



Dear Parent/Carer

Please see below this week's updates from school and curriculum details for each year group.

Year 11 Mock Exams

Year 11 mock exams start next week and this can be a very stressful time for all involved. If you need any support from us in supporting your child through this process please contact the relevant Head of House or pastoral support officer so we can put something in place.

Netball Nationals

Last Tuesday a group of our girls took part in the netball nationals and what an eventful but rewarding day they had. The under 14s were unbeaten and came 1st out of 14 schools in Lancashire, this is a massive achievement for Hodgson as we were up against the best schools in Lancashire. We now progress onto the next round in January against the other regions. The under 16s also had a very good day and came 5th out of 13 schools, again a massive achievement because they were playing with 6 players due to injury for 5 games. All students had to show resilience and determination throughout the day due to wet conditions.

Anti-Bullying Week

Next week is anti-bullying week across the whole country. At Hodgson we will be marking this with a series of assemblies for all students to raise awareness and signpost where help can be found. Next Friday the 17th of November all students are encouraged to wear odd socks in order to show their support for the anti-bullying cause.

Christmas Fair

Our annual Christmas Fair will take place on the 8th of December. The Friends of Hodgson Academy/PTFA are planning a grand raffle with some truly superb prizes. A full list will be published in the coming weeks. The fair will run after school from 3.30pm onwards and all are welcome to come and join the fun. If any of you have a small business and would like to have a pitch at the fair please contact us on admin@hodgson.lancs.sch.uk to discuss further.

High Viz Tabards

We have acquired a number of high viz tabards that we will give out for free for any students who ride a bike to and from school in the darker months. If your child would like one please tell them to speak to Mr. Stott or Miss Hetherington.

Uniform Shop

The uniform shop is open on Wednesdays between 5.00pm and 7.00pm and Saturdays between 10.00am and 12.00 during term time. The shop is run mainly by volunteers from the PTFA. If you feel you could give some time to help out in the uniform shop please contact us either by phone or email on admin@hodgson.lancs.sch.uk

Blackpool Catering Service

Blackpool Catering Service have made an increase to the cost of meal deal in the school from £2.30 to £2.45. The increase is covered for students in receipt of free school meals.

Curriculum Overview

Please see the following pages to view the curriculum overviews for students in all year groups this half term so you can keep abreast of what your child is studying.



Subject	Overview
Mathematics	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Place value and ordering integers and decimals: Students will use number lines and other mathematical diagrams to develop their understanding of place value, to be able to compare the magnitude of numbers. • Fraction, decimal and percentage equivalence: Students will represent fractions, decimals and percentages on number lines and use to compare equivalent numbers. • Homework: <ul style="list-style-type: none"> ○ Mode A: Sparx will be set weeks 1 – 6 ○ Mode B for the final week of the term – Students will complete a guided reading task on Sequences. • Assessments: End of blocks Assessments <ul style="list-style-type: none"> ○ w/c 20/11/23 - Equality and Equivalence ○ w/c 11/12/23 - Place Value and ordering integers and decimals
English	<p>Students will continue to 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> <p>Assessment: Week commencing 20th November.</p> <p>Students will be assessed on their knowledge of the 4 story structures they learnt about in half term 1; as well as their knowledge of the SOAPAIMS descriptive writing techniques; and then students will use these to plan and write their own short story.</p>
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Energy: Students will learn about matter's particulate nature, energy storage, and the transfer of energy through force. They will explore energy sources, including electricity generation, power stations, and renewable and non-renewable sources. The importance of sustainability in energy resource choices is discussed, and students will learn about energy use calculation and consumer communication. • Energy & Chemical Reactions: This is a very practical based module in which students will consider the various ways that substances can interact and to write equations to illustrate the reactions taking place. Students will carry out practical work to develop their disciplinary skills including combustion reactions, thermal decomposition and making accurate observations of mass changes. • Homework: Mode A – Students must complete a weekly goal on Tassomai. • Homework: Mode B – Students will complete extended revision activities directed by their class teacher in preparation for their end of Term 1 exam. • Summative Assessment Date: Week commencing 6th November.
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. This topic will be completed in this half term and students will move on to the topic below. The summative assessment will be a Speaking and Listening assessment. Information can be found on the Knowledge Organiser.</p> <ul style="list-style-type: none"> • Festivals in Germany

	<p>Students will study popular festivals celebrated in Germany. They will look at how German culture celebrates Nikolaustag, Weihnachten, Karnival and Rhein in Flammen.</p> <ul style="list-style-type: none"> • Homework Mode A: Students will complete assignments on Seneca. • Homework Mode B: research another German festival and create a poster advertising it for tourists.
Communication Studies	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Problem Solving <p>Students will study a variety of problems each week, using their communication skills to work towards finding the solution. Student will study a range of ways to solve problems including using retrograde analysis, asking the right questions and defining the problem clearly. The unit will culminate in students using all their problem solving skills to solve a murder mystery in teams.</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"> • Are we lost without Geography? In this topic students will develop their map skills in the following areas; 4 and 6 figure grid references, interpretation of contour lines, lines of latitude and longitude, interpretation of climate graphs, the use of scale on a map and the 4, 8 and 16 point compass. • Homework: Seneca set up and making a contour island. • Assessment: 'Are we lost without Geography', end of unit assessment, in the last two weeks of the term.
History	<p>Students will study the following:</p> <ul style="list-style-type: none"> • What role did religion play during the Middle Ages? In this unit we will look at how religion influenced life during the Medieval period. Students will examine the structure and role of the Roman Catholic Church. This will lead students onto studying the crusades. Students will gain an understanding of what the crusades were, why people went on them and how they changed people's lives at the time and even how they influence our lives today! • Homework: <p>Mode A:</p> <ul style="list-style-type: none"> - Seneca - Knowledge organiser revision <p>Mode B:</p> <ul style="list-style-type: none"> - Time travellers project – students will research an area of history that interests them and create their own research project on this. <p>Assessment:</p> <p>Battle of Hastings – Chronology of 1066, key words and definitions, source question. From week commencing 20th November.</p>
Religion, Ethics and Philosophy	<p>Students will study the following:</p> <p>What does it mean to belong?</p> <ul style="list-style-type: none"> • Who were the first Christians? Exploring: The events of Pentecost, The origins of discipleship and discipleship in the world today. • How do you become a Christian? Exploring: Baptism – the significance and symbolism of baptism, the role of God parents, believers' baptism, and the differences to infant baptism • Is Christianity dying out? Exploring: The origin and role of the Worldwide Church, the teachings behind the Great Commission and its impact today, missionaries and evangelism of the past, present, and future. • How do Christians connect? Exploring the holy sacrament of Holy communion, the origin and symbolism from the last supper, the receiving and importance of the Lord's prayer, understanding different denominations and interfaith. • How can we recognise faith? Exploring: Uniformity and equality in religion, the origins of the Khalsa and the relevance and symbolism of the 5ks.

	<ul style="list-style-type: none"> • Homework: Revise and reflect for our end of unit assessment.
PSHE	<p>Students will study the following:</p> <p>Puberty and body development: puberty for girls and boys, hygiene, growing up, self-esteem, tooth decay and dental health.</p>
PE	<p>Students will study the following:</p> <p>In the first 2 weeks of HT2, all students will do Cross-Country in one of their PE lessons.</p> <p>Mrs Hutchinson: Outdoor Adventurous Activities and Badminton Mrs Bushell/Mr McCann: Gymnastics and Football Mr Ingham: Football and Dance Mr Webb: Badminton and Football.</p>
Design and Technology	<p>In the 'Create' project students will study the following:</p> <ul style="list-style-type: none"> • Students are designing and making a clock this year • Researching famous designers – Students will choose a famous designer and research their history and examples of their work. They will use their chosen designer to inspire design ideas for their own clocks. • Developing initial ideas for a clock – Using some of the 2D and 3D sketching techniques learned during the baseline project students will develop ideas for their clocks using their famous designer as inspiration. <p>In the 'Food & Nutrition' project students will study the following:</p> <ul style="list-style-type: none"> • Healthy eating and nutrition, including how to have a healthy balanced diet. • Students will prepare and cook Banana Oatmeal Muffins and Macaroni Cheese. <p>In the 'Systems' project students will study the following:</p> <ul style="list-style-type: none"> • Students are designing and making a mechanical marble run • Students will be researching different types of movement (linear, reciprocating, rotary and oscillating). • Students will be researching different mechanisms (gears, pulleys/belt drives, cams and levers), identifying the different types and examples of how they are used. <p>Assessment – To take place over the week commencing 20/11/2023 and 27/11/2023.</p> <p>Homework Mode A – Revision for Assessment. Mode B – Design and Technology Challenge Task, details to be announced when the task goes live.</p>
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"> • Colour Theory, • Tints and Shades, • How to analyse Artwork, • One Point Perspective. <p>Homework: Artist research based on the theme of Landscape Art.</p> <p>Assessment: Students are marked on their sketchbook and homework pieces.</p>
Music	<p>In Music, students will study the following:</p> <p>Melody and Pitch – Exploring Effective Keyboard Performance Technique, Treble Clef Staff Notation, Sharps and Flats and Melody and Chords.</p> <ul style="list-style-type: none"> • Melody and harmony through singing and keyboard performances

	<ul style="list-style-type: none"> • How chords are created and how to match them to melody • Students will be given the opportunity to use their voice, compose, think creatively, perform individually and as a class. <p>Homework</p> <p>Mode A – MS Forms: Elements of Music & Rhythmic notation quiz.</p> <p>Mode B – Research a Classical composer of their choice.</p> <p>Assessment: Recorded keyboard assessment on melody and chords performance.</p>
Computing	<p>Students will study the following:</p> <p>Networks – from semaphores to the Internet</p> <ul style="list-style-type: none"> • Students will learn what a network is, how it transmits data and how it uses protocols for data transmission. • Students will learn about the key hardware required to connect devices to a network, and compare wired and wireless networks. They will understand the term bandwidth and what might affect it. • Students will consider the difference between the internet and the WWW and be able to identify some of the services they provide access to. They will explore what the IoT is, and the advantages and disadvantages. • Students will understand how the components of the WWW (servers, browsers, pages, HTTP and HTTPS protocols, etc.) work together. <p>Assessment</p> <ul style="list-style-type: none"> • Terminal summative assessment through Forms quiz on key topic knowledge. <p>Homework</p> <p>A Learn definitions of key words ready for Forms quiz mid-point.</p> <p>A Read and summarise extract from “Hidden Figures” by Margot Lee Shetterly.</p> <p>B Make reasonable progress completing iDEA badges.</p>

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"> • Working in the Cartesian plane: Students will learn about the Cartesian plane and how to work with coordinates in all four quadrants. They will learn how to work with a variety of straight-line graphs, horizontal and vertical as well as in the form $y=mx+c$. They will learn to work with gradients both positive and negative, find midpoints of line segments and also explore some non-linear graphs. • Representing data: Students will learn how to work with bivariate data in scatter diagrams. Students will work with frequency tables, grouped and ungrouped, learning how to represent this data in tables and interpret their findings. They will also learn how to work with two-way tables. • Tables and probability: Students will learn how to work with probability in sample space diagrams and two-way tables. They will use Venn diagrams and begin working with the product rule to find the total number of outcomes. • Homework: <ul style="list-style-type: none"> ○ Mode A: Sparx will be completed weeks 1 – 5. ○ Mode B: homework will be set in week 6 – Students will complete a guided reading task on Sequences. • Assessments <ul style="list-style-type: none"> ○ w/c 6/11/23 Term 1 assessment covering Ratio and Multiplicative scale ○ <u>End of block assessments</u> <ul style="list-style-type: none"> ▪ w/c 20/11/23 - Multiplying and dividing fractions ▪ w/c 4/12/23 - Working in the cartesian plane
English	<p>Students will continue to study the following:</p> <p>The Social Outsider</p> <ul style="list-style-type: none"> • Frankenstein the play: Students will continue to read and perform the play in class. • English Literature: Students will develop their knowledge of characterisation and will consider the structure of the play more deeply by making connections between parts of the text. • English Language: Students will be able to write their own news article and formal letter. • Context: Students will learn about the philosophical debate of nature versus nurture, the female experience in the Victorian era and the rise of the 'freak show'. • Mode A Homework: Students should complete at least 20 points each week on Bedrock Learning by completing vocabulary and grammar lessons. • Mode B Homework: Students will be asked to complete a creative response to the text. • Assessment: Week commencing 20th November <p>Students will be assessed on their knowledge of Frankenstein the play as well as their ability to analyse the language used by the writer and make connections across the text.</p>
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Waves: Students will continue in their study of waves by being first introduced to the electromagnetic spectrum. Students will explore the different parts of the spectrum and the key similarities they share. Students will then focus on the visible light range on the spectrum and complete a series of experiments exploring properties of light such as reflection and refraction. Students will learn about how the human eye allows us to use light to see the world around us. We will also look at the phenomena of dispersion and how different wavelengths of light produce different colours. • Earth and the Solar System: Students will explore the Earth's structure and its atmosphere before learning about the rock cycle and scientists use rock samples to

	<p>collect evidence of the Earth's history. Students will then look at the position of the Earth within our solar system and how the planet interacts with other celestial bodies such as the moon and the sun. Students will use models to understand and explain how the position of the Earth, moon and sun causes changes on our planet such as day cycles, years, and seasons. Finally, students will research the different methods scientists use to explore outer space.</p> <ul style="list-style-type: none"> • Homework: Mode A - Weekly Tassomai students must complete a weekly goal on tassomai. • Homework: Mode B – Students will complete extended revision activities directed by their class teacher in preparation for their summative assessment. • Summative Assessment Date: Week commencing 20th November
French	<p>Students will continue to 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. • Homework: Mode A homework will be set on Seneca three times throughout the half term. <p>The summative assessment will be a Speaking and Listening assessment. Information can be found on the Knowledge Organiser.</p> <p>Students will then begin Topic 2: Francophone countries.</p> <ul style="list-style-type: none"> • Francophone countries: Students will achieve an understanding of different places around the world where French is spoken and vocabulary describing weather and places in town. • Grammar: Students will develop the use of 3rd person modal verb phrases to add complexity to their writing. They will extend their knowledge of perfect tense from Topic 1: Northern France. • Homework: Mode A homework will be set on Linguascope three times throughout the half term.
German	<p>Students will continue to 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 Linguascope.</p> <p>Summative assessment will be completed in this half term. It will be a speaking and listening assessment and further information is on the Knowledge Organiser for this topic.</p> <p>Students will then begin to study:</p> <ul style="list-style-type: none"> • Festivals in German-speaking countries <p>Students will apply their phonics knowledge to understand different festivals in German-speaking festivals. They will learn about how different festivals are celebrated and give opinions.</p> <p>Homework: Mode A –students complete the assignments on Linguascope.</p> <p>Summative assessment will be completed next half term.</p>
Communication Studies	<p>Students will study the following:</p> <p>'The Call of the Fylde'-</p> <p>Students will study the features of the local accent and dialect and celebrate their cultural identity. They will learn about:</p> <ul style="list-style-type: none"> • Features of the Lancashire accent • Accent stereotyping • Features of the Lancashire dialect • Code-switching • The influence of Multi-cultural London English <p>No homework will be set in this subject.</p>

Geography	<p>Students will study the following:</p> <ul style="list-style-type: none"> • ‘Should Antarctica be protected?’ • In this topic we look at the region of Antarctica, students will learn- The location, biodiversity, human use and threats facing Antarctica. • The students will end by looking at the sustainable management strategies which are in place to protect Antarctica. • Homework: Mode A: 20 minutes of SENECA will be set once a week. • Assessment: ‘Should Antarctica be protected’ end of use assessment, in the last two weeks of term.
History	<p>Students will study the following:</p> <ul style="list-style-type: none"> • 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. • Black Civil Rights: Students will be able to explain the impact of the Jim Crow Laws and KKK on the lives of black people in America. They will examine real world events and make judgements on why a civil rights movement was necessary. • Homework: Mode A homework: Seneca to be set in weeks 1-3 and 6-7. Mode B homework set week 4-5: Black Civil Rights Movement research. Students will pick a significant figure or event, from the Black Civil Rights movement on to create a learning resource on. • Assessment: British Empire – Retrieval practice knowledge questions, key word definitions, source question. From week commencing 20th November
Religion, Ethics and Philosophy	<p>Students will study the following:</p> <p>How can you recognise Jesus' teachings today?</p> <ul style="list-style-type: none"> • What is in the canon? Exploring: - The origin of Bible, the importance of St Paul, the Old Testament, and the New Testament. • How do I read the Bible? Exploring: The different writings in the Bible and their importance on authority, why and when might Christians read the Bible and its relevance in today's modern Britain. • How do Christians agree? Exploring: the origin of the Nicene Creed, the doctrines formed from the Nicene Creed, Christians understanding of the role of God, Jesus, and the Holy Spirit. • What did Jesus say? Exploring: the different teachings of Jesus and students' interpretations of them in modern day Britain, how might we see the beatitudes in action today? • What is the moral of the story? Exploring: The parable of the lost sheep, importance of forgiveness and reconciliation, how can you see the parables in action in the world today? Stories of guidance for establishing morals, the good Samaritan, ideas of treating people with kindness, treating everyone equally without prejudice or discrimination. • Homework: Mode A - Revise and reflect for our end of unit assessment. • Homework: Mode B – Guided reading – Sermon on the Mount and the Beatitudes, comprehension questions and ideas to relate to content.
PSHE	<p>Students will study the following:</p> <p>Health and wellbeing: mental health, body image, child abuse, types of bullying, healthy eating and stress management.</p>
PE	<p>Students will study the following:</p> <p>Girls Group 1:</p> <p><i>Dance.</i> Students will be learning a range of contemporary style of dances, dance actions, choreographic devices including use of motif, space and analysis of performance.</p> <p><i>Football.</i> Students will be learning how to control the ball, short passing, dribbling, short shooting and attacking and defending skills.</p>

	<p>Girls Group 2: <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. <i>Dance.</i> Students will be learning a range of contemporary style of dances, dance actions, choreographic devices including use of motif, space and analysis of performance.</p> <p>Boys Group 1: <i>Handball.</i> Students will be learning a range of different passing, dribbling, shooting and the attacking and defending principles with the aware of tactics. <i>Badminton,</i> Students will be learning forehand and backhand shot, smash shot, net shot, combination of shots, tactics and strategies.</p> <p>Boys Group 2: <i>Gymnastics.</i> Students will be learning about different paired balances, group balances, vaulting, apparatus work, and analysis of performance. <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.</p> <p>Homework: Students are encouraged to take part in an extra-curricular club.</p>
<p>Design and Technology</p>	<p>In the 'Create' project students will study the following:</p> <ul style="list-style-type: none"> • Initial Ideas: Students will develop their drawing and sketching skills using the crating technique to create design ideas for the acrylic top section of their mood light and then students will develop their isometric drawing skills to create design ideas for their mood light base. • Final Design: Students will continue developing their drawing skills by drawing their final design as a third angle orthographic projection and then drawing their final design in either isometric or perspective. <p>In the 'Food & Nutrition' project students will study the following:</p> <ul style="list-style-type: none"> • British & International Cuisine: Students will be able to describe why countries use different ingredients and understand the differences in eating patterns and recipes for different countries and cultures. • Practical – Ragu alla Bolognese: Students will make an international dish whilst developing their skills using water-based cooking methods using the hob and developing their skills when presenting and styling food using garnishes to improve the aesthetic qualities. • The Food Preparation Task: Students will learn how to create a time plan in order to prepare and cook a Mexican dish from a selection of pre-approved recipes. <p>In the 'Innovate' project students will study the following:</p> <ul style="list-style-type: none"> • Design Ideas: Students will continue designing 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. • Anthropometrics: Students will be able to identify what is meant by the term anthropometrics and how designers use anthropometric data to help make sure a product will be comfortable for the user. • Modelling: Students will achieve an understanding of why designers model the ideas before making their final prototype. Students will then make a model of their prototype using a range of different tools and equipment in the workshop. <p>Assessment – To take place over the week commencing 20/11/2023 and 27/11/2023</p> <p>Homework Mode A – Revision for Assessment</p>

	<p>Mode B - Research Mexican Cuisine – Students will be asked to create an A4 information sheet on Mexican Cuisine. Students will need to research the history of Mexican cuisine, ingredients used in Mexican cooking and traditional Mexican dishes.</p>
Art Textiles	<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"> • Design ideas for a print based on the artist Andy Warhol. • Pop Art print based on the Pop Art movement. • Analysing the work of Artists. • Annotations of their own artwork. <p>Homework: Artist research based on the theme of Abstract Art.</p> <p>Assessment: In line with what to expect at GCSE students are marked on their sketchbook and homework pieces.</p>
Music and Performing Arts	<p>In Music, students will study the following:</p> <p>Topic: Development of the Blues</p> <ul style="list-style-type: none"> • 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, singing. • Homework • A – Microsoft forms on slavery. • A – Microsoft forms – Blues Lyrics. • B – Poster on Slavery 1900's North America. <p>Assessment: Blues Performance</p> <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 (Assessment)- 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 • B-Poster on the 1950's culture, including characteristics of the rock and roll style, 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 choose a project and plan a design, combining tools and techniques to create a vector image, and evaluate the project against its given purpose. • Students will investigate how vector images are stored. They look at svg markup and modify markup values in Inkscape. • Students will compare vector images with bitmap images. They will consider which image type best suits which situation. <p>Assessment</p>

- Terminal summative assessment through Forms quiz on key topic knowledge

Homework

- A Read and summarise extract from “Covid Track and Trace” by World Health Organisation
- 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"> • Three dimensional shapes: Students will investigate the properties of 3D shapes. They will be able to calculate the volume and surface area of 3D shapes. • Constructions and congruency: In this unit students will become confident in using a compass and protractor to draw the loci of paths. Students will learn how to construct triangles and be able to state if triangles are congruent using known facts. • Homework: • Mode A: Sparx will be completed weeks 1 – 6, • Mode B: for the final week of the half term. Students will complete a guided reading task on Sequences. • Assessments <ul style="list-style-type: none"> ○ w/c 6/11/23 Term 1 assessment covering Straight line graphs and Equations and Inequalities ○ <u>End of block assessments</u> <ul style="list-style-type: none"> ▪ w/c 27/11/23 - Testing conjectures
English	<p>Students will continue to study the following:</p> <p>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. • Homework: Students will complete weekly Tassomai goals and complete appropriate creative mode B tasks set by their teacher. • Assessment: Week commencing 13th November. <p>Students will be assessed on their ability to explore how nature is presented in a poem using the ‘What/ How/ Why’ approach of analysis.</p>
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Fundamental physics: In this topic, students will continue to develop their understanding of energy, energy transfer and electricity begun in Year 7 and 8. This topic aims to answer some of the questions of how the world around us works; energy and energy resources, making links between energy transfers and electricity, answering how we are able to use devices at the simple flick of a switch. Electricity is explored on a circuit level as well as the understanding behind domestic electricity in the home - linking to the potential future of electricity generation. This all relates back to the fundamentals of particles themselves and how their interactions cause electrical current. Students also further develop their circuit building skills to complete a required practical activity where they will investigate the factors affecting the resistance of electrical circuits.

	<ul style="list-style-type: none"> • How objects move: Forces are responsible for all the interactions between particles and objects. This topic introduces the ideas of distance, speed, velocity, acceleration and students will use velocity-time graphs to determine the acceleration of a moving body, and the distance the body travels in a given time. These basic principles will be applied to the safe stopping distances of vehicles and the factors upon which this depends. This topic also develops students understanding of the relationship between weight, mass and gravity. Through a required practical activity, students will investigate the effects of forces upon objects to further explore elasticity and Hooke's Law. • Homework: Mode A - Weekly Tassomai students must complete a weekly goal on Tassomai. • Homework: Mode B- complete appropriate creative mode B tasks set by their teacher.
German	<p>Students will continue to 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. • Homework: Mode A homework will be set on Seneca three times throughout the half term. <p>Summative assessment will be a Speaking and Listening assessment. Further information is on the Knowledge Organiser.</p> <p>Students will then begin to study Topic 2: Sports and Physical Wellbeing.</p> <ul style="list-style-type: none"> • Sports, physical wellbeing: Students will achieve an understanding of vocabulary to describe sports and healthy lifestyle choices. They will also learn how to describe activities promoting positive physical wellbeing and unhealthy habits to avoid. • 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 Topic 1 study. • Homework: Mode A homework will be set on Seneca three times throughout the half term. <p>Summative assessment will be next half term and will be a Reading and Writing assessment.</p>
Geography	<p>Students will study the following:</p> <ul style="list-style-type: none"> • How can we measure development? • Students will study the factors that affect the development of a country and the impact that uneven development can have on the people who live in that country. Students will know sustainable solutions which have been put in place to reduce the development gap including tourism in Jamaica and microfinance schemes. • Homework: Mode A- Alternating weeks between 20 minutes of SENECA and podcasts directed by the classroom teacher. • Assessment: Living world assessment, in the last two weeks before Christmas.
History	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Life in Nazi Germany: Students will make use of interpretations and sources to examine how the lives of women and children were impacted by Nazi social policies. They will explain how the Nazis dealt with opposition through control, censorship and propaganda. Students will judge how successfully the Nazis rebuilt the economy and judge the significance of World War Twos impact. • Homework: Mode A – Seneca assignments in weeks 1-7 focusing on the Germany topic. • Assessment: Kaiser and Weimar Germany – Chronology of key events, key words and definitions, what problems did Weimar face up to 1923? Attitudes towards the Treaty of Versailles. From week commencing 13th November.
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"> • 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? • How does theology affect the life of religious and non-religious people in modern day Britain? Exploring: What is Christian theology? Different types of theology, exploring the lives and theories and impact of famous theologians from the year 298 to 1968. • What do anthropologists look at when they study religion? Exploring: What is anthropology? Different fields of anthropology, how do anthropologists study religion? • What is the phenomenology of Religion? Exploring: how do we recognise religion, the differences of religion, tradition and culture, the science of religion, Ninians Smart's seven dimensions of religion. • Homework: Mode A – Revise and reflect for our end of unit assessment. (Learning about religion.) • Homework: Mode B – What is a celebrant? guided reading, associated comprehension questions and personal relation to topic. (Learning from religion.)
PSHE	<p>Students will study the following:</p> <p>Relationships and sex education including consent and the law, healthy relationships, FGM, domestic abuse, delaying sexual activity, sexual harassment and stalking.</p>
PE	<p>Students will study the following:</p> <p>Girls Group 1:</p> <p><i>Handball:</i> The students will be learning about the different types of shooting such as; the jump shot, awareness of team tactics in both attacking and defending situations, tackling and blocking the ball around the D and the use of different formations.</p> <p><i>Outdoor Adventurous Activities (OAA):</i> The students will be learning about a variety of different leadership styles, how to orientate using a map and how to be able to plan the quickest route to take on a variety of courses around school.</p> <p>Girls Group 2:</p> <p><i>Outdoor Adventurous Activities (OAA):</i> The students will be learning about a variety of different leadership styles, how to orientate using a map and how to be able to plan the quickest route to take on a variety of courses around school.</p> <p><i>Aesthetic Activities:</i> The students will be learning about a range of different aesthetic activities such as; Yoga, Pilates and Aerobics, where they will be learning different actions that are involved in these activities. They will also learn how to combine the skills together to make a sequence.</p> <p>Boys Set 1:</p> <p><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>Boys Set 2:</p> <p><i>Aesthetic Activities:</i> The students will be learning about a range of different aesthetic activities such as; Yoga, Pilates and Aerobics, where they will be learning different actions that are involved in these activities. They will also learn how to combine the skills together to make a sequence.</p> <p><i>Handball:</i> The students will be learning about the different types of shooting such as; the jump shot, awareness of team tactics in both attacking and defending situations, tackling and blocking the ball around the D and the use of different formations.</p> <p>Homework: Students are encouraged to take part in an extra-curricular club.</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>Assessment: Ensemble / Solo performance: - Film music composition - Short listening tests.</p> <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 (Assessment)- 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. • B- Poster on the 1950's culture, including characteristics of the rock and roll style, costume and set design.
<p>Art Textiles</p>	<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. • Textiles based plant sculpture. • Analysing the work of Artists. • Annotations of their own artwork. <p>Homework: Artist research based on the theme of plants.</p> <p>Assessment: In line with what to expect at GCSE students are marked on their sketchbook and homework pieces.</p>
<p>Design and Technology</p>	<p>Students will study the following:</p> <p>In the 'Create' project the students will study the following:</p> <ul style="list-style-type: none"> • Perspective Drawing: Students will develop their 2-point perspective drawing skills. • Initial Ideas: Students will develop their drawing and sketching skills to create initial ideas for their 'Dream House'. <p>In the 'Food & Nutrition' project students will study the following:</p> <ul style="list-style-type: none"> • Energy: Students will understand why a person needs energy and how much energy a person needs to live. Students will be able to explain how much energy is provided by each of the main nutrient groups and how to calculate the energy in a recipe. <p>In the 'Systems' project students will study the following:</p> <ul style="list-style-type: none"> • Wastage and Nesting: Students will be able to explain what wastage is and then they will achieve an understanding of how effective design planning can minimise waste. • Stock Forms & Sizes: Students will understand the commercial stock forms, types and sizes of materials. • Sawing: Students will be able to identify the tools equipment required for cutting timber. Students will develop their cutting skills whilst working in the workshop. <p>Assessment – To take place over the week commencing 20/11/2023 and 27/11/2023.</p>

	Homework Mode A – Revision for Assessment. Mode B – BAE/Create Education Group Task – Waterways Environmental Product.
Computing	Students will study the following: Representations – Going Audiovisual <ul style="list-style-type: none"> • Students will focus on digital media such as images and sounds, and discover the binary digits that lie beneath these types of media. • Students will draw on familiar examples of composing images out of individual elements, mixing elementary colours to produce new ones, and taking samples of analogue signals, to illustrate these ideas and bring them together. • Students will use relevant software (GIMP and Audacity) to manipulate images and sounds and get an idea of how the underlying principles of digital representations are applied in real settings. Assessment <ul style="list-style-type: none"> • Terminal summative assessment through Forms quiz on key topic knowledge. Homework <ul style="list-style-type: none"> A Read and summarise extract from “This is how they tell me the world ends” by Nicole Perloth. 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"> • Representing solutions of equations and inequalities: Students will have covered both equations and inequalities at key stage 3, and this unit offers the opportunity to revisit and reinforce standard techniques and deepen their understanding. Looking at the difference between equations and inequalities, students will establish the difference between a solution and a solution set; they will also explore how number lines and graphs can be used to represent the solutions to inequalities. As well as solving equations, emphasis needs to be placed on forming equations from given information. This provides an excellent opportunity to revisit other topics in the curriculum such as angles on a straight line/in shapes/parallel lines, probability, area and perimeter etc. Factorising quadratics to solve equations is covered here and is revisited in the Core strand in Year 11. • Simultaneous equations: Students will find the solutions of simultaneous equations by both algebraic and graphical methods. The method of substitution will be dealt with before elimination, considering the substitution of a known value and then an expression. With elimination, all types of equations will be considered, covering simple addition and subtraction up to complex pairs where both equations need adjustment. Links will be made to graphs and forming the equations will be explored as well as solving them. This unit will include the solution of a pair of simultaneous equations where one is a quadratic, again dealing with factorisation only at this stage. • Homework <ul style="list-style-type: none"> ○ Mode A: Sparx will be completed weeks 1 – 6, ○ Mode B: for the final week of the half term. Students will complete a GCSE paper. • Assessments <ul style="list-style-type: none"> ○ w/c 6/11/23 Term 1 assessment covering all content from Year 9 and topics studied so far this year. ○ <u>End of block assessments</u> <ul style="list-style-type: none"> ▪ w/c 20/11/23 - Trigonometry. ▪ w/c 11/12/23 - Representing solutions of equations and inequalities.
English	<p>Students will continue to 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 continue 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. • Homework Mode A: Weekly Tassomai goals. • Homework Mode B: Teacher directed tasks. • Assessment: A Christmas Carol Literature exam question.
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Biology: Ecology- Students 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 – Quantitative chemistry- students learn a variety of equations, which can be used to work out moles, reacting masses, limiting reactants, concentrations, and the atom economy of reactions. This all links to the sustainability of processes and we apply the knowledge in the context of prior topics then embed it in later topics. Combined- Electrolysis: Students learn how electricity decomposes ionic substances, producing elements that are expensive to extract. • Physics: Newtons Law- Students continue to explore the methods for measuring motion (speed, velocity and acceleration) before combining these with Newton's 3 Laws of

	<p>Motion to show how forces change the state of motion and how momentum can be used to analyse motion and collisions.</p> <ul style="list-style-type: none"> • Homework: Mode A – Students must complete a weekly goal on Tassomai. • Homework: Mode B - Teacher directed research based/creative task. • Summative Assessment Date: Week commencing 13th November.
French	<p>Students will continue to 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. • 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. <p>Summative assessment will be Writing and Translation based on this topic.</p> <p>Students will then begin to study the following:</p> <ul style="list-style-type: none"> • Holidays: Students will achieve an understanding of vocabulary to describe types of accommodation, countries and activities on holiday. They will also develop giving positive and negative opinions on different holidays. • Grammar: Students will develop perfect tense and future time frames to describe a recent holiday and a holiday in the future. • Homework: Mode A homework will be set on Seneca three times throughout the half term. <p>Summative assessment will be next half term.</p>
Geography	<p>Students will study the following:</p> <p>The Changing Economic World – A case study of Nigeria.</p> <ul style="list-style-type: none"> • The location and importance of Nigeria, regionally and globally. • The wider political, social, cultural and environmental context of Nigeria. • the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development. • The role of Shell as a transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to Nigeria. • The changing political and trading relationships with Nigeria and the wider world. • International aid: types of aid, impacts of aid in Nigeria. • The environmental impacts of economic development. • The effects of economic development on quality of life for the population. <p>Assessment: GCSE question paper on the topic of development, in the last two weeks of term before Christmas.</p>
History	<p>Students will study the following:</p> <p>Elizabethan England, c1568-1603 – Elizabeth's Court and Parliament</p> <ul style="list-style-type: none"> • Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers. • The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601. <p>Homework:</p> <p>Mode A:</p> <ul style="list-style-type: none"> • Seneca. • 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. <p>Assessment: Paper 1 Conflict & Tension practice exam questions 1-3 from week commencing 20th November.</p>
Religion, Ethics and Philosophy	<p>Students will study the following:</p> <p>Relationship and Families</p> <ul style="list-style-type: none"> Gender identity: Students should understand the reasons for these roles in the religion and consider the idea of genders being equal but having different roles, which is a traditional explanation for perceived inequality. Gender prejudice and discrimination: Students should know the meaning of the terms prejudice and discrimination and be able to apply the ideas to gender. End Of Unit Assessment. Peace and Justice: Students will be able to understand the religious teachings about the meaning and significance of peace and justice. Forgiveness and Reconciliation: Students will be able to understand the religious teachings about the meaning and significance of forgiveness and reconciliation. Homework: Mode A – Revise and reflect for our end of unit Assessment Homework: Mode B – Create and design a poster for an anti-war protest, create a speech for a protest. Combine knowledge on religious and non-religious ideas of forgiveness and reconciliation.
PSHE	<p>Students will study the following:</p> <p>Health and wellbeing including Child sexual abuse, screen time, self-harm, suicide, promoting emotional wellbeing.</p>
PE	<p>Depending on what pathway the students have picked, they will be studying the following:</p> <p>Pathway 1 Girls : Tag Rugby and Volleyball.</p> <p>Pathway 1 Boys: Football/Fitness or Officiating.</p> <p>Pathway 2: Outdoor Adventurous Activities/Climbing and Fitness.</p>
GCSE PE	<p>Students will study the following:</p> <p>The cardio-respiratory system which includes; the respiratory system, gaseous exchange, lung volumes, blood vessels, structure of the heart and cardiac output.</p> <p>Practical: Handball and Badminton. Climbing after-school.</p> <p>Homework: completing questions on ever learner and exam questions. Students will also be completing their NEA coursework.</p> <p>Assessment:</p> <p>December TBC- Paper 1 mock exam</p> <p>Handball and Climbing assessment</p>
Sports Studies	<p>Mrs Hutchinsons class: The students will be continuing to deliver their sports activity sessions to one another.</p> <p>Mrs Bushell's class: The students will be evaluating their session and starting coursework on Unit R187. This unit is on Outdoor Adventurous Activities.</p>
Music	<p>Students are working on their free composition – this means they can compose in any style they wish. To help them with their composition students will study the following musical devices:</p> <ul style="list-style-type: none"> Ostinato and sequences How to compose a chord sequence and change key How to develop and structure their composition <p>Students need to use the music software to work on their compositions – they can use the music room on Thursdays after school.</p>

	<p>Homework</p> <p>Students need to be practising daily, working towards a solo and ensemble performance. Students need to be working on their composition. There are also theory booklet tasks.</p>
Performing Arts	<p>Component 1 Preparation</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 piece 1 of professional repertoire from either dance, musical theatre or acting. Learner will undertake written and some practical tasks focusing on:</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. 3. Develop their appreciation and understanding of performance roles in relation to the profession piece-actor, dancers, and singer. 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. 5. Skills required by all the different production roles. <p>Students will be assessed through their written work based on the above topics.</p> <p>Homework</p> <p>A- Form quiz on their chosen professional performance.</p> <p>B- Research project on production roles.</p>
Art	<p>Students will continue to work on their Identity project and will independently create a portfolio of work based on this theme of using the following media.</p> <ul style="list-style-type: none"> • Mixed media • Ink • Oil Pastel • Charcoal and white pencil crayon. <p>Homework:</p> <ul style="list-style-type: none"> • Artist Research 2 homework and colour study – based on their chosen Identity theme, • Sketchbook homework – their interpretation of one of the artworks created by the artists researched; pencil crayon sketchbook piece. <p>Assessment:</p> <ul style="list-style-type: none"> • Students are assessed on their coursework pieces with a mock and practical final exam in year 11.
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

	<ul style="list-style-type: none"> • <p>Assessment: Students are assessed on their coursework pieces with a mock and practical final exam in year 11.</p> <p>Homework 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 (using Trimble SketchUp) drawings of their final ideas. Students will learn how to use the 2D draw tool, extrude, follow-me tool and render. They will also learn how to use the warehouse function to create the interiors of their houses as well as creating a walk around video. • Smart and Modern Materials Theory – Students will learn about smart, modern and composite materials, the difference between each and examples of how they are used in everyday products. <p>Summative Assessment – Assessment W/C 11th December.</p> <p>Homework Mode A – Revision for end of unit assessment, including Seneca. Mode B – National Competition Design Task – TBC.</p>
Computer Science	<p>Students will study the following:</p> <p>1.1 Systems Architecture</p> <ul style="list-style-type: none"> • Students will examine the purpose of the CPU: The fetch-execute cycle, and be able to recognise and describe what happens at each stage. • Students will learn common CPU components and their function: ALU, CU, Cache, Registers. • Students will learn the Von Neumann architecture: MAR, MDR, Program Counter, Accumulator. • Students will be able describe how common characteristics of a CPU affect their performance: Clock speed, cache size, number of cores. • They will also understand the purpose, characteristics and be able to give examples of embedded systems. <p>Assessment</p> <ul style="list-style-type: none"> • Terminal summative assessment through Forms quiz on key topic knowledge. <p>Homework</p> <ol style="list-style-type: none"> A. Complete regular assignments on Smart Revise comprising of current topic as well as previously studied topics. B. Use the Little Man Computer, a simple model of a Von Neumann architecture computer, to complete a series of challenges/projects using worksheets. This will also involve learning some rudimentary Assembly Language.
Business Studies	<p>Students will study the following:</p> <p>2.4 The marketing mix</p> <ul style="list-style-type: none"> • The four Ps of the marketing mix and their importance • The product • The product - stages of the product life cycle • Pricing methods • Promotion - point of sale • Promotion – advertising

	<ul style="list-style-type: none"> • Place - distribution of products and services • How the four Ps of the marketing mix work together • The use of the marketing mix to inform and implement business decisions • Interpretation of market data <p>Homework will be set weekly on SENECA.</p> <p>Assessment: Data Response 10 The Marketing Mix.</p>
Food Preparation & Nutrition	<p>Students will study the following:</p> <p>Planning balanced diets, including:</p> <ul style="list-style-type: none"> • How people's nutritional needs change due to their age, lifestyle choices and state of health. • How to analyse diets. • How to plan a balanced diet for people with specific dietary needs or nutritional deficiencies. <p>Summative Assessment</p> <p>Assessment (1Hour Written Paper) - Planning Balanced Diets</p> <p>Homework</p> <p>Mode A – Revision for end of unit assessment, including Seneca.</p> <p>Mode B – National Competition 'Future Chef'.</p>
Construction	<p>Students will continue to work on the practical assessment (Component 2) which is designed to test the students' knowledge of woodworking joints. This will end late November / early December Allowing the teach to mark the work and the prepare it for external moderation. This is the first part of 3 Assignments which count towards the final qualification in summer 24. After this assessment has been completed the cohort will then begin to prepare for the next Assignment (Component 3) which is a design and construction task.</p> <p>The Assessment is how I will mark the work – Taking these grades forward to the examination board.</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 continue to 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</p> <p>A 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 2B</p> <p>The students are learning about how unexpected and expected life events can affect people's life decisions.</p> <p>The deadline for Task 2B is 12th December 2023.</p> <p>Homework: To complete exam questions.</p>

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"> • Expanding and factorising: Students will review expanding and factorising with a single bracket and will continue on to quadratics. Context questions will be included to revisit area and Pythagoras' theorem. • Changing the subject: Students will consolidate their study of changing the subject from Year 9 and begin with a review of solving equations and inequalities before moving on to rearrangement of both familiar and unfamiliar functions. Students will also study solving equations by iteration. • Functions: As well as studying formal function notation, this unit will bring together and build on recent study of quadratic functions and graphs. Trigonometry will also be revisited. • Homework Mode A: Sparx will be set weekly throughout the half term. • Assessments <ul style="list-style-type: none"> ○ <u>w/c 13/11/23 and 20/11/23 - Mock exams</u> <ul style="list-style-type: none"> ▪ 2 papers ▪ 90 minutes ▪ Paper 1 non calculator ▪ Paper 2 calculator ○ <u>End of block assessments</u> <ul style="list-style-type: none"> ▪ w/c 4/12/23 - Expanding and factorising ▪ w/c 18/11/23 - Changing the subject
	<p>Students will continue to 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 • Home learning Mode A – Weekly Tassomai (minimum 3 daily goals a week). • Home learning Mode B – Teacher directed revision tasks. <p>Assessment: Language Paper 2 mock exam Literature Paper 2 mock exam</p> <p>Student will also be preparing for their Speaking and Listening presentation once they have completed their mock exams.</p>
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Biology: Genetics and Evolution- Students explore how an organism is a product of its genes and the environment it develops in. They will learn that genes are linked back to the production of proteins at ribosomes from the Cell biology unit and how changes in the genes can lead to changes in enzymes, a type of protein, that were covered in the organisation unit. They will study evolution of species and how it is linked back to the production of antibiotic resistant bacteria. • Chemistry: 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: Triple- Space physics- Students learn about the important elements in our Solar System, explore the life cycle of a star and learn the similarities and distinctions between the planets, their moons, and artificial satellites. They question

	<p>how scientists are able to use observations to arrive at theories such as the Big Bang theory.</p> <p>Combined- 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> <ul style="list-style-type: none"> • Homework: Mode A – Students must complete a weekly goal on tassomai • Homework: Mode B – Exam question extended response practice which is peer assessed in class with the teacher. • Year 11 Mock Exams: 13th November –24th November inclusive.
German	<p>Students will 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. • Homework: Mode A homework will be set on Seneca as well. <p>Summative assessment will be in next half term.</p>
French	<p>Students will 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. • Homework: Mode A homework will be set on Seneca as well. <p>Summative assessment will be in next half term.</p>
Geography	<p>Students will study the following:</p> <p>Weather hazards and climate change</p> <ul style="list-style-type: none"> • General atmospheric circulation model: pressure belts and surface winds. • An understanding of the relationship between tropical storms and general atmospheric circulation. • Causes of tropical storms and the sequence of their formation and development. • The structure and features of a tropical storm. • How climate change might affect the distribution, frequency and intensity of tropical storms. • A case study of Typhoon Haiyan and the effects and responses to this storm. • How monitoring, prediction, protection and planning can reduce the effects of tropical storms. • A case study of “The Beast From the East” in the UK and the effects and responses to this storm. • Evidence for climate change from the beginning of the Quaternary period to the present day. • Human and physical causes of climate change. • Overview of the effects of climate change on people and the environment. • Managing climate change through mitigation (alternative energy production, carbon capture, planting trees, international agreements) and adaptation (change in agricultural systems, managing water supply, reducing risk from rising sea levels). <p>Homework: Mode A: Set once a week alternating between SENECA and practice exam questions.</p> <p>Assessment: Paper 1- physical geography, during mock exam week. Weather hazards end of topic assessment, in the last two weeks before Christmas.</p>
History	<p>Students will study the following:</p> <p>Health and the People, c.1000 to present day – The beginnings of change & a revolution in medicine</p>

	<ul style="list-style-type: none"> • Personal deities: the murti as a representation of God. • Teachers and Gurus: the many deities, guru, and other elders. • Homework: Mode A – Revise and reflect for our end of unit assessment. • Homework: Mode B – Flipped learning project on Holi and Diwali.
PSHE	Students will study the following: Getting ready for Mock Interviews, followed by Health and Wellbeing to include physical wellbeing and cancer, organ/blood donation and teenage pregnancy.
PE	Students will study the following: Girls: Outdoor Adventurous Activities/Climbing, Pilates and Aerobics Boys: Football, Volleyball, Dodgeball and Bench ball.
GCSE PE	<p>Students will study the following: Socio-cultural influences which include; participation and barriers to participation.</p> <p>Practical: Handball and Badminton.</p> <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 ever learner to complete.</p> <p>Assessment: Paper 1 Mock exam Paper 2 Mock Exam Climbing assessment Handball assessment</p>
Sports Studies	<p>Students will study the following: 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.</p>
Music	<p>Students will study the following: Students are working on their composition to a given brief set by the exam board– this means they have a choice of four briefs. To help them with their composition students will study the following musical devices:</p> <ul style="list-style-type: none"> • Ostinato and sequences • How to compose a chord sequence and change key • How to develop and structure their composition <p>Students need to use the music software to work on their compositions – they can use the music room on Wednesdays or Thursdays after school.</p> <p>Homework: Students need to be practising daily, working towards a solo and ensemble performance that lasts a total of 4-6 minutes. Students need to be working on both their compositions. Revision guide dictation tasks.</p> <p>Assessment: Listening mock exam – students will complete a past paper. Students will need to submit both compositions (they do not need to be finished but they need to show substantial progress) 24/11/23. Students will need to perform both their solo and ensemble pieces 4/12/23 and 5/12/23 - these pieces do not need to be perfect, but students need to show what they plan to play for the final assessment.</p>

Performing Arts	<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 explore both: -</p> <ul style="list-style-type: none"> Processes- stimulus, developing material, discussion, teaching material, organising, and running of rehearsals, refining and improving material. Techniques- rehearsals, production, technical/dress rehearsals, performances, and post-performance review. <p>Students will be assessed through their written work. The deadline for the component 3 portfolio of evidence is Friday 1st December.</p> <p>Homework:</p> <p>Students will complete research tasks to extend their knowledge of their chosen performance.</p>
Art	<p>Students will study the following:</p> <p>Students will continue to work the Nature project creating a portfolio of work based on this theme using the following media.</p> <ul style="list-style-type: none"> Graphite, Pencil crayon, Oil Pastel, Mixed media, Batik. <p>Homework:</p> <ul style="list-style-type: none"> Artist Research 3 homework and Colour Study – based on their chosen Nature theme. Sketchbook homework – Pencil Crayon drawing. <p>Assessment:</p> <ul style="list-style-type: none"> Students are assessed on their coursework pieces with a mock and practical final exam in the Spring term of Year 11. <p><i>Students will be completing this project this half term in preparation for starting their GCSE exam portfolio after the Christmas break.</i></p>
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> <p>Assessment:</p> <ul style="list-style-type: none"> Students are assessed on their coursework pieces with a mock and practical final exam in the Spring term of Year 11. <p><i>Students will be completing this project this half term in preparation for starting their GCSE exam portfolio after the Christmas break.</i></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"> • Revisiting sections A, B and C, quality checking against the mark scheme • Section D – Development. Students will be developing their idea by producing experimental sketches, making concept models and developing their designs on CAD (Fusion 360) to produce a final design. • Students can also begin manufacture of their final prototype (Section E) if Section D is complete. <p>Summative Assessment – Mock Exam Thursday 16th November. NEA – Continued assessment on completed sections.</p> <p>Homework: Mode A – Seneca assignments revisiting the theory content already covered. Mode B - Each week students will be expected to spend around an hour on their NEA.</p>
Computer Science	<p>Students will study the following:</p> <p>1.1 Systems Architecture & 1.2 Memory & Storage</p> <ul style="list-style-type: none"> • Students will revise and delve deeper into the content of both of these fundamental Paper 1 units, complete retrieval quizzes on key terminology and test their understanding with summative tests. • Students will begin lessons with “six a day” questions, all past paper questions to familiarise students with exam style questions. <p>Assessment:</p> <ul style="list-style-type: none"> • Terminal summative assessment through Forms quiz on key topic knowledge • Full Paper 1 & Paper 2 (2 x 1hr 30 min) mock exams. <p>Homework:</p> <p>A. Complete regular assignments on Smart Revise comprising of current topic as well as previously studied topics. There will be a focus on “Advance” questions to familiarise with exam style questions and mark schemes.</p> <p>B. Use the Little Man Computer, a simple model of a Von Neumann architecture computer, to complete a series of challenges/projects using worksheets. This will also involve learning some rudimentary Assembly Language.</p>
Business Studies	<p>Students will study the following:</p> <p>Paper 2: Operations</p> <p>4.1 Production processes Different production processes and their impact on businesses The influence of technology on production and the impact on businesses</p> <p>4.2 Quality of goods and services The concept of quality The methods of ensuring quality The importance of quality in both the production of goods and the provision of services</p> <p>Homework: Set on weekly SENECA. Assessment: Mock Paper 1 Data Response 23 Production Processes and Data Response 23 Quality of goods and services.</p>
Food Preparation & Nutrition	<p>Students will study the following:</p> <ul style="list-style-type: none"> • NEA2 (Non-Exam Assessment) The Food Preparation Task Section A – During this half term students will start their second NEA task where students will be expected to research, prepare and cook 3 dishes based on the task set by the exam board.

	<p>This half term, students will focus on carrying out research based on the task they have chosen.</p> <p>Summative Assessment: Mock Exam Monday 20th November. NEA 1 & 2: Continued assessment on completed sections.</p> <p>Homework: Mode A – Seneca assignments revisiting the theory content already covered. Mode B - Each week students will be expected to spend around an hour on their NEA.</p>
Construction	<p>Nov- Continue working on Component 2 until Nov- deadline.</p> <p>Nov / Dec- Begin to study the final Component 1, which is the external exam due in May 24. The cohort will be studying Thermal resistance, sound insulation, weather resistance, sustainability of materials.</p>
Health and Social Care	<p>Students will study the following:</p> <p>Assessment: R032: Effective communication in health and social care setting which includes; the importance of verbal and non- verbal communication, adapting type/method of communicating to meet the needs of the service user or the situation, the importance of active listening and special methods of communication in health and social care settings.</p> <p>Homework: to complete exam questions</p>
Statistics	<p>Students will revisit knowledge previously studied in mathematics such as Scatter Graphs, Lines of best fit, probability, Venn diagrams as well as looking into time series, moving averages, trends, interpolation, extrapolation and risks.</p> <p>Homework: Past papers set fortnightly.</p> <p>Assessment: <u>w/c 13/11/23 and 20/11/23 - Mock exams</u></p> <ul style="list-style-type: none"> ▪ 2 papers ▪ 90 minutes ▪ Paper 1 calculator ▪ Paper 2 calculator

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