

Sir Robert Pattinson Academy



Curriculum Bulletin

2024-25

Term 1

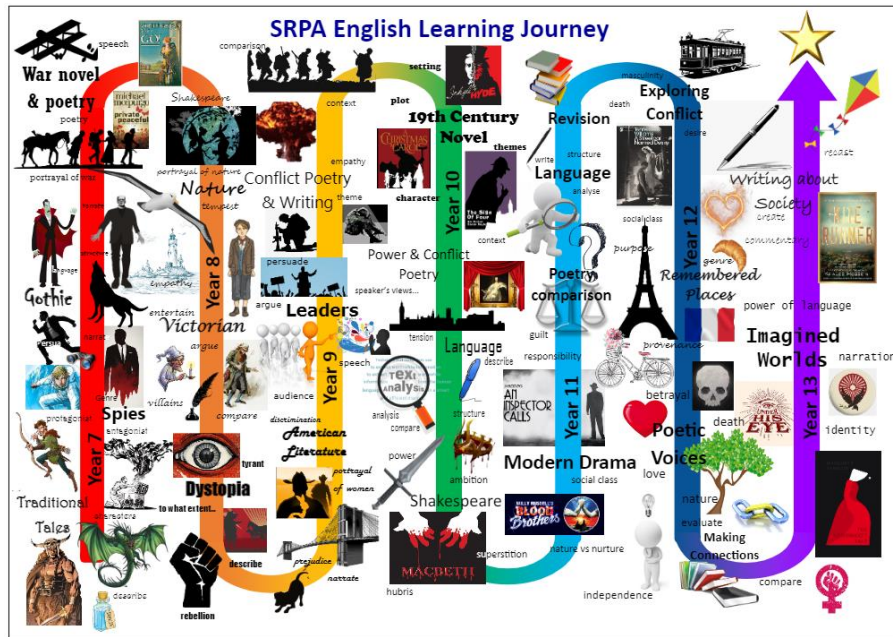
Wednesday 4 September 2024 to Friday 18 October 2024

Information for parents and carers

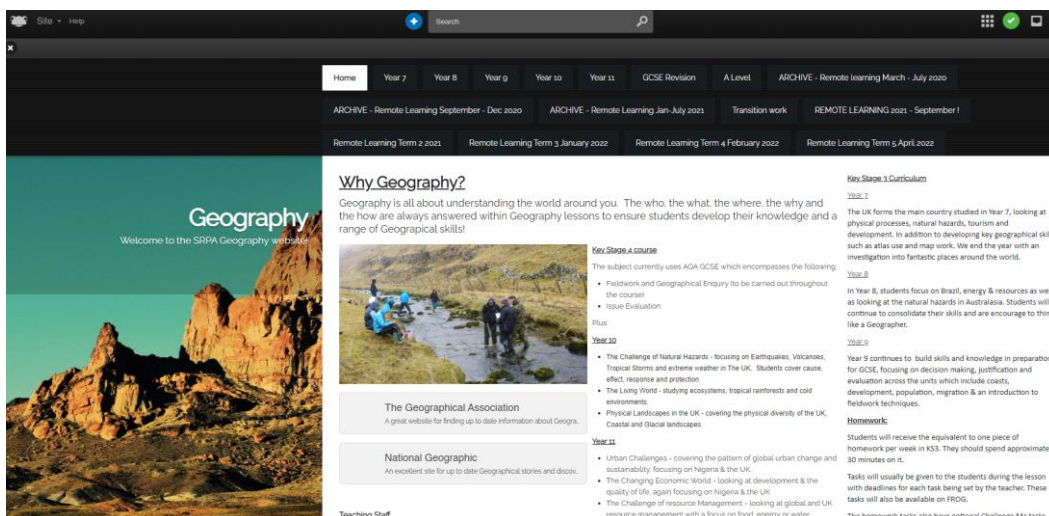
This document has been produced to give parents and carers a short summary of the topics and skills that students at Sir Robert Pattinson Academy will study during term 1 (Wednesday 4 September 2024 to Friday 18 October 2024).

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:



- **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
Bedrock Vocabulary	Bedrock vocabulary is an online vocabulary-learning platform. 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.	<p>https://app.bedrocklearning.org/</p> <p>Log on by clicking SSO and then entering your school email and password, or by using the Office 365 button.</p> <p>Alternatively, use your original Bedock login and password (format: name.surname.00000 password example: RandomWord000)</p>	Please contact Mrs Murdoch at JMurdoch@srpa.co.uk
Exampro Onscreen	Students have access to a range of examination questions to support learning and revision in science.	<p>OSA Student (exampro.co.uk)</p> <p>Links have been shared by science teachers during lesson time.</p> <p>Centre number = 26148</p>	Please contact your science teacher or Mis Burridge at EBurridge@srpa.co.uk
Frog	All subjects have a Frog page where additional resources and support can be located.	<p>https://vle.srpa.co.uk/app/os</p> <p>Usernames and passwords have been shared with students via personal tutors.</p>	There is a 'forgot password' link 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).	<p>https://www.go4schools.com/</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 Go4Schools@srpa.co.uk

Resource	Details	How to access	Problem solving
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
Isaac Computer Science	Isaac Computer Science is an online all in one platform. It combines full learning resources for every topic at GCSE and A Level, alongside varied question levels to test students' understanding of different topic areas.	Isaac Computer Science Use your school email address and password to access this site.	There is a 'forgotten your password?' link at the login page. Alternatively contact Mr Smith at ASmith1@srpa.co.uk
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 Adlington at AAdlington@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

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
Quizlet	Quizlet is an online platform designed to support the learning of vocabulary at Key Stage 4 in modern foreign languages.	https://quizlet.com/login Class teachers will send all students an invitation link containing the correct login details.	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
Reading Plus	This is a new resource being used to support the development of students' reading skills. It is being used in English and Performing Arts for homework for students in Year 7 to Year 9.	You will be given your username and password in your library lesson. If you are absent, please check your school email for your login details	Please contact your library class teacher or Mrs Murdoch at JMurdoch@srpa.co.uk
Sparx Maths	Sparx Maths supports students aged 11-16 with personalised, challenging and attainable homework.	https://sparxmaths.com/ Usernames and passwords have been shared with students via class teachers.	There is a 'forgotten Sparx login details?' link at the student login page. Alternatively, please contact your mathematics teacher or Mr Roberts at DRoberts@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 Adlington at AAdlington@srpa.co.uk

Year 7 curriculum for term 1

Subject	Term 1 overview
English	This term in English we will study the transition novel <i>Private Peaceful</i> and explore WW1 poetry which links to the novel's themes. We will look at the skills required to be successful in descriptive writing and produce a written piece which links to our novel study.
Mathematics	This term in maths we will be looking at problem solving skills, how we approach a problem, the order in which we tackle it and showing our method clearly. We will then begin to look at methods, both written and mental, for various calculations.
Science	This term in science we will begin by developing our enquiry skills to allow us to plan and carry out effective practical investigations. We will then move on to look at speed in physics, and cells in biology.
French	This term we will be learning a range of strategies which help us to learn a language and we will be putting these into practice by learning to talk about ourselves, including greeting people, asking and giving names, ages and birthdays. We will also begin to practise Spanish phonics in order to pronounce words correctly. We will begin to learn about the Spanish speaking world.
Geography	In this term, we welcome Year 7 to SRPA and explore the question 'what is a Geographer?' We will explore what geography is as well as learning some foundational place and location knowledge. We will explore map skills and how geography is practised with fieldwork skills.
History	This term, Year 7 are beginning their journey through history with the topic 'how did the Romans change Britain?' Year 7 will first be exploring what History actually is and how we learn about what has happened in the past. We will also be questioning whether the National Archives really tell everyone's story, and considering who decides what is archived. The Romans topic will look at the changing face of Britain under Roman rule, starting with what life was like in Celtic Britain and why the Romans decided to invade. Using the stories left behind, Year 7 will consider how the Celts resisted Roman rule and how diverse Roman Britain truly was.
EFP	In Year 7 students are welcomed into the study of EFP – ethics, faith, and philosophy. We begin the year by studying 'The Island' which explores why and how people follow religious ideas. We live in an ever growing diverse, and multicultural society and this topic begins explores the reality of this. The concepts explored in this term will be further developed year 7, providing the students with a solid foundation in EFP.
Computing	This term in computing we will be learning how to use and navigate around the school network. We will move on to developing students Microsoft Office skills.
Drama	Throughout term one, Year 7 will be building foundation skills in music, developing their understanding of the elements of music and the key vocabulary used to describe the music that pupils play and listen to. Pupils will develop their knowledge through vocal skills and listening activities.
Music	Students will begin building the foundation of their performance skills through a series of practical workshops. They will also be introduced to analysing and writing skills required going forward in drama.
Design & Technology	The first design and technology project in Year 7 introduces students to the workshop and allows them to work with a variety of new tools and materials safely producing a wooden strip box. The project will introduce students to the material wood and develop their understanding of how a tree is sourced and changed into a usable material. The project also aims to build on drawing skills by introducing isometric drawing and developing any sketching skills previously taught in KS2. Alongside this, the project will explore students understanding of sustainability and what design choices mean to the lifecycle of a product.
Food Technology	The first food project aims to develop Year 7 students' understanding and practical application of foundational cookery skills. This will include igniting a cooker, using the hob/grill/oven functions and demonstrating common culinary cuts. By the end of this unit, students will be able to follow basic recipes to produce high quality outcomes that are thoroughly cooked and evenly chopped, with good understanding of safe and hygienic practice in a food technology classroom.

Art	The first project in Year 7 aims to develop students' understanding of line using pencil and oil pastel. The scheme introduces the concept of the formal elements, then focuses on 'line' as a clear starting point. Students will explore line using mark making, inspired by the work of Vincent Van Gogh. They will go on to develop their use of line into their first material of the year, oil pastel.
PE	In term 1 students will complete a baseline unit that will include lessons in football, fitness, badminton and netball. Students will then, depending on their group, have lessons in two of football, badminton, basketball, fitness, netball and OAA.
Personal Development	This term students will be focusing on transitioning into secondary school. Students will have lessons on keeping themselves safe, managing stress along with how to respond in emergency situations including some first aid training.

Year 8 curriculum for term 1

Subject	Term 1 overview
English	This term we will be learning about the dystopian genre and will read a dystopian novel such as <i>Animal Farm</i> , <i>Lord of the Flies</i> or <i>The Maze Runner</i> .
Mathematics	This term we will be looking at how we can represent different types of data graphically and how we can use these to easily compare and contrast sets of data. We will then look at how we calculate different types of average, when each type is appropriate and how we can check the reliability of our averages. We will then work on strengthening our understanding of prime numbers and how we can use these to break a number down into a product of its prime factors and how we can use this to find the highest common factor of two numbers or the lowest common multiple.
Science	This term we will be building upon the big ideas that we studied in Year 7. We will study breathing and digestion, and begin to apply our understanding of atoms and compounds to explain the properties of metals.
Spanish	This term we will be learning a range of strategies which help us to learn a language and we will be putting these into practice by learning to talk about ourselves, including greeting people, asking and giving names, ages and birthdays. We will also begin to practise Spanish phonics in order to pronounce words correctly. We will begin to learn about the Spanish-speaking world.
French	This term we will be covering the topic of holidays, learning to talk about transport, accommodation and activities, as well as sharing opinions. We will be able to justify our reasons and we will look at a variety of Francophone holiday destinations. We will continue our work on present and future tense patterns, and will begin to look at past tense patterns, as well as some complex opinion phrases. In addition we will continue to practise our French phonics in order to be able to use correct pronunciation.
Geography	The start of Year 8 sees our geographers exploring the question 'how is the weather dangerous?' Students will study how extreme weathers can present dangers and consider how these dangers are addressed. As part of our study, we will examine case studies both locally and from around the world, from tropical storms to tornadoes.
History	This term, Year 8 are learning 'what did it take to create and keep an empire?' This topic will allow us to explore how worldwide empires, including the Mongol and Aztec Empires, developed, and the impact on everyday life of ordinary people. We will begin to consider how we can use historical sources to learn about empires, which will lead into Term 2's learning on the British Empire. Through five empire case studies, Year 8 students will gain a sense of the features and impacts of empires on the wider world, as well as helping them to understand how today's world has been shaped.
EFP	In Year 8 students examine the ultimate philosophical question – does God exist? This unit explores views regarding the existence of God and examines philosophical arguments against the existence of God. The topic also allows students to reflect on how religious believers view and understand God and the reasons for this. This topic invites students to be thoughtful, reflective and develops critical thinking skills which will serve well for later topics within the year.
Computing	In Year 8 students will develop their knowledge and understanding of algorithms. This unit will examine the key concepts and principles of computing. Students will be analysing problems in computational terms and planning creative solutions to problems.
Music	Students in Year 8 will be studying programme music. Students will listen to a variety of examples of programme music and develop their keyboard skills through learning to play a piece of music and will also be creating their own piece of music based on a haunted house.
Drama	The first scheme in Year 8 is all about comedy, in which students will go through time and history to investigate and analyse the progression of our understanding of comedy. They will also build practical skills in various different styles, such as slapstick, melodrama and improvisation.
Design & Technology	The first Year 8 project aims builds upon material understanding laid throughout year 7. It revisits timber knowledge and begins to explore the possibilities of CAD/CAM manufacture. The project introduces the work of others, beginning with an overview

	of movements and then later centring on William Morris and the Arts & Crafts movement.
Food Technology	The first project in Year 8 aims to develop the understanding and practical application of the cookery skills developed. This will include a variety of preparation, combination and shaping techniques such as rolling out, layering and binding. By the end of this unit, students will be able to follow more advanced recipes to produce high quality outcomes using varied motor skills and develop understanding of why different techniques are adopted within a recipe.
Art	The first project in Year 8 aims to develop students' understanding of tone by using chalk and charcoal. The scheme introduces one more of the formal elements which are revisited throughout the year in a variety of media types and continues to build on students' prior knowledge of line, shape and form. Year 8's will develop confidence with the building blocks of visual communication and be able to analyse how a wide breadth of artists such as Georgia O'Keeffe and Michelangelo, use line, shape, form and tone to create artwork.
PE	In term 1 students will, depending on their group, cover units of work in two of football, badminton, gymnastics, fitness, netball, OAA, basketball and table tennis.
Personal Development	This term students will be learning about the dangers of drugs and alcohol consumption. Students will learn how they can respond to peer pressure and how they can keep themselves safe with reference to county lines and everyday stimulants such as caffeine.

Year 9 curriculum for term 1

Subject	Term 1 overview
English	This term we will be starting a unit entitled Unheard Voices. The unit will start with a study of the novel <i>My Name is Leon</i> .
Mathematics	This term we will be looking at how we can represent different types of data graphically and how we can use these to easily compare and contrast sets of data. We will then look at how we calculate different types of average, when each type is appropriate and how we can check the reliability of our averages. We will then use our knowledge of indices to be able to confidently convert to and from standard form and carry out various calculations in this format.
Science	This term we will revisit our knowledge of Year 7 and 8 science, and then apply this knowledge to novel situations. The topics of focus this term will be cell structure and transport, and states of matter.
Spanish	This term we will be covering the topic of fashion, learning to talk about the clothes we wear and buy and sharing opinions. We will be able to justify our reasons, and we will be able to talk about what we wear for different occasions, as well as considering sustainability. We will continue our work on present, imperfect and future tense patterns and will begin to look at some complex opinion phrases. In addition, we will continue to practise our Spanish phonics in order to be able to use correct pronunciation. We will further our knowledge of Spanish-speaking countries by looking at traditional dress across the Hispanohablante world.
French	This term we will be covering the topic of holidays, learning to talk about transport, accommodation and activities, as well as sharing opinions. We will be able to justify our reasons, and we will look at a variety of Francophone holiday destinations. We will continue our work on present and future tense patterns, and will begin to look at past tense patterns, as well as some complex opinion phrases. In addition, we will continue to practise our French phonics in order to be able to use correct pronunciation.
Geography	In this term, we begin Year 9 to SRPA by exploring the question 'are humans to blame for Climate Change?' Within this enquiry we will examine what climate change means and the evidence for how this is happening. This will help us to then explore the human and natural causes of climate change. Our study will include example cases of climate change in geographical locations, and an opportunity to explore how climate change can, and is, being tackled.
History	This term, Year 9 begin their learning with a study of World War One and ask the question 'how did the decisions of a few lead to the deaths of many?' Building on their Year 8 learning, students will consider why there was a scramble for Africa and how the building of empires led to the outbreak of war. Year 9 will consider the impact of these long-term causes, as well as the short term causes, such as the assassination of Franz Ferdinand. The use of stories and historical sources will assist in learning what life was like on the front line, leading to Year 9 considering why the Battle of the Somme was such a disaster.
EFP	In Year 9 students dive into the study of ethics and examine the question – is human life special? In this topic, students will understand why human life is viewed as sacred for religious believers and the reasons for this. Year 9 also have the opportunity to explore ethical issues such as abortion, euthanasia, and genetic engineering. This topic invites students to be thoughtful, reflective, and considerate of others.
Computing	This term in computing, students will be working on creating a digital game using a software package called GDevelop. They will be creating a space shooter game that will cover skills such as objects, collisions, variables and scene timers.
Drama	Year 9 will be taking an in depth look into the professional world of creating soundtracks for film. They will take a deep dive into the industry and analyse some of the well-known soundtracks from popular titles including, Jaws, Harry Potter, Marvel and Jurassic Park. They will learn how to play some famous film melodies on the keyboards and also create their own music to match a scene from James Bond.
Music	<i>Everybody's Talking About Jamie</i> is the smash hit musical straight from the Westend and into the Year 9 classroom. The story of a young man just trying to be who he really wants to be is an inspiring story with many complicated characters and relationships. Throughout the lessons students will need to analyse the creative intentions of the musical and portray some of the challenging characters.

Design & Technology	The first project in Year 9 aims to build upon material/manufacture understanding and design movement knowledge laid within Year 7 & 8. The project introduces new techniques in modelling, extends students measuring skills and develops new joining methods. The project centres around ergonomically designed products, mechanical systems and how these can be utilised to manipulate motion, force and energy.
Food Technology	The first project in Year 9 aims to develop practical application of advanced cookery skills. This will include the use of all types of raising agents, the ability to set a mixture and the ability to create a range of sauces. By the end of this unit, students will have also developed an understanding of how to activate different raising agents and how those agents affect flavour/texture. They will also understand the different methods of heat transfer and difference in reduction, emulsion and starch-based sauces.
Art	The first project in Year 9 focuses on the formal elements line and tone and aims to refine students' practical skills in dry media using pencil and pen whilst building on prior knowledge of observational drawing techniques to respond to the work of artist Henry Moore.
PE	In term 1 students will, depending on their group, cover units of work in two of football, badminton, gymnastics, fitness, netball, OAA and table tennis.
Personal Development	This term students will be focusing on health and wellbeing and will be looking at friendship as well as the dangers of gangs, substance misuse and unhealthy relationships. This term will build upon knowledge gained in Year 8 personal development.

Year 10 curriculum for term 1

Subject	Term 1 overview
English	In English Language this term, we will begin to understand the requirements of paper 1 which focuses on unseen fiction extracts and descriptive / narrative writing. In English Literature, we will begin to explore the power and conflict poetry <i>Anthology</i> , alongside our study of a 19 th century prose text (either <i>The Strange Case of Dr Jekyll and Mr Hyde</i> or <i>A Christmas Carol</i>).
Mathematics	Higher tier: We begin this term by working on calculating and using equations of straight lines. We then look at solving equations including simultaneous equations before moving on to deepening our understanding of probability, in particular, how we can calculate probabilities for outcomes from multiple events. Foundation tier: We begin by looking at reinforcing our number skills, taking the time to iron out any misconceptions. We then move on to looking at calculating area and perimeter of various shapes before looking at how we can round values and use these to estimate an answer.
Science	Separate Science: This term we will be building upon the key ideas that we studied in Year 9. In biology, we will focus on cell division and digestion, in chemistry we will focus on the periodic table before developing our knowledge of structure and bonding, and in physics our focus will be energy and electricity. Combined Science: This term we will be building upon the key ideas that we studied in Year 9 and completing the first unit of the course which is 'building blocks', in which we will apply our knowledge of cells and states of matter.
Media	This term, we will encounter the Key Concepts underpinning the study of our Close Study Products of Media Language, Media Representation, Media Audiences and Media Industries. As we learn new terms, theories and concepts we will explore the TV CSPs, applying our new knowledge.
Business Studies	This term in Business studies, students will be covering the first topic of the specification 'Businesses in the Real World'. As part of this topic, students will specifically focus on the following concepts; purpose and nature of businesses; business ownership; aims and objectives; and stakeholders.
Computer Science	During term 1, students will be developing their knowledge of programming concepts. Alongside this they will be investigating the systems architecture of a computer.
Drama	Students will begin their BTEC course through small investigations into different styles of performance and roles within the industry. They will build practical and theoretical skills in a baseline assessment that will allow them to build their confidence, teamwork and understanding of the subject at a higher level.
Music	Students will be introduced to different styles of music, studying several different areas throughout this unit. They will begin with a baseline assessment of experience and knowledge of both practical and theoretical elements.
Child Development	This term, we will be looking at the introductory topic of Holistic Development and looking at the different milestones that children are expected to reach. 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 1
Geography	Students in Year 10 are starting their GCSE course. We have started the challenges of natural hazard topic. We start off with what are natural hazards, before progressing onto tectonic hazards, climatic hazards and then climate change.
History	Year 10 are beginning their GCSE journey by studying their first topic: Medicine in Britain, c1250-Present. Our GCSE course follows the Edexcel exam board, with four topics being studied: Medicine, Germany, Cold War and Elizabethan England. The first topic of medicine will take students on a journey from the Middle Ages to the present day as they consider how the beliefs about the cause of illness, as well as methods of prevention and treatments changed. There will be regular revision opportunities set as homework to ensure that Year 10 are consolidating their knowledge from the beginning.
Religious Studies	In GCSE Religious Studies, students begin exploring the Nature of God in Christianity, discovering how Christians understand and relate to God. This topic leads on to the Problem of Evil where students tackle philosophical problems regarding the existence an all-powerful and all-loving God. Christian practices and teachings will follow for the rest of the term.
Sociology	This term we are focusing on an introduction of sociology by exploring key terms and theories associated with sociological research. Students will learn the basics of Marxism, functionalism and feminism. In addition, students will learn to evaluate the idea of social norms and values.
Psychology	This term, we will be focusing on the introductory topics of Memory and Research Methods. This will include looking at the types and structure of memory, ways of improving memory and the key mathematical content of the course. All lessons are available via Frog/Subject Sites/Psychology/Memory.

French	This term we will be covering the topics of family and relationships which forms part of the GCSE Theme 1. We will be focussing on deepening our knowledge of adjectival use as well as consolidating our knowledge of the main three tenses. We will also begin to look at some complex structures. During term one 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 topics of family and relationships which forms part of the GCSE Theme 1. We will be focussing on deepening our knowledge of adjectival use as well as consolidating our knowledge of present tense verbs. We will also begin to look at some complex structures. During term one we will ensure that our knowledge of key phonics is embedded and we will further our knowledge of Hispanic culture.
Core PE	In term one students will participate in a range of activities, this will vary depending on their group. However, activities covered will include badminton, basketball, fitness, football and table tennis.
GCSE PE	In term one GCSE PE students will complete work from unit one. This includes health and wellbeing; lifestyle; body types; and diet and nutrition. In their practical lessons students will have the opportunity to develop their performance in badminton.
Engineering Design	Students will develop skills and understanding on how to successfully communicate their design ideas through a range of skills and techniques (one point, two point, isometric, oblique, and orthographic) and be able to communicate form through tone shape and colour/texture. Students will gain the ability to communicate their ideas through hand drawn presentations and the use of CAD with great importance given to 3D CAD. Students will need graphic design materials to generate sketches, create accurate technical drawings and render. Typically, this will include pencils, pens, pencil crayons and graphic markers though other materials may be used depending on preference.
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	Knowledge of lighting, composition and angle are the three major skills needed to shoot successful photographs combining this development of skill alongside other technical abilities such as understanding how a camera operates and how photographs can be digitally processed will enable our Photography students to build the foundations required to become a confident and successful photographer. Though presenting a portfolio of this learning students will also develop their ability and practice how to evidence their knowledge and skill required within our assessment criteria.
Design & Technology	The first unit in Year 10 in design and technology is to understand how new and emerging technologies impact and improve our everyday world. Students will discover how modern manufacturing systems can impact scales of production, how end users of products impact market pull, how companies use market push to sell products and how obsolescence is planned. Students will also cover inclusive and sustainable design. Through a practical student will model an inclusive pencil sharpener case for a client with disabilities, before considering LCA's and methods such as carbon offsetting to ensure environmental impacts of their products are minimised.
Hospitality and Catering	The first project in Year 10, students will gain knowledge and understanding of hospitality and catering providers, working within the hospitality and catering industry and the working conditions. Students will also learn about contributing actors to the success of hospitality and catering provisions.
Personal Development	This term will focus on mental health and how students can successfully transition into Year 10. Students will be analysing the stigma of mental health as well as looking at how they can look after their own mental health along with how they can support those suffering from mental illness.

Year 11 curriculum for term 1

Subject	Term 1 overview
English	In English Language this term, we will revise the work completed on Paper 2 (non fiction) from Year 10 Terms 3 and 4. In English Literature, we will begin to explore the final set texts – the modern play or novel (either <i>An Inspector Calls</i> , <i>Blood Brothers</i> or <i>Animal Farm</i>). We will also continue our study of unseen poetry including the final comparison question.
Mathematics	Higher tier: We will spend the beginning of this term looking at transformations, how we can confidently carry out rotations, reflections, enlargements and translations as well as being able to describe a given transformation. We will then strengthen our understanding of surds and how we can express these in different ways and rationalise the denominator. Foundation tier: We will spend the beginning of this term looking at transformations, how we can confidently carry out rotations, reflections, enlargements and translations as well as being able to describe a given transformation. We will then look at ratio and proportion – a key GCSE topic that makes up to 1/3 of a GCSE paper. We then look at compound calculation such as speed, distance and time and pressure, force and area.
Science	Separate Science: This term we will be building upon the key ideas that we studied in Year 10. In biology, we will focus on homeostasis and response and begin organic chemistry calculations. Combined Science: This term we will be building upon the key ideas that we studied in Year 10. In biology, we will focus on hormonal communication, in chemistry we will focus on energy changes and rates and equilibrium, finishing with waves in the latter part of term 1.
Media	This term we will be continuing to work on the NEA element of the course with students developing their own media product. We will also be continuing to develop exam knowledge and skills by exploring media language and representation usage in advertising and marketing CSPs as well as in a variety of print media products in preparation for the unseen element of media paper one.
Business Studies	This term we will be focusing on section 4 – Human Resources. As part of this unit students will develop their knowledge and understanding of organisational structure, recruitment and selection process and motivating employees.
Computer Science	Term 1 will focus on 2.2 – Programming fundamentals, 2.3 – Producing robust programs, and 2.5 – Programming languages and Integrated Development Environments and the application of this knowledge into examinations.
Creative iMedia	Year 11 Creative iMedia students will continue to work on Unit R097 – Interactive Digital Media Products. Having planned a digital kiosk, they will spend this term creating/sourcing assets, creating the kiosk as well as exporting, testing and evaluating it.
Finance	Year 11 finance students will complete the theory component of Unit 2 – Finance in Business by looking at how businesses are taxed. They will then spend the remainder of the term completing their externally set NEA which is assessed by a 10-hour, 2000-word report.
Drama	Year 11 students are completing component 2, which is the study of Willy Russel's <i>Blood Brothers</i> . Students are aiming towards their examination performance near Christmas so will be spending time this term investigating the play and characters. They will work their way through different scenes to understand the plot and motivations so they can be better informed for their performances.
Music	Year 11 students are completing component 2, music skills development. Students will develop skills in two areas; music performance and music composition. Students will need to create two music products based on a theme set by the exam board. They will demonstrate their skills development from a beginning point to the final product. Students will track and evaluate their progress through the product development. In addition to completing theory and technical exercises.
Child Development	This term, we will be focusing on unit 2, task 2, looking at observations, why they are important within child development and how they can inform the support that practitioners provide. Deadlines for the assignments will be set by your teachers, and additional interventions are available on Tuesdays Break 1. All lessons are available via Frog/Subject Sites/Child Development/Unit 2
Geography	This term we are finishing off the physical geography course with river landscapes in the UK. Then we will be starting the human geography half of the course with our first topic urban issues and challenges, with this topic we explore urbanisation and focus on Sheffield and Lagos in Nigeria.
History	Year 11 continue their GCSE journey, having completed two topics in Year 10: Medicine, Germany and begun learning about the Cold War. They will continue to study their penultimate topic: Superpower Relations and the Cold War, 1941-91. This topic considers the impact of the Second World War on Europe and the wider world, and the relationship between the USA and the USSR. Students will also look in detail at the division of Germany, particularly Berlin.

Religious Studies	Year 11 will move on to Christian teachings and practices, beginning with the Nature of God. Students will reflect on how Christians understand and relate to God. This topic leads on to the Problem of Evil where students tackle philosophical problems regarding the existence of an all-powerful and all-loving God. Exam skills and questions will be embedded throughout, developing, and strengthening their written skills in GCSE Religious Studies.
Sociology	This term students will begin the crime and deviance module. This unit involves looking at the causes of crime in society as well as building upon knowledge gained in Year 10 to help apply sociological theories to the study of crime in society.
Psychology	This term, we will be focusing on the topic of social influence and will look at obedience and conformity and minority influence. 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/Social Influence
French	This term we will be learning to talk about environmental issues that concern us, giving reasons as to why. Students will be able to discuss a variety of possibilities for improving the state of the planet. We will be continuing to work on our different tenses, as well as a variety of complex structures and practising some of the skills needed to be successful in the exams.
Core PE	In term one students will participate in a range of activities, this will vary depending on their group. However, activities covered will include badminton, basketball, fitness, football and table tennis.
GCSE PE	In term one students will complete work on unit four. This includes: levers; planes and axis; and movement analysis. Once this is completed students will continue to work on their analysis and evaluation written controlled assessment. In their practical lessons students will have the opportunity to develop their performance in badminton.
Engineering Design	Students will develop the knowledge that designers need an understanding how products are manufactured to ensure that their ideas can be produced effectively. Students will be analysing how products are made can help to inform designs, and it can be useful to disassemble existing products to discover how they function and how they were manufactured. In the autumn term they will learn how designers can quickly create and test models to develop a prototype of a design. They will continue to develop their 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. That will also develop your physical modelling skills using modelling materials or rapid-prototyping processes to produce a physical prototype. This work will be presented at their 2 nd full piece of NEA R040 worth 30% of their final grade in the subject
Art	Students will continue with their NEA unit. This gives them the chance 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. Within this element of the unit, they start to explore their own personal ideas by developing final piece ideas, the possibilities after taking influence from the work around them is engaging and the outcomes help formulate an exciting story of their artistic development. Through these experiments, they then create a personal outcome/final piece culminating their coursework unit.
Photography	Students will continue with their NEA unit. This gives them the chance to explore, capture and tell their own stories through photographs of their own influenced by the work of others they find inspiring. At this stage of the coursework unit students should have explored a range of influences and shot a wide range of their own photographs. Within this element of the unit, they start to explore their own personal ideas shooting new photographs, physically and digitally manipulating images, developing stories, trying methods of presentation and possibilities are endless and open to their imagination. Through these experiments they then create a personal outcome/final piece culminating their coursework unit.
Design & Technology	Students use a range of skill learned though the scheme of learning Year 7-11 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. This term students will be finishing of their primary/secondary research, design brief and specification and generating design solutions for the identified problem.
Hospitality and Catering	At the start of Year 11 students will gain knowledge and understanding of how to prepare and make dishes using high-level skills, presentation techniques and food safety practices.
Personal Development	This term students will be looking at building for the future as well as how they can manage the challenges they may face in Year 11. Students will be looking at how they can make informed choices for the future as well as how they can ensure they take advantage of the opportunities available to them.