

Subject	Overview
<b>Mathematics</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Constructing, measuring and using geometric notation</b> – Students will use rulers, protractors and other measuring equipment to construct and measure increasingly complex diagrams using correct mathematical notation. Pie charts will be studied to gain further practice at drawing and measuring angles</li> <li>• <b>Developing geometric reasoning</b> – Students will cover basic geometric language, names and properties of types of triangles and quadrilaterals, and the names of other polygons. Angle rules will be introduced and used for investigations, including parallel lines rules.</li> <li>• <b>Homework:</b> Sparx Maths homework will be set weekly Monday to Monday.</li> <li>• <b>Assessments:</b> Formative Assessment – Fractional Thinking and Constructing &amp; Measuring (W/C 05.05.25)</li> </ul>
<b>English</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>‘Voices Across Space and Time’</b>– a selection of poetry from different time periods and cultures.</li> <li>• How to write poetry from haiku to sonnets.</li> <li>• Poetic terminology related to language, structure and form.</li> <li>• <b>Homework:</b> Each week students will be expected to achieve at least 20 points from completing vocabulary and grammar lessons on Bedrock.</li> </ul> <p><b>Assessment:</b> Week 3 – MCQ on poetic devices Week 4 – Marked piece - scaffolded poetry analysis</p>
<b>Science</b>	<p><b>Students will study the following:</b> <b>Digestion and Respiration:</b></p> <ul style="list-style-type: none"> <li>• Students will look at the digestive system and the importance of enzymes.</li> <li>• Students will look at the chemical reaction respiration, the respiratory system and the risks associated with smoking tobacco and using nicotine products.</li> </ul> <p><b>Assessment:</b> Week beginning 9<sup>th</sup> June 2025 <b>Homework:</b> Students are set a fortnightly paper-based homework. Alongside these students are expected to revise for their assessment.</p>
<b>German</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Zoo Berlin</b></li> <li>• <b>Eurovision Song contest</b></li> </ul> <p>Students will study snacks, food adjectives, travel and vehicles, zoo animal and music genres. They will continue their work on giving opinions by extending them with reasons.</p> <p>The end assessment will be reading and writing. Further information is on the Knowledge Organiser.</p>
<b>Communication Studies</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• How to craft a speech entitled ‘Happiness Is...’</li> <li>• Conventions of speech writing such as anecdote, metaphor and facts.</li> <li>• How to use face, voice and body to engage an audience.</li> </ul>
<b>Geography</b>	<p>Students will continue to study the following:</p> <ul style="list-style-type: none"> <li>• <b>‘Can geographers solve crime?’</b> Students will look at what crime is and investigate how it might affect the local area. Students will use this knowledge to look at crime from all over the world and understand how different places and people are affected.</li> <li>• <b>Assessment:</b> Students will complete an end of topic assessment before half term</li> </ul>

History	<p>Students will study the following:</p> <p><u>The Mali Empire- How did life in Africa compare to life in Medieval England</u></p> <ul style="list-style-type: none"> <li>• Who was Mansa Musa?</li> <li>• What impact did the Hajj have on Masa Musa's legacy?</li> <li>• How did the Mali empire become so rich?</li> <li>• What was life like in Timbuktu?</li> <li>• How important were oral traditions for life in the Mali empire?</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Medieval England assessment at the beginning of term</li> <li>• Key word quiz on key concepts from Y7 history study this year</li> </ul>
Religion, Ethics and Philosophy	<p><b>Students will study the following:</b></p> <p>Are holy days still relevant in today's British society?</p> <p>In this unit we will be looking at the origins and traditions of the holy days of our major six faiths. We will be looking at how and why the holy days may have changed and debating on whether holy days are still relevant in today's British society. We will be asking:</p> <ul style="list-style-type: none"> <li>• How do Christians celebrate the Holy Week today? – studying the origins and traditions of the Christian Holy week and understanding how this impacts British citizens today.</li> <li>• What are the Jewish holiest days? - studying the origins and traditions of Hanukkah and understanding how Jewish people celebrate it today.</li> <li>• What are the Islamic holy days? - studying the origins and traditions of the Eid and understanding how this impacts British citizens today.</li> <li>• How do Hindus celebrate New Year? - studying the origins and traditions of Diwali and understanding how Jewish people celebrate it today.</li> <li>• How do we celebrate Christmas? - studying the origins and traditions of Christmas and understanding how Jewish people celebrate it today.</li> </ul> <p><b>Assessment</b> – Multi choice questions and extended exam style questions for assessing breadth of knowledge and ability to comprehend and utilise knowledge and scripture.</p>
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 Sanderson: Cricket+ Rounders Mrs Bushell: Cricket and Rounders Mr Ingham: Cricket and Rounder Mr Webb: Cricket and Rounders</p> <p>Thursday P1 + Friday P1 class will study the following...</p> <p>Mrs Bushell: Cricket and Rounders Mrs Sanderson: Cricket and Rounders Mr Webb: Cricket and Rounders Mr Ingham: Cricket and Rounders</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"> <li>• Basic sketching skills – 2D and 3D sketching</li> </ul>

	<ul style="list-style-type: none"> <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.</p>
<b>Art</b>	<p>Students will study the following: To build on the skills learnt in the previous projects students will work on a <b>Still Life Project</b> and complete the following tasks -</p> <ul style="list-style-type: none"> <li>Observational Tonal Drawing</li> <li>Observational Still Life Drawing.</li> </ul> <p><b>Assessment:</b> Students are marked on their sketchbook and homework pieces.</p>
<b>Music</b>	<p>Students will study the following: Harmony and Texture – Bass and Chord What is texture in music What is harmony in music Bass line, chords and melody Students will play three pieces related to texture and harmony using melody, chords and basslines: Pachelbel’s Canon – Pachelbel (canon and bass) Stand by Me – Ben E King (bass and syncopation) Praise You – Fatboy Slim (riffs and chords)</p>
<b>Computing</b>	<p>Students will be introduced to basic programming constructs using Python in the first half of the term.</p> <ul style="list-style-type: none"> <li>Students will apply and expand their understanding of the constructs from computational thinking using Scratch and python. This approach reinforces their learning by transitioning from text-based coding to a more visual and interactive environment. By incorporating both Python and Scratch.</li> <li>This curriculum ensures students grasp the fundamental programming constructs in multiple contexts, enhancing their problem-solving abilities and preparing them for more advanced studies in computer science.</li> <li>Helps students understand core programming concepts that are fundamental for future learning in computer science.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Terminal summative assessment through Seneca quiz on key topic knowledge and programming skills.</li> </ul>

Subject	Overview
Mathematics	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li><b>Angles in parallel lines and polygons:</b> Students will recap over previous content on angles and basic polygon construction. In this unit they will also explore facts about angles between parallel lines including alternate, corresponding and co-interior angles. Students will be able to find interior and exterior angles of polygons. Students will also be able to construct an angle bisector and straight line bisector.</li> <li><b>Area of trapezia and circles:</b> Recapping previously covered content, students will find the area of triangles, rectangles and parallelograms. Students will be able to find the area of a whole and parts of a circle. Throughout this unit, compound shapes will be included to stretch their understanding.</li> <li><b>Line symmetry and reflection:</b> Students will be able to work with lines of symmetry and reflection, be them horizontal, vertical or diagonal.</li> <li><b>Homework:</b> Sparx Maths homework will be set weekly Monday to Monday.</li> <li><b>Assessments:</b> Formative Assessment – Angles in Parallel Lines and Area of Trapezia &amp; Circles (W/C 19.05.25)</li> </ul>
English	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>The play <b>'The Tempest' by William Shakespeare.</b></li> <li>Marginalisation and othering.</li> <li>Conventions of play writing.</li> <li>Review writing.</li> </ul> <p><b>Homework:</b> Each week students will be expected to achieve at least 20 points from completing vocabulary and grammar lessons on the Bedrock platform.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Students will analyse how the character 'Caliban' is presented in one scene and write a review of a section of the play.</li> </ul>
Science	<p><b>Students will study the following:</b> <b>Heat</b></p> <ul style="list-style-type: none"> <li>Students will learn how heat energy can be transferred through the processes of conduction, convection and radiation.</li> </ul> <p><b>Assessment:</b> Week Commencing 9<sup>th</sup> June 2025 <b>Homework:</b> Students are set a fortnightly paper-based homework. Alongside this students are expected to revise for their assessment.</p>
German	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li><b>Zoo Berlin</b></li> <li><b>Eurovision Song contest</b></li> </ul> <p>Students will study snacks, food adjectives, travel and vehicles, zoo animal and music genres. They will continue their work on giving opinions by extending them with reasons. Homework will be</p> <p>Students will practise vocabulary on the website Linguascope (log in information is available on the assignment on Arbor.)</p> <p>The end assessment will be reading and writing. Further information is on the Knowledge Organiser.</p>
French	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li><b>Eurovision Song contest</b></li> </ul>

	<p>Students will study music genres, French artists and songs and different ways to describe artists. They will continue their work on giving opinions by extending them with reasons. Homework will be</p> <ul style="list-style-type: none"> <li>Students will practise vocabulary on the website Linguascope (log in information is available on the assignment on Arbor.)</li> </ul> <p>The end assessment will be speaking and listening. Further information is on the Knowledge Organiser.</p>
Communication Studies	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>What a <b>graduation ceremony</b> and valedictorian is.</li> <li>How to craft a valedictorian speech.</li> <li>How to use face, voice, and body to engage an audience.</li> <li><b>Homework:</b> students will learn their valedictorian speech to deliver it to their class.</li> </ul>
Geography	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li><b>Is living by a hazard a crazy choice?</b> Students will look at how the earth is formed and will consider how the way it moves creates lots of hazards for humans. Students will focus on earthquakes, volcanoes and tsunamis.</li> <li><b>The conflict of Russia:</b> Students will investigate the characteristics of Russia and will understand what conflict national and international conflict Russia is part of.</li> <li><b>Homework:</b> Students will have the opportunity to create- a working volcano, an earthquake proof building or a tsunami warning sign.</li> <li><b>Assessment:</b> Students will complete an end of topic test before the Easter holidays.</li> </ul>
History	<p><b>Students will study the following:</b></p> <ul style="list-style-type: none"> <li>How did democracy differ in 1900 and today?</li> <li>Who were the suffragists?</li> <li>Who were the suffragettes?</li> <li>What was the Cat and Mouse act?</li> <li>What happened to Emmeline Pankhurst?</li> <li>How did WW1 contribute to the fight for female suffrage?</li> <li>What was the Representation of the Peoples Act?</li> <li>Debate: Why were women given the vote in 1919?</li> </ul> <p><b>Assessment:</b> Teacher assessment on previous unit (World War One)</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>Key Terms and concept test</li> <li>Seneca: Women's Suffrage</li> </ul>
Religion, Ethics and Philosophy	<ul style="list-style-type: none"> <li>Students will study the following:</li> <li>Is suffering necessary?</li> </ul> <ul style="list-style-type: none"> <li>In this unit we will be learning about the different religious and non-religious understandings of suffering.</li> <li>After learning about the different influences of scripture and authority, we discuss and debate how suffering is seen as a product of one's own actions or a punishment after judgement.</li> <li>We learn how suffering can have an evolutionary purpose and how humans can grow through the understanding of suffering. We also debate on the existence of God in a world where suffering exists.</li> <li>We will ask the questions:</li> <li>How powerful is God? – students will learn about God as omnipotent, benevolent, fair and just. Students will learn why Christians believe in God's character and how suffering comes into the world.</li> <li>Are we born good or evil? – Students will learn about the religious and non-religious understandings of good and evil. Students will learn about the source of moral and natural evil and human responses to suffering.</li> </ul>

	<ul style="list-style-type: none"> <li>• Is suffering a good thing? – Learning about different religious and non-religious responses to suffering. Students learn about the evolutionary effects of suffering and how through suffering we see the best in our society in humanitarian response.</li> <li>• Does justice prevent suffering? – Understanding how justice works in the world, including the declaration of human rights. Students will learn that suffering may be caused through injustice and how this can be prevented. Students will study case studies on cases of injustice in the world.</li> <li>• What can we do about suffering? – Students will learn the religious and non-religious motivations for people to help others who are suffering. Students will learn about different responses to suffering in cases of poverty, homelessness and gender inequality.</li> </ul> <p><b>Homework:</b> Research and report on one of the worldwide issues that cause suffering in the world today.</p> <p><b>Assessment:</b> Multi choice questions and extended exam style questions for assessing breadth of knowledge and ability to comprehend and utilise knowledge and scripture.</p>
PSHE	Students will study the following: Law, crime and society: including decision making, criminal responsibility, laws, community cohesion, prison, reform and punishment
PE	<p>The students will be studying the following areas of the curriculum</p> <p>Mrs Sanderson: Cricket and Rounders Mrs Bushell: Cricket and Rounders Mr Ingham: Cricket and Rounders Mr Webb: Cricket and Rounders</p> <p>Mrs Bushell: Cricket and Rounders Mrs Sanderson: Cricket and Rounders Mr Webb: Cricket and Rounders Mr Ingham: Cricket and Rounders</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>Soldering:</b> Students will learn how to solder and create a circuit for their mood lights using a PCB, LED, switch, resistor and USB power cable.</li> <li>• <b>CAD:</b> Students will begin developing their final design on the computer, which will then be laser cut for their final prototype.</li> </ul> <p>In the 'Food &amp; Nutrition' project students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>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>British &amp; International Cuisine:</b> Students will learn about different cuisines from around the world.</li> <li>• <b>Practical - Ragu ala Bolognese:</b> 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> Ongoing summative assessment on designing and making skills in project booklets. Special Diets checkpoint assessment in food.</p>
<b>Art</b>	<p>Students will study the following: To build on the skills learnt in the previous projects students will work on an <b>Architecture Project</b> and complete the following tasks -</p> <ul style="list-style-type: none"> <li>• Two Point Perspective Drawing</li> <li>• Zaha Hadid Drawing.</li> </ul> <p><b>Homework:</b> Artist research based on the theme of Architecture.</p> <p><b>Assessment:</b> Students are marked on their sketchbook and homework pieces.</p>
<b>Music</b>	<p>Students will study: Film/Game Music</p> <ul style="list-style-type: none"> <li>• What the purpose of music is in films/games</li> <li>• The impact of music in films/games</li> <li>• Leitmotif</li> <li>• Famous film music composers (John Williams, Hans Zimmer, Danny Elfman)</li> <li>• Composing a piece of Film Music to fit a scene in a spooky film</li> </ul> <p>They will learn about</p> <ul style="list-style-type: none"> <li>• composing using melody and chords</li> <li>• Adding a chord sequence to a composition</li> <li>• Fitting their ideas appropriately to the mood</li> </ul> <p>Student will use an online sequencer called YuStudio to record their work.</p>
<b>Performing Arts</b>	<p>In Performing Arts, students will study the following: <b>Topic: Darkwood Manor</b> Pupils will develop a character through use of vocal skills and physical theatre.</p> <p>Students will carry out exploration tasks in response to different given stimuli. Students will be creating/ devising pieces in groups. They will develop ensemble/group skills and roles.</p> <p><b>Skills-</b> Vocal, physical, and interpretative skills. Team working skills will be essential and reflective skills. Development of body language, facial expressions, gestures, posture, levels, spacing, movement and vocal skills- pitch, tone, accent, pace, and projection.</p> <p><b>Techniques-</b> Improvisation, still image, body as a prop, narration, hot seating, teacher in role, creating characters, cross cutting, and split scenes.</p> <p><b>Understanding</b> - Develop understanding of abstract drama, improvisation and use of props and set design. They will develop their understanding of how to respond to the given theme and they will learn how to select skills and developing them in response to the theme/stimulus.</p> <p><b>Performing (Assessment)-</b> Small group performances including acting and possible dance and singing skills. Students should be able to demonstrate that they can create a believable character and sustain a role for an appropriate amount of time in performance.</p> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Rehearsing their chosen character in preparation for their performance.</li> <li>• Microsoft forms Quiz based on the learnt techniques and style.</li> </ul>
<b>Computing</b>	<p>Programming fundamentals. Students will be introduced to basic programming constructs using Python in the first half of the term.</p>



	<ul style="list-style-type: none"> <li>• Students will apply and expand their understanding of the constructs from computational thinking using Scratch and python. This approach reinforces their learning by transitioning from text-based coding to a more visual and interactive environment. By incorporating both Python and Scratch.</li> <li>• This curriculum ensures students grasp the fundamental programming constructs in multiple contexts, enhancing their problem-solving abilities and preparing them for more advanced studies in computer science.</li> <li>• Helps students understand core programming concepts that are fundamental for future learning in computer science.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Terminal summative assessment through Seneca quiz on key topic knowledge and programming skills.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Learn definitions of key words ready for Seneca quiz mid-point.</li> <li>• Learn key concepts of key words for daily Blooket quiz.</li> <li>• Working on programming fundamentals.</li> </ul>
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Links to full curriculum overviews for each subject can be found on our website.



Subject	Overview
<b>Mathematics</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Enlargement and similarity:</b> Students will learn how to enlarge shapes, using the centre of enlargement and scale factor. They will also learn how to enlarge a shape for a given negative or fractional scale factor. Students will be able to describe a given enlargement.</li> <li>• <b>Solving ratio and proportion problems:</b> Students will be introduced to higher level direct and indirect proportion, both algebraically and graphically. They will deepen their ratio knowledge and apply to many different problem-solving scenarios.</li> <li>• <b>Homework:</b> Sparx Maths homework will be set weekly, Monday to Monday.</li> <li>• <b>Assessments:</b> Formative Assessment – Pythagoras' Theorem and Enlargement &amp; Similarity (W/C 12.05.25)</li> </ul>
<b>English</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• 3 lessons a week: <b>Exploration of Shakespeare's tragic play 'Macbeth'</b>. Students will learn about the Great Chain of Being and the Divine Right of Kings in order to understand the complex themes and ideas of the play. Students will develop their understanding of how themes develop throughout the plot and how Shakespeare's use of language and methods present these themes to begin to explain why Shakespeare wrote the play.</li> <li>• 1 lesson a week: Students will continue their study of some of the main themes of the play by exploring linked <b>opinion articles</b> that explore gender roles, ambition and the role of the monarchy. They will use these as a stimulus to develop their own opinion article writing.</li> </ul> <p><b>Homework:</b> Weekly Seneca.</p> <p><b>Assessment:</b> Students will analyse an extract from Macbeth.</p>
<b>Science</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Particle Physics:</b> Students learn about the particle model of matter, which includes the behaviour and properties of particles in different states of matter such as solids, liquids, and gases. They study concepts like density of materials, changes in a material's temperature or state of matter, and the kinetic theory of particles.</li> <li>• <b>Periodic table:</b> Students learn about the arrangement of elements in the periodic table, the significance of the number of shells, group number, the properties of elements within the table, how atoms become ions and the history of the periodic table.</li> </ul> <p><b>Homework:</b> Weekly assignments are set on Seneca. Students will also be expected to revise for their final assessment of this academic year.</p> <p><b>Assessment:</b> Year 9 Test Week 2<sup>nd</sup> June 2025</p>
<b>German</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Film and TV</b></li> <li>• <b>Music</b></li> </ul> <p>Students will study TV genres, film genres, music genres, film description in past tense and extended opinions.</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Students will practise vocabulary on the website Linguascope (log in information is available on the assignment on Arbor.)</li> </ul> <p>The end assessment will be speaking and listening. Further information is on the Knowledge Organiser.</p>
<b>Geography</b>	<p>Students will be studying the following:</p> <ul style="list-style-type: none"> <li>• <b>The truth about climate change:</b> Students will start to understand what climate change is and how it impacts our everyday lives. Students will start to investigate ways in which to adapt and mitigate to climate change and will form judgements as to how they can help adapt in their lives.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Homework:</b> Climate change project</li> <li>• <b>Assessment:</b> End of topic assessment before Easter.</li> </ul>
History	<p>Students will study the following:  <u>Non-European Empires (Mali and Aztecs)</u></p> <ul style="list-style-type: none"> <li>• Who was Mansa Musa?</li> <li>• What impact did the Hajj have on Masa Musa's legacy?</li> <li>• How did the Mali empire become so rich?</li> <li>• What was life like in Timbuktu?</li> <li>• How important were oral traditions for life in the Mali empire?</li> <li>• Who were the Aztecs?</li> <li>• What was life like in the Aztec empire?</li> <li>• How did the Aztecs worship god?</li> <li>• Why did the Aztecs carry out human sacrifice?</li> <li>• What impact did the arrival of the Spanish have on the Aztec empire?</li> <li>• What was life like for Aztec women?</li> <li>• How did people spend their leisure time?</li> <li>• Why was chocolate so important in Aztec life?</li> </ul> <p><b>Assessment:</b> End of year assessment.</p> <p><b>Homework:</b> End of year assessment preparation:</p> <ul style="list-style-type: none"> <li>• Nazi Germany revision activity</li> <li>• World War Two revision activity</li> <li>• Modern British Protest revision activity</li> </ul>
Religion, Ethics and Philosophy	<p>Students will study the following:  <b>Relationship and families</b></p> <ul style="list-style-type: none"> <li>• <b>Nature and purpose of marriage:</b> Students should know and understand the purpose of marriage within the religions being studied. They should understand the nature of marriage, including ideas of commitment, responsibility, faithfulness etc.</li> <li>• <b>Cohabitation &amp; Same sex marriage:</b> Students should understand how cohabitation is different to marriage, can understand how religions respond to cohabitation, to know the religious attitudes towards same-sex marriage.</li> <li>• <b>Divorce:</b> Students should know what divorce is and the impact it can have on a family and its members. They should understand reasons for divorce and know and understand the religious attitudes, beliefs and teachings about divorce and the religions' response to remarriage. Students should consider arguments put forward against and favour of divorce based upon ethical considerations.</li> <li>• <b>Nature of Families:</b> Students should know and understand the key terms extended family and nuclear family. Students should understand how the nature of families have changed in society and should consider what counts as a family.</li> <li>• <b>Purpose of Families:</b> Students will need to know and understand the purpose of family in the religions they are studying and the importance of the family as the right place for procreation. They will also need to understand the role of the family in providing a stable environment for raising children and protecting them and also know how families may educate their children in the faith they are being raised in.</li> <li>• <b>Contemporary family issues:</b> Students will need to know and understand contemporary family issues and how religions respond to them. In particular same-sex parents and polygamy.</li> <li>• <b>The roles of men and women:</b> Students should know and understand religious teachings, beliefs and attitudes about gender roles. This will include how those roles are changing over time as religions re-assess their views.</li> </ul> <p><b>Homework:</b> Revise and reflect for our end of unit assessment.</p>
PSHE	<p>Students will study the following:          Combatting terrorism and extremism, including conspiracy and fake news, extremism, terrorism, what are British values? Radicalisation, counterterrorism, anti-Semitism</p>

PE	<p>Students will study the following: Monday P5 + Friday P2 class will study the following...</p> <p>Mrs Sanderson: Cricket and Rounders Mrs Bushell: Cricket and Rounders Mr Ingham: Cricket and Rounders Mr Webb: Cricket and Rounders</p> <p>Thursday P1 + Friday P1 class will study the following... Mrs Bushell: Cricket and Rounders Mrs Sanderson: Cricket and Rounders Mr Webb: Cricket and Rounders Mr Ingham: Cricket and Rounders</p>
Design and Technology	<p>Students will study the following: In the 'Create' project the students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>CAD</b> – Students will create a technical floor plan for their dream houses using 2D CAD (2D Design), learning the importance of planning, scaled drawings and communication (using architectural drawing keys to communicate walls, windows, doors, etc.). The floor plans will then be used to guide the making of the architectural models</li> <li>• <b>Modelling</b> – Students will begin making their models using the floorplans as a guide.</li> </ul> <p>In the 'Food &amp; Nutrition' project students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Hospitality and Catering Industry:</b> Students will learn about different establishments in the hospitality and catering industry and food safety and hygiene regulations.</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> <li>• <b>CAD:</b> Students will be revisiting OnShape, a 3D CAD software program, building on the basic skills they learned in Y8 and learning some more advanced tools and functions to draw up their can crushers.</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 assessment.</p>
Art	<p>Students will study the following: To build on the skills learnt in the previous projects students will work on a <b>Mask Project</b> and complete the following tasks -</p> <ul style="list-style-type: none"> <li>• Mask Ideas Drawings</li> <li>• Final Mask Idea Drawing</li> </ul> <p><b>Homework:</b> Artist research based on the theme of Masks. <b>Assessment:</b> Students are marked on their sketchbook and homework pieces.</p>
Music	<p>Students will study Songwriting:</p> <ul style="list-style-type: none"> <li>• the importance of hooks and riffs</li> </ul>

	<ul style="list-style-type: none"> <li>• Songwriting themes</li> <li>• popular song structure and melodic motion</li> <li>• Listening to and analysing different songs</li> <li>• Composing their own song</li> <li>• Chord sequences and melody writing using syllables and melisma</li> </ul> <p>Assessment will be of a performed verse and chorus of their song in groups of 2 or 3</p> <p>Students will use an online sequencer called YuStudio to record their work</p>
<b>Performing Arts</b>	<p>Students will study the following:</p> <p><b>Topic: Everyone's Talking about Jamie</b></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><b>Skills-</b> Vocal, physical, and interpretative skills. Team working skills will be essential and reflective skills. Development of body language, facial expressions, gestures, posture, levels, spacing, movement and vocal skills- pitch, tone, accent, pace, and projection.</p> <p><b>Techniques-</b> Improvisation, still image, body as a prop, narration, hot seating, creating characters, cross cutting, and split scenes.</p> <p><b>Understanding</b> - They will develop their understanding of how to respond to the given theme and they will learn how to select skills and developing them in response to the theme/stimulus.</p> <p><b>Performing (Assessment)-</b> Small group performances including acting, dance and singing skills. Students should be able to demonstrate that they can create a believable character and sustain a role for an appropriate amount of time in performance.</p> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Rehearsing their chosen character in preparation for their performance.</li> <li>• Quiz based on the learnt techniques and style.</li> </ul>
<b>Computing</b>	<p>Programming fundamentals.</p> <p>Students will be introduced to basic programming constructs using Python in the first half of the term.</p> <ul style="list-style-type: none"> <li>• Students will apply and expand their understanding of the constructs from computational thinking using Scratch and python. This approach reinforces their learning by transitioning from text-based coding to a more visual and interactive environment. By incorporating both Python and Scratch.</li> <li>• This curriculum ensures students grasp the fundamental programming constructs in multiple contexts, enhancing their problem-solving abilities and preparing them for more advanced studies in computer science.</li> <li>• Helps students understand core programming concepts that are fundamental for future learning in computer science.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Terminal summative assessment through Seneca quiz on key topic knowledge and programming skills.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Learn definitions of key words ready for Seneca quiz mid-point.</li> <li>• Learn key concepts of key words for daily Blocket quiz.</li> <li>• Working on programming fundamentals.</li> </ul>

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Subject	Overview
Mathematics	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Collecting, representing, and interpreting data:</b> This block builds on KS3 work on the collection, representation and use of summary statistics to describe data. Much of the content is familiar, both from previous study within and beyond mathematics (including Geography and Science) and from everyday life. A balance of consolidating existing knowledge with extending and deepening, particularly in terms of interpretation of results and evaluating and criticising statistical methods and diagrams. There is additional content relating to continuous data including histograms, cumulative frequency diagrams, box plots and associated measures such as quartiles and the interquartile range.</li> <li>• <b>Non- Calculator methods:</b> This block will revise and build on KS3 content for calculation. Mental methods and using number sense will be encouraged alongside the formal methods for all four operations with integers, decimals and fractions. Where possible this will be covered through problems, particularly multi-step problems in preparation for GCSE. The limits of accuracy of truncation is explored and compared to rounding, and students will look at all aspects of irrational numbers including surds.</li> <li>• <b>Types of number and sequences:</b> This block will mainly revise KS3 content, reviewing prime factorisation and associated number content such as HCF and LCM. Sequences is extended to include surds and finding the formula for a quadratic</li> <li>• <b>Homework:</b> Sparx Maths homework will be set weekly, Monday to Monday.</li> <li>• <b>Assessments:</b> Formative Assessment – Collecting Data and Non-Calculator Methods (W/C 19.05.25)</li> </ul>
English	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Weeks 1 and 2: 'Power of Nature' poetry cluster from the AQA Power and Conflict Poetry Anthology (poetry anthology provided by school).</li> <li>• Weeks 3 and 4: Revision of language paper 1 and A Christmas Carol</li> </ul> <p><b>Homework:</b> Seneca</p> <p><b>Assessment:</b> Language paper 1 question 4</p>
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Biology: Combined &amp; Separate</b> – Environment: Students learn about how human activities impact the climate and environment and how we can sustainably develop and grow as a species.</li> <li>• <b>Chemistry: Combined &amp; Separate</b> – Environmental Chemistry: students learn about the composition and evolution of the Earth's atmosphere, the role of greenhouse gases such as carbon dioxide and methane, common atmospheric pollutants, and the impact of human activities on the atmosphere's composition.</li> <li>• <b>Physics:</b> <b>Combined</b> – Changing Energy and Thermodynamics: Students continue to build on their knowledge of energy stores and transfers and apply their knowledge to required practical activities on insulation and specific heat capacity. <b>Separate</b> – How Waves Work: Students continue to learn the behaviour of waves, how they carry information and how modern technologies such as imaging and communication systems make the most of electromagnetic waves.</li> <li>• Homework: Students will be set weekly assignments on Seneca. Students are also expected to revise for their mock exams.</li> </ul> <p><b>Mock exams: Week commencing 16<sup>th</sup> June 2025</b></p>
German	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>School</b></li> </ul> <p>Students will study school subjects, facilities, rules and uniform.</p>

	<p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>Students will practise vocabulary on Seneca.</li> </ul> <p>The assessment will be at the end of the next topic covering the four skills of Reading, Writing, Speaking and Listening.</p>
<b>Geography</b>	<p>Students will be studying the following:</p> <ul style="list-style-type: none"> <li><b>Global development:</b> Students are learning how we measure development across the world, students will know what indicators we use to understand how developed a country is and will identify which countries are developed and developing across the globe.</li> <li><b>Fieldwork:</b> Urban change- Liverpool</li> <li><b>Homework: Assessment:</b> A Practice AQA exam paper at the end of the topic.</li> </ul>
<b>History</b>	<p>Students will study the following:</p> <p><b><u>The Cold War 1941- 1991</u></b></p> <p><b><u>Section 3: The end of the Cold War 1970-91</u></b></p> <ul style="list-style-type: none"> <li>Prague Spring Reforms (causes of Soviet Invasion of Czechoslovakia)</li> <li>Invasion of Czechoslovakia (events and consequences)</li> <li>Détente (weapons agreements: SALT I and II)</li> <li>Détente (relations including Helsinki Agreements)</li> <li>Soviet invasion of Afghanistan (causes and events)</li> <li>Soviet invasion of Afghanistan (consequences)</li> <li>The Second Cold War (Ronald Reagan)</li> <li>Gorbachev's reforms</li> <li>End of the Arms Race (Geneva, Reykjavik, INF)</li> <li>The Collapse of the Soviet Union and the Warsaw Pact</li> <li>Creating a Cold War Timeline</li> <li>How to develop Q1 (Consequences) and Q2 (Narrative) responses</li> <li>How to develop Q3 (importance) responses</li> </ul> <p><b>Homework:</b> Seneca on the Cold War; revision resource creation; exam question planning; exam question practice.</p> <p><b>Assessment: End of Unit Assessment (Cold War)</b></p>
<b>Religion, Ethics and Philosophy</b>	<p>Students will study the following:</p> <p><b>Crime and Punishment</b></p> <p>This half term we complete the theme of peace and conflict. This term we study:</p> <ul style="list-style-type: none"> <li>Good and Evil</li> <li>Reasons for crime</li> <li>Types of crime</li> <li>Aims of punishment</li> <li>Types of punishment</li> <li>Christian responses to crime and punishment</li> <li>Hindu responses to crime and punishment</li> <li>Forgiveness and the principle of utility</li> </ul> <p><b>End of Unit Assessment</b> – GCSE questions to test knowledge and exam skills.</p> <p><b>Homework:</b> Research and report on peace makers of their choice.</p>
<b>PSHE</b>	<p>Students will study the following:</p> <p>Rights, responsibilities and British Values, including critical thinking and fake news, LGBT and British Values, what is a cult? Human rights and their importance, balancing human rights.</p>
<b>PE</b>	<p>Girls:</p> <p>Striking and fielding</p> <p>Boys:</p> <p>Striking and fielding</p>
<b>Design and Technology</b>	<p><b>Section E and F Mock NEA – Context Storage</b></p> <p>Students will be continuing with the final design using a range of appropriate materials, tools and processes.</p>

	<ul style="list-style-type: none"> <li>• E Realising design ideas</li> <li>• F Analyse and Evaluate</li> <li>•</li> </ul> <p>Theory - Completion of – Unit 4 PG Online AQA – Common Specialist Technical Principles</p> <ul style="list-style-type: none"> <li>• Forces and Stresses</li> <li>• Improving Functionality</li> <li>• Ecological and Social Footprint</li> <li>• 6 R's</li> <li>• Scales of Production</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Unit 3 low stakes quizzes – Seneca. Revision for summative end of unit test.</li> <li>• Completion of mock NEA - Diary of Manufacture &amp; Evaluation pages for the whole project.</li> </ul>
<b>Hospitality and Catering</b>	<p>Students will study the following:</p> <p><b>Planning balanced diets</b>, including:</p> <ul style="list-style-type: none"> <li>• How people's nutritional needs change due to their age, lifestyle choices and state of health.</li> <li>• How to analyse diets.</li> <li>• How to plan a balanced diet for people with specific dietary needs or nutritional deficiencies.</li> </ul> <p><b>Hospitality and Catering Providers</b>, including:</p> <ul style="list-style-type: none"> <li>• Commercial and Non-commercial establishments</li> <li>• Residential and Non-residential establishments</li> </ul> <p><b>Assessment:</b> Bread Practical Assessment</p>
<b>Construction</b>	<p>Students will study the following:</p> <p>The Cohort are continuing to study for the second Component, which is called design and Construction. In this component, they will learn about what planning constraints there are on a building, also the designer must consider what the client is requesting. These are all set-in real-life scenario's therefore, making it much more realistic. 3D drawing is essential in this component, therefore that skill will also be taught and practiced.</p>
<b>Business Studies</b>	<p><b>Unit 4: Operations</b></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. 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. 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. 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</p> <p>4.2 Quality of goods and services</p> <p>4.3 The sales process and customer service</p> <p>4.4 Consumer law</p>



	<p>4.5 Business Location 4.6 Working with suppliers</p> <p><b>Assessment:</b> Data responses after each topic area covered. <b>Homework</b> will be set on SENECA.</p>
<b>Creative iMedia</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>R093 – Exam Unit</b> Students will be learning the modules related to exam unit, combining with elements of R098 as that's going to be the next module. Including storyboards, camera angles, tones, camera shots, Mis-an-se, jobs related to media industry.</li> </ul>
<b>Computing</b>	<p>Students will study the following:</p> <p><b>2.2 Programming Fundamentals</b></p> <ul style="list-style-type: none"> <li>• Students will practice the use of variables, constants, operators, inputs, outputs and assignments</li> <li>• Students will choose between the three basic programming constructs used to control the flow of a program: Sequence, Selection, Iteration (count and condition-controlled loops)</li> <li>• Students will be able to use the common arithmetic operators, the common Boolean operators AND, OR and NOT, and cast between data types: Integer, Real, Boolean, Character and string</li> <li>• These fundamentals will be embedded through the use of programming challenges of increasing difficulty</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Mock exam combining Paper 1.</li> </ul> <p><b>Homework</b> Mock exam revision on Paper 1 topics.</p>
<b>Art</b>	<p>Students will be continuing with 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>• Family - Pencil</li> <li>• Favourite Film – Pencil Crayon</li> <li>• Favourite Book – Fine Liner</li> <li>• Words Relating to Identity - Pen</li> <li>• Clothes - Paint</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>• 2<sup>nd</sup> Artist Research Project on either Chandler O’Leary or Guillermo Del Toro</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Students are assessed on their coursework pieces with a mock and practical final exam in year 11.</li> </ul>
<b>Music</b>	<p>Students will study the following: Students will continue working on listening and appraising. There are 4 areas of study: musical forms and devices; music for ensemble; film music; popular music. Students will revise Badinerie by Bach and study Africa by Toto, the two set works on the listening paper Deadline for composition 1 is May half term</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>
<b>Performing Arts</b>	<p><b>Component 3 Preparation</b></p> <p><u>Understanding how to respond to a brief- Choreography/devising.</u></p> <p>Students will carry out exploration tasks in response to a previous exam brief 'Better Together'. Students will be creating/ devising pieces in groups of 3-7 students. 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> <p><b><u>Key Assessments/Activities:</u></b></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.</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>Homework:</p> <ul style="list-style-type: none"> <li>-Questions and research based on examining practitioner's work.</li> <li>- Rehearsals of their group performances.</li> </ul>
<b>Health and Social Care</b>	<p>Students will study the following:</p> <p>R034 – Creative, Therapeutic Activities</p> <p>Students will be completing one coursework unit this half term. They will be evaluating their performances from their creative activity session which they led before the easter break</p> <p>Students will have a deadline set before we break up for half term.</p>
<b>Sports Studies</b>	<p>Students will study the following:</p> <p>R185: Lesson planning in preparation for leading their sports session as part of their assessment.</p> <p>Homework: Everlearner.</p>
<b>GCSE PE</b>	<p>Students will study the following:</p> <p>Lung volumes and the spirometer trace .</p> <p>Practical: 5Ks (outside of school) with Mr Webb and athletics.</p> <p><b>Homework:</b> completing questions on ever learner and exam questions. Students will also be completing their NEA coursework.</p> <p><b>Assessment:</b></p> <p>Classroom examination questions.</p>

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Subject	Overview
<b>Mathematics</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Lesson Content:</b> Revision of topics which have been highlighted as challenging topics in the recent mocks.</li> <li>• <b>Homework:</b> Method Maths Papers and practice papers.</li> </ul> <p><b>Exam Dates</b>  <b>Thursday 15<sup>th</sup> May</b> – Edexcel Maths Paper 1  <b>Wednesday 4<sup>th</sup> June</b> – Edexcel Maths Paper 2  <b>Wednesday 11<sup>th</sup> June</b> – Edexcel Maths Paper 3</p> <p><b>Thursday 12<sup>th</sup> June</b> – AQA Level 2 Further Maths Paper 1  <b>Wednesday 18<sup>th</sup> June</b> – AQA Level 2 Further Maths Paper 2</p>
<b>English</b>	<p>Students will study the following:</p> <p>Students will continue to complete a tailored revision programme specific to the class based on weaknesses highlighted by the mock exams completed for Paper 2 for both language and literature. Students will also revise the key knowledge and skills for language and literature paper 1.</p> <p><b>Homework:</b> Revision tasks set by class teacher.</p> <p><b>Exam Dates</b>  <b>Monday 12<sup>th</sup> May</b> – Literature Paper 1  <b>Tuesday 20<sup>th</sup> May</b> – Literature Paper 2  <b>Friday 23<sup>rd</sup> May</b> – Language Paper 1  <b>Thursday June 6<sup>th</sup></b> – Language Paper 2</p>
<b>Science</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Biology, Chemistry &amp; Physics:</b> Students will 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.</li> <li>• <b>Homework:</b> Weekly Seneca Assignments and Exam questions will continue to be set until Exams commence</li> <li>• <b>Science Exam Dates this half term:</b>  <b>Biology Paper 1 (Tuesday 13<sup>th</sup> May), Chemistry Paper 1 (Monday 19<sup>th</sup> May), Physics Paper 1 (Thursday 22<sup>nd</sup> May)</b></li> </ul>
<b>French</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Theme 1:</b> Students will recall topics of family, free-time and festivals. Students will practise reading and listening skills, as well as writing and translation.</li> <li>• <b>Grammar:</b> Students will revise 3<sup>rd</sup> person modal verbs, perfect tense and future time frames.</li> <li>• <b>Homework:</b> will be set weekly on Seneca, as well as practice exam questions if needed.</li> </ul>
<b>Geography</b>	<p>Students will be studying the following:</p> <ul style="list-style-type: none"> <li>• <b>Geographical skills, enquiry and pre-release:</b> students will be practising their statistical, cartographic and map skills in preparation for the paper 3 exam. They will link these to geographical scenarios, and our human and physical fieldwork. Two weeks before Easter students will receive their pre-release material in preparation for paper 3 and will spend lesson times researching and identifying potential questions that could come up surrounding this material.</li> <li>• <b>Homework:</b> Paper 2 knowledge checks</li> <li>• <b>Assessment:</b> Practice pre-release questions after the Easter holidays</li> </ul>
<b>History</b>	<p>Students will study the following:</p>

	<ul style="list-style-type: none"> <li>Students will be studying paper 1 content (Germany and Conflict and Tension) until the first exam on the 16<sup>th</sup> May.</li> <li>Students need to have a good grasp of Weimar and Nazi Germany as well as The Treaty of Versailles, League of Nations and the road to World War Two. Students have 'super summaries' and homework booklets that they can be working through.</li> </ul> <p><b>Exam Dates:</b>  <b>Paper 1: 16<sup>th</sup> May</b>  <b>Paper 2: 5<sup>th</sup> June</b></p>
<b>GCSE Religious Studies</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li><b>Test and-assessment of Islam</b></li> <li><b>Key Knowledge/Key skills – Christian key beliefs and Practice</b> To organise revision notes and complete independent and teacher led knowledge gap filling. Games and quizzes. Peer interaction and support.</li> <li><b>Theme – Relationship and families - Revision</b></li> <li><b>Theme – Peace and Conflict - Revision</b></li> </ul> <p><b>Homework:</b> Revise and complete GCSE papers to peer assess in class.</p>
<b>PSHE</b>	<p>Students will study the following:</p> <p>Staying safe including VR and online gaming, festival drugs, nitrous oxide, online reputation and digital footprints, cosmetic and aesthetic procedures, substance addiction.</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></p> <ul style="list-style-type: none"> <li>Artist research relating to students' chosen exam brief.</li> </ul> <p>Students will be working on their coursework portfolio once the Art exam has been completed.</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>Completion of any missing coursework.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Students will be assessed on their exam portfolio, mock and practical final exam in the Spring term of Year 11.</li> </ul>
<b>Textiles</b>	<p>Students will study the following:</p> <p>Students will be working on the preparation portfolio for their GCSE exam. Details of the design brief choices will be issued to students after the Christmas break.</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>Artist research relating to students' chosen exam brief.</li> </ul> <p>Students will be working on their coursework portfolio once the Textiles exam has been completed.</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>Completion of any missing coursework.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Students will be assessed on their exam portfolio, mock and practical final exam in the Spring term of Year 11.</li> </ul>
<b>Music</b>	<p>Students will study the following:</p> <p>Students will continue working on the listening and appraising exam which is worth 40% of their GCSE.</p> <p>There are 4 areas of study: musical forms and devices; music for ensemble; film music; popular music.</p> <p>Revision of the two set works – Badinerie (Bach), Africa (Toto)</p> <p>Revision in folders must be taken home to use</p>

	<p>All work set in class and for homework must be completed for marking</p> <p><b>Homework:</b> Revision guide dictation tasks.</p>
Performing Arts	<p>Students will undertake the following tasks this half term:</p> <ul style="list-style-type: none"> <li>-Taking part in a workshop performance.</li> <li>-Evaluation the process and outcome.</li> </ul> <p><b>Homework-</b> this will focus on preparation for the final written assessment, their evaluation. Students will also rehearse performance material create to improve technical and expressive skills.</p> <p>Practical Performance Wednesday 30<sup>th</sup> April (All day in the school hall).</p> <p>Written Evaluation Wednesday 7<sup>th</sup> May 11.10am-period 3 (1 hour).</p>
Design and Technology	<p>Students will study the following:</p> <p>Students will have submitted their final NEA coursework on 11<sup>th</sup> April 2025. They may be asked to revisit and reflect on missing areas to ensure that they are given the opportunity to add missing component parts prior to final marks being submitted to the exam board in the first week after Easter.</p> <p>Priority Theory content will be revisited starting with Unit 3 – PG Online – Materials:</p> <p>Timbers Polymers Metals Textiles Papers and Boards</p> <p><b>Summative Assessment</b> – NEA – Ongoing assessment on completed sections. <b>Homework:</b> Each week students will be expected to spend time revising on Seneca or exam practice.</p>
Food Preparation and Nutrition	<p>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. Students. Students will achieve an understanding of how food products are genetically modified.</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> </ul> <p><b>Assessment:</b> NEA 1 and NEA2: Final assessment. <b>Homework:</b> Seneca revision assignments revisiting the theory content.</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. After school intervention will take place Friday week B after school for 1 hour.</p>
Business Studies	<p>This term, students will study the following:</p>

	<ul style="list-style-type: none"> <li>• Week 1 we will do a walking talking mock for Paper 2.</li> <li>• Week 2 it is the GCSE Business Studies Paper 1 at the end of that week, and we will do a practice paper 1 in lessons prior to that.</li> <li>• Week 3 it is the GCSE Business Studies Paper 2 at the end of the week, and we will do a practice paper 2 in lessons prior to that. Students will have completed all their exams for GCSE Business Studies by the end of week 3.</li> </ul>
<b>Computing</b>	<p>Students will revise the following:</p> <p><b>Both Paper 1 and Paper 2 practice papers with individual help.</b></p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Every week one practice paper and the mark scheme is attached in the second lesson.</li> </ul> <p><b>Homework</b></p> <p>A. Finishing of the practice paper from every lesson.</p> <p>B. Seneca exercises.</p>
<b>Health and Social Care</b>	<p>Students have now finished the course and will be completing revision tasks to prepare themselves for their exam on unit R032. Homework tasks will be related revision topics that we have covered in lessons. Students will be complete weekly recall tasks which are supported by exam questions and technique tasks.</p>
<b>PE</b>	<p>Students will study the following:</p> <p>Girls: Striking and Fielding.</p> <p>Boys: Striking and Fielding</p>
<b>Sports Studies</b>	<p>Students will study the following:</p> <p>Students will be finishing off their exam unit, this unit will develop the students' knowledge on participation in sport, engagement patterns, emerging sports and the benefits and negatives of hosting major sporting events.</p> <p><b>Exam:</b></p> <p>Wednesday 14<sup>th</sup> May 1.15pm</p>
<b>GCSE PE</b>	<p>Students will study the following:</p> <p>Students will be investigating the final topic on barriers and trends in participation in sport and physical activity. Additional revision and intervention will support previous learning in preparation for examination papers.</p> <p>Practical: Moderation focussed work selected by the examination board</p> <p><b>Homework:</b> completing revision to recall knowledge and complete exam questions.</p> <p><b>Assessment:</b></p> <p>Paper One and Paper Two exam questions</p> <p><b>Exam:</b></p> <p>Paper 1 Monday 19<sup>th</sup> May 1.15pm.</p>

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