



Dear Parent/Carer

Please see below this week's updates from school.

Welcome Back

I would like to wish all students, parents and carers a very happy new year. During our assemblies this week we have been talking about new beginnings, new year's resolutions and encouraging students to continue to strive for excellence. I hope 2024 will be a successful and fulfilling year for all our Hodgson community.

Detentions

As you should be aware, we have now moved to a new detention system and after school detentions will be run on a daily basis instead of just Tuesdays and Thursdays. You will be notified via Arbor if your child has been issued a detention and you will be given a minimum of 24 hours notice before the detention.

Year 11 Parents' Evening

Year 11 parents' evening will be held on Thursday the 11th of January and will run between 4.00pm and 7.00pm. If you haven't already please make your appointments via Arbor. Revision guides and study materials will be available to order on the evening from the PTFA stall in the library.

Job Vacancy

We currently have a vacancy for a school cleaner. If you are interested in applying for this post please contact the school at admin@hodgson.lancs.sch.uk or via telephone for further details.

Mental Health Champions

Next week assemblies will be led by our new Mental Health Champions and they will be offering peer on peer support during break and lunch for students who feel unsettled and would like a chance to talk.



Year 7 Curriculum Newsletter: HT3 January 2024

Subject	Overview
Mathematics	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Solving problems with addition and subtraction: Students will review formal and mental methods for addition and subtraction. They will then use these to solve problems in the context of finances and perimeter. • Solving problems with multiplication and division: Students will review formal and mental methods for multiplication and division. They will then use these to solve problems in the context shape area and mean. • Fractions and percentages of amounts: Students will investigate how to find a fraction or percentage of a given amount using a calculator and using mental methods. • Homework: • Mode A: Sparx will be set weeks 1 – 6 and • Mode B for the final week of the term. Research a job that requires a lot of mathematics! E.g. economist, engineer, computer programmer, medical scientist, financial analyst, retail manager. Handwritten notes need to fill 2 pages of your book • Assessments: <ul style="list-style-type: none"> ○ w/c 01/01/24 - Fractions, decimals and percentages ○ w/c 22/01/24 - Solving problems with addition and subtraction ○ w/c 05/02/24 - Solving problems with multiplication and division
English	<p>Students will study the following:</p> <ul style="list-style-type: none"> • <i>'Welcome to Nowhere'</i>: A novel by Elizabeth Laird, which is told from the perspective of Omar: a 12-year-old boy from Syria whose family are affected by civil war. • The war in Syria, the refugee crisis and students will develop empathy for these people who are in many ways just "like us". • Poetry and news articles linked to the themes in the novel, as well as some autobiographical writing from a range of writers, including Malala Yousafzei. • Home Learning: Each week students will be expected to achieve at least 20 points from completing vocabulary and grammar lessons on the Bedrock platform. <p>Formative assessment: HT 1- Word classes MCQ, quote explosion, annotated extract. HT 2 – Analysis of extract, quotations MCQ.</p> <p>Summative assessment: Analysis of extract with reference to the rest of the text.</p>
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Cells and Systems: In the AQA KS3 Science syllabus, students learn about the structure and function of cells, including eukaryotic and prokaryotic cells, cell membranes, genetic material, cytoplasm, mitochondria, ribosomes, chloroplasts, and cell walls. They also study the differences between animal and plant cells, such as the presence of chloroplasts and cell walls in plant cells. • Forces: Students learn about forces in AQA KS3, including balanced forces, contact and non-contact forces, and examples of forces in everyday life. They also study elastic properties, Hooke's Law, and pressure in solids, liquids, and gases. • 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 2 exam. • Summative Assessment Date: Week commencing 22nd January 2023.
German	<p>Students will continue to study the following:</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. <p>The end assessment will be speaking and listening. Further information is on the Knowledge Organiser.</p>
Communication Studies	<p>Students will study the following:</p> <ul style="list-style-type: none"> • -Activist Academy: In this topic students will discover ways in which young people can stand up for what they believe in. Students will begin to understand how to challenge the beliefs of others as well as sharing their own beliefs. Throughout the term, students will look to activists such as David Attenborough as a springboard for their own mini activist projects. • -Assessment: Students will be assessed on the quality of their oral contributions to their Public Service Announcement. • No homework is required for this subject.
Geography	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Is it always wet in the North? In this topic students will look at Weather and Climate across the UK and will start to understand how and why certain weather patterns occur. Students will complete a microclimate enquiry of Hodgson Academy and will discover which factors affect temperature, windspeed and rainfall. • Assessment: Students will complete an end of topic assessment before half term • Homework: Students will be asked to make their own rain gauge.
History	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Who Challenged the Role of the Crown? In this topic students will look at the conflict between Matilda and Stephen, the relationship between Becket and Henry. They will investigate was King John unlucky or useless? They will decide on the impact of the Magna Carta and look where our Parliament came from and decide if 1348 was the end of the world? • Assessment: What happened in Canterbury and why? • Homework: Seneca Learning Platform.
Religion, Ethics and Philosophy	<p>Students will study the following:</p> <p>Enquiry Question: What does it mean to belong?</p> <ul style="list-style-type: none"> • What is it to be a Muslim? - To know the five pillars of faith and understand how they are important for supporting a Muslim's faith. • How do Muslims connect? - To know what the significant features are in a mosque and its role within the community. • What does Islam look like? - To know the different types of Muslim dress from around the world. • Culture vs Religion – To learn the differences in cultures, traditions and beliefs around Islam. • How do British Muslims embrace British values? - To learn about the daily lives of Muslims in modern Britain. • Homework: Revision for End of Unit Assessment. • Assessment: The assessment for this unit consists of a set of broad and extensive set of multiple-choice questions, 3 exam style 2 marks questions and 2 extended exam style 4-mark questions.
PSHE	<p>Students will study the topic of Managing Change, including:</p> <ul style="list-style-type: none"> • Getting to know people, what is a community, careers and your future, sleep and relaxation, financial education and handling transition points in life.
PE	<p>Students will study the following:</p> <p>Monday P5 + Friday P2 class will study the following...</p>

	<p>Mrs Hutchinson: Badminton (Performance) + Dance (Character Development)</p> <p>Mrs Bushell/Mr McCann: Football (Leadership) + OAA (Performance)</p> <p>Mr Ingham: Dance (Character Development) + Badminton (Performance)</p> <p>Mr Webb: Football (Leadership) + Netball (Leadership)</p> <p>Thursday P1 + Friday P1 class will study the following...</p> <p>Mrs Bushell: Badminton (Performance) + Dance (Character Development)</p> <p>Mrs Hutchinson: Football (Leadership) + OAA (Performance)</p> <p>Mr Webb: Dance (Character Development) + Badminton (Performance)</p> <p>Mr Ingham: Football (Leadership) + Netball (Leadership)</p>
Design and Technology	<p>In the 'Create' project students will study the following:</p> <ul style="list-style-type: none"> • Students are designing and making a clock this year • Students are continuing with the design and development of their ideas, using modelling and sketching as tools to produce a final design. • Students will learn about rendering in different materials and how to annotate their ideas in detail. <p>In the 'Food & Nutrition' project students will study the following:</p> <ul style="list-style-type: none"> • In the 'Food & Nutrition' project students will study the following: • Healthy eating and nutrition, including how to have a healthy balanced diet. • Students will prepare and cook Banana Oatmeal Muffins, Macaroni Cheese and Minestrone Soup. <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 designing ideas for their marble run, incorporating a range of mechanisms and types of movement previously researched in HT2. • Students will develop a final design, with a technical drawing to communicate their idea ready to manufacture in HT4. <p>Assessment – Ongoing assessment in booklets after each section.</p> <p>Homework</p> <p>Mode A – DIRT on assessment taken in HT2.</p>
Art Textiles	<p>Students will study the following:</p> <p>The <i>Formal Elements of Art</i> through a Landscape Project, half term 3 tasks include -</p> <ul style="list-style-type: none"> • Colour Theory, • Tints and Shades, • Analysis of artwork. <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 • 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>Microbit in Wonderland</p> <ul style="list-style-type: none"> • Students will read sections from Alice in Wonderland by Lewis Carroll • They will then follow instructions to combine crafting and coding in creating something relating to the book extract. • They will program the BBC Microbit microcontroller, using MakeCode online. • They will learn a variety of fundamental programming structures and try to meet challenges that will apply and stretch their understanding. <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 “Moore’s Law” by Thackray, Brock & Jones</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"> • Brackets, equations and inequalities: Students will cover how to form algebraic expressions and work with brackets in algebra, including factorisation and expansion. Students will also begin to learn about the expansion of binomials. They will transfer these skills into work with inequalities. • Sequences: Upon revisiting sequences, students will enhance their knowledge by representing a sequence in terms of n, as well as being able to generate sequences given to them in words • Indices: Students will be introduced to the laws of indices including multiplying and dividing similar terms with indices, making use of the addition and subtraction rules of indices and exploring powers of powers. • Homework: • Mode A: Sparx will be set weeks 1 – 6 and • Mode B for the final week of the term. • Assessments: <ul style="list-style-type: none"> ○ w/c 15/01/24 - Tables and probability. ○ w/c 22/01/24 - Sequences.
English	<p>Students will study the following:</p> <ul style="list-style-type: none"> • The novella <i>Animal Farm</i> by George Orwell, which tells the story of a group of farm animals who rebel against their human farmer, hoping to create a society where the animals can be equal, free, and happy. • The Russian revolution and will understand how the text is used as a political allegory. • Examples of rhetoric by looking at political speeches and unpacking the tools used to make them persuasive. <p>Home Learning:</p> <ul style="list-style-type: none"> • Mode A: Each week students will be expected to achieve at least 20 points from completing vocabulary and grammar lessons on the Bedrock platform. • Mode B: Teachers will set an extended task of their choice. <p>Assessment:</p> <ul style="list-style-type: none"> • Students will write a speech to motivate others using rhetorical devices next half term.
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> • The Periodic Table: Students learn about the periodic table in AQA KS3 by understanding the basic information given for the elements, such as the name, symbol, atomic number, and atomic mass. They also learn about the arrangement of atoms, the number of protons, electrons, and neutrons, and the characteristics and relationships between atoms and groups of atom. • 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 2 exam. • Summative Assessment Date: Week commencing 22nd January 2023.
French	<p>Students will continue to study the following:</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.

	<ul style="list-style-type: none"> • Homework: Mode A homework will be set on Linguascope three times throughout the half term. <p>The summative assessment will be Reading and Writing.</p>
German	<p>Students will continue to study the following:</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>The summative assessment will be Reading and Writing.</p>
Communication Studies	<p>Students will study the following:</p> <p>Mini Magistrates: In this topic, students will begin to understand the roles and responsibilities in a magistrates' court. Students will begin to understand how to draft an opening speech as a prosecuting and defending solicitor, as well as examining some of the rules of law. Students will build on their problem-solving skills from Year 7 to present and challenge the case in 'court' at the end of the half term.</p> <p>No homework will be set in this subject.</p>
Geography	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Conflict: Students will look at how Nations deal with conflict from around the globe. Students will consider what conflict is and how this might differ across the world. They will look at blood diamonds in the continent of Africa, Palm Oil plantations in South America, Water conflict and Child Soldiers. • Assessment: An end of topic assessment before half term. • Homework: A research project on conflict across the globe.
History	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Black Civil Rights: Students will be able to discuss 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. • Assessment: An end of topic assessment before half term. • Homework: Mode A: Seneca Home Learning Platform. Mode B: Black Civil Rights Movement Research. Students will choose a significant figure or event from the Black Civil Rights Movement and use their research to create a learning resource.
Religion, Ethics and Philosophy	<p>Students will study the following:</p> <p>Enquiry Question: What is the significance of Prophethood?</p> <p>In this unit we will be researching into the following enquiry questions:</p> <p>What is prophethood?</p> <p>Who is the prophet, Mohammad?</p> <p>How does the prophet Mohammad influence Muslims?</p> <p>How can we see Mohammad's teachings today?</p> <p>Assessment: Extended question: Does the media portray Islam in an incorrectly negative way?</p> <p>Homework: Comprehension and explanation on text referring to prophethood.</p>
PSHE	<p>Students will study the topic Proud to be me, including:</p> <ul style="list-style-type: none"> • Employability and enterprise, careers and aspirations, self-esteem and the media, the importance of happiness, what makes me angry (and how to deal with it).
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:</p>

	<p><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.</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>Boys Group 1:</p> <p><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.</p> <p><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:</p> <p><i>Gymnastics.</i> Students will be learning about different paired balances, group balances, vaulting, apparatus work, and analysis of performance.</p> <p><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>
Design and Technology	<p>In the 'Create' project students will study the following:</p> <ul style="list-style-type: none"> • 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. • CAD: Students will begin developing their final design on the computer, which will then be laser cut for their final prototype. <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"> • Forces and Stresses – Students will learn about the 5 main forces materials and structures are put under (Tension, Compression, Torsion, Shearing and Bending). • Engineering Challenges – Students are to complete a series of engineering challenges, applying their knowledge of forces and stresses to engineer structures to withstand the pressure. They will build a tower that they need to test using an earthquake simulator and a bridge made out of paper to withstand the weight of a heavy object passing over it. <p>Assessment – Ongoing summative assessment on designing and making skills in project booklets.</p> <p>Homework</p> <p>Mode A – DIRT work on assessments taken in HT2.</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 tasks -</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 Abstract Artists. • Annotating their 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. <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. • A- learning lines for their chosen character. • 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>Representation: from clay to silicon</p> <ul style="list-style-type: none"> • Students will learn that representations are used to store, communicate, and process information and provide examples of how different representations are appropriate for different tasks. • Students will learn that characters can be represented as sequences of symbols and list examples of character coding schemes and measure the length of a representation as the number of symbols that it contains. • They will provide examples of how symbols are carried on physical media and explain what binary digits (bits) are, in terms of familiar symbols such as digits or letters. • Measure the size or length of a sequence of bits as the number of binary digits that it contains and provide examples of the different ways that binary digits are physically represented in digital devices. <p>Assessment</p>

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

Homework

- A Read and summarise extract from “Computing with Quantum Cats” by John Gribbin.
- 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"> • Numbers: Students will be introduced to surds and develop their knowledge of directed numbers, integers, decimals and standard form. Students will add and subtract fractions in a problem-solving context. • Using percentages: Students will problem solve with percentages, applying their knowledge to real life situations. They will further their knowledge on converting between fractions, decimals and percentages. • Maths and money: Students will apply their mathematical knowledge to real life situations focusing on money, wages, taxes and exchange rates. Students will understand bills and bank statements, preparing them for life beyond education. • Homework: • Mode A: Sparx will be set weeks 1 – 6 and • Mode B for the final week of the term. • Assessments: <ul style="list-style-type: none"> ○ w/c 01/01/24 - 3D shapes. ○ w/c 15/01/24 - Constructions and congruency. ○ w/c 29/01/24 - Numbers.
English	<p>Students will study the following:</p> <p>Humanity Vs Themselves</p> <ul style="list-style-type: none"> • William Golding’s novel ‘Lord of the Flies’ with a focus on the inner conflict within all humans. • Human beings as transgressive in poetry and song. • The evolution of transgression in humanity. • Freud’s iceberg theory and theory of mind. • Nature vs nurture- serial killers. • The social and cultural significance of masks. • Mob mentality and deindividuation. • The psychopath test. • Letter writing. • Blog writing. • Homework: Students will complete weekly Tassomai goals and complete appropriate creative mode B tasks set by their teacher. • Assessment: <p>Students will be assessed next half term on their ability to explore ideas about human nature in the novel using the ‘What/ How/ Why’ approach of analysis.</p>
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Uses of waves: Students learn various concepts in the introduction to waves, including the types of waves, their characteristics, and basic wave properties such as wavelength, frequency, amplitude, and speed. They also learn about the distinction between mechanical, electromagnetic and surface waves, as well as the differences between transverse and longitudinal waves. Additionally, students are introduced to the idea that waves are disturbances that carry energy from one place to another and that there are many different types of waves, such as sound waves, water waves, and seismic waves. This foundational knowledge provides the basis for understanding more advanced concepts related to waves in GCSE. • Introduction to chemistry: Students learn various concepts in the introduction to chemistry including basic concepts such as compounds are formed from elements by chemical reactions that involve the formation of one or more new substances, and often involve a detectable energy change and can only be separated into elements by chemical reactions. They study how chemical reactions can be represented by word equations or

	<p>equations using symbols and formulae. They carry out practical activities to separate mixtures by physical processes such as filtration, crystallisation, simple distillation, fractional distillation and chromatography.</p> <p>Homework: Mode A - Weekly Tassomai students must complete a weekly goal on Tassomai.</p> <p>Summative Assessment WC: 19th February 2024.</p>
German	<p>Students will continue 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 a Reading and Writing assessment.</p>
Geography	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Changing economic world- development: Students will discover inequality across the world and will be able to explain these differences using key terminology. Students will use development indicators to identify whether countries are LIC's, NEE's or HIC's and understand what factors affect whether a country is able to be self-sufficient or rely on others. • Assessment: An end of topic assessment before half term. • Homework: Guided reading on development across the globe.
History	<p>Students will study the following:</p> <ul style="list-style-type: none"> • The Rise of The Nazis: Students will be studying the reasons why Hitler was able to come into power in 1933. Students will look at the role that the Great Depression had in helping Hitler to gain support in Germany. Moreover, students will start to examine life in Nazi Germany for ordinary Germany people. • Assessment: Students will complete an assessment at the end of HT. • Homework: Seneca home learning platform.
Religion, Ethics and Philosophy	<p>Students will study the following:</p> <p>Unit Title: What are the important passages in life?</p> <p>During this unit we will be answering the following enquiry questions:</p> <p><i>How does the concept of religious duty change over time for a Hindu? (Ashrama dharma)</i></p> <p><i>Why is the idea of procreation important for Christians? (Be fruitful and multiply - sanctity of life – quality of life - contraception)</i></p> <p><i>How does the ritual of Bar Mitzvah change someone's responsibilities in life?</i></p> <p><i>What is the nature and purpose of nikah in Modern Britain? A</i></p> <p><i>How does having no religious beliefs effect how you celebrate your rites of passage?</i></p> <p><i>Is going on Hajj the most important rite of passage for a Muslim?</i></p> <p><i>What do Hindu funeral rites teach believers about the cyclical view of time?</i></p> <p>Assessment: A selection of multiple questions on the knowledge learnt from this unit and some extended exam style questions.</p> <p>Homework: Mode A – Revise and reflect for our end of unit assessment. (Learning about religion.)</p> <p>Homework: Mode B – Research and report on the symbolism seen within a Muslim marriage ceremony.</p>
PSHE	<p>Students will study the following:</p>

	Life beyond school, including from failure comes success, assertiveness, first aid, Labour Market Information, finance, budgeting and employment, social media and online stress.
PE	<p>Students will have either opted in or out of the GCSE PE and OCR Sport taster lessons.</p> <p>If they have opted for the taster sessions then they will be studying 5 lessons of OCR Sport and 5 lessons of GCSE PE. The idea of this is to see what the courses are like and the expectations on them. During the GCSE PE tasters the students will be studying from paper one (anatomy and physiology) while during the OCR Sport tasters they will be studying OAA provisions.</p> <p>The students who have not opted in will be studying a fitness SOW based on the components of fitness.</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: 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>Assessment: Ensemble / Solo performance: - Film music composition - Short listening tests.</p> <p>In Performing Arts, students will study the following: 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. • A- learning lines for their chosen character. • 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: 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. • Annotation of classwork. <p>Homework: Artist research based on a Botanical Artist.</p> <p>Assessment: In line with what to expect at GCSE students are marked on their sketchbook and homework pieces.</p>
Design and Technology	<p>Students will study the following: In the 'Create' project the students will study the following:</p>

	<ul style="list-style-type: none"> • Perspective Drawing: Students will apply their knowledge and skills developed in HT2 to draw up their final house design in 2 point perspective and a chosen room in their house in 1 point perspective. • Students will render their houses, applying knowledge of materials, texture, shade and tone to make them look realistic. <p>In the 'Food & Nutrition' project students will study the following:</p> <ul style="list-style-type: none"> • Street Food: Students will achieve an understanding of what is meant by the term 'Street Food' and will research Street Food in Britain. • Based on their research, students will plan and prepare a Street Food dish. <p>In the 'Systems' project students will study the following:</p> <ul style="list-style-type: none"> • 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. • Sanding: Students will use a mixture of hand and power tools to finish the surface of their timber. This will include the H&S regulations when using the belt sander. <p>Assessment – Ongoing summative assessment on designing and making skills in project booklets</p> <p>Homework Mode A – DIRT work on assessments taken in HT2.</p>
Computing	<p>Students will study the following:</p> <p>Data Science</p> <ul style="list-style-type: none"> • Students will define data science and explain how visualising data can help identify patterns and trends in order to help us gain insights. • They will use an appropriate software tool to visualise data sets and look for patterns or trends, as well as recognise examples of where large data sets are used in daily life. • They will select criteria and use data set to investigate predictions, and evaluate findings to support arguments for or against a prediction. <p>Assessment</p> <ul style="list-style-type: none"> • Terminal summative assessment through Forms quiz on key topic knowledge. <p>Homework</p> <p>A Read and summarise extract from "Chip War" by Chris Miller.</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"> • Angles and bearings: As well as the formal introduction of bearings, this block provides a great opportunity to revisit other materials and make links across the mathematics curriculum. Accurate drawing and use of scales will be vital, as is the use of parallel line angles rules; all of these have been covered at Key Stage 3. Students will also reinforce their understanding of trigonometry and Pythagoras from earlier this year, applying their skills in another context as well as using mathematics to model real-life situations. • Working with circles: Students will be introduced to new content whilst making use of and extending prior learning. The formulae for arc length and sector area are built up from students' understanding of fractions. They will also be introduced to the formulae for surface area and volume of spheres and cones; here students will enhance their knowledge and skills of working with area and volume ratios. Students will be introduced to four of the circle theorems; the remaining theorems will be introduced in Year 11 when these four will be revisited. • Vectors: Students will have met vectors to describe translations during Key Stage 3. They will revisit and use as the basis for looking more formally at vectors, discovering the meaning of $-a$ compared to a to make sense of operations such as addition, subtraction and multiplication of vectors. This will connect to exploring 'journeys' within shapes linking the notation AB with $b - a$ etc. Students will then use this understanding as the basis for developing geometric proof, making links to their knowledge of properties of shape and parallel lines. • Homework: • Mode A: Sparx will be set weeks 1 – 6 and • Mode B for the final week of the term. <ul style="list-style-type: none"> ○ Students will complete a GCSE paper. • Assessments: <ul style="list-style-type: none"> ○ w/c 01/01/24 - Simultaneous equations. ○ w/c 15/01/24 - Angles and bearings. ○ w/c 29/01/24 - Working with circles.
English	<p>Students will study the following:</p> <ul style="list-style-type: none"> • 4 lessons: Exploration of Shakespeare's tragic play 'Romeo and Juliet'. Students will explore the context in which the play was written to develop their understanding of Shakespeare's intentions in writing the play. They will analyse and evaluate Shakespeare's use of language and methods and explore themes and characters. • 1 lesson: Students will use MITSLS to develop their approach to exploring and writing about a range of unseen poetry. • Homework Mode A: Weekly Tassomai goals. • Homework Mode B: Teacher directed tasks.
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Biology: 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 – Environmental chemistry- Students learn about Earth's changing atmosphere, the causes of these changes, problems caused by increased levels of air pollutants and the solutions developed that help to reduce the impact of human activity. They learn about industries that manufacture useful products to operate sustainably, minimise the use of limited resources, energy, waste and environmental impact in the manufacture of these products. They will discover the processes used to make water potable and how wastewater is treated. Combined- Energy Changes: Students learn that

	<p>exothermic reactions release energy to the surroundings, usually resulting in a rise in temperature, while endothermic reactions absorb energy from the surroundings, leading to a drop in temperature. They will explore energy stored in the bonds between atoms, and the difference between the total energy of the products and the total energy of the reactants determines whether energy is lost or gained during a reaction. They will learn about activation energy, energy transfer in reactions, and energy calculations.</p> <ul style="list-style-type: none"> • Physics: Space & Thermodynamics- Students will study the properties and behaviour of celestial bodies, the life cycle of stars, the Big Bang theory, and the expanding universe. Additionally, students explore concepts related to space exploration, such as the challenges of space travel and the impact of space exploration on society and the environment. In thermodynamics students learn about the different stores of energy, including energy changes in a system, conservation and dissipation of energy, and national and global energy sources. Additionally, they learn about energy transfers in a system and the efficiency of energy transfers. • Homework: Mode A – Students must complete a weekly goal on Tassomai. • Homework: Mode B – Enrichment competition on Space. • Summative Assessment Date: Mock exams week commencing 4th March.
French	<p>Students will continue 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 building on skills from assessment in HT2.</p>
Geography	<p>Students will continue to study the following:</p> <ul style="list-style-type: none"> • Natural Hazards: Students will start to understand the structure of planet earth and will understand how processes lead to earthquakes and volcanoes being formed. Students will look at constructive, destructive and conservative plate boundaries. Once they have a thorough understanding of these processes, students will link them to countries across the world and will study the impacts that these natural events have on people. • Assessment: An end of topic assessment before half term. • Homework: Guided reading and Seneca.
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>Assessment: End of topic assessment before half term.</p>
Religion, Ethics and Philosophy	<p>Students will study the following:</p> <p>Students will be studying the second theme: Peace and Conflict</p> <p>Within the unit we look at:</p> <ul style="list-style-type: none"> • Peace and Justice

	<ul style="list-style-type: none"> • Forgiveness and Reconciliation • Violence and violent protest • Terrorism • Reasons for war • WOMB with mid unit assessment <p>Assessment: 12mark exam style question enquiring on the causes of war.</p> <p>Homework: Research Project on Peacemakers.</p>
PSHE	<p>Students will study the following:</p> <p>Life Beyond School including Insta and Tiktok generation, targeted advertising and your data, what is marriage, rights and responsibilities including consumer rights and employment rights, exploring a payslip.</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 listening and appraising.</p> <p>There are 4 areas of study: musical forms and devices; music for ensemble; film music; popular music.</p> <p>Homework</p> <p>Students need to be practising daily, working towards a solo and ensemble performance.</p> <p>Students need to be working on their composition.</p> <p>There are also theory booklet tasks.</p>
Performing Arts	<p>Component 2 -Developing Skills and Techniques Assessment</p> <p>Students will work on their chosen performance area for component 2. They will focus on developing specific techniques for either dance, acting or musical theatre. As a small group in their chosen discipline area, they will learn a piece of professional repertoire that link to the exam brief from Pearson's.</p> <p>Performance of both skills' development exercises 1, 2, and their professional repertoire performance. All practical assessment work will be videoed as evidence for component 2 Aim A. Supporting written work- initial skills audit, SMART targets, and skills development logs 1, 2, and reflection on professional piece 1.</p> <p>Homework- Students will be set task to rehearse their chosen performances working on developing technical ad expressive skills. They will also complete written task to help set targets and reflect on their development as a performer.</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"> • Watercolour paint • Printmaking. <p>g</p> <p>Homework:</p> <ul style="list-style-type: none"> • Artist Research 3 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"> • Screen printing and 2d design presentations • Colour studies evaluation • Refining colour studies • Generating design ideas for final piece. <p>Assessment:</p> <p>Students are assessed on their coursework pieces with a mock and practical final exam in year 11.</p> <p>Homework</p> <p>Mode B - Each week students will be expected to spend at least an hour on their NEA.</p>
Design and Technology	<p>Students will study the following:</p> <p>Dream House Project</p> <ul style="list-style-type: none"> • Students will be concluding the Dream House project in the first couple of weeks through the manufacture of their architectural models and CAD models using SketchUp (ongoing from HT2). <p>Inclusive Design Project</p> <ul style="list-style-type: none"> • Students will start their mock NEA project, where they are designing a product to aid someone with a disability. They will begin this in HT3 with research into the problem. <p>Theory</p> <ul style="list-style-type: none"> • Smart, Modern and Composite Materials. • Inclusivity in Design & Technology. <p>Summative Assessment – Final Prototypes (CAD and physical) for the Dream House Project.</p> <p>Homework</p> <p>Mode A – Seneca – Recapping previously taught topics.</p> <p>Mode B – Mock NEA research – Existing Products.</p>
Computer Science	<p>Students will study the following:</p> <p>1.4 Network Security</p> <ul style="list-style-type: none"> • Students will study forms of attack: Malware, Social engineering (e.g. phishing, people as the 'weak point'), Brute-force attacks, Denial of service attacks, Data interception and theft, The concept of SQL injection.

	<ul style="list-style-type: none"> Students will also look at common prevention methods: Penetration testing, Anti-malware software, Firewalls, User access levels, Passwords, Encryption, Physical security. <p>Assessment</p> <ul style="list-style-type: none"> Terminal summative assessment through Forms quiz on key topic knowledge. <p>Homework</p> <p>A. Complete regular assignments on Smart Revise comprising of current topic as well as previously studied topics.</p> <p>B. Research the National Cyber Security Centre and look at some of the resources for students. https://www.ncsc.gov.uk/</p>
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 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 11,12,13 14.</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>
Construction	<p>After the successful conclusion of assessment Two, the cohort will then begin to prepare for the next Assignment (Component 3) which is a design and construction task.</p> <p>This assignment will explore the concepts of designing different types of buildings within the developer's constraints and budget. Also, environmental issues will be considered as part of the component.</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>

R033 Task 2B

The students are learning about how unexpected and expected life events can affect people's life decisions.

R034 Task 1

The students are learning about creative and therapeutic activities and how these can help different people in a variety of life stages.

The deadline for Task 2B is 12th December 2023.

Homework: To complete exam questions.

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Subject	Overview
Mathematics	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Multiplicative reasoning: Students will develop their multiplicative reasoning in a variety of contexts, from simple scale factors through to complex equations involving direct and inverse proportion. Students will link inverse proportion with the formulae for pressure and density. They will also review ratio problems. • Geometric reasoning: Students will consolidate their knowledge of angle facts and develop increasingly complex chains of reasoning to solve geometric problems. Students will revise the first four circle theorems studied in Year 10 and learn the remaining theorems. Students will revisit vectors, Pythagoras' Theorem and trigonometry. • Algebraic Reasoning: Students will develop their algebraic reasoning by looking at more complex situations. They will use their knowledge of sequences and rules to make inferences and move towards formal algebraic proof. Student will form and solve complex equations, including simultaneous equations. Students will look at solving inequalities in more than one variable. • Homework: • Mode A: Weekly past papers. • Assessments: <p>Each week students will complete half an exam paper – this will be open book so they must bring their Revision guides.</p>
English	<p>Students will study the following:</p> <ul style="list-style-type: none"> • 3 lessons re-visiting A Christmas Carol and Romeo and Juliet focusing on plot, characters, theme and context. Students will develop how to plan an essay and how to write a sophisticated exam response. • 2 lessons preparing for GCSE English Language paper 1. Students will develop their inference and analysis of a range of extracts from 20th and 21st century fiction texts. Students will also develop their descriptive and narrative writing by looking at good examples and planning and writing their own by focusing on setting and character development. • Home learning Mode A – Weekly Tassomai (minimum 3 daily goals a week). • Home learning Mode B – Teacher directed revision tasks.
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Biology: 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 how scientists are able to use observations to arrive at theories such as the Big Bang theory.

	<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. • Year 11 Mock Exams 2 in Half Term 4.
German	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Theme 2: Students will achieve an understanding of vocabulary to describe where they live, travel and tourism. • 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. <p>Summative assessment will be a mixture of skills before the Speaking and Listening Mock exams.</p>
French	<p>Students will study the following:</p> <ul style="list-style-type: none"> • School: Students will achieve an understanding of vocabulary to describe school subjects and differences between French and British schools. • 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. <p>Summative assessment will be a mixture of skills before the Speaking and Listening Mock exams.</p>
Geography	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Coasts: Students will use a range of vocabulary to understand the processes that shape the coastline. Students will use these to explain how landforms such as spits, bars and stacks are formed. Students will then start to evaluate methods to protect the coastline of Lyme Regis using different methods of coastal engineering strategies. • Assessment: A end of unit assessment before half term. • Homework: Every two weeks students will be given past paper questions to answer.
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"> • The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change. • Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter. • Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change. • The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies. • A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery. • Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts. <p>Homework: Mode A:</p> <ul style="list-style-type: none"> • Seneca.

	<ul style="list-style-type: none"> Practice exam questions.
Religion, Ethics and Politics	<p>Students will study the following: To understand another culture and understand the power of happiness over desire.</p> <p>Key Knowledge/Key skills:</p> <ol style="list-style-type: none"> 1. Background and History 2. Traditions 3. Morals 4. Appearance 5. Festivals 6. Culture <p>Assessment: Create a quiz on Buddhism and Buddhist worship. Homework: To research and gather information for the assessment.</p>
GCSE Religious Studies	<p>Students will study the following:</p> <p>Hinduism: Projects and Lifestyle</p> <ul style="list-style-type: none"> Pilgrimage Kumbha Mela Cow Protection Charities Tree hugging and Nature protection The Environment <p>Assessment: Past exam paper unit Exam</p> <ul style="list-style-type: none"> Homework: Mode A – Revise and reflect for our end of unit assessment. Homework: Mode B – Flipped learning project on Cow protection.
PSHE	<p>Students will study the following:</p> <ul style="list-style-type: none"> Life beyond school - this topic includes screen addiction and studying, time management, CV update and writing a personal statement, dealing with exam stress and social media.
PE	<p>Students will study the following:</p> <p>Girls: Outdoor Adventurous Activities/Climbing, Pilates and Aerobics Boys: Football, Volleyball, Dodgeball and Bench ball.</p>
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:</p> <p>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 the listening and appraising exam which is worth 40% of their GCSE. There are 4 areas of study: musical forms and devices; music for ensemble; film music; popular music.</p> <p>Homework: Students need to be practising daily, working towards their 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>
Performing Arts	<p>Performing to a Brief Preparation,</p> <p>Exam release (15th January) students will be starting controlled assessment preparation.</p> <p>Understanding how to respond to a brief- Choreography/devising scripts and song lyrics.</p> <p>Learner will carry out exploration tasks in response to different 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.</p> <ul style="list-style-type: none"> • Developing ideas through planning and discussions- target audience, resources, style, theme, props, structure, intentions, and teamwork. • Selecting and developing skills for performance- individual and group's skills, style and genre, influence from practitioners, suitable skills for target audience. Students will prepare for their controlled activity logs and their workshop performance. • Taking part in a workshop performance- use of skills, effective working with others and communicating ideas through performance. • Evaluation the process and outcome-how well the performance matched the brief, individual and group contributions, reflection on individual and group skills, strengths, areas for improvements and overall impact. <p>Homework- this will focus on preparation for the 3 written assessments- ideas log, skills log and evaluation. Students will also rehearse performance material create to improve technical and expressive skills.</p>
Art	<p>Students will study the following:</p> <p>Students will be working on the preparation portfolio for their GCSE exam. Details of the design brief choices will be issued to students after the Christmas break.</p> <p>Homework:</p> <ul style="list-style-type: none"> • Artist research relating to students' chosen exam brief. <p>Assessment:</p> <ul style="list-style-type: none"> • Students will be assessed on their exam portfolio, mock and practical final exam in the Spring term of Year 11.
Art Textiles	<p>Students will study the following:</p> <p>Students will be working on the preparation portfolio for their GCSE exam. Details of the design brief choices will be issued to students after the Christmas break.</p> <p>Homework:</p> <ul style="list-style-type: none"> • Artist research relating to students' chosen exam brief.

	<p>Assessment:</p> <ul style="list-style-type: none"> Students will be assessed on their exam portfolio, mock and practical final exam in the Spring term of Year 11.
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"> 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 will begin manufacture of their final prototype (Section E) once Section D is complete. <p>Summative Assessment – NEA – Continued assessment on completed sections.</p> <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>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:</p> <p>The role of the finance function</p> <ul style="list-style-type: none"> The purpose of the finance function. The influence of the finance function on business activity. <p>Sources of finance</p> <ul style="list-style-type: none"> The reasons businesses need finance. Ways of raising finance. How and why different sources of finance are suitable for new and established businesses. <p>Revenue, costs, profit and loss</p> <ul style="list-style-type: none"> The concept of revenue, costs and profit and loss in business and their importance in business decision making. The different costs in operating a business. Calculation of costs and revenue. Calculation of profit/loss. Calculation and interpretation of profitability ratios. Calculation and interpretation of average rate of return. <p>Assessment – Data Response 30, 31, 32.</p>

	Homework will be set weekly on SENECA.
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. This half term, students will focus on carrying out research based on the task they have chosen. <p>Summative Assessment: NEA 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	After the successful conclusion of component 2, the cohort will now focus on their final unit of study. This is component 1 called Construction Technology. It involves theoretical studies of Constuction, such as forces on buildings, groundwork, common building materials, Health and safety. This will conclude with a written external exam which will be sat during May 2024.
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>

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