



Dear Parent/Carer,

I hope you and your families have had a restful two-week half term break. Please see below an update for this week:

## The Halloween Event

A huge thank you to all who attended the **Halloween bingo and quiz night on the 30th of October at Fylde Cricket Club**. What a lovely and competitive evening it was, and we hope you all enjoyed it thoroughly. A special thank you to the PTFA for organising this wonderful event.

## BAE apprenticeships

This week we have had an exciting assembly delivered to year 11s during PSHE by two ex-Hodgson students who were successful post-16 at securing an apprenticeship at BAE. Apprenticeship applications are going live for BAE from Tuesday 5<sup>th</sup> November, and the year 11s had exclusive access on the application process, how to be successful and what other options are available in preparation for when they leave us in 2025. If students need help applying, please speak to Miss Scott for helpful hints and tips. Good luck to prospective candidates!

## Mental Health Matters @ Hodgson

Thank you for the donations for the World Mental Health Day wear yellow campaign, Hodgson have donated over £600 to the Young Minds charity.

This half terms our parents' *coffee and chat session* is on **Wednesday 27<sup>th</sup> November at 14:15** and our guest speakers are from the NHS SHINE team.

## Year 7 Coffee Morning

On Tuesday 12<sup>th</sup> November we have the Year 7 Coffee Morning for forms **7SHS, 7ITH, 7AWE and 7DHO from 08:30-10:30am. If you have not yet booked a slot but would like to attend, please complete the form below:**

<https://outlook.office365.com/book/Year7CoffeeMorning@hodgsonacademy.onmicrosoft.com/>

On Wednesday 13<sup>th</sup> November we have the Year 7 Coffee Morning for forms **7KHA, 7CBU, 7JDU and 7NBA from 08:30-10:30am. If you have not yet booked a slot but would like to attend, please complete the form below:**

<https://outlook.office365.com/book/Year7CoffeeMorningCopy@hodgsonacademy.onmicrosoft.com/>

### Stay Safe

We have received reports of organised fights in the Bispham area involving students from a number of local schools so please ensure that extra vigilance is taken regarding your child's whereabouts this weekend.

### Remembrance Day

On Monday 11<sup>th</sup> November we will be paying our respects at the front of school at 10:30 with a short display of respect on Remembrance Day. If you would like to join us outside of school at the front, please do so at 10:30am, we will be gathering around our war memorial statue. We expect this to last no more than 20 minutes.

### Our Expectations

I would like to take this opportunity to continue to ask for your support in reinforcing our expectations with our students.

- We **do not allow** students to use their **mobile phones** during the school day at all. This includes if they are ill or involved in a behaviour incident. If a student needs to contact their parent or carer, then they may do so using the phones in our general office.
- Other than a single **small stud** in each ear lobe, students should not be wearing any other item of jewellery. If a student is repeatedly asked to remove an item of jewellery, this will be placed in a clear bag, labelled, and kept in reception for them to collect at the end of the week. The student will also be sanctioned as per the school behaviour policy.
- Students should wear minimal makeup, with no false eyelashes, nails, or fake tan. We ask for your support in ensuring that students arrive to school in full compliance of this rule to avoid unnecessary conflict and sanctions being issued.

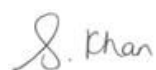
### Year 11 guided revision

There are now 19 weeks until the GCSE exams begin. To help with revision, we have created a suggested weekly revision schedule, where each day students can complete two, twenty-minute revision tasks in addition to their homework. All resources for the revision can be found on the links on the document attached. All revision resources are also on our website.

### Curriculum newsletter

Please see below the curriculum newsletters for this half-term for all year groups.

Best wishes,



Mrs S. Khan  
Head of School

Subject	Overview
Mathematics	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Sequences:</b> Students will investigate linear and non-linear sequences, such as quadratics, geometric and Fibonacci.</li> <li>• <b>Understand and use algebraic notation:</b> Students will investigate function machines, inverse functions, substitution and graphs.</li> <li>• <b>Equality and equivalence:</b> Students will investigate the difference between equality and equivalence and utilise this to collect like terms and solve multi-step equations.</li> <li>• <b>Homework:</b> Sparx will be set weekly throughout this half term, with the exception of written homework set on weeks 3 and 6.</li> <li>• <b>Assessments:</b> End of Unit Assessments: W/C 28/10/24 - Place Value and Fraction, Decimal, Percentage Equivalence</li> </ul>
English	<p>Students will continue to study the following:</p> <p><b>The Art of the Storyteller</b></p> <ul style="list-style-type: none"> <li>• Students will learn how to craft a short story that hooks the reader and includes vivid description of a character and the setting.</li> <li>• Students will read a series of short stories to inspire their own writing and will learn about story structure, characterisation and using SOAPAIMS techniques for description. These can be found on page 109 of the student planner if you wish to test your child at home.</li> </ul> <p><b>Homework:</b> Students should use Bedrock complete one vocabulary lesson and one grammar lesson per week, achieving a minimum of 20 points.</p> <p><b>Assessment:</b> Week commencing 20<sup>th</sup> November.</p> <p>Students will be assessed on their knowledge of the 4 story structures they learnt about in half term 1; as well as their knowledge of the SOAPAIMS descriptive writing techniques; and then students will use these to plan and write their own short story.</p>
Science	<p>Students will study the following:</p> <p><b>Energy:</b></p> <ul style="list-style-type: none"> <li>• Students will learn about how Energy can be stored and transferred.</li> <li>• Students will learn how we can measure energy both in Joules and Calories.</li> <li>• Students will learn about energy in chemical reactions and two important chemical reactions that transfer energy: Photosynthesis and Respiration.</li> </ul> <p><b>Homework:</b> Students will complete a fortnightly homework consisting of an 'Activation' activity relating to the 'can define' terminology, an 'Application' task relating to the 'students know' part of the curriculum and a 'Super Scientist' task which will be cross curricular to stretch the students beyond their science curriculum.</p> <p><b>Summative Assessment Date:</b> Week commencing 25<sup>th</sup> November 2024</p>
German	<p>Students will continue to study the following:</p> <ul style="list-style-type: none"> <li>• <b>An Introduction to German and Germany</b></li> </ul> <p>Students will study the phonics and key verbs to begin study of the language. They will also study different areas in Germany to explore a new culture. This topic will be completed in this half term and students will move on to the topic below. The summative assessment will be a Speaking and Listening assessment. Information can be found on the Knowledge Organiser.</p> <ul style="list-style-type: none"> <li>• <b>Festivals in Germany</b></li> </ul> <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"> <li>• <b>Homework Mode A:</b> Students will complete assignments on Seneca.</li> <li>• <b>Homework Mode B:</b> research another German festival and create a poster advertising it for tourists.</li> </ul>
<b>Communication Studies</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Problem Solving</b></li> </ul> <p><b>Students</b> will study a variety of problems each week, using their communication skills to work towards finding the solution. Student will study a range of ways to solve problems including using retrograde analysis, asking the right questions and defining the problem clearly. The unit will culminate in students using all their problem solving skills to solve a murder mystery in teams.</p> <p><b>Homework:</b> Each week students will be asked to research the topic that they will be discussing the following week.</p>
<b>Geography</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Are we lost without Geography?</b> In this topic students will develop their map skills in the following areas; 4 and 6 figure grid references, interpretation of contour lines, lines of latitude and longitude, interpretation of climate graphs, the use of scale on a map and the 4, 8 and 16 point compass.</li> <li>• <b>Homework:</b> Seneca set up and making a contour island.</li> <li>• <b>Assessment:</b> 'Are we lost without Geography', end of unit assessment, in the last two weeks of the term.</li> </ul>
<b>History</b>	<p>Students will study the following:</p> <p><b>The Battle of Hastings</b></p> <ul style="list-style-type: none"> <li>• What was life in Anglo Saxon England?</li> <li>• Who had a claim to the English throne in 1066?</li> <li>• What happened before the battle of Hastings?</li> <li>• Who fought at Hastings?</li> <li>• What were the key events of the Battle of Hastings?</li> <li>• Why did William of Normandy win?</li> <li>• How did William control England?</li> <li>• Why did William build Motte and Bailey Castles?</li> <li>• What rebellions did William face?</li> <li>• What was the Harrying of the North?</li> <li>• What was the Domesday book?</li> <li>• How did the feudal system help William control England?</li> </ul> <p>Homework Mode A: Assessment revision Homework Mode B: Castles Project</p> <p>Assessment: Battle of Hastings (key terms and concept, definitions, narrative, description and explanation)</p>
<b>Religion, Ethics and Philosophy</b>	<p>Students will study the following:</p> <p><b>What does it mean to belong?</b></p> <ul style="list-style-type: none"> <li>• <b>Who were the first Christians?</b> Exploring: The events of Pentecost, The origins of discipleship and discipleship in the world today.</li> <li>• <b>How do you become a Christian?</b> Exploring: Baptism – the significance and symbolism of baptism, the role of God parents, believers' baptism, and the differences to infant baptism</li> <li>• <b>Is Christianity dying out?</b> Exploring: The origin and role of the Worldwide Church, the teachings behind the Great Commission and its impact today, missionaries and evangelism of the past, present, and future.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>How do Christians connect?</b> Exploring the holy sacrament of Holy communion, the origin and symbolism from the last supper, the receiving and importance of the Lord's prayer, understanding different denominations and interfaith.</li> <li>• <b>How can we recognise faith?</b> Exploring: Uniformity and equality in religion, the origins of the Khalsa and the relevance and symbolism of the 5ks.</li> <li>• <b>Homework:</b> Revise and reflect for our end of unit assessment.</li> </ul>
PSHE	<p>Students will study the following:</p> <p><b>Puberty and body development:</b> puberty for girls and boys, hygiene, growing up, self-esteem, tooth decay and dental health.</p>
PE	<p>Students will study the following:</p> <p>Mrs Hutchinson: Dance and Handball  Mrs Bushell/Ms Eccles: Badminton and Handball  Mr Ingham: OAA Dance  Mr Webb: OAA and Netball</p>
Design and Technology	<p>In Half Term 1 students will be completing a baseline project where they will learn the basic skills and knowledge that they will need and build upon throughout the whole of key stage 3.</p> <p>In the 'Create' project students will study the following:</p> <ul style="list-style-type: none"> <li>• Basic sketching skills – 2D and 3D sketching</li> <li>• Product Analysis – How to analyse a product and the introduction to key terminology (Aesthetics, Function, Target Market, Modifications)</li> <li>• Developing initial ideas for a clock – Using some of the 2D and 3D sketching techniques learned during the baseline project students will develop ideas for their clocks using their famous designer as inspiration.</li> <li>• </li> </ul> <p>In the 'Food &amp; Nutrition' project students will study the following:</p> <ul style="list-style-type: none"> <li>• Healthy eating and nutrition, including how to have a healthy balanced diet.</li> <li>• Students will prepare and cook Banana Oatmeal Muffins.</li> </ul> <p>In the 'Systems' project students will study the following:</p> <ul style="list-style-type: none"> <li>• Students are designing and making a mechanical marble run</li> <li>• Students will be researching different types of movement (linear, reciprocating, rotary and oscillating).</li> <li>• Students will be researching different mechanisms (gears, pulleys/belt drives, cams and levers), identifying the different types and examples of how they are used.</li> <li>• Basic CAD (Computer Aided Design) skills using Techsoft 2D Design</li> </ul> <p><b>Assessment</b>  Design skills completed in the Create and Systems projects will be assessed in Design Technology  Extended writing task on how to have a healthy balanced diet in Food &amp; Nutrition</p>
Art Textiles	<p>Students will study the following:</p> <p>The <i>Formal Elements of Art</i> through a <b>Landscape Project</b>, the half term tasks include -</p> <ul style="list-style-type: none"> <li>• Colour Theory,</li> <li>• Tints and Shades,</li> <li>• How to analyse 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>
Music	<p>In Music, students will study the following:</p> <p><b>Melody and Pitch – Exploring Effective Keyboard Performance Technique, Treble Clef Staff Notation, Sharps and Flats and Melody and Chords.</b></p> <ul style="list-style-type: none"> <li>• Learning how to read treble clef notation</li> <li>• Playing a piece of music without letters</li> <li>• Sharps and Flats</li> </ul> <p><b>Homework</b></p> <p>Assessment: Recorded keyboard assessment on melody and chords performance.</p> <p>Elements of Music keywords</p>
Computing	<p>Students will study the following:</p> <p><b>Data Representation: Binary number system/ PowerPoint Presentation</b></p> <ul style="list-style-type: none"> <li>• Understanding the binary number system.</li> <li>• Converting binary to denary and hexadecimal as well as learning binary addition.</li> <li>• Image Compression.</li> <li>• PowerPoint Presentation on Assistive Technology.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Formative assessment during week6.</li> </ul> <p><b>Homework</b></p> <p>A Learn definitions of key words ready for Forms quiz mid-point.</p> <p>B Creating and presenting presentations on Assistive technology using PowerPoint.</p> <p>C Homework will be set on Seneca for Half Term.</p>

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

Subject	Overview
<b>Mathematics</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Working in the Cartesian plane:</b> Students will learn about the Cartesian plane and how to work with coordinates in all four quadrants. They will learn how to work with a variety of straight-line graphs, horizontal and vertical as well as in the form <math>y=mx+c</math>. They will learn to work with gradients both positive and negative, find midpoints of line segments and also explore some non-linear graphs.</li> <li>• <b>Representing data:</b> Students will learn how to work with bivariate data in scatter diagrams. Students will work with frequency tables, grouped and ungrouped, learning how to represent this data in tables and interpret their findings. They will also learn how to work with two-way tables.</li> <li>• <b>Tables and probability:</b> Students will learn how to work with probability in sample space diagrams and two-way tables. They will use Venn diagrams and begin working with the product rule to find the total number of outcomes.</li> <li>• <b>Brackets, equations and inequalities:</b> 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.</li> <li>• <b>Homework:</b> <ul style="list-style-type: none"> <li>○ Homework will be set online on Sparx Maths, with the exception of a written homework task set during week 3 and week 6 of the half term.</li> </ul> </li> <li>• <b>Assessments</b> <ul style="list-style-type: none"> <li>○ w/c 11/11/24 Term 1 Assessment covering Ratio, Multiplicative Scale and Fractional Arithmetic</li> <li>○ <u>End of Unit Assessment</u> <ul style="list-style-type: none"> <li>▪ w/c 16/12/24 - Working in the Cartesian Plane and Representing Data</li> </ul> </li> </ul> </li> </ul>
<b>English</b>	<p>Students will continue to study the following:</p> <p><b>The Social Outsider</b></p> <ul style="list-style-type: none"> <li>• <b>Frankenstein the play:</b> Students will continue to read and perform the play in class.</li> <li>• <b>English Literature:</b> Students will develop their knowledge of characterisation and will consider the structure of the play more deeply by making connections between parts of the text.</li> <li>• <b>English Language:</b> Students will be able to write their own news article and formal letter.</li> <li>• <b>Context:</b> Students will learn about the philosophical debate of nature versus nurture, the female experience in the Victorian era and the rise of the 'freak show'.</li> <li>• <b>Mode A Homework:</b> Students should complete at least 20 points each week on Bedrock Learning by completing vocabulary and grammar lessons.</li> <li>• <b>Mode B Homework:</b> Students will be asked to complete a creative response to the text.</li> <li>• <b>Assessment: Week commencing 20<sup>th</sup> November</b></li> </ul> <p>Students will be assessed on their knowledge of Frankenstein the play as well as their ability to analyse the language used by the writer and make connections across the text.</p>
<b>Science</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Waves:</b> Students will continue in their study of waves by being first introduced to the electromagnetic spectrum. Students will explore the different parts of the spectrum and the key similarities they share. Students will then focus on the visible light range on the spectrum and complete a series of experiments exploring properties of light such as reflection and refraction. Students will learn about how</li> </ul>

	<p>the human eye allows us to use light to see the world around us. We will also look at the phenomena of dispersion and how different wavelengths of light produce different colours.</p> <ul style="list-style-type: none"> <li>• <b>Earth and the Solar System:</b> Students will explore the Earth's structure and its atmosphere before learning about the rock cycle and scientists use rock samples to collect evidence of the Earth's history. Students will then look at the position of the Earth within our solar system and how the planet interacts with other celestial bodies such as the moon and the sun. Students will use models to understand and explain how the position of the Earth, moon and sun causes changes on our planet such as day cycles, years, and seasons. Finally, students will research the different methods scientists use to explore outer space.</li> </ul> <p><b>Homework:</b> Students will complete a fortnightly homework consisting of an 'Activation' activity relating to the 'can define' terminology, an 'Application' task relating to the 'students know' part of the curriculum and a 'Super Scientist' task which will be cross curricular to stretch the students beyond their science curriculum.</p>
<b>French</b>	<p>Students will continue to study the following:</p> <ul style="list-style-type: none"> <li>• <b>Introduction to France and French:</b> Students will study the phonics and key verbs to begin study of the language. They will be able to introduce themselves and give personal information.</li> <li>• <b>Grammar:</b> Students will be able to ask and answer questions, as well as understand masculine and feminine adjectives.</li> <li>• <b>Homework:</b> Mode A homework will be set on Seneca three times throughout the half term.</li> </ul> <p>The summative assessment will be a Speaking and Listening assessment. Information can be found on the Knowledge Organiser.</p> <p>Students will then begin Topic 2: Festivals.</p> <ul style="list-style-type: none"> <li>• <b>Festivals:</b> Students will achieve an understanding of different celebrations in France.</li> <li>• <b>Grammar:</b> Students will use of 3<sup>rd</sup> person verb phrases to add complexity to their writing.</li> <li>• <b>Homework:</b> Mode A homework will be set on Linguascope three times throughout the half term.</li> </ul>
<b>German</b>	<p>Students will continue to study the following:</p> <ul style="list-style-type: none"> <li>• <b>Free-time</b></li> </ul> <p>Students will develop their knowledge on sports and music vocabulary. They will also develop their understanding of past tense.</p> <p><b>Homework: Mode A</b> –students complete the assignments on Linguascope.</p> <p>Summative assessment will be completed in this half term. It will be a speaking and listening assessment and further information is on the Knowledge Organiser for this topic.</p> <p>Students will then begin to study:</p> <ul style="list-style-type: none"> <li>• <b>'Ballon' Film study</b></li> </ul> <p>Students will study the film 'Ballon' which is set in 1979 East Germany. They will develop an understanding of modern history as well as their vocabulary for describing characters and film genres.</p> <p><b>Homework: Mode A</b> –students complete the assignments on Linguascope.</p> <p>Summative assessment will be completed next half term.</p>
<b>Communication Studies</b>	<p>Students will study the following:</p> <p><b>'The Call of the Fylde'</b> -</p> <p>Students will study the features of the local accent and dialect and celebrate their cultural identity. They will learn about:</p> <ul style="list-style-type: none"> <li>• Features of the Lancashire accent</li> <li>• Accent stereotyping</li> <li>• Features of the Lancashire dialect</li> <li>• Code-switching</li> </ul>



	<ul style="list-style-type: none"> <li>The influence of Multi-cultural London English</li> </ul> <p>No homework will be set in this subject.</p>
Geography	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li><b>'The Conflict of Geography'</b></li> <li>In this topic we look at the different regions from across the world. We will look at different types of conflict- water insecurity, riots, war and landmines.</li> <li>The students will start to understand and empathise with different regions and know how conflict affects their lives.</li> <li><b>Homework:</b> Students will be asked to research a recent conflict that has affect the world within the last 20 years.</li> <li><b>Assessment:</b> 'The Conflict of Geography' end of use assessment, in the last two weeks of term.</li> </ul>
History	<p><u>Student will study the following:</u></p> <p><u>The Industrial Revolution and the Transatlantic Slave Trade:</u></p> <ol style="list-style-type: none"> <li>What was the Industrial Revolution?</li> <li>What was Triangular Trade?</li> <li>What were conditions on the Middle Passage?</li> <li>What was life like on Plantations?</li> <li>How did enslaved people resist covertly?</li> <li>How did enslaved people resist Overtly?</li> <li>Who benefitted from the Industrial Revolution?</li> <li>What were conditions like in factories?</li> <li>How did factory life improve?</li> <li>What was life like in industrial cities?</li> <li>How did life in cities improve?</li> <li>Why did people protest in industrial Britain? (with local History Study Lancashire Cotton mills)</li> <li>How did Britain campaign to end slave trade?</li> <li>How did William Wilberforce contribute to the abolition of the slave trade?</li> </ol> <p><b>Homework</b></p> <ol style="list-style-type: none"> <li>Assessment Revision</li> <li>Factory Project</li> </ol> <p><b>Assessment:</b> The Industrial revolution and the Transatlantic Slave Trade (key terms and concept, definitions, narrative, description, and explanation)</p>
Religion, Ethics and Philosophy	<p>Students will study the following:</p> <p><b>How can you recognise Jesus' teachings today?</b></p> <ul style="list-style-type: none"> <li><b>What is in the cannon?</b> Exploring: - The origin of Bible, the importance of St Paul, the Old Testament, and the New Testament.</li> <li><b>How do I read the Bible?</b> Exploring: The different writings in the Bible and their importance on authority, why and when might Christians read the Bible and its relevance in today's modern Britain.</li> <li><b>How do Christians agree?</b> Exploring: the origin of the Nicene Creed, the doctrines formed from the Nicene Creed, Christians understanding of the role of God, Jesus, and the Holy Spirit.</li> <li><b>What did Jesus say?</b> Exploring: the different teachings of Jesus and students' interpretations of them in modern day Britain, how might we see the beatitudes in action today?</li> <li><b>What is the moral of the story?</b> Exploring: The parable of the lost sheep, importance of forgiveness and reconciliation, how can you see the parables in action in the world today? Stories of guidance for establishing morals, the good Samaritan,</li> </ul>

	<p>ideas of treating people with kindness, treating everyone equally without prejudice or discrimination.</p> <ul style="list-style-type: none"> <li>• <b>Homework: Mode A</b> - Revise and reflect for our end of unit assessment.</li> <li>• <b>Homework: Mode B</b> – Guided reading – Sermon on the Mount and the Beatitudes, comprehension questions and ideas to relate to content.</li> </ul>
PSHE	<p>Students will study the following:</p> <p><b>Health and wellbeing:</b> mental health, body image, child abuse, types of bullying, healthy eating and stress management.</p>
PE	<p>Students will study the following:</p> <p>Girls Group 1: Handball and Football</p> <p>Girls Group 2: Dance and Badminton</p> <p>Boys Group 1: <i>Handball and Football</i></p> <p>Boys Group 2: Rugby and Dance</p> <p><b>Homework:</b> 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"> <li>• <b>Design Ideas:</b> Students will create a series of freehand sketches of design ideas that meet the design brief.</li> </ul> <p>In the 'Food &amp; Nutrition' project students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Special Diets:</b> Students will achieve an understanding of why some people may need to follow a special diet and the importance of adapting food choices to meet individual health requirements and preferences.</li> <li>• <b>Practical</b> - Vegetarian Chilli and Chicken Tikka Masala</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><b>Assessment</b> Ongoing summative assessment on designing and making skills in project booklets. Special Diets checkpoint assessment in food.</p> <p><b>Homework</b> Materials assignment Revision for Special Diets assessment</p>
Art Textiles	<p>Students will study the following:</p> <p><b>Plant Project</b></p> <p>Students will develop the skills and knowledge learnt in Year 7 by completing the following:</p> <ul style="list-style-type: none"> <li>• Colour Theory,</li> <li>• Painting based on the artist Georgia O'Keeffe,</li> <li>• Clay model based on plants,</li> <li>• Press print based on plants,</li> <li>• Analysing the work of Artists.</li> <li>• Annotating their artwork.</li> </ul>

	<p><b>Assessment:</b> 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><b>Topic: Development of the Blues</b></p> <ul style="list-style-type: none"> <li>• <b>Listening/ Appraising:</b> 1800's-1950's Music. Identify instruments, rhythm, musical features, Blues, Jazz, Rock'n'roll</li> <li>• <b>Understanding:</b> Origin and context of blues music. Slavery, Development of the blues, timeline of Blues, Jazz and Rock'n'roll leading on to links for Grease</li> <li>• <b>Performing:</b> 12 bar blues. Rock n roll, Improvisation, walking bassline, instrumental technique, singing</li> <li>• <b>Homework</b></li> <li>• Keywords and timeline assessment</li> </ul> <p>Assessment: Blues Performance</p> <p>In Performing Arts, students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Topic: Musical Theatre Grease</b></li> <li>• <b>Skills-</b> Development of physical and vocal skills, responding to direction and reviewing skills.</li> <li>• <b>Understanding</b> -key characteristics of the rock and roll style of dance and naturalistic acting techniques. Historical understanding of the 1950s culture and the storyline/characters in Grease.</li> <li>• <b>Performing-</b> Small groups scripted acting performance, whole class production company performance including singing and dancing.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• A-Microsoft forms Quiz on physical skills, vocal performance skills and their knowledge of Grease.</li> <li>• B-Learning Lines, choreography, or lyrics for their group performance.</li> </ul>
Computing	<p>Students will study the following:</p> <p><b>Data Representation: Binary number system/ PowerPoint Presentation</b></p> <ul style="list-style-type: none"> <li>• Understanding the binary number system.</li> <li>• Converting binary to denary and hexadecimal as well as learning binary addition.</li> <li>• Image Compression.</li> <li>• Audio and Audio compression.</li> <li>• PowerPoint Presentation on Assistive Technology.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Formative assessment during week6.</li> </ul> <p><b>Homework</b></p> <ol style="list-style-type: none"> <li>A. Learn definitions of key words ready for Forms quiz mid-point.</li> <li>B. Creating and presenting presentations on Assistive technology using PowerPoint.</li> <li>C. Homework will be set on Seneca for Half Term.</li> </ol>

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

Year 9 Curriculum Newsletter: HT2 November 2024

Subject	Overview
Maths	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Testing Conjecture:</b> Students will be able to use their mathematical knowledge to prove by counter example if a statement is true, false or sometimes true.</li> <li>• <b>Three dimensional shapes:</b> Students will investigate the properties of 3D shapes. They will be able to calculate the volume and surface area of 3D shapes.</li> <li>• <b>Constructions and congruency:</b> In this unit students will become confident in using a compass and protractor to draw the loci of paths. Students will learn how to construct triangles and be able to state if triangles are congruent using known facts.</li> <li>• <b>Homework:</b> Homework will be set online on Sparx Maths, with the exception of a written homework task set during week 3 and week 6 of the half term.</li> <li>• <b>Assessments</b> <ul style="list-style-type: none"> <li>○ w/c 28/10/24 Term 1 Assessment covering all topics since the start of Year 9.</li> <li>○ <u>End of block assessments</u> <ul style="list-style-type: none"> <li>▪ W/C 09/12/24 - 3D Shapes, Constructions and Congruency</li> </ul> </li> </ul> </li> </ul>
English	<p>Students will continue to study the following:</p> <p><b>Humanity Vs Nature</b></p> <ul style="list-style-type: none"> <li>• <b>Language:</b> Students will explore how nature is presented in extracts of fiction to continue to develop their "What/How/Why" approach to analysis and to develop their exploration of how a writer uses language and methods to present an idea. This study of fiction will be used as a vehicle to develop their own creative writing, developing their use of figurative language. Students will bridge the gap between fiction and non-fiction writing by considering how narration is used in a wildlife documentary and writing a dramatic and tense piece of wildlife narration. This will lead students on to exploring the presentation of nature in speeches and articles where students will compare writer's viewpoints and perspectives and summarise and synthesise writer's ideas. Students will use these models to write their own speeches and opinion articles developing their persuasive writing skills. The topic will end with students planning, writing and presenting their own news report on a natural disaster to build on and develop oracy skills.</li> <li>• <b>Literature:</b> Students will begin to learn about Romanticism and explore poetry written during this romantic era. They will develop their MITSL (Meaning, Imagery, Tone, Structure, Language) approach to exploring a poem started in Year 7 and use the "What/How/Why" way of thinking to respond to poetry and to construct an analytical response. They will move on to looking at how poems about nature can be used as an extended metaphor to explore other issues.</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: Week commencing 13<sup>th</sup> November.</b></li> </ul> <p>Students will be assessed on their ability to explore how nature is presented in a poem using the 'What/ How/ Why' approach of analysis.</p>
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Fundamental physics:</b> In this topic, students will continue to develop their understanding of energy, energy transfer and electricity begun in Year 7 and 8. This topic aims to answer some of the questions of how the world around us works; energy and energy resources, making links between energy transfers and electricity, answering how we are able to use devices at the simple flick of a switch. Electricity is explored on a circuit level as well as the understanding behind domestic electricity in the home - linking to the potential future of electricity generation. This all relates back to the fundamentals of particles themselves and how their interactions cause electrical current. Students also further develop their circuit building skills to complete a required practical activity where they will investigate the factors affecting the resistance of electrical circuits.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>How objects move:</b> Forces are responsible for all the interactions between particles and objects. This topic introduces the ideas of distance, speed, velocity, acceleration and students will use velocity-time graphs to determine the acceleration of a moving body, and the distance the body travels in a given time. These basic principles will be applied to the safe stopping distances of vehicles and the factors upon which this depends. This topic also develops students understanding of the relationship between weight, mass and gravity. Through a required practical activity, students will investigate the effects of forces upon objects to further explore elasticity and Hooke's Law.</li> </ul> <p><b>Homework:</b> Students will complete weekly Seneca quizzes assigned by their class teacher.</p> <p><b>Summative Assessment:</b> Week commencing 4<sup>th</sup> November 2024</p>
French	<p>Students will continue to study the following:</p> <ul style="list-style-type: none"> <li>• <b>Free-time:</b> Students will achieve an understanding of vocabulary to describe sports, technology and television. They will also learn how to add detail with time phrases and extra detail.</li> <li>• <b>Grammar:</b> Students will develop perfect tense and future time frames from Year 8 study.</li> <li>• <b>Homework:</b> Mode A homework will be set on Seneca three times throughout the half term.</li> </ul> <p>Summative assessment will be a Reading and Writing assessment. Further information is on the Knowledge Organiser.</p> <p>Students will then begin to study Topic 2: Family.</p> <ul style="list-style-type: none"> <li>• <b>Family:</b> Students will achieve an understanding of vocabulary to describe family, relationships and appearance.</li> <li>• <b>Grammar:</b> Students will develop perfect tense and future time frames from Topic 1 study.</li> <li>• <b>Homework:</b> Mode A homework will be set on Seneca three times throughout the half term.</li> </ul> <p>Summative assessment will be next half term and will be a Speaking and Listening assessment.</p>
German	<p>Students will continue to study the following:</p> <ul style="list-style-type: none"> <li>• <b>Food and drink, mental wellbeing:</b> Students will achieve an understanding of vocabulary to describe meals and healthy diet choices. They will also learn how to describe activities promoting positive mental wellbeing.</li> <li>• <b>Grammar:</b> Students will develop 3<sup>rd</sup> person modal verb phrases to add complexity to their writing. They will develop perfect tense and future time frames from Year 8 study.</li> <li>• <b>Homework:</b> Mode A homework will be set on Seneca three times throughout the half term.</li> </ul> <p>Summative assessment will be a Speaking and Listening assessment. Further information is on the Knowledge Organiser.</p> <p>Students will then begin to study Topic 2: Sports and Physical Wellbeing.</p> <ul style="list-style-type: none"> <li>• <b>Sports, physical wellbeing:</b> 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.</li> <li>• <b>Grammar:</b> Students will develop 3<sup>rd</sup> person modal verb phrases to add complexity to their writing. They will develop perfect tense and future time frames from Topic 1 study.</li> <li>• <b>Homework:</b> Mode A homework will be set on Seneca three times throughout the half term.</li> </ul> <p>Summative assessment will be next half term and will be a Reading and Writing assessment.</p>
Geography	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>'What opportunities are there in hot deserts?'</b></li> <li>• Students will study the factors that affect the location of hot deserts in the world. Students will identify how humans interact with the physical world and will assess the deserts significance and future.</li> </ul>

**Commented [TR1]:** Could this be written in continuous prose (e.g. History example below)

	<ul style="list-style-type: none"> <li>• <b>Homework:</b> Students will have Seneca homework set once every two weeks.</li> <li>• <b>Assessment:</b> Living world assessment, in the last two weeks before Christmas.</li> </ul>
<b>History</b>	<p>Students will study the following:</p> <p><b>World War Two:</b></p> <ul style="list-style-type: none"> <li>• Why did World War Two Break Out?</li> <li>• What was the Phoney war?</li> <li>• What was the experience of evacuation like?</li> <li>• Was Dunkirk a serious defeat for Britain?</li> <li>• Why was the Battle of Britain important?</li> <li>• What was the Blitz?</li> <li>• What was life like in Britain on the Homefront?</li> <li>• How did the government control information in World War Two?</li> <li>• Was Pearl Harbour justified?</li> <li>• Why was the Battle of Midway significant?</li> <li>• What was D-Day?</li> <li>• How did World War Two end in Europe?</li> <li>• What dropping the Atom bomb on Hiroshima justified?</li> <li>• What happened to Germany after World War Two?</li> <li>• What were the origins of the Cold War?</li> </ul> <p><b>Homework:</b></p> <ol style="list-style-type: none"> <li>1) Revision for class quiz</li> <li>2) World War Two timeline</li> </ol> <p><b>Assessment: Formative and teacher assessed</b></p>
<b>Religion, Ethics and Philosophy</b>	<p>Students will study the following:</p> <p><b>What are the different academic approaches to studying religion?</b></p> <ul style="list-style-type: none"> <li>• <b>How does studying psychology help us understand religious beliefs in God?</b> Exploring: reasons people believe in God, what is psychology? Who was Sigmund Freud? Sigmund's ideology on religion as wish fulfilment, who was Carl Jung? Whose ideology was more plausible?</li> <li>• <b>How does theology affect the life of religious and non-religious people in modern day Britain?</b> Exploring: What is Christian theology? Different types of theology, exploring the lives and theories and impact of famous theologians from the year 298 to 1968.</li> <li>• <b>What do anthropologists look at when they study religion?</b> Exploring: What is anthropology? Different fields of anthropology, how do anthropologists study religion?</li> <li>• <b>What is the phenomenology of Religion?</b> Exploring: how do we recognise religion, the differences of religion, tradition and culture, the science of religion, Ninians Smart's seven dimensions of religion.</li> <li>• <b>Homework: Mode A</b> – Revise and reflect for our end of unit assessment. (Learning about religion.)</li> <li>• <b>Homework: Mode B</b> – What is a celebrant? guided reading, associated comprehension questions and personal relation to topic. (Learning from religion.)</li> </ul>
<b>PSHE</b>	<p>Students will study the following:</p> <p>Relationships and sex education including consent and the law, healthy relationships, FGM, domestic abuse, delaying sexual activity, sexual harassment and stalking.</p>
<b>PE</b>	<p>Students will study the following:</p> <p><b>Girls Group 1:</b> <i>Handball and Badminton</i></p> <p><b>Girls Group 2:</b></p>

	<p><i>OAA and Football</i></p> <p><b>Boys Set 1:</b> Badminton and Handball</p> <p><b>Boys Set 2:</b> <i>OAA and Handball</i></p> <p><b>Homework:</b> Students are encouraged to take part in an extra-curricular club.</p>
Music and Performing Arts	<p>In Music students are studying 20<sup>th</sup> Century music with a link to the play 'Teechers' in Performing Arts. They are studying</p> <p>In Music, students will study the following:</p> <p><b>Topic: Development of the Blues</b></p> <ul style="list-style-type: none"> <li>• <b>Listening/ Appraising:</b> The Development of 20<sup>th</sup> Century Popular Music, each week there is a new genre to study</li> <li>• <b>Understanding:</b> Development of 20<sup>th</sup> Century music, instrumentation, genres, technology development,</li> <li>• <b>Performing:</b> Performance individually or in a group to teacher</li> <li>• <b>Homework</b></li> <li>• Rehearsal of piece</li> </ul> <p>Assessment: Blues Performance</p> <p>In Performing Arts, students will study the following:</p> <p><b>Teechers by John Godber (Epic Theatre)</b></p> <p>Students will work on developing their acting skills, they will develop more than one character and learning professional repertoire from the play 'Teechers'. Students will work in groups of three learning dialogue and developing their use of acting techniques such as multi-role, direct address, quick paced scenes, colloquial language, humour, and frequent changes of directions.</p> <p><b>Knowledge-</b>Students will learn about the context of the play being set in the 1980's. They will develop understanding of the characters, plot and the Godber acting techniques. Epic theatre techniques– non naturalistic style of acting, use of multi-role, minimalistic use of props and costumes. Character development including vocal, physical, and blocking, stage directions. Acting skills and techniques.</p> <p><b>Skills-</b>Responding to direction and reviewing skills and techniques. Acting skills including- clarity, articulation, projection, remembering lines/lyrics, pitch, rhythm, tone, tune, breath control, characterisation, facial expression, spatial awareness, and stage presence.</p> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• A-Microsoft forms Quiz- reviewing their knowledge of the topic.</li> <li>• B-Rehearsal of the lines, learning them off by heart ready for their assessment.</li> </ul>
Art Textiles	<p>Students will study the following:</p> <p><b>Self Portrait Project</b></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"> <li>• Observational drawings of facial features,</li> <li>• Drawing faces,</li> <li>• Self-portrait observational drawing,</li> <li>• Self-portrait textiles piece,</li> <li>• Analysing the work of Artists.</li> <li>• Annotating their artwork.</li> </ul>

	<p><b>Assessment:</b> In line with what to expect at GCSE students are marked on their sketchbook and homework pieces.</p>
Design and Technology	<p>In the 'Create' project students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Perspective Drawing:</b> Students will develop their 1-point perspective drawing skills.</li> <li>• <b>Initial Ideas:</b> Students will develop their drawing and sketching skills to create initial ideas for their 'Dream House'</li> </ul> <p>In the 'Food &amp; Nutrition' project students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>The Science of Food.</b> Students will achieve an understanding of why we cook food and different cooking methods. Students will also learn about the working characteristics and functional properties of ingredients for example why sugar is used as an ingredient for cakes.</li> </ul> <p>In the 'Systems' project students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Levers:</b> Students will be able to identify the main parts of a lever and understand how levers use mechanical advantage to make lifting or applying pressure easier.</li> <li>• <b>Linkages:</b> Students will achieve an understanding of how levers can be joined together to form linkages. They will then be able to identify how linkages can change the direction of motion and the amount of force.</li> <li>• <b>Wastage and Nesting:</b> Students will be able to explain what wastage is and then they will achieve an understanding of how effective design planning can minimise waste.</li> <li>• <b>Stock Forms &amp; Sizes:</b> Students will understand the commercial stock forms, types and sizes of materials.</li> <li>• <b>Sawing:</b> Students will be able to identify the tools equipment required for cutting timber. Students will develop their cutting skills whilst working in the workshop.</li> </ul> <p><b>Assessment</b> – Ongoing summative assessment on designing and making skills in project booklets.</p> <p><b>Homework</b> BAE/Create Education Group Task – Waterways Environmental Product.</p>
Computing	<p>Students will study the following:</p> <p><b>Data Representation: Binary number system/ PowerPoint Presentation</b></p> <ul style="list-style-type: none"> <li>• Understanding the binary number system.</li> <li>• Converting binary to denary and hexadecimal as well as learning binary addition.</li> <li>• Image Compression.</li> <li>• Audio and Audio compression.</li> <li>• PowerPoint Presentation on Assistive Technology.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Formative assessment during week6.</li> </ul> <p><b>Homework</b></p> <ol style="list-style-type: none"> <li>A. Learn definitions of key words ready for Forms quiz mid-point.</li> <li>B. Creating and presenting presentations on Assistive technology using PowerPoint.</li> <li>C. Homework will be set on Seneca for Half Term.</li> </ol>

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Subject	Overview
<b>Mathematics</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Representing solutions of equations and inequalities:</b> Students will have covered both equations and inequalities at key stage 3, and this unit offers the opportunity to revisit and reinforce standard techniques and deepen their understanding. Looking at the difference between equations and inequalities, students will establish the difference between a solution and a solution set; they will also explore how number lines and graphs can be used to represent the solutions to inequalities. As well as solving equations, emphasis needs to be placed on forming equations from given information. This provides an excellent opportunity to revisit other topics in the curriculum such as angles on a straight line/in shapes/parallel lines, probability, area and perimeter etc. Factorising quadratics to solve equations is covered here and is revisited in the Core strand in Year 11.</li> <li>• <b>Simultaneous equations:</b> Students will find the solutions of simultaneous equations by both algebraic and graphical methods. The method of substitution will be dealt with before elimination, considering the substitution of a known value and then an expression. With elimination, all types of equations will be considered, covering simple addition and subtraction up to complex pairs where both equations need adjustment. Links will be made to graphs and forming the equations will be explored as well as solving them. This unit will include the solution of a pair of simultaneous equations where one is a quadratic, again dealing with factorisation only at this stage.</li> <li>• <b>Angles and Bearings:</b> 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.</li> <li>• <b>Homework</b> Homework will be set online on Sparx Maths, with the exception of a written homework task set during week 3 and week 6 of the half term.</li> <li>• <b>Assessments</b> <ul style="list-style-type: none"> <li>○ W/C 11/11/24 Term 1 assessment covering all content from Year 9 and topics studied so far this year.</li> <li>○ <u>End of block assessments</u> <ul style="list-style-type: none"> <li>▪ W/C 09/12/24 - Representing solutions to equations and inequalities and Solving simultaneous equations</li> </ul> </li> </ul> </li> </ul>
<b>English</b>	<p>Students will continue to study the following:</p> <ul style="list-style-type: none"> <li>• 3 lessons exploring the themes, character and plot in A Christmas Carol by Charles Dickens. They will also continue to develop their essay planning and writing skills</li> <li>• 2 lessons will be focused on developing their skills in exploring a range of creative writing and developing their own creative writing in line with GCSE English Language Paper 1.</li> <li>• <b>Homework:</b> Weekly Seneca tasks</li> <li>• <b>Assessment:</b> <ul style="list-style-type: none"> <li>○ Literature: A Christmas Carol extract question</li> <li>○ Language: Narrative / Description</li> </ul> </li> </ul>
<b>Science</b>	<p>Students will study the following:</p>

	<ul style="list-style-type: none"> <li>• <b>Biology: Biological Rates-</b> Students learn about important Biological reactions and how their rate can be affected by changes in the environment such as climate and pH.</li> <li>• <b>Chemistry: Chemical changes-</b> Students explore reactions of acids and metals; using the reactivity series to learn how different metals can be extracted depending on their position in the series.</li> <li>• <b>Physics: Newtons Law-</b> Students continue to explore the methods for measuring motion (speed, velocity and acceleration) before combining these with Newton's 3 Laws of Motion to show how forces change the state of motion and how momentum can be used to analyse motion and collisions.</li> <li>• <b>Homework: Students will complete weekly Seneca quizzes assigned by their class teacher.</b></li> <li>• <b>Summative Assessment Date:</b> Week commencing 11<sup>th</sup> November 2024</li> </ul>
<b>German</b>	<p>Students will continue to study the following:</p> <ul style="list-style-type: none"> <li>• <b>Family and celebrations:</b> Students will achieve an understanding of vocabulary to describe family members, physical and personality descriptions and celebrations.</li> <li>• <b>Grammar:</b> Students will revise and develop word order with different sentence starters. They will develop perfect tense and future time frames from Year 9 study.</li> <li>• <b>Homework:</b> Mode A homework will be set on Seneca three times throughout the half term.</li> </ul> <p>Summative assessment will be Speaking and Listening based on this topic.</p> <p>Students will then begin to study the following:</p> <ul style="list-style-type: none"> <li>• <b>Home and Town:</b> Students will achieve an understanding of vocabulary to describe types of houses, areas and places in town. They will also develop giving positive and negative opinions.</li> <li>• <b>Grammar:</b> Students will develop perfect tense and future time frames to describe a recent visit to town and where you'd like to live in the future.</li> <li>• <b>Homework:</b> Mode A homework will be set on Seneca three times throughout the half term.</li> </ul> <p>Summative assessment will be next half term.</p>
<b>Geography</b>	<p>Students will study the following: <b>'Changing cities'</b></p> <ul style="list-style-type: none"> <li>- <b>Urbanisation-</b> students will understand the process of urbanisation across the globe. Linking in with how past events have led to the growth of global cities- industrialisation.</li> <li>- Students will be able to describe and understand the population distribution of the UK.</li> <li>- The case study of urban change that the students will investigate is Liverpool.</li> </ul> <p><b>Assessment:</b> GCSE question paper on the topic of development, in the last two weeks of term before Christmas.</p>
<b>History</b>	<p>Students will study the following:</p> <p><b>Medicine Through Time:</b> <u>Section 3: 18th and 19th Century Medicine 1700-1900</u></p>

- Context of the Industrial Revolution and Jenner's discover of vaccinations
- Case Study: John Snow & Cholera
- Pasteur & Germ Theory
- Koch: Developing Germ Theory
- Surgery: Lister and Simpson
- Nursing: Nightingale
- Government Action: Public Health Acts
- Statement Question: How far do you agree? (Q5/6)

#### Section 4: Modern Medicine 1900-present

- Treatment: Magic Bullets
- Treatment: Penicillin: Fleming, Florey and Chain
- Impact of WW2: NHS(Q3)
- Genetics: Franklin, Watson & Crick
- Improvements in Prevention: Public Health Campaigns, Legislation and Screening
- Diagnosis and Treatment: New technology (Q4)
- Case Studies: Lung Cancer & Covid 19
- Statement Question: How far do you agree? (Q5/6)

#### Section 5: Medicine on the Western Front 1914-1918

- The content of WW1 and the trench system and conditions.
- Key battles of WW1
- Causes of illness and injury in WW1
- The Chain of Evacuation
- Doctors and Nurses
- New techniques in medicine
- Utility question (Q2a)
- Follow up enquiry question (Q2b)

#### **Homework**

1. Create revision notes on Renaissance, industrial and modern medicine.
2. Complete the Seneca tasks on these time periods.
3. Complete the exam question planning and exam questions.

**Assessment:** Medicine (week beginning 4<sup>th</sup> November)

Content: Medieval, Renaissance, and industrial medicine

Questions: Comparison (4), Explain why (12), Statement- How far do you agree (16)

<b>Religion, Ethics and Philosophy</b>	<p>Students will study the following:</p> <p><b>Relationship and Families</b></p> <ul style="list-style-type: none"> <li>• <b>Gender identity:</b> Students should understand the reasons for these roles in the religion and consider the idea of genders being equal but having different roles, which is a traditional explanation for perceived inequality.</li> <li>• <b>Gender prejudice and discrimination:</b> Students should know the meaning of the terms prejudice and discrimination and be able to apply the ideas to gender.</li> <li>• <b>End Of Unit Assessment.</b></li> <li>• <b>Peace and Justice:</b> Students will be able to understand the religious teachings about the meaning and significance of peace and justice.</li> <li>• <b>Forgiveness and Reconciliation:</b> Students will be able to understand the religious teachings about the meaning and significance of forgiveness and reconciliation.</li> <li>• <b>Homework: Mode A</b> – Revise and reflect for our end of unit Assessment</li> <li>• <b>Homework: Mode B</b> – Create and design a poster for an anti-war protest, create a speech for a protest. Combine knowledge on religious and non-religious ideas of forgiveness and reconciliation.</li> </ul>
<b>PSHE</b>	<p>Students will study the following:</p> <p>Health and wellbeing including Child sexual abuse, screen time, self-harm, suicide, promoting emotional wellbeing.</p>
<b>PE</b>	<p>Girls: Badminton Leadership, Tag Rugby and Football</p> <p>Boys: Dodgeball, Handball and Basketball.</p>
<b>GCSE PE</b>	<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: Netball and Climbing.</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></p> <p>December TBC- Paper 1 mock exam</p> <p>Handball, Netball, Climbing assessment</p>
<b>Sports Studies</b>	<p>They will continue with their R187 assignment which is due in on the 19<sup>th</sup> December.</p>
<b>Music</b>	<p>Students are working on their free composition – this means they can compose in any style they wish. To help them with their composition students will study the following musical devices:</p> <ul style="list-style-type: none"> <li>• Ostinato and sequences</li> <li>• How to compose a chord sequence and change key</li> <li>• How to develop and structure their composition</li> </ul> <p>Students need to use the music software to work on their compositions – they can use the music room on Thursdays after school.</p>

	<p>Students are also working on music theory and can access revision via this website  <a href="https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1508&amp;_gl=1*1k526ea*_ga*MTQ2MTU5MDYxMC4xNzI1MzQ4MjM5*_ga_79NTFZ2DJM*MTcyODMwNTU0Mi4xMS4xLjE3MjgzMDU1NTkuNDMuMC4w&amp;_ga=2.133709006.1956007092.1728305543-1461590610.1725348239">https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1508&amp;_gl=1*1k526ea*_ga*MTQ2MTU5MDYxMC4xNzI1MzQ4MjM5*_ga_79NTFZ2DJM*MTcyODMwNTU0Mi4xMS4xLjE3MjgzMDU1NTkuNDMuMC4w&amp;_ga=2.133709006.1956007092.1728305543-1461590610.1725348239</a></p> <p><b>Homework</b></p> <p>Students need to be practising daily, working towards a solo and ensemble performance.  Students need to be working on their composition.  There are also theory booklet tasks.</p>
<b>Performing Arts</b>	<p><b>Component 2 -Developing Skills and Techniques</b></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 a practice 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 practice evidence for component 2. Supporting written work- initial skills audit, SMART targets, and skills development logs 1, 2, and reflection on professional piece 1.</p> <p><b>Component 1- Understanding how to respond to a brief- Choreography/devising.</b></p> <p>Learner will carry out exploration tasks in response to different given stimuli. Students will be creating/ devising pieces in groups. They will be developing understanding of how to respond to the given brief and they will learn how to select skills and developing them in response to the theme/stimulus. They will learn techniques for devising and choreographing performance material.</p>
<b>Art</b>	<p>Students will study the following:</p> <p><b>Art Journal Project</b> - Students will be given a series of themes and media and will independently to create a portfolio of work based on this.</p> <ul style="list-style-type: none"> <li>• Pen on newspaper drawing,</li> <li>• Pen drawing,</li> <li>• Watercolour paint,</li> <li>• White pencil on black paper,</li> <li>• Annotation of work.</li> </ul> <p>Homework – Artist research Project based on either Chandler O'Leary or Guillermo Del Toro</p> <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>Design and Technology</b>	<p>Students will study the following:</p>

	<p>Section C, D, E Mock NEA – Context Storage</p> <ul style="list-style-type: none"> <li>• Generating design ideas</li> <li>• Developing design ideas</li> <li>• Realising design ideas</li> </ul> <p>Theory - Completion of – Unit 1 PG Online AQA – New and Emerging Technologies:</p> <ul style="list-style-type: none"> <li>• Informing Design Decisions</li> <li>• Summative Assessment - End of Unit Test</li> </ul> <p>Unit 2 PG Online AQA – Energy, Materials, Systems &amp; Devices</p> <ul style="list-style-type: none"> <li>• Energy Generation</li> <li>• Energy Storage</li> <li>• Modern Materials</li> <li>• Smart Materials</li> <li>• Composite &amp; Technical Textiles</li> </ul> <p><b>Homework</b></p> <p>Unit 1 low stakes quizzes – Seneca. Revision for summative end of unit test. Completion of mock NEA research pages - Design ideas and development.</p>
<b>Business Studies</b>	<p>Students will study the following: <b>3.3 Business communication, 1.3 Business ownership, 1.4 Business aims and objectives and 1.5 Stakeholders. This will include:</b></p> <ul style="list-style-type: none"> <li>• How businesses communicate effectively with different stakeholders</li> <li>• How the way in which businesses communicate with stakeholders has changed over the years</li> <li>• Understanding of different types of ownership: sole traders, partnerships, private and public limited companies.</li> <li>• Business aims and objectives and how they change over time.</li> <li>• Different stakeholders and the impact they have within a business.</li> <li>• Homework will be set on SENECA and for students to research business news.</li> </ul> <p><b>Assessment:</b> Data Responses for the relevant chapters.</p>
<b>Enterprise</b>	<p>Students will study the following: Component 1: Exploring Enterprise</p>

	<p>Learners will explore different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful. Learners will explore how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises.</p> <p>Learning outcome B: Understand customer needs and competitor behaviour through market research  B1 Market research methods  B2 Understanding customer needs  B3 Understanding competitor behaviour  B4 Suitability of market research methods</p> <p>Learning outcome C: Understand how the outcomes of situational analyses may affect enterprises  C1 PEST (Political, Economic, Social, Technological) analysis  C2 SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis</p>
<b>Food Preparation &amp; Nutrition</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Health and Safety in hospitality and catering provision</li> <li>• Food Safety</li> <li>• Food Safety Practices – including personal hygiene for food workers.</li> </ul> <p><b>Assessment:</b>  Food Hygiene Certificate</p> <p><b>Homework:</b>  Revision for end of unit assessment  Future Chef Competition</p>
<b>Construction</b>	<p>Students will continue to work on the practical assessment (Component 2) which is designed to test the students' knowledge of woodworking joints. This is a continuous learning process as each student will study, learn about and be able to cut accurately 8 different wood working joints. During this half term they will be tested in the form of a practical test piece, graded in accordance with the exam board criteria.</p>
<b>Health and Social Care</b>	<p>Students will study the following:</p> <p><b>R033 Task 2B</b></p> <p>The students are learning about how unexpected and expected life events can affect people's life decisions.  The deadline for Task 2B is 19<sup>th</sup> December 2024.</p> <p><b>Homework:</b> To complete exam questions.</p>

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## Year 11 Curriculum Newsletter: HT2 November 2024

Subject	Overview
Mathematics	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Expanding and factorising:</b> Students will review expanding and factorising with a single bracket and will continue on to quadratics. Context questions will be included to revisit area and Pythagoras' theorem.</li> <li>• <b>Changing the subject:</b> Students will consolidate their study of changing the subject from Year 9 and begin with a review of solving equations and inequalities before moving on to rearrangement of both familiar and unfamiliar functions. Students will also study solving equations by iteration.</li> <li>• <b>Functions:</b> As well as studying formal function notation, this unit will bring together and build on recent study of quadratic functions and graphs. Trigonometry will also be revisited.</li> <li>• <b>Multiplicative Reasoning:</b> 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.</li> <li>• <b>Homework:</b> Homework will be set online on Sparx Maths, with the exception of a written homework task set during week 3 and week 6 of the half term.</li> <li>• <b>Assessments</b> <ul style="list-style-type: none"> <li>○ <u>W/C 28/10/24 - Term 1 Assessments</u> <ul style="list-style-type: none"> <li>▪ 2 papers</li> <li>▪ 60 minutes</li> <li>▪ Paper 1 - non calculator</li> <li>▪ Paper 2 - calculator</li> </ul> </li> <li>○ <u>End of block assessments</u> <ul style="list-style-type: none"> <li>▪ W/C 4/11/24 - Using Graphs</li> <li>▪ W/C 18/11/24 - Expanding and Factorising</li> <li>▪ W/C 2/12/24 - Rearranging Formulae</li> <li>▪ W/C 16/12/24 - Functions</li> </ul> </li> </ul> </li> </ul>
English	<p>Students will continue to study the following:</p> <ul style="list-style-type: none"> <li>• 5 lessons a fortnight studying the Power and Conflict Poetry Anthology. A collection of poems with the main themes of Power and Conflict. Students will study the poems in clusters exploring writer's ideas and intentions and exploring the poetic methods used by the writer. From this study, students will explore comparisons between the poems within the cluster</li> <li>• 3 lessons developing their transactional writing for section B of Language Paper 2. Students will use these skills to research, write and deliver a presentation as part of the formal NEA Spoken Language component of GCSE English Language. This will be formally assessed and marked by the classroom teacher, and a Pass/Merit/Distinction awarded by the exam board.</li> </ul> <p><b>Assessment</b></p>



	<ul style="list-style-type: none"> <li>• <b>Speaking and Listening Presentations</b></li> <li>• <b>Poetry Comparison</b></li> </ul> <p><b>Homework:</b> Mode A – Weekly Seneca Assignment Mode B – Teacher directed revision tasks</p>
<b>Science</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Biology: The endocrine system-</b> Students explore how the body uses hormones to maintain homeostasis.</li> <li>• <b>Chemistry:</b> Organic Chemistry – Students learn about a group of similar molecules called organic molecules. Students learn how oil is refined to make fuels and the starting chemicals for the petrochemical industry.</li> <li>• <b>Physics: Magnetism and Electromagnetism-</b> 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.</li> <li>• <b>Homework: Students will complete weekly Seneca quizzes assigned by their class teacher.</b></li> </ul>
<b>French</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Social issues:</b> Students will achieve an understanding of vocabulary to describe social problems, charity support and how to help.</li> <li>• <b>Grammar:</b> Students will revise and develop 3<sup>rd</sup> person modal verbs. They will develop perfect tense and future time frames.</li> <li>• <b>Homework:</b> Mode A homework will be set on Seneca as well.</li> </ul> <p>There will be Speaking Mock exams beginning the 25<sup>th</sup> of November. Students will be told their individual times by their class teachers. Students will have to speak on Theme 2 (house, town, holidays) and then either on Theme 1 (family, free-time) or Theme 3 (school and future plans.)</p>
<b>Geography</b>	<p>Students will study the following:</p> <p><b>Sustainable cities:</b></p> <ul style="list-style-type: none"> <li>- Students will look at a sustainable city within the UK and will assess how effective it has been. Case Study: BedZed.</li> <li>- Students will look at sustainable transport initiatives from across the UK</li> </ul> <p><b>Coasts:</b></p> <ul style="list-style-type: none"> <li>- Students will look at how the sea and land interact.</li> <li>- Physical process: erosion, deposition and transportation</li> <li>- Landforms: Headlands and bays, wave cut platform, formation of a stump.</li> <li>- Management strategies: Hard and soft engineering strategies.</li> </ul> <p><b>Homework:</b> Mode A: Set once a week alternating between SENECA and practice exam questions.</p> <p><b>Assessment:</b> Practice exam question on the two topics above to be taken the week before Christmas.</p>
<b>History</b>	<p>Students will study the following:</p>

	<p><b>Health and the People, c.1000 to present day – The beginnings of change &amp; a revolution in medicine</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.</li> <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> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Seneca.</li> <li>• Hodgson History Revision guide tasks (creation of revision resources and exam question practice)</li> </ul> <p><b>Assessment: week beginning 25<sup>th</sup> November: Medieval Health and Elizabeth</b></p>
<b>GCSE Religious Studies</b>	<p>Students will study the following: This half term we commence the Islam topic of the examination. We will cover the following topics in lesson:</p> <ul style="list-style-type: none"> <li>• The six articles of faith</li> <li>• The five roots of Usul ad-Din in Shi'a Islam</li> <li>• The Tawhid (oneness of God)</li> <li>• The Nature of God</li> <li>• Angels</li> <li>• Predestination</li> </ul> <p>Homework: Termly revision tasks given by class teacher. Homework: End of unit assessment revision task given by class teacher.</p>
<b>PSHE</b>	<p>Students will study the following: Getting ready for Mock Interviews, followed by Health and Wellbeing to include physical wellbeing and cancer, organ/blood donation and teenage pregnancy.</p>
<b>PE</b>	<p>Students will study the following: Girls: Outdoor Adventurous Activities/Climbing, Pilates and Aerobics Boys: Football, Volleyball, Dodgeball and Bench ball.</p>
<b>GCSE PE</b>	<p>Students will study the following: Socio-cultural influences which include; participation and barriers to participation.</p> <p>Practical: Handball and Badminton.</p>

	<p><b>Homework:</b> 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><b>Assessment:</b>  Paper 1 Mock exam  Paper 2 Mock Exam  Climbing assessment  Handball assessment  Athletics assessment</p>
<b>Sports Studies</b>	<p>Students will study the following:  Students are continuing work on their exam unit which is R184.</p>
<b>Music</b>	<p>Students will study the following:  Students are working on their composition to a given brief set by the exam board– this means they have a choice of four briefs. To help them with their composition students will study all areas of study for revision.  Students need to use the music software to work on their compositions – they can use the music room Thursdays after school.</p> <p><b>Homework:</b>  Students need to be practising daily, working towards a solo and ensemble performance that lasts a total of 4-6 minutes.  Students need to be working on the set brief composition  Revision guide In Music, students will study the following:  <a href="https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1508&amp;_gl=1*1k526ea*_ga*MTQ2MTU5MDYxMC4xNzI1MzQ4MjM5*_ga_79NTFZ2DJM*_MTcyODMwNTU0Mi4xMS4xLjE3MjgzMDU1NTkuNDMuMC4w&amp;_ga=2.133709006.1956007092.1728305543-1461590610.1725348239">https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1508&amp;_gl=1*1k526ea*_ga*MTQ2MTU5MDYxMC4xNzI1MzQ4MjM5*_ga_79NTFZ2DJM*_MTcyODMwNTU0Mi4xMS4xLjE3MjgzMDU1NTkuNDMuMC4w&amp;_ga=2.133709006.1956007092.1728305543-1461590610.1725348239</a></p> <p><b>Assessment:</b>  Listening mock exam – students will complete a past paper.  Students need to submit their free choice composition by half term. There is no more dedicated class work time for this.  Students will need to perform both their solo and ensemble pieces after Christmas, so practice is essential</p>
<b>Performing Arts</b>	<p>Students will study the following:  <b>Component 1 Exploring the Performing Arts</b>  Students will explore the interrelationships between constituent features of existing performance material. Learners will explore the creative methods of the piece theoretically, taking notes during the process. Learners must draw written conclusion about the processes, techniques, approaches, and interrelationships.</p> <p>Learner will explore both: -</p>

	<p>Processes- stimulus, developing material, discussion, teaching material, organising, and running of rehearsals, refining, and improving material.</p> <p>Techniques- rehearsals, production, technical/dress rehearsals, performances, and post-performance review.</p> <p>Students will be assessed through their written work. The deadline for the component 3 portfolio of evidence is Thursday 28<sup>th</sup> November 2024.</p> <p><b>Homework:</b></p> <p>Students will complete research tasks to extend their knowledge of their chosen performance.</p>
<b>Art</b>	<p>Students will study the following:</p> <p>Students will be given the theme of <b>Nature</b> and will independently decide on what imagery they will create based on this. Students will create a portfolio of work based on the theme of Nature using the following media.</p> <ul style="list-style-type: none"> <li>• Charcoal,</li> <li>• Batik,</li> <li>• Clay,</li> <li>• Canvas painting,</li> <li>• Annotation of work.</li> </ul> <p>Homework – Artist Research project on a second Nature based artist, sketchbook drawing tasks using pencil and pen.</p> <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 the Spring term of Year 11.</li> </ul> <p><i>Students will be completing this project this half term in preparation for starting their GCSE exam portfolio after the Christmas break.</i></p>
<b>Art Textiles</b>	<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"> <li>• Students will continue to develop their idea.</li> <li>• Students will complete the manufacture of their final piece.</li> </ul> <p><b>Homework:</b></p> <p>Each week students will be expected to spend at least an hour on their NEA.</p> <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 the Spring term of Year 11.</li> </ul>

	<i>Students will be completing this project this half term in preparation for starting their GCSE exam portfolio after the Christmas break.</i>
<b>Design and Technology</b>	<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"> <li>• Revisiting section B to ensure the Design Brief and Specification is utilised for Section C.</li> <li>• 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.</li> <li>• Students will be ready for the manufacture of their final prototype by the end of this half term. (Section E).</li> </ul> <p><b>Summative Assessment</b> – Coursework will be marked section by section and final grades given to students following deadlines.</p> <p><b>Homework:</b>  Mode A – Seneca assignments revisiting the theory content already covered in preparation for the mock exam in January.  Mode B - Each week students will be expected to spend around an hour on their NEA.</p>
<b>Business Studies</b>	<p>Students will study the following:</p> <p>Paper 2: Operations, finance and the external environment.</p> <p><b>5.3 Revenue, costs, profit and loss</b>  Understanding what and how revenue, costs and profit are calculated  Analysing financial data and how this impacts business decision making</p> <p><b>5.4 Break even</b>  How to calculate break-even using the formula, table and graph methods  Understanding the benefits and limitations of using break-even analysis</p> <p><b>5.5 Cash flow forecast</b>  Understanding the difference between cash and profit  Completing a cash flow forecast  Understanding the benefits and limitations of using cash-flow forecasts.</p> <p><b>Homework:</b>  Set on SENECA and the retrieval practice booklets  Assessment: Data responses for the relevant topics.</p>
<b>Food Preparation &amp; Nutrition</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• NEA1 (Non-Exam Assessment) The Food Investigation Task Section C – Once students have completed their practical investigation, they will complete and analysis and evaluate their findings.</li> </ul>

	<ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Summative Assessment:</b> NEA 1 - Deadline: Tuesday 17<sup>th</sup> December 2024</p> <p><b>Homework:</b> Seneca assignments revisiting the theory content already covered.</p>
<b>Construction</b>	<p>From Oct- Dec students are working on second assignment from exam board. Component 3 (Construction and Design). Also work is set to begin revision for mock exam in Jan / Feb 25.</p> <p>Dec- Begin to study the final Component 1, which is the external exam due in May 24.</p>
<b>Health and Social Care</b>	<p>Students will study the following:</p> <p><b>Assessment:</b> 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><b>Homework:</b> to complete exam questions</p>
<b>Statistics</b>	<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><b>Homework:</b> Past papers set fortnightly.</p>

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