

Subject	Overview
Mathematics	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Operations and equations with directed number – Students will investigate with negative numbers and how to use them in real life contexts. Students will be able to order and calculate with directed numbers. This will then transfer to solving equations with negative values included. Students will explore the order of operations and roots. • Addition and subtraction of fractions – Students will review prior knowledge of fractions and build on this. They will start by representing fractions pictorially and converting between mixed and improper fractions. Students will be able to add and subtract fractions with different denominators and mixed fractions. • Homework: Sparx Maths homework will be set weekly • Formative Assessments: <ul style="list-style-type: none"> ○ w/c 10/03/25 – Fractions and Percentages & Directed Numbers • Summative Assessments: <ul style="list-style-type: none"> ○ w/c 07/04/25 – End of Term 2 Assessment
English	<p>Students will continue to study the following:</p> <ul style="list-style-type: none"> • <i>‘Welcome to Nowhere’</i>: A novel by Elizabeth Laird, which is told from the perspective of Omar: a 12-year-old boy from Syria whose family are affected by civil war. • The war in Syria, the refugee crisis and students will develop empathy for these people who are in many ways just “like us”. • Poetry and news articles linked to the themes in the novel, as well as some autobiographical writing from a range of writers, including Malala Yousafzei. • Home Learning: Each week students will be expected to achieve at least 20 points from completing vocabulary and grammar lessons on the Bedrock platform. <p>Summative assessment: Analysis of extract with reference to the rest of the text</p>
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Forces - It covers various types of forces, including gravitational, magnetic, and electrostatic forces. Students learn about measuring forces using a force meter, as well as the effects of forces on objects, such as causing a change in speed, direction, or shape. • Variation & Reproduction- students will study inherited and environmental variation and how these differences are expressed within a species. They will explore the importance of variation in ensuring a species' survival and understand how a lack of variation can lead to extinction. Additionally, students will examine the male and female reproductive systems, the menstrual cycle, and the stages of pregnancy. <p>Assessment: KS3 Test Week WC:10/03 STEM week in week 4</p>
German	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Zoo Berlin • Eurovision Song contest <p>Students will study snacks, food adjectives, travel and vehicles, zoo animal and music genres. They will continue their work on giving opinions by extending them with reasons.</p> <ul style="list-style-type: none"> • Homework : Students will practise vocabulary on the website Linguascope (log in information is available on the assignment on Arbor.) <p>The end assessment will be reading and writing. Further information is on the Knowledge Organiser.</p>
Communication Studies	<p>Students will study the following:</p> <ul style="list-style-type: none"> • The art of crafting a ‘slam’ or spoken word poem. • How to use rhyme, rhythm and repetition in a slam poem.

	<ul style="list-style-type: none"> • Performance skills. <p>Students will be assessed formatively throughout the term.</p>
Geography	<p>Students will study the following:</p> <ul style="list-style-type: none"> • 'Why are rivers important to our local environment?'. Students will consider how the water cycle helps to form rivers across the UK. Students will identify and be able to describe how different landforms are created along rivers. Students will also look at recent floods in the news and see how they affect people, socially, economically and environmentally. • Homework: Students will research and create a fact file on a flood of their choice from across the world. • Assessment: Students will complete an end of topic assessment before the Easter Holidays.
History	<p>Students will study the following:</p> <p><u>How was the power of the King and church challenged in the medieval period?</u></p> <ol style="list-style-type: none"> 1. Why were there no Medieval queens? 2. Why did Henry and Thomas Beckett fall out? 3. How did Thomas Beckett die and what were the consequences of this death? 4. Are historical interpretation of John justified? 5. What was the Magna Carta and how did it impact the power of the King? 6. How was parliament established? 7. What was the Black Death? 8. What were the Consequences of the Black Death? 9. Why did the Peasant's revolt in 1381? 10. What were the consequences of the Peasants Revolt? 11. Why was the church so important in the medieval period? 12. What were the crusades and why did people go on them? 13. What was the 3rd crusade? 14. What was the legacy of the Crusades? <p>Assessment: End of unit assessment on key concepts and events.</p>
Religion, Ethics and Philosophy	<p>Students will study the following:</p> <p>How are we responsible?</p> <p>In this unit, we will be asking what responsibilities we have as humans, and how they might change over our lifetime. We will be finding out whether religious belief promotes humans to be more responsible towards the animals and environment. In this unit we will be asking:</p> <ul style="list-style-type: none"> • What is central to a Hindu's way of life? – looking at dharma/duties according to stage or life/caste. • Who is thy neighbour? – Learning about the Christian idea of love thy neighbour- helping others in need and being compassionate towards everyone despite differences. • Why can't I cut down that tree? – religious and non-religious understanding of human responsibility towards the animals and the environment. • Am I a sheep or a goat? – Discovering why Christians have a duty to help others who are in need and the benefits for their afterlife. • Assessment – Multi choice questions and extended exam style questions for assessing breadth of knowledge and ability to comprehend and utilise knowledge and scripture.
PSHE	<p>Students will study the following:</p> <p>Politics and parliament, political parties, campaigning, debates, the role of the Prime Minister</p>
PE	<p>Students will study the following:</p> <p>Monday P5 + Friday P2 class will study the following...</p>

	<p>Mrs Hutchinson: Badminton and OAA Mrs Bushell/Miss Sanderson: OAA and Dance Mr Ingham: Netball and Dance Mr McCann: Dance and Badminton</p> <p>Thursday P1 + Friday P1 class will study the following...</p> <p>Mrs Eccles: OAA and Dance Mrs Hutchinson: Badminton and OAA Mr Webb and Mr McCann: Dance and Badminton Mr Ingham: Badminton and Netball</p>
Design and Technology	<p>Students will study the following:</p> <p>In the 'Create' project students will study the following:</p> <ul style="list-style-type: none"> • Basic sketching skills – 2D and 3D sketching • Developing initial ideas for a clock – Using some of the 2D and 3D sketching techniques learned during the baseline project students will develop ideas for their clocks using their famous designer as inspiration. <p>In the 'Food & Nutrition' project students will study the following:</p> <ul style="list-style-type: none"> • Healthy eating and nutrition, including how to have a healthy balanced diet. • Students will prepare and cook Banana Oatmeal Muffins, Macaroni Cheese, and Minestrone Soup. <p>In the 'Systems' project students will study the following:</p> <ul style="list-style-type: none"> • Students are designing and making a mechanical marble run • Students will be researching different types of movement (linear, reciprocating, rotary and oscillating). • Students will be researching different mechanisms (gears, pulleys/belt drives, cams and levers), identifying the different types and examples of how they are used. • Basic CAD (Computer Aided Design) skills using Techsoft 2D Design <p>Assessment Design skills completed in the Create and Systems projects will be assessed in Design Technology.</p>
Art	<p>Students will study the following:</p> <p>Based on the theme of landscapes students will be looking at the Van Gogh painting <i>Wheat Field with Cypresses</i>. They will be completing the following tasks this half term.</p> <ul style="list-style-type: none"> • Creating their own version of the painting, • Analysis of the artwork, • Creating a textile version of the painting using batik, embroidery and applique. <p>Assessment: Students are marked on their sketchbook and homework pieces.</p>
Music	<p>Students will study the following:</p> <p>Harmony and Texture – Bass and Chord</p> <ul style="list-style-type: none"> • What is texture in music • What is harmony in music • Bass line, chords and melody <p>Students will play three pieces related to texture and harmony using melody, chords and basslines:</p> <ul style="list-style-type: none"> • Pachelbel's Canon – Pachelbel (canon and bass) • Stand by Me – Ben E King (bass and syncopation)


	<ul style="list-style-type: none">• Praise You – Fatboy Slim (riffs and chords)
Computing	<p>Students will study the following:</p> <ul style="list-style-type: none">• Computational thinking<ul style="list-style-type: none">○ Abstraction○ Decomposition○ Algorithm○ Flow charts

Subject	Overview
Mathematics	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Fractions and percentages Taking what has been learned in previous years, students will then deepen their knowledge by working with percentages multipliers to increase and decrease a value. Students will represent one value as a fraction or percentage of another and find the original amount given a percentage of a number. • Standard index form Students will be able to represent small or large numbers in standard form and perform basic arithmetic with these values. Students may also explore negative and fractional indices and their impact on numbers. • Number sense Students will be able to round to significant figures and decimal places of varying degrees. They will be able to apply this to calculations with money. Students will also explore conversions between metric units of length weight and capacity. They will explore the conversion of units of area and volume and the impact this have. • Homework: Will be set weekly on Sparx Maths. • Formative Assessments W/C 10.03.25 – Indices & Fractions and Percentages W/C 24.03.25 – Standard Index Form & Number Sense • Summative Assessment W/C 07.04.25 – Term 2 Assessment
English	<p>Students will continue to study the following:</p> <ul style="list-style-type: none"> • The novella Animal Farm by George Orwell, which tells the story of a group of farm animals who rebel against their human farmer, hoping to create a society where the animals can be equal, free, and happy. • The Russian revolution and will understand how the text is used as a political allegory. • Examples of rhetoric by looking at political speeches and unpacking the tools used to make them persuasive. <p>Homework:</p> <ul style="list-style-type: none"> • Each week students will be expected to achieve at least 20 points from completing vocabulary and grammar lessons on the Bedrock platform. <p>Assessment:</p> <ul style="list-style-type: none"> • Students will write a speech to motivate others using rhetorical devices.
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Plant biology: the topic of plants covers various aspects of plant biology, including plant cells, specialized plant cells, and plant adaptations. Students learn about the structure and function of plant cells, including specialized cells such as xylem, phloem, root hair, and palisade cells. <p>Assessment: KS3 Test Week 11th March 2025</p> <p>Homework: Homework will be paper based and set every fortnight.</p> <p>STEM week in week 4</p>
German	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Zoo Berlin • Eurovision Song contest <p>Students will study snacks, food adjectives, travel and vehicles, zoo animal and music genres. They will continue their work on giving opinions by extending them with reasons.</p> <ul style="list-style-type: none"> • Homework : Students will practise vocabulary on the website Linguascope (log in information is available on the assignment on Arbor.)

French	<p>The end assessment will be reading and writing. Further information is on the Knowledge Organiser.</p> <p>Students will study the following:</p> <ul style="list-style-type: none"> • Eurovision Song contest <p>Students will study music genres, French artists and songs and different ways to describe artists. They will continue their work on giving opinions by extending them with reasons. Homework will be</p> <ul style="list-style-type: none"> • Homework : Students will practise vocabulary on the website Linguascope (log in information is available on the assignment on Arbor.) <p>The end assessment will be speaking and listening. Further information is on the Knowledge Organiser.</p>
Communication Studies	<p>Students will study the following:</p> <ul style="list-style-type: none"> • What it means to be an activist. • How to use facts to support their opinions. • Key facts about issues such as racism, knife crime and education for girls. • How to write and deliver a public service announcement that inspires others.
Geography	<p>Students will study the following:</p> <ul style="list-style-type: none"> • How fantastic is the world that we live on? Students will look at places from around the globe and will evaluate how fantastic or impossible they may seem. • Is living by a hazard a crazy choice? Students will look at how the earth is formed and will consider how the way it moves creates lots of hazards for humans. Students will focus on earthquakes, volcanoes and tsunamis. • Homework: Students will have the opportunity to create- a working volcano, an earthquake proof building or a tsunami warning sign. • Assessment: Students will complete an end of topic test before the Easter holidays.
History	<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"> • Why were tensions growing in Europe? • What sparked the outbreak of WW? (assassination) • How did Britain recruit soldiers to its army? • What weapons and tactics were used in WW1? • What was life like in the Trenches? • What was the impact of the Somme and Passchendaele? • What was the impact as Gas? • How did soldier from around the world contribution to WW1? (Includes Local History - Poulton and WW1) • How did Women contribute to WW1? • How and by who were the injured treated in WW1? • Why did Germany Lose? • Is 'Blackadder goes forth' an accurate representation of WW1? • How did WW1 contribute to the fight for female suffrage? <p>Assessment: Teacher assessed (Knowledge and historical skills)</p> <p>Homework:</p> <ul style="list-style-type: none"> • History Project: Optional • Key Terms and concept test • Seneca
Religion, Ethics and Philosophy	<p>Students will study the following:</p> <p>Who is an authority for me?</p> <p>This half term we extend the idea of prophethood to identifying who the students look to for authority and wisdom. We look at Christian and Hindu authority and how it shapes the lives and practises of the believers. We will be asking:</p>

	<p>Where do you find wisdom? – Identifying sources of authority in the students' lives.</p> <p>Is the Church a good place of authority? – How the church as a community helps guides their members.</p> <p>Who is the best source of authority – The Pope or the Bible? – Does scripture hold an authority on its own or does the Pope decides how to interpret and command belief and practise?</p> <p>How do you respect authority? – Looking how Sikhs respect their source of authority, the Guru Granth Sahib.</p> <p>Where does a Hindu look to for wisdom? – A look how gurus are an important source of guidance to Hindus.</p> <p>Homework: Comprehension questions on text referring to Church authority.</p> <p>Assessment: Multi choice questions and extended exam style questions for assessing breadth of knowledge and ability to comprehend and utilise knowledge and scripture.</p>
PSHE	<p>Students will study the following:</p> <p>Law, crime and society: including decision making, criminal responsibility, laws, community cohesion, prison, reform and punishment</p>
PE	<p>The students will be studying the following areas of the curriculum:</p> <p>Tuesday P1 + Friday P5</p> <p>Mrs Hutchinson – Badminton + Dance</p> <p>Miss Sanderson and Mrs Bushell –Netball + Football</p> <p>Mr Ingham – Badminton + Dance</p> <p>Mr Webb – Football + Badminton</p> <p>Tuesday P4 + Friday P4</p> <p>Miss Eccles– Netball + Football</p> <p>Mrs Bushell and Mrs Hutchinson – Badminton + Dance</p> <p>Mr Webb – Badminton + Dance</p> <p>Mr Ingham – Football + Dance</p>
Design and Technology	<p>In the 'Create' project students will study the following:</p> <ul style="list-style-type: none"> • Final Design: Students will continue developing their drawing skills by drawing their final design as a third angle orthographic projection and then drawing their final design in either isometric or perspective. • CAD: Students will begin developing their final design on the computer, which will then be laser cut for their final prototype. <p>In the 'Food & Nutrition' project students will study the following:</p> <ul style="list-style-type: none"> • Food Provenance: 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. • Food Waste: Students will understand the impact that food waste has on the environment and will be able to suggest ways to reduce waste. • Practical - Breaded Chicken Nuggets: 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. <p>In the 'Systems' project students will study the following:</p> <ul style="list-style-type: none"> • 3D CAD: Students will learn the basics of a 3D CAD program (OnShape) to design and make a 3D Printed book holder. <p>Assessment:</p>

	<p>Ongoing summative assessment on designing and making skills in project booklets.</p> <p>Special Diets checkpoint assessment in food.</p> <p>Homework:</p> <p>Revision for Technology assessment.</p> <p>Revision for Special Diets assessment.</p>
Art	<p>Students will study the following:</p> <p>Hundertwasser</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"> • Creating an Abstract Cityscape based on the artist Hundertwasser. • Creating a Textile Applique piece based on Hundertwasser. • Analysing the work of Hundertwasser. • Annotating their artwork. <p>Homework: Artist research on Hundertwasser.</p> <p>Assessment: In line with what to expect at GCSE students are marked on their sketchbook and homework pieces.</p>
Music	<p>Students will study:</p> <p>Film/Game Music</p> <ul style="list-style-type: none"> • What the purpose of music is in films/games • The impact of music in films/games • Leitmotif • Famous film music composers (John Willimas, Hans Zimmer, Danny Elfman) • Composing a piece of Film Music to fit a scene in a spooky film <p>They will learn about</p> <ul style="list-style-type: none"> • composing using melody and chords • Adding a chord sequence to a composition • Fitting their ideas appropriately to the mood
Performing Arts	<p>In Performing Arts, students will study the following:</p> <p>Topic: Darkwood Manor</p> <p>Pupils will develop a character through use of vocal skills and physical theatre.</p> <p>Students will carry out exploration tasks in response to different given stimuli. Students will be creating/ devising pieces in groups. They will develop ensemble/group skills and roles.</p> <p>Skills- Vocal, physical, and interpretative skills. Team working skills will be essential and reflective skills. Development of body language, facial expressions, gestures, posture, levels, spacing, movement and vocal skills- pitch, tone, accent, pace, and projection.</p> <p>Techniques- Improvisation, still image, body as a prop, narration, hot seating, teacher in role, creating characters, cross cutting, and split scenes.</p> <p>Understanding - Develop understanding of abstract drama, improvisation and use of props and set design. They will develop their understanding of how to respond to the given theme and they will learn how to select skills and developing them in response to the theme/stimulus.</p> <p>Performing (Assessment)- Small group performances including acting and possible dance and singing skills. Students should be able to demonstrate that they can create a believable character and sustain a role for an appropriate amount of time in performance.</p> <p>Homework</p> <ul style="list-style-type: none"> • Rehearsing their chosen character in preparation for their performance. • Microsoft forms Quiz based on the learnt techniques and style.
Computing	<p>Students will study the following:</p> <p>Computational thinking</p>

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- Abstraction
 - Decomposition
 - Algorithm
 - Flow charts

Subject	Overview
Mathematics	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Deduction: Students will deepen their knowledge of angles in parallel lines. They will then test conjectures with algebra, shape and angles. • Rotation and translation: Students will transform shapes by rotating, reflecting and translating. They will be able to both, carry out the transformation and fully describe the transformation. Students will also be able to apply this following a series of transformations. • Pythagoras' Theorem: Students will be introduced to Pythagoras' Theorem and apply this to problem solving situations for right angled triangles and also in 3D triangles. • Homework: Set weekly on Sparx Maths • Formative Assessments W/C – 03.03.25 – Using Percentages & Maths and Money W/C – 24.03.25 – Deduction & Rotation and Translation
English	<p>Students will continue to study the following:</p> <p>Humanity versus Nature</p> <ul style="list-style-type: none"> • The conventions of letter writing • How to write their own letter to the local council • Rhetorical devices used in speeches • How to write a speech about issues linked to climate change • Issues related to fast fashion and consumerism <p>Homework:</p> <ul style="list-style-type: none"> • Students will complete weekly assignments on Seneca. <p>Assessment:</p> <ul style="list-style-type: none"> • The letter to the council will be marked with feedback but no grade. • The final assessment for the term will be either an article, letter or speech linked to one of the issues students have studied this term.
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Introduction to chemistry: Students learn various concepts in the introduction to chemistry including basic concepts such as compounds are formed from elements by chemical reactions that involve the formation of one or more new substances, and often involve a detectable energy change and can only be separated into elements by chemical reactions. They study how chemical reactions can be represented by word equations or equations using symbols and formulae. They carry out practical activities to separate mixtures by physical processes such as filtration, crystallisation, simple distillation, fractional distillation, and chromatography. • Particle Model: Students learn about the particle model of matter, which includes the behaviour and properties of particles in different states of matter such as solids, liquids, and gases. They study concepts like density of materials, changes in a material's temperature or state of matter, and the kinetic theory of particles. <p>Homework: Seneca Assignments will be set weekly for students to complete.</p> <p>Summative Assessment will be in half term 6.</p>
German	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Film and TV • Music <p>Students will study TV genres, film genres, music genres, film description in past tense and extended opinions.</p> <ul style="list-style-type: none"> • Homework : Students will practise vocabulary on the website Linguascope (log in information is available on the assignment on Arbor.)

	The end assessment will be speaking and listening. Further information is on the Knowledge Organiser.
Geography	<p>Students will be studying the following:</p> <ul style="list-style-type: none"> • Geographical skills and statistics • Is everything always as it seems? In this topic students will identify misconceptions from around the globe. They will use information from the book 'Factfulness' to look at things that they thought were true about the planet, which are not. By using information change these misconceptions to the truth. • Homework: Climate change project • Assessment: End of topic assessment before Easter.
History	<p>Students will study the following:</p> <p><u>How did protest movements change Britain?</u></p> <ul style="list-style-type: none"> • How did British women campaign for equal pay? • What was the Greenham Common Peace Camp? • How effective were the picket lines at the Grunwick strike? • Why did the miners' strike in 1980s? • How did LGBTQ+ rights change in Britain? • What was the Poll Tax and how did people Challenge it? • Why is their conflict in Northern Ireland? <p>Assessment: Students will complete an assessment to test all key concepts and features of Y9 history curriculum (at the end of HT4)</p> <p>Homework:</p> <ul style="list-style-type: none"> • Key words and concept revision. • Independent research for assessment.
Religion, Ethics and Philosophy	<p>Students will study the following:</p> <p>Does religious belief create or discourage equality?</p> <p>In this half term we will be looking to see if religion and belief separates or unites people in their understanding of justice and equality. We will be asking:</p> <ul style="list-style-type: none"> • Is the precedent for who can become Pope based on history or doctrine? • Is the Eightfold Path the perfect guide to moral behaviour? • How do ideas of the Atman promote equality? <p>We will also be recalling and adding to our knowledge on Hinduism. We will be covering lessons on:</p> <ul style="list-style-type: none"> • Origin • Tri-Murti • Atman and Karma • Dharma • Brahman and Moksha • Worship <p>Homework: Comprehension Questions relating to text on gender equality.</p> <p>Assessment: Jury based drama adaptation on equality. Students will create arguments and counter arguments on the rights of individuals.</p>
PSHE	<p>Students will study the following:</p> <p>Combatting terrorism and extremism, including conspiracy and fake news, extremism, terrorism, what are British values? Radicalisation, counterterrorism, anti-Semitism.</p>
PE	<p>The students will be studying the following areas of the curriculum during their PE lessons:</p> <p>Mrs Bushell – KS4 Taster Sessions + Tag Rugby</p> <p>Mrs Hutchinson- KS4 Taster Sessions + Aesthetics Activities</p> <p>Mr Ingham – KS4 Taster Sessions + Aesthetic Activities</p> <p>Mr Webb – KS4 Taster sessions + Netball</p>

	<p>Thursday P2 + Friday P3</p> <p>Mrs Hutchinson– KS4 Taster Sessions + Tag Rugby</p> <p>Mrs Bushell KS4 Taster Sessions + Aesthetics Activities</p> <p>Mr Webb – KS4 Taster Sessions + Aesthetic Activities</p> <p>Mr Ingham – KS4 Taster sessions + Netball</p>
Design and Technology	<p>Students will study the following:</p> <p>In the 'Create' project the students will study the following:</p> <ul style="list-style-type: none"> • Perspective Drawing: Students will apply their knowledge and skills developed in HT2 to draw up their final house design in 2-point perspective and a chosen room in their house in 1 point perspective. • Students will render their houses, applying knowledge of materials, texture, shade and tone to make them look realistic. <p>In the 'Food & Nutrition' project students will study the following:</p> <ul style="list-style-type: none"> • Functional Properties of Ingredients: 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. <p>In the 'Systems' project students will study the following:</p> <ul style="list-style-type: none"> • Sawing: Students will be able to identify the tools equipment required for cutting timber. Students will develop their cutting skills whilst working in the workshop. • Sanding: Students will use a mixture of hand and power tools to finish the surface of their timber. This will include the H&S regulations when using the belt sander. <p>Assessment:</p> <p>Ongoing summative assessment on designing and making skills in project booklets.</p> <p>The Science of Food checkpoint assessment in food.</p> <p>Homework:</p> <p>Revision for Technology assessment.</p> <p>Revision for The Science of Food assessment.</p>
Art	<p>Students will develop the skills and knowledge learnt in Year 7 and Year 8 by completing the following for their Mask project.</p> <ul style="list-style-type: none"> • pencil Bird • Oil Pastel Frog • Pen Insect • Analysing the work of Artists. • Annotation of classwork. <p>Homework: Artist research based on Masks</p> <p>Assessment: In line with what to expect at GCSE students are marked on their sketchbook and homework pieces.</p>
Music	<p>Students will study Songwriting:</p> <ul style="list-style-type: none"> • the importance of hooks and riffs • Songwriting themes • popular song structure and melodic motion • Listening to and analysing different songs • Composing their own song • Chord sequences and melody writing using syllables and melisma

	Assessment will be of a performed verse and chorus of their song in groups of 2 or 3
Performing Arts	<p>Students will study the following:</p> <p>Topic: Everyone's Talking about Jamie</p> <p>Pupils will work in groups to create/ devise their own pieces including either acting dancing or singing. They will base their performance around the key themes taken from the musical- identity, relationships, resilience, respecting/tolerating differences, ambition, diversity, friendship, or bullying.</p> <p>Skills- Vocal, physical, and interpretative skills. Team working skills will be essential and reflective skills. Development of body language, facial expressions, gestures, posture, levels, spacing, movement and vocal skills- pitch, tone, accent, pace, and projection.</p> <p>Techniques- Improvisation, still image, body as a prop, narration, hot seating, creating characters, cross cutting, and split scenes.</p> <p>Understanding - They will develop their understanding of how to respond to the given theme and they will learn how to select skills and developing them in response to the theme/stimulus.</p> <p>Performing (Assessment)- Small group performances including acting, dance and singing skills. Students should be able to demonstrate that they can create a believable character and sustain a role for an appropriate amount of time in performance.</p> <p>Homework</p> <ul style="list-style-type: none"> • Rehearsing their chosen character in preparation for their performance. • Quiz based on the learnt techniques and style.
Computing	<p>Students will study the following:</p> <p>Computational thinking</p> <ul style="list-style-type: none"> ○ Abstraction ○ Decomposition ○ Algorithm ○ Flow charts <p>Homework</p> <p>Working on creating flowcharts and algorithms.</p> <p>Homework on Seneca.</p>

Subject	Overview
Mathematics	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Ratios and fractions: This block builds on KS3 work on ratio and fractions, highlighting similarities and differences and links to other areas of mathematics including both algebra and geometry. The focus will be on reasoning and understanding notation to support the solution of increasingly complex problems that include information presented in a variety of forms. The bar model is a key tool used to support representing and solving these problems. • Percentages and interest: Although percentages are not specifically mentioned in the KS4 national curriculum, they feature heavily in GCSE papers and this block builds on the understanding gained in KS3. Calculator methods are encouraged throughout and are essential for repeated percentage change/growth and decay problems. Use of financial contexts is central to this block, helping students to maintain familiarity with the vocabulary they are unlikely to use outside school. • Probability: This block will build on KS3 and will provide a good context in which to revisit fraction arithmetic and conversion between fractions, decimals and percentages. Tables and Venn diagrams are revisited, and the use of tree diagrams is developed, with conditional probability being a key focus. • Homework: Set weekly on Sparx Maths. • Formative Assessments W/C 03.03.25 – Vectors & Ratio and Fractions. W/C 24.03.25 – Percentages and Interest & Probability.
English	<p>Students will continue to study the following:</p> <ul style="list-style-type: none"> • Exploration of Shakespeare's tragic play 'Romeo and Juliet'. Students will explore the context in which the play was written to develop their understanding of Shakespeare's intentions in writing the play. They will analyse and evaluate Shakespeare's use of language and methods and explore themes and characters. • Homework: Weekly Seneca. • Assessment: W/C 7/4/25 Literature Extract question of the full play of Romeo and Juliet.
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Biology: Combined & Separate - Homeostasis: Students continue to explore the structure and function of the nervous system and how it can bring about fast responses, slower changes and how hormonal coordination is particularly important in reproduction. Genetics and inheritance: Students learn about the passing of traits from parents to offspring, genetic inheritance, dominant and recessive genes, co-dominance, and sex-linked inheritance. • Chemistry: Separate - Industrial Chemistry: Students learn about factors influencing rates, such as collision theory, energy, and catalysts. They calculate the mean rate of reaction and measure rates by monitoring mass, volume, or pressure changes. Combined – Environmental chemistry students learn about the composition and evolution of the Earth's atmosphere, the role of greenhouse gases such as carbon dioxide and methane, common atmospheric pollutants, and the impact of human activities on the atmosphere's composition. • Physics: Combined & Separate – Waves: Students continue to learn the behaviour of waves, how they carry information and how modern technologies such as imaging and communication systems make the most of electromagnetic waves. • Homework: Weekly Seneca.
German	<p>Students will study the following:</p> <ul style="list-style-type: none"> • School Students will study school subjects, facilities, rules and uniform. • Homework : Students will practise vocabulary on Seneca. <p>The assessment will be Reading and Writing papers in the Year 10 Mock exams.</p>

Geography	<p>Students will be studying the following:</p> <ul style="list-style-type: none"> • Coastal landscapes: Students will look at the changing coastline of the UK. Students will consider the processes that shape the landscape and understand how landforms are created. • Homework: Seneca questions • Assessment: A Practice Edexcel exam paper at the end of the topic.
History	<p>Students will study the following:</p> <p><u>The Cold War 1941- 1991</u></p> <p><u>Section 2: Cold War crises 1958-70</u></p> <p>11.Berlin Crisis 12.Berlin: Narrative (Q2) 13.Berlin: importance and consequences (Q1&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) 17.Prague Spring Reforms (causes of Soviet Invasion of Czechoslovakia) 18.Invasion of Czechoslovakia (events and consequences)</p> <p>Homework: Seneca on the Cold War; revision resource creation; exam question planning; exam question practice. Assessment: Previous Topic (Medicine) Assessment.</p>
Religion, Ethics and Philosophy	<p>Students will study the following:</p> <p>Peace and Conflict</p> <p>This half term we complete the theme of peace and conflict. This term we study:</p> <ul style="list-style-type: none"> • Religion and belief as a cause of war • Pacifism • Peace-making in the 21st Century • Victims of War • End of Unit Assessment – GCSE questions to test knowledge and exam skills. <p>Homework: Research and report on peace makers of their choice.</p>
PSHE	<p>Students will study the following:</p> <p>Rights, responsibilities and British Values, including critical thinking and fake news, LGBT and British Values, what is a cult? Human rights and their importance, balancing human rights</p>
PE	<p>Miss Sanderson: Basketball + Fitness Mrs Bushell: Tag Rugby + Basketball Mr Webb: Badminton Leadership Mr Ingham: Netball + Softball</p> <p>Mrs Hutchinson and Miss Sanderson: Basketball + Fitness Mrs Bushell: Tag Rugby + Basketball Mr Ingham: Badminton Leadership Mr Webb Netball + Softball</p>
Design and Technology	<p>Section E and F Mock NEA – Context Storage</p> <p>Students will be manufacturing their final design using a range of appropriate materials, tools and processes.</p> <ul style="list-style-type: none"> • Realising design ideas • Analyse and Evaluate <p>Theory - Completion of – Unit 3 Unit 3 PG Online AQA – Materials</p> <ul style="list-style-type: none"> • Papers and Boards • Timbers • Metals and Alloys • Polymers • Textiles

	<ul style="list-style-type: none"> Summative Assessment - End of Unit Test – Written paper <p>Homework:</p> <ul style="list-style-type: none"> Unit 3 low stakes quizzes – Seneca. Revision for summative end of unit test. Completion of mock NEA research pages – Ongoing Development of product and evaluation of whole project.
Hospitality & Catering	<p>Students will study the following:</p> <ul style="list-style-type: none"> The importance of nutrition (Macronutrients and Micronutrients) Planning balanced diets – How to cater for different dietary needs. <p>Summative Assessment: Assessment (1Hour Written Paper) - The importance of nutrition.</p> <p>Homework: Ingredients for practical activities Revision for end of unit assessment.</p>
Construction	<p>Students will study the following:</p> <p>The Cohort are now beginning to study for the second Component, which is called design and Construction. In this component, they will learn about what planning constraints there are on a building, also the designer must consider what the client is requesting. These are all set-in real-life scenario's therefore, making it much more realistic. 3D drawing is essential in this component, therefore that skill will also be taught and practised.</p>
Business Studies	<p>Unit 4: Operations</p> <p>This unit includes how the operations functional area aids the production process both in the manufacture of goods and the provision of services. Job, batch and flow production processes should be understood including the impact they have on businesses. Quality in an operations context should be understood for services as well as manufacturing. The sales process is a new topic area in operations, though it includes e-commerce which was in previous GCSE Business specifications.</p> <p>Developments within e-commerce are changing and students need to be up to date with such changes. The importance of customer service is reflected within this section with the inclusion of product knowledge and customer engagement.</p> <p>Detailed knowledge of the current UK legislation such as the Consumer Rights Act 2015 is not required however students should be aware that goods are required to be of satisfactory quality, fit for purpose and as described.</p> <p>In particular students need to consider possible impacts on businesses where goods are faulty or poor service is provided. Procurement is a new area of study. Students need to be aware of the different roles within this section of business operations.</p> <p>4.1 Production Processes 4.2 Quality of goods and services 4.3 The sales process and customer service 4.4 Consumer law 4.5 Business Location 4.6 Working with suppliers</p> <p>Assessment: Data responses after each topic area covered. Homework: Set weekly on SENECA.</p>
Computing	<p>Students will study the following:</p> <p>1.1 System Architecture 1.1.1 Architecture of the CPU 1.1.2 CPU performance 1.2 Memory and storage 1.2.1 Primary storage (Memory) 1.2.2 Secondary storage 1.2.3 Units</p>

	<p>1.2.4 Data storage</p> <p>1.2.5 Compression</p> <p>1.3 Computer networks, connections and protocols</p> <p>1.3.1 Networks and topologies</p> <p>1.3.2 Types of networks, protocols and layers.</p> <p>Homework:</p> <ul style="list-style-type: none"> • Revision booklet to be done on their own time. • Seneca homework to be assigned on Arbor <p>Assessment:</p> <ul style="list-style-type: none"> • On topics learnt in half term 3 and revision topics.
Art	<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"> • Film – Pencil Crayon • Book – Fine Liner • Words relating to Identity - Pen • Clothes – Watercolour Paint <p>Homework:</p> <ul style="list-style-type: none"> • Collect images to work from based on the above themes • Artist Research Project on either Chandler O’Leary or Guillermo Del Toro <p>Assessment:</p> <ul style="list-style-type: none"> • Students are assessed on their coursework pieces with a mock and practical final exam in year 11.
Music	<p>Students will study the following:</p> <p>Theory:</p> <ul style="list-style-type: none"> • listening and appraising using the elements of music • Bach – Badinerie • Toto - Africa <p>There are 4 areas of study: musical forms and devices; music for ensemble; film music; popular music.</p> <p>Composition:</p> <ul style="list-style-type: none"> • Continuing to work on their free choice composition using elements of theory we have covered including dominant 7th and neopolitan 6th chords. • Using I, IV, V, VI chord sequences. <p>Performance:</p> <ul style="list-style-type: none"> • Practice of various pieces at Grade 5 or above that could be used for solo and ensemble performances. <p>Homework</p> <p>Students need to be practising daily, working towards a solo and ensemble performance. Students need to be working on their composition. There are also theory booklet tasks.</p>
Performing Arts	<p>Students will study the following:</p> <p>Component 2 Developing Skills and Techniques Assessment</p> <p>Students will work on learning their chosen performances for their Component 2 assessment focusing on musical theatre, dance or acting. The pieces will be a minimum of 2 minutes and must be professional repertoire.</p>

	<p>1. Sessions will focus on learning and reproduction of the professional pieces-learning dialogue, songs, or movement, learning blocking and stage directions and learning choreography.</p> <p>2. Responding to direction- health and safety, preparation- warm up and cool down, positive response to instructions and feedback and applying feedback and corrections.</p> <p>3. Reviewing and recording development of skills and performance pieces.</p> <p>Homework- this will focus on learning aim A- Log diary of their interpretive and performance skills development, target setting, characteristics of the style/genre, communication of meaning, intentions and links to the theme, personal review and reflection on skills and progress and response to feedback.</p>
Health and Social Care	<p>Students will study the following: R034 – Creative, Therapeutic Activities</p> <p>Students will be completing one coursework unit this half term. They will be learning about the wide variety of creative and therapeutic activities and how they can impact a person's PIES and their development.</p> <p>Students will have a deadline set before we break up for half term.</p>
Sports Studies	<p>Students will study the following:</p> <p>The students will continue with their R185 coursework where they will be focused on planning their training programme for their chosen sport.</p> <p>Homework: Students will be expected to complete fortnightly tasks on ever learner and completing their logbook at home for their 2 chosen sports.</p> <p>Assessment: Deadline is the 6th May for 2.1 and 2.2</p>
GCSE PE	<p>Students will study the following:</p> <p>The students will learn the structure and functions of the cardio-respiratory system which includes gaseous exchange and the blood vessels. The students will also learn the structure of the heart and the pathway of blood, on top of this the students will define cardiac output, stroke volume and heart rate and they will be able to how to interpret heart rate graphs, including an anticipatory rise, and changes in intensity.</p> <p>Practical: Trampolining and football. Climbing after-school.</p> <p>Homework: completing questions on ever learner and exam questions. Students will also be completing their NEA coursework.</p> <p>Assessment: Practical assessment for the above sports.</p>

Subject	Overview
Mathematics	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Transforming and Constructing: Students will revise and extend their learning from Key Stage 3, exploring all the transformations and constructions, relating these to symmetry and properties of shapes when appropriate. There will be an emphasis on describing as well as performing transformations as using the language promotes deeper thinking and understanding. Students will extend their learning to explore the idea of invariance and look at trigonometric graphs as a vehicle for exploring graph transformations. • Listing and Describing: Students will look at organising information, extending this to include the product rule counting. Links will be made to probability and other aspects of Data Handling such as describing and comparing distributions and scatter diagrams. Plans elevations are also revisited. • Show that: In this block students will be encouraged to communicate in a clear mathematical fashion, and then they should transfer the skill to the writing of the solutions for any type of question. • Homework: Weekly past papers on Method Maths.
English	<p>Students will study the following:</p> <ul style="list-style-type: none"> • 3 lessons re-visiting <i>A Christmas Carol</i> and <i>Romeo and Juliet</i> focusing on plot, characters, theme and context. Students will develop how to plan an essay and how to write a sophisticated exam response. • 2 lessons preparing for GCSE English Language paper 1. Students will develop their inference and analysis of a range of extracts from 20th and 21st century fiction texts. Students will also develop their descriptive and narrative writing by looking at good examples and planning and writing their own by focusing on setting and character development. • Homework: Weekly Seneca. • Assessment: W/C 31/3/25 - Narrative/Descriptive writing.
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Biology, Chemistry & Physics: Year 11 will spend the first two weeks of this half term completing in class paper 1 mock exams. Students will then continue 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. • Homework: Students must complete a weekly assignment on Seneca alongside exam questions.
French	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Theme 1: Students will recall topics of family, free-time and festivals. Students will practise reading and listening skills, as well as writing and translation. • Grammar: Students will revise 3rd person modal verbs, perfect tense and future time frames. • Homework: Mode A homework will be set weekly on Seneca, as well as practice exam questions if needed. <p>The Speaking Exam takes place from April 15th to the 26th.</p>
Geography	<p>Students will be studying the following:</p> <ul style="list-style-type: none"> • Coastal landscapes: Students will look at the changing coastline of the UK. Students will consider the processes that shape the landscape and understand how landforms are created. • Geographical skills, enquiry and pre-release: students will be practising their statistical, cartographic and map skills in preparation for the paper 3 exam. They will link these to geographical scenarios, and our human and physical fieldwork. Two weeks before Easter students will receive their pre-release material in preparation for paper 3 and

	<p>will spend lesson times researching and identifying potential questions that could come up surrounding this material.</p> <ul style="list-style-type: none"> • Homework: Paper 2 knowledge checks • Assessment: Practice pre-release questions before the Easter holidays.
History	<p>Students will study the following:</p> <p>Health and the People, c.1000 to present day – A revolution in medicine and modern medicine</p> <ul style="list-style-type: none"> • The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies. • A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery. • Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts. • Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments. • The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery. • Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century. <p>Homework:</p> <ul style="list-style-type: none"> • Seneca. • Practice exam questions.
GCSE Religious Studies	<p>Students will study the following:</p> <p>We continue with covering paper 3 on Islam beliefs and teachings. This term lessons will be covering:</p> <p>Predestination Akhirah (life after death) Risalah (Prophethood) The Qur'an Other Holy Books The Imamate in Shi'a Islam</p> <p>Homework: Revise and complete GCSE papers to peer assess in class.</p>
PSHE	<p>Students will study the following:</p> <p>Sexual health, including peer on peer abuse, fertility, alcohol and choices, sexual health, contraception revisited, STIs, respect and relationships</p>
Art	<p>Students will study the following:</p> <p>Students will be working on the preparation portfolio for their GCSE exam. Details of the design brief choices will be issued to students after the Christmas break.</p> <p>Homework:</p> <ul style="list-style-type: none"> • Artist research relating to students' chosen exam brief. <p>Assessment:</p> <ul style="list-style-type: none"> • Students will be assessed on their exam portfolio, mock and practical final exam in the Spring term of Year 11.

Textiles	<p>Students will study the following:</p> <p>Students will be working on the preparation portfolio for their GCSE exam. Details of the design brief choices will be issued to students after the Christmas break.</p> <p>Homework:</p> <ul style="list-style-type: none"> Artist research relating to students' chosen exam brief. <p>Assessment:</p> <ul style="list-style-type: none"> Students will be assessed on their exam portfolio, mock and practical final exam in the Spring term of Year 11.
Music	<p>Students will study the following:</p> <p>Students will continue working on the listening and appraising exam which is worth 40% of their GCSE.</p> <p>There are 4 areas of study: musical forms and devices; music for ensemble; film music; popular music.</p> <p>Bach – Badinerie revision Toto – Africa Revision</p> <p>Homework:</p> <p>Students need to be practising daily, working towards their solo and ensemble performance that lasts a total of 4-6 minutes.</p> <p>Students need to be working their second composition.</p> <p>Revision guide practice tasks – answers can be brought back for marking or self checked at the back of the book.</p>
Performing Arts	<p>Students will study the following:</p> <p>Understanding how to respond to the set exam brief 2025- Choreography/devising. They will be developing an understanding of how to respond to the given brief, and they will learn how to select skills and developing them in response to the theme/stimulus. They will learn techniques for devising and choreographing performance material. Students will undertake an ideas log, skills log, performance, and evaluation log. Students will undertake the following tasks:</p> <ol style="list-style-type: none"> Developing ideas through planning and discussions. Selecting and developing skills for performance. Taking part in a workshop performance. Evaluation the process and outcome. <p>Homework- this will focus on preparation for the 3 written assessments- ideas log, skills log and evaluation. Students will also rehearse performance material create to improve technical and expressive skills.</p> <p>Assessments: Written Ideas Log Tuesday 25th March 11.10am – period 3 (1 hour)</p> <p>Written Skills Log Tuesday 8th April 11.10am- period 3 (1 hour)</p> <p>Practical Performance Wednesday 30th April (All day in the school hall)</p> <p>Written Evaluation Wednesday 7th May 11.10am-period 3 (1 hour)</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"> Section E – Realising Design Ideas – Students will use a range of manufacturing techniques including CAM where appropriate to manufacture a prototype of their final idea. Student will select appropriate materials to use which will have been identified through independent research.

	<ul style="list-style-type: none"> Section F – Students will complete the last section of their NEA prior to submission. They will evaluate the manufactured product against their original specification and their client wants and needs. <p>Summative Assessment – NEA – Ongoing assessment on completed sections.</p> <p>Homework: Each week students will be expected to spend around an hour writing up preparation and practical work for their NEA so that all lessons can be spent in the workshop.</p>
Food Preparation and Nutrition	<p>Students will study the following:</p> <ul style="list-style-type: none"> NEA2 (Non-Exam Assessment) The Food Preparation Task Section B – During this half term students will complete their NEA practical assessment making three dishes and accompaniments where appropriate based on the task they have chosen. NEA2 (Non-Exam Assessment) The Food Preparation Task Section C – Once students have completed their practical assessment, they will evaluate the dishes they have made. <p>Summative Assessment: NEA 2: Continued assessment on completed sections.</p> <p>**Practical Assessment Dates – Students will complete their practical assessment on the week commencing 10/03/2024**</p> <p>Homework: Seneca assignments revisiting the theory content already covered. Each week students will be expected to spend around an hour on their NEA</p>
Construction	<p>The year 11 cohort are now fully focused on the final Component of the course, which is the External Examination.</p> <p>Areas of study and revision are Strength and stability of buildings and materials, Thermal and sound insulation, Sub-Structures, Super structures, Sustainable materials and power sources, Environmental issues, Floors and Modular construction methods. A mock exam will take place in late February.</p>
Business Studies	<p>This term, students will study the following:</p> <ul style="list-style-type: none"> We will complete exam practise questions during lesson, focusing on Paper One and Two exam techniques and how to answer different types of questions. We will condense Paper 1 and 2 revision topics and devise appropriate revision materials. Students will work through previous data responses, focusing on targeted topic areas that will support their revision needs. Homework will be set weekly on SENECA and revision booklets will be expected to be completed and brought to each lesson.
Computing	<p>Students will study the following: Paper 2 - Revision</p> <ul style="list-style-type: none"> Computational thinking Flow charts Programming Low-level programming and high-level programming IDE's (Compilers and translators). <p>Assessment:</p> <ul style="list-style-type: none"> Seneca revision topics in lesson everyday. <p>Homework: Revision booklet to be completed for the above topics. Seneca homework assignments.</p>
Health and Social Care	<p>Students have now finished the course and will be completing revision tasks to prepare themselves for their exam on unit R032. Homework tasks will be related revision topics that we</p>

	have covered in lessons. Students will be complete weekly recall tasks which are supported by exam questions and technique tasks.
PE	<p>Students will study the following:</p> <p>Mrs Bushell Fitness Badminton and Handball</p> <p>Mrs Hutchinson Badminton Climbing Basketball</p> <p>Mr Webb OAA Fitness</p> <p>Mr Ingham Basketball Football Netball</p> <p>Mrs Hutchinson Fitness Badminton Handball</p> <p>Miss Eccles Netball Climbing Basketball</p> <p>Mr Ingham Basketball Football Netball</p> <p>Mr Webb Badminton OAA Fitness</p>
Sports Studies	<p>Students will study the following:</p> <p>Students will be finishing off their exam unit, this unit will develop the students' knowledge on participation in sport, engagement patterns, emerging sports and the benefits and negatives of hosting major sporting events.</p> <p>Students will also be focusing on long mark questions.</p> <p>Homework tasks will be set every week and intervention will also run every week.</p>
GCSE PE	<p>Students will study the following:</p> <p>Engagement patterns of different social groups in physical activity and sport where they will understand the different factors such as gender, race, age, family and disability. Students will also learn about commercialisation of physical activity and sport and the relationship between sport, sponsorship and the media.</p> <p>Students will also be focusing on long mark questions.</p> <p>Practical exam TBC but looking at the end of mark.</p> <p>Homework: completing revision to recall knowledge and complete exam questions.</p> <p>Assessment:</p> <p>Paper One and Paper Two exam questions</p>