

Subject	Overview
Mathematics	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Developing number sense:</b> Students will review methods of addition, subtraction, division and multiplication. Students will use factors to simplify calculations and estimates to check solutions. Students will review number facts and working with their calculators.</li> <li>• <b>Sets and probability:</b> Students will calculate with probabilities, representing sets in Venn diagrams and then interpreting values.</li> <li>• <b>Prime numbers and proof:</b> Students will review factors and multiples, how to calculate the highest common factor and lowest common factor. Students will write numbers as products of their prime factors.</li> </ul> <p><b>Homework:</b> Sparx Maths homework will be set on a weekly basis, Monday to Monday.</p> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• End of Unit Assessments: <ul style="list-style-type: none"> <li>○ w/c 16/06/25 - Developing Geometric Reasoning and Developing Number Sense</li> <li>○ w/c 14/07/25 - Sets &amp; Probability and Prime Numbers &amp; Proof</li> </ul> </li> </ul>
English	<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>• Non-fiction writing- students will learn how to write a review, a letter and a news report .</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> <li>• <b>Assessment:</b>  Week 2 – MCQ on features of non-fiction writing  Week 3 – Marked piece: review writing  Week 5 – Assessment: poetry analysis</li> </ul>
Science	<p><b>Students will study the following:</b></p> <p><b>Resources and the Atmosphere:</b></p> <ul style="list-style-type: none"> <li>• In this half term students will learn about how we extract and use the Earth's resources including metals and fossil fuels.</li> <li>• Students will also learn about the importance of reducing, reusing and recycling the resources we use.</li> <li>• Students will also learn about the carbon cycle and our impact on the Earth's climate.</li> </ul> <p><b>Ecosystem:</b></p> <ul style="list-style-type: none"> <li>• Students will learn about different habitats, ecosystems and how the organisms living in those ecosystems are adapted.</li> <li>• Students will learn about the importance of competition within an ecosystem.</li> <li>• Students will learn about biodiversity within an ecosystem and how we sample to measure biodiversity.</li> </ul> <p><b>Assessment:</b> Term 3 assessment Week beginning 9<sup>th</sup> June.</p> <p><b>Homework:</b> Students are set a fortnightly paper-based homework. Alongside these 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>Austria and Switzerland</b></li> </ul>

	<ul style="list-style-type: none"> <li>Students will study places to visit in German-speaking countries, travel, conversations abroad and ordering food and drink. They will continue their work on past tense by reviewing a visit to a German-speaking city.</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>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>
Geography	<p>Students will continue to study the following:</p> <ul style="list-style-type: none"> <li><b>How urbanised is Poulton Le Fylde?</b> Students will start to understand the differences between rural and urban areas. Students will look at the characteristics of urban area and link it to Poulton Le Fylde and will understand the history of the area and the layout of the town.</li> <li><b>Homework:</b> Poulton-le-Fylde research project</li> <li><b>Assessment:</b> End of year assessment</li> </ul>
History	<p>Students will study the following:</p> <p><u>The Tudor Dynasty</u></p> <ol style="list-style-type: none"> <li>What was the war of the Roses?</li> <li>Who was Martin Luther and what impact did he have on religion?</li> <li>What were the difference between Catholics and protestants?</li> <li>What were the problems Henry III had?</li> <li>Why did Henry break with Rome?</li> <li>Who were Henrys wives?</li> <li>Are interpretations of Henry VIII fair?</li> <li>How successful was Edwards VI as king?</li> <li>How success was the rein of Mary I?</li> <li>What as life like in Elizabethan England?</li> <li>What problems did Elizabeth I have?</li> <li>How did Elizabeth I solve her problems?</li> <li>How did Elizabeth defeat the Spanish Armada</li> <li>How did Elizabeth use portraits to help her rule?</li> </ol> <p><b>Assessment:</b> Elizabeths portrait extended writing</p>
Religion, Ethics and Philosophy	<p>Students will study the following:</p> <p><b>Are we just a coincidence?</b></p> <p>In this unit we will be looking at the origins of the world according to Christianity and Hinduism. We will explore how science has uncovered how the world began and the theory of evolution. We will debate how science and religion can both contradict and complement these theories. We will be asking:</p> <ul style="list-style-type: none"> <li><b>What do Christians believe about the creation of the world?</b> - We will look at the story in Genesis and different interpretations of the scripture.</li> <li><b>How do Hindus understand creation?</b> - Looking at different scripture stories on creation and how these theories impact daily life for Hindus.</li> <li><b>How does science explain creation?</b> - Exploring the science behind the big bang theory and the theory of evolution.</li> <li><b>Can scientists be religious?</b> - Looking at how science can contradict but also unite theories of evolution. Looking at how famous scientists were also highly religious.</li> <li><b>How can you see God in the world?</b> - Seeing the world with awe and wonder in the world and how people of faith see this as evidence of a God.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Assessment</b> – Multi choice questions and extended exam style questions for assessing breadth of knowledge and ability to comprehend and utilise knowledge and scripture.</li> </ul>
<b>PSHE</b>	<p>Students will study the following:</p> <p>Staying safe online and offline: Gangs, social networks, safety in gaming, alcohol, nicotine, Vaping, caffeine, knife crime</p>
<b>PE</b>	<p>Students will study the following:</p> <p>Athletics</p>
<b>Design and Technology</b>	<p>In the 'Create' project students will study the following:</p> <ul style="list-style-type: none"> <li>• Students are making their clocks using CAD (Computer Aided Design) software to design the elements of their designs.</li> <li>• Students will learn about laser cutting, which will be used to make the parts they have design on CAD.</li> <li>• Students will be assembling their clocks.</li> <li>• Students will be testing and evaluating their clocks.</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 Minestrone Soup, Vegetarian Chilli and Chicken Tikka Masala</li> </ul> <p>In the 'Systems' project students will study the following:</p> <ul style="list-style-type: none"> <li>• Students will continue to make their marble run out of corrugated cardboard, bringing together all the research they have done on mechanisms and motions.</li> <li>• Students will test and evaluate their marble run.</li> </ul> <p><b>Assessment</b> – Ongoing assessment in booklets after each section. For this term the manufacture of the product will be assessed.</p>
<b>Art</b>	<p>Students will study the following:</p> <p>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>• Mixed Media Drawing,</li> <li>• Cubist Still Life Drawing.</li> <li>•</li> </ul> <p><b>Assessment:</b> Students are marked on their sketchbook and homework pieces.</p>
<b>Music</b>	<p>The final unit of year 7 is the Orchestra</p> <p>This unit develops pupils' knowledge and understanding of orchestral instruments and families.</p> <p>The key to this unit is understanding timbre and sonority.</p> <p>Pupils will learn about:</p> <p>The layout and structure of the symphony orchestra.</p> <p>Develop an understanding of musical instruments, how they are played, families, construction, different sound production, timbres and sonorities.</p> <p>There is a composition task based on space travel</p> <p>The pieces of music studied in relation to this task are:</p> <p>Holst – Mars, the bringer of War from The Planets Suite</p> <p>John Williams – Star Wars</p> <p>Jeff Wayne – War of the Worlds</p>

<b>Computing</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Pre-production documents, analysing client briefs and requirements and creating their own client requirement and brief.</li> <li>• Using and creating different preproduction documents like, Mind map, Mood board, Sketch, Visualisation diagram for the product.</li> <li>• Finally digitalising what they produced first by using PowerPoint to create Final draft and using software, Adobe fireworks for Logo, Adobe photoshop for visualisation diagram.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Summative assessments every lesson when they are finishing pre-production documents and final designs.</li> <li>• Final designs will be marked.</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>The data handling cycle:</b> Students will achieve an understanding of the data handling cycle, before looking at representing data in bar charts, pie charts and line graphs. Students will then look at analysing data.</li> <li>• <b>Measures of location:</b> Students will review using and calculating the mean, median, and mode. Students will then look at calculating averages from grouped and ungrouped frequency tables.</li> </ul> <p><b>Homework:</b> Sparx Maths homework will be set on a weekly basis, Monday to Monday.</p> <p><b>Assessments:</b> End of blocks Assessments:</p> <ul style="list-style-type: none"> <li>○ w/c 30/06/25 - The Data Handling Cycle</li> </ul>
<b>English</b>	<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 of Prospero is presented in the play as a whole and will write a review of the whole play.</li> </ul>
<b>Science</b>	<p><b>Students will study the following:</b></p> <p><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>Electricity and Magnetism</b></p> <ul style="list-style-type: none"> <li>• Students will learn about electricity and the concepts of current, resistance and potential difference.</li> <li>• Students will learn about the two main types of circuit and how current, resistance and potential difference are measured within a circuit.</li> <li>• Students will be introduced to the idea of magnetism by exploring permanent magnetism, induced magnetism and electromagnetism.</li> </ul> <p><b>Assessment:</b> Term 3 assessment WC: 9<sup>th</sup> June 2025</p> <p><b>Homework:</b> Students are set a fortnightly paper-based homework. Alongside this students are expected to revise for their assessment.</p>
<b>German</b>          <b>French</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Austria and Switzerland</b></li> <li>• Students will study places to visit in German-speaking countries, travel, conversations abroad and ordering food and drink. They will continue their work on past tense by reviewing a visit to a German-speaking city.</li> </ul> <p>The end assessment will be speaking and listening. Further information is on the Knowledge Organiser.</p> <p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Francophone countries</b></li> </ul> <p>Students will study different French-speaking countries, activities to do on holiday and weather. They will continue their work on giving opinions by extending them with reasons. Homework will be</p>

	<ul style="list-style-type: none"> <li>Vocabulary practice on the website Linguascope (log in information is available on the assignment on Arbor.)</li> </ul> <p>The end assessment will be reading and writing. Further information is on the Knowledge Organiser.</p>
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>Homework: 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>The Middle East and Russia-</b> Students will look at the location of countries in the Middle East and Russia and will start to understand their climates. Students will look at how developed the countries are and will see how they interact with the rest of the world politically and economically.</li> <li><b>Assessment:</b> End of year assessment</li> <li><b>Homework:</b> Middle East research search project</li> </ul>
History	<p><b>Students will study the following:</b></p> <p><u>20<sup>th</sup> Century American Protest Movements</u></p> <ol style="list-style-type: none"> <li>Who was Emmet Till?</li> <li>How did the Montgomery bus boycott challenge racial segregation?</li> <li>How did the events at Little Rock challenge racial segregation?</li> <li>How did the Freedom Riders challenge racial segregation?</li> <li>Why was the Voting Rights Act passed?</li> <li>Who opposed the Civil Rights Movement?</li> <li>What was Black Power and how did it challenge discrimination?</li> <li>How did Betty Friedan and NOW challenge gender discrimination?</li> <li>What was the anti-Vietnam war movement?</li> <li>What was the Counterculture movement?</li> <li>What were the 504 protests and what did they achieve?</li> <li>What were the Stonewall riots?</li> <li>How did Hispanic and indigenous peoples challenge discrimination?</li> <li>Why was the 20<sup>th</sup> century a decade of protest?</li> </ol> <p><b>Assessment:</b> Extended writing task</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>Key word test</li> <li>Seneca</li> </ul>
Religion, Ethics and Philosophy	<p>Students will study the following:</p> <p><b>Does religion help humans evolve?</b></p> <p>Expanding on last term's learning on suffering, we will be looking at the Holocaust and how religion could show a way of human development through suffering. We will be exploring the ideas and implications of being a bystander and how religious belief can help develop empathy and therefore development and change in human nature. We will ask the questions:</p> <ul style="list-style-type: none"> <li><b>Could the holocaust happen again?</b> - Looking at the origins of antisemitism and the present-day issues regarding antisemitism.</li> <li><b>Could you ignore suffering?</b> - Discussing perpetrators, resisters and bystander's role during the holocaust. Reading and discussing a real-life survivor's story.</li> <li><b>Did Bruno not know?</b> - Watching clips from 'The boy in the striped pajamas' and asking how much people were aware of during the years running up to the holocaust and why they may have ignored them.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Did Bruno understand?</b> - Watching clips from 'The boy in the striped pajamas' and asking if Bruno understood the changes in his world.</li> <li>• <b>How do we learn from the past?</b> - Exploring how we remember and learn from significant events and asking students to create a memorial to serve as a focus for the memory of an event in the world that has caused suffering.</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: Dangers in society- online and offline- County Lines, substance misuse, grooming, alcohol, and society, cyber bullying
PE	The students will be studying the following areas of the curriculum:  Athletics
Design and Technology	<p>In the 'Create' project students will study the following:</p> <ul style="list-style-type: none"> <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> <li>• <b>Workshop:</b> Students will learn how to use a variety of tools and equipment to make the wooden bases of their mood lights.</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>British &amp; International Cuisine:</b> Students will learn about different cuisines from around the world.</li> <li>• <b>Practical - Mexican Dish:</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. This term the assessment focus will be on the manufacture of the moodlamp and the book holder.</p> <p><b>Homework:</b> Materials assignment / Evaluation assignment</p>
Art	<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>• Brutalism Drawing</li> <li>• Colour Theory</li> <li>• Ian Murphy Painting.</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:</p> <p>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:</p> <p><b>Topic: Darkwood Manor</b></p> <p>Pupils will develop a character through use of vocal skills and physical theatre.</p> <p>Students will carry out exploration tasks in response to different given stimuli. Students will be creating/ devising pieces in groups. They will develop ensemble/group skills and roles.</p> <p><b>Skills-</b> Vocal, physical, and interpretative skills. Team working skills will be essential and reflective skills. Development of body language, facial expressions, gestures, posture, levels, spacing, movement and vocal skills- pitch, tone, accent, pace, and projection.</p> <p><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>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Pre-production documents, analysing client briefs and requirements and creating their own client requirement and brief.</li> <li>• Using and creating different preproduction documents like, Mind map, Mood board, Sketch, Visualisation diagram for the product.</li> <li>• Finally digitalising what they produced first by using PowerPoint to create Final draft and using software, Adobe fireworks for Logo, Adobe photoshop for visualisation diagram.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Summative assessments every lesson when they are finishing pre-production documents and final designs.</li> <li>• Final designs will be marked.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Learn definitions of key words ready for Forms quiz mid-point.</li> </ul>



Subject	Overview
<b>Mathematics</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Rates:</b> Students will learn about compound measure; speed, distance and time, density and rates of flow and their graphs. They will be able to deepen their knowledge of converting units of measure for compound units.</li> <li>• <b>Probability:</b> Students will further deepen their knowledge of probability. They will use probability tree diagrams for calculating the probability of events. Students will investigate alternative ways of representing outcomes, such as venn diagrams and two ways tables.</li> <li>• <b>Algebraic representation:</b> This unit will focus on representing algebra graphically. Students will represent quadratic equations, simultaneous equations and inequalities on a set of axes. They will also be introduced to reciprocal and piece-wise graphs.</li> </ul> <p><b>Homework:</b> Sparx Maths homework will be set on a weekly basis, Monday to Monday.</p> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• End of Year assessment: w/c 02/06/25 - all content covered from Year 9</li> <li>• End of blocks Assessments: <ul style="list-style-type: none"> <li>○ w/c 07/06/25 - Ratio &amp; Proportion Problems and Rates</li> </ul> </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 Tassomai (minimum 3 daily goals a week).</p> <p><b>Assessment:</b> Students will sit an exam in which they will write an opinion article on a given topic and analyse an extract from Macbeth.</p>
<b>Science</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Infection &amp; response:</b> Students learn about communicable diseases, pathogens (viruses, bacteria, fungi, and protists), the human immune system, plant diseases, and methods of treating, curing, and preventing diseases. This includes the use of antibiotics, vaccinations, and monoclonal antibodies. Students also learn about the importance of hygiene and measures to reduce or prevent the spread of diseases.</li> <li>• <b>Field Investigations:</b> Students learn the different sampling techniques for an ecosystem and practice their sampling skills on the school field.</li> </ul> <p><b>Homework:</b> Weekly Seneca Assignments</p> <p><b>Assessment:</b> Week Commencing Monday 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>Technology</b></li> </ul> <p>Students will study social media, technology used at home, online safety and gaming in past and future tense with 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>

<b>French</b>	<p>The end assessment will be reading and writing. Further information is on the Knowledge Organiser.</p> <p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Film - 'Belle et Sebastien'</b></li> </ul> <p>Students will study a French film based on a classic French children's story. They will be describing characters and reviewing the film in past tense.</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>Is 8 billion enough?</b> Students will be looking at the population of the world and will start to evaluate how sustainable this number is. Students will look at how other countries have controlled population in the past and today and will understand how migration affects population both positively and negatively.</li> <li>• <b>Homework:</b> Mode B- population change research project.</li> <li>• <b>Assessment:</b> End of year assessment.</li> </ul>
<b>History</b>	<p>Students will study the following:</p> <p><u>The Holocaust</u></p> <ul style="list-style-type: none"> <li>• What was life like for Jews in the 1930's?</li> <li>• How did the Nazis persecute the Jews in the early 1930s?</li> <li>• What was Kristallnacht?</li> <li>• How were persecuted deported and transported by the Nazis?</li> <li>• Why were the Ghettos and why did the Nazis use them?</li> <li>• What was the Nazi 'Final Solution'?</li> <li>• What were labour and concentration camps?</li> <li>• What was Auschwitz like?</li> <li>• What was the Kindertransport and what did it achieve?</li> <li>• How did people resist the Nazis and their persecution?</li> <li>• Who was responsible for the Holocaust?</li> </ul> <p><b>Assessment:</b> Extended writing question</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Seneca: The Persecution of the Jews - The Holocaust</li> <li>• Key Word Quiz</li> </ul>
<b>Religion, Ethics and Philosophy</b>	<p>Students will study the following:</p> <p><u>Relationships and families</u></p> <p>Lessons include:</p> <p>Nature and purpose of marriage – Christianity</p> <p>Nature and purpose of marriage – Hinduism</p> <p>Cohabitation and same- sex marriage</p> <p>Divorce</p> <p>Nature and purpose of families</p> <p><b>Homework:</b> To create a knowledge organiser of the knowledge acquired from this unit. Seneca revision set every 2 weeks.</p> <p><b>Assessment:</b> Multiply choice questions and extended exam style questions for assessing breadth of knowledge and ability to comprehend and utilise knowledge and scripture.</p>
<b>PSHE</b>	<p>Students will study the following:</p>

	Legal and illegal drugs: Drug education- classifications, cannabis, “party drugs,” volatile substance abuse, different types of addictions
PE	Student's will study the following: Athletics
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"> <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>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. This term the assessment focus will be on the manufacture of both the Dream House model and the Can Crusher.</p> <p><b>Homework:</b> Materials assignment / Evaluation Assignment</p>
Art	<p>Students will study the following:</p> <p>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>• Final Mask Idea Drawing</li> <li>• 3D Mask.</li> </ul> <p><b>Homework:</b> Artist research based on the theme of Masks.</p> <p><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> <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><b>Assessment</b> will be of a performed verse and chorus of their song in groups of 2 or 3 Students will use an online sequencer called YuStudio to record their work</p>
Performing Arts	<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-</p>

	<p>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>Techniques- 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>
Computing	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Pre-production documents, analysing client briefs and requirements and creating their own client requirement and brief.</li> <li>• Using and creating different preproduction documents like, Mind map, Mood board, Sketch, Visualisation diagram for the product.</li> <li>• Finally digitalising what they produced first by using PowerPoint to create Final draft and using software, Adobe fireworks for Logo, Adobe photoshop for visualisation diagram.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Summative assessments every lesson when they are finishing pre-production documents and final designs.</li> <li>• Final designs will be marked.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Learn definitions of key words ready for Forms quiz mid-point.</li> </ul>

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Subject	Overview
<b>Mathematics</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <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 sequence.</li> <li>• <b>Indices and roots:</b> This block will consolidate the previous two blocks focusing on understanding powers generally, and in particular in standard form. Negative and fractional indices will be explored in detail.</li> <li>• <b>Manipulating expressions:</b> This final block of Year 10 will build on the Autumn term learning of equations and inequalities, providing revision and reinforcement for Foundation tier students and an introduction to algebraic fractions for those following the Higher tier. This will allow all students to revise fraction arithmetic to keep their skills sharp. Algebraic argument and proof are considered, starting with identities and moving on to consider generalised number.</li> </ul> <p><b>Homework:</b> Sparx Maths homework will be set on a weekly basis, Monday to Monday.</p> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Year 10 Mock Assessments: w/c 16/06/25 - all content from Year 9 and 10</li> <li>• End of Unit Assessments: <ul style="list-style-type: none"> <li>○ w/c 14/07/25 - Types of Number &amp; Sequences and Indices &amp; Roots</li> </ul> </li> </ul>
<b>English</b>	<p>Students will study the following:</p> <p><u>Weeks 1-2</u></p> <ul style="list-style-type: none"> <li>• Human Power and Corruption Poetry Cluster</li> <li>• Revision</li> </ul> <p><u>Weeks 3-4</u></p> <ul style="list-style-type: none"> <li>• Mock Exams</li> <li>• Language paper 2 writing to prepare for speaking and listening which will be done before summer.</li> </ul> <p><u>Weeks 5-7</u></p> <ul style="list-style-type: none"> <li>• Complete poetry</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• English Language Mock Exam Thursday 19<sup>th</sup> June</li> <li>• English Literature Mock Exam Friday 27<sup>th</sup> June</li> </ul> <p><b>Homework: Seneca Revision</b></p>
<b>Science</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Biology: Combined &amp; Separate-</b> Environment: Students continue 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 continue to learn about the composition and evolution of the Earth's atmosphere, the role of greenhouse gases such as carbon dioxide and methane, common atmospheric pollutants, and the impact of human activities on the atmosphere's composition.</li> <li>• <b>Physics: Combined &amp; Separate</b> – Waves: Students continue to learn the behaviour of waves, how they carry information and how modern technologies such as imaging and communication systems make the most of electromagnetic waves.</li> <li>• <b>Homework:</b> Weekly Seneca assignments as well as revision for mock exams using the <a href="#">revision list found on the website</a>.</li> <li>• <b>Mock Exams: 16<sup>th</sup> – 27<sup>th</sup> June 2025</b></li> </ul>
<b>German</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Holidays</b></li> </ul> <p>Students will study transport, accommodation and different holiday destinations.</p>

	<p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>Vocabulary practice on Seneca.</li> </ul> <p>The assessment will be at the end of the next topic and will be a Speaking assessment.</p> <p>This is because the Mock exam will be a Writing assessment.</p>
<b>Geography</b>	<p>Students will be studying the following:</p> <ul style="list-style-type: none"> <li><b>Rivers-</b> Students will look at how Rivers change from the source to the mouth and understand how water moves from the basin boundaries through to the sea. Students will understand how human and physical processes affect the river and will be able to evaluate how to manage the effects.</li> <li><b>Fieldwork-</b> Students will prepare to undertake their GCSE fieldwork and will understand what they will be doing with data collected when they return to the classroom.</li> <li><b>Assessment-</b> end of topic assessment covering rivers, and a practice paper 3 after the fieldwork has been completed.</li> </ul>
<b>History</b>	<p>Students will study the following:</p> <p><b><u>Topic: Early Elizabethan England 1558-88</u></b></p> <p><b><u>Section1: Queen, government, and religion, 1558–69</u></b></p> <ul style="list-style-type: none"> <li>What was the state of England in 1558? (Allies, economy, society, government)</li> <li>Who was Elizabeth I ? (character, strengths, and background)</li> <li>What issues did Elizabeth had to deal with upon becoming Queen? (Legitimacy, gender, marriage)</li> <li>Why were the French a threat to England and Elizabeth?</li> <li>What were the financial weaknesses in 1558?</li> <li>Why was religion was an issue when Elizabeth came to the throne? (English Reformation).</li> <li>What were the difference between Catholics and Protestants in 1500s?</li> <li>Why was there a geographical division in religion within England.</li> <li>How did Elizabeth tried to solve religious issues? (Middle Way, Act of Uniformity and Act of Supremacy)</li> <li>What was the role of the Church played in people's lives?</li> <li>Who were the Puritans and how/why did they challenged Elizabeth's religious settlement?</li> <li>How/why did the Catholics challenged Elizabeth's religious settlement?</li> <li>What role did the nobility, Papacy and foreign powers play in challenging Elizabeth with regards to religion?</li> <li>Who was Mary, Queen of Scots was and what was her claim to the throne?</li> <li>What were relations like between Elizabeth and Mary, 1568-69?</li> <li>What options did Elizabeth have when dealing with Mary?</li> </ul> <p><b>Homework:</b> Seneca on the Elizabeth; revision resource creation; exam question planning; exam question practice, mock revision</p> <p><b>Assessment:</b> Y10 Mocks</p> <ul style="list-style-type: none"> <li>Paper 1 : Medicine</li> <li>Paper 2: Cold War</li> </ul>
<b>Religion, Ethics and Philosophy</b>	<p>Students will study the following:</p> <p><b>Christianity – Key Beliefs</b></p> <p>We will be starting the AQA GCSE unit on Christianity. We will be looking at the origins of Christianity and the life and mission of Jesus Christ. We will learn about how sin comes into the world according to Christianity and Christ's role in salvation for mankind. Lessons will include:</p> <ul style="list-style-type: none"> <li><b>Key Beliefs – the nature of God</b></li> <li><b>The Nature of God</b></li> <li><b>The Oneness of God – The Trinity</b></li> <li><b>Christian beliefs about creation</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Incarnation of Christ</b></li> <li>• <b>Beliefs and teachings about the crucifixion</b></li> <li>• <b>Beliefs and teaching about the resurrection and the ascension.</b></li> <li>• <b>End of Unit Assessment</b> – GCSE questions to test knowledge and exam skills.</li> </ul> <p><b>Homework:</b> Seneca set questions on relationship and families.</p>
<b>PSHE</b>	<p>Students will study the following:</p> <p>Life beyond school – Insta and Tiktok generation, Targeted advertising and data, what is marriage?, Rights and Responsibilities, Consumer rights, Employment rights, and exploring a pay slip.</p>
<b>PE</b>	<p>Students will be studying the following:</p> <p>Cricket, Rounders and Softball</p>
<b>Design and Technology</b>	<p>Students will study the following:</p> <p>Theory - Completion of – Unit 4 PG Online AQA – Common Specialist Technical Principles</p> <ul style="list-style-type: none"> <li>• Ecological and Social Footprint</li> <li>• 6 R's</li> <li>• Scales of Production</li> </ul> <p>Students will evaluate their mock NEA and complete their manufacture.</p> <p><b>NEA (Non-Exam Assessment)</b> - Students will be starting their NEA coursework, focusing on selecting their project idea and completing the research sections before starting their ideas.</p> <p><b>Summative Assessment:</b> Research section of NEA.</p> <p><b>Homework:</b> 1 hour per week on NEA portfolio work.</p>
<b>Hospitality &amp; Catering</b>	<p>Students will study the following:</p> <p>Unit 2 – Hospitality and Catering in Action</p> <p>2.1 The Importance of nutrition</p> <p>2.2 Menu Planning</p> <p>2.4 Evaluating cooking skills</p> <p><b>Summative Assessment:</b></p> <p>Mock Exam (1 Written Paper – 80 Marks)</p> <p>Mock Unit 2</p> <p><b>Homework:</b> Revision for 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 covers how operations support production, including job, batch, and flow processes. Students should understand quality management, the evolving sales process with e-commerce, and the role of customer service.</p> <p>While detailed UK legislation knowledge isn't required, students must know goods must be satisfactory, fit for purpose, and as described. They'll also explore the business impact of faults and the new study area of procurement.</p>

	<p><b>4.4 Consumer law</b>  <b>4.5 Business Location</b>  <b>4.6 Working with suppliers</b></p> <p><b>Unit 5 – Introduction to Finance.</b></p> <p><b>Assessment:</b> Mock exam on Friday 27<sup>th</sup> June.  <b>Homework</b> will be set weekly on SENECA.</p> <p><b>Please encourage Paper 1 revision as we have now moved on to Paper 2.</b></p>
<b>Creative iMedia</b>	<p>Students will study the following:  <b>R095 – Animation with Audio</b></p> <ul style="list-style-type: none"> <li>Students will learn to plan animations with soundtracks based on client briefs, use a range of tools and techniques to create, edit and combine audio and animated content and export and review completed animation with audio products.</li> </ul> <p>A Complete R093 KnowItAllNinja activities as directed.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Mock exam on Thursday 26<sup>th</sup> June.</li> </ul>
<b>Computing</b>	<p>Students will study the following:  <b>2.3 Producing Robust Programs</b></p> <ul style="list-style-type: none"> <li>Defensive design considerations: Anticipating misuse, Authentication</li> <li>Input validation</li> <li>Maintainability: Use of sub programs, Naming conventions, Indentation, Commenting</li> <li>The purpose and types of testing, Iterative, Final/terminal</li> <li>Identify syntax and logic errors</li> <li>Selecting and using suitable test data: Normal, Boundary, Invalid, Erroneous</li> <li>Refining algorithms</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Mock exam on Thursday 26<sup>th</sup> June.</li> </ul> <p><b>Homework:</b>  Smart Revise tasks posted on Teams.</p>
<b>Art</b>	<p>Students will begin their <b>Nature Project</b> 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>Spider Diagram based on the theme of Nature</li> <li>Graphite Drawing</li> <li>Pen Drawing</li> <li>Fine Liner and Wash</li> <li>Annotations</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>Collect images in preparation for the Nature project</li> <li>Georgia O’Keeffe research project</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 continue working on listening and appraising.  There are 4 areas of study: musical forms and devices; music for ensemble; film music; popular music. All of this will be revised in the last half term.</p>



	<p>Students will also revise Badinerie by Bach and Africa by Toto, the two set works on the listening paper</p> <p>Deadline for composition and evaluation is before the Summer</p> <p><b>Assessment:</b></p> <p>Pupils will complete a past listening paper exam.</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>Pupils will be set homework tasks on the set works.</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 'Truth and Lies' or 'Treasured Memories'. 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>Key Assessments/Activities:</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><b>Homework:</b></p> <p>-Ideas Log preparations.</p> <p>- Rehearsals of their group performances.</p>
<b>Health and Social Care</b>	<p>Students will study the following</p> <p>The students will be starting the R032 Principles of Care In Health and Social Care Settings. This is the student's exam unit, and they will be focussing on Learning Outcome 1 – The rights of service users in health and social care settings.</p>
<b>Sports Studies</b>	<p>Students will study the following:</p> <p>The students will continue with their R185 assignment. The students will continue with their training programme and planning.</p>
<b>GCSE PE</b>	<p>Students will study the following:</p> <p>The impact of health, diet, obesity, somatotypes (body shape) and nutrition on performance and training.</p> <p>Practical: Athletics, climbing, badminton and netball</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> <ul style="list-style-type: none"> <li>• Mock exam on Thursday 26<sup>th</sup> June.</li> </ul>

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