

Subject	Overview
<b>Mathematics</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Solving problems with addition and subtraction:</b> Students will review formal and mental methods for addition and subtraction. They will then use these to solve problems in the context of finances and perimeter.</li> <li>• <b>Solving problems with multiplication and division:</b> Students will review formal and mental methods for multiplication and division. They will then use these to solve problems in the context shape area and mean.</li> <li>• <b>Fractions and percentages of amounts:</b> Students will investigate how to find a fraction or percentage of a given amount using a calculator and using mental methods.</li> <li>• <b>Homework:</b> Sparx will be set weekly throughout this half term.</li> <li>• <b>Assessments:</b> <ul style="list-style-type: none"> <li>○ w/c 06/01/2025 – Summative Assessment (all content from Term 1)</li> <li>○ w/c 03/02/2025 – Formative Assessment (Solving problems with addition, subtraction, multiplication and division)</li> </ul> </li> </ul>
<b>English</b>	<p>Students will 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 1- Word classes MCQ, quote explosion, annotated extract. 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> <p><b>Homework:</b> Bedrock Learning.</p>
<b>Science</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Cells and Systems:</b> In the AQA KS3 Science syllabus, students learn about the structure and function of cells, including eukaryotic and prokaryotic cells, cell membranes, genetic material, cytoplasm, mitochondria, ribosomes, chloroplasts, and cell walls. They also study the differences between animal and plant cells, such as the presence of chloroplasts and cell walls in plant cells.</li> <li>• <b>Forces:</b> Students learn about forces in AQA KS3, including balanced forces, contact and non-contact forces, and examples of forces in everyday life. They also study elastic properties, Hooke's Law, and pressure in solids, liquids, and gases.</li> <li>• <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.</li> </ul>
<b>German</b>	<p>Students will continue to study the following:</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>
<b>Communication Studies</b>	<p>Students will study the following:</p> <p><b>-Activist Academy:</b> In this topic students will discover ways in which young people can stand up for what they believe in. Students will begin to understand how to challenge the beliefs of others as well as sharing their own beliefs. Throughout the term, students will look to activists such as David Attenborough as a springboard for their own mini activist projects.</p>

	<p><b>-Assessment:</b> Students will be assessed on the quality of their oral contributions to their Public Service Announcement.</p>
<b>Geography</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>- <b>Is it always wet in the North?</b> In this topic students will look at Weather and Climate across the UK and will start to understand how and why certain weather patterns occur. Students will complete a microclimate enquiry of Hodgson Academy and will discover which factors affect temperature, windspeed and rainfall.</li> <li>- <b>Assessment:</b> Students will complete an end of topic assessment before half term</li> </ul>
<b>History</b>	<p>Students will study the following:</p> <p><b><u>How was the power of the King and church challenged in the medieval period?</u></b></p> <ol style="list-style-type: none"> <li>1. Why were there no Medieval queens?</li> <li>2. Why did Henry and Thomas Beckett fall out?</li> <li>3. How did Thomas Beckett die and what were the consequences of this death?</li> <li>4. Are historical interpretation of John justified?</li> <li>5. What was the Magna Carta and how did it impact the power of the King?</li> <li>6. How was parliament established?</li> <li>7. What was the Black Death?</li> <li>8. What were the Consequences of the Black Death?</li> <li>9. Why did the Peasant's revolt in 1381?</li> <li>10. What were the consequences of the Peasants Revolt?</li> <li>11. Why was the church so important in the medieval period?</li> <li>12. What were the crusades and why did people go on them?</li> <li>13. What was the 3<sup>rd</sup> crusade?</li> <li>14. What was the legacy of the Crusades?</li> <li>15.</li> </ol> <p><b>Assessment:</b> End of unit assessment on key concepts and events.</p>
<b>Religion, Ethics and Philosophy</b>	<p>Students will study the following:</p> <p>Enquiry Question: <b>What does it mean to belong?</b></p> <ul style="list-style-type: none"> <li>• <b>What is it to be a Muslim?</b> - To know the five pillars of faith and understand how they are important for supporting a Muslim's faith.</li> <li>• <b>How do Muslims connect?</b> - To know what the significant features are in a mosque and its role within the community.</li> <li>• <b>What does Islam look like?</b> - To know the different types of Muslim dress from around the world.</li> <li>• <b>Culture vs Religion</b> – To learn the differences in cultures, traditions and beliefs around Islam.</li> <li>• <b>How do British Muslims embrace British values?</b> - To learn about the daily lives of Muslims in modern Britain.</li> <li>• <b>Assessment:</b> The assessment for this unit consists of a set of broad and extensive set of multiple-choice questions, 3 exam style 2 marks questions and 2 extended exam style 4-mark questions.</li> </ul>
<b>PSHE</b>	<p>Students will study the topic of Managing Change, including:</p> <ul style="list-style-type: none"> <li>• Getting to know people, what is a community, careers and your future, sleep and relaxation, financial education and handling transition points in life.</li> </ul>
<b>PE</b>	<p>Students will study the following:</p> <p>Mrs Hutchinson: Badminton  Mrs Bushell/Miss Eccles: OAA  Mr Ingham: Dance  Mr Webb: Badminton</p>
<b>Design and Technology</b>	<p>In Half Term 3 students will be completing the following projects...</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> </ul>

	<ul style="list-style-type: none"> <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> </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, 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 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>
<b>Art Textiles</b>	<p>Students will study the following: Landscape Art half term 3 tasks include -</p> <ul style="list-style-type: none"> <li>• Tints and Shades,</li> <li>• One point perspective,</li> <li>• Landscape Drawing,</li> <li>• Artist analysis.</li> </ul> <p><b>Assessment:</b> Students are marked on their sketchbook and homework pieces.</p>
<b>Music</b>	<p>In Music, students will study the following: Pupils will study the unit '<b>I've got rhythm</b>'</p> <ul style="list-style-type: none"> <li>-They will learn about rhythm and metre in music</li> <li>- Pupils will continue to develop their knowledge of melodic notation and will build on this with rhythmic notation including rests</li> <li>-Pupils will continue to develop their keyboard skills</li> <li>-They will take part in a rhythm performance and compose their own</li> </ul>
<b>Computing</b>	<p>Students will study the following: Understanding, practicing and creating spreadsheets using Microsoft Excel. Students will be learning what</p> <ul style="list-style-type: none"> <li>• Spreadsheets are</li> <li>• Mathematical Formulae</li> <li>• Mathematical Functions: Spreadsheet project start</li> <li>• Chart Design and Elements</li> <li>• Column and Bar Charts</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• They will create their own spreadsheet while using formulae, functions, charts.</li> </ul>

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<b>Mathematics</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <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>Sequences:</b> Upon revisiting sequences, students will enhance their knowledge by representing a sequence in terms of <math>n</math>, as well as being able to generate sequences given to them in words</li> <li>• <b>Indices:</b> Students will be introduced to the laws of indices including multiplying and dividing similar terms with indices, making use of the addition and subtraction rules of indices and exploring powers of powers.</li> <li>• <b>Fractions and Percentages:</b> Students will build upon their Year 7 knowledge to find fractions and percentages of an amount. Students will learn how to solve reverse percentage problems.</li> <li>• <b>Homework:</b> Sparx will be set weekly throughout this half term.</li> <li>• <b>Assessments:</b> <ul style="list-style-type: none"> <li>○ w/c 06/01/2025 – Summative Assessment (all content from Term 1)</li> <li>○ w/c 03/02/2025 – Formative Assessment (Brackets, Equations and Inequalities/ Sequences/ Indices)</li> </ul> </li> </ul>
<b>English</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• The novella <i>Animal Farm</i> by George Orwell, which tells the story of a group of farm animals who rebel against their human farmer, hoping to create a society where the animals can be equal, free, and happy.</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><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• 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>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Multiple-choice quiz on the Russian Revolution</li> <li>• Analysis of Old Major's speech using the 'what/how/why' structure- formative piece with feedback but no grade</li> <li>• Write the opening of a motivational speech- formative piece with feedback but no grade</li> </ul>
<b>Science</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>The Periodic Table:</b> Students learn about the periodic table in AQA KS3 by understanding the basic information given for the elements, such as the name, symbol, atomic number, and atomic mass. They also learn about the arrangement of atoms, the number of protons, electrons, and neutrons, and the characteristics and relationships between atoms and groups of atom.</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>French festivals:</b> Students will apply their phonics knowledge to understand different festivals in French-speaking countries. They will learn about how different festivals are celebrated and give opinions.</li> <li>• <b>Grammar:</b> Students will give opinions with reasons and use a variety of connectives.</li> <li>• <b>Homework:</b> Homework will be set on Linguascope three times throughout the half term.</li> </ul> <p>The <b>summative assessment</b> will be Reading and Writing.</p>
<b>German</b>	<p>Students will continue to study the following:</p> <ul style="list-style-type: none"> <li>• 'Ballon' Film Study: Students will learn about the former divided Germany through studying the film 'Ballon' set in 1970's East Germany. They will learn vocabulary to describe characters and give opinions.</li> </ul> <p><b>Homework:</b> Students complete the assignments on Linguascope.</p> <p>The <b>summative assessment</b> will be Speaking and Listening.</p>
<b>Communication Studies</b>	<p>Students will study the following:</p> <p><b>Mini Magistrates:</b> In this topic, students will begin to understand the roles and responsibilities in a magistrates' court. Students will begin to understand how to draft an opening speech as a prosecuting and defending solicitor, as well as examining some of the rules of law. Students will build on their problem-solving skills from Year 7 to present and challenge the case in 'court' at the end of the half term.</p>
<b>Geography</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Is living in a hazardous area a crazy choice?</b> Students will look the structure of the earth and understand how and why the earth's tectonic plates move. Students will look at the social, economic and environmental impacts of hazards and assess human response to each of them.</li> <li>• <b>Assessment:</b> An end of topic assessment before half term.</li> <li>• <b>Homework:</b> Students will create their own 'how to prepare for an earthquake' video or podcast.</li> </ul>
<b>History</b>	<p>Students will study the following:</p> <p><u>How was World War one fought and how did different groups contribute to the Allied victory?</u></p> <ul style="list-style-type: none"> <li>• Why were tensions growing in Europe?</li> <li>• What sparked the outbreak of WW? (assassination)</li> <li>• How did Britain recruit soldiers to its army?</li> <li>• What weapons and tactics were used in WW1?</li> <li>• What was life like in the Trenches?</li> <li>• What was the impact of the Somme and Passchendaele?</li> <li>• What was the impact as Gas?</li> <li>• How did soldier from around the world contribute to WW1? (Includes Local History - Poulton and WW1)</li> <li>• How did Women contribute to WW1?</li> <li>• How and by who were the injured treated in WW1?</li> <li>• Why did Germany Lose?</li> <li>• Is 'Blackadder goes forth' an accurate representation of WW1?</li> <li>• How did WW1 contribute to the fight for female suffrage?</li> </ul> <p><b>Assessment:</b> Teacher assessed (Knowledge and historical skills)</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• History Project: Optional</li> <li>• Key Terms and Concept Test</li> <li>• Seneca</li> </ul>
<b>Religion, Ethics and Philosophy</b>	<p>Students will study the following:</p> <p>Enquiry Question: <b>What is the significance of Prophethood?</b></p> <p>In this unit we will be researching into the following enquiry questions:</p> <p>What is prophethood?</p>

	<p>Who is the prophet, Mohammad?</p> <p>How does the prophet Mohammad influence Muslims?</p> <p>How can we see Mohammad's teachings today?</p> <p><b>Assessment: Extended question:</b> Does the media portray Islam in an incorrectly negative way?</p> <p><b>Homework:</b> Comprehension and explanation on text referring to prophethood.</p>
PSHE	<p>Students will study the topic Proud to be me, including:</p> <ul style="list-style-type: none"> <li>Employability and enterprise, careers and aspirations, self-esteem and the media, the importance of happiness, what makes me angry (and how to deal with it).</li> </ul>
PE	<p>Students will study the following:</p> <p>Mrs Hutchinson: Badminton</p> <p>Mrs Bushell/Miss Sanderson: Netball/Badminton</p> <p>Miss Eccles: Netball</p> <p><b>Boys Group 1:</b></p> <p>Football Students will be learning how to control the ball, short passing, dribbling, short shooting and attacking and defending skills.</p> <p>Badminton students will be learning how to hit a short serve, high serve, smash shot, high clear and drop shot.</p> <p><b>Boys Group 2:</b></p> <p>Badminton students will be learning how to hit a short serve, high serve, smash shot, high clear and drop shot.</p> <p>Dance Students will be learning a range of contemporary style of dances, dance actions, choreographic devices including use of motif, space and analysis of performance.</p> <p><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>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>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>Food Provenance:</b> Students will achieve an understanding of where our food comes from and whether foods are grown, caught or reared. Students will then look at the difference between primary and secondary processing and farming methods. Students will be able to identify seasonal foods and understand the concept of food miles.</li> <li><b>Food Waste:</b> Students will understand the impact that food waste has on the environment and will be able to suggest ways to reduce waste.</li> <li><b>Practical - Breaded Chicken Nuggets:</b> Students will develop their knife skills learning how to portion a chicken breast, they will learn how to prepare, combine and shape meat by coating their chicken in breadcrumbs. Students will learn how to test for readiness and how to judge and manipulate the sensory properties of their dish.</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></p> <p>Ongoing summative assessment on designing and making skills in project booklets.</p> <p>Special Diets checkpoint assessment in food.</p> <p><b>Homework</b></p>

	<p>Revision for Technology assessment.</p> <p>Revision for Special Diets assessment.</p>
<b>Art Textiles</b>	<p>Students will study the following:</p> <p><b>Hundertwasser</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 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 artist Hundertwasser.</p> <p><b>Assessment:</b> Students are marked on their sketchbook and homework pieces.</p>
<b>Music and Performing Arts</b>	<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> 1920-1950 Music. Identify instruments, rhythm, musical features.</li> <li>• <b>Understanding:</b> Origin and context of blues music. Slavery, notational reading, treble/bass clef, improvisation notes. Development of the blues. Lyric writing.</li> <li>• <b>Performing:</b> 12 bar blues. Rock n roll, Improvisation, walking bassline, instrumental technique, singing.</li> <li>• <b>Homework:</b> Microsoft forms on slavery.</li> </ul> <p><b>Assessment:</b> 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 Stanislavski's 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>• Microsoft forms Quiz on physical skills, vocal performance skills and their knowledge of Grease.</li> <li>• Learning Lines, choreography, or lyrics for their group performance.</li> </ul>
<b>Computing</b>	<p>Students will study the following:</p> <p>Understanding, practicing and creating spreadsheets using Microsoft Excel. Students will be learning what</p> <ul style="list-style-type: none"> <li>• Spreadsheets are</li> <li>• Mathematical Formulae</li> <li>• Mathematical Functions: Spreadsheet project start</li> <li>• Chart Design and Elements</li> <li>• Column and Bar Charts</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• They will create their own spreadsheet while using formulae, functions, charts.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Working on the formulae and creating spreadsheets.</li> </ul>

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<b>Maths</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Numbers:</b> Students will be introduced to surds and develop their knowledge of directed numbers, integers, decimals and standard form. Students will add and subtract fractions in a problem-solving context.</li> <li>• <b>Using percentages:</b> Students will problem solve with percentages, applying their knowledge to real life situations. They will further their knowledge on converting between fractions, decimals and percentages.</li> <li>• <b>Maths and money:</b> Students will apply their mathematical knowledge to real life situations focusing on money, wages, taxes and exchange rates. Students will understand bills and bank statements, preparing them for life beyond education.</li> <li>• <b>Homework:</b> Sparx will be set weekly throughout this half term.</li> <li>• <b>Assessments:</b> <ul style="list-style-type: none"> <li>○ w/c 06/01/2025 – Summative Assessment (all content from Term 1)</li> <li>○ w/c 03/02/2025 – Formative Assessment (Constructions and Congruency/ Numbers/ Using Percentages)</li> </ul> </li> </ul>
<b>English</b>	<p>Students will study the following:</p> <p><b>Humanity versus Nature</b></p> <ul style="list-style-type: none"> <li>• The conventions of a nature documentary voiceover script</li> <li>• How to write their own nature documentary voiceover</li> <li>• How to write a news report about a freak weather event</li> <li>• How to write a vivid description from a turtle's point of view</li> <li>• How to write a letter of apology to the earth</li> <li>• How to write an opinion article about unsustainable shopping/ fast fashion</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Students will complete weekly assignments on Seneca.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Nature documentary voiceover script in week 2</li> <li>• Opinion article on fast fashion - formative assessment with feedback but no grade in week 6</li> </ul>
<b>Science</b>	<p>Students will study the following:</p> <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> <li>• <b>Uses of waves:</b> Students learn various concepts in the introduction to waves, including the types of waves, their characteristics, and basic wave properties such as wavelength, frequency, amplitude, and speed. They also learn about the distinction between mechanical, electromagnetic and surface waves, as well as the differences between transverse and longitudinal waves. Additionally, students are introduced to the idea that waves are disturbances that carry energy from one place to another and that there are many different types of waves, such as sound waves, water waves, and seismic waves. This foundational knowledge provides the basis for understanding more advanced concepts related to waves in GCSE.</li> </ul> <p><b>Homework:</b> Weekly Tassomai students must complete a weekly quiz on Seneca.</p> <p><b>Summative Assessment WC: 13<sup>th</sup> January 2025.</b></p>

German	<p>Students will continue 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> This will be set on Seneca three times throughout the half term.</li> </ul> <p><b>Summative assessment</b> will be a Reading and Writing assessment.</p>
French	<p>Students will continue 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> This will be set on Seneca three times throughout the half term.</li> </ul> <p><b>Summative assessment</b> will be next half term and will be a Speaking and Listening assessment.</p>
Geography	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Are we lost without Geography?</b> Students will bring together all of their geographical knowledge and put them to the test by applying them to map skills. Students will practice how to use 4 and 6 figure grid references, how to measure relief and scale, and how to read different types of maps. Students will also look at statistical methods that can be used in the topic of geography.</li> <li>• <b>Assessment:</b> An end of topic assessment before half term.</li> </ul>
History	<p>Students will study the following:</p> <p><u>How did protest movements change Britain?</u></p> <ul style="list-style-type: none"> <li>• Who were the Windrush generation?</li> <li>• What did the Mangrove Nine achieve?</li> <li>• What was the Bristol Bus Boycott?</li> <li>• How did British women campaign for equal pay?</li> <li>• What was the Greenham Common Peace Camp?</li> <li>• Why did the miners' strike?</li> <li>• Why is their conflict in Northern Ireland?</li> <li>• </li> </ul> <p><b>Assessment:</b> Students will complete an assessment at the end of HT (academic poster creation)</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Key words and concept revision and independent research for assessment</li> </ul>
Religion, Ethics and Philosophy	<p>Students will study the following:</p> <p><b>Unit Title: What are the important passages in life?</b></p> <p>During this unit we will be answering the following enquiry questions:</p> <p><i>How does the concept of religious duty change over time for a Hindu? (Ashrama dharma)</i></p> <p><i>Why is the idea of procreation important for Christians? (Be fruitful and multiply - sanctity of life – quality of life - contraception)</i></p> <p><i>How does the ritual of Bar Mitzvah change someone's responsibilities in life?</i></p> <p><i>What is the nature and purpose of nikah in Modern Britain? A</i></p> <p><i>How does having no religious beliefs effect how you celebrate your rites of passage?</i></p> <p><i>Is going on Hajj the most important rite of passage for a Muslim?</i></p>

	<p><i>What do Hindu funeral rites teach believers about the cyclical view of time?</i></p> <p><b>Assessment:</b> A selection of multiple questions on the knowledge learnt from this unit and some extended exam style questions.</p> <p><b>Homework:</b> Revise and reflect for our end of unit assessment. (Learning about religion.) Research and report on the symbolism seen within a Muslim marriage ceremony.</p>
PSHE	<p>Students will study the following: Life beyond school, including from failure comes success, assertiveness, first aid, Labour Market Information, finance, budgeting and employment, social media and online stress.</p>
PE	<p>Mr Webb's X class two – Rugby Union and Badminton Mr Webb's Y class one – OAA and Rugby Union</p> <p>Mr Inghams X class one – OAA and Rugby Union Mr Inghams Y class two – Rugby Union and Badminton</p> <p>Mrs Hutchinson: Football/Netball Mrs Bushell/Miss Sanderson: Handball/Netball</p> <p>Students will also be given a lesson overview for GCSE PE, OCR SPORT and Health and Social Care. This will allow them to opt into our taster sessions in HT4.</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> <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> <li>• Assessment: Performance</li> </ul> <p>In Performing Arts, students will study the following: <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>• Microsoft forms Quiz- reviewing their knowledge of the topic.</li> <li>• Rehearsal of the lines, learning them off by heart ready for their assessment.</li> </ul>

<b>Art Textiles</b>	<p>Students will develop the skills and knowledge learnt in Year 7 and Year 8 by completing the following for their <b>Mask</b> project.</p> <ul style="list-style-type: none"> <li>• Pencil Bird,</li> <li>• Oil Pastel Frog,</li> <li>• Pen Insect,</li> <li>• Analysing the work of Artists.</li> <li>• Annotation of classwork.</li> </ul> <p><b>Homework:</b> Artist research based on Animal artists.</p> <p><b>Assessment:</b> In line with what to expect at GCSE students are marked on their sketchbook and homework pieces.</p>
<b>Design and Technology</b>	<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>Perspective Drawing:</b> Students will apply their knowledge and skills developed in HT2 to draw up their final house design in 2-point perspective and a chosen room in their house in 1 point perspective.</li> <li>• Students will render their houses, applying knowledge of materials, texture, shade and tone to make them look realistic.</li> </ul> <p>In the 'Food &amp; Nutrition' project students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Functional Properties of Ingredients:</b> Students will achieve an understanding of the working characteristics and functional properties of sugar as an ingredient for cakes. They will investigate whether it is possible to reduce the sugar content or use alternative ingredients without adversely affecting the sensory properties of the cake.</li> </ul> <p>In the 'Systems' project students will study the following:</p> <ul style="list-style-type: none"> <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> <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> </ul> <p><b>Assessment:</b> Ongoing summative assessment on designing and making skills in project booklets. The Science of Food checkpoint assessment in food.</p> <p><b>Homework:</b> Revision for Technology assessment. Revision for The Science of Food assessment.</p>
<b>Computing</b>	<p>Students will study the following:</p> <p>Understanding, practicing and creating spreadsheets using Microsoft Excel. Students will be learning what</p> <ul style="list-style-type: none"> <li>• Spreadsheets are</li> <li>• Mathematical Formulae</li> <li>• Mathematical Functions: Spreadsheet project start</li> <li>• Chart Design and Elements</li> <li>• Column and Bar Charts</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• They will create their own spreadsheet while using formulae, functions, charts.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Working on the formulae and creating spreadsheets.</li> </ul>

Subject	Overview
Mathematics	<p>Students will study the following:</p> <ul style="list-style-type: none"> <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>Working with circles:</b> Students will be introduced to new content whilst making use of and extending prior learning. The formulae for arc length and sector area are built up from students' understanding of fractions. They will also be introduced to the formulae for surface area and volume of spheres and cones; here students will enhance their knowledge and skills of working with area and volume ratios. Students will be introduced to four of the circle theorems; the remaining theorems will be introduced in Year 11 when these four will be revisited.</li> <li>• <b>Vectors:</b> Students will have met vectors to describe translations during Key Stage 3. They will revisit and use as the basis for looking more formally at vectors, discovering the meaning of <math>-a</math> compared to <math>a</math> to make sense of operations such as addition, subtraction and multiplication of vectors. This will connect to exploring 'journeys' within shapes linking the notation <math>AB</math> with <math>b - a</math> etc. Students will then use this understanding as the basis for developing geometric proof, making links to their knowledge of properties of shape and parallel lines.</li> </ul> <p><b>Homework:</b> Sparx will be set weekly throughout this half term.</p> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• w/c 10/02/2025 – Summative Assessment (all content from HT1-3)</li> <li>• w/c 27/01/2025 – Formative Assessment (Angles and Bearings/ Working with Circles)</li> </ul>
English	<p>Students will 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 MITSLS to develop their approach to exploring and writing about a range of unseen poetry.</li> </ul> <p><b>Homework:</b> Weekly Seneca .</p> <p><b>Assessment:</b> W/C 3/2/25 Act 1 of <i>Romeo and Juliet</i>.</p>
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Biology: Triple Ecology-</b> Students continue to learn how humans impact the environment, how biomass gets transferred through ecosystems and the carbon, nitrogen and water cycles. They go on to explore how the carbon cycle links back to respiration and photosynthesis from earlier topics and the nitrogen cycle links back to the production of proteins in the organisation unit. <b>Combined :Drug development</b> - students explore the journey of creating new medicines, from initial discovery to market release. They learn how drugs originate from natural sources like plants and microorganisms, and understand the rigorous process of drug development. This includes preclinical testing on laboratory cells and animals, followed by carefully controlled clinical trials involving human volunteers. Students study the critical stages of testing for efficacy, safety, and appropriate dosage, including the use of placebos and double-blind trial methods. The curriculum emphasizes the importance of scientific methodology in ensuring new medications are safe and effective before being approved for widespread medical use.</li> <li>• <b>Chemistry: Electrolysis</b> - Students learn about electrolysis of molten and aqueous compounds. They study electrode processes, ion movement, half equations, and product</li> </ul>

	<p>prediction. The curriculum covers applications like metal extraction and industrial uses. Students also explore factors affecting electrolysis and conduct practical experiments to reinforce their understanding. <b>Energy Changes-</b> Students explore exothermic and endothermic reactions, understanding how energy is transferred during chemical processes. They learn to interpret and draw energy level diagrams and reaction profiles, including the concept of activation energy. The curriculum covers bond breaking and formation, teaching students to calculate overall energy changes using bond energies. Practical work includes measuring temperature changes in reactions. <b>Triple</b> - Students also study chemical cells and fuel cells, understanding their applications and environmental implications.</p> <ul style="list-style-type: none"> <li>• <b>Physics: Space, Change in energy &amp; Thermodynamics-</b> Students will study the properties and behaviour of celestial bodies, the life cycle of stars, the Big Bang theory, and the expanding universe. Additionally, students explore concepts related to space exploration, such as the challenges of space travel and the impact of space exploration on society and the environment. In thermodynamics students learn about the different stores of energy, including energy changes in a system, conservation and dissipation of energy, and national and global energy sources. Additionally, they learn about energy transfers in a system and the efficiency of energy transfers.</li> </ul> <p><b>Homework:</b> Students must complete a weekly assigned quizzes on Seneca  <b>Summative Assessment Date:</b> Mock exams week commencing 10th February.</p>
German	<p>Students will continue to study the following:</p> <ul style="list-style-type: none"> <li>• <b>Home and local area:</b> Students will achieve an understanding of vocabulary to describe different areas, places in town, transport and activities at home. They will also develop giving positive and negative opinions.</li> <li>• <b>Grammar:</b> Students will develop conditional verbs and past tense to add complexity to their writing.</li> </ul> <p><b>Homework:</b> Homework will be set on Seneca three times throughout the half term.  <b>Summative assessment</b> will be building on skills from assessment in HT2.</p>
Geography	<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 across the globe. The case study of urban change that the students will investigate is Mexico city.</li> </ul> <p><b>Assessment:</b> GCSE question paper, in the last two weeks of term before Christmas.  <b>Homework:</b> Seneca assessment questions</p>
History	<p>Students will study the following:  <b><u>The Cold War 1941- 1991</u></b>  <b><u>Section 1: The origins of the Cold War 1941-58</u></b>  1.Introduction to the Cold War  2.Conferences: Tehran, Yalta and Potsdam  3.Soviet Expansion in Eastern Europe  4.US actions 1945-47 (Truman Doctrine and Marshall Aid)  5.Berlin Blockade- Content  6.Berlin Blockade- Narrative &amp; Importance Questions (Q2 &amp; Q3)  7.Arms Race and the Space Race  8.Hungarian Uprising (cause and events)  9.Hungarian Uprising (consequences)  10. Consolidation of learning  <b><u>Section 2: Cold War crises 1958-70</u></b>  11.Berlin Crisis  12.Berlin: Narrative (Q2)  13.Berlin: importance and consequences (Q1&amp;Q3)  14.Bay of Pigs (causes of the Cuban Missile Crisis)  15.13 days (events of the Cuban Missile Crisis)  16.Cuban Missile Crisis (consequences)</p>

	<p>17. Prague Spring Reforms (causes of Soviet Invasion of Czechoslovakia)</p> <p>18. Invasion of Czechoslovakia (events and consequences)</p> <p>19. Consolidation of learning</p> <p><b>Homework:</b> Seneca; revision resource creation; exam question planning; exam question practice.</p> <p><b>Assessment:</b> Previous Topic (Medicine) Assessment.</p>
Religion, Ethics and Philosophy	<p>Students will study the following:</p> <p><b>Students with be studying the second theme: Peace and Conflict</b></p> <p>Within the unit we look at:</p> <ul style="list-style-type: none"> <li>• Peace and Justice</li> <li>• Forgiveness and Reconciliation</li> <li>• Violence and violent protest</li> <li>• Terrorism</li> <li>• Reasons for war</li> <li>• WOMD with mid unit assessment</li> </ul> <p><b>Assessment:</b> 12mark exam style question enquiring on the causes of war.</p> <p><b>Homework:</b> Research Project on Peacemakers.</p>
PSHE	<p>Students will study the following:</p> <p>Health and wellbeing: students will be studying about screen time, child sexual abuse, mental health illnesses, self-harm, suicidal thoughts and feelings, and promoting emotional wellbeing.</p>
PE	<p>Students will study the following:</p> <p>Mr Webb's X Class – Football, Volleyball and Fitness</p> <p>Mr Webb's Y Class – Football, Volleyball and Fitness</p> <p>Mr Ingham's X Class – Volleyball, Fitness and Football</p> <p>Mr Ingham's Y Class – Volleyball, Fitness and Football</p> <p>Mrs Hutchinson/Miss Sanderson: OAA/Netball</p> <p>Mrs Bushell: Netball/Volleyball</p>
GCSE PE	<p>Students will study the following:</p> <p>The cardio-respiratory system which includes; the respiratory system, gaseous exchange, lung volumes, blood vessels, structure of the heart and cardiac output.</p> <p>Practical: Badminton.</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> Badminton assessment.</p> <p>Topic test at the end of Jan.</p>
Sports Studies	<p>The students will be starting their R185 assignment. They will begin task 1 and task 2. They need to be completing their log books for homework.</p>
Music	<p>Students are working on listening and appraising.</p> <p>There are 4 areas of study: musical forms and devices; music for ensemble; film music; popular music.</p> <p><b>Homework:</b></p> <p>Students need to be practising daily, working towards a solo and ensemble performance.</p> <p>Students need to be working on their composition.</p> <p>There are also theory booklet tasks.</p>
Performing Arts	<p><b>Pearsons Assessment- 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 the exam brief from Pearson's.</p> <p>Performance of both skills' development exercises 1, 2, and their professional repertoire performance. All practical assessment work will be videoed as evidence for component 2 Aim A. Supporting written work- initial skills audit, SMART targets, and skills development logs 1, 2, and reflection on professional piece 1.</p> <p><b>Homework-</b> Students will be set task to rehearse their chosen performances working on developing technical and expressive skills. They will also complete written tasks to help set targets and reflect on their development as a performer.</p>

<b>Art</b>	<p>Students will continue to work on their 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>• Film – Pencil Crayon</li> <li>• Book – Fine Liner</li> <li>• Words – Pen</li> <li>• Songs – Press Print</li> <li>• Self Portrait – Artists Choice</li> <li>• Annotations</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 Chandler O’Leary, Guillermo Del Toro</li> <li>• Artist Research Project on Andy Warhol portraits</li> </ul> <p><b>Assessment:</b> Students are assessed on their coursework pieces with a mock and practical final exam in year 11.</p>
<b>Art Textiles</b>	<p>Students will study the following: 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> Each week students will be expected to spend at least an hour on their NEA.</p>
<b>Design and Technology</b>	<p>Students will be continuing to study the following: Section D, E and F 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> <li>• Analyse and Evaluate</li> </ul> <p>Theory - Completion of – Unit 2 PG Online AQA – Energy, Materials, Systems and Devices:</p> <ul style="list-style-type: none"> <li>• Composite Materials &amp; Technical Textiles</li> <li>• Systems Approach to Designing</li> <li>• Electronic Systems Processing</li> <li>• Mechanical Devices</li> <li>• Summative Assessment - End of Unit Test</li> </ul> <p>Unit 3 PG Online AQA – Materials</p> <ul style="list-style-type: none"> <li>• Papers and Boards</li> <li>• Timbers</li> <li>• Metals and Alloys</li> <li>• Polymers</li> <li>• Textiles</li> <li>• Summative Assessment - End of Unit Test</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Unit 1 low strakes quizzes – Seneca. Revision for summative end of unit test.</li> <li>• Completion of mock NEA research pages – Ongoing Development of product and evaluation of whole project.</li> </ul>
<b>Computer Science</b>	<p>Students will study the following: <b>1.4 Network Security</b></p> <ul style="list-style-type: none"> <li>• Students will study forms of attack: Malware, Social engineering (e.g. phishing, people as the 'weak point'), Brute-force attacks, Denial of service attacks, Data interception and theft, The concept of SQL injection.</li> </ul>

	<ul style="list-style-type: none"> <li>Students will also look at common prevention methods: Penetration testing, Anti-malware software, Firewalls, User access levels, Passwords, Encryption, Physical security.</li> </ul> <p><b>Revision (Consolidating knowledge):</b></p> <ul style="list-style-type: none"> <li>Second half of the term is revising previously visited topics in term 1 and term 2</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Terminal summative assessment through Seneca quiz on key topic knowledge.</li> <li>2 Paper assessment at the end of term including all the topics learnt from term 1.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>Complete regular assignments on Smart Revise comprising of current topic as well as previously studied topics.</li> <li>Research the National Cyber Security Centre and look at some of the resources for students. <a href="https://www.ncsc.gov.uk/">https://www.ncsc.gov.uk/</a></li> </ul>
<b>Business Studies</b>	<p>Students will study the following this half term:</p> <p>2.2 Market research</p> <p>2.3 Market segmentation</p> <p>2.4 The marketing mix</p> <p><b>Assessment:</b> Data responses after each topic area covered</p> <p><b>Homework</b> will be set on Seneca and Business news once a fortnight.</p> <p>Students are expected to bring their completed revision booklets to every lesson.</p>
<b>Hospitality &amp; Catering</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>The importance of nutrition (Macronutrients and Micronutrients)</li> <li>Planning balanced diets – How to cater for different dietary needs.</li> </ul> <p><b>Summative Assessment</b></p> <p>Assessment (1Hour Written Paper) - The importance of nutrition.</p> <p><b>Homework</b></p> <p>Ingredients for practical activities</p> <p>Revision for end of unit assessment.</p>
<b>Construction</b>	<p>The cohort have been practicing their skills in marking out and cutting a variety of wood working joints. Also, they have studied risk assessment work relative to the work and tools they have been using. Now in January, their first real assessment will take place. This will consist of all students following a given drawing and making the artefact, from the drawing, within given tolerances. Also, they will have to complete a detailed risk assessment of the task they have completed, including all tools and machinery used in the making process.</p>
<b>Creative iMedia</b>	<p>Students will study the following:</p> <p><b>Revising: Client requirements, client brief, workplan, mood boards, mind maps, asset table.</b></p> <p><b>End of 4<sup>th</sup> week they will be working on</b></p> <p><b>R094 – Visual Identity and Digital Graphics</b></p> <ul style="list-style-type: none"> <li>Students will continue to design, create, save and export a visual identity and digital graphic product to meet a client brief. This will be their NEA for this unit and is worth 25% of their final grade.</li> </ul> <p><b>Homework:</b> Complete R094 Homework booklets.</p>
<b>Health and Social Care</b>	<p>Students will study the following:</p> <p><b>R034</b></p> <p>The students are learning about creative and therapeutic activities.</p> <p><b>R034 Task 1</b></p> <p>The students are learning about creative and therapeutic activities and how these can help different people in a variety of life stages.</p> <p>The deadline for Task 1 is 10<sup>th</sup> February 2025</p> <p><b>Homework:</b> To complete coursework research</p>

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

Subject	Overview
Mathematics	<p>Students will study the following:</p> <ul style="list-style-type: none"> <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>Geometric reasoning:</b> Students will consolidate their knowledge of angle facts and develop increasingly complex chains of reasoning to solve geometric problems. Students will revise the first four circle theorems studied in Year 10 and learn the remaining theorems. Students will revisit vectors, Pythagoras' Theorem and trigonometry.</li> <li>• <b>Algebraic Reasoning:</b> Students will develop their algebraic reasoning by looking at more complex situations. They will use their knowledge of sequences and rules to make inferences and move towards formal algebraic proof. Student will form and solve complex equations, including simultaneous equations. Students will look at solving inequalities in more than one variable.</li> </ul> <p><b>Homework:</b> Set weekly on Method Maths. Students will complete one past paper, using the guidance to help. Students are encouraged to attend Maths Drop-In (Thursday lunchtime or Friday after-school) to get support on any questions they are struggling with.</p> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• w/c 13/01/2025 – Mock Assessments</li> <li>• Each week students will complete half an exam paper – this will be open book so they must bring their Revision guides.</li> </ul>
English	<p>Students will study the following:</p> <p>Students will spend the first 3 weeks preparing and sitting their mock exams which are Language Paper 2 and Literature Paper 2.</p> <p>Then:</p> <ul style="list-style-type: none"> <li>• 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.</li> <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> </ul> <p><b>Homework:</b> Weekly Seneca</p> <p><b>Assessment:</b> Mock Exams</p> <ul style="list-style-type: none"> <li>○ Language – Paper 2 (Viewpoints and Perspectives)</li> <li>○ Literature – Paper 2 (Blood Brothers, Power and Conflict Poetry, Unseen Poetry)</li> </ul>
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Biology, Chemistry &amp; Physics: 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> </ul> <p><b>Homework:</b> Students must complete a weekly goal on Tassomai and complete their weekly exam questions.</p> <p><b>Year 11 Mock Exams paper 2 week commencing 13th January.</b></p>
French	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>School and work:</b> Students will achieve an understanding of vocabulary to describe French and British schools, as well as future study and career plans.</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> </ul>

	<p><b>Homework:</b> Homework will be set on Seneca.</p> <p><b>Summative assessment</b> will be Reading, Writing and Listening Mock exams.</p>
<b>Geography</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Coasts:</b> Students will use a range of vocabulary to understand the processes that shape the coastline. Students will use these to explain how landforms such as spits, bars and stacks are formed. Students will then start to evaluate methods to protect the coastline of Lyme Regis using different methods of coastal engineering strategies.</li> </ul> <p><b>Assessment:</b> An end of unit assessment before half term.</p> <p><b>Homework:</b> Every two weeks students will be given past paper questions to answer and Seneca memory recall work.</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> <p><b>Elizabethan site study.</b></p> <ul style="list-style-type: none"> <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> <li>• The Elizabethan site study on Hardwick Hall</li> </ul> <p><b>Homework</b> Seneca and practice exam questions.</p>
<b>GCSE Religious Studies</b>	<p><b>Students will study:</b></p> <p>The remaining lessons on <b>the beliefs and teachings of Islam</b>. The topic will include the following lessons:</p> <ul style="list-style-type: none"> <li>• Predestination</li> <li>• Akhirah (life after death)</li> <li>• Risalah (Prophethood)</li> <li>• The Qur'an</li> <li>• Other Holy Books</li> <li>• The Imamate in Shi'a Islam</li> </ul> <p><b>Assessment:</b> Past exam paper unit exam.</p> <p><b>Homework:</b> Revise and reflect for our end of unit assessment.</p>
<b>PSHE</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Life beyond school - this topic includes screen addiction and studying, time management, CV update and writing a personal statement, dealing with exam stress and social media.</li> </ul>
<b>PE</b>	<p>Students will study the following:</p> <p>Girls: Outdoor Adventurous Activities/Climbing, Pilates and Aerobics</p> <p>Mr Webb's X class –OAA, Rugby and Badminton</p> <p>Mr Webb's Y class – Football, Basketball and Netball</p> <p>Mr Ingham's X class – Football, Basketball and Netball</p> <p>Mr Ingham's Y class - OAA, rugby and Badminton</p>
<b>GCSE PE</b>	<p>Students will study the following:</p> <p>Socio-cultural influences which include; participation and barriers to participation.</p> <p>Practical: final preparation for practical exam. Students will be focusing on their chosen 3 sports.</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 and Paper 2 Mock exam.</p>
<b>Sports Studies</b>	<p>Students will be continuing with exam content for R184. Topics:</p> <ul style="list-style-type: none"> <li>• The importance of sporting behaviour</li> <li>• The use of performance enhancing drugs.</li> </ul> <p>They will be practicing 8 mark questions.</p> <p><b>Homework:</b> completing ever learner and revision.</p>
<b>Music</b>	<p>Students will study the following:</p> <p>Students are 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> <ul style="list-style-type: none"> <li>• Students need to be practising daily, working towards their solo and ensemble performance that lasts a total of 4-6 minutes.</li> <li>• Students need to be working on both their compositions.</li> <li>• Revision guide dictation tasks.</li> </ul>
<b>Performing Arts</b>	<p>Students will be <b>performing to a Brief Preparation.</b></p> <p><b>Exam release (13<sup>th</sup> January) students will be starting controlled assessment preparation.</b></p> <p>Understanding how to respond to a brief- Choreography/devising scrips and song lyrics. Learner will carry out exploration tasks in response to different stimuli. Students will be creating/ devising pieces in groups. They will be developing understanding of how to respond to the given brief, and they will learn how to select skills and developing them in response to the theme/stimulus. They will learn techniques for devising and choreographing performance material.</p> <ul style="list-style-type: none"> <li>• Developing ideas through planning and discussions- target audience, resources, style, theme, props, structure, intentions, and teamwork.</li> <li>• Selecting and developing skills for performance- individual and group's skills, style and genre, influence from practitioners, suitable skills for target audience. Students will prepare for their controlled activity logs and their workshop performance.</li> <li>• Taking part in a workshop performance- use of skills, effective working with others and communicating ideas through performance.</li> <li>• Evaluation the process and outcome-how well the performance matched the brief, individual and group contributions, reflection on individual and group skills, strengths, areas for improvements and overall impact.</li> </ul> <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>
<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> Artist research relating to students' chosen exam brief.</p> <p><b>Assessment:</b> Students will be assessed on their exam portfolio, mock and practical final exam in the Spring term of Year 11.</p>
<b>Art 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> Artist research relating to students' chosen exam brief.</p> <p><b>Assessment:</b> Students will be assessed on their exam portfolio, mock and practical final exam in the Spring term of Year 11.</p>

Design and Technology	<p>Students will study the following:</p> <p>Students will be continuing with their NEA coursework which is due at Easter. In this half term they will be focusing on:</p> <ul style="list-style-type: none"> <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 begin manufacture of their final prototype (Section E) once Section D is complete.</li> </ul> <p><b>Summative Assessment</b> – NEA – Continued assessment on completed sections.</p> <p><b>Homework:</b> Each week students will be expected to spend around an hour on their NEA. Seneca assignments revisiting the theory content already covered.</p>
Computer Science	<p>Students will study the following:</p> <p><b>Paper1 topics.</b></p> <ul style="list-style-type: none"> <li>Students will revise and delve deeper into the content of fundamental Paper 1 units, complete retrieval quizzes on key terminology and test their understanding with summative tests.</li> <li>Students will begin lessons with work on Seneca.</li> <li>Students will also get practice questions every lesson to start their lesson with.</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> <li>Full Paper 1 (1hr 30 min) mock exam.</li> </ul> <p><b>Homework:</b> Revision pack, on the paper 1.</p>
Business Studies	<p>Students will study the following:</p> <p>6.1 Ethical and environmental considerations</p> <p>6.2 The economic climate</p> <p><b>Assessment:</b> 1 x Full Paper 1 and Paper 2 Mock Paper.</p> <p><b>Homework</b> will be set on Seneca once mock exams have been completed.</p>
Food Preparation & Nutrition	<p>Students will study the following:</p> <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 2: Continued assessment on completed sections.</p> <p><b>Homework:</b> Seneca assignments revisiting the theory content already covered.</p>
Construction	<p>All Year 11 cohort in this subject area are now beginning to prepare for the final component. It involves theoretical studies of Construction, such as forces on buildings, groundwork, common building materials, Health and safety. This will conclude with a written external exam which will be sat during May 2024. As from February extra revision sessions will be made available to all Construction students.</p>
Health and Social Care	<p>Students will study the following:</p> <p><b>Assessment:</b></p> <p>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, safeguarding in settings, PPE</p> <p><b>Homework:</b> to complete exam questions.</p>
Statistics	<p>Students will master their exam technique and revisit topics identified as in need of improvement following their mock exam results. An individualised feedback sheet with topics to work on will be provided to each student.</p> <p><b>Homework:</b> Past papers set fortnightly.</p>

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