



Dear Parent/Carer

Please see below this week’s updates from school.

### **World Book Day**

World Book Day is fast approaching and we will be celebrating it with a spectacular Book Swap event! We invite all students to bring in their unwanted, yet still fantastic, books to the school library.

How it Works -

Bring Your Books: Starting from 1st February 2024, students can drop off their unwanted books at the library.

In Exchange for Tokens: For every book donated, students will receive a special token. The more books you bring, the more tokens you collect!

Browse and Choose: On World Book Day (March 7th, 2024), head to the library armed with your tokens. You can use your tokens to pick up a donated book from the wide array available.

Books brought in should be in good condition and suitable for secondary school-age readers.

Ensure that the content is appropriate for a school environment.

Fiction, non-fiction, mystery, fantasy – all genres are welcome.

### **Attendance**

I want to say a big thank you to all the students who come in to school every day and have high attendance. It is not always easy to get up and into school when the weather is cold and the mornings are dark. The reason we take attendance so seriously at school is because there is a strong link between student attendance and student attainment. With this in mind I want to encourage all students to make every effort to come to school every day so as not to miss out on valuable learning time.

### **Uniform Shop**

We are always looking for new volunteers to work in our shop, even if it is only once a month. If you would like to volunteer please contact us on [admin@hodgson.lancs.sch.uk](mailto:admin@hodgson.lancs.sch.uk) The uniform shop is open on Wednesdays between 5.00pm and 7.00pm and Saturdays between 10.00am and 12.00 during term time.

### **Year 11 Study Sessions**

Just a reminder of the Year 11 study sessions that are currently taking place.

Week/ Subject	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week A</b>	GCSE PE Product Design Music OCR Sport	Science	English	Geography Religious studies	German
<b>Week B</b>	Art, art textiles, Performing Arts OCR H&S	History	Business Studies, Constructi ons (8 clashes)	Computer Science, Food French	Maths



Year 7 Curriculum Newsletter: HT4 March 2024

Subject	Overview
<b>Mathematics</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Operations and equations with directed number</b> – Students will investigate with negative numbers and how to use them in real life contexts. Students will be able to order and calculate with directed numbers. This will then transfer to solving equations with negative values included. Students will explore the order of operations and roots.</li> <li>• <b>Addition and subtraction of fractions</b> – Students will review prior knowledge of fractions and build on this. They will start by representing fractions pictorially and converting between mixed and improper fractions. Students will be able to add and subtract fractions with different denominators and mixed fractions.</li> <li>• <b>Homework:</b></li> <li>• <b>Mode A:</b> Sparx will be set weeks 1 – 6 and</li> <li>• <b>Mode B</b> for the final week of the term. Students will complete a guided reading task on Alan Turing.</li> </ul>
<b>English</b>	<p>Students will continue to study the following:</p> <ul style="list-style-type: none"> <li>• <i>‘Welcome to Nowhere’</i>: A novel by Elizabeth Laird, which is told from the perspective of Omar: a 12-year-old boy from Syria whose family are affected by civil war.</li> <li>• The war in Syria, the refugee crisis and students will develop empathy for these people who are in many ways just “like us”.</li> <li>• Poetry and news articles linked to the themes in the novel, as well as some autobiographical writing from a range of writers, including Malala Yousafzei.</li> <li>• Home Learning: Each week students will be expected to achieve at least 20 points from completing vocabulary and grammar lessons on the Bedrock platform.</li> </ul> <p><b>Formative assessment:</b> HT 2 – Analysis of extract, quotations MCQ.</p> <p><b>Summative assessment:</b> Analysis of extract with reference to the rest of the text.</p>
<b>Science</b>	<p><b>Students will study the following:</b></p> <ul style="list-style-type: none"> <li>• Forces - It covers various types of forces, including gravitational, magnetic, and electrostatic forces. Students learn about measuring forces using a force meter, as well as the effects of forces on objects, such as causing a change in speed, direction, or shape.</li> </ul> <p><b>Assessment:</b> RUAL test WC 19/02 <b>Mode A:</b> Tassomai STEM week Week 4</p>
<b>German</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Zoo Berlin</b></li> <li>• <b>Eurovision Song contest</b></li> </ul> <p>Students will study snacks, food adjectives, travel and vehicles, zoo animal and music genres. They will continue their work on giving opinions by extending them with reasons. Homework will be</p> <ul style="list-style-type: none"> <li>• <b>Homework Mode A:</b> Students will practise vocabulary on the website Linguascope (log in information is available on the assignment on Arbor.)</li> </ul> <p>The end assessment will be reading and writing. Further information is on the Knowledge Organiser.</p>

<b>Communication Studies</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• The art of crafting a ‘slam’ or spoken word poem.</li> <li>• How to use rhyme, rhythm and repetition in a slam poem.</li> <li>• Performance skills.</li> </ul> <p>Students will be assessed formatively throughout the term.</p>
<b>Geography</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>‘Why are rivers important to our local environment?’.</b> Students will consider how the water cycle helps to form rivers across the UK. Students will identify and be able to describe how different landforms are created along rivers. Students will also look at recent floods in the news and see how they affect people, socially, economically and environmentally.</li> <li>• <b>Homework:</b> Mode B- students will research and create a fact file on a flood of their choice from across the world.</li> <li>• <b>Assessment:</b> Students will complete an end of topic assessment before the Easter Holidays.</li> </ul>
<b>History</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Who Challenged the Role of the Crown?</b> In this topic students will look conflict. 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?</li> <li>• <b>How and why was the Tudor dynasty established?</b> In this topic students will look at the reformation of the Church and break with Rome. What were the wars of the Roses? What consequences did these wars have? What happened to the Princes in the Tower? What as Britain like in 1509?</li> <li>• <b>Assessment:</b> Crusades and Thomas Becket</li> <li>• <b>Homework:</b> Seneca Learning Platform.</li> </ul>
<b>Religion, Ethics and Philosophy</b>	<p>Students will study the following:</p> <p><b>How are we responsible?</b></p> <p>In this unit, we will be asking what responsibilities we have as humans, and how they might change over our lifetime. We will be finding out whether religious belief promotes humans to be more responsible towards the animals and environment. In this unit we will be asking:</p> <ul style="list-style-type: none"> <li>• <b>What is central to a Hindu’s way of life?</b> – looking at dharma/duties according to stage or life/caste.</li> <li>• <b>Who is thy neighbour?</b> – Learning about the Christian idea of love thy neighbour- helping others in need and being compassionate towards everyone despite differences.</li> <li>• <b>Why can't I cut down that tree?</b> – religious and non-religious understanding of human responsibility towards the animals and the environment.</li> <li>• <b>Am I a sheep or a goat?</b> – Discovering why Christians have a duty to help others who are in need and the benefits for their afterlife.</li> <li>• <b>Assessment</b> – Multi choice questions and extended exam style questions for assessing breadth of knowledge and ability to comprehend and utilise knowledge and scripture.</li> </ul>
<b>PSHE</b>	<p>Students will study the following:</p> <p>Politics and parliament, political parties, campaigning, debates, the role of the Prime Minister.</p>
<b>PE</b>	<p>Students will study the following:</p> <p>Monday P5 + Friday P2 class will study the following...</p> <p>Mrs Hutchinson: Football + Gymnastics</p>

	<p>Mrs Bushell/Mr McCann: Dance and Badminton  Mr Ingham: Netball + OAA  Mr Webb: OAA + Athletics</p> <p>Thursday P1 + Friday P1 class will study the following..  Mrs Bushell: Football + Gymnastics  Mrs Hutchinson: Dance and Badminton  Mr Webb: Netball + OAA  Mr Ingham: OAA + Athletics</p>
<p><b>Design and Technology</b></p>	<p>In the 'Create' project students will study the following:</p> <ul style="list-style-type: none"> <li>• Students are designing and making a clock this year</li> <li>• Students are continuing with the design and development of their ideas, using modelling and CAD (Computer Aided Design) to create their final prototype.</li> </ul> <p>In the 'Food &amp; Nutrition' project students will study the following:</p> <ul style="list-style-type: none"> <li>• Principles of nutrition (fats &amp; oils and vitamins &amp; minerals), including how to have a healthy balanced diet.</li> <li>• Students will prepare and cook, Macaroni Cheese and Minestrone Soup.</li> </ul> <p>In the 'Systems' project students will study the following:</p> <ul style="list-style-type: none"> <li>• Students are going to complete a working drawing of their final design</li> <li>• Students will begin making their marble run out of corrugated cardboard</li> </ul> <p>Assessment – Ongoing assessment in booklets after each section.</p> <p><b>Homework</b>  Mode A – Materials assignment  Food Mode A – Evaluation of Banana Oatmeal Muffins</p>
<p><b>Art</b></p>	<p>Students will study the following:  The <i>Formal Elements of Art</i> through a <b>Landscape Project</b>, half term 3 tasks include -</p> <ul style="list-style-type: none"> <li>• Colour Theory,</li> <li>• Tints and Shades,</li> <li>• Analysis of artwork,</li> <li>• One point perspective.</li> </ul> <p><b>Homework:</b> Artist research based on the theme of Landscape Art.</p> <p><b>Assessment:</b> Students are marked on their sketchbook and homework pieces.</p>
<p><b>Music</b></p>	<p>Students will study the following:  Ground bass through listening, composing and performing.</p> <ul style="list-style-type: none"> <li>• They will listen and appraise examples of ground bass throughout the ages</li> <li>• Students will continue to develop their knowledge of notation</li> <li>• Students will continue to develop their keyboard skills and learn how to play chords</li> <li>• They will take part in a ground bass performance and compose their own.</li> </ul>
<p><b>Computing</b></p>	<p>Students will study the following:  Modelling data using spreadsheets</p>

- Students will learn how to navigate a spreadsheet via its rows and columns and become familiar with the cell referencing system. They will locate and select ranges of cells and format cell properties, eventually including conditional formatting.
- Students will learn how to perform calculations on data using basic formulas and cell references, moving to more advanced functions.
- They will learn how to collect their own data, sort and filter data sets and analyse data.

**Assessment**

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

**Homework**

- Learn definitions of key words ready for Forms quiz mid-point.
- Read and summarise extract from “Idea Man” by Paul Allen
- Make reasonable progress completing iDEA badges.

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

Year 8 Curriculum Newsletter: HT4 March 2024

Subject	Overview
<b>Mathematics</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Fractions and percentages</b> Taking what has been learned in previous years, students will then deepen their knowledge by working with percentages multipliers to increase and decrease a value. Students will represent one value as a fraction or percentage of another and find the original amount given a percentage of a number.</li> <li>• <b>Standard index form</b> Students will be able to represent small or large numbers in standard form and perform basic arithmetic with these values. Students may also explore negative and fractional indices and their impact on numbers.</li> <li>• <b>Number sense</b> Students will be able to round to significant figures and decimal places of varying degrees. They will be able to apply this to calculations with money. Students will also explore conversions between metric units of length weight and capacity. They will explore the conversion of units of area and volume and the impact this have.</li> <li>• <b>Homework:</b></li> <li>• <b>Mode A:</b> Sparx will be set weeks 1 – 6 and</li> <li>• <b>Mode B</b> for the final week of the term. Students will complete a guided reading task on Alan Turing.</li> </ul>
<b>English</b>	<p>Students will continue to study the following:</p> <ul style="list-style-type: none"> <li>• The novella Animal Farm by George Orwell, which tells the story of a group of farm animals who rebel against their human farmer, hoping to create a society where the animals can be equal, free, and happy.</li> <li>• The Russian revolution and will understand how the text is used as a political allegory.</li> <li>• Examples of rhetoric by looking at political speeches and unpacking the tools used to make them persuasive.</li> </ul> <p>Home Learning:</p> <ul style="list-style-type: none"> <li>• Mode A: Each week students will be expected to achieve at least 20 points from completing vocabulary and grammar lessons on the Bedrock platform.</li> <li>• Mode B: Teachers will set an extended task of their choice.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Students will write a speech to motivate others using rhetorical devices.</li> </ul>
<b>Science</b>	<p><b>Students will study the following:</b></p> <ul style="list-style-type: none"> <li>• <b>Plant biology:</b> the topic of plants covers various aspects of plant biology, including plant cells, specialized plant cells, and plant adaptations. Students learn about the structure and function of plant cells, including specialized cells such as xylem, phloem, root hair, and palisade cells.</li> </ul> <p><b>Assessment:</b> <b>Mode A:</b> Tassomai STEM week Week 4</p>
<b>German</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Zoo Berlin</b></li> <li>• <b>Eurovision Song contest</b></li> </ul>

<p><b>French</b></p>	<p>Students will study snacks, food adjectives, travel and vehicles, zoo animal and music genres. They will continue their work on giving opinions by extending them with reasons. Homework will be</p> <ul style="list-style-type: none"> <li>• <b>Homework Mode A:</b> Students will practise vocabulary on the website Linguascope (log in information is available on the assignment on Arbor.)</li> </ul> <p>The end assessment will be reading and writing. Further information is on the Knowledge Organiser.</p> <p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Eurovision Song contest</b></li> </ul> <p>Students will study music genres, French artists and songs and different ways to describe artists. They will continue their work on giving opinions by extending them with reasons. Homework will be</p> <ul style="list-style-type: none"> <li>• <b>Homework Mode A:</b> Students will practise vocabulary on the website Linguascope (log in information is available on the assignment on Arbor.)</li> </ul> <p>The end assessment will be speaking and listening. Further information is on the Knowledge Organiser.</p>
<p><b>Communication Studies</b></p>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• What it means to be an activist.</li> <li>• How to use facts to support their opinions.</li> <li>• Key facts about issues such as racism, knife crime and education for girls.</li> <li>• How to write and deliver a public service announcement that inspires others.</li> </ul>
<p><b>Geography</b></p>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Is living by a hazard a crazy choice?</b> Students will look at how the earth is formed and will consider how the way it moves creates lots of hazards for humans. Students will focus on earthquakes, volcanoes and tsunamis.</li> <li>• <b>Homework:</b> Mode B- students will have the opportunity to create- a working volcano, an earthquake proof building or a tsunami warning sign.</li> <li>• <b>Assessment:</b> Students will complete an end of topic test before the Easter holidays.</li> </ul>
<p><b>History</b></p>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Industrial Revolution:</b> Students will be able to discuss what the industrial revolution was, the impact it had on people’s lives and how it changed the face of Britain. This will include a mini depth study on the history of Blackpool.</li> <li>• <b>Assessment:</b> Black Civil Rights and Slavery</li> <li>• <b>Homework:</b> Mode A: Seneca Home Learning Platform.</li> </ul>
<p><b>Religion, Ethics and Philosophy</b></p>	<p>Students will study the following:</p> <p><b>Who is an authority for me?</b> This half term we extend the idea of prophethood to identifying who the students look to for authority and wisdom. We look at Christian and Hindu authority and how it shapes the lives and practises of the believers. We will be asking:</p> <p><b>Where do you find wisdom?</b> – Identifying sources of authority in the students’ lives.</p> <p><b>Is the Church a good place of authority?</b> – How the church as a community helps guides their members.</p> <p><b>Who is the best source of authority – The Pope or the Bible?</b> – Does scripture hold an authority on its own or does the Pope decides how to interpret and command belief and practise?</p> <p><b>How do you respect authority?</b> – Looking how Sikhs respect their source of authority, the Guru Granth Sahib.</p> <p><b>Where does a Hindu look to for wisdom?</b> – A look how gurus are an important source of guidance to Hindus.</p>

	<p><b>Homework:</b> Comprehension questions on text referring to Church authority.  <b>Assessment:</b> Multi choice questions and extended exam style questions for assessing breadth of knowledge and ability to comprehend and utilise knowledge and scripture.</p>
<p><b>PSHE</b></p>	<p>Students will study the following:  Law, crime and society: including decision making, criminal responsibility, laws, community cohesion, prison, reform and punishment.</p>
<p><b>PE</b></p>	<p>The students will be studying the following areas of the curriculum</p> <p>Tuesday P1 + Friday P5  Mrs Bushell – Handball + Gymnastics  Miss Sanderson – Football + Dance  Mr Ingham - Gymnastics + Handball  Mr Webb – Handball + Badminton</p> <p>Tuesday P4 + Friday P4  Miss Sanderson – Handball + Gymnastics  Mrs Bushell – Football + Dance  Mr Webb – Gymnastics + Handball  Mr Ingham – Handball + Badminton</p>
<p><b>Design and Technology</b></p>	<p>In the ‘Create’ project students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Final Design:</b> 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.</li> <li>• <b>Soldering:</b> Students will learn how to solder and create a circuit for their mood lights using a PCB, LED, switch, resistor and USB power cable.</li> <li>• <b>CAD:</b> Students will begin developing their final design on the computer, which will then be laser cut for their final prototype.</li> </ul> <p>In the ‘Food &amp; Nutrition’ project students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>The Food Preparation Task:</b> 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.</li> </ul> <p>In the ‘Innovate’ project students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Forces and Stresses</b> – Students will learn about the 5 main forces materials and structures are put under (Tension, Compression, Torsion, Shearing and Bending).</li> <li>• <b>Engineering Challenges</b> – 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.</li> </ul> <p>In the ‘Systems’ project students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>3D CAD:</b> Students will learn the basics of a 3D CAD program (OnShape) to design and make a 3D Printed book holder.</li> </ul> <p>Assessment – Ongoing summative assessment on designing and making skills in project booklets.</p> <p><b>Homework</b>  Mode A – Materials assignment</p>

<p><b>Art</b></p>	<p>Students will study the following:  <b>Abstract Art Project</b></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"> <li>• Creating an Abstract Cityscape based on the artist Hundertwasser.</li> <li>• Creating a Textile Applique piece based on Hundertwasser.</li> <li>• Analysing the work of Hundertwasser.</li> <li>• Annotating their artwork.</li> </ul> <p><b>Homework:</b> Artist research based on the theme of Abstract Art.</p> <p><b>Assessment:</b> In line with what to expect at GCSE students are marked on their sketchbook and homework pieces.</p>
<p><b>Music</b></p>	<p>Students will study the following:</p> <p>Reggae music and its links to the Blues</p> <ul style="list-style-type: none"> <li>- Pupils will listen and analyse reggae music</li> <li>- They will take part in a reggae performance – developing their keyboard and note reading skills</li> <li>- Pupils will compose in a reggae style – developing the knowledge of chords</li> </ul>
<p><b>Performing Arts</b></p>	<p>In Performing Arts, students will study the following:  <b>Topic: Darkwood Manor</b></p> <p>Pupils will develop a character through use of vocal skills and physical theatre.</p> <p>Students will carry out exploration tasks in response to different given stimuli. Students will be creating/ devising pieces in groups. They will develop ensemble/group skills and roles.</p> <p><b>Skills-</b> Vocal, physical, and interpretative skills. Team working skills will be essential and reflective skills. Development of body language, facial expressions, gestures, posture, levels, spacing, movement and vocal skills- pitch, tone, accent, pace, and projection.</p> <p>Techniques- Improvisation, still image, body as a prop, narration, hot seating, teacher in role, creating characters, cross cutting, and split scenes.</p> <p><b>Understanding</b> - Develop understanding of abstract drama, improvisation and use of props and set design. They will develop their understanding of how to respond to the given theme and they will learn how to select skills and developing them in response to the theme/stimulus.</p> <p><b>Performing (Assessment)-</b> Small group performances including acting and possible dance and singing skills. Students should be able to demonstrate that they can create a believable character and sustain a role for an appropriate amount of time in performance.</p> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• A-Rehearsing their chosen character in preparation for their performance.</li> <li>• A- Microsoft forms Quiz based on the learnt techniques and style.</li> <li>• B-Poster based on acting techniques.</li> </ul>
<p><b>Computing</b></p>	<p>Students will study the following:  <b>Representation: from clay to silicon</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

- 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.

**Assessment**

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

**Homework**

- A. Read and summarise extract from “Facial Recognition” by Mark Andrejevic & Neil Selwyn.
- B. Make reasonable progress completing iDEA badges.

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

Year 9 Curriculum Newsletter: HT4 March 2024

Subject	Overview
<p><b>Mathematics</b></p>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Deduction:</b> Students will deepen their knowledge of angles in parallel lines. They will then test conjectures with algebra, shape and angles.</li> <li>• <b>Rotation and translation:</b> Students will transform shapes by rotating, reflecting and translating. They will be able to both, carry out the transformation and fully describe the transformation. Students will also be able to apply this following a series of transformations.</li> <li>• <b>Pythagoras' Theorem:</b> Students will be introduced to Pythagoras' Theorem and apply this to problem solving situations for right angled triangles and also in 3D triangles.</li> <li>• <b>Homework:</b></li> <li>• <b>Mode A:</b> Sparx will be set weeks 1 – 6 and</li> <li>• <b>Mode B</b> for the final week of the term. Students will complete a guided reading task on Alan Turing.</li> </ul>
<p><b>English</b></p>	<p>Students will continue to study the following:</p> <p><b>Humanity Vs Themselves</b></p> <ul style="list-style-type: none"> <li>• William Golding's novel 'Lord of the Flies' with a focus on the inner conflict within all humans.</li> <li>• Human beings as transgressive in poetry and song.</li> <li>• The evolution of transgression in humanity.</li> <li>• Freud's iceberg theory and theory of mind.</li> <li>• Nature vs nurture- serial killers.</li> <li>• The social and cultural significance of masks.</li> <li>• Mob mentality and deindividuation.</li> <li>• The psychopath test.</li> <li>• Letter writing.</li> <li>• Blog writing.</li> <li>• <b>Homework:</b> Students will complete weekly Tassomai goals and complete appropriate creative mode B tasks set by their teacher.</li> <li>• <b>Assessment:</b></li> </ul> <p>Students will be assessed on their ability to explore ideas about human nature in the novel using the 'What/ How/ Why' approach of analysis.</p>
<p><b>Science</b></p>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Particle Model:</b> Students learn about the particle model of matter, which includes the behaviour and properties of particles in different states of matter such as solids, liquids, and gases. They study concepts like density of materials, changes in a material's temperature or state of matter, and the kinetic theory of particles.</li> <li>• <b>Periodic table:</b> Students learn about the arrangement of elements in the periodic table, the significance of the number of shells, group number, the properties of elements within the table, how atoms become ions and the history of the periodic table.</li> <li>• <b>Infection &amp; response:</b> Students learn about communicable diseases, pathogens (viruses, bacteria, fungi, and protists), the human immune system, plant diseases, and methods of treating, curing, and preventing diseases. This includes the use of antibiotics, vaccinations, and monoclonal antibodies. Students also learn about the importance of hygiene and measures to reduce or prevent the spread of diseases.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Bonding:</b> Students learn about different types of bonding, including ionic, covalent, and metallic bonding. They study the properties of substances with these bonds, such as melting and boiling points, conductivity, and the structure of materials.</li> </ul> <p><b>Homework: Mode A</b> - Weekly Tassomai - students must complete a weekly goal on Tassomai.</p> <p><b>Summative Assessment WC: 17<sup>th</sup> June 2024.</b></p>
<b>German</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Film and TV</b></li> <li>• <b>Music</b></li> </ul> <p>Students will study TV genres, film genres, music genres, film description in past tense and extended opinions.</p> <p>Homework will be</p> <ul style="list-style-type: none"> <li>• <b>Homework Mode A:</b> Students will practise vocabulary on the website Linguascope (log in information is available on the assignment on Arbor.)</li> </ul> <p>The end assessment will be speaking and listening. Further information is on the Knowledge Organiser.</p>
<b>Geography</b>	<p>Students will be studying the following:</p> <ul style="list-style-type: none"> <li>• <b>Is everything always as it seems?</b> In this topic students will identify misconceptions from around the globe. They will use information from the book 'Factfulness' to look at things that they thought were true about the planet, which are not. By using information change these misconceptions to the truth.</li> <li>• <b>Homework:</b> Mode B- Climate change project</li> <li>• <b>Assessment:</b> End of topic assessment before Easter.</li> </ul>
<b>History</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Life in Nazi Germany:</b> Students will be studying life in Nazi Germany for ordinary Germany people including women, children, workers, Christians and the Jews. This will include a mini depth study on the Holocaust.</li> <li>• <b>Assessment:</b> Rise of Hitler and life for women and children.</li> <li>• <b>Homework:</b> Seneca home learning platform.</li> </ul>
<b>Religion, Ethics and Philosophy</b>	<p>Students will study the following:</p> <p><b>Does religious belief create or discourage equality?</b></p> <p>In this half term we will be looking to see if religion and belief separates or unites people in their understanding of justice and equality. We will be asking:</p> <ul style="list-style-type: none"> <li>• <b>Is the precedent for who can become Pope based on history or doctrine?</b></li> <li>• <b>Is the Eightfold Path the perfect guide to moral behaviour?</b></li> <li>• <b>How do ideas of the Atman promote equality?</b></li> </ul> <p><b>Homework:</b> Comprehension Questions relating to text on gender equality.</p> <p><b>Assessment:</b> Jury based drama adaptation on equality. Students will create arguments and counter arguments on the rights of individuals.</p>
<b>PSHE</b>	<p>Students will study the following:</p> <p>Combatting terrorism and extremism, including conspiracy and fake news, extremism, terrorism, what are British values? Radicalisation, counterterrorism, anti-Semitism</p>
<b>PE</b>	<p>The students will be studying the following areas of the curriculum during their PE lessons:</p> <p>Tuesday P2 + Wednesday P1</p> <p>Mrs Bushell – OAA + Handball</p>

	<p>Miss Eccles - Handball + OAA  Mr Ingham – OAA + Badminton  Mr Webb – Rugby + OAA</p> <p>Thursday P2 + Friday P3  Mrs Bushell – OAA + Handball  Miss Eccles – Handball + OAA  Mr Webb – OAA + Badminton  Mr Ingham – Rugby + OAA</p>
<p><b>Design and Technology</b></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"> <li>• <b>CAD</b> – Students will create a technical floor plan for their dream houses using 2D CAD (2D Design), learning the importance of planning, scaled drawings and communication (using architectural drawing keys to communicate walls, windows, doors, etc.). The floor plans will then be used to guide the making of the architectural models</li> <li>• <b>Modelling</b> – Students will begin making their models using the floorplans as a guide.</li> </ul> <p>In the ‘Food &amp; Nutrition’ project students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Street Food:</b> Students will achieve an understanding of what is meant by the term ‘Street Food’ and will research Street Food in Britain.</li> <li>• Based on their research, students will plan and prepare a Street Food dish.</li> </ul> <p>In the ‘Innovate’ project students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Design Challenge:</b> Students will explore each design challenge. Based on their research students will select one of the challenges and write a design brief.</li> <li>• <b>Product Analysis:</b> Students will research and analyse existing products relating to their chosen challenge.</li> </ul> <p>In the ‘Systems’ project students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Sanding:</b> Students will use a mixture of hand and power tools to finish the surface of their timber. This will include the H&amp;S regulations when using the belt sander.</li> <li>• <b>Drilling:</b> Students will learn how to use a pillar and hand drills safely and accurately to drill holes for their can crushers. They will learn about pilot holes to help them begin assembling their pre-cut parts.</li> </ul> <p>Assessment – Ongoing summative assessment on designing and making skills in project booklets</p> <p><b>Homework</b>  Mode A – Materials assignment</p>
<p><b>Art</b></p>	<p>Students will develop the skills and knowledge learnt in Year 7 and Year 8 by completing the following for their Fantasy Creature project.</p> <ul style="list-style-type: none"> <li>• Graphite Bird</li> <li>• Oil Pastel Frog</li> <li>• Analysing the work of Artists.</li> <li>• Annotation of classwork.</li> </ul> <p><b>Homework:</b> Artist research based on Fantasy Creatures.</p>

	<p><b>Assessment:</b> In line with what to expect at GCSE students are marked on their sketchbook and homework pieces.</p>
<p><b>Music</b></p>	<p>In music pupils will focus on “What makes a good song?”</p> <p>Pupils will learn: the importance of hooks and riffs, about popular song structure and melodic motion. They will listen and analyse different songs. They will perform parts from a range of different songs using lead sheet notation.</p> <p>Pupils will create their own cover version in their chosen style genre.</p>
<p><b>Performing Arts</b></p>	<p>In Performing Arts, students will study the following: <b>Topic: Darkwood Manor</b> Pupils will develop a character through use of vocal skills and physical theatre.</p> <p>Students will carry out exploration tasks in response to different given stimuli. Students will be creating/ devising pieces in groups. They will develop ensemble/group skills and roles.</p> <p><b>Skills-</b> Vocal, physical, and interpretative skills. Team working skills will be essential and reflective skills. Development of body language, facial expressions, gestures, posture, levels, spacing, movement and vocal skills- pitch, tone, accent, pace, and projection.</p> <p>Techniques- Improvisation, still image, body as a prop, narration, hot seating, teacher in role, creating characters, cross cutting, and split scenes.</p> <p><b>Understanding</b> - Develop understanding of abstract drama, improvisation and use of props and set design. They will develop their understanding of how to respond to the given theme and they will learn how to select skills and developing them in response to the theme/stimulus.</p> <p><b>Performing (Assessment)-</b> Small group performances including acting and possible dance and singing skills. Students should be able to demonstrate that they can create a believable character and sustain a role for an appropriate amount of time in performance.</p> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• A-Rehearsing their chosen character in preparation for their performance.</li> <li>• A- Microsoft forms Quiz based on the learnt techniques and style.</li> <li>• B-Poster based on acting techniques.</li> <li>•</li> </ul>
<p><b>Computing</b></p>	<p>Students will study the following:</p> <p><b>Python Programming</b></p> <ul style="list-style-type: none"> <li>• Students will learn to create simple programs involving basic input and output</li> <li>• Students will use simple arithmetic expressions in assignment statements to calculate values and receive input from the keyboard and convert it to a numerical value</li> <li>• Students will use relational operators to form logical expressions and use binary selection (<code>if</code>, <code>else</code> statements) to control the flow of program execution</li> <li>• Students will use iteration (<code>while</code> loops) to control the flow of program execution</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Terminal summative assessment through Forms quiz on key topic knowledge.</li> </ul> <p><b>Homework</b></p> <ol style="list-style-type: none"> <li>A. Read and summarise extract from “GCHQ” by Richard Aldrich</li> <li>B. Make reasonable progress completing iDEA badges.</li> </ol>

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

Year 10 Curriculum Newsletter: HT4 March 2024

Subject	Overview
<b>Mathematics</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Ratios and fractions:</b> This block builds on KS3 work on ratio and fractions, highlighting similarities and differences and links to other areas of mathematics including both algebra and geometry. The focus will be on reasoning and understanding notation to support the solution of increasingly complex problems that include information presented in a variety of forms. The bar model is a key tool used to support representing and solving these problems.</li> <li>• <b>Percentages and interest:</b> Although percentages are not specifically mentioned in the KS4 national curriculum, they feature heavily in GCSE papers and this block builds on the understanding gained in KS3. Calculator methods are encouraged throughout and are essential for repeated percentage change/growth and decay problems. Use of financial contexts is central to this block, helping students to maintain familiarity with the vocabulary they are unlikely to use outside school.</li> <li>• <b>Probability:</b> This block will build on KS3 and will provide a good context in which to revisit fraction arithmetic and conversion between fractions, decimals and percentages. Tables and Venn diagrams are revisited, and the use of tree diagrams is developed, with conditional probability being a key focus.</li> <li>• <b>Homework:</b></li> <li>• <b>Mode A:</b> Sparx will be set weeks 1 – 6 and</li> <li>• <b>Mode B</b> for the final week of the term. Exam paper</li> </ul>
<b>English</b>	<p>Students will continue to study the following:</p> <ul style="list-style-type: none"> <li>• 4 lessons: Exploration of <b>Shakespeare’s tragic play ‘Romeo and Juliet’</b>. 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.</li> <li>• 1 lesson: Students will use MITSL to develop their approach to exploring and writing about a range of unseen poetry.</li> <li>• <b>Homework Mode A:</b> Weekly Tassomai goals.</li> <li>• <b>Homework Mode B:</b> Teacher directed tasks.</li> </ul>
<b>Science</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Biology: Combined &amp; Separate</b> - Homeostasis: Students continue to explore the structure and function of the nervous system and how it can bring about fast responses, slower changes and how hormonal coordination is particularly important in reproduction. Genetics and inheritance: Students learn about the passing of traits from parents to offspring, genetic inheritance, dominant and recessive genes, co-dominance, and sex-linked inheritance.</li> <li>• <b>Chemistry: Separate</b> - Industrial Chemistry: Students learn about factors influencing rates, such as collision theory, energy, and catalysts. They calculate the mean rate of reaction and measure rates by monitoring mass, volume, or pressure changes. <b>Combined</b> – Environmental chemistry students learn about the composition and evolution of the Earth's atmosphere, the role of greenhouse gases such as carbon dioxide and methane, common atmospheric pollutants, and the impact of human activities on the atmosphere's composition.</li> <li>• <b>Physics: Combined &amp; Separate</b> – Waves: Students continue to learn the behaviour of waves, how they carry information and how modern technologies such as imaging and communication systems make the most of electromagnetic waves.</li> <li>• Home learning: Mode A – Weekly Tassomai (minimum 3 daily goals a week).</li> </ul>

<b>French</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>School</b></li> </ul> <p>Students will study school subjects, facilities, rules and uniform.</p> <p>Homework will be</p> <ul style="list-style-type: none"> <li>• <b>Homework Mode A:</b> Students will practise vocabulary on Seneca.</li> </ul> <p>The assessment will be Reading and Writing papers in the Year 10 Mock exams.</p>
<b>Geography</b>	<p>Students will be studying the following:</p> <ul style="list-style-type: none"> <li>• <b>The changing UK Economy.</b> Students will look at the different types of employment structures across the UK and see how they have shaped primary, secondary and tertiary sectors. Students will consider population change within urban and rural areas and understand why urban areas are structured in the way that they are.</li> <li>• <b>Homework:</b> Mode A- Seneca, Mode B- exam question models</li> <li>• <b>Assessment:</b> A Practice AQA exam paper at the end of the topic.</li> <li>•</li> </ul>
<b>History</b>	<p>Students will study the following:</p> <p><b>Elizabethan England, c1568-1603 – Elizabeth’s Court and Parliament</b></p> <ul style="list-style-type: none"> <li>• Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers.</li> <li>• 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.</li> </ul> <p><b>Elizabethan England, c1568-1603 – Troubles at home and abroad</b></p> <ul style="list-style-type: none"> <li>• Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters.</li> <li>• Mary Queen of Scots: background; Elizabeth and Parliament’s treatment of Mary; the challenge posed by Mary; plots; execution and its impact.</li> <li>• Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada.</li> </ul> <p><b>Homework:</b></p> <p><b>Mode A:</b></p> <ul style="list-style-type: none"> <li>• Seneca.</li> <li>• Practice exam questions.</li> </ul> <p><b>Assessment:</b> Mock exam on Conflict and Tension</p>
<b>Religion, Ethics and Philosophy</b>	<p>Students will study the following:</p> <p><b>Peace and Conflict</b></p> <p>This half term we complete the theme of peace and conflict. This term we study:</p> <ul style="list-style-type: none"> <li>• <b>Religion and belief as a cause of war</b></li> <li>• <b>Pacifism</b></li> <li>• <b>Peace-making in the 21st Century</b></li> <li>• <b>Victims of War</b></li> <li>• <b>End of Unit Assessment</b> – GCSE questions to test knowledge and exam skills.</li> </ul> <p><b>Homework:</b> Research and report on peace makers of their choice.</p>
<b>PSHE</b>	<p>Students will study the following:</p> <p>Rights, responsibilities and British Values, including critical thinking and fake news, LGBT and British Values, what is a cult? Human rights and their importance, balancing human rights</p>

<b>PE</b>	<p>Depending on what pathway the students have picked, they will be studying the following:</p> <p>Pathway 1 Girls: Officiating  Pathway 1 Boys: Handball and Football  Pathway 2: Badminton, Fitness and Volleyball.</p>
<b>Design and Technology</b>	<p>Students will study the following:</p> <p><b>Inclusive Design Project</b></p> <ul style="list-style-type: none"> <li>• Students will continue with their Mock NEA project, designing a product for a specific disability.</li> <li>• Students will be concluding the research and producing a specification.</li> <li>• They will then be designing ideas for their product using a range of 2D and 3D sketching techniques.</li> </ul> <p><b>Theory</b></p> <ul style="list-style-type: none"> <li>• Design in Practice</li> <li>• Energy Generation</li> </ul> <p><b>Summative Assessment</b> – Mock Exam. Research section of Mock NEA.</p> <p><b>Homework</b>  Mode A – Revision for mock exam (booklet and Seneca)  Mode B – Design Ideas for ThisAbles project</p>
<b>Food Preparation and Nutrition</b>	<p>Students will study the following:</p> <p><b>Planning balanced diets</b>, including:</p> <ul style="list-style-type: none"> <li>• How people’s nutritional needs change due to their age, lifestyle choices and state of health.</li> <li>• How to analyse diets.</li> <li>• How to plan a balanced diet for people with specific dietary needs or nutritional deficiencies.</li> </ul> <p><b>Summative Assessment</b>  Mock Exam (1Hour Paper) - Principles of Nutrition (Macronutrients/Micronutrients, Food Commodities, and Planning Balanced Diets (Healthy Eating, Religious Diets, and Vegetarianism)</p> <p><b>Homework</b>  Mode A – Revision for mock, including Seneca.</p>
<b>Construction</b>	<p>Students will study the following:</p> <p>The Cohort are now beginning to study for the second Component, which is called design and Construction. In this component, they will learn about what planning constraints there are on a building, also the designer must consider what the client is requesting. These are all set-in real-life scenario’s therefore, making it much more realistic. 3D drawing is essential in this component, therefore that skill will also be taught and practiced.</p>
<b>Business Studies</b>	<p>Students will study the following:</p> <p>3.1 The role of human resources  3.2 Organisational structures and different ways of working  3.3 Communication in business  3.4 Recruitment and selection  3.5 Motivation and retention</p>

	<p>3.6 Training and development 3.7 Employment law</p> <p>Assessment: 1 x Full Paper 1 Mock Paper Data responses after each topic area covered Homework will be set weekly on SENECA Students are expected to bring their completed revision booklets to every lesson.</p>
<b>Creative iMedia</b>	<p>Students will study the following: <b>R095 – Animation with Audio</b></p> <ul style="list-style-type: none"> <li>• Students will learn to plan animations with soundtracks based on client briefs, use a range of tools and techniques to create, edit and combine audio and animated content and export and review completed animation with audio products.</li> <li>• Complete R093 KnowItAllNinja activities as directed.</li> </ul>
<b>Computing</b>	<p>Students will study the following: <b>2.2 Programming Fundamentals</b></p> <ul style="list-style-type: none"> <li>• Students will practice the use of variables, constants, operators, inputs, outputs and assignments</li> <li>• Students will choose between the three basic programming constructs used to control the flow of a program: Sequence, Selection, Iteration (count and condition-controlled loops)</li> <li>• Students will be able to use the common arithmetic operators, the common Boolean operators AND, OR and NOT, and cast between data types: Integer, Real, Boolean, Character and string</li> <li>• These fundamentals will be embedded through the use of programming challenges of increasing difficulty</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Mock exam combining Paper 1 and Paper 2 topics as detailed on Teams.</li> </ul> <p><b>Homework</b></p> <p>Mock exam revision based on topics given on Teams.</p>
<b>Art</b>	<p>Students will be starting an Art Journal Project, each week they will be given a different theme with a specific art material to use – this term students will be creating the following -</p> <ul style="list-style-type: none"> <li>• Travel and Places – Watercolour Pencil Crayon</li> <li>• Food – Ink</li> <li>• Possessions – Oil Pastel</li> <li>• Childhood Memories – Pen on Newspaper</li> <li>• Pets – White Pencil Crayon on Black Paper</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Collect images to work from based on the above themes</li> <li>• Artist Research Project on either Jose Naranja, Frida Kahlo, Chandler O’Leary, Guillermo Del Toro</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Students are assessed on their coursework pieces with a mock and practical final exam in year 11.</li> </ul>
<b>Textiles</b>	<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"> <li>• Screen printing and 2d design presentations</li> <li>• Colour studies evaluation</li> <li>• Extending colour studies with embellishments.</li> <li>• Generating design ideas for final piece.</li> </ul> <p><b>Assessment:</b> Students are assessed on their coursework pieces with a mock and practical final exam in year 11.</p> <p><b>Homework</b> Mode B - Each week students will be expected to spend at least an hour on their NEA.</p>
<p><b>Music</b></p>	<p>Students will study the following: Students will continue working on listening and appraising. There are 4 areas of study: musical forms and devices; music for ensemble; film music; popular music.</p> <p><b>Homework</b> 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>
<p><b>Performing Arts</b></p>	<p>Students will study the following:</p> <p><b>Component 2 Developing Skills and Techniques Assessment</b></p> <p>Students will work on learning their chosen performances for their Component 2 assessment focusing on musical theatre, dance or acting. The pieces will be a minimum of 2 minutes and must be professional repertoire.</p> <ol style="list-style-type: none"> <li>1. Sessions will focus on learning and reproduction of the professional pieces-learning dialogue, songs, or movement, learning blocking and stage directions and learning choreography.</li> <li>2. Responding to direction- health and safety, preparation- warm up and cool down, positive response to instructions and feedback and applying feedback and corrections.</li> <li>3. Reviewing and recording development of skills and performance pieces.</li> </ol> <p><b>Homework-</b> this will focus on learning aim A- Log diary of their interpretive and performance skills development, target setting, characteristics of the style/genre, communication of meaning, intentions and links to the theme, personal review and reflection on skills and progress and response to feedback.</p>
<p><b>Health and Social Care</b></p>	<p>Students will study the following: R034 – Creative, Therapeutic Activities</p> <p>Students will be completing one coursework unit this half term. They will be learning about the wide variety of creative and therapeutic activities and how they can impact a person's PIES and their development.</p> <p>Students will have a deadline set before we break up for half term.</p>
<p><b>Sports Studies</b></p>	<p>Students will study the following:</p>

	<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 are working through TASK 1 and TASK 2 of the OAA unit of work. They are expected this work will be about provisions of activities, equipment required and the benefits of completing it.</p>
<b>GCSE PE</b>	<p>Students will study the following: Physical Training (which includes); health and fitness, components of fitness, fitness testing, types of training, warm ups and cool downs.</p> <p>Practical: Handball and Badminton. Climbing after-school.</p> <p><b>Homework:</b> completing questions on ever learner and exam questions. Students will also be completing their NEA coursework.</p> <p><b>Assessment:</b> December TBC- Paper 1 mock exam.</p>

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

Year 11 Curriculum Newsletter: HT4 March 2024

Subject	Overview
<p><b>Mathematics</b></p>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Transforming and Constructing:</b> Students will revise and extend their learning from Key Stage 3, exploring all the transformations and constructions, relating these to symmetry and properties of shapes when appropriate. There will be an emphasis on describing as well as performing transformations as using the language promotes deeper thinking and understanding. Students will extend their learning to explore the idea of invariance and look at trigonometric graphs as a vehicle for exploring graph transformations.</li> <li>• <b>Listing and Describing:</b> Students will look at organising information, extending this to include the product rule counting. Links will be made to probability and other aspects of Data Handling such as describing and comparing distributions and scatter diagrams. Plans elevations are also revisited.</li> <li>• <b>Show that:</b> In this block students will be encouraged to communicate in a clear mathematical fashion, and then they should transfer the skill to the writing of the solutions for any type of question.</li> <li>• <b>Homework:</b></li> </ul> <p><b>Mode A:</b> Weekly past papers on Method Maths</p>
<p><b>English</b></p>	<p>Students will continue to study the following:</p> <p>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.</p> <ul style="list-style-type: none"> <li>• 2 lessons preparing for GCSE English Language paper 1. Students will develop their inference and analysis of a range of extracts from 20<sup>th</sup> and 21<sup>st</sup> 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.</li> <li>• Home learning Mode A – Weekly Tassomai (minimum 3 daily goals a week).</li> <li>• Home learning Mode B – Teacher directed revision tasks.</li> </ul>
<p><b>Science</b></p>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Biology, Chemistry &amp; Physics:</b> Year 11 will spend the first week of this half term revising paper 2 content ahead of their mock exams. Students will then start to complete a tailored revision programme specific to the class based on weaknesses highlighted by the mock exams completed for Paper 1 and Paper 2.</li> <li>• <b>Homework:</b> Mode A – Students must complete a weekly goal on Tassomai and complete their weekly exam questions.</li> <li>• <b>Year 11 Mock Exams 2 week commencing 26<sup>th</sup> February</b></li> </ul>
<p><b>German</b></p>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Theme 1:</b> Students will recall topics of family, free-time and festivals. Students will practise reading and listening skills, as well and writing and translation.</li> <li>• <b>Grammar:</b> Students will revise 3<sup>rd</sup> person modal verbs, perfect tense and future time frames.</li> <li>• <b>Homework:</b> Mode A homework will be set weekly on Seneca, as well as practice exam questions if needed.</li> </ul> <p>The Speaking Exam takes place from April 15<sup>th</sup> to the 26<sup>th</sup>.</p>
<p><b>Geography</b></p>	<p>Students will be studying the following:</p> <ul style="list-style-type: none"> <li>• <b>Geographical skills, enquiry and pre-release:</b> students will be practising their statistical, cartographic and map skills in preparation for the paper 3 exam. They will link these to geographical scenarios, and our human and physical fieldwork. Two weeks before</li> </ul>

	<p>Easter students will receive their pre-release material in preparation for paper 3 and will spend lesson times researching and identifying potential questions that could come up surrounding this material.</p> <ul style="list-style-type: none"> <li>• <b>Homework:</b> Paper 2 knowledge checks</li> <li>• <b>Assessment:</b> Practice pre-release questions before the Easter holidays.</li> </ul>
<p><b>History</b></p>	<p>Students will study the following:</p> <p><b>Health and the People, c.1000 to present day – A revolution in medicine and modern medicine</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery.</li> <li>• 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.</li> <li>• Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments.</li> <li>• The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery.</li> <li>• Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century.</li> </ul> <p><b>Homework:</b></p> <p><b>Mode A:</b></p> <ul style="list-style-type: none"> <li>• Seneca.</li> <li>• Practice exam questions.</li> </ul> <p><b>Assessment:</b> Mock exam Elizabethan England and Health and the People</p>
<p><b>Religion, Ethics and Philosophy</b></p> <p><b>GCSE Religious Studies</b></p>	<p>Students will study the following:</p> <p>To identify the beliefs, motivation and impact of Icons from the 20<sup>th</sup> Century.</p> <p><b>Key Knowledge/Key skills</b></p> <ul style="list-style-type: none"> <li>• I am reflection</li> <li>• MLK</li> <li>• Malala</li> <li>• Ghandi</li> <li>• Icon representations</li> </ul> <p><b>Key Assessment Lesson-</b></p> <p>Group presentation of an icon.</p> <p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Test and self-assessment of Hinduism – charities and projects unit.</b></li> <li>• <b>Key Knowledge/Key skills – Christian key beliefs and Practice</b> To organise revision notes and complete independent and teacher led knowledge gap filling. Games and quizzes. Peer interaction and support.</li> <li>• <b>Theme – Relationship and families</b></li> </ul> <p><b>Homework:</b> Revise and complete GCSE papers to peer assess in class.</p>
<p><b>PSHE</b></p>	<p>Students will study the following:</p>

	Sexual health, including peer on peer abuse, fertility, alcohol and choices, sexual health, contraception revisited, STIs, respect and relationships
<b>Art</b>	<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><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Artist research relating to students' chosen exam brief.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Students will be assessed on their exam portfolio, mock and practical final exam in the Spring term of Year 11.</li> </ul>
<b>Textiles</b>	<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><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Artist research relating to students' chosen exam brief.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Students will be assessed on their exam portfolio, mock and practical final exam in the Spring term of Year 11.</li> </ul>
<b>Music</b>	<p>Students will study the following:</p> <p>Students will continue working on the listening and appraising exam which is worth 40% of their GCSE.</p> <p>There are 4 areas of study: musical forms and devices; music for ensemble; film music; popular music.</p> <p><b>Homework:</b></p> <p>Students need to be practising daily, working towards their solo and ensemble performance that lasts a total of 4-6 minutes.</p> <p>Students need to be working on both their compositions.</p> <p>Revision guide dictation tasks.</p>
<b>Performing Arts</b>	<p>Understanding how to respond to the set exam brief 2024- Choreography/devising. They will be developing an 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. Students will undertake an ideas log, skills log, performance, and evaluation log. Students will undertake the following tasks:</p> <ol style="list-style-type: none"> <li>1. Developing ideas through planning and discussions.</li> <li>2. Selecting and developing skills for performance.</li> <li>3. Taking part in a workshop performance.</li> <li>4. Evaluation the process and outcome.</li> </ol> <p><b>Homework-</b> 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> <p><b>Assessments</b></p>

	<p>Written Ideas Log      Friday 15<sup>th</sup> March 11.10am – period 3 (1 hour)</p> <p>Written Skills Log      Tuesday 19<sup>th</sup> March 11.10am- period 3 (1 hour)</p> <p>Practical Performance    11:PER:O class Tuesday 16<sup>th</sup> April (All day in the school hall)  11:PER:N class Wednesday 17<sup>th</sup> April (All day in the school hall)</p> <p>Written Evaluation      Tuesday 30<sup>th</sup> April 11.10am-period 3 (1 hour)</p>
<b>Design and Technology</b>	<p>Students will study the following:  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"> <li>• Section D – Development. Students will be completing their final designs and working drawings to produce a manufacturing specification.</li> <li>• Students will complete the manufacture of their final prototype (Section E) once Section D is complete.</li> <li>• Students will begin their evaluations.</li> </ul> <p><b>Summative Assessment</b> – NEA – Continued assessment on completed sections.</p> <p><b>Homework:</b>  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>
<b>Food Preparation and Nutrition</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• NEA2 (Non-Exam Assessment) The Food Preparation Task Section B – During this half term students will complete their NEA practical assessment making three dishes and accompaniments where appropriate based on the task they have chosen.</li> <li>• NEA2 (Non-Exam Assessment) The Food Preparation Task Section C – Once students have completed their practical assessment, they will evaluate the dishes they have made.</li> </ul> <p><b>Summative Assessment:</b>  NEA 2: Continued assessment on completed sections.</p> <p><b>**Practical Assessment Dates – Students will complete their practical assessment on the week commencing 04/03/2024**</b></p> <p><b>Homework:</b>  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>
<b>Construction</b>	<p>The year 11 cohort are now fully focused on the final Component of the course, which is the External Examination.</p> <p>Areas of study and revision are Strength and stability of buildings and materials, Thermal and sound insulation, Sub-Structures, Super structures, Sustainable materials and power sources, Environmental issues, Floors and Modular construction methods. A mock exam will take place in late February.</p>
<b>Business Studies</b>	<p>Students will study the following:</p> <p>6.1 Ethical and environmental considerations  6.2 The economic climate  6.3 Globalisation  7. 1 The interdependent nature of business</p> <p><b>Assessment:</b></p>

	<p>1 x Full Paper 2 Mock Paper</p> <p>Students will be assessed through Data Responses (after each topic area)</p> <p>Students will also work through past exam papers.</p> <p>Homework will be set weekly on SENECA</p> <p>Completed revision booklets are expected to be brought to lesson each week.</p>
<b>Computing</b>	<p>Students will study the following:</p> <p><b>1.2 Memory &amp; Storage</b></p> <ul style="list-style-type: none"> <li>• Students will revise and delve deeper into the content of this fundamental Paper 1 unit, complete retrieval quizzes on key terminology and test their understanding with summative tests.</li> <li>• Students will begin lessons with “six a day” questions, all past paper questions to familiarise students with exam style questions.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Terminal summative assessment through Forms quiz on key topic knowledge</li> </ul> <p><b>Homework:</b></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. Students will complete programming challenges on the platform of their choice from the many they have been shown and linked to through Teams.</p>
<b>Health and Social Care</b>	<p>Students have now finished the course and will be completing revision tasks to prepare themselves for their exam on unit R032. Homework tasks will be related revision topics that we have covered in lessons. Students will be complete weekly recall tasks which are supported by exam questions and technique tasks.</p>
<b>PE</b>	<p>Students will study the following:</p> <p>Girls: Tag Rugby, Boxercise, Table Tennis and Fitness</p> <p>Boys: Football, OAA, Basketball and Badminton</p>
<b>Sports Studies</b>	<p>Students will study the following:</p> <p>Students will be finishing off their exam unit, this unit will develop the students' knowledge on participation in sport, engagement patterns, emerging sports and the benefits and negatives of hosting major sporting events.</p> <p>Homework tasks will be set every week and intervention will also run ever week.</p>
<b>GCSE PE</b>	<p>Students will study the following:</p> <p>Be revising and completing tasks that are related to paper one and paper two knowledge. Students will also be completing intervention sessions in order to embed their knowledge from past units of work. Students will also complete various exam questions in order to fully understand the different AO's for their exams.</p> <p>Practical: Handball, swimming, athletics and badminton.</p> <p><b>Homework:</b> completing revision to recall knowledge and complete exam questions.</p> <p><b>Assessment:</b> Paper One and Paper Two exam questions</p>
<b>Statistics</b>	<p>Students will study the following:</p> <p>Averages, comparing distributions and looking at skewness.</p> <p>They will be sitting Statistics Paper 2 as their mock exam in the hall.</p>

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