 and 288. ● Complete the review questions, skills focus tasks and the stretch and challenge activities within each of these chapters to apply your understanding and test your knowledge ● Use revision guides and workbooks (if purchased) to add additional notes and practice exam technique. ● Exam practice questions and additional reading will be provided on google classroom throughout the topic
3 & 4	<p>Teacher 1 = Changing Spaces, Making Places (Paper 2)</p> <p>Teacher 2 = Hazardous Earth (Paper 3)</p>	<ul style="list-style-type: none"> ● Changing Spaces, Making Places = Use the textbook pages 140-189 and read over the content and add notes to the work we have completed in lessons. Attempt the practice questions (A level) on page 189. ● Hazardous Earth = Use the textbook pages 466 - 506 (ignoring the section on Human Rights) and read over the content and add notes to the work we have completed in lessons. Attempt the practice questions (A level) on page 403. ● Complete the review questions, skills focus tasks and the stretch and challenge activities within each of these chapters to apply your understanding and test your knowledge ● Use revision guides and workbooks (if purchased) to add additional notes and practice exam technique. ● Exam practice questions and additional reading will be provided on google classroom throughout the topic

5 & 6	<p>Teacher 1 = NEA set up</p> <p>Teacher 2 = Hazardous Earth (Paper 3)</p> <p>Both = Revision for end of year exams</p>	<ul style="list-style-type: none"> ● Reading and support material for NEA provided on google classroom. Students will be conducting primary and secondary research so using questria and the following websites to help look for suitable and relevant articles <ul style="list-style-type: none"> ○ Google Scholar = https://scholar.google.com/ ○ Questia School = https://www.questiaschool.com/ ● Hazardous Earth = Use the textbook pages 466 - 506 (ignoring the section on Human Rights) and read over the content and add notes to the work we have completed in lessons. Attempt the practice questions (A level) on page 403. ● Use revision guides and workbooks (if purchased) to add additional notes and practice exam technique. ● Exam practice questions and additional reading will be provided on google classroom throughout the topic
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Geography OCR - Year 13

Term	Topics	Extension Task
1 & 2	<p>Teacher 1 = Complete NEA and start Earth's Life Support System (Paper 1)</p> <p>Teacher 2 = Future of Food (Paper 3)</p>	<ul style="list-style-type: none"> ● Earth's Life Support System = Use the textbook pages 98-137 and read over the content and add notes to the work we have completed in lessons. Attempt the practice questions (A level) on page 137. ● Future of Food = Use the textbook pages 409 - 465 (ignoring the section on Human Rights) and read over the content and add notes to the work we have completed in lessons. Attempt the practice questions (A level) on page 465. ● Complete the review questions, skills focus tasks and the stretch and challenge activities within each of these chapters to apply your understanding and test your knowledge ● Use revision guides and workbooks (if purchased) to add additional notes and practice exam technique. ● Exam practice questions and additional reading will be provided on google classroom throughout the topic
3 & 4	<p>Teacher 1 = Complete Earth's life support system (Paper 2)</p> <p>Teacher 2 = Future of Food (Paper 3)</p>	<ul style="list-style-type: none"> ● Earth's Life Support System = Use the textbook pages 98-137 and read over the content and add notes to the work we have completed in lessons. Attempt the practice questions (A level) on page 137. ● Future of Food = Use the textbook pages 409 - 465 (ignoring the section on Human Rights) and read over the content and add notes to the work we have completed in lessons. Attempt the practice questions (A level) on page 465.. ● Complete the review questions, skills focus tasks and the stretch and challenge activities within each of these chapters to apply your understanding and test your knowledge ● Use revision guides and workbooks (if purchased) to add additional notes and practice exam technique. ● Exam practice questions and additional reading will be provided on google classroom throughout the topic

5 & 6	Both teachers = Revision for final exams	<ul style="list-style-type: none"> • Additional exam materials and support (including detailed revision plan) will be provided to all students to help them prepare for the summer exams. • Any questions/tasks for topics not completed in previous terms can be completed (see above for specific pages)
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History AQA Year 12

<u>N.B</u>			
<p>Students will study two topics at KS5 with two teachers:</p> <ul style="list-style-type: none"> • 1J - Breadth Study: The British Empire, c1857-1967 • 2G - Depth Study The Birth of the USA, 1760-1801 <p>Extended independent work is a key part of the history course.</p> <p>The most important and common form of independent learning is to carry out wider reading from a range of book chapters and articles. These will be made available to students online or given as handouts and each side of the course has a suggested reading list.</p> <p>Further extended learning could take the form of specific activities designed to stretch students' knowledge and understanding and encourage more complex thinking about the content of the course.</p>			
<u>Term</u>	<u>Title of Topic</u>	<u>Extension Tasks</u>	<u>Resources to support extension work</u>
T1-2-3 Sept -Feb	Teacher 1: 1J - The British Empire, c1857-1967	<p><u>The development of Imperialism, c1857–c1890</u></p> <ul style="list-style-type: none"> -Create summary flashcards on historical explanations of imperialism. -Debate/write an analysis of which theory of imperialism best explains British involvement in Egypt. -Research the history of India before 1857. - Wider reading on the Scramble for Africa. - Research specific chartered companies -Study additional entrepreneurs such as William Mackinnon and George Goldie. -Flashcards on the differing views towards the Empire of explorers, missionaries, traders and colonial administrators. - notes about the economic arguments for empire and by free traders against empire. -Discussion: why were the Liberals split on imperialism between Palmerston and the radicals? - Examine case studies on Disraeli & Gladstone's views: <ul style="list-style-type: none"> • Gladstone and the Gambia 1871 and the Ashanti 1873 • Disraeli, Gladstone and the Eastern Question 1877 jingoism • Disraeli and the Zulu War • Gladstone and Gordon in Khartoum. -Discussion: why did the British government make the choices it did in changing the government of India after 1857? 	Reading List in course handbook and recommended texts for the term from the class teacher. Set textbooks.

	<p>Teacher 2: 2G - The Birth of the USA, 1760-1801</p>	<p>-plan or answer an essay question: ‘Did British policies towards India completely change in the years 1857 to 1877?’ -Discussion: a. In what ways was the situation in South Africa more complex than in most of the British Empire? b. How did the indigenous peoples respond to British rule?</p> <p><u>Britain and the American Colonies, 1760–1763</u></p> <p>-Create a chart of the value and drawbacks of British possessions in North America. -debate which colony was dominant at this time; Massachusetts or New York. -Consider the impact of the French and Indian Wars by creating maps showing major conflicts (e.g. Quebec) and changes in territorial possessions between 1754 and 1760. -Draft a chart of the main provisions of the 1763 peace settlement affecting Canada and North America as a whole (including W Indies) -Create a map to indicate the main desired thrust of westward expansion by colonists. -Debate: What was the main threat to American colonists c1763; Native Indians, French Canadians or the British? -Consider the view that: ‘the 1763 settlement was a truce rather than a lasting resolution of the North American situation.’ -Create a three column chart to illustrate the feelings and aspirations of: American colonists; Indians; and British politicians by late 1763.</p> <p><u>Enforcing the Colonial Relationship, 1763–1774</u></p> <p>-Debate: British policy versus colonial attitudes over the idea of westward expansion in 1763. - Debate: British reasons for Stamp Act, contrasted with colonial response. - Write an analysis of the logic behind repeal of the Stamp Act and the passage of the Declaratory Act. - Create a chart showing changed British attitudes before/after the emergence of anti-Stamp Act violence. - Create a chart of the various measures included in the Townshend Acts, identifying the ones likely to stimulate greatest resentment in the colonies. - Imagine a Debate between different colonists in the late 1760s: ‘The future of North America would best be served by separation from Britain.’ -Prepare a timeline outlining developments from the passage of the Townshend Duties to the outbreak of violence in Boston. - Examine differing accounts of the Boston Massacre of 1770. -Examine the Gaspee Incident of 1772 -Create a chart to illustrate the implications for different colonial groups following the proposed entry of cheap tea into Boston in 1773. -Debate: who won and who lost from the Boston Tea Party? - The Coercive/ ‘Intolerable’ Acts of 1774 - Create a chart showing the positive and negative effects of each measure on different groups, both inside the colonies and beyond.</p>	
<p>T4-5-6 Feb</p>	<p>Teacher 1: 1J - The British Empire,</p>	<p><u>Imperial consolidation and Liberal rule, c1890–1914</u></p> <p>-Create map of the British Empire in 1890. Students could add in a different colour the territories added between 1890 and 1914.</p>	<p>Reading List in course handbook and recommended</p>

	<ul style="list-style-type: none"> - Declaration of Independence: Make a chart of the main proposals by Jefferson and amendments made by the Congress <p><u>The War of Independence, 1776–1783</u></p> <ul style="list-style-type: none"> -Debate: ‘The British military position in 1776 was such that victory was impossible.’ -Draft a chart comparing the strengths and weaknesses of British and American forces. - List the main American commanders, outlining their main strengths and weaknesses. - Comparison of British and French strengths in 1763 and 1777. Chart major shifts, and the reasons for these. - Examine different means of intervention by France in a chart - Political/Financial/Land forces/Naval forces. - Examine primary sources from American leaders during the war. - debate: was Washington a successful leader of the Continental Army? - Analyse Washington’s relations with other American commanders. - Discuss and then write an essay: Considering whether British defeat in the Revolutionary War was due to poor leadership. - Create a map showing the main areas of conflict during the war with dates and who controlled different areas in the closing stages of war after Yorktown. -Debate who won and who lost in terms of the overall peace settlement in 1783. 	
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History AQA Year 13

<u>Term</u>	<u>Title of Topic</u>	<u>Extension Tasks</u>	<u>Resources to support extension work</u>
T1-2-3 Sept - Feb	Teacher 1: 1J - The British Empire, c1857-1967	<p><u>Imperialism challenged, 1914–1947</u></p> <ul style="list-style-type: none"> -Further reading on the empire in the period 1914 to 1947 from history magazines or biographies. -Record different historians' views on reasons for the contraction of the Empire after the expansion of 1919. -Create fact files of the British mandates include summaries of previous history; chief economic and strategic importance; how governed; popular attitudes to Britain rule; when was independence granted and how. Debate-withdrawal from India - to what extent was Britain to blame for subsequent problems in the Indian subcontinent and the middle east? - Debate- consider whether the decision to grant dominion status was purely based on racism. - Debate - without the Empire Britain would not have survived the Second World War undefeated? -Chart the impact of the wars on imperial policies - eg. imperial defence, granting dominion status, etc. - Mind map - what was Gandhi’s role and influence on attitudes to the empire: within India, within the Empire, within Britain? -Colonial administration: read George Orwell’s short story ‘Killing an elephant’ describing the role of the district officer. - Make revision cards on the role of the Empire on various aspects of culture such as: education/ the arts, e.g. cinema (The Four Feathers)/ literature/ packaging – e.g. camp coffee/ royal visits/ postage stamps/ 1922 Empire Exhibition/ Empire Day. 	<p>Reading List in course handbook and recommended texts for the term from the class teacher.</p> <p>Set textbooks.</p>

	<p>Teacher 2: 2G - The Birth of the USA, 1760-1801</p>	<ul style="list-style-type: none"> - Representations of Empire: Discussion- In the first half of the twentieth century, for most British people the Empire was a source of national pride. - Protest and conflict - read histories of individual colonies and the development of their protest movements. - Colonial identity - Discussion - what will be the impact of increasing colonial identity on the survival of the Empire? - Debate question: did the British system of trusteeship and educating the elite of the indigenous populations sow the seeds of the destruction of the Empire? <p><u>Founding the Republic, 1776–1789</u></p> <ul style="list-style-type: none"> -Look at the backgrounds and aims of the main figures behind the Articles of Confederation; notably John Dickinson -Create a table comparing reasons for different colonies accepting the Articles quickly or dragging their feet. -Create a pie-chart to show the extent of slavery within colonies and states after the war. -Debate the extent of the impact of the American Revolution on slavery in the new states. -construct a table to record the attitudes of delegates before and during the 1787 convention. - Extra source reading on the Constitutional convention. -Create column charts to show attitudes of leading federalists and anti-federalists. -Extra reading n the ‘founding fathers’. - 1789 - Create a revision chart of the main developments since the end of the War of Independence. <p><u>Washington and Adams, 1789–1801</u></p> <ul style="list-style-type: none"> -Source evaluation: examine contemporary writings (primary sources) to evaluate Washington’s role as president. -Read a biography of George Washington. -Debate: John Adams added little of originality, and was little more than an extension of Washington. -Read a biography of John Adams. - Analysis - How far had federalists and anti-federalists been satisfied by 1801? - read and analyse contemporary sources on financial issues and debates in the 1790s. - Create a list of financial measures proposed by Hamilton, indicating reasons for opposition from Jefferson and Madison. - Debate: was finance more important than political considerations in determining the structure of the USA? - create profiles for Jefferson and Madison. - Examine diaries and letters of Hamilton and Adams from the 1790s. - Consider the reasons for both Washington and Adams supporting Britain rather than France. Look at speeches and other contemporary material. -Make a chart contrasting the positions of Adams and Hamilton over the ‘Quasi-War’ with France. 	
<p>T4-5 Feb-E</p>	<p>Teacher 1: 1J - The British Empire,</p>	<p><u>The winds of change, 1947–1967</u></p> <ul style="list-style-type: none"> -Map and mark colonies given independence and dates for this period. - Wider reading on the end of empire. 	<p>Reading List in course handbook and</p>

aster	c1857-1967	<ul style="list-style-type: none"> -Watch videos/documentaries on the Suez Crisis. - Discussion - Why did the British and French have to back down over the Suez Crisis? What were the long term consequences of the Suez Crisis for the rest of the Empire? - Debate - to what extent were factors connected to international relations the main reason for decolonisation? - Assess - how effective was post-war reconstruction in the empire? - Make revision cards on individual countries and their nationalist leaders and their colonial administrators, e.g. Nkrumah, Maxwell-Burns and Arden-Clarke in Ghana; Obote, Cohen and Crawford in Uganda. - Mini Essay - which figures had the greatest influence on the development of the states during the period, 1947–67 – administrators or nationalist leaders? - produce cards on particular migration strands, e.g. Ugandan Asian migration to Britain (to 1967); migration of ex-colonial administrators to Britain; identify push and pull forces, and decide which was the stronger. - create two spider diagrams to show the ways in which the Empire had an effect on pre-1947 Britain and on pre-1947 colonies. - Summary question - how did the Empire influence British attitudes and culture between 1947 and 1967? Over the whole period of the course? - Research project on the Mau Mau uprising - Students research: causes, both general and local; ideologies; methods adopted by the rebels; description of a Mau Mau attack; reactions to Mau Mau; eventual settlement; consequences of the Mau Mau uprising. - look at two case studies: Nigeria and Malaya and create a wall display for each showing: geographic position/ethnic composition /various challenges to colonial rule, leaders, beliefs and actions /responses of the British government to each kind of challenge/ chronology/ brief details of independence solution. - create an annotated timeline of key developments in the situation in Rhodesia from the foundation of the colony to 1967, including the formation of independence groups and the expulsion of neighbouring South Africa from the Commonwealth or its apartheid policy in 1961. - Summary questions - Further questions could be asked: To what extent was the British Empire ever really sustainable after rival developed states overtook Britain’s economic strength? Was it external or internal factors which led to the end of the British Empire? 	<p>recommended texts for the term from the class teacher.</p> <p>Set textbooks.</p>
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Mathematics - Year 12 and 13

Term	Title of Topic	What is the extension task?
1-4	Pure and Applied Maths	<ul style="list-style-type: none"> • Make sure you understand all content so far and have successfully completed and reviewed all classwork. • Access the 'Enrichment' section of your Further Maths Google Classroom and complete any set work. • Access the 'Practice Paper' section of your Further Maths Google Classroom and complete any practice papers. • Watch revision videos at, https://www.examsolutions.net/a-level-maths/edexcel/ • Attempt some Senior Maths Challenge papers at, https://www.ukmt.org.uk/individual-competitions/senior-challenge/archive/

Certificate in Food Science and Nutrition - Y12

Term and Topics	Extension Tasks
Terms 1-5	<ul style="list-style-type: none"> • All extension/recap work will be set through Google Classroom - please ensure that you review your notes and complete the revision questions for each section • Reflect and practise your practical skills • Research current trends in Food, through the news or other media outlets to stay up to date. • Tidy and sort out your folders, ensuring all notes are kept up to date • Complete and review any coursework preparation tasks

Certificate in Food Science and Nutrition - Y13

Term and Topics	Extension Tasks
Terms 1-5	<ul style="list-style-type: none"> • If the students are retaking any aspect of Unit 1 they need to ensure they are revising or preparing for these retakes, all information is on their Google Classroom to support them through this. • Revise and practise the different sensory testing methods to help you to plan your experiments for the external unit. • Term 3: Revise and develop knowledge around the topic area 'Ensuring food is safe to eat' in preparation for the external unit in May.

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Performing Arts BTEC

Term and Topics	Extension Tasks
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Philosophy and Ethics

A good place to start is Philosophy dungeon and Crash Course Philosophy which contains articles around the topics you will study and also many other presentations to inspire you to read further. This will be particularly useful if you are considering studying Philosophy/ Theology or Religious studies at degree level.

Title of topic	Extension tasks	Resources to support extension work (please indicate if in library)
Design & Teleological Argument	Read "The Blind Watchmaker" Complete a past paper question to evaluate the strengths and weaknesses of the argument.	Available in google classroom
Cosmological Argument	Create a movie advert to sell the cosmological argument. Your movie must "sell" the strengths of the argument and convince the audience to buy into it.	Movie maker software in IT (alternatively use power point).
Ontological Argument	Read through the relevant sections of 5 books from the Ontological argument section of the reading list. Choose 3 quotes / sentences from each book that could be used in an essay – show that you understand	Textbooks available in google classroom.

	the quote by explaining it in your own words.	
Problem of Evil	Read the relevant section of "Is there a God" pgs 95 – 113 and the "Boy in the striped pyjamas". Explain how the story of the "Boy in the striped pyjamas" is relevant to Swinburne's question as to whether there is a God. 2 pg A4 minimum.	Available in google classroom and Library.
Religious Experience:	Examine the founders / adherents of all six major religions. Vivekananda, The Buddha, Guru Nanak, Abraham, Jesus & Mohammad. Describe and explain the nature of their religious experiences.	Internet.
Religious Experience	Read through the relevant sections of 3 books from the Religious Experience section of the reading list. Choose 5 quotes / sentences from each book that could be used in an essay – show that you understand the quote by explaining it in your own words.	Textbooks available in Google classroom.
Religious Experience	Find 3 people who have claimed to have had some type of religious experience. Chronicle each person's experience and use 1 philosopher you've studied to back up their claim and 1 philosopher you've studied to critique their claim.	
Religious Experience	Research a case study of an account of a religious experience and critique the experience from the point of view of both Marx and Durkheim.	Internet.

Ethics

Title of topic	Extension tasks	Resources to support extension work (please indicate if in library)
Utilitarianism	Read through the relevant sections of 5 books from the Utilitarianism section of the reading list. Choose 3 quotes / sentences from each book that could be used in an essay – show that you understand the quote by explaining it in your own words.	Textbooks available in google classroom.
Situation Ethics	Implement Situation ethics as an ethical theory into your life for one full day . Evaluate whether practising the theory has made the world a better place and whether you believe the theory is practical. 2 sides A4 minimum.	
Natural Moral Law	<ul style="list-style-type: none"> •<u>Sophocles</u> – The law of the God's is higher than the law of man •<u>Aristotle</u> – "The Natural is that which everywhere is equally valid." •<u>Stoics</u> - emphasised rationality which governs the world •<u>St Paul</u> – wrote about a law that is "written in the hearts of men." •<u>Cicero</u> – "True law is right reason in agreement with nature" 	

	Using these 5 key ideas, create a leaflet that explains the classical background to Natural Moral Law. Ensure you reference specific key texts, such as Antigone, Nicomachean ethics & the Bible	
War & Peace	Watch Gandhi and explain how pacifism as an ideology can be more powerful than just war. 2 sides A4 minimum.	Screening will be available after school on request.
Sexual Ethics	Write a script for a debate show during which 2 people are arguing the Bible is still incredibly relevant for informing people's sexual ethical choices, and at least 2 people that believe it is no longer relevant. Ensure both sides back up their arguments with evidence and sound reasoning.	
Environment and Equality	Environment - Write 3 action plans, one for yourself, one for your immediate family and one for the country, exploring what we could do to conserve the Earth. Put at least your own into practice for 2 weeks minimum and evaluate how successful you have been and the impact it has had. 1 side A4 minimum. Equality - Watch Selma and explain the challenges facing Martin Luther King during this particular part of his campaign. 2 sides A4 minimum.	Screening will be available after school on request.

Physical Education

Title of Topic	What is the extension task?	Where do I find the resources?
Lesson sheets	Integrated extension tasks embedded within lesson sheets.	Google classroom
Homework	Added as a separate bolt on tasks throughout the units of work.	Google classroom
PLC cards	To be accessed on mobile phones, recall of knowledge (A01) based question and answers.	Tablets and google drive
8 mark long answer books	Various 8 mark (long answer) questions within a document where pupils get the opportunity to practise their ability to target different assessment objectives.	Hard copies in folder
Morning sessions	Independent revision sessions with a member of staff present after Christmas.	N/A

Physics

The extension work for physics is set through Google Classroom and IsaacPhysics.org and is signposted in the essentials booklet.

Psychology

<u>Term to be covered/ Title of Topic</u>	<u>Extension Tasks</u>	<u>Resources to support extension work</u>
1/: Tidy folder 2/: Re-read all class notes and ensure they are <u>detailed</u> (this means they include key terminology and this is easily identified) 3/: Go on to the revision classroom and complete exam questions from memory 4/: watch teaching videos on the revision classroom 5/: purple pen answers on the revision classroom		Texts (In Library)
		Psychology review magazines (In Library)
		Revision classroom
		Developmental psychology Textbook (Library)
		Texts in Library
		British Psychological Society website.
		(bps – research – digest.blogspot.com)
Year 13- 1/: Tidy folder 2/: Re-read all class notes and ensure they are <u>detailed</u> (this means they include key terminology and this is easily identified) 3/: Go on to the revision classroom and complete exam questions from memory 4/: watch teaching videos on the revision classroom 5/: purple pen answers on the revision classroom		

Sport BTEC

<u>Term</u>	<u>Title of Topic</u>	<u>What is the extension task?</u>	<u>Where do I find the resources?</u>
1	<u>Unit 1: Anatomy & Physiology in Sport</u>	<u>Skeletal System</u> 1. Investigate the following conditions and explain how weight-bearing exercise can improve these: -Osteoporosis -Arthritis 2. Investigate the impact of	http://www.arthritisresearchuk.org/arthritis-information/conditions/arthritis.aspx https://www.arthritiscare.org.uk/living-with-arthritis/exercise-and-arthritis https://nos.org.uk/ https://www.nof.org/patients/fracturesfall-prevention/exerciseforstrong-b

		resistance training on the bone growth of young children.	ones/
2		<p>Muscular System</p> <p>1. Investigate the effect of the aging process on loss of muscle mass.</p> <p>2. Investigate how cramp is caused and how it can be prevented.</p>	<p>https://www.iofbonehealth.org/what-sarcopenia</p> <p>http://www.mayoclinic.org/diseases-conditions/muscle-c ramp/symptoms-causes/dxc-20186052</p> <p>http://www.medicinenet.com/muscle_cramps/page16.htm</p>
3		<p>Respiratory System</p> <p>1. Investigate how asthma can affect an individual's respiratory system during exercise.</p> <p>2. Investigate the effects of altitude/partial pressure on the respiratory system.</p>	<p>https://www.asthma.org.uk/</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/science/triple_ocr_gateway/the_living_body/respiratory_systems/revision/5/</p> <p>https://www.asthma.org.uk/advice/living-with-asthma/exercise-and-activities/</p> <p>http://healthyliving.azcentral.com/effects-altitude-respiration-5246.html</p> <p>http://www.altitude.org/breathing_at_high_altitude.php</p>
4		<p>Cardiovascular System</p> <p>1. Investigate the following conditions and explain how these affect the cardiovascular system:</p> <ul style="list-style-type: none"> -High blood pressure -Low blood pressure <p>2. Investigate the following conditions and explain how these affect the cardiovascular system:</p> <ul style="list-style-type: none"> -Hyperthermia -Hypothermia <p>3. Investigate Sudden Arrhythmic Death Syndrome (SADS) and how it affects the cardiovascular system.</p>	<p>http://www.bloodpressureuk.org/BloodPressureandyou/Thebasics/Whatishigh</p> <p>http://www.bloodpressureuk.org/BloodPressureandyou/Thebasics/Whatislow</p> <p>http://www.mhhe.com/biosci/ap/vander/student/olc/d-reading1.html</p> <p>http://www.webmd.com/a-to-z-guides/what-is-hypothermia#1</p> <p>http://www.healthcentral.com/encyclopedia/hc/hyperthermia-3169113/</p> <p>http://www.sads.org.uk/</p>
5		<p>Energy Systems</p> <p>1. Investigate the considerations that need to be taken when training</p>	<p>https://www.brianmac.co.uk/articles/scni4a3.htm</p> <p>https://www.diabetes.org.uk/</p>

	<p>children in relation to the fact that they do not have a lactate system.</p> <p>2. Investigate the condition diabetes and how it affects the cardiovascular system, whilst making particular reference to the dangers of having a hypoglycaemic attack.</p>	<p>http://www.diabetes.co.uk/Diabetes-and-Hypoglycaemia.html</p>
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Sociology

<u>Term to be covered/ Title of Topic</u>	<u>Extension Tasks</u>	<u>Resources to support extension work</u>
Year 12	<p>1/: Tidy folder</p> <p>2/: Re-read all class notes and ensure they are <u>detailed</u> (this means they include key terminology and this is easily identified)</p> <p>3/: Go on to the revision classroom and complete exam questions from memory</p> <p>4/: watch teaching videos on the revision classroom</p> <p>5/: purple pen answers on the revision classroom</p>	Revision classroom- google classroom
Year 13	<p>1/: Tidy folder</p> <p>2/: Re-read all class notes and ensure they are <u>detailed</u> (this means they include key terminology and this is easily identified)</p> <p>3/: Go on to the revision classroom and complete exam questions from memory</p> <p>4/: watch teaching videos on the revision classroom</p> <p>5/: purple pen answers on the revision classroom</p>	Revision classroom- google classroom