



Dear Parent/Carer

Please see below this week's updates from school.

Attendance

Please take a moment to look at the attendance of your child's form for this week. Years 7, 8 and 10 have all improved but there has been a slight dip in Year 9 attendance. Well done to all students who have 100% attendance, the competition is hotting up over who will win the big pizza prizes at the end of this term.

Phoenix			
Attendance			Attendance
89.0%	7A	10C	92.2%
93.7%	8A	7C	98.3%
97.4%	9A	8C	96.3%
93.3%	10A	9C	90.2%

Dragon			
Attendance			Attendance
93.7%	7D	10H	96.7%
99.2%	8D	7H	96.0%
93.3%	9D	8H	92.5%
97.5%	10D	9H	96.6%

Pegasus			
Attendance			Attendance
97.6%	7M	10R	97.9%
89.3%	8M	7R	94.1%
90.0%	9M	8R	90.5%
93.9%	10M	9R	96.3%

Griffin			
Attendance			Attendance
98.1%	7S	10W	99.3%
96.7%	8S	7W	97.2%
93.9%	9S	8W	93.0%
95.5%	10S	9W	97.8%

Hodgson PTFA Event

Just a reminder that the PTFA are holding a bingo and quiz night on Tuesday the 22nd of April at Fylde Cricket Club on Moorland Road. Tickets cost only £2 and bingo tickets can be purchased on the night. All are welcome to join in the fun. The bar will be open and there will be tombola on the night so bring cash. There are still a few tickets left and they can be purchased via Parent pay.

Blood Brothers Trip

The English department are organising a trip to watch Blood Brothers in Blackpool in September for our current Year 9 and 10 students. Blood Brothers is an English Literature set text and watching it being performed live will hugely enhance students' understanding of the play. A letter has gone out to all Y9 and Y10 parents/carers with full details on how to book.

Reach For the Stars

Hodgson Academy will be hosting a glittering musical evening on Saturday the 27th of April at 7.00pm in support of Trinity Hospice. The evening will feature performances by Thornton Cleveleys Band, Trinitas Day Choir, Waterloo Ladies Choir and Anchorsholme Academy Primary School. Tickets cost £10 for an individual and £30 for a family ticket. For more information phone 07970008762 or email elaine4midgley@yahoo.co.uk





Uniform Shop

We are always looking for new volunteers to work in our shop, even if it is only once a month. If you would like to volunteer please contact us on admin@hodgson.lancs.sch.uk The uniform shop is open on Wednesdays between 5.00pm and 7.00pm and Saturdays between 10.00am and 12.00 during term time.

Year 9 Options

The Options forms were sent to Year 9 student emails on Thursday. They are to be completed and submitted by Thursday 25th April at 9am.

Curriculum Newsletters

Following on from this newsletter are the curriculum overviews for this half term.



Year 7 Curriculum Newsletter: HT5 April 2024

Subject	Overview
<p>Mathematics</p>	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Constructing, measuring and using geometric notation – Students will use rulers, protractors and other measuring equipment to construct and measure increasingly complex diagrams using correct mathematical notation. Pie charts will be studied to gain further practice at drawing and measuring angles • Developing geometric reasoning – Students will cover basic geometric language, names and properties of types of triangles and quadrilaterals, and the names of other polygons. Angle rules will be introduced and used for investigations, including parallel lines rules. • Homework: • Mode A: Sparx will be set weeks 1 – 6 and • Mode B for the final week of the term. • Assessments: End of blocks Assessments <ul style="list-style-type: none"> ○ w/c 08/04/24 - Operations and equations with Directed Number ○ w/c 29/04/24 - Addition and subtraction of fractions ○ w/c 20/05/24 - Constructing, measuring and using geometric notation
<p>English</p>	<p>Students will study the following:</p> <ul style="list-style-type: none"> • ‘Voices Across Space and Time’- a selection of poetry from different time periods and cultures. • How to write poetry from haiku to sonnets. • Poetic terminology related to language, structure and form. • Non-fiction writing- students will learn how to write a review, a letter and a news report . • Homework: Each week students will be expected to achieve at least 20 points from completing vocabulary and grammar lessons on Bedrock. <p>Assessment: marked piece – write a song review Week 5 – Scaffolded poetry assessment</p>
<p>Science</p>	<p>Students will study the following:</p> <p>Variation and Human Reproduction:</p> <ul style="list-style-type: none"> • In this half term students will learn about inherited and environmental variation and how this is presented in a species. • Students will also learn about the importance of variation, and how a lack of variation could lead to extinction. • Students will look at the male and female reproductive systems, the menstrual cycle and the stages of pregnancy. <p>Digestion and Respiration:</p> <ul style="list-style-type: none"> • Students will look at the digestive system and the importance of enzymes. • Students will look at the chemical reaction respiration, the respiratory system and the risks associated with smoking tobacco and using nicotine products. <p>Assessment: Week beginning 20th May 2024 Mode A: Tassomai</p>
<p>German</p>	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Zoo Berlin • Eurovision Song contest <p>Students will study snacks, food adjectives, travel and vehicles, zoo animal and music genres. They will continue their work on giving opinions by extending them with reasons.</p>

	<p>Homework will be</p> <ul style="list-style-type: none"> • Homework Mode A: Students will practise vocabulary on the website Linguascope (log in information is available on the assignment on Arbor.) <p>The end assessment will be reading and writing. Further information is on the Knowledge Organiser.</p>
Communication Studies	<p>Students will study the following:</p> <ul style="list-style-type: none"> • How to craft a speech entitled 'Happiness Is...' • Conventions of speech writing such as anecdote, metaphor and facts. • How to use face, voice and body to engage an audience.
Geography	<p>Students will continue to study the following:</p> <ul style="list-style-type: none"> • 'Can geographers solve crime?' Students will look at what crime is and investigate how it might affect the local area. Students will use this knowledge to look at crime from all over the world and understand how different places and people are affected. • Homework: Mode B- students will research and create a fact file on a crime of their choice • Assessment: Students will complete an end of topic assessment before half term
History	<p>Students will study the following:</p> <ul style="list-style-type: none"> • How and why was the Tudor dynasty established? In this topic students will look at the reformation of the Church and break with Rome. What were the wars of the Roses? What consequences did these wars have? What happened to the Princes in the Tower? What as Britain like in 1509? • Assessment: Crusades and Thomas Becket • Homework: Seneca Learning Platform.
Religion, Ethics and Philosophy	<p>Students will study the following:</p> <p>Are holy days still relevant in today's British society?</p> <p>In this unit we will be looking at the origins and traditions of the holy days of our major six faiths. We will be looking at how and why the holy days may have changed and debating on whether holy days are still relevant in today's British society. We will be asking:</p> <ul style="list-style-type: none"> • How do Christians celebrate the Holy Week today? – studying the origins and traditions of the Christian Holy week and understanding how this impacts British citizens today. • What are the Jewish holiest days? - studying the origins and traditions of Hanukkah and understanding how Jewish people celebrate it today. • What are the Islamic holy days? - studying the origins and traditions of the Eid and understanding how this impacts British citizens today. • How do Hindus celebrate New Year? - studying the origins and traditions of Diwali and understanding how Jewish people celebrate it today. • How do we celebrate Christmas? - studying the origins and traditions of Christmas and understanding how Jewish people celebrate it today. • Assessment – Multi choice questions and extended exam style questions for assessing breadth of knowledge and ability to comprehend and utilise knowledge and scripture.
PSHE	<p>Students will study the following:</p> <p>Politics and parliament, political parties, campaigning, debates, the role of the Prime Minister</p>
PE	<p>Students will study the following:</p> <p>Monday P5 + Friday P2 class will study the following...</p>

	<p>Mrs Sanderson: Athletics + rounders Mrs Bushell: athletics and rounders Mr Ingham: cricket and athletics Mr Webb: cricket and athletics</p> <p>Thursday P1 + Friday P1 class will study the following... Mrs Bushell: Athletics and rounders Mrs Sanderson: Athletics and rounders Mr Webb: athletics and cricket Mr Ingham: athletics and cricket</p>
Design and Technology	<p>In the 'Create' project students will study the following:</p> <ul style="list-style-type: none"> • Students are designing and making a clock this year • Students are making their clocks using CAD (Computer Aided Design) software to design the elements of their designs. • Students will learn about laser cutting, which will be used to make the parts they have design on CAD. <p>In the 'Food & Nutrition' project students will study the following:</p> <ul style="list-style-type: none"> • Principles of nutrition (fats & oils and vitamins & minerals), including how to have a healthy balanced diet. • Students will prepare and cook, Macaroni Cheese and Minestrone Soup. <p>In the 'Systems' project students will study the following:</p> <ul style="list-style-type: none"> • Students will continue to make their marble run out of corrugated cardboard, bringing together all the research they have done on mechanisms and motions <p>Assessment – Ongoing assessment in booklets after each section.</p> <p>Homework Mode A – Materials assignment Food Mode A – Evaluation of Banana Oatmeal Muffins</p>
Art	<p>Students will study the following: As part of the Landscape Project, students will be creating a textiles piece based on <i>Wheatfield with Cypresses</i> by Vincent van Gogh. They will be using the following techniques to create their artwork.</p> <ul style="list-style-type: none"> • Batik, • Applique, • Couching, • Decorative Stitching. <p>Homework: Artist research based on the theme of Landscape Art.</p> <p>Assessment: Students are marked on their sketchbook and homework pieces.</p>
Music	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Students will continue to develop their knowledge of notation. • Students will continue to develop their keyboard skills and learn how to play chords. • Students will take part in a ground bass performance and compose their own.
Computing	<p>Students will study the following: Modelling data using spreadsheets</p>

- Students will learn how to navigate a spreadsheet via its rows and columns and become familiar with the cell referencing system. They will locate and select ranges of cells and format cell properties, eventually including conditional formatting.
- Students will learn how to perform calculations on data using basic formulas and cell references, moving to more advanced functions.
- They will learn how to collect their own data, sort and filter data sets and analyse data.

Assessment

- Terminal summative assessment through Forms quiz on key topic knowledge.

Homework

- A Learn definitions of key words ready for Forms quiz mid-point.
- A Read and summarise extract from “Idea Man” by Paul Allen
- A Make reasonable progress completing iDEA badges.

Links to full curriculum overviews for each subject can be found on our website.

Year 8 Curriculum Newsletter: HT5 April 2024

Subject	Overview
Mathematics	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Angles in parallel lines and polygons: Students will recap over previous content on angles and basic polygon construction. In this unit they will also explore facts about angles between parallel lines including alternate, corresponding and co-interior angles. Students will be able to find interior and exterior angles of polygons. Students will also be able to construct an angle bisector and straight line bisector. • Area of trapezia and circles: Recapping previously covered content, students will find the area of triangles, rectangles and parallelograms. Students will be able to find the area of a whole and parts of a circle. Throughout this unit, compound shapes will be included to stretch their understanding. • Line symmetry and reflection: Students will be able to work with lines of symmetry and reflection, be them horizontal, vertical or diagonal. • Homework: • Mode A: Sparx will be set weeks 1 – 6 and • Mode B for the final week of the term. • Assessments: End of blocks Assessments <ul style="list-style-type: none"> ○ w/c 08/04/24 - Standard Index Form ○ w/c 29/04/22 - Number Sense ○ w/c 13/05/24 - Angles in parallel lines and polygons
English	<p>Students will study the following:</p> <ul style="list-style-type: none"> • The play 'The Tempest' by William Shakespeare. • Marginalisation and othering. • Conventions of play writing. • Review writing. <p>Home Learning: Each week students will be expected to achieve at least 20 points from completing vocabulary and grammar lessons on the Bedrock platform.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Students will write a review of a section of the play in week 6 of this half term.
Science	<p>Students will study the following:</p> <p>Evolution and Inheritance</p> <ul style="list-style-type: none"> • Students will learn about the work of Charles Darwin, the theory of natural selection and how this leads to the evolution of new species. • Students will learn how characteristics are passed down from generation to generation through an organisms DNA. • Students will look at the cell cycle and learn the basics of cell division. <p>Heat</p> <ul style="list-style-type: none"> • Students will learn how heat energy can be transferred through the processes of conduction, convection and radiation. <p>Assessment: Week Commencing 3rd June Mode A: Tassomai</p>
German	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Zoo Berlin • Eurovision Song contest

<p>French</p>	<p>Students will study snacks, food adjectives, travel and vehicles, zoo animal and music genres. They will continue their work on giving opinions by extending them with reasons. Homework will be</p> <ul style="list-style-type: none"> • Homework Mode A: Students will practise vocabulary on the website Linguascope (log in information is available on the assignment on Arbor.) <p>The end assessment will be reading and writing. Further information is on the Knowledge Organiser.</p> <p>Students will study the following:</p> <ul style="list-style-type: none"> • Eurovision Song contest <p>Students will study music genres, French artists and songs and different ways to describe artists. They will continue their work on giving opinions by extending them with reasons. Homework will be</p> <ul style="list-style-type: none"> • Homework Mode A: Students will practise vocabulary on the website Linguascope (log in information is available on the assignment on Arbor.) <p>The end assessment will be speaking and listening. Further information is on the Knowledge Organiser.</p>
<p>Communication Studies</p>	<p>Students will study the following:</p> <ul style="list-style-type: none"> • What a graduation ceremony and valedictorian is. • How to craft a valedictorian speech. • How to use face, voice, and body to engage an audience. • Homework: students will learn their valedictorian speech to deliver it to their class.
<p>Geography</p>	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Is living by a hazard a crazy choice? Students will look at how the earth is formed and will consider how the way it moves creates lots of hazards for humans. Students will focus on earthquakes, volcanoes and tsunamis. • Homework: Mode B- students will have the opportunity to create- a working volcano, an earthquake proof building or a tsunami warning sign. • Assessment: Students will complete an end of topic test before the Easter holidays.
<p>History</p>	<p>Students will study the following:</p> <ul style="list-style-type: none"> • The fight for women's Suffridge. Students will look at the roles of the suffragettes and the suffragists as well as key characters such as Emmeline Pankhurst. • WWI: Students will look at the causes of WWI as well as life on the western front. • Assessment: End of topic assessment • Homework: Research task on the suffragettes
<p>Religion, Ethics and Philosophy</p>	<p>Students will study the following:</p> <p>Is suffering necessary?</p> <p>In this unit we will be learning about the different religious and non-religious understandings of suffering. After learning about the different influences of scripture and authority, we discuss and debate how suffering is seen as a product of one's own actions or a punishment after judgement. We learn how suffering can have an evolutionary purpose and how humans can grow through the understanding of suffering. We also debate on the existence of God in a world where suffering exists. We will ask the questions:</p> <p>How powerful is God? – students will learn about God as omnipotent, benevolent, fair and just. Students will learn why Christians believe in God's character and how suffering comes into the world.</p>

	<p>Are we born good or evil? – Students will learn about the religious and non-religious understandings of good and evil. Students will learn about the source of moral and natural evil and human responses to suffering.</p> <p>Is suffering a good thing? – Learning about different religious and non-religious responses to suffering. Students learn about the evolutionary effects of suffering and how through suffering we see the best in our society in humanitarian response.</p> <p>Does justice prevent suffering? – Understanding how justice works in the world, including the declaration of human rights. Students will learn that suffering may be caused through injustice and how this can be prevented. Students will study case studies on cases of injustice in the world.</p> <p>What can we do about suffering? – Students will learn the religious and non-religious motivations for people to help others who are suffering. Students will learn about different responses to suffering in cases of poverty, homelessness and gender inequality.</p> <p>Homework: Research and report on one of the worldwide issues that cause suffering in the world today.</p> <p>Assessment: Multi choice questions and extended exam style questions for assessing breadth of knowledge and ability to comprehend and utilise knowledge and scripture.</p>
PSHE	<p>Students will study the following: Law, crime and society: including decision making, criminal responsibility, laws, community cohesion, prison, reform and punishment</p>
PE	<p>The students will be studying the following areas of the curriculum:</p> <p>Mrs Sanderson: Athletics + rounders Mrs Bushell: athletics and rounders Mr Ingham: cricket and athletics Mr Webb: cricket and athletics</p> <p>Mrs Bushell: Athletics and rounders Mrs Sanderson: Athletics and rounders Mr Webb: athletics and cricket Mr Ingham: athletics and cricket</p>
Design and Technology	<p>In the 'Create' project students will study the following:</p> <ul style="list-style-type: none"> • Soldering: Students will learn how to solder and create a circuit for their mood lights using a PCB, LED, switch, resistor and USB power cable. • CAD: Students will begin developing their final design on the computer, which will then be laser cut for their final prototype. • Workshop: Students will learn how to use a variety of tools and equipment to make the wooden bases of their mood lights. <p>In the 'Innovate' project students will study the following:</p> <ul style="list-style-type: none"> • Forces and Stresses – Students will learn about the 5 main forces materials and structures are put under (Tension, Compression, Torsion, Shearing and Bending). • Engineering Challenges – Students are to complete a series of engineering challenges, applying their knowledge of forces and stresses to engineer structures to withstand the pressure. They will build a tower that they need to test using an earthquake simulator and a bridge made out of paper to withstand the weight of a heavy object passing over it. <p>In the 'Systems' project students will study the following:</p>

	<ul style="list-style-type: none"> • 3D CAD: Students will learn the basics of a 3D CAD program (OnShape) to design and make a 3D Printed book holder. <p>Assessment – Ongoing summative assessment on designing and making skills in project booklets.</p> <p>Homework Mode A – Materials assignment</p>
<p>Art</p>	<p>Students will study the following: As part of the Abstract Art Project, students will be creating a textiles piece based on a chosen painting by the artist Hundertwasser. They will be using the following techniques to create their artwork.</p> <ul style="list-style-type: none"> • Batik, • Applique, • Couching, • Decorative Stitching. <p>For the second part of this half term students will be exploring the theme of Architecture, looking at Classic, Brutalist and Modern buildings.</p> <p>Homework: Artist research based on the theme of Architecture</p> <p>Assessment: In line with what to expect at GCSE students are marked on their sketchbook and homework pieces.</p>
<p>Music</p>	<p>Students will study the following:</p> <p>Reggae music and its links to the Blues.</p> <ul style="list-style-type: none"> - Students will listen and analyse reggae music - They will take part in a reggae performance – developing their keyboard and note reading skills - Pupils will compose in a reggae style – developing the knowledge of chords
<p>Performing Arts</p>	<p>In Performing Arts, students will study the following: Topic: Darkwood Manor Pupils will develop a character through use of vocal skills and physical theatre.</p> <p>Students will carry out exploration tasks in response to different given stimuli. Students will be creating/ devising pieces in groups. They will develop ensemble/group skills and roles.</p> <p>Skills- Vocal, physical, and interpretative skills. Team working skills will be essential and reflective skills. Development of body language, facial expressions, gestures, posture, levels, spacing, movement and vocal skills- pitch, tone, accent, pace, and projection.</p> <p>Techniques- Improvisation, still image, body as a prop, narration, hot seating, teacher in role, creating characters, cross cutting, and split scenes.</p> <p>Understanding - Develop understanding of abstract drama, improvisation and use of props and set design. They will develop their understanding of how to respond to the given theme and they will learn how to select skills and developing them in response to the theme/stimulus.</p> <p>Performing (Assessment)- Small group performances including acting and possible dance and singing skills. Students should be able to demonstrate that they can create a believable character and sustain a role for an appropriate amount of time in performance.</p>

	<p>Homework</p> <ul style="list-style-type: none"> • A-Rehearsing their chosen character in preparation for their performance. • A- Microsoft forms Quiz based on the learnt techniques and style. • B-Poster based on acting techniques.
<p>Computing</p>	<p>Students will study the following:</p> <p>Representation: from clay to silicon</p> <ul style="list-style-type: none"> • Students will learn that representations are used to store, communicate, and process information and provide examples of how different representations are appropriate for different tasks. • Students will learn that characters can be represented as sequences of symbols and list examples of character coding schemes and measure the length of a representation as the number of symbols that it contains. • They will provide examples of how symbols are carried on physical media and explain what binary digits (bits) are, in terms of familiar symbols such as digits or letters. • Measure the size or length of a sequence of bits as the number of binary digits that it contains and provide examples of the different ways that binary digits are physically represented in digital devices. <p>Assessment</p> <ul style="list-style-type: none"> • Terminal summative assessment through Forms quiz on key topic knowledge. <p>Homework</p> <ol style="list-style-type: none"> A. Read and summarise extract from “Facial Recognition” by Mark Andrejevic & Neil Selwyn. B. Make reasonable progress completing iDEA badges.

Links to full curriculum overviews for each subject can be found on our website.

Year 9 Curriculum Newsletter: HT5 April 2024

Subject	Overview
<p>Mathematics</p>	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Enlargement and similarity: Students will learn how to enlarge shapes, using the centre of enlargement and scale factor. They will also learn how to enlarge a shape for a given negative or fractional scale factor. Students will be able to describe a given enlargement. • Solving ratio and proportion problems: Students will be introduced to higher level direct and indirect proportion, both algebraically and graphically. They will deepen their ratio knowledge and apply to many different problem-solving scenarios. • Rates: Students will learn about compound measure; speed, distance and time, density and rates of flow and their graphs. They will be able to deepen their knowledge of converting units of measure for compound units. • Homework: • Mode A: Sparx will be set weeks 1 – 6 and • Mode B for the final week of the term. • Assessments: End of blocks Assessments <ul style="list-style-type: none"> ○ w/c 08/0424 - Deduction ○ w/c 22/04/24 - Rotation and translation ○ w/c 06/05/24 - Pythagoras' Theorem ○ w/c 20/05/24 - Enlargements and Similarity
<p>English</p>	<p>Students will study the following:</p> <ul style="list-style-type: none"> • 3 lessons a week: Exploration of Shakespeare's tragic play 'Macbeth'. Students will learn about the Great Chain of Being and the Divine Right of Kings in order to understand the complex themes and ideas of the play. Students will develop their understanding of how themes develop throughout the plot and how Shakespeare's use of language and methods present these themes to begin to explain why Shakespeare wrote the play. • 1 lesson a week: Students will continue their study of some of the main themes of the play by exploring linked opinion articles that explore gender roles, ambition and the role of the monarchy. They will use these as a stimulus to develop their own opinion article writing. <p>Home Learning: Weekly Tassomai (minimum 3 daily goals a week).</p> <p>Assessment: Students will analyse an extract from Macbeth in week 4 of this half term.</p>
<p>Science</p>	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Particle Model: Students learn about the particle model of matter, which includes the behaviour and properties of particles in different states of matter such as solids, liquids, and gases. They study concepts like density of materials, changes in a material's temperature or state of matter, and the kinetic theory of particles. • Periodic table: Students learn about the arrangement of elements in the periodic table, the significance of the number of shells, group number, the properties of elements within the table, how atoms become ions and the history of the periodic table. • Infection & response: Students learn about communicable diseases, pathogens (viruses, bacteria, fungi, and protists), the human immune system, plant diseases, and methods of treating, curing, and preventing diseases. This includes the use of antibiotics, vaccinations, and monoclonal antibodies. Students also learn about the importance of hygiene and measures to reduce or prevent the spread of diseases. • Bonding: Students learn about different types of bonding, including ionic, covalent, and metallic bonding. They study the properties of substances with these bonds, such as melting and boiling points, conductivity, and the structure of materials.

	<p>Homework: Mode A - Weekly Tassomai - students must complete a weekly goal on Tassomai.</p> <p>Summative Assessment WC: 29th April 2024.</p>
German	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Film and TV • Music <p>Students will study TV genres, film genres, music genres, film description in past tense and extended opinions.</p> <p>Homework will be</p> <ul style="list-style-type: none"> • Homework Mode A: Students will practise vocabulary on the website Linguascope (log in information is available on the assignment on Arbor.) <p>The end assessment will be speaking and listening. Further information is on the Knowledge Organiser.</p>
Geography	<p>Students will be studying the following:</p> <ul style="list-style-type: none"> • Is everything always as it seems? In this topic students will identify misconceptions from around the globe. They will use information from the book 'Factfulness' to look at things that they thought were true about the planet, which are not. By using information change these misconceptions to the truth. • Homework: Mode B- Climate change project • Assessment: End of topic assessment before Easter.
History	<p>Students will study the following:</p> <ul style="list-style-type: none"> • The Holocaust: Students will examine the persecution of the Jews in Germany between 1933-45. Students will look at events such as Kristallnacht and The 'final solution' • Assessment: End of topic assessment • Homework: Seneca home learning platform.
Religion, Ethics and Philosophy	<p>Students will study the following:</p> <p>Introduction to Christianity</p> <p>Students will receive an introduction to the beliefs and practices of the traditional religion of our country. This gives a great basic knowledge foundation required for the next two years in religious study. Students will study:</p> <ul style="list-style-type: none"> • Introduction and Origin • God • Jesus • Worship, Festivals and pilgrimage • Missionaries and Evangelism <p>Homework: To create a knowledge organiser of the knowledge acquired from this unit.</p> <p>Assessment: Multi choice questions and extended exam style questions for assessing breadth of knowledge and ability to comprehend and utilise knowledge and scripture.</p>
PSHE	<p>Students will study the following:</p> <p>Combatting terrorism and extremism, including conspiracy and fake news, extremism, terrorism, what are British values? Radicalisation, counterterrorism, anti-Semitism</p>
PE	<p>Students will study the following:</p> <p>Monday P5 + Friday P2 class will study the following...</p>

	<p>Mrs Sanderson: Athletics + rounders Mrs Bushell: athletics and rounders Mr Ingham: cricket and athletics Mr Webb: cricket and athletics</p> <p>Thursday P1 + Friday P1 class will study the following... Mrs Bushell: Athletics and rounders Mrs Sanderson: Athletics and rounders Mr Webb: athletics and cricket Mr Ingham: athletics and cricket</p>
<p>Design and Technology</p>	<p>Students will study the following: In the 'Create' project the students will study the following:</p> <ul style="list-style-type: none"> • CAD – Students will create a technical floor plan for their dream houses using 2D CAD (2D Design), learning the importance of planning, scaled drawings and communication (using architectural drawing keys to communicate walls, windows, doors, etc.). The floor plans will then be used to guide the making of the architectural models • Modelling – Students will begin making their models using the floorplans as a guide. <p>In the 'Innovate' project students will study the following:</p> <ul style="list-style-type: none"> • Design Challenge: Students will explore each design challenge. Based on their research students will select one of the challenges and write a design brief. • Product Analysis: Students will research and analyse existing products relating to their chosen challenge. <p>In the 'Systems' project students will study the following:</p> <ul style="list-style-type: none"> • CAD: Students will be revisiting OnShape, a 3D CAD software program, building on the basic skills they learned in Y8 and learning some more advanced tools and functions to draw up their can crushers. <p>Assessment – Ongoing summative assessment on designing and making skills in project booklets</p> <p>Homework Mode A – Materials assignment</p>
<p>Art</p>	<p>Students will develop the skills and knowledge learnt in Year 7 and Year 8 by completing the following for their Fantasy Creature project.</p> <ul style="list-style-type: none"> • Pen Insect. • Pencil Crayon Animal. • Watercolour Reptile. • Fantasy Creatures Ideas. • Analysing the work of Artists. • Annotation of classwork. <p>Homework: Artist research based on Fantasy Creatures</p> <p>Assessment: In line with what to expect at GCSE students are marked on their sketchbook and homework pieces.</p>

Music	<p>In music pupils will focus on “What makes a good song?”</p> <p>Students will learn: the importance of hooks and riffs, about popular song structure and melodic motion.</p> <p>They will listen and analyse different songs.</p> <p>They will perform parts from a range of different songs using lead sheet notation.</p> <p>Students will create their own cover version in their chosen style genre.</p>
Performing Arts	<p>In Performing Arts, students will study the following:</p> <p>Topic: Darkwood Manor</p> <p>Pupils will develop a character through use of vocal skills and physical theatre.</p> <p>Students will carry out exploration tasks in response to different given stimuli. Students will be creating/ devising pieces in groups. They will develop ensemble/group skills and roles.</p> <p>Skills- Vocal, physical, and interpretative skills. Team working skills will be essential and reflective skills. Development of body language, facial expressions, gestures, posture, levels, spacing, movement and vocal skills- pitch, tone, accent, pace, and projection.</p> <p>Techniques- Improvisation, still image, body as a prop, narration, hot seating, teacher in role, creating characters, cross cutting, and split scenes.</p> <p>Understanding - Develop understanding of abstract drama, improvisation and use of props and set design. They will develop their understanding of how to respond to the given theme and they will learn how to select skills and developing them in response to the theme/stimulus.</p> <p>Performing (Assessment)- Small group performances including acting and possible dance and singing skills. Students should be able to demonstrate that they can create a believable character and sustain a role for an appropriate amount of time in performance.</p> <p>Homework</p> <ul style="list-style-type: none"> • A-Rehearsing their chosen character in preparation for their performance. • A- Microsoft forms Quiz based on the learnt techniques and style. • B-Poster based on acting techniques.
Computing	<p>Students will study the following:</p> <p>Python Programming</p> <ul style="list-style-type: none"> • Students will learn to create simple programs involving basic input and output • Students will use simple arithmetic expressions in assignment statements to calculate values and receive input from the keyboard and convert it to a numerical value • Students will use relational operators to form logical expressions and use binary selection (<code>if</code>, <code>else</code> statements) to control the flow of program execution • Students will use iteration (<code>while</code> loops) to control the flow of program execution <p>Assessment</p> <ul style="list-style-type: none"> • Terminal summative assessment through Forms quiz on key topic knowledge. <p>Homework</p> <ol style="list-style-type: none"> A. Read and summarise extract from “GCHQ” by Richard Aldrich B. Make reasonable progress completing iDEA badges.

Links to full curriculum overviews for each subject can be found on our website.

Subject	Overview
Mathematics	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Collecting, representing, and interpreting data: This block builds on KS3 work on the collection, representation and use of summary statistics to describe data. Much of the content is familiar, both from previous study within and beyond mathematics (including Geography and Science) and from everyday life. A balance of consolidating existing knowledge with extending and deepening, particularly in terms of interpretation of results and evaluating and criticising statistical methods and diagrams. There is additional content relating to continuous data including histograms, cumulative frequency diagrams, box plots and associated measures such as quartiles and the interquartile range. • Non- Calculator methods: This block will revise and build on KS3 content for calculation. Mental methods and using number sense will be encouraged alongside the formal methods for all four operations with integers, decimals and fractions. Where possible this will be covered through problems, particularly multi-step problems in preparation for GCSE. The limits of accuracy of truncation is explored and compared to rounding, and students will look at all aspects of irrational numbers including surds. • Homework: • Mode A: Sparx will be set weeks 1 – 6 and • Mode B for the final week of the term - Complete an exam paper • Assessments: End of blocks Assessments <ul style="list-style-type: none"> ○ w/c 15/04/24 - Percentages and interest ○ w/c 06/05/24 - Probability ○ w/c 20/05/24 - Collecting, representing and interpreting data
English	<p>Students will continue to study the following:</p> <ul style="list-style-type: none"> • 4 lessons: Exploration of Shakespeare’s tragic play ‘Romeo and Juliet’. Students will explore the context in which the play was written to develop their understanding of Shakespeare’s intentions in writing the play. They will analyse and evaluate Shakespeare's use of language and methods and explore themes and characters. • 1 lesson: Students will use MITSL to develop their approach to exploring and writing about a range of unseen poetry. • Homework Mode A: Weekly Tassomai goals. • Homework Mode B: Teacher directed tasks.
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Biology: Combined & Separate - Homeostasis: Students continue to explore the structure and function of the nervous system and how it can bring about fast responses, slower changes and how hormonal coordination is particularly important in reproduction. Genetics and inheritance: Students learn about the passing of traits from parents to offspring, genetic inheritance, dominant and recessive genes, co-dominance, and sex-linked inheritance. • Chemistry: Separate - Industrial Chemistry: Students learn about factors influencing rates, such as collision theory, energy, and catalysts. They calculate the mean rate of reaction and measure rates by monitoring mass, volume, or pressure changes. Combined – Environmental chemistry students learn about the composition and evolution of the Earth's atmosphere, the role of greenhouse gases such as carbon dioxide and methane, common atmospheric pollutants, and the impact of human activities on the atmosphere's composition.

	<ul style="list-style-type: none"> • Physics: Combined & Separate – Waves: Students continue to learn the behaviour of waves, how they carry information and how modern technologies such as imaging and communication systems make the most of electromagnetic waves. • Home learning: Mode A – Weekly Tassomai (minimum 3 daily goals a week).
French	<p>Students will study the following:</p> <ul style="list-style-type: none"> • School <p>Students will study school subjects, facilities, rules and uniform.</p> <p>Homework will be</p> <ul style="list-style-type: none"> • Homework Mode A: Students will practise vocabulary on Seneca. <p>The assessment will be at the end of the next topic covering the four skills of Reading, Writing, Speaking and Listening.</p>
Geography	<p>Students will be studying the following:</p> <ul style="list-style-type: none"> • The Changing UK Economy- Students will look at the different types of employment structures across the UK and see how they have shaped primary, secondary and tertiary sectors. Students will consider population change within urban and rural areas and understand why urban areas are structured in the way that they are. • Homework: Mode A- Seneca, Mode B- exam question models • Assessment: A Practice AQA exam paper at the end of the topic.
History	<p>Students will study the following:</p> <p>Elizabethan England, c1568-1603 – Elizabeth’s Court and Parliament</p> <ul style="list-style-type: none"> • Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers. • The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth’s authority at the end of her reign, including Essex’s rebellion in 1601. <p>Elizabethan England, c1568-1603 – Troubles at home and abroad</p> <ul style="list-style-type: none"> • Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters. • Mary Queen of Scots: background; Elizabeth and Parliament’s treatment of Mary; the challenge posed by Mary; plots; execution and its impact. • Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada. <p>Homework:</p> <p>Mode A:</p> <ul style="list-style-type: none"> • Seneca. • Practice exam questions. <p>Assessment: Mock exam on Conflict and Tension</p>
Religion, Ethics and Philosophy	<p>Students will study the following:</p> <p>Peace and Conflict</p> <p>This half term we complete the theme of peace and conflict. This term we study:</p> <ul style="list-style-type: none"> • Religion and belief as a cause of war • Pacifism • Peace-making in the 21st Century • Victims of War • End of Unit Assessment – GCSE questions to test knowledge and exam skills. <p>Homework: Research and report on peace makers of their choice.</p>

PSHE	<p>Students will study the following: Rights, responsibilities and British Values, including critical thinking and fake news, LGBT and British Values, what is a cult? Human rights and their importance, balancing human rights</p>
PE	<p>Depending on what pathway the students have picked, they will be studying the following:</p> <p>Pathway 1 Girls: Officiating Pathway 1 Boys: Handball and Football Pathway 2: Badminton, Fitness and Volleyball.</p>
Design and Technology	<p>Students will study the following:</p> <p>Inclusive Design Project</p> <ul style="list-style-type: none"> • Students will continue with their Mock NEA project, designing a product for a specific disability. • Students will be making prototype models of their designs to test and evaluate • Students will create a final prototype on 3D CAD (Fusion 360) and produce technical drawings, learning how to process CAD files for 3D printing. <p>Theory</p> <ul style="list-style-type: none"> • The Environment <p>Summative Assessment – Mock Exam. Research section of Mock NEA.</p> <p>Homework Mode A – Mock exam reflection Mode B – Fusion 360 extension activities</p>
Food Preparation and Nutrition	<p>Students will study the following:</p> <p>Planning balanced diets, including:</p> <ul style="list-style-type: none"> • How people’s nutritional needs change due to their age, lifestyle choices and state of health. • How to analyse diets. • How to plan a balanced diet for people with specific dietary needs or nutritional deficiencies. <p>Summative Assessment Planning Balanced Diets End of Topic Assessment (Healthy Eating, Time of Life, Religious Dietary Customs, Vegetarianism, Pregnancy, Obesity, Anaemia, Allergies and Intolerances, Coeliac Disease and Dental Caries)</p> <p>Homework Mode A – Revision for assessment, including Seneca.</p>
Construction	<p>Students will study the following:</p> <p>The Cohort are continuing to study for the second Component, which is called design and Construction. In this component, they will learn about what planning constraints there are on a building, also the designer must consider what the client is requesting. These are all set-in real-life scenario’s therefore, making it much more realistic. 3D drawing is essential in this component, therefore that skill will also be taught and practiced.</p>
Business Studies	<p>Unit 4: Operations</p> <p>This unit includes how the operations functional area aids the production process both in the manufacture of goods and the provision of services. Job, batch and flow production processes should be understood including the impact they have on businesses.</p>

	<p>Quality in an operations context should be understood for services as well as manufacturing. The sales process is a new topic area in operations, though it includes e-commerce which was in previous GCSE Business specifications.</p> <p>Developments within e-commerce are changing and students need to be up to date with such changes. The importance of customer service is reflected within this section with the inclusion of product knowledge and customer engagement.</p> <p>Detailed knowledge of the current UK legislation such as the Consumer Rights Act 2015 is not required however students should be aware that goods are required to be of satisfactory quality, fit for purpose and as described.</p> <p>In particular students need to consider possible impacts on businesses where goods are faulty or poor service is provided. Procurement is a new area of study. Students need to be aware of the different roles within this section of business operations.</p> <p>4.1 Production Processes 4.2 Quality of goods and services 4.3 The sales process and customer service 4.4 Consumer law 4.5 Business Location 4.6 Working with suppliers</p> <p>Assessment: Data responses after each topic area covered Homework will be set weekly on SENECA</p>
<p>Creative iMedia</p>	<p>Students will study the following: R095 – Animation with Audio</p> <ul style="list-style-type: none"> • Students will learn to plan animations with soundtracks based on client briefs, use a range of tools and techniques to create, edit and combine audio and animated content and export and review completed animation with audio products. • Complete R093 KnowItAllNinja activities as directed.
<p>Computing</p>	<p>Students will study the following: 2.2 Programming Fundamentals</p> <ul style="list-style-type: none"> • Students will practice the use of variables, constants, operators, inputs, outputs and assignments • Students will choose between the three basic programming constructs used to control the flow of a program: Sequence, Selection, Iteration (count and condition-controlled loops) • Students will be able to use the common arithmetic operators, the common Boolean operators AND, OR and NOT, and cast between data types: Integer, Real, Boolean, Character and string • These fundamentals will be embedded through the use of programming challenges of increasing difficulty <p>Assessment</p> <ul style="list-style-type: none"> • Mock exam combining Paper 1 and Paper 2 topics as detailed on Teams <p>Homework</p> <p>A. Mock exam revision based on topics given on Teams</p>

<p>Art</p>	<p>Students will be continuing with their Art Journal Project, each week they will be given a different theme with a specific art material to use – this term students will be creating the following -</p> <ul style="list-style-type: none"> • Family - Pencil • Favourite Film – Pencil Crayon • Favourite Book – Fine Liner • Words Relating to Identity - Pen • Clothes - Paint <p>Homework:</p> <ul style="list-style-type: none"> • Collect images to work from based on the above themes • 2nd Artist Research Project on either Jose Naranja, Frida Kahlo, Chandler O’Leary, Guillermo Del Toro <p>Assessment:</p> <ul style="list-style-type: none"> • Students are assessed on their coursework pieces with a mock and practical final exam in year 11.
<p>Textiles</p>	<p>Students will study the following:</p> <p>Students will be continuing with their NEA coursework. In this half term they will be focusing on:</p> <ul style="list-style-type: none"> • Developing the design ideas for final piece including samples of possible techniques. • Creating a final design for manufacture. <p>Assessment:</p> <p>Students are assessed on their coursework pieces with a mock and practical final exam in year 11.</p> <p>Homework</p> <p>Mode B - Each week students will be expected to spend at least an hour on their NEA.</p>
<p>Music</p>	<p>Students will study the following:</p> <p>Students will continue working on listening and appraising.</p> <p>There are 4 areas of study: musical forms and devices; music for ensemble; film music; popular music.</p> <p>Homework</p> <p>Students need to be practising daily, working towards a solo and ensemble performance. Students need to be working on their composition.</p> <p>There are also theory booklet tasks.</p>
<p>Performing Arts</p>	<p>Students will study the following:</p> <p>Component 2 Developing Skills and Techniques Assessment</p> <p>Students will work on learning their chosen performances for their Component 2 assessment focusing on musical theatre, dance or acting. The pieces will be a minimum of 2 minutes and must be professional repertoire.</p> <p>1. Sessions will focus on learning and reproduction of the professional pieces-learning dialogue, songs, or movement, learning blocking and stage directions and learning choreography.</p>

	<p>2. Responding to direction- health and safety, preparation- warm up and cool down, positive response to instructions and feedback and applying feedback and corrections.</p> <p>3. Reviewing and recording development of skills and performance pieces.</p> <p>Homework- this will focus on learning aim A- Log diary of their interpretive and performance skills development, target setting, characteristics of the style/genre, communication of meaning, intentions and links to the theme, personal review and reflection on skills and progress and response to feedback.</p>
<p>Health and Social Care</p>	<p>Students will study the following: R034 – Creative, Therapeutic Activities</p> <p>Students will be completing one coursework unit this half term. They will be learning about the wide variety of creative and therapeutic activities and how they can impact a person's PIES and their development.</p> <p>Students will have a deadline set before we break up for half term.</p>
<p>Sports Studies</p>	<p>Students will study the following:</p> <p>Mrs Hutchinsons class: The students are working through TASK 1 and TASK 2 of the OAA unit of work. They are expected this work will be about provisions of activities, equipment required and the benefits of completing it.</p> <p>Mrs Bushell's class: The students are working through TASK 1 and TASK 2 of the OAA unit of work. They are expected this work will be about provisions of activities, equipment required and the benefits of completing it.</p>

<p>GCSE PE</p>	<p>Students will study the following:</p> <p>Methods and effects of guidance and feedback on sporting performance and training. Students will progress to studying sports psychology, with a focus on the impact of arousal, motivation, aggression and personality.</p> <p>Practical: Multiple sporting activities weather and facility dependent</p> <p>Homework: completing questions on ever learner and exam questions. Students will also be completing their NEA coursework.</p> <p>Assessment: Classroom examination questions.</p>
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Year 11 Curriculum Newsletter: HT5 April 2024

Subject	Overview
Mathematics	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Revision of topics which have been highlighted as challenging topics in the recent mocks. • Homework Learning: Method Maths Papers and practice papers.
English	<p>Students will continue to study the following:</p> <p>3 lessons re-visiting A Christmas Carol and Romeo and Juliet focusing on plot, characters, theme and context. Students will develop how to plan an essay and how to write a sophisticated exam response.</p> <ul style="list-style-type: none"> • 2 lessons preparing for GCSE English Language paper 1. Students will develop their inference and analysis of a range of extracts from 20th and 21st century fiction texts. Students will also develop their descriptive and narrative writing by looking at good examples and planning and writing their own by focusing on setting and character development. • Home learning Mode A – Weekly Tassomai (minimum 3 daily goals a week). • Home learning Mode B – Teacher directed revision tasks.
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Biology, Chemistry & Physics: Students will continue to complete a tailored revision programme specific to the class based on weaknesses highlighted by the mock exams completed for Paper 1 and Paper 2. • Homework: Mode A – Students must complete a weekly goal on Tassomai and complete their weekly exam questions.
German	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Theme 1: Students will recall topics of family, free-time and festivals. Students will practise reading and listening skills, as well and writing and translation. • Grammar: Students will revise 3rd person modal verbs, perfect tense and future time frames. • Homework: Mode A homework will be set weekly on Seneca, as well as practice exam questions if needed. <p>The Speaking Exam takes place from April 15th to the 26th. The Reading and Listening exams will take place on 10th May. The Writing exam is on Tuesday 21st May.</p>
Geography	<p>Students will be studying the following:</p> <ul style="list-style-type: none"> • Geographical skills, enquiry and pre-release: students will be practising their statistical, cartographic and map skills in preparation for the paper 3 exam. They will link these to geographical scenarios, and our human and physical fieldwork. Two weeks before Easter students will receive their pre-release material in preparation for paper 3 and will spend lesson times researching and identifying potential questions that could come up surrounding this material. • Homework: Paper 2 knowledge checks • Assessment: Practice pre-release questions after the Easter holidays
History	<p>Students will study the following:</p> <p>Health and the People, c.1000 to present day – A revolution in medicine and modern medicine</p>

	<ul style="list-style-type: none"> • The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies. • A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery. • Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts. • Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments. • The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery. • Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century. • Sir Francis Drake Site study. <p>Homework:</p> <p>Mode A:</p> <ul style="list-style-type: none"> • Seneca. • Practice exam questions. <p>Assessment: Mock exam Elizabethan England and Health and the People</p>
<p>Religion, Ethics and Philosophy</p>	<p>Students will study the following: To identify the beliefs, motivation and impact of Icons from the 20th Century.</p> <p>Key Knowledge/Key skills</p> <ul style="list-style-type: none"> • I am reflection • MLK • Malala • Ghandi • Icon representations <p>Key Assessment Lesson- Group presentation of an icon.</p>
<p>GCSE Religious Studies</p>	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Test and self-assessment of Hinduism – charities and projects unit. • Key Knowledge/Key skills – Christian key beliefs and Practice To organise revision notes and complete independent and teacher led knowledge gap filling. Games and quizzes. Peer interaction and support. • Theme – Relationship and families <p>Homework: Revise and complete GCSE papers to peer assess in class.</p>
<p>PSHE</p>	<p>Students will study the following: Staying safe including VR and online gaming, festival drugs, nitrous oxide, online reputation and digital footprints, cosmetic and aesthetic procedures, substance addiction.</p>
<p>Art</p>	<p>Students will study the following:</p> <p>Students will be working on the preparation portfolio for their GCSE exam. Details of the design brief choices will be issued to students after the Christmas break.</p> <p>Homework:</p>

	<ul style="list-style-type: none"> • Artist research relating to students' chosen exam brief. <p>Students will be working on their coursework portfolio once the Art exam has been completed.</p> <p>Homework:</p> <ul style="list-style-type: none"> • Completion of any missing coursework. <p>Assessment:</p> <ul style="list-style-type: none"> • Students will be assessed on their exam portfolio, mock and practical final exam in the Spring term of Year 11.
Textiles	<p>Students will study the following:</p> <p>Students will be working on the preparation portfolio for their GCSE exam. Details of the design brief choices will be issued to students after the Christmas break.</p> <p>Homework:</p> <ul style="list-style-type: none"> • Artist research relating to students' chosen exam brief. <p>Students will be working on their coursework portfolio once the Textiles exam has been completed.</p> <p>Homework:</p> <ul style="list-style-type: none"> • Completion of any missing coursework. <p>Assessment:</p> <ul style="list-style-type: none"> • Students will be assessed on their exam portfolio, mock and practical final exam in the Spring term of Year 11.
Music	<p>Students will study the following:</p> <p>Students will continue working on the listening and appraising exam which is worth 40% of their GCSE.</p> <p>There are 4 areas of study: musical forms and devices; music for ensemble; film music; popular music.</p> <p>Homework:</p> <p>Students need to be practising daily, working towards their solo and ensemble performance that lasts a total of 4-6 minutes.</p> <p>Students need to be working on both their compositions.</p> <p>Revision guide dictation tasks.</p>
Performing Arts	<p>Understanding how to respond to the set exam brief 2024- Choreography/devising. They will be developing an understanding of how to respond to the given brief, and they will learn how to select skills and developing them in response to the theme/stimulus. They will learn techniques for devising and choreographing performance material. Students will undertake an ideas log, skills log, performance, and evaluation log. Students will undertake the following tasks:</p> <ol style="list-style-type: none"> 1. Developing ideas through planning and discussions. 2. Selecting and developing skills for performance. 3. Taking part in a workshop performance. 4. Evaluation the process and outcome.

	<p>Homework- this will focus on preparation for the 3 written assessments- ideas log, skills log and evaluation. Students will also rehearse performance material create to improve technical and expressive skills.</p> <p>Assessments</p> <p>Written Ideas Log Friday 15th March 11.10am – period 3 (1 hour)</p> <p>Written Skills Log Tuesday 19th March 11.10am- period 3 (1 hour)</p> <p>Practical Performance 11:PER:O class Tuesday 16th April (All day in the school hall) 11:PER:N class Wednesday 17th April (All day in the school hall)</p> <p>Written Evaluation Tuesday 30th April 11.10am-period 3 (1 hour)</p>
<p>Design and Technology</p>	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Completion of the NEA (Deadline Friday 19th April) • Exam preparation – Section B (specialist Paper and Board revisit) <ul style="list-style-type: none"> Sources and origins Commercial manufacturing (Offset Lithography, Die Cutting, Lamination) Standard components Tools and equipment Surface finishes Quality Control Commercial products <p>Summative Assessment – NEA – Continued assessment on completed sections.</p> <p>Homework: Mode A – Seneca assignments revisiting the theory content already covered. Mode B - Each week students will be expected to spend around an hour on their NEA.</p>
<p>Food Preparation and Nutrition</p>	<p>Students will study the following:</p> <ul style="list-style-type: none"> • NEA2 (Non-Exam Assessment) The Food Preparation Task Section C – Once students have completed their practical assessment, they will evaluate the dishes they have made. • Food Provenance: Students will achieve an understanding of where our food comes from and whether foods are grown, caught or reared. Students will then look at the difference between primary and secondary processing and farming methods. Students will be able to identify seasonal foods and understand the concept of food miles. Students. Students will achieve an understanding of how food products are genetically modified. • Food Waste: Students will understand the impact that food waste has on the environment and will be able to suggest ways to reduce waste. <p>Summative Assessment: NEA 1 and NEA2: Final assessment.</p> <p style="text-align: center;">**NEA Deadline – Friday April 12th at 3.00pm**</p> <p>Homework: Mode A – Seneca assignments revisiting the theory content.</p>
<p>Construction</p>	<p>The year 11 cohort are now fully focused on the final Component of the course, which is the External Examination.</p>

	<p>Areas of study and revision are Strength and stability of buildings and materials, Thermal and sound insulation, Sub-Structures, Super structures, Sustainable materials and power sources, Environmental issues, Floors and Modular construction methods. After school intervention will take place Wednesday week B after school for 1 hour.</p>
Business Studies	<p>This term, students will study the following:</p> <ul style="list-style-type: none"> • We will complete exam practise questions during lesson, focusing on Paper One and Two exam techniques and how to answer different types of questions. • We will condense Paper 1 and 2 revision topics and devise appropriate revision materials. • Students will work through previous data responses, focusing on targeted topic areas that will support their revision needs. • Homework will be set weekly on SENECA and revision booklets will be expected to be completed and brought to each lesson.
Computing	<p>Students will revise the following:</p> <p>2.2 Programming Fundamentals 1.2 Networking</p> <p>Assessment</p> <ul style="list-style-type: none"> • Mock exam combining Paper 1 and Paper 2 topics as detailed on Teams <p>Homework</p> <p>A. Mock exam revision based on topics given on Teams</p>
Health and Social Care	<p>Students have now finished the course and will be completing revision tasks to prepare themselves for their exam on unit R032. Homework tasks will be related revision topics that we have covered in lessons. Students will be complete weekly recall tasks which are supported by exam questions and technique tasks.</p>
PE	<p>Students will study the following:</p> <p>Girls: Tag Rugby, Boxercise, Table Tennis and Fitness Boys: Football, OAA, Basketball and Badminton</p>
Sports Studies	<p>Students will study the following:</p> <p>Students will be finishing off their exam unit, this unit will develop the students' knowledge on participation in sport, engagement patterns, emerging sports and the benefits and negatives of hosting major sporting events.</p> <p>Homework tasks will be set every week and intervention will also run every week.</p>
GCSE PE	<p>Students will study the following:</p> <p>Students will be investigating the final topic on barriers and trends in participation in sport and physical activity. Additional revision and intervention will support previous learning in preparation for examination papers.</p> <p>Practical: Moderation focussed work selected by the examination board</p> <p>Homework: completing revision to recall knowledge and complete exam questions.</p> <p>Assessment: Paper One and Paper Two exam questions</p>

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