

Subject	Overview
Mathematics	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Circles: In this module, students will investigate the mathematical importance of the value – pi. Students will then learn how to use pi to find the circumference and the area of a circle and parts of a circle. • Graphs and Charts: Students will investigate how to interpret and draw a variety of data representations, including bar charts; pictograms; line charts; and pie charts. • Sequences: Students will learn how to generate linear and non-linear sequences given an algebraic rule. Later in the module, students learn how to find the algebraic rule for a given linear sequence. <p>Homework: Sparx Maths homework will be set on a weekly basis, Monday to Monday.</p> <p>Assessments:</p> <p style="padding-left: 40px;">End of blocks Assessments:</p> <ul style="list-style-type: none"> ○ Angles in Parallel Lines and Polygons End of Unit Assessment (W/C 01/06/26) ○ Tables and Probabilities End of Unit Assessment (W/C 15/06/26) ○ Circles End of Unit Assessment (W/C 29/06/26) ○ Graphs and Chart End of Unit Assessment (06/07/26)
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 analyse how the character of Prospero is presented in the play as a whole and will write a review of the whole play. (These will be given feedback and a grade.)
Science	<p>Students will study the following:</p> <p>Plant biology: the topic of plants covers various aspects of plant biology, including plant cells, specialized plant cells, and plant adaptations. Students learn about the structure and function of plant cells, including specialized cells such as xylem, phloem, root hair, and palisade cells.</p> <p>Electricity and Magnetism: Students will learn about electricity and the concepts of current, resistance and potential difference. Students will learn about the two main types of circuit and how current, resistance and potential difference are measured within a circuit. Students will be introduced to the idea of magnetism by exploring permanent magnetism, induced magnetism and electromagnetism.</p> <p>Assessment: Term 3 assessment WC: 15th June 2026</p> <p>Homework: Students are set a fortnightly paper-based homework. Alongside this students are expected to revise for their assessment.</p>
German	<p>Students will study the following:</p> <ul style="list-style-type: none"> • World Cup 2026 • Students will study countries, telling the time, conversations ordering food and drink, creating a dream team and designing and describing a football kit. They will continue their work on past tense by describing matches they have seen.

<p>French</p>	<p>The end assessment will be speaking and listening. Further information is on the Knowledge Organiser.</p> <p>Students will study the following:</p> <ul style="list-style-type: none"> • Francophone countries <p>Students will study different French-speaking countries, activities to do on holiday and weather. They will continue their work on giving opinions by extending them with reasons. Homework will be</p> <ul style="list-style-type: none"> • Vocabulary practice 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>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"> • The Middle East and Russia- Students will look at the location of countries in the Middle East and Russia and will start to understand their climates. Students will look at how developed the countries are and will see how they interact with the rest of the world politically and economically. • Assessment: End of year assessment.
<p>History</p>	<p>Students will study the following:</p> <p><u>20th Century American Protest Movements</u></p> <ol style="list-style-type: none"> 1. Who was Emmet Till? 2. How did the Montgomery bus boycott challenge racial segregation? 3. How did the events a Little Rock challenge racial segregation? 4. How did the Freedom Riders challenge racial segregation? 5. Why was the Voting Rights Act past? 6. Who opposed the Civil Rights Movement? 7. What was Black Power and how did it challenge discrimination? 8. How did Betty Friedan and NOW challenge gender discrimination? 9. What was the anti-Vietnam war movement? 10. What was the Counterculture movement? 11. What were the 504 protests and what did they achieve? 12. What were the Stonewall riots? 13. How did Hispanic and indigenous peoples challenge discrimination? 14. Why was the 20th century a decade of protest? <p>Assessment: Extended writing task</p> <p>Homework:</p> <ul style="list-style-type: none"> • Key word test • Seneca
<p>Religion, Ethics and Philosophy</p>	<p>Students will study the following:</p> <p>Does religion help humans evolve?</p> <p>Expanding on last terms learning on suffering, we will be looking at the Holocaust and how religion could show a way of human development through suffering. We will be exploring the ideas and implications of being a bystander and how religious belief can help develop empathy and therefore development and change in human nature. We will ask the questions:</p> <ul style="list-style-type: none"> • Could the holocaust happen again? - Looking at the origins of antisemitism and the present-day issues regarding antisemitism.

	<ul style="list-style-type: none"> • Could you ignore suffering? - Discussing perpetrators, resisters and bystander's role during the holocaust. Reading and discussing a real-life survivor's story. • Did Bruno not know? - Watching clips from 'The boy in the striped pajamas' and asking how much people were aware of during the years running up to the holocaust and why they may have ignored them. • Did Bruno understand? - Watching clips from 'The boy in the striped pajamas' and asking if Bruno understood the changes in his world. • How do we learn from the past? - Exploring how we remember and learn from significant events and asking students to create a memorial to serve as a focus for the memory of an event in the world that has caused suffering. <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: Dangers in society- online and offline- County Lines, substance misuse, grooming, alcohol, and society, cyber bullying</p>
PE	<p>The students will be studying the following areas of the curriculum: Athletics, Rounders 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 'Food & Nutrition' project students will study the following:</p> <ul style="list-style-type: none"> • 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. • British & International Cuisine: Students will learn about different cuisines from around the world. • Practical - Mexican Dish: Students will learn how to test for readiness and how to judge and manipulate the sensory properties of their dish. <p>In the 'Skills' 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. This term the assessment focus will be on the manufacture of the mood lamp and the book holder.</p>
Art	<p>Students will study the following: To build on the skills learnt in the previous projects students will work on an Architecture Project and complete the following tasks -</p> <ul style="list-style-type: none"> • Brutalism Drawing • Colour Theory • Ian Murphy Painting.

	<p>Homework: Artist research based on the theme of Architecture.</p> <p>Assessment: Students are marked on their sketchbook and homework pieces.</p>
<p>Music</p>	<p>Students will study:</p> <p>Film/Game Music</p> <ul style="list-style-type: none"> • What the purpose of music is in films/games • The impact of music in films/games • Leitmotif • Famous film music composers (John Williams, Hans Zimmer, Danny Elfman) • Composing a piece of Film Music to fit a scene in a dystopian film <p>They will learn about</p> <ul style="list-style-type: none"> • composing using melody and chords • Adding a bass line • Creating a leitmotif • Fitting their ideas appropriately to the mood <p>Student will use an online sequencer called YuStudio to record their work.</p>
<p>Performing Arts</p>	<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"> • Rehearsing their chosen character in preparation for their performance. • Microsoft forms Quiz based on the learnt techniques and style.
<p>Computing</p>	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Algorithm revision • Two sorting methods used by computers (Bubble and Merge) • Two searching methods (Linear and Binary) • Look at producing a presentation looking at the steps alongside the advantages and disadvantages of each method. <p>Assessment:</p> <ul style="list-style-type: none"> • Quick quiz for knowledge checks • Final presentation to be marked against a success criteria