



23 February 2024

Dear Parent/Carer

World Book Day Bake Sale, Curriculum Bulletin, Health and Wellbeing Bulletin, Extra-Curricular Activities, Year 11 Parents' Evening - 28 February 2024, Ski Trip, An Aging Building

Welcome back from the half term break. I hope it was restful and positive for all of you. As we make our way towards Easter, this half term is packed with fixtures, parents' evenings, a PD Day and House events. I hope to bring you a flavour over the coming weeks. In the meantime, please see my latest updates below:

World Book Day Bake Sale

Our next fundraising event for St Barnabas Hospice will be a World Book Day themed Bake Sale. We are asking students to get baking cakes, cookies, savouries all with a 'World Book Day' theme. For example - characters, plots, themes or props. The bake sale will be held on Wednesday 6 March 2024 at break 1 and break 2 and all sales will be 50p (fingerprint). On the day during R2L time, photos and judging for the House Competition will take place for both our design competition and bakes (prizes to be won)!

Curriculum Bulletin

Please find attached the latest edition of the curriculum bulletin for this half term for students in Year 7 to Year 10. The Year 11 curriculum will be shared next week following the publication of mock examination results.

Health and Wellbeing Bulletin

Please find attached the latest edition of the health and wellbeing bulletin.

Extra-Curricular Activities

Please use this link to see what extra-curricular activities are on offer this term – <https://srpa.co.uk/extra-curricular-clubs-activities/>.

Year 11 Parents' Evening – 28 February 2024

Next Wednesday, we will be hosting our parents; evening for Year 11 students. Miss Empson has already published instructions about how to book appointments. However, if you have any queries, please contact her using lempson@srpa.co.uk. Thank you.

Ski Trip

A huge thank you to Mrs Spoors, Mr White and the whole staff team who took the ski trip to Italy last week. It was a really successful trip. Thank you to all parents who have sent us feedback.

An Aging Building

It should be no surprise that a building dating from 1953 sometimes faces challenges that newer builds do not.

This week saw some of our aging pipes fail and, whilst we continue to submit bids to improve the fabric of the building, with greater or lesser success year on year, what we really need is a brand-new purpose-built building to educate over 1,500 students. Clearly, in a time of dwindling finances and RAAC, this won't be five minutes in the making. We have a number of active bids for improvements to the campus as we speak, which I hope to be able to report positively on in due course. In the meantime, I ask you to bear with us. We have been 'making a silk purse out of a sow's ear' for some time and I do not see this motif changing for the foreseeable future.

We saw the usual wacky rumour mill take off again now that the Academy has returned from the break. On Tuesday, an ex-pupil, who I saw fit to remove permanently from the Academy last academic year with the support of the Trustees, walked onto our site with another student who continues to attend here. This matter was dealt with rapidly and she was immediately escorted from site without issue. I was present throughout and led the process. Since this time, some of the wild, fantastical rumours, including on social media, are disappointing. Should something serious and of merit require me to contact the parent body, I will do so forthwith. Be assured that, if I do not, it does not warrant communication. Since these unfounded rumours were shared, we have seen some students too anxious to come to school because of perceived dangers which never happened. I ask those parents/carers fuelling these issues to consider the reach of such communications locally. It does the Academy no favours and can influence the behaviour of others quite unnecessarily causing anxiety where it simply isn't needed.

In the week where we have asked for our safeguarding arrangements to be externally audited and been found to be offering outstanding provision, this is not how I wanted to end my letter. However, and in the words of Mahatma Gandhi, "I will not let anyone walk through my mind with their dirty feet."

Have a lovely weekend when it comes.

I will write again soon.



"This is a calm, happy and caring school."



Yours faithfully



Mr D Hardy
Headmaster



"This is a calm, happy and caring school."





Sir Robert Pattinson Academy

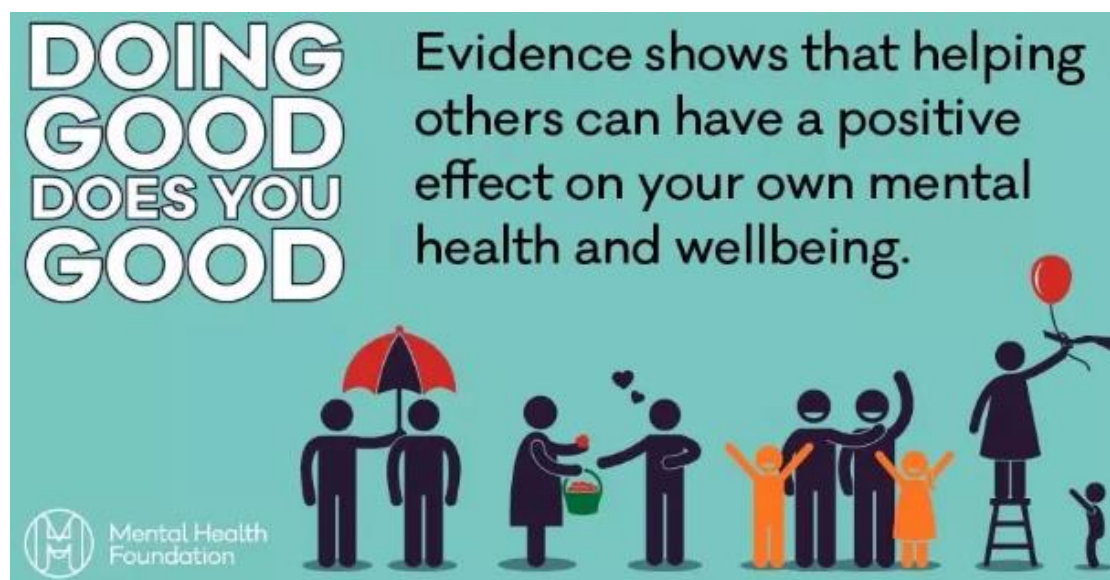
Health and Wellbeing Bulletin

Term 4 2023-24

Welcome to the Health and Wellbeing Bulletin for term 4.

The focus of this bulletin is helping others and being kind. The Action for Happiness calendar for February on the last page gives ideas about how to go about this. As we are now approaching the end of the month, I would suggest that these can be completed at any time. The March calendar will be available on the Action for Happiness website soon (link on final page).

In addition, we have our usual updates from the PE department and Food Technology.



In 2020, we found that 63% of UK adults agree that when other people are kind, it has a positive impact on their mental health, and the same proportion agree that being kind to others has a positive impact on their own mental health.

More information can be found [here](#).



[Click for link to video](#)

How can I be active at Sir Robert Pattinson Academy?

At Sir Robert Pattinson Academy we aim to provide opportunities to allow students to take part in as many activities as possible. Alongside curriculum PE lessons, we offer a wide variety of clubs that are open to all. Each half term the clubs are updated.

Term 4 PE clubs – Get involved in school sport

Please see below for the list of sporting clubs you could get involved in during term 4.

Sports CLUBS & ACTIVITIES					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Break 2 12.40 - 1.10pm After school 3.20 - 4.20pm	Year 7 Table tennis	Year 8 Table Tennis	Year 9 Table Tennis	Year 10 Table Tennis	Year 11 Table Tennis
	Year 9 Badminton	Year 10 Badminton	Year 11 Badminton	Year 7 Badminton	Year 8 Badminton
	Year 8 football	Football - Y9-10 Girls' football - Y7-11	Netball - all years	GCSE Dance	Year 7 Football
	Table tennis - all years			GCSE PE Intervention	
	Rugby - Y8/9 boys			Tennis - Years 7-9	

Students may take part in lunch-time clubs in their uniform. Please bring trainers. Blazers can be removed. After-school clubs start at 3:20pm and finish at 4:20pm. Correct SRPA PE kit is required.

Tennis Leadership Course

During the last week of term 3, we were fortunate to have the Lincolnshire LTA deliver the Tennis Leadership Award to 46 of our students. This was the first time the Lincolnshire LTA had put on the course within a school and to so many of our amazing students. The day involved pupils developing their skills in communication, leadership, and planning. Incredibly, 8 of our students supported the delivery of the course and in doing so achieved their Competition Organiser Award. All 46 students were awarded their Tennis Leadership Award and are looking forward to using the skills they've gained in their local clubs and communities.



Local club link

Please see details below regarding a local dance opportunity.



Youth Dance Programme at OneNK

OneNK Centre, North Hykeham, Lincoln LN6 9AX

Please book online at hub-sleaford.org.uk
For all enquiries email dance@hub-sleaford.org.uk
or call 01529 308 710



Jumpstart All Male Breakdance

Every Tue, 4.30 – 6pm, at OneNK

Our all male Breakdance Company develops the foundation steps of breaking with a professional b-boy, creating new choreographic work for performance. JumpStart work towards regular performance opportunities throughout the year.

£36 per 6-week term, 10-19yrs



Unify Youth Dance

Every Tue, 5.30 – 6.30pm, at OneNK

Classes are relaxed, inclusive, and fun creative dance sessions for young people with learning disabilities, autism and/or physical disabilities. Sessions focus on building confidence by experimenting with different ways of moving through dance.

£26 per 6-week term, 10-19yrs

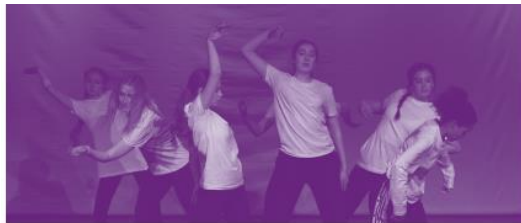


Exodus Street Dance

Every Wed, 4.15 – 5.15pm, at OneNK

Exodus is aimed at young people looking to gain foundation knowledge, skills and understanding in the various hip-hop styles. Classes are a progression route to RedXco, our advanced Hip Hop Youth Dance Company.

£33 per 6-week term, 10-19yrs



RedXco Advanced Hip Hop

Every Wed, 5.15 – 6.30pm, at OneNK

An advanced Hip Hop Youth Dance Company, RedXco work on various Hip-Hop techniques such as Locking and Popping to an advanced level as well as creating and performing new street dance choreography for performance.

£36 per 6-week term, 14-19yrs



Evolve Technique

Every Thu, 4 – 5pm, at OneNK

A Contemporary dance class that builds strength, stamina, and coordination with an emphasis on floor work and finding fluidity in movement. This class is a progressive route into Evolve, our advanced level Contemporary Youth Dance Company.

£33 per 6-week term, 11-19yrs



Evolve Junior

Every Thu, 4 – 5pm, at OneNK

An introductory contemporary dance class that focuses on strength, stamina, and coordination with an emphasis on floor work and finding fluidity in movement for those looking to begin or develop their contemporary dance technique.

£33 per 6 week term, ages 8-11



Evolve Youth Dance Company

Every Thu, 4 – 6pm, at OneNK

Members attend Evolve technique, followed by a creative session for company members only. This advanced Contemporary Youth Dance Company is suited to dancers who are especially interested in performing and creating choreography.

£45.50 for a 6-week term, 15-19yrs

Hospitality and Catering

Pane di Pasqua

There's a whole world of Easter breads beyond the trusty hot cross bun. Give something new a go with this buttery plaited beauty from Italy. This soft, magnificently buttery loaf is elegantly flavoured with star anise and citrus. Traditionally it's baked with dyed boiled eggs pressed into the dough, but why not decorate with mini chocolate eggs and sprinkles, for something a little bit different.

Method:

Coarsely crush the star anise using a pestle and mortar or rolling pin. Put the milk in a pan over a low-medium heat, then add the star anise and heat gently until just below boiling point. Remove from the heat; set aside to cool to room temperature.

Put the flour in the bowl of a freestanding mixer with a dough hook, along with the salt, sugar and yeast. Mix together, then break in 3 eggs and strain in the cooled milk (discard the star anise). Mix and knead for 5 minutes until smooth.

Gradually add the butter, 1-2 cubes at a time, followed by the zest, then knead for 5-10 minutes to make a soft and silky dough. Lightly butter a large bowl, then scrape in the dough, cover and leave for 2 hours until doubled in size. Knead the dough for 2 minutes, then return to the bowl; cover and chill for at least 1 hour or up to 8 hours.

Divide the chilled dough into 3 even pieces, then roll into 75cm-long ropes, ensuring they're of even thickness along the length. If necessary, very lightly dust the work surface with flour. Alternatively, you could divide the dough and make individual rings as shown in the picture.

Carefully plait the 3 ropes of dough together, wrapping them gently to ensure the thickness of the ropes remains even. Line a large baking sheet with baking parchment.

Lift the plait onto the lined tray and shape into a ring, tucking the ends underneath. Cover the dough loosely with baking parchment and leave to prove for 1-2 hours until well risen.

Preheat the oven to 180°C, gas mark 4. Beat the remaining egg with a large pinch of salt and 2 tbsp water. Carefully brush the egg wash over the dough, then scatter with the coloured sprinkles and bake for 25-30 minutes until the bread is dark golden and risen. Cool on a wire rack before decorating with chocolate eggs.



Ingredients:

- 3 star anise
- 200ml whole milk
- 500g strong white bread flour, plus extra
- 1½ tsp fine sea salt
- 50g caster sugar
- 7g sachet easy-bake yeast
- 4 British Blacktail Medium Free-Range Eggs
- 100g unsalted butter, cubed and softened, plus extra for greasing
- 1 unwaxed lemon or scrubbed orange, zest
- Coloured sprinkles and small chocolate eggs, to decorate.



Friendly February 2024

MONDAY



5 Make time to have a friendly chat with a neighbour

12 Focus on being kind rather than being right

19 Share something you find inspiring, helpful or amusing

26 Make uninterrupted time for your loved ones

TUESDAY



6 Get back in touch with an old friend you've not seen for a while

13 Smile at the people you see and brighten their day

20 Make a plan to connect with others and do something fun

27 Call a friend to catch up and really listen to them

WEDNESDAY



7 Show an active interest by asking questions when talking to others

14 Tell a loved one or friend why they are special to you

21 Really listen to what people say, without judging them

28 Give positive comments to as many people as possible today

THURSDAY

1 Send a message to let someone know you're thinking of them

8 Share what you're feeling with someone you really trust

15 Support a local business with a positive online review or friendly message

22 Give sincere compliments to people you talk to today

29 Acknowledge someone's problem or pain rather than trying to fix it

FRIDAY

2 Ask a friend how they have been feeling recently

9 Thank someone and tell them how they made a difference for you

16 Check in on someone who may be struggling and offer to help

23 Be gentle with someone who you feel inclined to criticise

SATURDAY

3 Do an act of kindness to make life easier for someone

10 Look for good in others, particularly when you feel frustrated with them

17 Appreciate the good qualities of someone in your life

24 Tell a loved one about the strengths that you see in them

SUNDAY

4 Invite a friend over for a 'tea break' (in person or virtual)

11 Send an encouraging note to someone who needs a boost

18 Respond kindly to everyone you talk to today, including yourself

25 Thank three people you feel grateful to and tell them why



ACTION FOR HAPPINESS

Happier · Kinder · Together



<https://actionforhappiness.org/>

External Links for support

<https://www.kooth.com> (online free confidential support)

<https://www.themix.org.uk> (free confidential support for under 25s)

<https://giveusashout.org> (text service for those in crisis)

<https://youngminds.org.uk> (mental health charity for young people)

<https://web.ntw.nhs.uk/selfhelp/> (a range of self-help leaflets on a number of issues ranging from stress, anxiety & sleeping troubles)

http://search3.openobjects.com/kb5/lincs/fsd/family.page?familychannel=2_9_9 (Emotional wellbeing and mental health information for all sorts of different mental health conditions)

ARE YOU INTERESTED IN CONTRIBUTING TO THE NEXT EDITION OF THIS NEWSLETTER?

If so, contact Mrs Fragle (Mfragle@srpa.co.uk)

Sapientia et Doctrina

World Book Day...

Bake Sale

Love baking? Want
to help raise money
for St Barnabas?
Get involved!

We need your bakes 'World Book Day' themed bakes
'Characters, plots, themes or props'

Wednesday 6th March 2024

R2L- Photos and Judging for House Competition (prizes to be won!)

Break 1 & Break 2- Bake Sale in Main Hall

You will be able buy a slice of cake/ bakes for 50p using your fingerprint on the day

All money raised goes to St Barnabas Hospice Lincoln



St Barnabas
Hospice • Care • Support



Sir Robert Pattinson Academy



Curriculum Bulletin (Year 7 to Year 10)

2023-24

Term 4

Monday 19 February 2024 to Thursday 28 March 2024

Information for parents and carers

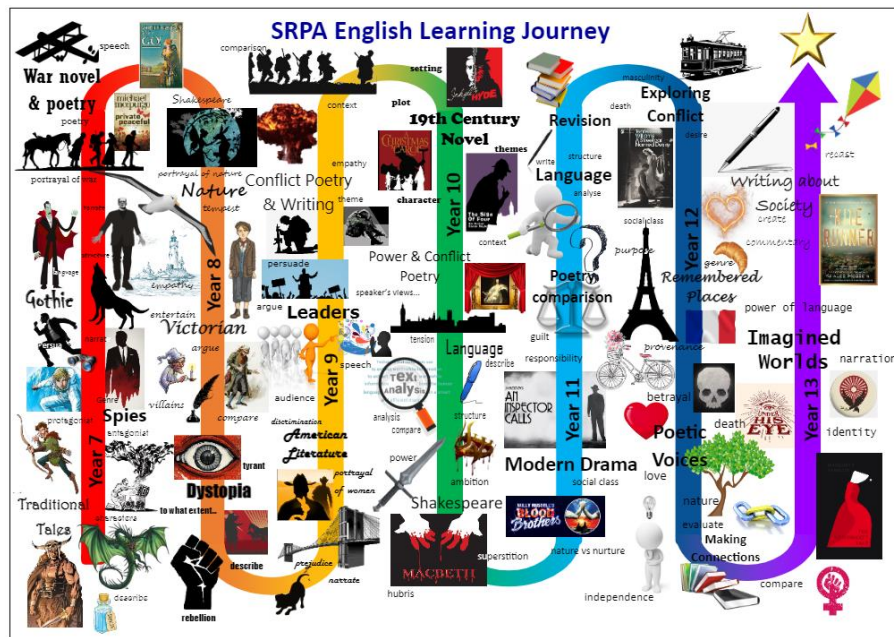
This document has been produced to give parents and carers a short summary of the topics and skills that Year 7 to Year 10 students at Sir Robert Pattinson Academy will study during term 4 (Monday 19 February 2024 to Thursday 28 March 2024).

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:

The screenshot shows the SRPA website's Geography section. The navigation bar includes links for Home, Year 7, Year 8, Year 9, Year 10, Year 11, GCSE Revision, A Level, and ARCHIVE. The main content area features a large image of a desert landscape with the text "Welcome to the SRPA Geography website". Below this, there is a section titled "Why Geography?" which explains the importance of geography and lists key stages of the curriculum. The page also includes links to external resources like The Geographical Association and National Geographic.

- **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
Accelerated Reader	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 ARansome@srpa.co.uk
Bedrock Vocabulary	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.	https://app.bedrocklearning.org/ 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 JMurdoch@srpa.co.uk
Boost Learning	An online learning platform for KS3 Computing. Students can access lessons and assessments.	https://boost-learning.com/ 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 MBarrett@srpa.co.uk
Doddle Learn	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.	www.doddlelearn.co.uk 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"> • Y7 - 9: EBurridge@srpa.co.uk • Y10 - 13: BSpowage@srpa.co.uk

Resource	Details	How to access	Problem solving
EPlatform Wheelers ebooks	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).	https://www.eplatform.co.uk/school/ or via FROG library/ebook tab. Log on by clicking SSO and then entering your school email and password. There is also a mobile app available (Android and iOS). Download the app and then search for SRPA when opened.	Please contact Mrs Ransome at ARansome@srpa.co.uk
Frog	All subjects have a Frog page where additional resources and support can be located.	https://vle.srpa.co.uk/app/os Usernames and passwords have been shared with students via personal tutors.	There is a 'forgot password' at the login page. Alternatively contact our IT support desk at ITSupport@srpa.co.uk
Go4Schools	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).	https://www.go4schools.com/ 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.	There is a 'forgotten your password?' link at the login page. Alternatively contact Go4Schools@srpa.co.uk
Historical Association Student Zone	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.	https://www.history.org.uk/student Centre ID = 93839 Password = History123	Login details are displayed in History classrooms. Alternatively, contact Ms Smith at SSmith@srpa.co.uk
Kerboodle Geography	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.	https://global.oup.com/education/?region=uk <ul style="list-style-type: none"> Students should use their school username (from their email). The default password is their username. This can be changed once into the site. 	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
Languagenut	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.	www.languagenut.com 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 NHughes@srpa.co.uk Spanish students please contact their teacher or Mrs Rodgers at JRodgers@srpa.co.uk
Lexia	A literacy based online provision designed to support reading comprehension, grammar and word study.	https://www.lexiapowerup.com/ Teacher's email = mylexia@srpa.co.uk Username = Same as school system Password = Printer Code	Please contact Mr Burr at JBurr@srpa.co.uk
Linguascope	Linguascope is a vocabulary learning platform for French, Spanish, Russian and EAL (English as an additional language).	www.linguascope.com username = robertpatt password = modlangs	Students should contact their language teacher or Mrs Hughes at NHughes@srpa.co.uk
Massolit	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.	https://www.massolit.io/users/sign_in Choose <i>single sign in</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 NSelwood@srpa.co.uk
Maths Symphony	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.	https://content.symphonylearning.com Account Number = 6748 Username = Same as school system Password = Printer Code	Please contact Mr Burr at JBurr@srpa.co.uk

Resource	Details	How to access	Problem solving
Mathswatch	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.	https://vle.mathswatch.co.uk/vle/ Username = FirstInitialSurnameYearOfStart@SRPA 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	For password issues please email Mr Roberts at DRoberts@srpa.co.uk
SAM Learning	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.	https://www.samlearning.com/ User ID = your school email address Password = your school email address Centre ID = (Leave this box blank!)	There is a 'can't log in' link at the login page. Alternatively contact Mr Parkinson at AParkinson@srpa.co.uk
Seneca	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.	https://app.senecalearning.com/login 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 AParkinson@srpa.co.uk
Smart Revise	An online revision platform for KS4 Computer Science.	https://smartrevise.online/ 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 LNorman@srpa.co.uk
Spellzone	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.	www.spellzone.com This will be provided by SLC Staff.	Please contact Mr Burr at JBurr@srpa.co.uk

Year 7 curriculum for term 4

Subject	Term 4 overview
English	This term we will be working on a genre study, this time looking at the spy genre. Reading will be focused on extracts from spy novels including those from the James Bond and Stormbreaker series. We will focus on how the spy genre is represented in media texts, looking at how film directors choose camera angles and how sound contributes to the creation of atmosphere and tension. We will also write creatively, producing a spy story of our own, and work in groups to design a spy gadget and pitch it to the class.
Maths	In term 4 we will be learning about algebra, number, ratio and patterns. In algebra we will continue to work on the theme of expanding brackets as well as looking at substitution and functions. For our number work we look at being able to convert between fractions, decimals and percentages. In our ratio work we explore how we can simplify or divide an amount in a ratio. We will then look at how we can identify and generate sequences of numbers given a formula or from a series of numbers.
Science	In term 4 we will be studying; energy transfers in physics, separating mixtures in chemistry and human reproduction in biology. We will be learning more working scientifically skills through practicals and how to apply our knowledge to new applications.
French	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 what we study at school as well as 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 French phonics in order to pronounce words correctly. We will learn more about the French-speaking world and its traditions.
Geography	In term 4, Year 7 are 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.
History	In term 4, Year 7 will consider the question 'how was authority challenged in the Middle Ages?' Students will investigate the struggle between authority and the people through the Magna Carta, the Black Death and the Peasants Revolt.
EFP	In term 4, students will be looking at the Holy book in Christianity: The Bible. Students will explore its history and significance for Christians, as well as understanding how to use the Bible effectively. This unit of work develops earlier work looking at Christianity beliefs and practices.
Computing	This term in computing, students will continue learning about 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.
Music	This term in music, students will develop skills of notation and rhythm in music. Pupils will use the keyboards to learn how to play a melody on the keyboard. Pupils will learn how to identify and perform rhythm values. They will also learn how to read notes from the treble clef.

Drama	Students will be continuing their study of 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.
Design & Technology	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.
Food Technology	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.
Art	The basis of art relies on an ability to recognise and understand how formal elements are used in art. 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. Students 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.
PE	Students will be working on a range of activities including football, rugby, basketball, fitness, handball and table tennis.
Personal Development	Students will explore how to make healthy lifestyle choices including diet, dental health, physical activity and sleep. This includes learning: <ul style="list-style-type: none"> • how to manage influences relating to caffeine, smoking and alcohol • how to manage physical and emotional changes during puberty • about personal hygiene • how to recognise and respond to inappropriate and unwanted contact

Year 8 curriculum for term 4

Subject	Term 4 overview
English	In term 4 we will complete the Nature unit. First, we will complete reading <i>A Midsummer Night's Dream</i> and watch a performance of the play. The unit concludes with some lessons which look at how the theme of nature has been explored in other literature over time, and finishes with some non-fiction writing on animal welfare.
Maths	In term 4 we will be working on the themes of proportional reasoning, patterns and geometry. While working through proportional reasoning we will recap dividing in a ratio and then using these skills to interpret problems involving best value or recipes before working with compound measures such as speed and density. Our work on patterns will focus on being able to define a sequence of numbers algebraically and find the formula for a linear sequence. Whilst exploring geometry we will focus on angle work, specifically exterior and interior angles of polygons and angle properties when working with parallel lines.
Science	In term 4 we will be studying how sound and light travel in physics, inheritance patterns in biology and chemical energy in chemistry. We will also continue to develop working scientifically skills across all three specialisms.
French	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 what we study at school as well as 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 French phonics in order to pronounce words correctly. We will learn more about the French-speaking world and its traditions.
Spanish	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 healthy lifestyles, building on our knowledge of words for food and drink. 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.
Geography	In term 4, Year 8 geography students will study 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.
History	Students will be studying the topic of Transatlantic Slavery. Students will examine individual stories from across the 19 th century and stories of resistance.
EFP	In term 4, Year 8 students will focus on the teachings of Jesus and expand our knowledge from Year 7. We will look at how Christian interpretations of Jesus vary across denominations.
Computing	This term in computing we will focusing on Programming. Students will develop their programming skills as they move from block-based programming to text based. The unit involves using an online programming platform called Edublocks which allows students to learn the syntax of Python using block base programming.

Music	This term Year 8 students will be exploring the music of West Africa. Pupils will listen to and play a variety of music from West Africa using the djembe drums. Pupils will develop rhythm skills and ensemble skills. They will have the opportunity to perform and create their own rhythms in addition to learning a song from West Africa.
Drama	This term year 8 students will continue looking at different styles of theatre that have had an impact on the modern industry. From melodrama to physical theatre, students will explore several styles and reflect on their abilities in each.
Design & Technology	Students will be set a fictional design that design and manufacture 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.
Food Technology	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.
Art	Research and analytical skills are the key to any artist understanding; therefore, this project aims to build upon prior skills taught in Year 7. Students will develop their ability to look at artwork, discuss it, describe it, and demonstrate understanding through written analysis and group feedback. Students will be able to demonstrate their understanding of Pop Art and related artist through a range of skills and present their work in a visually
PE	Students will be working on a range of activities including football, rugby, basketball, fitness, handball and table tennis.
Personal Development	Students will explore, mental health and emotional wellbeing, including body image and coping strategies about attitudes towards mental health. This includes learning: <ul style="list-style-type: none"> • how to challenge myths and stigma • about daily wellbeing • how to manage emotions • how to develop digital resilience • about unhealthy coping strategies (e.g. self-harm and eating disorders) • about healthy coping strategies

Year 9 curriculum for term 4

Subject	Term 4 overview
English	In term 4 we continue our exploration into the writing and speeches of great leaders and use this as inspiration to write a speech on a topic of our own choice, trying to incorporate as many of the features of the great leaders' speeches that we have studied as we can. At the end of the term, we will complete the spoken language assessment for GCSE English Language, giving a pre-prepared speech to the class and responding to questions.
Maths	In term 4 we will look at the themes of number, constructions, algebraic skills and proportional reasoning. For our number work we will investigate how we can convert to and from standard form and complete calculations in this form. For our constructions work we will look at how we can accurately construct perpendicular bisectors and angle bisectors using a pair of compasses, we will then work on how we can use these in <i>loci</i> problems. In our algebraic skills topic, we will extend our knowledge of factorising to include scenarios where we have to use two brackets. In our proportional reasoning topic, we will begin to identify and use direct and inverse proportion to find unknown values.
Science	In term 4 Year 9 will be studying the particle model in physics, ecosystem patterns in biology and chemical changes in chemistry. We will also continue to develop working scientifically skills across all three specialisms through practicals.
Spanish	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 healthy lifestyles, building on our knowledge of words for food and drink. 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.
French	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 jobs and future careers. 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 French phonics in order to pronounce words correctly. We will learn more about the French-speaking world and its traditions.
Geography	In term 4, Year 9 are continuing 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. When they have finished this they will see how Ice has shaped the land.
History	Students will be studying a topic on what it means to be black and British. Students will explore the Windrush Generation, Notting Hill and Notting Hill riots and racial tensions in Britain.
EFP	In term 4, Year 9 we shall be exploring Hinduism. We will be looking at the fundamental basics of Hindu practices and religion including gods and goddesses, practice of worship and how it feels to be a Hindu in modern Britain.
Computing	This term in computing, students will learn how to program functionality into a mobile phone application. Students will design their own application and then create with event driven programming techniques following industry standard methodologies for programming.

Music	This term students will be exploring samba music, developing their performance and teamwork skills. They will be learning and performing a piece of samba music as a whole class, using percussion instruments. Pupils will also continue to develop their listening skills, looking at a variety of samba music from Brazil.
Drama	Students are continuing their study of the practitioner John Godber, last term they looked at his play 'Teechers' and this term they will be looking at 'Bouncers'. The play follows four North Yorkshire Bouncers to give the audience a running commentary on the life and stories of the people they have come into contact with. This is an observational comedy that will develop their slapstick, over-exaggeration and movement skills.
Design & Technology	Students will be set a fictional design that design and manufacture 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.
Food Technology	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.
Art	Students are to work through a series of workshops of different media to develop their experimentation and independency within their sketchbooks and or on paper. This project is a starting point for developing students' sketchbooks to allow the students to push their understanding of the art available around them and develop their understanding of the assessment criteria ready for GCSE Art. Students will work through each assessment objective as a unit and develop their experimentation, analysis, opinion and quality of observations.
PE	Students will be working on a range of activities including football, rugby, basketball, fitness, handball and table tennis.
Personal Development	Students will explore families and parenting, healthy relationships, conflict resolution, and relationship changes. This includes learning: <ul style="list-style-type: none"> • about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies

Year 10 curriculum for term 4

Subject	Term 4 overview
English	In term four we complete the study of Shakespeare's <i>Macbeth</i> , focusing on the development of characters and themes across the whole text and how these are shaped by Shakespeare's use of language. In addition, for GCSE Literature we continue to study poems from the power and conflict selection in the Anthology. For Language, we continue working towards Paper 2, focusing on a wide variety of non-fiction texts and practising skills in analysis and comparison.
Maths	For students working on the higher tier we will be studying properties of angles, calculations involving indices and surds, simultaneous equations using elimination or substitution method and analysing statistics from statistical diagrams. For students working on the foundation tier will be studying ratio and proportion, percentages and solving equations and inequalities.
Science	In term 4 Year 10 will be studying the principles of electricity in physics, communicable diseases and their treatments in biology and chemical changes in chemistry. We will also continue to develop working scientifically skills across all three specialisms through practicals.
Media	This term students will develop their understanding of online, social and participatory media by continuing to explore the representation of Kim Kardashian and her online 'brand' and closely analysing the online presence of Marcus Rashford as an influencer. They will draw on their knowledge from last term forming comparisons between these case studies in essay style responses.
Business Studies	This term students will be focusing on Section 2 – Influences on Businesses. Some of the topics areas they will be exploring are technology impacts, ethical and environmental considerations and economic climate of businesses. Students will have an end of topic test throughout the term.
Finance	This term, students will begin work on Unit 2 – Finance in Business. They will cover the following topics: business models, ethical and sustainable business, and the impact of external factors on businesses.
Computer Science	Students will finish a module of networking and how data is transferred around the internet. They will then move onto operating systems and practical programming tasks.
Creative iMedia	This term, students will finish working on their Unit R094 – Visual Identity and Digital Graphics NEA completing the following tasks: Create DGP and DGP. They will then begin work on their second coursework unit.
Drama	Students are continuing their work on Component One of their qualification, this term focussing on the theoretical coursework. Alongside this they will receive their brief and explore one of their previous repertoires in more depth, applying the brief practically to their work through characters and themes.
Music	Students will continue with their work for Component One of their qualification. Pupils will focus on preparing a portfolio of information about four genres of music, with detailed analysis of examples from each genre. Pupils will also create three music products based on a theme given by the exam board; one performance, one composition for media and a DAW composition.
Child Development	This term, we will be looking at provisions for early years, such as nursery, schools etc, and how each of these 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 4.
Geography	This term, we are continuing to 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.
History	This term, students will be continuing to study Weimar and Nazi Germany 1918-1939. They will be practising exam skills to prepare them for the Germany paper and will look at Weimar Culture, as well as the Wall Street Crash and growing support for the Nazi party.
Religious Studies	In term 4, Year 10 continue to study the beliefs of Islam. They will be able to make comparisons between Christianity and Islam and understand key religious ideas held by Muslims, such as Tawhid, Risalah and beliefs about life after death. Year 10 students will have the opportunity to put their knowledge to the test throughout this term by completing in-class assessments and knowledge tests.
Sociology	This term we are looking at educational inequality including private schools and the significance of legislation in educational reform.
Psychology	This term we will be focusing on our third topic of development, looking at how children develop cognition and their understanding of the world around them. 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/Development.

French	This term we will be covering the topic of holidays and tourism, including holiday problems and transactions 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. In addition to our knowledge of exam tasks, we will begin to practise role-plays. We will ensure that our knowledge of key phonics is embedded and we will further our knowledge of Francophone culture.
Spanish	This term we will be covering the topic of house and home. In this unit, students will learn how to talk and write about where they live including their local area. We will be focussing on embedding the key skills of listening, reading, writing, speaking and translation and students will be strengthening their knowledge of key grammatical concepts including tenses and cases. Students will learn to talk about where they live, the advantages and disadvantages of living there as well as the Russian speaking world and how life differs in cities such as Moscow and St Petersburg.
Core PE	In core PE students will be participating in a range of activities including handball, basketball, football and table tennis.
GCSE PE	Students will move on to Unit 3 – Anatomy and physiology. In practical lessons they will be completing a unit of work in handball.
Engineering Design	This term students will learn how designers can quickly create and test models to develop a prototype of a design. Students will develop virtual modelling skills using computer aided design (CAD) 3D software, to produce a high-quality model that will be able to simulate the design prototype. Students will also develop physical modelling skills using modelling materials or rapid prototyping processes to produce a physical prototype.
Art	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.
Photography	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.
Design & Technology	This term, students will develop an in-depth knowledge and understanding of mechanical and electrical systems and controls and how energy can be produced, stored and used to power our modern-day world and products.
Hospitality and Catering	Students will be continuing their pastry skills – Cornish pasties, deboning a chicken and making chicken pie, along with Japanese souffle pancakes and an Easter cake. Theory they will be looking at deficiencies and excess in nutrition for macro and micronutrients. Theory they will also look at the operation of the kitchen and small and large equipment.
Personal Development	Students will explore the influence and impact of drugs, gangs, role models and the media. This includes learning: <ul style="list-style-type: none"> • about positive and negative role models • how to evaluate the influence of role models and become a positive role model for peers • about the media's impact on perceptions of gang culture • about the impact of drugs and alcohol on individuals, personal safety, families and wider communities how drugs and alcohol affect decision making • how to keep self and others safe in situations that involve substance use • how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction