

# **Sir Robert Pattinson Academy**



## **Curriculum Bulletin**

**2024-25**

**Term 3**

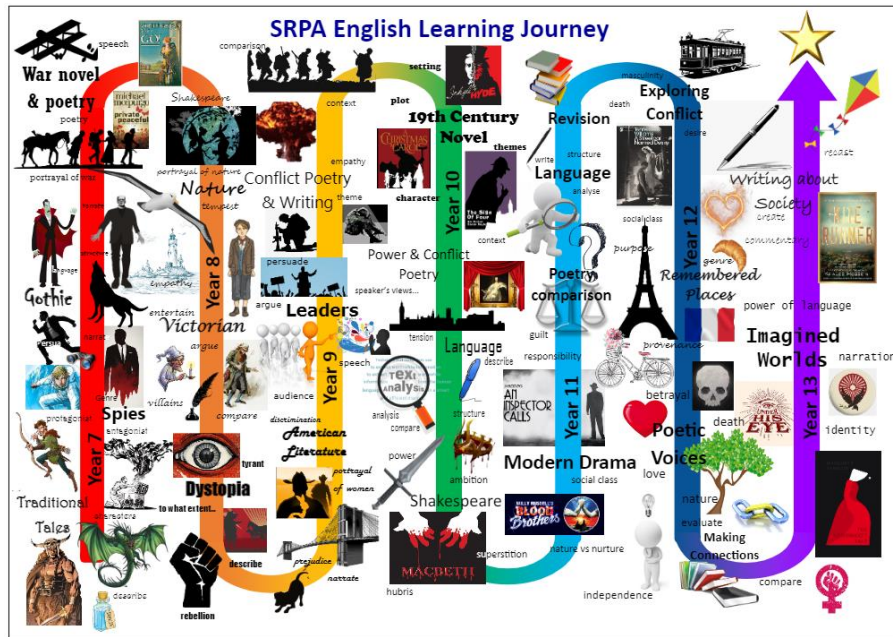
**Monday 06 January 2025 to Friday 14 February 2025**

# Information for parents and carers

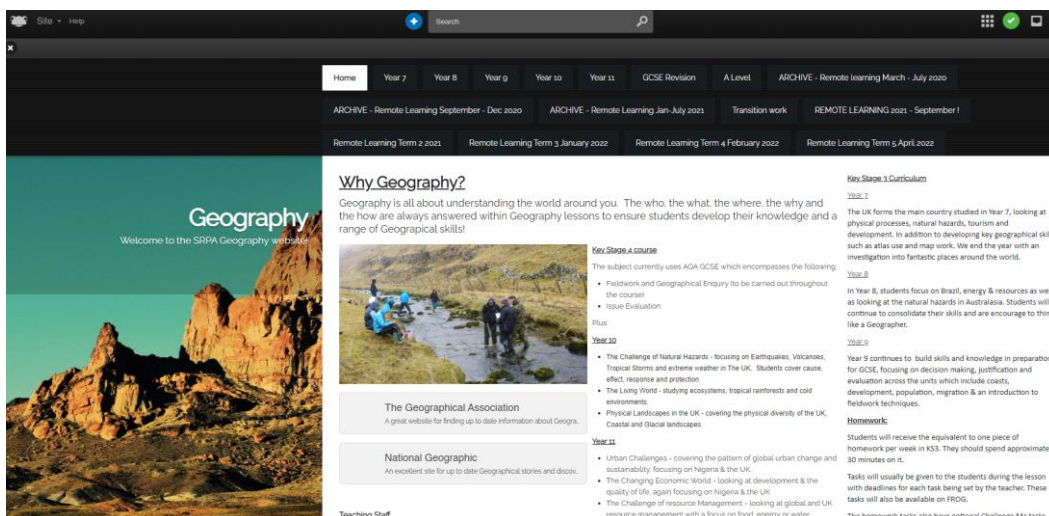
This document has been produced to give parents and carers a short summary of the topics and skills that students at Sir Robert Pattinson Academy will study during term 3 (Monday 06 January 2025 to Friday 14 February 2025).

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

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



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



- **Online resources**

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

Resource	Details	How to access	Problem solving
<b>Exampro Onscreen</b>	Students have access to a range of examination questions to support learning and revision in science.	<p><a href="http://exampro.co.uk">OSA Student (exampro.co.uk)</a></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 <a href="mailto:EBurridge@srpa.co.uk">EBurridge@srpa.co.uk</a>
<b>Frog</b>	All subjects have a Frog page where additional resources and support can be located.	<p><a href="https://vle.srpa.co.uk/app/os">https://vle.srpa.co.uk/app/os</a></p> <p>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 <a href="mailto:ITSupport@srpa.co.uk">ITSupport@srpa.co.uk</a>
<b>Go4Schools</b>	Go4Schools provides students and parents with up-to-date information regarding attendance, behaviour and details of homework tasks set. It is also used to share progress reports at each tracking point. There is also a Go4Schools app that can be downloaded onto your smart phone (Android and iOS).	<p><a href="https://www.go4schools.com/">https://www.go4schools.com/</a></p> <p>Parents – use the email address that you have provided SRPA as your contact information. Click on the 'first time user?' link when accessing Go4Schools for the first time.</p>	There is a 'forgotten your password?' link at the login page. Alternatively contact <a href="mailto:Go4Schools@srpa.co.uk">Go4Schools@srpa.co.uk</a>
<b>Historical Association Student Zone</b>	An online platform aimed at students from the Historical Association. It offers high-quality resources for history students from GCSE to postgraduate level. This includes; articles, copies of original source material, historical scholarship, careers guidance, and more.	<p><a href="https://www.history.org.uk/student">https://www.history.org.uk/student</a></p> <p>Centre ID = 93839 Password = History123</p>	Login details are displayed in History classrooms. Alternatively, contact Ms Smith at <a href="mailto:SSmith@srpa.co.uk">SSmith@srpa.co.uk</a>

Resource	Details	How to access	Problem solving
<b>Isaac Computer Science</b>	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.	<a href="#">Isaac Computer Science</a>  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 <a href="mailto:ASmith1@srpa.co.uk">ASmith1@srpa.co.uk</a>
<b>Languagenut</b>	An online platform for French and Spanish from KS3 to A-Level, covering all of the exam skills of reading, listening, speaking and writing as well as vocabulary, grammar and sentence building. Teachers will set homework on Languagenut each week to help students to learn vocab for their next lesson as well as to enable students to consolidate what they have learned in lessons.	<a href="http://www.languagenut.com">www.languagenut.com</a> or download the free app.  Students have been given their usernames and passwords. These should be written in planners and on termly learning logs.	French students please contact their teacher or Mrs Hughes at <a href="mailto:NHughes@srpa.co.uk">NHughes@srpa.co.uk</a>  Spanish students please contact their teacher or Mrs Rodgers at <a href="mailto:JRodgers@srpa.co.uk">JRodgers@srpa.co.uk</a>
<b>Massolit</b>	Massolit is an online platform which features lectures on most aspects of the GCSE and A Level Language and Literature specifications. These lectures enhance students' subject knowledge and improve understanding of context and cultural influences on texts. There are lectures available for a variety of other subjects too, such as humanities subjects and the sciences.	<a href="https://www.massolit.io/users/sign_in">https://www.massolit.io/users/sign_in</a>  Choose <i>single sign 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 Dr Kissane at <a href="mailto:AKissane@srpa.co.uk">AKissane@srpa.co.uk</a>
<b>Quizlet</b>	Quizlet is an online platform designed to support the learning of vocabulary at Key Stage 4 in modern foreign languages.	<a href="https://quizlet.com/login">https://quizlet.com/login</a>  Class teachers will send all students an invitation link containing the correct login details.	French students please contact their teacher or Mrs Hughes at <a href="mailto:NHughes@srpa.co.uk">NHughes@srpa.co.uk</a>  Spanish students please contact their teacher or Mrs Rodgers at <a href="mailto:JRodgers@srpa.co.uk">JRodgers@srpa.co.uk</a>
<b>Reading Plus</b>	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 <a href="mailto:JMurdoch@srpa.co.uk">JMurdoch@srpa.co.uk</a>

Resource	Details	How to access	Problem solving
<b>Seneca</b>	Seneca is an online learning platform covering all subject areas at Key Stages 3&4. Students may receive homework through Seneca and can also use the resources to support independent study and preparations for examinations.	<a href="https://app.senecalearning.com/login">https://app.senecalearning.com/login</a>  Click on the 'Continue with Microsoft' box and then enter your SRPA school email address and password.	Please contact Mr Parkinson at <a href="mailto:AParkinson@srpa.co.uk">AParkinson@srpa.co.uk</a>
<b>Sparx Maths</b>	Sparx Maths supports students aged 11-16 with personalised, challenging and attainable homework.	<a href="https://sparxmaths.com/">https://sparxmaths.com/</a>  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 <a href="mailto:DRoberts@srpa.co.uk">DRoberts@srpa.co.uk</a>
<b>Spellzone</b>	Spellzone is a provision that students can use at home using the website or the APP. Spellzone allows students to identify gaps in their spelling knowledge and allows them the chance to build their confidence in spelling.	<a href="http://www.spellzone.com">www.spellzone.com</a>  This will be provided by SLC Staff.	Please contact Mr Adlington at <a href="mailto:AAdlington@srpa.co.uk">AAdlington@srpa.co.uk</a>

## Year 7 curriculum for term 3

Subject	Term 3 overview
<b>English</b>	This term we will begin our study of the gothic genre which will be linked to the novel <i>Twelve Minutes to Midnight</i> . We will learn about the features of the gothic genre, when and where it started and will look at extracts from other texts which belong to the genre such as <i>Dracula</i> and <i>Frankenstein</i> . Throughout the unit we will practise reading skills in analysis and evaluation and we will build on the creative writing skills which we learnt in term 1.
<b>Mathematics</b>	This term we will look at geometry and constructing shapes accurately, the properties and classification of various 2D and 3D shapes. We will then explore either negative numbers or fractions, decimals and percentages and how we can accurately calculate with these before introducing new algebraic skills.
<b>Science</b>	This term in science we will be exploring how organisms reproduce to ensure survival of the species and how we detect sound and can use it in everyday life.
<b>Spanish</b>	This term we will continue to learn a range of strategies which help us to learn a language and we will be putting these into practice by learning to talk about where we live, describing our houses and what we do at home. We will continue to learn about rules of grammar and how to apply them to our speaking and writing and will also continue to practise Spanish phonics in order to pronounce words correctly. We will learn more about the Spanish-speaking world and its traditions.
<b>Geography</b>	In term 3, students will complete their first big assessment on Development. Students will then move onto the new top of rainforest and what their future holds. Students will learn about the location, climate as well as how plants and animals have adapted to this unique biome. Students will then complete the enquiry question with an investigation into the threats and protection of a truly fantastic part of our planet.
<b>History</b>	In term 3, Year 7 will consider the question 'how did the Normans change Britain?' They will start by building on knowledge from the previous two terms to consider what life was like in Anglo-Saxon England, before looking at the contenders to the throne in 1066. After learning about the key battles of 1066, students will consider how William of Normandy changed England. This will allow students to see changes in England over time. As in previous terms, all of term 3's homework tasks will be set on Go4Schools at the beginning of the term and students are to follow the weekly tasks.
<b>EFP</b>	In term 3, Year 7 explore Christian beliefs and practices in EFP. This unit of work dives into the history of Christianity, asking who Jesus was and reflecting on the importance of his life for Christians. Students will also explore the Christian celebrations of Advent and Easter before completing a subject knowledge test at the end of term 3. Students also have an exciting storyboard homework that runs across the term, asking them to create a story board on the history of Christianity.
<b>Computing</b>	This term, Year 7 students will continue work on Topic 4: Media – Presentations where they will use a range of different skills across several software applications to create a poster and slides on a given theme. After Topic 4, students will begin work on Topic 5: Spreadsheets – Intermediate. During this topic, students will use Excel, learning how to create basic formulae and functions, to format and sort data efficiently, to model data for analysis and create charts.
<b>Music</b>	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.
<b>Drama</b>	Students will be studying the works of Roald Dahl. Throughout this unit students will be looking at different classic tales and exploring them both practically and theoretically. From Matilda to Charlie and the Chocolate Factory, pupils will look at characters in detail and explore how to share these stories on the stage.
<b>Design &amp; Technology</b>	This term students will develop their knowledge of metals by understating how to process ores into useful materials. Students will also continue to develop workshop practice with a variety of new tools and materials. The project aims to build on drawing skills by introducing isometric drawing and developing any sketching skills previously taught in term 1 and 2. Alongside this, the project will explore students'

	understanding of sustainability and what design choices mean to the lifecycle of a product.
<b>Food Technology</b>	This term students will explore a variety of commodities and catering concepts at a foundational level. The students will cover food groups such as fruit and vegetables whilst introducing them to concepts around nutrition and the Eatwell Guide. The scheme also covers how dairy products are prepared including pasteurisation, the types of milk such as long-life and gives students an introduction to sensory tasting. The scheme touches on concepts taken from Level 1/2 Hospitality & Catering course such as commercial/non-commercial provisions and food services.
<b>Art</b>	This term students will develop their understanding of shape by using watercolour. The scheme builds on Unit 1, exploring how line becomes shape, linking the two formal elements clearly together. Students explore a variety of shapes, inspired by the work of Wassily Kandinsky. They will then go on to develop their use of shape by exploring the wet material of watercolour.
<b>PE</b>	Students will be covering a range of activities including rugby, football, netball, handball, basketball, table tennis, fitness and gymnastics.
<b>Personal Development</b>	This term students will learn about identity, rights and how to respect people of different cultures, sexual orientations, and people with disabilities. Students will look at how to challenge prejudice, stereotypes, and discrimination. The theme of this term is relationships and students will look at how they can have a positive relationship with everyone in society.

## Year 8 curriculum for term 3

Subject	Term 3 overview
<b>English</b>	In term 3, we will begin our Nature unit. A large proportion of this unit is taken up with the study of Shakespeare's classic play <i>A Midsummer Night's Dream</i> , which we will read in class. We will consider the characters, the plot and the language of the play through a wide selection of analytical reading and discussion activities and through exploratory writing.
<b>Mathematics</b>	In term 3 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.
<b>Science</b>	This term in science we will be exploring the topics of respiration and photosynthesis with one of your science teachers. With your second science teacher you will be applying your knowledge of energy transfers to different situations, building your enquiry skills.
<b>French</b>	This term we will be covering the topic of eating and drinking. We will learn to talk about eating at home and eating out. We will continue our work on present, future and past tense patterns. In addition, we will continue to practise our French phonics in order to be able to use correct French pronunciation and will learn more about the French-speaking world and its traditions.
<b>Spanish</b>	This term we will continue to learn a range of strategies which help us to learn a language and we will be putting these into practice by learning to talk about where we live, describing our houses and what we do at home. We will continue to learn about rules of grammar and how to apply them to our speaking and writing and will also continue to practise Spanish phonics in order to pronounce words correctly. We will learn more about the Spanish-speaking world and its traditions.
<b>Geography</b>	In term 3, Year 8 geography students will complete their assessment on population. Students will then move onto the new topic of cold environments. This topic will focus on the unique continent of Antarctica. Students will look at the location, climate, adaptation of plants and animals as well as the potential threats to this great wilderness. The topic concludes with how Antarctica is protected as a global common.
<b>History</b>	In term 3, Year 8 will be considering the question 'was the Industrial Revolution a dawn of liberty?' This term's topic is based on Emma Griffin's <i>Liberty's Dawn: A People's History of the Industrial Revolution</i> . Students will consider how the face of Britain changed during this period, as well as more specific areas such as education, work and public health. They will end the unit by questioning the extent to which Britain's Industrial Revolution was built on empire and slavery, which both reflects on Term 2 and introduces students to Term 4. As in previous terms, all of term 3's homework tasks will be set on Go4Schools at the beginning of the term and students are to follow the weekly tasks.
<b>EFP</b>	In term 3 students will explore Buddhism by learning about the Buddha and Buddhist beliefs and practices. Students will explore meditation and how Buddhist practices are present across modern society. Students this term have an exciting SENECA homework to complete on the history of Buddhism and 2 quizzes to complete.
<b>Computing</b>	This term, Year 8 students will be working on Topic 3: Data Representation – Alphanumeric which will introduce them to binary digits and how they can be used to represent text and numbers. The concepts are linked to practical applications and problems that they are familiar with. Towards the end of term, students will begin working on Topic 5: Computer Hardware where they will be looking at the internal working of computers as well as input and output peripherals.
<b>Music</b>	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.



<b>Drama</b>	This term Year 8 students will be 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.
<b>Design &amp; Technology</b>	This term students will build upon material understanding laid throughout Year 7. It revisits metal knowledge and extends exploration into the possibilities of CAD/CAM manufacture. The project builds upon students' knowledge of the work of others by introducing the Art Deco movement and looking at how socio-economic and cultural factors play a role in the development of design.
<b>Food Technology</b>	This term, students will explore a variety of commodities and catering concepts at a developed level. The students will cover food groups such as meat and poultry whilst developing their prior knowledge of nutrition by introducing protein. The scheme also covers how protein can be gained through alternative sources and students will have an experience of trying alternatives. The scheme touches on concepts taken from Level 1/2 Hospitality & Catering course such as hospitality provisions and customer requirements.
<b>Art</b>	This term students will develop and understanding of tone & composition by using ink and gouache. The scheme introduces two 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 8s will develop confidence with the building blocks of visual communication and be able to analyse how a wide breadth of artists such as Duncan Cameron Will Kemp, Michael Craig Martin and Henri Matisse, use line, shape, form, composition and tone to create artwork.
<b>PE</b>	Students will be covering a range of activities including rugby, football, netball, handball, basketball, table tennis, fitness and gymnastics.
<b>Personal Development</b>	Students will explore discrimination in all its forms, including racism, religious discrimination, disability, discrimination, and sexism. They will also learn how to manage influences on beliefs and decisions and the importance of self-awareness. Students will look at the case of Doreen Lawrence to look at how discrimination has impacted people's lives and the routes we can take to improve society for the better.

## Year 9 curriculum for term 3

Subject	Term 3 overview
<b>English</b>	In term 3, students begin a study of non-fiction texts on the theme of Leaders. We look at what it takes to be a great leader and analyse examples of great leaders from the past and present, looking, in particular, at how these leaders express themselves in speeches and in the media. This unit also features an introduction to Media Studies to help inform students' options choices.
<b>Mathematics</b>	This term we will begin by looking at various calculations on shapes – areas of sectors, using Pythagoras theorem to calculate missing side length in right angled triangles and finding harder volumes of prisms. We will then look at how we can use properties of triangles as well as all our prior knowledge of angles to prove congruence or similarity. We will then look at coordinate geometry and how we can find the equation of lines given various information.
<b>Science</b>	In term 3, students will be studying waves, including sound and light waves and their properties and applying their chemistry knowledge to explain chemical changes in reactions. Students will have lots of opportunity to enhance their literacy, numeracy and working scientifically skills.
<b>Spanish</b>	This term we will continue to learn a range of strategies which help us to learn a language and we will be putting these into practice by learning to talk about global problems and what worries us, such as war and poverty. We will continue to learn about rules of grammar and how to apply them to our speaking and writing and will also continue to practise Spanish phonics in order to pronounce words correctly. We will learn more about the Spanish-speaking world and its traditions.
<b>French</b>	This term we will be covering the topic of eating and drinking. We will learn to talk about eating at home and eating out. We will continue our work on present, future and past tense patterns. In addition, we will continue to practise our French phonics in order to be able to use correct French pronunciation and will learn more about the French-speaking world and its traditions.
<b>Geography</b>	In term 3, Year 9 finish the second topic of tectonic hazards, before starting to explore the global ecosystem of hot deserts. Through this new topic they explore the climate and the geographical reasons for the desert's location. Investigating how plants and animals survive in the hot desert before looking at how they are threatened and how they are expanding into previously fertile land.
<b>History</b>	In term 3, Year 9 will be considering the question 'who were the lesser known heroes of World War Two?' This unit of work will focus on key figures from WW2 whose voices have been lost in history. Students will begin by looking at the involvement of Commonwealth soldiers, before considering lesser known voices of the Home Front alongside Polish and Czech pilots. In addition, students will be asked to consider how a group of mathematicians were able to shorten the war, and how an Indian princess became a British spy. We will finish the term by questioning why these heroes are lesser known and what can be done to honour their contributions and sacrifices. As in previous terms, all of term 3's homework tasks will be set on Go4Schools at the beginning of the term and students are to follow the weekly tasks.
<b>EFP</b>	In term 3, Year 9 will be exploring the topic of humanism. Students will be exploring modern non-religious movements and how to make moral decisions and festivals associated with these traditions.
<b>Computing</b>	This term, Year 9 students will be working on Topic 3: Data science where they will learn how to use data to investigate problems and make changes to the world around them. Towards the end of term, they will be starting Topic 4: Impacts of Technology. This topic will cover creative commons licenses, the ethics of technology and artificial intelligence.
<b>Music</b>	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.
<b>Drama</b>	This term students begin to look at the repertoire 'Everybody's Talking About Jamie', this is a musical that explores the true story of Jamie Campbell who dreamed of being a drag queen. Students will complete practical and theoretical tasks that explore the themes, characters and intentions of the piece.

<b>Design &amp; Technology</b>	This term, students will build upon material/manufacture understanding and design movement knowledge covered in Year 7 & 8. The project introduces new techniques in modelling, extends students measuring skills and develops new joining methods. The project centres around electronic systems and how these can be utilised to manipulate motion, force and energy.
<b>Food Technology</b>	This term students will explore a variety of commodities and catering concepts at an advanced level. The students will cover food groups such as fish whilst developing their prior knowledge of protein. The scheme also revisits dairy by covering cheese & yoghurt making processes and introduces cereals through pasta, oats and flour. The scheme touches on concepts taken from Level 1/2 Hospitality & Catering course such as food labelling and international cuisine.
<b>Art</b>	This term students focus on the formal elements colour and shape and aims to refine their practical skills in wet media using both acrylic and watercolour paint whilst building on prior knowledge of colour theory to respond to the work of German Expressionist artist Wassily Kandinsky.
<b>PE</b>	Students will be covering a range of activities including rugby, football, netball, handball, basketball, table tennis, fitness and gymnastics.
<b>Personal Development</b>	Students will explore different types of families and relationships and how to build relationships based on mutual respect. Students will also explore the Law around family life and will look at issues such as trauma, infidelity and problems that can occur within any relationship.

## Year 10 curriculum for term 3

Subject	Term 3 overview
<b>English</b>	In term 3, we will begin the study of <i>Macbeth</i> for Literature, focusing on Shakespeare's use of language and the structure of the text, as well as its context. For GCSE Language, we move to focusing on Paper 2, looking at the attitudes and perspectives presented by 19 <sup>th</sup> and 21 <sup>st</sup> century writers in non-fiction texts. We will also begin to practise writing in the different formats required for the GCSE qualification – speech, letter, article, essay and leaflet.
<b>Mathematics</b>	In term 3 students in 10RMA1-2 will begin by continuing to improve our algebraic skills by working on rearranging equations and continue our work with algebraic fractions. They will then deepen our understanding of how we can work with 3 dimensional shapes by looking at the volume and surface area of more complex shapes such as cones, pyramids and spheres. They will then look at how we can convert from a recurring decimal to a fraction and how this helps us to maintain accuracy throughout our calculations. Students in 10R2-R4 and 10P2-P4 will begin by looking at primes, factors and multiples and how we can use these to answer contextual problems. They will then look at how we can use our algebraic skills to interpret problems as well as how we can use our knowledge of factors to factorise algebraic expressions.
<b>Science</b>	In term 3, combined students will be studying radiation and risks, whilst applying their knowledge of cell systems with their second science teacher. Separate scientists will be studying non-communicable diseases, chemical analysis and the particle model. All students will have plenty of opportunity to enhance their working scientifically skills in the required practical elements.
<b>Media</b>	This term students will begin to explore new media forms through case studies selected from video games and online, social and participatory media. They will explore how industry producers use media language and representations to engage audiences with a focus on app games Lara Croft Go and Kim Kardashian Hollywood.
<b>Business Studies</b>	This term students will be focusing on Section 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 during the term.
<b>Computer Science</b>	This term, students will work on Topic 1.3 – Computer Networks to understand how the internet operates and how packets are sent through a variety of mediums within our modern world within seconds across a global communication network of wireless and wired devices. They will finish this term on Topic 1.4 – Cybersecurity, furthering their understanding of how important network security is to the world.
<b>Drama</b>	Students will now continue to study one of the repertoires they covered during term one and two. They will need to apply all their knowledge to given theme issued by BTEC and create their final coursework and performance submission.
<b>Geography</b>	This term, we have just finished the first section of the physical geography content, the challenge of natural hazards. We now start to explore the first human topic (section A of paper 2) on urban issues and challenges. Within this topic students will learn about our planets increasing urban world with the help of an overseas case study of Lagos in Nigeria. Students will then go onto look at a local case study of Sheffield and explore the issues and challenges involved with fast growing urban life.
<b>History</b>	In term 3, Year 10 will begin studying their second GCSE topic – Weimar and Nazi Germany 1918-1939. This term will largely focus on key topic 1, the Weimar Republic. This covers the abdication of the Kaiser following WW1 and the formation of the new Weimar government, alongside the challenges they faced. To ensure Year 10 consolidate their knowledge and make revision part of their regular routine, the homework tasks this term will be guided revision on the Medicine topic with fortnightly revision quizzes.
<b>Religious Studies</b>	In term 3, students will come to the end of studying Themes and complete an exam paper to assess their knowledge and understanding of paper 1 in the GCSE. Year 10 students will then continue with the study of life and death where they look at issues such as euthanasia and abortion.
<b>Sociology</b>	This term pupils will be looking at the family in society, discussing changing family patterns and practices. Students will look at the role of women in society and the changing nature of work before researching family diversity in Britain and understanding the way in which the nuclear family has declined in society.
<b>Psychology</b>	This term we will be finishing our second topic of perception. Throughout this, we will be looking at research methods to support our understanding of practical experiments. Students will learn about the way motivation influences perception, during the second half of this term we will begin our development module that explores how humans grow and develop.

<b>French</b>	This term we will be covering the topic of school, including school describing our primary schools and talking about how we can use languages in the future. We will be focussing on deepening our knowledge of impersonal verbs and superlatives as well as consolidating our knowledge of the main three tenses. We will begin to look at the imperfect tense and will continue to look at some complex structures. We will ensure that our knowledge of key phonics is embedded and we will further our knowledge of Francophone culture.
<b>Spanish</b>	This term, we will be learning to talk and write about our relationships with friends and family and also understand information in spoken and written form on this topic. We will learn how to give views on what matters to students in terms of their identity, as well as offering advice to other people. This is linked to the Edexcel theme of My Personal World.
<b>Core PE</b>	Students will be working on a range of activities including football, rugby, basketball, fitness, and table tennis.
<b>GCSE PE</b>	Students will continue their work on Unit 2 – physical training, In practical lessons students will be completing a unit of work in table tennis.
<b>Engineering Design</b>	This term students will develop their knowledge and understating of technical and formal drawn communication They will explore how to use BSI8888 orthographic and exploded views. Students will also be developing and generating their final design solution and outcomes using both hand and CAD skills for their NEA which will later in the year be submitted for external assessment.
<b>Art</b>	This term students will start their NEA (non-exanimated assessment) It will give is the students 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 in their NEA work.
<b>Photography</b>	This term students will start their NEA (non-exanimated assessment) It will give is the students 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 photographer 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 in their NEA work.
<b>Design &amp; Technology</b>	This term students will continue to develop their knowledge and understanding of industrial manufacturing methods using a range of materials focusing particularly on wood, metals and plastics. Students will learn by taught theory and the opportunity to widen their knowledge by working on workshop practical skills. The project will also introduce new knowledge from Section 1 of the AQA GCSE specification, in enterprise, sustainability, design for society, production techniques and how these can be used to inform design decisions, whilst also deepening knowledge gained through our KS3 schemes of learning.
<b>Hospitality and Catering</b>	This term students will gain knowledge and understanding of the importance of nutrition and how cooking methods can impact the nutritional value of food. Students will get the opportunity to understand this by working through both theory and practical tasks.
<b>Personal Development</b>	Students will explore healthy and unhealthy relationships and how to recognise both. They will look at online relationships and the dangers associated with these along with the idea of mutual respect. Students will also explore coercive control and how to access support for a range of different relationship problems. Towards the end of the term students will look at sexuality and different forms of relationships.

## Year 11 curriculum for term 3

Subject	Term 3 overview
<b>English</b>	In term three, we will review our mock examinations from December and continue to develop our preparation for the summer examinations. Once the examination review is over, we will begin in earnest on our revision, focusing initially on Language paper 1 and Language paper 2. Bespoke revision resources, including knowledge organisers, essay guidance and exemplars can be found on Seneca and FROG (Y10), web-based programmes which can be accessed by students with their school username and password.
<b>Mathematics</b>	In term 3 students on the foundation tier will continue to look at how we can represent data graphically and how we can analyse and compare different sets of data. They will then look at what a bearing is and how we can use this to find a position of an object relative to another. They will then recap what vectors are and how we can calculate with these. In term 3 students on the higher tier will look at how we can represent a circle graphically and how this links to their work on simultaneous equations. This then leads to how we can solve increasingly complex quadratic equations, particularly where the quadratic does not factorise. Students will also learn how we can use graphs in different ways such as finding an area beneath a curve to represent a distance or using a tangent to estimate a rate at a given time.
<b>Science</b>	Students in science will focus on any key areas for improvement from the mock examinations from the QLA feedback received. In addition, we will be looking at inheritance and evolution and chemical analysis. Students will be provided with lots of examination practice in lessons and throughout their scheduled homework.
<b>Media</b>	In term 3, we will be finalising our work on the NEA and aiming to have drafts completed by the end of term to allow for time to make improvements in term 4. We will also be looking at music videos covering 'I bet that you look good on the dancefloor' by Arctic Monkeys and 'How you like that' by KPop band BlackPink. We will also be revising the CSPs already studied to ensure knowledge is sound.
<b>Business Studies</b>	This term students will be focusing on Section 5 – Marketing. Some of the topic areas the students will be exploring in detail are identifying and understanding customers, segmentation and the purpose of marketing. Students will have an end of topic test during the term.
<b>Computer Science</b>	This term students will continue their preparations for their exam in Unit 3 – Financial Services Sector. They will cover a range of topics including Impacts of government policy, managing for financial sustainability, impact of technology and the global financial crisis.
<b>Creative iMedia</b>	This term, students will continue to revise their paper 1 topics following November mock papers towards improving their knowledge and application towards their final GCSE exams in May, primarily focussing on Topic 1.3 – Computer Networks and 1.5 – Cybersecurity. They will also start applying their practical programming skills to continue their development in practical programming ready for their paper 2 exam.
<b>Finance</b>	This term students will continue their preparations for their exam in Unit R093: Creative iMedia in the media industry. They will look at factors influencing product design in Topic Area 2 before moving on to look at how pre-production planning is carried out in Topic Area 3.
<b>Drama</b>	Students will begin Component Three of their qualification. This is the final part of the BTEC Performing Arts and is a devising task, set to a theme set by the examination board. Students will work in groups to investigate the stimuli and create a performance based on their own ideas. Alongside their practical examination they will also complete in-depth reports that detail their process and vision for the piece, reference the influence of practitioners.
<b>Music</b>	Students will be beginning Component Three of their qualification, which is responding to a brief set by the examination board. Students will need to work to create a music product to this brief either specialising in voice, instrument or composition.
<b>Child Development</b>	This term we will be completing our NEA so will be revising the content we have covered so far. This will able all students to prepare for their NEA before they begin on Monday 24 January 2025.
<b>Geography</b>	We have just finished the first of our human geography topics, urban issues and challenges, and this culminated in a trip to Sheffield in the last week of term. Term 3 sees Year 11 starting the second human topic of changing economic world. Here we explore globalisation and development, before focusing on the UK and Nigeria to develop an in-depth case study of a HIC and NEE to allow us to compare differences in quality of life, standard of living and how they are grown and changed over time. Revision sessions will be break 1 on a Wednesday and after school on a Friday.
<b>History</b>	In term 3, Year 11 will begin studying their final GCSE topic – Early Elizabethan England, 1558-88. This term will largely focus on Elizabethan society, for example leisure, education and exploration. Revision sessions will continue each Wednesday and Friday after school, it is strongly recommended that Year 11 attend as many of these as possible.
<b>Religious Studies</b>	In term 3, Year 11 will be studying Islamic beliefs, including the Nature of God, holy books and beliefs about the afterlife. There will be opportunities throughout this term to compare and contrast this new knowledge with previously studied material. Students will also have the opportunity to practice and develop exam techniques preparing them for summer exams. Revision sessions will be on Monday afterschool.

<b>Sociology</b>	This term we are going to be looking at our final topic of social stratification to learn why certain groups in society are disadvantaged as well as looking at the position of power in society. We are going to be revising topics covered so far through social stratification. Revision is available via SENECA and on a Thursday break 2 in R11.
<b>Psychology</b>	This term, we will be focusing on the topic of brain and neuropsychology, investigating how the brain develops and how it can be studied. We will explore the fight or flight instinct as well as Hebb's theory of learning. Revision is available via SENECA and on a Wednesday break 1.
<b>French</b>	This term we will be covering the topic of future plans, including jobs, apprenticeships and further studies. We will be focussing on deepening our knowledge of all grammar concepts studied so far and we will look particularly at phrases which are followed by infinitives. We will ensure that our knowledge of key phonics is embedded, and we will further our knowledge of Francophone culture.
<b>Spanish</b>	During this term we will be talking about the importance of charities and voluntary work and focusing on using the conditional tense to say what we would like to do. We will also be focusing on healthy lifestyle, using a variety of modal verbs and more complex language. We will be continuing to work on our listening, reading and writing skills in preparation for the upcoming GCSE examinations, as well as preparing for another mock speaking examination.
<b>Core PE</b>	Students will be working on a range of activities including football, rugby, basketball, fitness, and table tennis.
<b>GCSE PE</b>	In GCSE PE theory lessons students will be continuing their work on Unit 5 – psychology in sport. After this they will move on to their written NEA.
<b>Engineering Design</b>	Students have now completed all their NEA work, which is worth 60% of their final grade. With this significant milestone achieved, students will now begin to practise their understanding of the key concepts necessary for success in the forthcoming final examination, scheduled to take place early in June. It is important to note that some students will need to redo NEA R039 Communication in Engineering in order to maximise their final subject grade. This additional effort will ensure that they are well-prepared and positioned to achieve their best possible outcomes.
<b>Art</b>	Students have now completed all their NEA work, which accounts for 60% of their final grade. With this significant milestone achieved, attention will now shift to their exam preparation activities. This phase will involve exploring a new project based on a given starting point provided by the exam board. The first part of this preparation will consist of an artistic investigation, which will take place during this term. This investigation aims to deepen students' understanding of the subject and foster their creativity, equipping them with the necessary skills for their forthcoming examinations.
<b>Photography</b>	Students have now completed all their NEA work, which accounts for 60% of their final grade. With this significant milestone achieved, attention will now shift to their exam preparation activities. This phase will involve exploring a new project based on a given starting point provided by the exam board. The first part of this preparation will consist of an artistic investigation, which will take place during this term. This investigation aims to deepen students' understanding of the subject and foster their creativity, equipping them with the necessary skills for their forthcoming examinations.
<b>Design &amp; Technology</b>	This term, students will be finalising their developed NEA ideas and manufacturing them in the workshop during a practical exam scheduled for February. It is imperative that students prepare a comprehensive manufacturing specification to gain a thorough understanding of their final concept. This preparation will enable them to produce the highest quality final prototype, which is essential for commercial production. Emphasising precision and attention to detail in this phase of the project will ensure that each student is well-equipped to meet the industry standards expected in their work.
<b>Hospitality and Catering</b>	This term, students will be finalising the developed NEA dishes and will produce a final independent cook in February to showcase their culinary skills. It is imperative that students are well-prepared; therefore, they will need to fully prepare their ingredients and time plans in advance. This preparation will enable them to maximise their time in the school kitchen, ensuring an efficient and productive cooking session. Emphasis will be placed on the importance of organisation and timing, which are crucial elements in achieving a successful outcome for their final dishes. Students are encouraged to demonstrate creativity and confidence in their culinary abilities.
<b>Personal Development</b>	Students will explore healthy relationships following guidance from The Alice Ruggles Trust. They will look at personal values, unwanted attention, and relationship challenges. Students will also look at communication in relationships as well as the challenging issues of stalking and harassment.