



5 January 2023

Dear Parent/Carer

**Curriculum bulletin – January to February half term, Year 9 options arrangements, Results finalisation, Hampers for care homes, Flu guidance, Madrid trip letter, Site improvements, Extra-curricular activities and intervention timetables, Parent Governor vacancy, Staffing changes, 70<sup>th</sup> anniversary celebration events**

A very Happy New Year to you! I hope you enjoyed a restful festive season and 2023 has been kind to you so far.

The Christmas break has still been a busy time here at the Academy as we plan for this term and beyond. More below:

### **Curriculum bulletin – January to February half term**

Please find attached the curriculum bulletin which states what your child will be learning by subject and year group.

### **Year 9 options arrangements**

Mr Ward will publish a letter this week related to arrangements for Year 9 options choices, options evening and our related support microsite for parents and students. Students in Year 9 will benefit from our strongest options offer ever so it is now really important for students to be considering their choices, even before options week, and beginning to approach their subject teachers to discuss subject suitability to aid them later in the month. We will also provide you with a prospectus and further specific course information at the beginning of options week to support the whole process.

### **Results finalisation**

Later this month, our final validated examination data will be published for summer 2022. In terms of post-16 results we were a good way above national with a very pleasing performance. For GCSE, we finished 22<sup>nd</sup> out of 70 schools with eight grammar schools beating us (as they should do) so 14<sup>th</sup> highest non-selective. I will take that, for now.

### **Hampers for care homes**

On the last day of term before the Christmas break, some of our students delivered festive hampers to local care homes. These were really well-received and we have been asked to

become more involved over time with social action work of this nature. I am really pleased to see us able to engage in this sort of work fully again after the Covid period.

### **Flu guidance**

The NHS remains under immense pressure at this time. As a large secondary school, we have been asked to contact parents to ask that students do not come to school if suffering from flu or Covid symptoms. Please be good enough to follow this advice in order to protect everyone at the Academy.

### **Madrid trip letter**

We are delighted to announce that we intend to run a SRPA football tour to Madrid during Easter 2024. We are pleased to be able to offer this opportunity for students to improve their footballing ability at the hands of Real Madrid Foundation Clinic full-time coaching staff at top class training facilities. There will also be a tour of the Bernabeu stadium and the potential of attending a professional fixture (dependent on fixture schedules). The trip will be available to current Year 7, 8, 9 and 10 students who have displayed a high level of commitment to SRPA football. The trip will depart on Friday 12 April 2024 and return on Tuesday 16 April 2024.

The cost of the trip will be between £900 and £960. This will be confirmed once we have final numbers of students attending and confirmation of travel arrangements. Attached with my weekly letter is a letter from Mr Fell, our Head of PE. Please follow the instructions therein to further your interest in this trip. Thank you.

### **Site improvements**

Our old PE pavilion is currently being transformed into a gym for the PE curriculum. This project was initially requested by the Sixth Form Student Senior Leadership Team and I was happy to oblige. By the end of this month, all new infrastructure should be complete, allowing all KS4 and post-16 elite sport students access during lessons as required. The sixth form will also be able to use the facility in their own time when it isn't in use for classes. This is a major step forward for our academy and I am excited to see the finished product very soon. Well done to my two head girls for the inception of this piece of work. They can both be proud of the legacy their leadership will leave behind for those who follow them.

In addition, over the Christmas break, we have decorated three classrooms at the bottom of the three-storey block and extended our CCTV provision to include the Specialised Learning Centre, computer rooms and the foyers of our main school toilets. The rationale for the extra cameras is simple; behaviour at the Academy is routinely very good, but we still see some avoidable damage in computer rooms; in the past year, having renovated four computer



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Company Registration No: 07690250

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rooms, it makes sense to protect that investment by installing cameras so that public money is not being wasted unnecessarily.

Two cameras have also been installed in the foyers of both male and female main school toilets. This is for several reasons: shortly before the Christmas break, we renovated the boys' toilets spending almost £14,000 in doing so. On the very first day they were reopened, damage was caused costing several hundred pounds. This, as you can imagine, is incredibly dispiriting when all we are trying to do is improve facilities for our young people.

In the girls' toilets, a camera has been installed due to an increase in damage, an increase in poor behaviour over the past two months and a very small number of students choosing to repeatedly truant lessons and hide in the toilets. In order to keep children safe, sometimes from themselves, this has become a necessary piece of work.

Just as you would expect, no cameras are pointed into any cubicles and only cover communal foyers. The toilets have become 'the last hurrah' for mischief because cameras have not been in place until now. Regardless, I will not tolerate poor behaviour at my school. It is not acceptable and will continue to be tackled relentlessly for which I offer no apology. All legislation has been complied with, including signage, to all appropriate industry standards.

In relation to comments received this week regarding this issue, I would have hoped for more trust to have developed by now and a clear understanding that we would never install cameras where public decency or personal privacy would be placed at risk.

As in the past, please contact the Academy with any concerns first and we will even commit to showing you around. Seeing our Academy in full flow usually allays any worries or fears and we certainly have nothing to hide from anyone.

### **Extra-curricular activities and intervention timetables**

These can be found on the website using the following link <https://srpa.co.uk/extra-curricular-clubs-activities/>

### **Parent Governor vacancy**

A vacancy has arisen on our Board of Trustees for a parent governor. Please contact Mrs Goffe via [agoffe@srpa.co.uk](mailto:agoffe@srpa.co.uk) for further details and an application form.

### **Staffing changes**

This week, Miss Whelan returned to the mathematics department after a term away. It is wonderful to see her return and I am sure you will all join me in welcoming her back.



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## 70<sup>th</sup> anniversary celebration events

2023 will see us celebrate our 70<sup>th</sup> anniversary as a school. During the summer term, we will be holding a number of events across the full twelve weeks including House competitions, guest lectures, school history lessons and heritage events with the YMCA to name only one external provider. We will publish a detailed plan closer to Easter for you all but would love to hear from any school or academy alumni who would like to offer some content for the summer term newsletter from their time with us over the years.

Alfred Lord Tennyson once said “Ring out the false, ring in the true.”

I will continue to do what is right and necessary as we enter 2023 and wish you all a fruitful, healthy and successful new year full of joy and happiness.

Yours faithfully



**Mr D Hardy**  
**Headmaster**



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# Sir Robert Pattinson Academy

Via Diversa Vita Una



5 January 2023

Dear Parent/Carer

We are delighted to announce that we intend to run a SRPA football tour to Madrid during Easter 2024. We are pleased to be able to offer this opportunity for students to improve their footballing ability at the hands of Real Madrid Foundation Clinic full-time coaching staff at top class training facilities. There will also be a tour of the Bernabeu stadium and the potential of attending a professional fixture (dependent on fixture schedules). The trip will be available to current Year 7, 8, 9 and 10 students who have displayed a high level of commitment to SRPA football. The trip will depart on Friday 12 April 2024 and return on Tuesday 16 April 2024.

The cost of the trip will be between £900 and £960. This will be confirmed once we have final numbers of students attending and confirmation of travel arrangements. The price includes:

- Return flights to Spain (including all airport, airline and government taxes)
- Minimum baggage allowance of 10kg depending on airline (Hold Luggage)
- All transfers as required in Spain (airport, training, matches and excursions)
- 4 nights at the 3\* Tryp Madrid Suites (based on 2-4 sharing)
- Full board meal basis (first meal is evening meal on day one; final meal is lunch on day five)
- 4 x 90-minute training sessions on all aspects of play from the Real Madrid Foundation Clinic full-time coaching staff
- Use of the Valdebebas training facilities for all scheduled training sessions with club coaching staff
- 1 x pre-arranged match per squad against local opposition
- Behind the scenes tour of the Bernabeu stadium including visit to official club shop
- Provision of an inspiresport branded football kit (shirt & shorts)
- Players to train in Real Madrid training kit during their first session
- Group photograph in the Real Madrid kit (digital copy provided)
- Carbon Offset donation to Trees for Travel (equates to £6 per student)
- UK transport, SRPA to the airport and return
- Travel insurance, SRPA insurance policy

The price does not include:

- Personal expenditure
- Cost of passport and visas
- Laundry services
- Individual checked luggage
- Meals whilst travelling (packed lunch is advised for the outgoing journey, lunch will be provided on the day of return)
- Price of match ticket for professional fixture (dependent on fixture schedules)

Students should hand their reply slip directly to student reception by Friday 3 February 2023. Your space will be confirmed shortly after this date enabling you to pay the deposit for the trip of £200, by Friday 17 February 2023 via ParentPay. Spaces on the trip are limited to 50. If oversubscribed, we will use a ballot process to select successful students. Please note that deposits are non-refundable unless covered by your own insurance.

Please note, a second deposit of £200 is due by Friday 28 April 2023. The remainder of the balance will be payable in instalments, to be determined dependent on final confirmed cost, with the final balance being due Friday 16 December 2023. The payment schedule will be confirmed once numbers and costs have been finalised and before the first deposit is due. Using ParentPay, you will be able to structure payments to suit, provided our payment deadlines are met.

We will be hosting a tour launch evening on Monday 23 January 2023 at 6pm. Phil Edwards, the tour company representative, will be in attendance to give a presentation and answer any questions.

Please complete the reply slip and hand into reception by the end of the academy day on Friday 3 February 2023.

Should you have any questions regarding any aspect of the trip then please do not hesitate to contact me on the school number.

Yours faithfully,



Mr G Fell  
Head of PE

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**REPLY SLIP: Madrid 12 April – 16 April 2024.**

I wish for my son/daughter to take part in the football tour to Madrid.

**Student Name:** ..... **Form**.....

**Signed** ..... **Date** .....  
**(Parent/Carer)**



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# **Sir Robert Pattinson Academy**



## **Curriculum Bulletin**

**2022-23**

**Term 3**

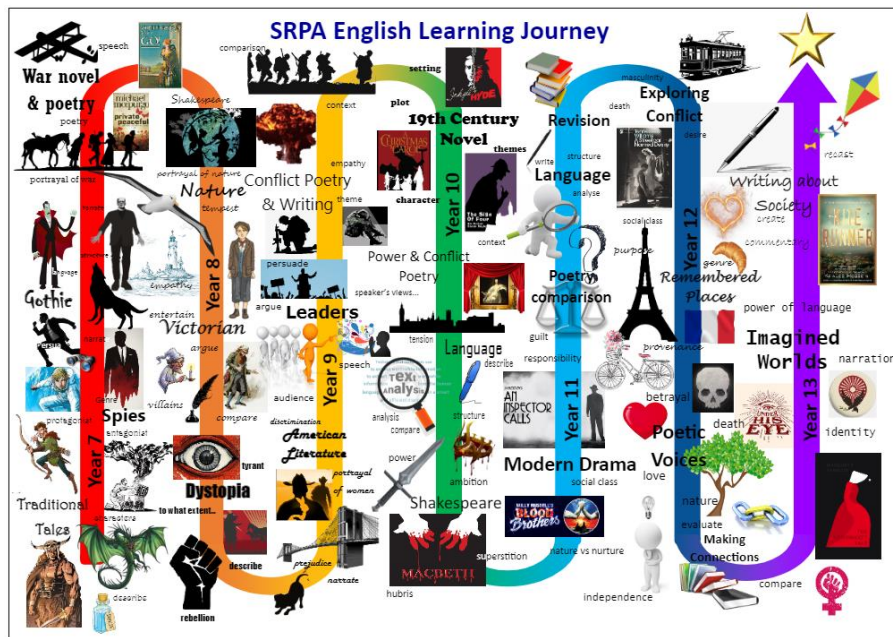
**Wednesday 4 January 2023 to Friday 10 February 2023**

# Information for parents and carers

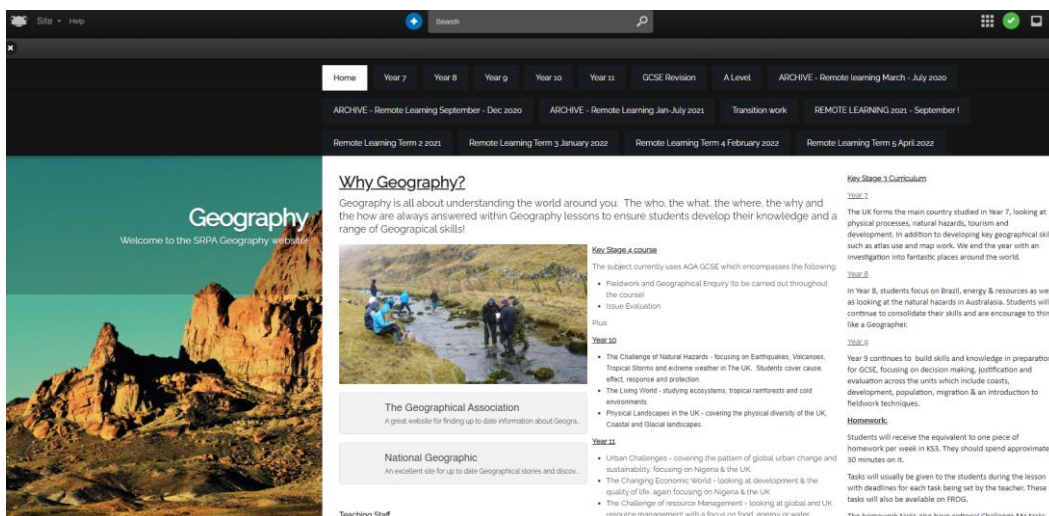
This document has been produced to give parents and carers a short summary of the topics and skills that students at Sir Robert Pattinson Academy will study during term 3 (Wednesday 4 January 2023 to Friday 10 February 2023).

If you wish to find out any further information, please refer to the following resources:

- The Subject Curriculum area of the Sir Robert Pattinson Academy website**  
<https://srpa.co.uk/our-curriculum/subject-curriculum/>  
 Here you will find detailed information regarding the curriculum coverage in each subject area, including a Learning Journey to outline students' progression during their time at Sir Robert Pattinson Academy:



- Subject pages on Frog**  
<https://vle.srpa.co.uk/>  
 Students can access these pages when they login to Frog. Here they will find additional resources and links to support them with their learning:





- **Online resources**

Students at Sir Robert Pattinson Academy have access to a wealth of high-quality online platforms to support independent learning, homework completion and to provide bespoke intervention. The table below provides a summary of each resource and gives details of login and password details, plus a named contact should additional support be required.

Resource	Details	How to access	Problem solving
<b>Accelerated Reader</b>	Accelerated Reader is a computer-based program that schools use to monitor reading practice and progress. It helps teachers guide students to books that are at their individual reading levels. Students take short quizzes after reading a book to check if they've understood it.	Via Frog.  Students have been given their usernames and passwords.  For use in school during library lessons and can also be accessed from home.	Please contact your library class teacher or Mrs Ransome at <a href="mailto:ARansome@srpa.co.uk">ARansome@srpa.co.uk</a>
<b>Bedrock Vocabulary</b>	Bedrock vocabulary is an online vocabulary-learning platform, which is used by the English department to set homework. It helps broaden students' vocabulary understanding and range while accessing a range of reading materials. The online platform takes students through guided online vocabulary lessons and assesses how well students have learned the vocabulary presented to them in each block, which is suited to their reading level.	<a href="https://app.bedrocklearning.org/">https://app.bedrocklearning.org/</a>  Log on by clicking SSO and then entering your school email and password, or by using the Office 365 button.  Alternatively, use your original Bedock login and password (format: name.surname.00000 password example: RandomWord000)	Please contact your library class teacher or Mrs Murdoch at <a href="mailto:JMurdoch@srpa.co.uk">JMurdoch@srpa.co.uk</a>
<b>Boost Learning</b>	An online learning platform for KS3 Computing. Students can access lessons and assessments.	<a href="https://boost-learning.com/">https://boost-learning.com/</a>  Usernames and passwords have been shared with students via class teacher.	There is a 'forgot your password?' link at the login page. Alternatively contact Mr Barrett at <a href="mailto:MBarrett@srpa.co.uk">MBarrett@srpa.co.uk</a>
<b>Doddle Learn</b>	An online platform for Science. Students can access a range of revision resources to support independent student, and Science teachers will set homework tasks using DoddleLearn.	<a href="http://www.doddlelearn.co.uk">www.doddlelearn.co.uk</a>  Your username is the same as the start of your school email address (up to, but not including the "@", with no capital letters).  The first time you log in, your password is exactly the same as your username (also with no capital letters).	There is a 'forgotten your password' link at the bottom of the login window. This will send an email to your school email address. Alternatively, please contact your science teacher or: <ul style="list-style-type: none"> <li>• Y7 - 9: <a href="mailto:EBurridge@srpa.co.uk">EBurridge@srpa.co.uk</a></li> <li>• Y10 - 13: <a href="mailto:BSporage@srpa.co.uk">BSporage@srpa.co.uk</a></li> </ul>

Resource	Details	How to access	Problem solving
<b>EPlatform Wheelers ebooks</b>	24 hour access to 1700+ ebooks available to read on any device, at home or in school. This is now available through an app which can be downloaded from your app store (Android and iOS).	<p><a href="https://www.eplatform.co.uk/school/">https://www.eplatform.co.uk/school/</a> or via FROG library/ebook tab.</p> <p>Log on by clicking SSO and then entering your school email and password.</p> <p>There is also a mobile app available (Android and iOS). Download the app and then search for SRPA when opened.</p>	Please contact Mrs Ransome at <a href="mailto:ARansome@srpa.co.uk">ARansome@srpa.co.uk</a>
<b>Frog</b>	All subjects have a Frog page where additional resources and support can be located.	<p><a href="https://vle.srpa.co.uk/app/os">https://vle.srpa.co.uk/app/os</a></p> <p>Username and passwords have been shared with students via personal tutors.</p>	There is a 'forgot password' at the login page. Alternatively contact our IT support desk at <a href="mailto:ITSupport@srpa.co.uk">ITSupport@srpa.co.uk</a>
<b>Go4Schools</b>	Go4Schools provides students and parents with up to date information regarding attendance, behaviour and details of homework tasks set. It is also used to share progress reports at each tracking point. There is also a Go4Schools app that can be downloaded onto your smart phone (Android and iOS).	<p><a href="https://www.go4schools.com/">https://www.go4schools.com/</a></p> <p>Parents – use the email address that you have provided SRPA as your contact information. Click on the 'first time user?' link when accessing Go4Schools for the first time.</p>	There is a 'forgotten your password?' link at the login page. Alternatively contact <a href="mailto:Go4Schools@srpa.co.uk">Go4Schools@srpa.co.uk</a>
<b>Historical Association Student Zone</b>	An online platform aimed at students from the Historical Association. It offers high-quality resources for history students from GCSE to postgraduate level. This includes; articles, copies of original source material, historical scholarship, careers guidance, and more.	<p><a href="https://www.history.org.uk/student">https://www.history.org.uk/student</a></p> <p>Centre ID = 93839 Password = History123</p>	Login details are displayed in History classrooms. Alternatively, contact Ms Smith at <a href="mailto:SSmith@srpa.co.uk">SSmith@srpa.co.uk</a>
<b>Kerboodle Geography</b>	An online platform from Oxford University Press that offers support for students from KS3 to KS5. The site provides students with online copies of the textbook, activities and resources.	<p><a href="https://global.oup.com/education/?region=uk">https://global.oup.com/education/?region=uk</a></p> <ul style="list-style-type: none"> <li>• Students should use their school username (from their email).</li> <li>• The default password is their username. This can be changed once into the site.</li> </ul>	Login details are displayed in Geography classrooms. Alternatively, contact your Geography teacher to support with resetting of passwords.

Resource	Details	How to access	Problem solving
<b>Languagenut</b>	An online platform for French and Spanish from KS3 to A-Level, covering all of the exam skills of reading, listening, speaking and writing as well as vocabulary, grammar and sentence building. Teachers will set homework on Languagenut each week to help students to learn vocab for their next lesson as well as to enable students to consolidate what they have learned in lessons.	<a href="http://www.languagenut.com">www.languagenut.com</a> or download the free app.  Students have been given their usernames and passwords. These should be written in planners and on termly learning logs.	French students please contact their teacher or Mrs Hughes at <a href="mailto:NHughes@srpa.co.uk">NHughes@srpa.co.uk</a>  Spanish students please contact their teacher or Mrs Rodgers at <a href="mailto:JRodgers@srpa.co.uk">JRodgers@srpa.co.uk</a>
<b>Lexia</b>	A literacy based online provision designed to support reading comprehension, grammar and word study.	<a href="https://www.lexiapowerup.com/">https://www.lexiapowerup.com/</a>  Teacher's email = <a href="mailto:mylexia@srpa.co.uk">mylexia@srpa.co.uk</a> Username = Same as school system Password = Printer Code	Please contact Mr Burr at <a href="mailto:JBurr@srpa.co.uk">JBurr@srpa.co.uk</a>
<b>Linguascope</b>	Linguascope is a vocabulary learning platform for French, Spanish, Russian and EAL (English as an additional language).	<a href="http://www.linguascope.com">www.linguascope.com</a> username = robertpatt password = modlangs	Students should contact their language teacher or Mrs Hughes at <a href="mailto:NHughes@srpa.co.uk">NHughes@srpa.co.uk</a>
<b>Massolit</b>	Massolit is an online platform which features lectures on most aspects of the GCSE and A Level Language and Literature specifications. These lectures enhance students' subject knowledge and improve understanding of context and cultural influences on texts. There are lectures available for a variety of other subjects too, such as humanities subjects and the sciences.	<a href="https://www.massolit.io/users/sign_in">https://www.massolit.io/users/sign_in</a>  Choose <i>single sign on</i> on the right of the screen.  Type <i>Sir Robert Pattinson Academy</i> into the box, select the school name from the drop down box, and click <i>Log In</i> .	Please contact Mrs Selwood at <a href="mailto:NSelwood@srpa.co.uk">NSelwood@srpa.co.uk</a>
<b>Maths Symphony</b>	An online interactive Maths program that gives students the opportunity to practise the value of number, shape and space. This is a very student friendly program that designs specific learning pathway based on the need of the individual.	<a href="https://content.symphonylearning.com">https://content.symphonylearning.com</a>  Account Number = 6748 Username = Same as school system Password = Printer Code	Please contact Mr Burr at <a href="mailto:JBurr@srpa.co.uk">JBurr@srpa.co.uk</a>

Resource	Details	How to access	Problem solving
<b>Mathswatch</b>	An online platform that has videos for every element of year 7 to 9 and GCSE maths plus some for A level. Teachers will assign work for students to complete or students can search for a specific topic as part of their own revision.	<a href="https://vle.mathswatch.co.uk/vle/">https://vle.mathswatch.co.uk/vle/</a>  Username = <b>FirstInitialSurnameYearOfStart@SRPA</b> e.g. for Joe Bloggs that joined SRPA in 2018 the username would be: <i>JBloggs18@SRPA</i>  Password can be reset by class teacher/ Mr Roberts/ Mr Gant	For password issues please email Mr Roberts at <a href="mailto:DRoberts@srpa.co.uk">DRoberts@srpa.co.uk</a>
<b>SAM Learning</b>	An online platform covering all subject areas. Students can search a range of resources to support independent study and teachers will also set homework tasks using Seneca.	<a href="https://www.samlearning.com/">https://www.samlearning.com/</a> Centre ID = LN6SR  User ID = date of birth and initials in the format ddmmyii E.g., For John Smith born on 12 May 2010 the username would be: <i>120510js</i>  Password = same as user ID	There is a 'can't log in' link at the login page. Alternatively contact Mr Parkinson at <a href="mailto:AParkinson@srpa.co.uk">AParkinson@srpa.co.uk</a>
<b>Seneca</b>	An online platform covering all subject areas. Students can search a range of resources to support independent study and teachers will also set homework tasks using Seneca. Students in Y11 to Y13 also have access to the Premium part of the service.	<a href="https://app.senecalearning.com/login">https://app.senecalearning.com/login</a>  Students should use their school email address. The default password is <u>seneca2020</u>	There is a 'forgot your password?' link at the login page. Alternatively contact Mr Parkinson at <a href="mailto:AParkinson@srpa.co.uk">AParkinson@srpa.co.uk</a>
<b>Smart Revise</b>	An online revision platform for KS4 Computer Science.	<a href="https://smartrevise.online/">https://smartrevise.online/</a> Usernames and passwords have been shared with students via class teacher.	There is a 'forgot your password?' link at the login page. Alternatively contact Miss Norman at <a href="mailto:LNorman@srpa.co.uk">LNorman@srpa.co.uk</a>
<b>Spellzone</b>	Spellzone is a provision that students can use at home using the website or the APP. Spellzone allows students to identify gaps in their spelling knowledge and allows them the chance to build their confidence in spelling.	<a href="http://www.spellzone.com">www.spellzone.com</a>  This will be provided by SLC Staff.	Please contact Mr Burr at <a href="mailto:JBurr@srpa.co.uk">JBurr@srpa.co.uk</a>

## Year 7 curriculum for term 3

Subject	Term 3 overview
<b>English</b>	This term we will continue and complete our study of the gothic genre, linked to the transition novel <i>Twelve Minutes to Midnight</i> . We will consider how closely <i>Twelve Minutes...</i> fits in to the gothic genre and develop writing skills to include non-fiction writing for varying purposes.
<b>Maths</b>	This term we will look at geometry and constructing shapes accurately, the properties and classification of various 2D and 3D shapes, we will then explore either negative numbers or fractions, decimals and percentages and how we can accurately calculate with these before introducing new algebraic skills.
<b>Science</b>	This term in science we will be exploring how organisms depend on each other for survival, how the particle model can explain key processes such as freezing and melting and how electrical current can be changed. These topics will include a range of literacy, numeracy and working scientifically skills.
<b>Spanish</b>	This term we will continue to learn a range of strategies which help us to learn a language and we will be putting these into practice by learning to talk about where we live, describing our houses and what we do at home. We will continue to learn about rules of grammar and how to apply them to our speaking and writing and will also continue to practise Spanish phonics in order to pronounce words correctly. We will learn more about the Spanish-speaking world and its traditions.
<b>Geography</b>	In term 3, Year 7 are finishing off their second topic What skills does a geographer need, Ordnance survey Map skills. They are then starting the third topic of the year. In which they will learn 'How do rivers shape the land?'. Students will investigate the water cycle which creates rivers, explore the physical processes which shape the landscape and the landforms which result from these processes. The topic will then conclude with the causes, effects and management of river flooding.
<b>History</b>	In term 3, Year 7 will consider the question 'how did the Normans change Britain?' They will start by building on knowledge from the previous two terms to consider what life was like in Anglo-Saxon England, before looking at the contenders to the throne in 1066. After learning about the key battles of 1066, students will consider how William of Normandy changed England. This will allow students to see changes in England over time. As in previous terms, all of term 3's homework tasks will be set on Go4Schools at the beginning of the term and students are to follow the weekly tasks.
<b>EFP</b>	In term 3, Year 7 explore Christian beliefs and practices in EFP. This unit of work dives into the history of Christianity, asking who Jesus was and reflecting on the importance of his life for Christians. Students will also explore the Christian celebrations of Advent and Easter before completing a subject knowledge test at the end of term 3.
<b>Computer Science</b>	This term in Computer Science we will be starting a new topic; Past, Present and Future Technologies. This topic develops skills with word-processing and presentation software at the same time as looking at the rapidly changing technologies that have brought the computer to where it is today and will immeasurably affect the world we live in.
<b>Music</b>	Y7 are continuing to develop their performance skills with a vocal performance. They are looking at how we can use our voices to create music and will be performing an acapella mash up of some well-known songs.
<b>Drama</b>	Students will be studying the works of Roald Dahl. Throughout this unit students will be looking at different classic tales and exploring them both practically and theoretically. From Matilda to Charlie and the Chocolate Factory, pupils will look at characters in detail and explore how to share these stories on the stage.
<b>Design &amp; Technology</b>	KS3 projects develop students' confidence in planning, working with tools and materials safely. The projects will develop and wider the understanding of metals, polymers and timbers and their origin, and introduces material properties.
<b>Food Technology</b>	Students will be introduced to food preparation and nutrition in order to develop an understanding of health and safety/food safety. This term, students will develop awareness of foods and how they are produced, prepared and eaten in our day to day lives. Other skills to be developed will include how to use equipment safely, knife skills, evaluation skills and how to apply what we eat to the Eatwell Plate.

<b>Art</b>	This project aims to teach students core drawing skills through exploring the possibilities of line and developing an understanding of line as the beginning of all art, that can be used to create shape, form texture and perspective. They will then use these skills to create responses to the work of artist. These skills will all be built alongside developing an understanding of the artists Yayoi Kusama and Leonardo Da Vinci and how they use line differently through mark making. Students will build on literacy skills to make comparisons between the contrasting styles and applications of line and aim to create a final piece that combines the two.
<b>PE</b>	Students will be covering a range of activities including rugby, football, handball, basketball, table tennis, badminton, fitness and gymnastics.
<b>Personal Development</b>	This term students will learn about identity, rights and how to respect people of different cultures, sexual orientations, and people with disabilities. Students will look at how to challenge prejudice, stereotypes, and discrimination. The theme of this term is relationships and students will look at how they can have a positive relationship with everyone in society.

## Year 8 curriculum for term 3

Subject	Term 3 overview
<b>English</b>	In term 3 we will begin our Nature unit. A large proportion of this unit is taken up with the study of Shakespeare's classic play <i>A Midsummer Night's Dream</i> which we will read in class. We will consider the characters, the plot and the language of the play through a wide selection of analytical reading and discussion activities and through exploratory writing.
<b>Maths</b>	In term 3 we will begin by exploring probability and how we can calculate the chance of an outcome occurring in more complex scenarios. We will then expand on our understanding of certain algebraic skills such as expanding and factorising and introducing rearranging formulae for the first time. We will then look at how we can convert between fractions, decimals and percentages and how we can use this to compare or simplify different calculations.
<b>Science</b>	This term in science we will be exploring energy transfers, exothermic and endothermic reactions and evolution. These topics will continue to build literacy and numeracy skills and provide students with plenty of opportunity to enhance their practical skills.
<b>French</b>	This term we will be covering the topic of eating and drinking. We will learn to talk about eating at home and eating out. We will continue our work on present, future and past tense patterns. In addition, we will continue to practise our French phonics in order to be able to use correct French pronunciation and will learn more about the French-speaking world and its traditions.
<b>Spanish</b>	This term we will continue to learn a range of strategies which help us to learn a language and we will be putting these into practice by learning to talk about where we live, describing our houses and what we do at home. We will continue to learn about rules of grammar and how to apply them to our speaking and writing and will also continue to practise Spanish phonics in order to pronounce words correctly. We will learn more about the Spanish-speaking world and its traditions.
<b>Geography</b>	In term 3, Year 8 geography students will complete the second topic of the year, how are global populations changing, before starting the third new topic, why are our coasts changing? Students build on their knowledge from rivers in year 7, by exploring the same processes from rivers landscapes and applying them to the coastal landscape. We explore the landforms created by these processes before investigating coastal erosion and the different ways we can prevent and manage it.
<b>History</b>	In term 3, Year 8 will be considering the question 'was the Industrial Revolution a dawn of liberty?' This term's topic is based on Emma Griffin's <i>Liberty's Dawn: A People's History of the Industrial Revolution</i> . Students will consider how the face of Britain changed during this period, as well as more specific areas such as education, work and public health. They will end the unit by questioning the extent to which Britain's Industrial Revolution was built on empire and slavery, which both reflects on Term 2 and introduces students to Term 4. As in previous terms, all of term 3's homework tasks will be set on Go4Schools at the beginning of the term and students are to follow the weekly tasks.
<b>EFP</b>	In term 3, Year 8 explore the teachings of Jesus and reflect on significant parables within the Bible. These parables allow students to draw upon and develop prior knowledge such as prejudice, discrimination, laws and forgiveness. Topic 3 provides students with a detailed overview of key Christian teachings while also making comparisons and connections with other world religions.
<b>Computer Science</b>	This term in Computer Science we will focusing on Programming. Students will develop their programming skills as they move from block-based programming to text based.
<b>Music</b>	Y8 are going to be looking at composition skills and how we can create different moods and atmospheres in music. They will be tasked with creating and recording a short piece of music for a video game according to a brief.
<b>Drama</b>	This term year 8 students will be looking at the topic of comedy. They will begin with the history of different comedies, starting with silent films all the way to modern plays. This will challenge pupils to develop their skills and confidence needed to create comedic performances.

<b>Design &amp; Technology</b>	Students will be set a fictional design task to focus on manufacturing quality and unique products. The students' challenge will be to design and make a range of products. Students will be given materials which to cut out and shape using CAD/CAM. Pupils will also be introduced to the use of computer-aided design and computer-aided manufacture by using a laser cutter and 2D Techsoft design to draw and cut their pattern out.
<b>Food Technology</b>	Students will be introduced to food preparation and nutrition in order to develop an understanding of health and safety/food safety. This term, students will develop awareness of foods and how they are produced, prepared and eaten in our day to day lives. Other skills to be developed will include how to use equipment safely, knife skills, evaluation skills and how to apply what we eat to the Eatwell Plate.
<b>Art</b>	Accurate recording is an important skill to develop in preparation for GCSE Art. This project aims to build upon prior skills taught in Y7. Students will develop their ability to look at a cylindrical form and record the ellipses accurately through a structured method of drawing. Andy Warhol's soup can will be the main theme, thus recapping contextual understanding from project 1. Students will learn the Mono Printing process and explore the need to record lettering in reverse. Students will explore the key areas for success and art specific terminology when experimenting with this process/method.
<b>PE</b>	Students will be covering a range of activities including rugby, football, handball, basketball, table tennis, badminton, fitness and gymnastics.
<b>Personal Development</b>	Students will explore discrimination in all its forms, including racism, religious discrimination, disability, discrimination, and sexism. They will also learn how to manage influences on beliefs and decisions and the importance of self-awareness. Students will look at the case of Doreen Lawrence to look at how discrimination has impacted people's lives and the routes we can take to improve society for the better.



## Year 9 curriculum for term 3

Subject	Term 3 overview
<b>English</b>	In term 3, students begin a study of US Literature, starting with the novella <i>Of Mice and Men</i> . We consider the context of the novella carefully, as a means to understanding the attitudes and perspectives conveyed in the text, and students are encouraged to consider the impact of contextual factors such as the Great Depression and the Wall Street crash on the lives and aspirations of the characters portrayed.
<b>Maths</b>	In term 3, students will begin by looking at how we can represent different types of data graphically, including scatter diagrams and histograms. We will then extend our understanding of how we can calculate certain measures of average given the data in different formats and then use this to analyse and draw conclusions. We will then look at how we can use lots of different skills from our knowledge of algebra and number to express numbers in standard form and use these for various calculations efficiently and accurately.
<b>Science</b>	In term 3, students will be studying ecosystems, chemical changes and waves. Students will have lots of opportunity to enhance their literacy, numeracy and working scientifically skills.
<b>French</b>	This term we will continue to learn a range of strategies which help us to learn a language and we will be putting these into practice by learning to talk about global problems and what worries us, such as war and poverty. We will continue to learn about rules of grammar and how to apply them to our speaking and writing and will also continue to practise Spanish phonics in order to pronounce words correctly. We will learn more about the Spanish-speaking world and its traditions.
<b>Spanish</b>	This term we will be covering the topic of eating and drinking. We will learn to talk about eating at home and eating out. We will continue our work on present, future and past tense patterns. In addition, we will continue to practise our French phonics in order to be able to use correct French pronunciation and will learn more about the French-speaking world and its traditions.
<b>Geography</b>	In term 3, Year 9 finish the second topic of tectonic hazards, before starting to explore the global ecosystem of Hot Deserts. Through this new topic they explore the climate and the geographical reasons for the desert's location. Investigating how plants and animals survive in the hot desert before looking at how they are threatened and how they are expanding into previously fertile land.
<b>History</b>	In term 3, Year 9 will be considering the question 'who were the lesser known heroes of World War Two?' This unit of work will focus on key figures from WW2 whose voices have been lost in history. Students will begin by looking at the involvement of Commonwealth soldiers, before considering lesser known voices of the Home Front alongside Polish and Czech pilots. In addition, students will be asked to consider how a group of mathematicians were able to shorten the war, and how an Indian princess became a British spy. We will finish the term by questioning why these heroes are lesser known and what can be done to honour their contributions and sacrifices. As in previous terms, all of term 3's homework tasks will be set on Go4Schools at the beginning of the term and students are to follow the weekly tasks.
<b>EFP</b>	In term 3, Year 9 will be exploring the topic of War and Peace. Students will have the opportunity to study both religious and non-religious views and attitudes to war and consider the ethical question: <i>Is war ever justified?</i> Year 9 will debate this topic in detail before completing an assessment and demonstrating their knowledge and understanding of the topic.
<b>Computer Science</b>	This term in Computer Science we be continuing with the Animation topic. You will learn basic graphic drawing and animation techniques such as frame-by-frame animation and tweening, working with layers and adding simple interactivity and ActionScript. You will undertake a creative project to plan, create and evaluate a short animation of their own, as well as studying professionally made animations using industry standard software, Adobe Animate.
<b>Music</b>	Y9 will be further developing their performance and teamwork skills as part of their Samba topic. They will be learning and performing a piece of Samba music as a whole class.

<b>Drama</b>	This term students will be exploring the work of practitioner John Godber, and more specifically his play 'Teachers'. The practical exploration of this text will push students to develop comedy skills while switching between multiple characters. They will also analyse the development of their skills in multi-rolling.
<b>Design &amp; Technology</b>	Students will be set a fictional design task to focus on manufacturing quality and unique products. The students' challenge will be to design and make a range of products. Students will be given materials which to cut out and shape using CAD/CAM. Pupils will also be introduced to the use of computer-aided design and computer-aided manufacture by using a laser cutter and 2D Techsoft design to draw and cut their pattern out.
<b>Food Technology</b>	Students will be introduced to food preparation and nutrition in order to develop an understanding of health and safety/food safety. This term, students will develop awareness of foods and how they are produced, prepared and eaten in our day to day lives. Other skills to be developed will include how to use equipment safely, knife skills, evaluation skills and how to apply what we eat to the Eatwell Plate.
<b>Art</b>	The basis of art relies on an ability to explore varied media using a multitude of techniques. Through studying different media influenced by different food and drink artists. Students can expand their art knowledge, media and techniques in a topic that is relatable, stimulating and relevant to the consistently adapting world. Students can complete work from their own resources and lessons are adaptable to suit all of the student's needs.
<b>PE</b>	Students will be covering a range of activities including rugby, netball, football, handball, basketball, table tennis, badminton, fitness, OAA and gymnastics.
<b>Personal Development</b>	Students will explore different types of families and relationships and how to build relationships based on mutual respect. Students will also explore the Law around family life and will look at issues such as trauma, infidelity and problems that can occur within any relationship.

## Year 10 curriculum for term 3

Subject	Term 3 overview
<b>English</b>	In term three we will begin the study of <i>Macbeth</i> for Literature, focusing on Shakespeare's use of language and the structure of the text as well as its context. For GCSE Language, we move to focusing on Paper 2, looking at the attitudes and perspectives presented by 19 <sup>th</sup> and 20 <sup>th</sup> century writers in non-fiction texts. We will also begin to practise writing in the different formats required for the GCSE qualification – speech, letter, article, essay and leaflet.
<b>Maths</b>	In term 3 students in 10XMa1-4 will begin by looking at how we can represent data graphically and also how we can interpret various diagrams. They will then be introduced to trigonometry and look at how we can use various methods to calculate unknown values in right angle triangles. They will then be introduced to “surds” and how we can use these to maintain accuracy in calculations and how we can manipulate these using certain rules. Students in 10X5 and 10Y1-Y4 will begin by looking at primes, factors and multiples and how we can use these to answer contextual problems. They will then look at how we can use our algebraic skills to interpret problems as well as how we can use our knowledge of factors to factorise algebraic expressions.
<b>Science</b>	In term 3, students will be studying non communicable diseases, revise key concepts of energy transfers and practical chemical equations. They will have plenty of opportunity to enhance their working scientifically skills in the required practical elements.
<b>Media</b>	This term students will begin to explore new media forms through case studies selected from video games and online, social and participatory media. They will explore how industry producers use media language and representations to engage audiences with a focus on app games Lara Croft Go and Kim Kardashian Hollywood.
<b>Business Studies</b>	This term students will be focusing on Section 1 – Business in the real world. Some of the topics areas they will be exploring are business location, business planning and expanding a business. Students will have an end of topic test throughout the term.
<b>Finance</b>	This term students will complete the first NEA for Unit 1 – Finance for the Individual and then begin learning the knowledge content for Unit 2 – Finance in Business.
<b>Computer Science</b>	This term students will focus heavily on their programming skills in python and how to apply computational thinking to their thought process when designing effective and robust programs.
<b>Creative iMedia</b>	This term students will finish their Coffee Culture practice assignment for R094: creating a visual identity and magazine advert for the coffee shop. They will then begin work on the actual assignment which is to create similar design work for a company which creates virtual products for use in the metaverse.
<b>Drama</b>	Students are focussing on their set text this term, Willy Russell's Blood Brothers. This very popular script, set in 1980's, working class Liverpool explores the life of twin boys separated at birth. Students are required to analyse a performers role, explore the use of semiotics and the impact this has on an audience, and finally explore the contextual influences of the play.
<b>Music</b>	As part of the continued GCSE Music course, Y10 are continuing their studies of the set works with a focus on Vocal music, as well as completing their GCSE solo performance.
<b>Child Development</b>	This term, we will be looking at care and play routines as well as roles and responsibilities of an early years practitioner, including how they can support holistic development. This will then build into an application of this knowledge in other content areas. All lessons are available via Frog/Subject Sites/Child Development/Content Area 3.
<b>Geography</b>	This term, we have just finished the first section of the physical geography content, the challenge of Natural Hazards. WE now start to explore the Living World. With this new topic we investigate ecosystems, the components that make them up, a small-scale example of an ecosystem and how the different components can be interdependent. We then explore two global ecosystems in depth using the Amazon rainforest and the cold environment of Alaska to explore plant and animal adaptations, opportunities for development, human uses and impacts and how we can manage them for a more sustainable future.
<b>History</b>	In term 3, Year 10 will begin studying their second GCSE topic – Weimar and Nazi Germany 1918-1939. This term will largely focus on key topic 1, the Weimar Republic. This covers the abdication of the Kaiser following WW1 and the formation of the new Weimar government, alongside the challenges they faced. To ensure Year 10 consolidate their knowledge and make revision part of their regular routine, the homework tasks this term will be guided revision on the Medicine topic with fortnightly revision quizzes.

<b>Religious Studies</b>	In term 3, students will come to the end of studying Christian practices and complete an exam paper to assess their knowledge and understanding of paper 2 in the GCSE. Year 10 students will then move on to the study of Islam, where we will be examining Islamic beliefs including the Nature of God, holy books and beliefs about the afterlife.
<b>Sociology</b>	This term we are building on our knowledge of research methods to try and understand the methods sociologists use to research. We are going to look at the strengths and needs of all these different research methods.
<b>Psychology</b>	This term we will be finishing our second topic of perception. Throughout this, we will be looking at research methods to support our understanding of practical experiments. All lessons are available via Frog/Subject/Sites/Psychology/KS4/Perception.
<b>Spanish</b>	This term we will be covering the topic of the region where we live, including our homes and our town which forms part of the GCSE Theme 2. We will be focussing on deepening our knowledge of adjectival use and negatives as well as consolidating our knowledge of the main three tenses, plus the imperfect tense and will continue to look at some complex structures. We will ensure that our knowledge of key phonics is embedded and we will further our knowledge of Francophone culture.
<b>Russian</b>	Students will be beginning a new topic of 'house and home.' In this term, students will be learning to describe where they live, including the rooms in their house and using adjectives to describe their homes and will be giving opinions in Russian. In addition, students will be describing where they live by giving details of their town / city / village and what there is to see and do there. Students will be practising the key skills of: listening, reading, writing, speaking and translating throughout the term.
<b>Core PE</b>	Students will be working on a range of activities including football, rugby, basketball, fitness, and table tennis.
<b>GCSE PE</b>	Students will continue to work on unit 2 – physical training. In practical lessons they will continue to work on table tennis before moving to handball.
<b>Engineering Design</b>	This term you will learn how designers can quickly create and test models to develop a prototype of a design. You will develop your virtual modelling skills using computer aided design (CAD) 3D software, to produce a high-quality model that will be able to simulate your design prototype. You will also develop your physical modelling skills using modelling materials or rapid prototyping processes to produce a physical prototype.
<b>Art</b>	Students to work through a series of workshops of different media to develop their experimentation and independency within their sketchbooks. This project is a starting point for developing students' sketchbooks to allow the students to push their understanding of the art available around them. Students will research a series of artists that are linked to the media of the week to help culturally enrich their artistic terminology.
<b>Photography</b>	Students to work through a series of workshops of different media to develop their experimentation and independency within their sketchbooks. This project is a starting point for developing students' sketchbooks to allow the students to push their understanding of the art available around them. Students will research a series of artists that are linked to the media of the week to help culturally enrich their artistic terminology.
<b>Design &amp; Technology</b>	This term, students will develop an in-depth knowledge and understanding of specialist technical principles through the study of timber-based materials.
<b>Hospitality and Catering</b>	Students will gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety and food safety. Students will develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. Students will learn the 14 skills needed to prepare, cook and present dishes and how to effectively review their work.
<b>Personal Development</b>	Students will explore healthy and unhealthy relationships and how to recognise both. They will look at online relationships and the dangers associated with these along with the idea of mutual respect. Students will also explore coercive control and how to access support for a range of different relationship problems. Towards the end of the term students will look at sexuality and different forms of relationships.

## Year 11 curriculum for term 3

Subject	Term 3 overview
<b>English</b>	In term three we will continue to work on feedback from the November mock examinations, giving students the opportunity to make improvements to their work and ensuring students are ready for the final mock examinations.
<b>Maths</b>	In term 3, we will continue to work on topics that have been identified as areas for improvement from the November mocks.
<b>Science</b>	Alongside the revision for the mock examinations, in term three students will continue to study patterns of inheritance, chemical analysis and the particle model of matter.
<b>Media</b>	In term 3, we will be finalising our work on the NEA and aiming to have drafts completed by the end of term to allow for time to make improvements in term 4. We will also be looking at music videos covering 'I bet that you look good on the dancefloor' by Arctic Monkeys and 'How you like that' by KPop band BlackPink. We will also be revising the CSPs already studied to ensure knowledge is sound.
<b>Business Studies</b>	This term students will be focusing on Section 6 Finance. Some of the topic areas the students will be exploring in detail are the sources of finance, cash flow forecast, financial calculations and break even. Students will have an end of topic test throughout the term. In addition, students need to prepare for their mock exams in January.
<b>Enterprise &amp; Marketing</b>	This term students will be focusing on the final preparations for the external examination which takes place on 11 <sup>th</sup> Jan 2023 and submission of R065 coursework for external moderation. You will then start the second piece of coursework which involves creating marketing pitch for the scenario we have been working on, Perfecta Pizza.
<b>Computer Science</b>	Alongside revision for your January Mock Examinations, we will be exploring system software and the ethics of computing. computer networks. You will be looking at the purpose and function of the operating system, systems software and utility software and the impact of digital technology.
<b>Creative iMedia</b>	This term students will complete final preparations for their second attempt at the external examination for Unit R081 – Pre-Production Skills which takes place on 9 <sup>th</sup> Jan 2023. Following this, they will continue working on the externally moderated Unit R086 – Animation, creating an animated web aisement for a new Robot toy on Adobe Illustrator.
<b>Drama</b>	Students are going to be starting their scripted exam performance rehearsals. They are required to thoroughly explore their chosen text and need to understand the contextual influences of the piece. Practically, they are required to perform two extracts in groups, demonstrating highly developed and consistent level of performance skills.
<b>Music</b>	As part of the continued GCSE Music course, Y10 are continuing their studies of the set works with a focus revision, they will also be completing their GCSE composition tasks consisting of a free composition and a composition to a brief.
<b>Child Development</b>	This term, we will be focusing on unit 2, task 4, looking at activities that develop independence as well as everyday routines. Deadlines for the assignments will be set by your teachers, and additional interventions are available on Wednesdays Break 1. All lessons are available via Frog/Subject Sites/Child Development/Unit 2
<b>Geography</b>	We have just finished the first of our human geography topics, Urban Issues and challenges, and this culminated in a trip to Sheffield in the last week of term. Term 3, sees Year 11 starting the second human topic of changing economic world. Here we explore globalisation and development, before focusing on the UK and Nigeria to develop an in-depth case study of a HIC and NEE to allow us to compare differences in quality of life, standard of living and how they are grown and changed over time.
<b>History</b>	In term 3, Year 11 will begin studying their final GCSE topic – Early Elizabethan England, 1558-88. This term will largely focus on key topic 1: Queen, government and religion, 1558-69. This covers Elizabeth’s ascension to the throne, alongside the problems of religion and opposition, including Mary Queen of Scots’ claim to the throne. Revision sessions will continue each Wednesday and it is strongly recommended that Year 11 attend as many of these as possible.

<b>Religious Studies</b>	In term 3, Year 11 will be studying Islamic beliefs, including the Nature of God, holy books and beliefs about the afterlife. There will be opportunities throughout this term to compare and contrast this new knowledge with previously studied material. Students will also have the opportunity to practise and develop exam techniques preparing them for summer exams.
<b>Sociology</b>	This term we are going to be looking at our final topic of social stratification to learn why certain groups in society are disadvantaged as well as looking at the position of power in society. We are going to be revising topics covered so far through social stratification.
<b>Psychology</b>	This term, we will be focusing on the topic of brain and neuropsychology, investigating how the brain develops and how it can be studied. We will also be practising exam style questions on previous topics in order to prepare for mock examinations. All lessons are available via Frog/Subject Sites/Psychology/KS4/Brain and Neuropsychology.
<b>Spanish</b>	This term we are learning to talk about holidays, including practising using expressions of sequence and the preterite and imperfect tenses. We will be continuing to work on all of our different tenses and practising some of the skills needed for the upcoming exams in listening, reading, writing and speaking.
<b>Russian</b>	Students will be going on to the topic of food and drink and will be able to say what they like to eat and drink at different meal times. Students will be giving their opinion of food and using 3 different tenses to describe what they have eaten (past), what they usually eat (present) and what they are going to eat (future.) Students will be able to use this to talk about eating out and shopping. During this term, students will be practising the key skills of: listening, reading, writing, speaking and translating.
<b>Core PE</b>	Students will be working on a range of activities including football, rugby, basketball, fitness, and table tennis.
<b>GCSE PE</b>	In GCSE PE theory lessons students will be studying Unit 6 – Sport and Society. Students will also continue to work on their NEA assignment on analysis and evaluation of performance.
<b>Sports Science</b>	In lessons students will be focussing on continuing with RO45 – Nutrition.
<b>Construction</b>	Students are working to interpret technical information to plan the refurbishment of a building, taking account of health and safety issues. They will use appropriate skills and techniques to carry out the refurbishment. All students use a range of skill learnt though the scheme of learning Y10 during construction lessons. The evidence produced in Unit2 is worth 50% of the final grade. Tiling and Joinery practical's and evaluations.
<b>Engineering</b>	Students will continue to work on Unit 2. Planning and manufacturing Junior Hacksaw design Brief. The correct use machines and the manufacturing / shaping of metals and processes. Students will also be required to work independently and with precision throughout. An overview of their work and how decisions are made when considering each stage of the project will be required.
<b>Art</b>	Students will start their exam unit. Individuals will be able to explore, create and take influence from work of others they find inspiring. At this stage of the coursework unit, students should have explored a range of influences and completed media experimentation pages alongside in-depth artist research.
<b>Photography</b>	Students will start their exam unit. Individuals will be able to explore, create and take influence from work of others they find inspiring. At this stage of the coursework unit, students should have explored a range of influences and completed media experimentation pages alongside in-depth artist research.
<b>Design &amp; Technology</b>	Students use a range of skill learnt though the scheme of learning Y7-11 to produce an independent iterative design work. The evidence produced in Unit2 is worth 50% of the final grade and situation problems are set by AQA. Students this term will plan and start to manufacture their final outcomes.
<b>Food and Nutrition</b>	Students will be completing their NEA 2 (35% of final grade) planning and producing dishes for a specific occasion and nutritional requirement.
<b>Personal Development</b>	Students will explore healthy relationships following guidance from The Alice Ruggles Trust. They will look at personal values, unwanted attention, and relationship challenges. Students will also look at communication in relationships as well as the challenging issues of stalking and harassment.