



Dear Parent/Carer

Please see below this week's updates from school.

Open Evening

A final reminder that open evening will take place on Thursday the 28th of September between 4.00pm and 7.30pm. This is a very important event for us as we showcase our school to prospective parents. School will finish early on this day for students and they will be dismissed at 12.30pm. Special buses will run at the earlier time and all students will be given access to the canteen to get food before they leave. A letter has been sent out with a link to a consent form for students who are going to stay behind and help. Please fill it in if your child is staying so that we know which department they are going to be in.

Sporting Achievements

The Year 7 Football team progressed into the last 32 of the U12 English Schools Elite Cup. They beat Gateacre School 5-1 on Thursday.

Attendance and Uniform

I would like to acknowledge and praise all the students who have maintained 100% attendance over the first few weeks of term. As the weather starts to turn and the mornings get a little darker it can get a bit harder to get up and come to school however the rewards reaped by students with high attendance in terms of participation and progress make it more than worthwhile.

The vast majority of students arrive every morning looking very smart and often visitors to the school comment on how well our students are dressed. We are now allowing students wear their coats in the building as they move between lessons however students are still required to wear a school blazer and if they choose to wear a jumper this is in addition to not instead of a blazer.

Photographs

Year 9 and Year 11 individual photos will take place next Thursday 28th September.

Curriculum Overviews

I have attached a curriculum newsletter for each year group for this term to give you clarity about what your child will be learning and so you can support them where possible.



Subject	Overview
Mathematics	<p>Students will study the following:</p> <ul style="list-style-type: none"> - Sequences: Students will investigate linear and non-linear sequences, such as quadratics, geometric and Fibonacci. - Understand and use algebraic notation: Students will investigate function machines, inverse functions, substitution and graphs. - Equality and equivalence: Students will investigate the difference between equality and equivalence and utilise this to collect like terms and solve multi-step equations. <p>Homework: Sparx will be set weekly throughout this half term.</p>
English	<p>Students will study the following:</p> <p>The Art of the Storyteller</p> <ul style="list-style-type: none"> • Students will learn how to craft a short story that hooks the reader and includes vivid description of a character and the setting. • Students will read a series of short stories to inspire their own writing and will learn about story structure, characterisation and using SOAPAIMS techniques for description. These can be found on page 109 of the student planner if you wish to test your child at home. <p>Homework: Students should use Bedrock complete one vocabulary lesson and one grammar lesson per week, achieving a minimum of 20 points.</p>
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Safety and Investigations: Students will learn how to conduct a scientific investigation and build disciplinary knowledge by learning the essential aspects of the knowledge, methods, processes and uses of science. Students will learn to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. Students will learn about best practice within a laboratory setting and then go on to complete a full scientific investigation. • Matter & Separation: The Matter and Separation topic builds on prior knowledge of the particle model, introducing atoms, elements, and compounds. Students explore the periodic table and its simplicity and complexity. They learn about gas particles' movement through Brownian motion and diffusion, applying this understanding to real-world applications like gas pressure. They also explore solubility, solubility saturation, and supersaturated solutions. Students also explore mixtures and new separation techniques like crystallisation, chromatography, and distillation. • Homework: Mode A – Students must complete a weekly goal on Tassomai. <p>Homework: Mode B – Students will complete a research task relating to the chemistry of a bee sting.</p>
German	<p>Students will study the following:</p> <ul style="list-style-type: none"> • An Introduction to German and Germany <p>Students will study the phonics and key verbs to begin study of the language. They will also study different areas in Germany to explore a new culture.</p> <p>Homework: Mode A – prepare for the Inter House Spelling Bee by learning the vocabulary assigned in lesson. The homework app will be introduced next half term.</p> <p>Homework: Mode B – research an area of Germany and present your findings in the format of your choice.</p>
Communication Studies	<p>Students will study the following:</p> <p>Have Your Say!</p> <ul style="list-style-type: none"> • Students will be introduced to a variety of engaging current issues which they will debate and discuss each week such as artificial intelligence and racism in sport. • They will learn how to listen actively and use our oracy 'Talk Tactics' to participate fully in a group discussion by using the skills of instigate, build, challenge, clarify, probe and summarise. These skills and their associated sentence starters can be

	<p>found on page 107 of the new student planners so that students can use these across the curriculum and beyond.</p> <p>Homework: Each week students will be asked to research the topic that they will be discussing the following week.</p>
Geography	<p>Students will study the following:</p> <ul style="list-style-type: none"> • How important is our local environment? Students will be introduced to the idea of “local space” and will look at the regional area of the North West of England. Here they will start by looking at Beacon Fell as a small scale ecosystem, they will look at the human uses of the Fell and how it is being sustainably managed. They will then move onto Blackpool, look at the history of the town and how it falls into the Butler Model of tourism and what the future holds for the area.
History	<p>Students will study the following:</p> <ul style="list-style-type: none"> • What was life like in England before and after 1066? Students will be examining who lived in England pre-1066 and the impact they have had on our country. We will then move on to examine the succession crisis of 1066, the different contenders for the throne and how William conquered England. This will include how William kept control of England and how England was changed under Norman rule.
Religion, Ethics and Philosophy	<p>Students will study the following:</p> <p>What do we mean by religion?</p> <ul style="list-style-type: none"> • Who am I? Exploring: What is your prior knowledge of religion? (Education, parents, church, community, faith) How do you see yourself? - How are you influenced? - Nonreligious influences / guidance - How have you been influenced in the past? • What do you know about religion? – Exploring: What is religion/ faith? Can you be religious without action? - What does it mean to be religious? - How do we learn about religion? • Who is a Christian? Exploring: Church history – Overview of Jesus to the reformation, including origins of the canon. (Importance of St Paul) – The relevance and origin of Christian Symbols • Who is a Muslim? Exploring: Key terms and facts on Islam; Prophet, scripture etc... • -Symbols and place of worship and place of pilgrimage - challenging misconceptions on the Islamic faith and culture • How do we recognise other religions? Exploring: Hinduism, Judaism, Buddhism, Sikhism; looking at: -Founders and origin – Symbols, place of worship, place of pilgrimage and Holy Scripture.
PSHE	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Celebrating Diversity & Equality: including Identity, Nature vs nurture, The Equality Act, Breaking down stereotypes (gender and age), Multicultural Britain, Prejudice and discrimination and challenging Islamophobia.
PE	<p>Students will study the following:</p> <ul style="list-style-type: none"> • All students in HT1 will be completing fundamentals of movement for the first 3 weeks. • All girls will be on Netball • All boys will be on Rugby. <p>Boys require a gum shield and boots.</p>
Design and Technology	<p>In Half Term 1 students will be completing a baseline project where they will learn the basic skills and knowledge that they will need and build upon throughout the whole of key stage 3.</p> <p>In the ‘Create’ project students will study the following:</p> <ul style="list-style-type: none"> • Basic sketching skills – 2D and 3D sketching • Product Analysis – How to analyse a product and the introduction to key terminology (Aesthetics, Function, Target Market, Modifications)

	<p>In the 'Food & Nutrition' project students will study the following:</p> <ul style="list-style-type: none"> • Hygiene and health and safety in the kitchen environment • Students will prepare and cook a practical dish <p>In the 'Systems' project students will study the following:</p> <ul style="list-style-type: none"> • Health and safety in the workshop • Tools and equipment – names and functions • Students will produce a practical outcome (keyring) using workshop tools and equipment • Basic CAD (Computer Aided Design) skills using Techsoft 2D Design
Art Textiles	<p>Students will study the following:</p> <p>The <i>Formal Elements of Art</i> through a Landscape Project, the half term tasks include -</p> <ul style="list-style-type: none"> • Shape and Form, • Tonal techniques, • How to analyse Artwork, • Textures.
Music	<p>In Music, students will study the following:</p> <p>I've Got Rhythm</p> <ul style="list-style-type: none"> • Distinguishing between pulse and rhythm. • How to label different rhythm notation. • Understand the different time signatures 2/4, 3/4, 4/4. • Notational rests.
Computing	<p>Students will study the following:</p> <p>Clear Messaging in Digital Media</p> <ul style="list-style-type: none"> • Students will use search terms relating to a particular issue to search for appropriate text and images • Students will use tools to copy information to and from different applications and identify the key features of a poster and make one using DTP software. • Students will consider branding and house style, make a logo and plan a set of slides about a fictional charity. They will proceed to make these slides, deliver the presentation and evaluate their own work against a rubric. <p>Homework:</p> <ul style="list-style-type: none"> A Learn definitions of key words ready for Forms quiz mid point. 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"> • Ratio and scale: Students will be able to express ratio in multiple forms including 1:n, compare ratios with related fractions and solve proportional problems. • Multiplicative change: Students will be able to solve basic direct proportion problems, exploring the relationship between similar shapes as well as work with scale diagrams and maps. In this unit, students will also explore how conversion graphs work. • Multiplying and dividing fractions: Students will be able to work with the multiplication and division of unit fractions and where the numerator is greater than 1. This will also include mixed numbers and improper fractions. <p>Homework: Mode A: Sparx will be completed weeks 1 – 5, Mode B: homework will be set in week 6 and over the holidays – Students are to analyse the different scoring systems used in a variety of sports. This includes: How games / matches are scored; How league tables are compiled; Any numerical rules which apply specifically to that sport. Possible suggestions are Cricket, Snooker, Rugby League / union, American football, Basketball, Baseball, Gymnastics, Diving.</p>
English	<p>Students will study the following:</p> <p>The Social Outsider</p> <ul style="list-style-type: none"> • Frankenstein the play: Students will be able to recognise the features of a playscript and will contribute to reading and performing the play in class. • English Literature: Students will be able to analyse how language and structure are used by the writer, as well as learning the conventions of the gothic genre. • English Language: Students will be able to write their own gothic setting description. • Context: Students will learn what marginalisation is and will be able to recognise it in a text and the wider world. <p>Mode A Homework: Students should complete at least 20 points each week on Bedrock Learning by completing vocabulary and grammar lessons. Mode B Homework: Creative task, decided by the class teacher.</p>
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Working Scientifically: Students will continue to refine their knowledge of the scientific method by looking in detail at how to present and process data from an experiment. Students will explore ideas associated with errors in scientific investigation, how errors can be minimised or eliminated and how scientists account for errors when processing and presenting their data both in tabular and graphical forms. • Waves: Students will begin their study of the concept of waves which they will finish in the next half term. Students will learn the fundamental difference between a wave and a particle. Students will then go on to study the two main forms of waves before looking in detail at sound waves, how they are interpreted by the ear and applications of sound waves. <p>Homework: Mode A - Students must complete a weekly goal on Tassomai. Homework: Mode B – Students will complete a research task relating to the chemistry of fireworks ahead of Bonfire Night.</p>
French	<p>Students will study the following:</p> <ul style="list-style-type: none"> • The area of Northern France: Students will achieve an understanding of towns and attractions in Northern France and vocabulary describing places in town. • Grammar: Students will learn 3rd person modal verb phrases to add complexity to their writing. They will develop perfect tense from Year 7 study.

	<p>Homework: Mode A homework will be set on Seneca three times throughout the half term.</p> <p>Homework: Mode B – research another area of France and present your findings in a format of your choice.</p>
German	<p>Students will study the following:</p> <ul style="list-style-type: none"> • An Introduction to German and Germany <p>Students will study the phonics and key verbs to begin study of the language. They will also study different areas in Germany to explore a new culture.</p> <p>Homework: Mode A –students complete the assignments on Seneca.</p>
Communication Studies	<p>Students will study the following:</p> <p>‘Let’s Get Philosophical’- Students will engage with a range of philosophical questions that challenge them to think deeply about the world around us.</p> <ul style="list-style-type: none"> • What is philosophy? • What is free will? • How should we treat animals? • What is happiness? • What is humour? • Does life exist beyond Earth? • Is a world without war possible? <p>No homework will be set for this subject.</p>
Geography	<p>Students will study the following: ‘How fantastic is this rock that we live on?’</p> <ul style="list-style-type: none"> • The formation, human uses and sustainability of the following locations: • The Grand Canyon- its history and use as a tourist resort • The Mariana Trench- its formation and dangers of reaching it • Svalbard- The phenomenon of the Northern lights and how this attracts tourists • Machu Picchu- sustainability and how humans affect the landscape <p>Homework: Mode A: Seneca</p> <p>Mode B – Students will choose their own place around the world that they consider to be “fantastic” and will create a project based around this area.</p>
History	<p>Students will study the following:</p> <ul style="list-style-type: none"> • The British Empire: Students will be able to explain how the British Empire was established and the reasons for expanding. Students will judge the significance of the impact the British Empire had its colonies through a mini case study of India. Here students will examine what life was like before British Rule, how our rule came to an end and the impact the British Empire had on India. • African Kingdoms: Students will be exploring what Africa was like before the impact of slavery. They will be able to explain how the African Kingdoms were structured, what life was like and gain a wider understanding of different social cultures and practices. • The Transatlantic Slave Trade: Students will demonstrate an understanding of the structure of the Transatlantic Slave Trade as well as explain the impact this had on the lives of the enslaved people. Students will make use of sources and interpretations to examine people's attitudes, views and opinions at the time. <p>Homework: Mode A homework will be set via Seneca HT1. This will focus on The British Empire and Slavery.</p>
Religion, Ethics and Philosophy	<p>Students will study the following:</p> <p>How does scripture guide life?</p> <ul style="list-style-type: none"> • How do Muslims learn about akhlaq? Exploring: -What is akhlaq (morality and character), looking how the Qur’an and Hadith is a guide to shaping character and behaviour, how Muslim leaders use the holy text to guide communities. • How does the covenant impact Jewish lives? Exploring: - What is a covenant? the revelation of the covenant, how Jewish lives reflect the covenant (for the different denominations), the three different covenants.

	<ul style="list-style-type: none"> • Do religions all have the same basic rules? Exploring: the 10 commandments, the Buddhist 5 precepts, the 5 pillars of Islam, the universal use of the Golden Rule in and out of religion, what would life look like without rules? • Why does the world need justice? Exploring: What is fairness and justice? how do Christians promote justice? how do Hindus promote justice? God as fair and just, non-religious ideas of justice and democracy, karma, and consequences to actions. <p>Homework: Mode A: Revise and reflect for our and of unit assessment.</p> <p>Homework: Mode B: The Golden rule - Write a short story when of a situation when someone used the Golden Rule.</p>
PSHE	<p>Students will study the following:</p> <p>Rights and Equality theme:</p> <ul style="list-style-type: none"> • The Equality Act • LGBT rights across the world • ableism and disability discrimination • gender and equality • racism and removing barriers
PE	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Girls Group 1: • <i>Netball.</i> Students will be learning about two feet landing (footwork), one handed catches, shooting, defensive and attacking play and the rules of the game. • Girls Group 2: • <i>Gymnastics.</i> Students will be learning about different paired balances, group balances, vaulting, apparatus work, and analysis of performance. • Boys Group 1: • <i>Football.</i> Students will be learning how to control the ball, short and long passing, tackling, attacking and defending positioning and awareness of team strategies. • Boys Group 2 • <i>Badminton.</i> Students will be learning forehand and backhand shot, smash shot, net shot, combination of shots and tactics and strategies. <p>Homework: Students are encouraged to take part in an extra-curricular club.</p>
Design and Technology	<p>In the 'Create' project students will study the following:</p> <ul style="list-style-type: none"> • Product Analysis: Students will understand the importance of looking at existing products and analyse existing mood lights working out how they were made, what the product does and what features could be used in a new design. • Design Specification: Students will understand the importance of writing a design specification and will be able to write their own specification for their mood light, outlining a list of criteria that their completed mood light needs to meet. • Design Ideas: Students will create a series of freehand sketches of design ideas that meet the design brief. <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. • Food Waste: Students will understand the impact that food waste has on the environment and will be able to suggest ways to reduce waste. • Practical - Breaded Chicken Nuggets: Students will develop their knife skills learning how to portion a chicken breast, they will learn how to prepare, combine and shape meat by coating their chicken in breadcrumbs. Students will learn how to test for readiness and how to judge and manipulate the sensory properties of their dish.

	<p>In the 'Innovate' project students will study the following:</p> <ul style="list-style-type: none"> • Inclusive Design & Ergonomics: Students will achieve an understanding of the approach to designing that is user centred. Students will be able to identify what is meant by the term ergonomics and how designers consider ergonomics to ensure users have a better overall experience when using their product. • Design Ideas: Students will design a range of ergonomic and innovative ideas for an aide that will help the customer with one of the tasks outlined in the design brief.
Art	<p>Students will study the following:</p> <p>Abstract Art Project</p> <p>Students will develop the skills and knowledge learnt in Year 7 by completing the following:</p> <ul style="list-style-type: none"> • Observational still life drawings from primary and secondary sources. • Cubist collage based on the artist Pablo Picasso. • Analysing the work of Artists. • Annotations of their own artwork.
Music and Performing Arts	<p>In Music, students will study the following:</p> <ul style="list-style-type: none"> • Topic: Development of the Blues • Listening/ Appraising: 1920-1950 Music. Identify instruments, rhythm, musical features • Understanding: Origin and context of blues music. Slavery, notational reading, treble/bass clef, improvisation notes. Development of the blues. Lyric writing. • Performing: 12 bar blues. Rock n roll, Improvisation, walking bassline, instrumental technique and singing. <p>Homework</p> <ul style="list-style-type: none"> • A – Microsoft forms on slavery • A – Microsoft forms – Blues Lyrics • B – Poster on Slavery 1900's North America <p>In Performing Arts, students will study the following:</p> <ul style="list-style-type: none"> • Topic: Musical Theatre Grease • Skills- Development of physical and vocal skills, responding to direction and reviewing skills. • Understanding -key characteristics of the rock and roll style of dance. Historical understanding of the 1950s culture • Performing- Small groups scripted performance, whole class production company performance including singing and dancing. <p>Homework</p> <ul style="list-style-type: none"> • A-Microsoft forms on physical and vocal performance skills • A-Skill audit and development plan on Teams • B-Poster on the 1950's culture, including characteristics of the rock and roll style and costume and set design.
Computing	<p>Students will study the following:</p> <p>Vector graphics in Inkscape.</p> <ul style="list-style-type: none"> • Students will draw and modify shapes, and after learning about z-order/layers they will be able to adjust the x, y and z position of shapes they have created. • Students will work with multiple shapes, learning to align, distribute, group, and combine objects/shapes. • Students will learn that vector graphics are made up of paths and that these paths include nodes at the start, end, and at changes of path direction. Learners see how the shapes can be converted to paths and then edited. <p>Homework</p>

	A	Learn definitions of key words ready for Forms quiz mid point
	A	Read and summarise extract from “The Blockchain Future” by Robert B Seymour
	B	Make reasonable progress completing iDEA badges

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

Subject	Overview
Maths	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Straight line graphs: Students will investigate the key components of straight-line graphs; the y- intercept and gradient, including real life graphs. • Forming and solving equations: Students will be able to solve linear equations and inequalities. They will be able to form equations to then go on and solve. Using this knowledge and understanding students will be able to substitute known values into formulae and rearrange. • Testing conjectures: Students will be able to use their mathematical knowledge to prove by counter example if a statement is true, false or sometimes true. <p>Homework: Sparx will be completed weeks 1 – 5, Mode B homework will be set in week 6 and over the holidays – Students are to analyse the different scoring systems used in a variety of sports. This includes: How games / matches are scored How league tables are compiled Any numerical rules which apply specifically to that sport Possible suggestions are Cricket, Snooker, Rugby League / union, American football, Basketball, Baseball, Gymnastics, Diving.</p>
English	<p>Students will study the following: Humanity Vs Nature</p> <ul style="list-style-type: none"> • Language: Students will explore how nature is presented in extracts of fiction to continue to develop their “What/How/Why” approach to analysis and to develop their exploration of how a writer uses language and methods to present an idea. This study of fiction will be used as a vehicle to develop their own creative writing, developing their use of figurative language. Students will bridge the gap between fiction and non-fiction writing by considering how narration is used in a wildlife documentary and writing a dramatic and tense piece of wildlife narration. This will lead students on to exploring the presentation of nature in speeches and articles where students will compare writer's viewpoints and perspectives and summarise and synthesise writer’s ideas. Students will use these models to write their own speeches and opinion articles developing their persuasive writing skills. The topic will end with students planning, writing and presenting their own news report on a natural disaster to build on and develop oracy skills. • Literature: Students will begin to learn about Romanticism and explore poetry written during this romantic era. They will develop their MITSL (Meaning, Imagery, Tone, Structure, Language) approach to exploring a poem started in Year 7 and use the “What/How/Why” way of thinking to respond to poetry and to construct an analytical response. They will move on to looking at how poems about nature can be used as an extended metaphor to explore other issues. <p>Homework: Students will complete weekly Tassomai goals and complete appropriate creative mode B tasks set by their teacher.</p>
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Cell Biology: This unit aims to give students an overview of cells: the basic building blocks which make up all living things. This unit covers the differences between eukaryotic and prokaryotic cells, and how specialised cells are adapted to their functions. The use of microscopes to study cells is explored from a historical viewpoint and as a practical activity. Cell differentiation, how this is controlled at a genetic level and the practical uses in terms of stem cells are also covered, as well as the cell cycle and mitosis. This unit includes a required practical activity. • Digestion & Respiration: In this topic students will learn about the human digestive system, the respiratory system that provides it with oxygen and removes carbon dioxide and the role of the human heart. This unit allows students to understand the hierarchical organisation of the digestive system, the roles of enzymes, enzyme action and the effect of high temperature and extremes of pH on enzymes. Students will learn the main

	<p>structures of the human heart and their functions. They will explore problems that can develop in the blood vessels, their treatments, how the heartbeat is maintained by the pacemaker, and why some people may have problems with their heart and need an artificial pacemaker or artificial heart. Students will study breathing and gas exchange, the main structures of the gas exchange system along with their functions. This unit includes a required practical activity.</p> <p>Homework: Mode A – Students must complete a weekly goal on Tassomai.</p> <p>Homework: Mode B - Teacher directed research based/creative task in which students research different models of plants and animal cells before designing their own model.</p> <p>Summative Assessment Date: Week commencing 16th October</p>
German	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Food and drink, mental wellbeing: Students will achieve an understanding of vocabulary to describe meals and healthy diet choices. They will also learn how to describe activities promoting positive mental wellbeing. • Grammar: Students will develop 3rd person modal verb phrases to add complexity to their writing. They will develop perfect tense and future time frames from Year 8 study. <p>Homework: Mode A homework will be set on Seneca three times throughout the half term.</p>
Geography	<p>Students will study the following:</p> <p>'Is the world getting smaller?'</p> <ul style="list-style-type: none"> • The primary, secondary, tertiary and quaternary employment structure and how this can have an impact on a country's economy. • Examples of transnational corporations and the impacts they have around the world including Primark, McDonalds and Nike. • Employment law and fair working conditions in Dhaka Bangladesh, 2013. <p>Homework: Mode A: 20 minutes of Seneca will be set once a week.</p>
History	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Germany under the Kaiser: Students will learn about who the Kaiser was, how he ruled Germany and the problems he faced. They will be able to explain the significance of the Naval Laws and why Germany underwent a revolution at the end of World War One. • The Weimar Republic in danger: Students will examine the conditions which led to the creation of the Weimar Republic. They will be able to explain the political and economic dangers Germany faced and reach a judgement about which was the most serious issue for the government. • Rise of the Nazis: Students will look at the reasons for the Nazis rising to power and make judgements on how significant these were. They will examine who voted for the Nazis and why as well as how Hitler was able to establish himself as Chancellor. Students will be able to explain how Hitler consolidated his power after January 1933. <p>Homework: Mode A – Seneca assignments in week 1-5. Mode B – Historical key words and definitions in week 6-7. Can you think of a historical key word for the Germany topic for every letter of the alphabet? Students will create their own key word glossary with definitions.</p>
Religion, Ethics and Philosophy	<p>Students will study the following:</p> <p>What are the different academic approaches to studying religion?</p> <ul style="list-style-type: none"> • Introduction to Philosophy Exploring: What is philosophy about? Different approaches to philosophy, benefits of studying philosophy, the rules of philosophy, the value of thinking. • In Deep water. Exploring: the difficulties involved in making moral decisions, understanding why we do the things we do; Moral duty, consequences, sympathy, conscience. • Can violence ever be justified? Exploring: the use of violence and effective alternatives to violence, differences in violence, is violence ok for protection purposes? Where do we see violence? The impact of the beliefs and acts of Martin Luther King, bringing change without violence. • How can you be certain of anything? Exploring: Doubt and certainty, understanding basic epistemology and Descartes' use of doubt in the quest for certainty.

	<ul style="list-style-type: none"> • Does God Exist? Exploring: looking at the arguments which people believe proves that God Exists, William Paley and the intelligent design theory, the cosmological argument, Darwin's theory of evolution and the big bang, the theist evolution theory. • How does studying psychology help us understand religious beliefs in God? Exploring: reasons people believe in God, what is psychology? Who was Sigmund Freud? Sigmund's ideology on religion as wish fulfilment, who was Carl Jung? Whose ideology was more plausible? <p>Homework: Mode A – Revise and reflect for our end of unit assessment.</p> <p>Homework: Mode B - Create a speech for a non-violent protest about something you feel should change in school.</p>
PSHE	<p>Students will study the following:</p> <p>Body confidence theme:</p> <ul style="list-style-type: none"> • How self-esteem changes through puberty • What is a penis • What is a vulva • Bullying in all its forms • Dealing with grief and loss • Media and airbrushing • Cancer prevention and healthy lifestyles
PE	<p>Students will study the following:</p> <p>Girls set 1: <i>Badminton Officiating.</i> The students will be learning about the rules of singles and doubles, the use of hand signals in a game, develop their communication skills, how to be a line judge, service judge and an umpire and what is included in these roles, also how to correctly record points.</p> <p>Girls set 2: <i>Netball.</i> The students will be developing their skills on advanced marking, becoming aware of team strategies/tactics in both attacking and defending situations including zonal marking. <i>Adapted Sports.</i> The students will be learning about seated volleyball and boccia regarding the different rules and regulations and various skills in each sport.</p> <p>Boys set 1: <i>Football.</i> The students will be learning about a variety of different shooting including the use of a swerve and the use of volleys, heading, advanced marking and awareness of team strategies including set plays and corners. <i>Adapted sports.</i> The students will be learning about seated volleyball and boccia regarding the different rules and regulations and various skills in each sport.</p> <p>Boys set 2: <i>OAA:</i> The students will be learning about a variety of different leadership styles, how to orientate a map, be able to plan the quickest route to take on a variety of courses around school. <i>Football.</i> The students will be learning about a variety of different shooting including the use of a swerve and the use of volleys, heading, advanced marking and awareness of team strategies including set plays and corners.</p>
Music and Performing Arts	<p>In Music, students will study the following:</p> <p>Topic: Soundtracks/Film Music</p> <ul style="list-style-type: none"> • Appraising/Listening – How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama. Understanding – Timing, genre, atmosphere, scene, Leitmotif, motif, Storyboarding, Theme, Sound effects. • Performing – Film themes. Instrumental technique. Sound tracking <p>Homework</p> <ul style="list-style-type: none"> • A – Storyboard-Lost in Space. • A – Film Music Comprehension task. • B – Musical analysis of a film.

	<p>In Performing Arts, students will study the following:</p> <p>Topic: Musical Theatre Grease</p> <ul style="list-style-type: none"> • Skills- Development of physical and vocal skills, responding to direction and reviewing skills. • Understanding -key characteristics of the rock and roll style of dance. Historical understanding of the 1950s culture. • Performing- Small groups scripted performance, whole class production company performance including singing and dancing. <p>Homework</p> <ul style="list-style-type: none"> • A-Microsoft forms on physical and vocal performance skills. • A-Skills audit and development plan on Teams. • B-Poster on the 1950's culture, including characteristics of the rock and roll style, costume and set design.
Art Textiles	<p>Students will study the following:</p> <p>Potty Plants Project</p> <p>Students will develop the skills and knowledge learnt in Year 7 and Year 8 by completing the following -</p> <ul style="list-style-type: none"> • Observational drawings from primary and secondary sources. • Drawings using a wide variety of media and different mark making techniques. • Analysing the work of Artists. • Annotations of their own artwork.
Design and Technology	<p>In the 'Create' project students will study the following:</p> <ul style="list-style-type: none"> • Famous Designer Research: Students will gain an understanding of why researching past and present designers and design companies is important. Students will then investigate different designers and design companies analysing and evaluating their work. • Developing a Design Brief: Students will achieve an understanding of what a design brief is and how designers use a brief to give them guidance and focus throughout the design process. • Perspective Drawing: Students will develop their 1-point perspective drawing skills. <p>In the 'Food & Nutrition' project students will study the following:</p> <ul style="list-style-type: none"> • Functional Properties of Ingredients: Students will achieve an understanding of the working characteristics and functional properties of sugar as an ingredient for cakes. They will investigate whether it is possible to reduce the sugar content or use alternative ingredients without adversely affecting the sensory properties of the cake. <p>In the 'Systems' project students will study the following:</p> <ul style="list-style-type: none"> • Movement and Forces: Students will be able to recognise and identify a range of movements and identify the five terms used to describe what type of force can act on a material. • Levers: Students will be able to identify the main parts of a lever and understand how levers use mechanical advantage to make lifting or applying pressure easier. • Linkages: Students will achieve an understanding of how levers can be joined together to form linkages. They will then be able to identify how linkages can change the direction of motion and the amount of force.
Computing	<p>Students will study the following:</p> <p>Mobile App Development</p> <ul style="list-style-type: none"> • Students will use the App lab coding environment to create their own mobile app. • Students will consider the needs of the user, and decompose the project into smaller more manageable parts • Students will use the pair programming approach to develop their app together and finish off by evaluating the success of the project against the needs of the user.

	Homework
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| | <ul style="list-style-type: none">A Learn definitions of key words ready for Forms quiz mid point.A Read and summarise extract from “Metaverse” by Matthew Ball.B Make reasonable progress completing iDEA badges. |
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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"> • Congruency, Similarity and Enlargement: Building on their experience of enlargement and similarity in previous years, this unit extends students' experiences and looks more formally at dealing with topics such as similar triangles. Parallel line angle rules are revisited to support establishment of similarity. Congruency is introduced through considering what information is needed to produce a unique triangle. Higher level content extends enlargement to explore negative scale factors, and also looks at establishing that a pair of triangles are congruent through formal proof. • Trigonometry: Trigonometry is introduced as a special case of similarity within right-angled triangles. Emphasis is placed throughout on linking the trig functions to ratios, rather than just functions. This key topic is introduced early in Year 10 to allow regular revisiting e.g. when looking at bearings. Calculation with trigonometry is covered now and graphical representation is covered in Year 11. <p>Homework Mode A: Sparx will be set weekly.</p> <p>Homework Mode B: In the final week of term and over the holidays - Students are to analyse the different scoring systems used in a variety of sports. This includes How games / matches are scored How league tables are compiled Any numerical rules which apply specifically to that sport Possible suggestions are Cricket, Snooker, Rugby League / union, American football, Basketball, Baseball, Gymnastics, Diving.</p>
English	<p>Students will study the following:</p> <ul style="list-style-type: none"> • 3 lessons exploring the themes, character and plot in A Christmas Carol by Charles Dickens. They will also start to develop their essay planning and writing skills • 2 lessons will be focused on developing their skills in exploring a range of creative writing and developing their own creative writing in line with GCSE English Language Paper 1. <p>Homework Mode A: Weekly Tassomai goals</p> <p>Homework Mode B: Teacher directed tasks</p>
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Biology: Plant Biology- Students will continue to explore the functions of plants. They will the structural adaptations to their functions, and they transport substances into, around and out of a plant. Biological rates of reaction- This topic explores enzyme molecules and their activity in temperature and pH changes. Students learn about the effects of temperature, light intensity, carbon dioxide concentration, and chlorophyll on photosynthesis rate. • Chemistry: Triple - Energy changes- Students learn that chemical reactions involve energy changes. They learn to draw energy profile diagram and interpret these to identify reactions as exothermic or endothermic. Students go on to investigate the variables that affect temperature changes. Combined- Chemical changes- Students explore reactions of acids and metals; using the reactivity series to learn how different metals can be extracted depending on their position in the series. • Physics: Newtons Law- This topic introduces students to the methods for measuring motion (speed, velocity and acceleration) before combining these with Newton's 3 Laws of Motion to show how forces change the state of motion and how momentum can be used to analyse motion and collisions. <p>Homework: Mode A – Students must complete a weekly goal on Tassomai</p> <p>Homework: Mode B - Teacher directed research based/creative task.</p>
French	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Home and local area: Students will achieve an understanding of vocabulary to describe types of houses, rooms and places in town. They will also learn how to give positive and negative opinions on different places to live.

	<ul style="list-style-type: none"> • Grammar: Students will revise and develop word order with different sentence starters. They will develop perfect tense and future time frames from Year 9 study. • Homework: Mode A homework will be set on Seneca three times throughout the half term.
Geography	<p>Students will study the following:</p> <p>Changing Economic World – Development.</p> <ul style="list-style-type: none"> • Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI) and the limitations of these measures. • Link between stages of the Demographic Transition Model and the level of development. • Causes of uneven development: physical, economic and historical. • Consequences of uneven development: disparities in wealth and health, international migration. • An overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, fairtrade, debt relief, microfinance loans. <p>Homework:</p> <ul style="list-style-type: none"> • Mode A- set once a week, this is a mixture between SENCA, extended questions and Podcasts.
History	<p>Students will study the following:</p> <p>Conflict and tension: the inter-war years, 1918-1939 – The origins and outbreak of the Second World War</p> <ul style="list-style-type: none"> • The development of tension: Hitler's aims and Allied reactions; the Dollfuss Affair; the Saar; German rearmament, including conscription; the Stresa Front; Anglo-German Naval Agreement. • Escalation of tension: remilitarisation of the Rhineland; Mussolini, the Axis and the Anti-Comintern Pact; Anschluss; reasons for and against the policy of appeasement; the Sudeten Crisis and Munich; the ending of appeasement. • The outbreak of war: the occupation of Czechoslovakia; the role of the USSR and the Nazi-Soviet Pact; the invasion of Poland and outbreak of war, September 1939; responsibility for the outbreak of war, including that of key individuals: Hitler, Stalin and Chamberlain. <p>Homework: Seneca and practice exam questions.</p>
Religion, Ethics and Philosophy	<p>Students will study the following:</p> <p>Relationship and families</p> <ul style="list-style-type: none"> • Nature and purpose of marriage: Students should know and understand the purpose of marriage within the religions being studied. They should understand the nature of marriage, including ideas of commitment, responsibility, faithfulness etc. • Cohabitation & Same sex marriage: Students should understand how cohabitation is different to marriage, can understand how religions respond to cohabitation, to know the religious attitudes towards same-sex marriage. • Divorce: Students should know what divorce is and the impact it can have on a family and its members. They should understand reasons for divorce and know and understand the religious attitudes, beliefs and teachings about divorce and the religions' response to remarriage. Students should consider arguments put forward against and favour of divorce based upon ethical considerations. • Nature of Families: Students should know and understand the key terms extended family and nuclear family. Students should understand how the nature of families have changed in society and should consider what counts as a family. • Purpose of Families: Students will need to know and understand the purpose of family in the religions they are studying and the importance of the family as the right place for procreation. They will also need to understand the role of the family in providing a stable environment for raising children and protecting them and also know how families may educate their children in the faith they are being raised in.

	<ul style="list-style-type: none"> • Contemporary family issues: Students will need to know and understand contemporary family issues and how religions respond to them. In particular same-sex parents and polygamy. • The roles of men and women: Students should know and understand religious teachings, beliefs and attitudes about gender roles. This will include how those roles are changing over time as religions re-assess their views. <p>Homework: Mode A – Revise and reflect for our end of unit assessment</p> <p>Homework: Mode B – Create and design an acrostic poem using key words, beliefs and quotes about the nature of families.</p>
PSHE	<p>Students will study the following:</p> <p>Exploring world issues</p> <ul style="list-style-type: none"> • International organisations- understanding the scope of international organisations, the roles they provide, and the skills required to work in them. • Peace, war and conflict- understanding why conflict occurs and what the impact can be. • Human rights- learning about how human rights can be impacted by war. • Aid and supporting other countries- describe a variety of ways countries can help and support each other and evaluate what support networks are available to those in need. • Striking and trade unions- understanding their existence and purpose and the various reasons for strike. • Women's rights and equality- to explore the changing role of women in the 20th century and its relevance today. • Fair trade and free trade- understanding the difference, to evaluate the pros and cons of both.
PE	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Girls Pathway 1: Badminton Leadership • Pathway 2: Trampolining and Dance • Boys Pathway 1: Football and Rugby
GCSE PE	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Movement analysis which includes; levers and planes/axis of movement and the short and long term effects of exercise. • Practical: Handball and Badminton. <p>Homework: To complete exam questions on ever learner and attend extra-curricular clubs in their chosen sports.</p>
Sports Studies	<p>Students will study the following:</p> <ul style="list-style-type: none"> • The students will be continuing with their R185 assignment where they will be planning and delivering their sports activity sessions. After they have delivered their session, they will evaluate how their session went.
Performing Arts	<p>Students will study the following:</p> <p>Component 3 Preparation</p> <p>Understanding how to respond to a brief- Choreography/devising.</p> <ul style="list-style-type: none"> • Students will carry out exploration tasks in response to different given stimuli. Students will be creating/ devising pieces in groups. They will be developing 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.
Art	<p>Students will study the following:</p>

	<p>Students will be given the theme of Identity and will independently decide on what imagery they will create based on this. Students will create a portfolio of work based on the theme of Identity using the following media.</p> <ul style="list-style-type: none"> • Mind Map based on the theme of Identity, • Pencil drawing, • Pen drawing, • Fine liner and wash drawing. • Mood Board homework – collecting images, that relate to their chosen Identity theme, to work from, • Artist Research 1 homework and colour study – based on their chosen Identity theme, • Sketchbook homework – Pencil drawing, pen drawing.
Art Textiles	<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"> • 2D design • Screen printing • Researching chosen artists x 2 • Colour studies x 2 <p>Homework</p> <p>Mode B - Each week students will be expected to spend at least an hour on their NEA.</p>
Design and Technology	<p>Students will study the following:</p> <p>Dream House Project</p> <ul style="list-style-type: none"> • CAD (2D Design) drawing of their floorplans to use in the manufacture of their cardboard models. • Making Architectural Models – Students will make a scaled down architectural model of their dream house using corrugated cardboard and foam core board. They will use a mixture of CAD/CAM (2D Design and laser cutting) and hand tools (craft knives, hot wire cutters) to make their models. Students will also have an opportunity to include LED's to their models where they will use soldering to attach their components. • Paper and Board Theory – Understanding the sources and origins of paper and board, how it is manufactured, standard components of paper and board, commercial printing and commercial products, surface finishes. <p>Homework</p> <p>Mode A – Revision for Paper and Board Assessment, Seneca to revisit theory covered in Y9 (materials, industry, mechanisms and systems).</p> <p>Mode B – Completion of 2-point perspective house drawing and 1-point perspective room drawing.</p>
Computer Science	<p>Students will study the following:</p> <p>2.1 Algorithms</p> <ul style="list-style-type: none"> • Students will learn the principles of computational thinking: Abstraction, Decomposition, Algorithmic thinking and identify the inputs, processes, and outputs for a problem • They will examine structure diagrams and trace tables • Students will create, interpret, correct, and refine algorithms using: Pseudocode, Flowcharts, Reference language/high-level programming language and be able to identify common errors. • They will learn about standard <i>searching</i> algorithms: Binary search, Linear search, as well as standard <i>sorting</i> algorithms: Bubble sort, Merge sort, Insertion sort <p>Homework</p> <p>A. Complete regular assignments on Smart Revise comprising of current topic as well as previously studied topics.</p> <p>B. Read "Essential Algorithms for A-Level" by D Hillyard & C Sargent. GCSE content will be highlighted for homework but some of the A-Level content would make good further reading and will be highlighted as such.</p>

Business Studies	<p>Students will study the following:</p> <ul style="list-style-type: none"> • 2.1 The role of marketing The purpose of marketing within business • 2.2 Market Research • The purpose of market research • Primary research methods • Secondary research sources • How appropriate different methods and sources of market research are for different business purposes • The use and interpretation of qualitative and quantitative data in market research. <p>Homework: Set on Seneca</p>
Food Preparation & Nutrition	<p>Students will study the following:</p> <ul style="list-style-type: none"> • The functions of macronutrients (fat & oils) in our diet and our bodies. • The functions of micronutrients (vitamins & minerals) in our diet and our bodies. • The value of different commodities in the diet. • The features and characteristics of each commodity, including how to store them correctly to avoid food contamination.
Construction	<p>Students will study the following: Sept- Continue to practice selected wood working joints and risk assessment. Oct- Students to complete Component 2 Practical assignment within a given time scale.</p>
Creative iMedia	<p>Students will study the following:</p> <p>R094 – Visual Identity and Digital Graphics</p> <ul style="list-style-type: none"> • Students will revise some of the content they have been taught about how to plan and create visual identities and digital graphics. They will refresh their use of software (Photoshop/Photopea/Illustrator/Inkscape) in order to be able to carry this out. • Students will design, create, save and export a visual identity and digital graphic product to meet a client brief. This will be their NEA for this unit and is worth 25% of their final grade. <p>Homework: Complete R094 Homework booklets, Topic 1, 2 & 3 to be completed over Term 1.</p>
Health and Social Care	<p>Students will study the following:</p> <p>R033 Task 2A</p> <ul style="list-style-type: none"> • The students are learning about how unexpected and expected life events can affect people's life decisions. • The deadline for Task 2A is 13th October 2023. <p>Homework: To complete exam questions.</p>

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Subject	Overview
Mathematics	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Gradients and lines: Students will plot straight line from a given equation and find and interpret the equation of a straight line from a variety of situations and given information. Students will look at the equations of perpendicular lines. • Non – linear graphs: Students will develop their knowledge of non – linear graphs, looking at quadratic, cubic and reciprocal graphs so they recognise the different shapes. They will find the roots of quadratics graphically and will revisit this when they look at algebraic methods in Half term 3, along with looking at turning points. Students will look at simple exponential graphs and the equation of a circle. • Using graphs: Students will revisit conversion graphs and reflection in straight lines. Students will also study other real – life graphs, including speed/distance/time, constructing and interpreting these. Students will also look at area under a curve. <p>Homework Mode A: Sparx will be set weekly throughout the half term.</p>
English	<p>Students will study the following:</p> <ul style="list-style-type: none"> • 2 lessons re-visiting how writers’ viewpoints and perspectives are shaped in non-fiction texts, in preparation for English Language Paper 2 mock exam • 1 lesson re-visiting and revising the ‘Power and Conflict’ poetry from the anthology and making comparisons. • 2 lessons revisiting Blood Brothers first studied in Year 9. <p>Homework: Mode A – Weekly Tassomai (minimum 3 daily goals a week). Mode B – Teacher directed revision tasks.</p>
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Biology: Ecology- Students continue to learn how humans impact the environment, how biomass gets transferred through ecosystems and the carbon, nitrogen and water cycles. They go on to explore how the carbon cycle links back to respiration and photosynthesis from earlier topics and the nitrogen cycle links back to the production of proteins in the organisation unit. • Chemistry: Triple- Chemical Analysis- students learn about different techniques for identifying unknown compounds such as chromatography and flame emission spectroscopy. In addition, they learn about the importance of pure substances and formulations within the context of food and pharmaceuticals. Combined- Atmosphere and Using Earths Resources Students learn that the Earth's atmosphere constantly changes, influenced by man-made and natural cycles. They review how scientists use complex software to predict weather and climate change, and how addressing air pollution issues to reduce human activity impact. They further explore how Industries utilise Earth's natural resources for product production, aiming to minimize resource use, energy, waste, and environmental impact. They learn sustainable disposal methods, focusing on pollution, waste disposal, and land use to minimize environmental damage. • Physics: Magnetism and Electromagnetism- Students continue to learn how electromagnetic effects are used in a wide variety of devices. They will explore how engineers make use of the fact that a magnet moving in a coil can produce electric current and those systems that involve control or communications can take full advantage of this. <p>Homework: Mode A – Students must complete a weekly goal on Tassomai Mode B - Teacher directed research based/creative task.</p>
German	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Environment: Students will achieve an understanding of vocabulary to describe environmental problems and solutions. • Grammar: Students will revise and develop 3rd person modal verbs. They will develop perfect tense and future time frames to say what they have done and will do to help the environment.

	<ul style="list-style-type: none"> • Homework: Mode A homework will be set on Seneca three times throughout the half term. <p>Students will then begin to study the following:</p> <ul style="list-style-type: none"> • Social issues: Students will achieve an understanding of vocabulary to describe social problems, charity support and how to help. • Grammar: Students will revise and develop 3rd person modal verbs. They will develop perfect tense and future time frames. <p>Homework: Mode A homework will be set on Seneca as well as revision for Reading and Writing Mock exam papers.</p>
Geography	<p>Students will study the following:</p> <p>Urban Issues and Challenges: Liverpool and sustainable cities</p> <ul style="list-style-type: none"> • The location and importance of Liverpool. • The impacts of national and international migration on the growth and character of Liverpool. • How urban change has created social and economic opportunities in Liverpool. • How urban change has created challenges such as urban deprivation, inequalities in housing, education, health and employment. • The impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements. • How urban transport strategies are used to reduce traffic congestion. • Features of sustainable urban living: water and energy conservation, waste recycling, creating green space (Urban Greening). <p>Homework: Mode A: Homework is set once a week and this alternates between SENECA, practice exam questions and podcasts as set by the classroom teacher.</p>
History	<p>Students will study the following:</p> <p>Health and the People, c.1000 to present day – Medicine stands still</p> <ul style="list-style-type: none"> • Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness. • Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques. • Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention. <p>Homework:</p> <ul style="list-style-type: none"> • Mode A: Seneca and practice exam questions. <p>Mode B:</p> <ul style="list-style-type: none"> • Historical key words and definitions – Can you think of a key word for every letter of the alphabet to do with our topic? Students create their own glossary with definitions.
Religion, Ethics and Politics	<p>Students will study the following:</p> <p>Life</p> <ul style="list-style-type: none"> • Abortion: British laws around abortion, reasons for abortion. • Views on abortion: Religious and non-religious views on abortion, scripture that influences the understanding of the start of life. • Euthanasia: Religious and nonreligious views on euthanasia, different forms of euthanasia, quality of life verses sanctity of life. • In-Vitro fertilisation: religious and nonreligious views on invitro fertilisation, medical ethics, genetic engineering. • Homework: Mode A – Revise and reflect for our end of unit assessment. • Homework: Mode B – Create a promotion for hospices, explaining why they are a better alternative to euthanasia, including religious and non-religious arguments and holy scripture.

GCSE Religious Studies	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Hinduism: Nature of Human Life • Atman: To understand what Hindus mean by atman and the connection with Brahman, the concept of atman, as individual, eternal inner self, distinct from material mind and body. • Human Life: To understand the meaning of key terms connected with the Hindu philosophy of life, cycle of birth and death: samsara; moral action and reaction: the law of karma; types of liberation: moksha. • Personal Virtue: To understand atman, karma, dharma, samsara and moksha and how they link together, individual free will and responses to suffering; knowledge and ignorance, personal virtues including ahimsa, respect, empathy, mind/sense control, humility, love. The four aims of human life: dharma, artha, kama, moksha. • Caste system: To understand the caste system including varnashrama and sanatana dharmas, Personal virtues including ahimsa, respect, empathy, mind/sense control, humility, love. The four aims of human life: dharma, artha, kama, moksha. The meaning of dharma; sanatana dharma; varnashrama dharma. <p>Homework: Mode A – Revise and reflect for our end of unit assessment. Mode B – Design and Create a mind map that explores Sanatana Dharma and varnashrama dharma, the differences and examples of each.</p>
PSHE	<p>CEIAG- Careers Education, Information, Advice and Guidance</p> <ul style="list-style-type: none"> • Understanding post-16 options and the changing landscape of 16-18 education including apprenticeships and T-Levels, visitors from Blackpool Sixth and Blackpool and Fylde college and preparation for the Careers Fair and Mock Interviews. • What is a CV and what is it for? • Learning to create a high quality first CV which can be used to secure part-time employment or apprenticeship interviews.
PE	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Girls: Badminton, Volleyball and Football • Boys: Football, Rugby and Handball.
GCSE PE	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Theory: Mental Preparation (Arousal, Stress Management techniques, direct and indirect aggression and personality types). • Practical: Climbing and Netball. <p>Homework: Students are expected to work on their coursework at home they are finishing part b. They can access this on their google classroom. They will also be given exam questions on everlearner to complete.</p>
Sports Studies	<p>Students will study the following:</p> <ul style="list-style-type: none"> • The students are continuing work on their R187 which is unit Outdoor Adventurous Activities. This is worth 20% of their overall grade. Students are expected to attend intervention sessions. Both lessons are theory.
Performing Arts	<p>Students will study the following:</p> <p>Component 1 Exploring the Performing Arts</p> <p>Students will develop their understanding of the performing arts by examining practitioners' work and the processes used to create the performance. This half term they will focus on a piece of professional repertoire that is suitable to match the theme given by the exam board. Students will undertake written and some practical tasks-</p> <ol style="list-style-type: none"> 1. Creative intentions- theme, issues, response to stimulus, style/genre, contextual influences, collaboration with other practitioners, influences. 2. Purposes- to educate, to inform, to entertain, to provoke, to challenge viewpoints, to raise awareness or to celebrate.

	<p>3. Develop their appreciation and understanding of performance roles in relation to the profession piece-actor, dancers, and singer.</p> <p>4. Develop their appreciation of non-performance roles in relation to the professional piece-choreographer, director, producer, writer, costume designer, set and lighting designer or technician etc.</p> <p>5. Skills required by all the different production roles.</p>
Art	<p>Students will study the following:</p> <p>Students will be given the theme of Nature and will independently decide on what imagery they will create based on this. Students will create a portfolio of work based on the theme of Nature using the following media.</p> <ul style="list-style-type: none"> • Mixed Media drawing, • Ink drawing, • Oil Pastel drawing, • Charcoal and white pencil crayon drawing, • Batik. • Artist Research 2 homework and Colour Study – based on their chosen Nature theme. • Sketchbook homework – Pencil Crayon drawing.
Art Textiles	<p>Students will study the following:</p> <p>Students will be continuing with their NEA coursework which is due at Easter. In this half term they will be focusing on:</p> <ul style="list-style-type: none"> • Students will continue to develop their idea. • Students will complete the manufacture of their final piece. <p>Homework:</p> <p>Mode B - Each week students will be expected to spend at least an hour on their NEA.</p>
Design and Technology	<p>Students will study the following:</p> <p>Students will be continuing with their NEA coursework which is due at Easter. In this half term they will be focusing on:</p> <ul style="list-style-type: none"> • Completing their research (Section A) • Writing a design brief and specification (Section B) • Completing initial ideas • Students will then begin developing their idea (Section D) <p>Homework:</p> <p>Mode A – Seneca assignments revisiting the theory content already covered.</p> <p>Mode B - Each week students will be expected to spend around an hour on their NEA.</p>
Computer Science	<p>Students will study the following:</p> <p>2.1 Algorithms</p> <ul style="list-style-type: none"> • Students will learn the principles of computational thinking: Abstraction, Decomposition, Algorithmic thinking and identify the inputs, processes, and outputs for a problem • They will examine structure diagrams and trace tables • Students will create, interpret, correct, and refine algorithms using: Pseudocode, Flowcharts, Reference language/high-level programming language and be able to identify common errors. • They will learn about standard <i>searching</i> algorithms: Binary search, Linear search, as well as standard <i>sorting</i> algorithms: Bubble sort, Merge sort, Insertion sort. <p>Homework:</p> <ul style="list-style-type: none"> A. Complete regular assignments on Smart Revise comprising of current topic as well as previously studied topics. B. Read "Essential Algorithms for A-Level" by D Hillyard & C Sargent. GCSE content will be highlighted for homework but some of the A-Level content would make good further reading and will be highlighted as such.

Business Studies	<p>Students will study the following:</p> <p>Operations: This component takes a closer look at the role of operations and finance and introduces learners to external influences on business. It explores the importance of these influences and how businesses change in response to them.</p> <ul style="list-style-type: none"> • 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>Homework: Seneca.</p>
Food Preparation & Nutrition	<p>Students will study the following:</p> <ul style="list-style-type: none"> • NEA1 (Non-Exam Assessment) The Food Investigation Task Section A – 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. • NEA1 (Non-Exam Assessment) The Food Investigation Task Section B – During this half term students will complete their NEA practical assessment investigating the working characteristics and functional properties of ingredients based on the task they have chosen. • NEA1 (Non-Exam Assessment) The Food Investigation Task Section C – Once students have completed their practical investigation, they will complete and analysis and evaluate their findings. <p>**Practical Assessment Dates – Students will complete their practical investigations the week commencing 09/10/2023**</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>
Construction	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Sept- Continue to practice selected wood working joints and risk assessment. • Oct- Students to complete Component 2 Practical assignment within a given time scale.
Health and Social Care	<p>Students will study the following:</p> <p>Unit R032 Topic 2 Person-Centred values</p> <ul style="list-style-type: none"> • The students will be learning about Person- Centred values and how they are applied by service providers and the benefits of applying person-centred values. Also, effects on service users' health and well-being if person- centred values are not applied. <p>Homework: to complete exam questions for their exam in May.</p>

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