



Dear Parent/Carer

Please see below this week's updates from school.

## **Hodgson Sporting Triumph**

On Thursday both our Year 7 and Year 8 netball teams triumphed over Kirkham Grammar. Both teams played an excellent game and convincing victories were won by both years. Well played.

## **Strike Day**

Tuesday the 28<sup>th</sup> of February will see the second day of industrial action by members of the NEU. On this day the school will only be open to students in Year 7 and Year 11 and all other students will receive work or lessons to complete online. A separate letter with more information has already been sent and I will send detailed instructions for parents and carers as to how work will be set during the course of the day.

## **Invigilators Needed**

We are looking to recruit new invigilators for the coming exam season. If parents are interested or know of anyone who may be interested in becoming an exam invigilator please contact us via email at [admin@hodgson.lancs.sch.uk](mailto:admin@hodgson.lancs.sch.uk) for further details.

## **World Book Day**

World Book Day is taking place next week so we will be celebrating the event in a variety of ways. Forms will be decorating their classroom doors in the style of different books, teachers will be dressing up, published authors will be coming into school, students will take part in a seminar with Michael Morpurgo, competitions and reading challenges will be happening and all students will be able to access their World Book Day book token.

## **Farwell to Mrs. Ward**

Next week we will be saying a heartfelt goodbye to Mrs. Ward who has been our exam officer over the last few years. Mrs. Ward is moving to a promoted post in another educational establishment and our loss is certainly their gain.

## **Curriculum Newsletter**

Included in this update is a curriculum update for each year group so you are aware of the subjects and topics the students will be covering over the next half term.

Have a lovely weekend

**Mr I Siddall**



## Year 7 Curriculum Newsletter: HT4 February 2023

Subject	Overview
<b>Mathematics</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Directed Number:</b> The laws of arithmetic for negative numbers ensure that the common-sense idea of an opposite is reflected in arithmetic. Extending the knowledge into negative numbers; being able to develop and secure proficiency of the skills acquired previously.</li> <li>• <b>Fractional Thinking:</b> Mastering and developing effective arithmetic methods will support students when studying operations with fractions and percentages. Students need to be able to add and subtract fractions in order to calculate probability.</li> <li>• <b>Mode B homework weeks 3 and 4:</b> Create an A to Z of mathematical terms, one for each letter of the alphabet.</li> </ul>
<b>English</b>	<p>Students will continue to study the following:</p> <ul style="list-style-type: none"> <li>• <i>'Welcome to Nowhere':</i> A novel by Elizabeth Laird, which is told from the perspective of Omar: a 12-year-old boy from Syria whose family are affected by civil war.</li> <li>• The war in Syria, the refugee crisis and students will develop empathy for these people who are in many ways just "like us".</li> <li>• Poetry and news articles linked to the themes in the novel, as well as some autobiographical writing from a range of writers, including Malala Yousafzei.</li> <li>• Home Learning: Each week students will be expected to achieve at least 20 points from completing vocabulary and grammar lessons on the Bedrock platform.</li> </ul>
<b>Science</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Cells and systems: the fundamentals of living organisms, their structure, the organ system and the function of the skeletal and muscular systems.</li> <li>• Forces: the different types of forces, factors affecting the movement of objects and pressure in different environments.</li> <li>• <b>Homework:</b> Tassomai (Mode A).</li> <li>• Assessment: MCA in last week of term.</li> </ul>
<b>French</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Mardi Gras and Easter – how these festivals are being celebrated in French-speaking countries.</li> <li>• Grammar: perfect tense, future tense, range of connectives and time phrases.</li> <li>• Homework: This will be set on Languagenut to practise key vocabulary and skills.</li> </ul>
<b>Communication Studies</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• The art of crafting a 'slam' or spoken word poem.</li> <li>• How to use rhyme, rhythm and repetition in a slam poem.</li> <li>• Performance skills.</li> </ul>
<b>Geography</b>	<p>Students will continue to study the following:</p> <p>How important is our local environment?</p> <ul style="list-style-type: none"> <li>• The history of Blackpool and the rejuvenation of the town as a seaside resort.</li> <li>• The importance of the River Wyre Estuary.</li> <li>• The characteristics and management strategies of a local deciduous forest: Beacon Fell.</li> </ul> <p>And then will move onto the enquiry question "Are humans the World's biggest problem?"</p> <p>Where they will look at:</p> <ul style="list-style-type: none"> <li>• Climate change.</li> <li>• The plastic problem.</li> <li>• Fast fashion.</li> <li>• Mass tourism.</li> </ul>

<b>History</b>	<p>Students will continue to study the following: Medieval England which includes:</p> <ul style="list-style-type: none"> <li>• The impact of the Black Death.</li> <li>• The Peasants Revolt.</li> <li>• Law and Order in Medieval times.</li> </ul> <p>Students will then move on to studying the following:</p> <ul style="list-style-type: none"> <li>• The Renaissance.</li> <li>• War of the Roses.</li> <li>• Life in Tudor England.</li> </ul>
<b>Religion, Ethics and Philosophy</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Are holy days still relevant in today's British society?</li> <li>• How do Christians celebrate the Holy Week today?</li> <li>• What are the Jewish holiest days?</li> <li>• What are the Islamic holy days?</li> <li>• How do Hindus celebrate New Year?</li> <li>• How do we celebrate Christmas?</li> </ul>
<b>PSHE</b>	<p>Students will study the theme of Rights, Responsibilities and British Values, including politics and parliament, political parties, campaigning, debates and the role of the Prime Minister.</p>
<b>PE</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Development of skill acquisition, performance, tactics, and fitness through competitive sporting activities including Rugby Union, Tag Rugby, Netball, Football and Gymnastics.</li> <li>• Knowledge and understanding of the skeletal system: bone locations, functions and joints.</li> <li>• Leadership, analysis, and feedback skills on their own and others' performance.</li> </ul>
<b>Design and Technology</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• In Systems – Making skills to build marble run using corrugated cardboard.</li> <li>• In Create – Making a clock, including designing, modelling and drawing up on CAD (Computer Aided Design).</li> <li>• In Innovate – Design and making a textile product that promotes upcycling and recycling and designing the packaging for a health bar to appeal to children.</li> <li>• In Food – Healthy eating and nutrition, including how to have a healthy balanced diet.</li> </ul>
<b>Art</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Tints and shades.</li> <li>• Observational drawings based on the theme of Beyond the Sea.</li> <li>• Development of drawing skills using different media.</li> <li>• Textiles skills – applique, surface decoration, batik.</li> <li>• Clay skills based on the artist Yayari Kusama.</li> <li>• Research homework based on artists relating to the Sea theme.</li> </ul>
<b>Music</b>	<p>Students will study the following: Topic: Ground Bass unit using DAW</p> <ul style="list-style-type: none"> <li>• Analysis of Pachelbel's Canon.</li> <li>• Composing – Creating a Ground bass using Sibelius software.</li> <li>• Performing - Keyboard skills.</li> <li>• Homework will be set on Pitch (Half term 3 work).</li> </ul>
<b>Computing</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• How the binary number system works, and why it is important for computing.</li> <li>• Converting between binary and denary numbers.</li> <li>• Representation of characters, images and sound using binary.</li> </ul>

## Year 8 Curriculum Newsletter: HT4 February 2023

Subject	Overview
Mathematics	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Fractions &amp; Percentages:</b> Fractions and percentages are part of everyday life and ensuring that students are able to work confidently with both is vital. Continuing with the fundamentals of fractions and percentages taught in Year 7, this unit ensures that before we advance to more complex aspects of fractions and percentages, students are confident with how to use multipliers.</li> <li>• <b>Standard Index Form:</b> Ensuring that students are able to accurately use the basic aspects of the number system for very large and very small numbers is vital. Teaching standard form early in the secondary school experience shows its importance and students will see the links for cross – curricular.</li> <li>• <b>Mode B homework weeks 3 &amp; 4:</b> Create revision Flashcards for 3 subjects including notes, quizzes and answers.</li> </ul>
English	<p>Students will continue to study the following:</p> <ul style="list-style-type: none"> <li>• The novella <i>Animal Farm</i> by George Orwell, which tells the story of a group of farm animals who rebel against their human farmer, hoping to create a society where the animals can be equal, free, and happy.</li> <li>• The Russian revolution and will understand how the text is used as a political allegory.</li> <li>• Examples of rhetoric by looking at political speeches and unpacking the tools used to make them persuasive.</li> <li>• Home Learning: Each week students will be expected to achieve at least 20 points from completing vocabulary and grammar lessons on the Bedrock platform.</li> </ul>
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Earth: the seasons and the Earth's tilt, day length at different times of year, in different hemispheres, the solar system, space exploration and redshift.</li> <li>• Genes: Chromosomes, discovery of DNA, variation between species and between individuals of the same species, the importance of maintaining biodiversity and the use of gene banks to preserve hereditary material.</li> <li>• Homework: Tassomai (Mode A) and Term 2 exam revision (Mode B).</li> </ul>
German	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• The Rhine region in Germany. We will learn about the towns and attractions in this area and how we would plan for a holiday there.</li> <li>• Grammar: 1<sup>st</sup> and 3<sup>rd</sup> person verb conjugation, range of connectives including word order changes, perfect tense, future and conditional tense.</li> <li>• Homework: Students will be assigned activities on Languagenut to practise key vocabulary and structures.</li> </ul>
Communication Studies	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• What it means to be an activist.</li> <li>• How to use facts to support their opinions.</li> <li>• Key facts about issues such as racism, knife crime and education for girls.</li> <li>• How to write and deliver a public service announcement that inspires others.</li> </ul>
Geography	<p>Students will study the following:</p> <p>How wild is the wild frontier of Russia and The Middle East, which includes:</p> <ul style="list-style-type: none"> <li>• The physical geography of Russia.</li> <li>• The development of Russia as a superpower.</li> <li>• The geography of The Middle East.</li> <li>• The development of The Middle East.</li> <li>• The future and sustainability of The Middle East.</li> </ul>
History	<p>Students will continue to study the following:</p> <p>World War One and Female Suffrage which includes:</p>

	<ul style="list-style-type: none"> <li>• Causes of WWI.</li> <li>• Life for soldiers in WWI.</li> <li>• The Treaty of Versailles.</li> <li>• Why did women want the vote?</li> <li>• Who were the Suffragettes and Suffragists?</li> </ul>
<b>Religion, Ethics and Philosophy</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Who is an authority for me?</li> <li>• Where do you find wisdom?</li> <li>• Is the Church a good place of authority?</li> <li>• Who is the best source of authority – The Pope or the Bible?</li> <li>• How do you respect authority?</li> <li>• Where does a Hindu look to for wisdom?</li> </ul>
<b>PSHE</b>	<p>Students will study the theme of Rights, Responsibilities and British Values, including decision making, criminal responsibility, laws, community cohesion, prison, reform and punishment.</p>
<b>PE</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Development of skill acquisition, performance, tactics, and fitness through competitive sporting activities including Netball, Tag Rugby, Rugby Union, Gymnastics and Football.</li> <li>• Knowledge and understanding of the skeletal system: bone locations, functions and joints.</li> <li>• Leadership, analysis, and feedback skills on their own and others' performance.</li> </ul>
<b>Design and Technology</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• In Systems – Making book holders, including 3D CAD designs, 3D Printing and biomimicry.</li> <li>• In Create – Making mood lights, studying example products and developing design ideas.</li> <li>• In Innovate – Engineering Challenges developing building and bridge structures that can withstand different pressures.</li> <li>• In Food – Students will be learning about where food comes from. During practical lessons students will be making Ragu alla Bolognese and Breaded Chicken Nuggets.</li> </ul>
<b>Art</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Observational drawings based on the theme of architecture.</li> <li>• Developing drawing skills by using a variety of media.</li> <li>• Clay techniques and skills.</li> <li>• Research homework task based on the theme of architecture.</li> </ul>
<b>Music</b>	<p>Students will study the following: Topic: Musical futures pop music.</p> <ul style="list-style-type: none"> <li>• Appraising/Listening – Analysis of musical score.</li> <li>• Understanding – Context, history and style.</li> <li>• Performing – Ensemble (band) development. Instrumental technique.</li> </ul>
<b>Computing</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Considering the value of their data to organisations and what they might use it for.</li> <li>• Social engineering techniques used by cybercriminals to try to trick users into giving away their personal data.</li> <li>• Common cybercrimes such as hacking, DDoS attacks, and malware and methods to protect ourselves and our networks against these attacks.</li> </ul>

## Year 9 Curriculum Newsletter: HT4 February 2023

Subject	Overview
<b>Mathematics</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Maths &amp; Money:</b> We will prepare students for life after school by introducing everyday working concepts such as tax, interest rates and bank statements. Students have just studied the repeated percentage change which will form a key foundation for this topic.</li> <li>• <b>Deduction:</b> Students will practise developing rigorous arguments to back up their geometric understanding. Students started developing their understanding of proof using algebra earlier in the year. Students have previously studied Angles in parallel lines at KS3 and were introduced to Conjecture earlier in Year 9.</li> <li>• <b>Rotation &amp; Translation:</b> Develop students' understanding of shape properties and patterns. Building on the study of line symmetry and reflection in Year 8, students now look at reflectional symmetry and rotational symmetry before moving onto translations. Students continue working with transformations (Enlargement in the next half term).</li> <li>• <b>Mode B homework weeks 3 and 4:</b> Write and End of Block test complete with questions, answers and worked solutions.</li> </ul>
<b>English</b>	<p>Students will continue to study the following:</p> <ul style="list-style-type: none"> <li>• In this topic we explore how nature is presented across a range of literary fiction and non-fiction texts.</li> <li>• Students will understand key concepts and context and methods typically associated with nature, allowing them to draw on this knowledge in future reading and writing.</li> <li>• Home learning: Mode A - Weekly Tassomai (minimum 3 daily goals a week).</li> <li>• Home learning: Mode B - Teacher directed research based/creative task.</li> </ul>
<b>Science</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Biology: Combined &amp; Separate</b> - Infection and the body's response: This topic will allow students to explore how pathogens can make us ill, how we can avoid diseases by reducing contact with pathogens, as well as how the body uses barriers against pathogens.</li> <li>• <b>Chemistry: Combined</b> - The structure and bonding of different chemical substances: This topic will allow students to explore how chemists use theories of structure and bonding to explain the physical and chemical properties of materials and explain how atoms are held together in these structures. <b>Separate</b> - Chemical changes: In this topic students will explore how scientists begin to predict exactly what new substances would be formed and use this knowledge to develop a wide range of different materials and processes.</li> <li>• <b>Physics: Combined &amp; Separate</b> - Particle physics: This topic will allow students to learn how the particle model is used to predict the behaviour of solids, liquids and gases and their many applications in everyday life.</li> <li>• <b>Homework:</b> Tassomai (Mode A), 5 Questions, 5 Sentences, 5 Words (Mode B).</li> </ul>
<b>French</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Festivals. Students will learn about different festivals in French-speaking regions and use vocabulary to describe visits there.</li> <li>• Grammar: modal verbs, superlatives, perfect tense.</li> <li>• Homework: Students will be assigned activities on Languagenut to practise key vocabulary and structures.</li> </ul>
<b>Geography</b>	<p>Students will continue to study the following:</p> <p>The Challenge of natural resources.</p> <ul style="list-style-type: none"> <li>• The pros and cons of renewable energy.</li> <li>• The pros and cons of non-renewable energy.</li> <li>• Water as a depleting resource and how it can be managed sustainably.</li> </ul> <p>We will then move onto Urban Issues and Challenges and focus on the growth of Rio De Janeiro as a newly emerging economy and look at the opportunities and challenges of life in the favelas.</p>
<b>History</b>	<p>Students will continue to study the following:</p>

	<p>Life in Nazi Germany which includes:</p> <ul style="list-style-type: none"> <li>• How the lives of women and children were impacted by Nazi policy.</li> <li>• How Hitler dealt with the Church.</li> <li>• Propaganda, censorship and the Police State.</li> </ul>
Religion, Ethics and Philosophy	<p>Students will study the following:</p> <p>What are the important rites of passage in life? Including:</p> <ul style="list-style-type: none"> <li>• How does the concept of religious duty change over time for a Hindu?</li> <li>• Why is the idea of procreation important for Christians?</li> <li>• How does the ritual of Bar Mitzvah change someone's responsibilities in life?</li> <li>• What is the nature and purpose of Nikah in Modern Britain?</li> <li>• How does having no religious beliefs affect how you celebrate your rites of passage?</li> </ul>
PSHE	<p>Students will study the theme of Rights, Responsibilities and British Values, including conspiracy and fake news, extremism, terrorism, understanding British values, radicalisation, counter-terrorism, anti-Semitism.</p>
PE	<p>Students will now swap activities and study 2 different sports/activities that they haven't studied below:</p> <ul style="list-style-type: none"> <li>• Development of skill acquisition, performance, tactics and fitness through competitive sporting activities including Training Methods, Handball, Football, Basketball, Dance, Table Tennis and Rugby Union.</li> </ul>
GCSE PE	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Theoretical Component:</b> Warm-ups, cool downs, methods of training, principles of training, and training seasons.</li> <li>• <b>Practical Component:</b> Develop skills, tactics and strategies in badminton, football and trampolining.</li> <li>• <b>Homework:</b> Extended non-examined assessment review of individual strengths and weaknesses using Google Classroom.</li> </ul>
Sports Studies	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Assignment Focus:</b> Continuation of self-analysis in a selected sport, strengths, weaknesses and improvement plans. Students will also develop experience planning and leading sports sessions.</li> <li>• <b>Homework:</b> Completion of assignment-based tasks from classwork focussing on training plans, analysis of performance and improvement.</li> </ul>
Music	<p>Students will study the following:</p> <p>Topic: Popular music 1960's-present</p> <ul style="list-style-type: none"> <li>• <b>Appraising/listening:</b> Theoretical analysis of musical score including popular forms/structures, styles, instrumentation and historical context.</li> <li>• <b>Composing</b> – Arranging and harmonising music with use of further complex chord inversions/extensions.</li> <li>• <b>Performing:</b> Solo performance showing development on instrumental skills.</li> <li>• <b>Homework:</b> Mode A – Listening/Focus on sound. Mode B Instrumental practice in preparation for performance assessment.</li> </ul>
Performing Arts	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Students are working on musical theatre, they will work as a production company to rehearse a musical piece including acting, dancing and singing from the musical Matilda.</li> <li>• Students will also work in smaller groups to learn either a scripted piece or song from a musical.</li> <li>• Students are aiming to develop their interpretive and performance skills as well as developing confidence when performing in front of a small audience.</li> </ul>
Art	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Development and exploration of drawing and media to create observational drawings.</li> <li>• How to annotate artwork.</li> <li>• Completion of Superbug designs.</li> </ul>



	<ul style="list-style-type: none"> <li>• Creating a clay model of their chosen Superbug design.</li> <li>• Homework – Sketchbook drawings – mixed media butterfly, pencil ladybird, annotation of sketchbook drawings.</li> </ul>
<b>Art Textiles</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Study a wide variety of textile artists.</li> <li>• Experiment with different textiles techniques such as free motion machine embroidery, screen printing and fabric manipulation methods.</li> <li>• Textile students will also have an introduction to dressmaking.</li> <li>• Homework will mainly consist of presenting research of textile artists.</li> </ul>
<b>Design and Technology</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Students will develop their 3D CAD (Computer Aided Design) skills by learning how to use Fusion360.</li> <li>• Students will learn about automation and how CAD is used in industry, as well as enterprises and scales of production.</li> <li>• Homework – Design in Industry assignments and revision, patent design task.</li> </ul>
<b>Computer Science</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• In Computer Science students will continue to practise programming in Python through a larger project to create a text-based adventure game.</li> <li>• In addition, they will complete the final parts of the Computer networks, connections and protocols unit.</li> </ul>
<b>Business Studies</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Unit 1</li> <li>• 1.3 Types of Organisations - There are several different ownership options when setting up or running a business. These may depend on the size of the business, the number of owners and the level of risk owners are willing to take.</li> <li>• 1.4 Business aims and objectives.</li> <li>• 1.5 Stakeholders in business.</li> </ul>
<b>Food Preparation &amp; Nutrition</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• The functions of macronutrients in our diet and our bodies.</li> <li>• The value of different commodities in the diet.</li> <li>• The features and characteristics of each commodity, including how to store them correctly to avoid food contamination.</li> </ul>
<b>Construction</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Modelling skills.</li> <li>• Designing their 'Ideal Home' in a floor plan.</li> <li>• Making a card model (A4 size) of their 'Ideal Home'.</li> </ul>
<b>Creative iMedia</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Factors that influence product design including style, content and layout of iMedia products. This includes client requirements and ensuring that students really understand the slant of the marketing requirements from the perspective of the client and that they can distinguish this from the needs of the potential audience.</li> <li>• We will look at audience segmentation, research data and media codes via animation, audio, camera and lighting techniques and pre-production planning. The students will undertake a practical task again this half term, and they will have the opportunity to interview a product manager from a media company, via Teams, based in London.</li> </ul>
<b>Health and Social Care</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Theoretical Component:</b> Students will be completing lessons and tasks based on the learning objective – Impacts of life events. Students will then complete a coursework assignment on it.</li> <li>• <b>Homework:</b> Completion of weekly tasks, using Google Classroom, relating to Unit R033 Supporting Individuals Through Life Events. Support is found on Google Classroom.</li> </ul>



## Year 10 Curriculum Newsletter: HT4 February 2023

Subject	Overview
<b>Mathematics</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Ratio &amp; Fractions:</b> To be able to apply understanding of sharing and proportion to complex real-life contexts. To have a full tool kit of methods so students are able to solve differing ratio problems. Students have already solved basic ratio and fractional problems. Students need a rounded set of methods to be able to solve complex ratio and fraction problems.</li> <li>• <b>Percentages &amp; Interest:</b> To have a broad understanding of percentages and percentage change. To be able to solve real life problems including compound interest linked to bank accounts and savings. Students have already studied the basics of percentages and percentage change. Students need to have a rigorous understanding of percentages change over time to be able to access higher work.</li> <li>• <b>Probability:</b> To have a deeper understanding and appreciation of how theoretical models link to outcomes in real life. To understand the differences between contexts when solving problems involving likelihood. Students have all the required knowledge of percentages, decimals and fractions to be able to describe outcomes of events. Students need to be able to work with experimental and theoretical probabilities to access higher work.</li> <li>• <b>Mode B homework weeks 3 &amp; 4:</b> Produce a costed budget to design your own bedroom.</li> </ul>
<b>English</b>	<p>Students will continue to study the following:</p> <ul style="list-style-type: none"> <li>• 3 lessons studying how writers' viewpoints and perspectives are shaped in non-fiction texts, in preparation for English Language Paper 2.</li> <li>• 2 lessons studying how writers use language, form and structure to achieve effects in 'Power and Conflict' poetry from the anthology, as well as finding links between these.</li> <li>• Home learning Mode A – Weekly Tassomai (minimum 3 daily goals a week).</li> <li>• Home learning Mode B - Teacher directed research based/creative task.</li> </ul>
<b>Science</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Biology: Combined &amp; Separate</b> - Homeostasis: Students will 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.</li> <li>• <b>Chemistry: Separate</b> - Organic Chemistry: Students will learn the chemistry of carbon compounds and how chemists are able to take these organic molecules and modify them in many ways to make new and useful materials. <b>Combined</b> – The rate and extent of chemical change: Students will explore the many variables that can be manipulated in order to speed up or slow them down the rate and extent of chemical reaction.</li> <li>• <b>Physics: Combined &amp; Separate</b> – Waves: Students will 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.</li> <li>• Home learning: Mode A – Weekly Tassomai (minimum 3 daily goals a week).</li> </ul>
<b>German</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Future Study and Careers. Vocabulary will cover plans for post-16 study, skills needed for different jobs, different careers.</li> <li>• Grammar: future tense, conditional verbs to describe future time frame, modal verbs.</li> <li>• Homework: Students will be assigned activities on Sprachenut to practise key vocabulary and structures.</li> </ul>
<b>Geography</b>	<p>Students will continue to study the following:</p>



	<ul style="list-style-type: none"> <li>• <b>Assignment based Tasks (lesson 1):</b> Designing sports leadership sessions in a selected sport, with a view to delivering sessions to students in Term 2.</li> <li>• <b>Examination preparation (lesson 1):</b> Investigations of contemporary issues in sport: Issues which affect participation in sport and the role of sport in promoting values.</li> <li>• <b>Homework:</b> Completion of assignment-based session plans using Google Classroom. All examination resources will be accessible from the 'Everlearner Website'.</li> </ul>
<b>Music</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>AOS Pop Music/Film Music:</b> revisit understanding of structures and harmonic devices.</li> <li>• <b>NEA Composition</b> (free composition). Develop melodic/harmonic writing.</li> <li>• <b>Component 1: Ensemble Performance exam.</b></li> <li>• <b>Listening and Appraising</b> – MADTSHIRT.</li> <li>• <b>Homework:</b> Completion of assignment teams – Focus on Sound website. Practising solo performance and listening papers.</li> </ul>
<b>Performing Arts</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Students will be completing preparation for Component 1: Exploring the Performing Arts.</li> <li>• They will be studying different professional performances focusing on the production elements and the specific roles in a production company.</li> <li>• Students will also undertake workshop rehearsals to explore different performances.</li> </ul>
<b>Art</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Development and exploration of drawing and media to create observational drawings based on the theme of Fantasy Creatures.</li> <li>• Annotation of artwork.</li> <li>• Development of Fantasy Creatures ideas.</li> <li>• Clay model created based on their Fantasy Creature designs.</li> <li>• Homework – Artist research projects on Fantasy Creatures, Hieronymus Bosch, Salvador Dali, HR Giger and Ellen Jewett. In addition, there are sketchbook homeworks including observational drawings of different animals/ creatures.</li> </ul>
<b>Art Textiles</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• The Environment project NEA (Non-Exam Assessment).</li> <li>• Generate ideas and how to annotate them.</li> <li>• Development and experimentation of a chosen idea.</li> <li>• Homeworks will consist of researching the Environment and relevant artists and presenting these in a sketchbook.</li> </ul>
<b>Design and Technology</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Developing ideas for their disability product through modelling &amp; CAD prototyping and 3D Printing their final designs.</li> <li>• Theoretical knowledge – Smart &amp; Modern Materials, The Environment.</li> <li>• Homework – Teams assignments and exam questions, revision for assessment on people and society assignment.</li> </ul>
<b>Computer Science</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• In Computer Science students will continue to practise programming in Python through a larger project to create a text-based adventure game.</li> <li>• In addition, they will complete the final parts of the Computer networks, connections and protocols unit.</li> </ul>
<b>Business Studies</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>3.4 Recruitment and Selection</b> - New staff may be needed for a number of reasons, but when recruiting, a business must decide where to advertise their vacancy, complete relevant documentation, and comply with employment law.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>3.5 Motivation and Retention</b> - Motivation determines how hard employees are willing to work for a business and how productive a business is. A business can motivate its employees through financial and non-financial methods.</li> <li>• <b>3.6 Training and Development</b> - Different training methods. Why businesses train their workers. Staff development. The benefits to employees and businesses of staff development</li> <li>• Homework will be set weekly on Seneca.</li> </ul>
<b>Food Preparation &amp; Nutrition</b>	<p>Students will study the following:</p> <p>Planning balanced diets, including:</p> <ul style="list-style-type: none"> <li>• How people's nutritional needs change due to their age, lifestyle choices and state of health.</li> <li>• How to analyse diets.</li> <li>• How to plan a balanced diet for people with specific dietary needs or nutritional deficiencies.</li> </ul>
<b>Construction</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Complete the first of 3 assignments which have been set by the examination board.</li> <li>• This assignment is Unit 3 Design and Construction. All of the details you need for this assignment are in your class area on teams.</li> </ul>
<b>Health and Social Care</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Theoretical Component:</b> Students will be completing lessons and tasks based on the learning objective – Sources of support. Students will then complete a coursework assignment on it.</li> <li>• <b>Homework:</b> Completion of weekly tasks, using Google Classroom, relating to Unit R033 Supporting Individuals Through Life Events. Support is found on Google Classroom.</li> </ul>

Subject	Overview
<b>Mathematics</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Algebraic Reasoning:</b> Students will learn how to Simplify complex expressions and find the rule for the nth term of a linear sequence.</li> <li>• <b>Transforming &amp; Constructing:</b> Students revise and extend their learning from Key Stage 3, exploring all the transformations and constructions, relating these to symmetry and properties of shapes when appropriate. There is an emphasis on describing as well as performing transformations as using the language promotes deeper thinking and understanding. Higher tier students extend their learning to explore the idea of invariance and look at trigonometric graphs as a vehicle for exploring graph transformations.</li> <li>• <b>Show That:</b> Examples of communication in various areas of mathematics are provided in order to highlight gaps in knowledge that need addressing in the run up to the examinations.</li> <li>• <b>Homework Learning:</b> Method Maths Papers.</li> </ul>
<b>English</b>	<p>Students will continue to study the following:</p> <ul style="list-style-type: none"> <li>• 3 lessons re-visiting how writers' viewpoints and perspectives are shaped in non-fiction texts, in preparation for English Language Paper 2.</li> <li>• 1 lesson re-visiting and revising the 'Power and Conflict' poetry from the anthology and making comparisons.</li> <li>• 1 lesson exploring unseen poetry.</li> <li>• Home learning Mode A – Weekly Tassomai (minimum 3 daily goals a week).</li> <li>• Home learning Mode B – Teacher directed revision tasks.</li> </ul>
<b>Science</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Revisiting paper two content in all three Science subjects, in preparation for the paper 2 mock examinations.</li> <li>• After mock examinations students will be following a structured revision plan which allows them to interleave between paper 1 and paper 2 science content in preparation for final GCSE examinations.</li> <li>• Homework Mode A – Weekly Tassomai (minimum 3 daily goals each week).</li> <li>• Homework mode B – Specific exam questions each week to address common areas of weakness.</li> </ul>
<b>French</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Theme 1 topics about free-time and festivals. Skills will cover speaking skills in preparation for the Mock Speaking exam.</li> <li>• Homework: Students will be assigned activities on Languagenut to practise key vocabulary and structures. Students can also access Linguascope, Quizlet and lesson material on their Teams page to revise.</li> </ul>
<b>German</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Theme 1 topics about free-time and Theme 3 topics about school and careers. Skills will cover speaking skills in preparation for the Mock Speaking exam.</li> <li>• Homework: Students will be assigned activities on Languagenut to practise key vocabulary and structures. Students can also access Linguascope, Quizlet and lesson material on their Teams page to revise.</li> </ul>
<b>Geography</b>	<p>Students will continue to study the following:</p> <p>The Challenge of natural resources.</p> <ul style="list-style-type: none"> <li>• The pros and cons of renewable energy.</li> <li>• The pros and cons of non-renewable energy.</li> <li>• Water as a depleting resource and how it can be managed sustainably.</li> </ul>
<b>History</b>	<p>Students will study the following:</p> <p>Renaissance Medicine which includes:</p>

	<ul style="list-style-type: none"> <li>• John Hunter.</li> <li>• Edward Jenner.</li> <li>• Florence Nightingale.</li> </ul> <p>Student will then move on to: Industrial Medicine which includes:</p> <ul style="list-style-type: none"> <li>• Development of anaesthetics and antiseptics.</li> <li>• Germ Theory.</li> </ul>
<p><b>Religion, Ethics and Politics</b></p> <p><b>GCSE Religious Studies</b></p>	<p>Students will study the following: Icons of the 20th Century. To identify the beliefs, motivation and impact of Icons from the 20<sup>th</sup> Century.</p> <ul style="list-style-type: none"> <li>• Film I am.</li> <li>• Film I am reflection.</li> <li>• MLK.</li> <li>• Malala.</li> <li>• Ghandi.</li> <li>• Icon representations.</li> </ul> <p>Students will study the following: <b>Projects and charities.</b> To understand of Hindu beliefs impact on human interactions.</p> <ul style="list-style-type: none"> <li>• Yoga.</li> <li>• Pilgrimage.</li> <li>• Kumbah Mela.</li> <li>• Environment.</li> <li>• Revise and reflect.</li> </ul>
<b>PSHE</b>	Students will study the theme of Relationships and Sex Education, including child on child abuse, fertility, alcohol and choices, importance of sexual health, contraception revisited, respect and relationships, STIs.
<b>PE</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Recreational, fitness and competitive exercise pathways through a wide variety of sporting activities including football, netball, training, volleyball, badminton, dodgeball and outdoor adventurous activities.</li> </ul>
<b>GCSE PE</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Theoretical Component:</b> Sporting behaviour, engagement patterns in sport and social cultural issues in sport.</li> <li>• <b>Practical Component:</b> Re-visit and refine individual sports for assessment in the lead up to external moderations.</li> <li>• <b>Homework:</b> Extended exam questions related to topics studied.</li> </ul>
<b>Sports Studies</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Assignment based Tasks:</b> Designing, leading and reviewing sports leadership sessions with younger students.</li> <li>• <b>Homework:</b> Completion of assignment-based session plans and reviews using Google Classroom. All examination resources will be accessible from the 'Everlearner Website'.</li> </ul>
<b>Music</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Component 1: Final solo/ensemble performance assessment. <b>Deadline: 31<sup>st</sup> March.</b></li> <li>• Component 2: Composition 2 submission- set brief. <b>Deadline: 31<sup>st</sup> March.</b></li> <li>• Revisit Africa and Badinerie set works.</li> <li>• <b>Homework:</b> Practise schedule leading up to both Solo and ensemble performance.</li> <li>• <b>Intervention Work:</b> Attend Wednesday/ Friday Period 6 afternoon GCSE class where the focus is on composition.</li> </ul>
<b>Performing Arts</b>	<p>Students will be completing their component 3 exam work. Students will then carry out tasks 1 to 4 preparations in their exam groups, including their ideas log, skills log, performance and evaluation.</p> <p>Their exams will take place on the following dates:</p>



	<ul style="list-style-type: none"> <li>• Written Ideas Log - Wednesday 22<sup>nd</sup> March 11am – period 3 (1 hour).</li> <li>• Written Skills Log - Friday 24<sup>th</sup> March 8.45am - period 1 (1 hour).</li> <li>• Practical Performance - Thursday 20<sup>th</sup> April (all day in the school hall).</li> <li>• Written Evaluation- Tuesday 2nd May 8.45am-period 1 (1 hour).</li> </ul>
<b>Art</b>	<p>Students will study the following:</p> <p><b>**From 20<sup>th</sup> February students will be starting their exam preparation work**</b></p> <ul style="list-style-type: none"> <li>• Development and exploration of drawing and media to create observational drawings based on their chosen exam theme.</li> <li>• How to annotate artwork.</li> <li>• Homework – Research boards and sketchbook pieces completed as part of GCSE exam preparation.</li> </ul> <p><b>** Mock Exam 23/3/23 - GCSE Exam 27/4/23 &amp; 28/4/23**</b></p> <ul style="list-style-type: none"> <li>• GCSE Coursework will resume after the completion of the exam.</li> </ul>
<b>Art Textiles</b>	<p>Students will study the following:</p> <p><b>**From 20<sup>th</sup> February students will be starting their exam preparation work**</b></p> <ul style="list-style-type: none"> <li>• Development and exploration of drawing and media to create work based on their chosen exam theme.</li> <li>• Homework – Research and sketchbook pieces completed as part of GCSE exam preparation.</li> </ul> <p><b>** Mock Exam 23/3/23 - GCSE Exam 27/4/23 &amp; 28/4/23**</b></p> <ul style="list-style-type: none"> <li>• GCSE Coursework will resume after the completion of the exam.</li> </ul>
<b>Design and Technology</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Completion of NEA (Non-Exam Assessment) Section E and F – Making and Evaluating. This includes modelling, sketching, researching and CAD.</li> <li>• Homework – NEA portfolio.</li> </ul>
<b>Computer Science</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• In Computer Science students will continue to practise a mix of exam style questions from all previously studied topics.</li> <li>• In addition, they will go into further detail in the 1.3 Computer networks, connections and protocols topic.</li> </ul>
<b>Business Studies</b>	<p>Students will study the following:</p> <p>Unit 6: Influences on Business.</p> <ul style="list-style-type: none"> <li>• Ethical and environmental considerations.</li> <li>• The economic climate.</li> <li>• Globalisation .</li> </ul> <p>Unit 7: The interdependent nature of business.</p>
<b>Food Preparation &amp; Nutrition</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• NEA2 (Non-Exam Assessment) The Food Preparation Task Section B – During this half term students will complete their NEA practical assessment making three dishes and accompaniments where appropriate based on the task they have chosen.</li> <li>• 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.</li> </ul> <p><b>**Practical Assessment Dates – Students will complete their practical assessment on one of the following dates 06/03/2023, 07/03/2023 and 08/03/2023**</b></p>
<b>Construction</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Our focus from now on is to: <ul style="list-style-type: none"> <li>○ Complete the Maths unit of study. (Before the end of March.) Then to work on and complete the final unit of study, which is a design module.</li> </ul> </li> </ul>

<b>BTEC Digital Information Technology</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• In BTEC DIT students will work on a mix of Component 3 exam style questions, and revisit topic areas that cause problems.</li> <li>• Focus on the diagrams required for the exam (flow charts, DFDs etc).</li> <li>• They will sit a mini – mock exam.</li> </ul>
<b>Health and Social Care</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Students are planning for one to one and group communications scenarios.</li> <li>• <b>Homework:</b> Assignment based tasks in relation to role play preparations.</li> </ul>
<b>Statistics</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Time series graphs – How to draw and interpret the graphical method.</li> <li>• How to establish the trend of a time series.</li> <li>• 3- and 4-point moving averages.</li> <li>• Recapping basic probability and probability diagrams.</li> </ul>

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