



28 February 2025

Dear Parent/Carer

## **Ofsted, Curriculum Bulletin, RP6<sup>th</sup> Applications, National Careers Week, New Aspens Menu, Police Cadets**

Welcome to my end of week update letter. I hope that you all enjoyed a positive half term. We took the time to complete some building and electrical work over the break and will continue with this and some further heating upgrades over the next few months. Last week also saw the completion of the work to rewire the science block. More updates below:

### **Ofsted**

Our Ofsted report is almost ready to publish and you should receive a copy next week. I have now received draft 2.0 and sent it back again because of some obvious admin errors which Ofsted have agreed to change.

The broader delay has been related to complaints the trustees and I made to Ofsted which have needed investigation related to the final verbal feedback on day two of the inspection which did not match the final draft report. After detailed representations made to Ofsted they have concluded their investigation. I am now satisfied with what we have received after the report has been rewritten. I will send out the final copy in the next few days once it has been confirmed.

### **Curriculum Bulletin**

Please find attached our bulletin for term 4 which details everything that students will be learning.

### **RP6<sup>th</sup> Applications**

The deadline for receiving RP6<sup>th</sup> applications for entry into Year 12 in September is next Monday.

### **National Careers Week**

Next week is National Careers Week. The theme here at SRPA is the career path. Students are being asked to think about their own potential career path and work out the steps needed to achieve their dream career. To help them with this, staff will be posting details of their own career paths on their doors and we will be updating the aspiration wall. Sue Johnston, our Careers and Guidance Practitioner, will be working with Year 11 to finalise their next steps. There will also be a quiz and competition to get involved with throughout the week.

## New Aspens Menu

Please find attached the new menu from Aspens which will begin after Easter. I am sharing it now so that parents/carers have a few weeks to appraise themselves. Should you wish to discuss this with Aspens, please contact us via [enquiries@srpa.co.uk](mailto:enquiries@srpa.co.uk). Thank you.

## Police Cadets

Lincolnshire Police are approaching that time when they look to recruit a new year of Volunteer Police Cadets to join them in learning all about policing and supporting their community.

The Volunteer Police Cadets is a nationally recognised police uniformed youth group open to teenagers from all backgrounds aged between 13 and 16 (cadets can stay until they are 18). It aims to promote a practical understanding of policing, to encourage the spirit of adventure and good citizenship and to inspire young people to participate positively in their communities.

Cadets are supported by police officers, police staff, and adult volunteers who give their time to share their knowledge and expertise of policing and their local communities. Cadet sessions are ran every Wednesday evening during school term times in Lincoln, Boston, Bourne, Spalding, Grantham and Skegness. Please find attached the flyer with further information.

Term 5 is remarkably short at less than five weeks and, as the examination timetables are published, it is clear that the business end is now. This next five weeks are vital to our youngsters fulfilling their potential. As Anne Frank said in her diary, "Everyone has inside of him a piece of good news. The good news is that you don't know how great you can be! How much you can love! What you can accomplish! And what your potential is!"

Let's aim for a positive, potential-fulfilling half term.

Have a good weekend when it comes.

I will write again soon.

Yours faithfully



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

# STREATERIES

## LUNCH MENU TRADITIONAL



WEEK 1

21/04/25, 12/05/25, 02/06/25,  
23/06/25, 14/07/25, 04/08/25,  
25/08/25, 15/09/25, 06/10/25



**MON**

**Penne Bolognese Bake**  
with Creamy Garlic Topping

**Veggie Bolognese Bake** V  
with Creamy Garlic Topping

**MAINS**

**SIDES**

**Italian Tomato &  
Greens Salad** V



**TUE**

**Chinese Style  
Sweet & Sour Chicken**

**Chinese Style  
Vegetable Curry** V

**Steamed Rice** V  
**Stir Fried Asian Vegetable**



**WED**

**Roast Pork & Stuffing**  
with Gravy

**Maple Butternut  
Puff Pastry Slice** V

**Skin On Garlic Roasties**  
**Red Cabbage & Carrots** V

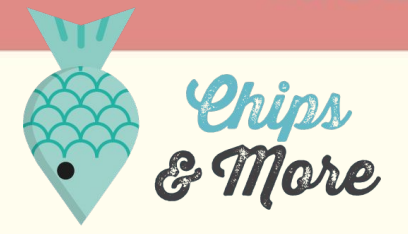


**THU**

**Cottage Pie**  
with Cheesy Chive Mash

**Veggie  
Cottage Pie** V

**Green Beans**  
**Broccoli** V



**FRI**

Choose from:  
**Battered Fish**  
**Sausage or Veg Sausage**  
(battered or plain) V  
**Margherita Pizza** V  
**Chicken Nuggets**  
**Chips** V

**Minty Peas, Baked Beans,**  
**Gravy or Curry Sauce** V

- ITALIAN TOMATO PASTA DAILY - **PASTA & NOODLE POTS** - ITALIAN TOMATO PASTA DAILY -

**GARLIC PULLED  
CHICKEN ALFREDO  
(PASTA)**

**CHINESE  
CHICKEN CURRY  
(NOODLES)**

**CLASSIC  
MEATBALL MARINARA  
(PASTA)**

**SWEET & SOUR VEG  
(NOODLES)**

**PROTEIN  
MAC & CHEESE**

**DELI KITCHEN**  
HOT GRAB & GO

**PERI BUTTERMILK  
CRUNCH WINGS**

**BBQ  
CHICKEN WRAP**

**CHICKEN TIKKA MASALA  
PIZZA SLICE**

**MEXICAN HOT CHILLI  
BEAN BURRITO**

**CRISPY  
CHICKEN BURGER**

**BIG BOWL  
SALAD**

**CHICKEN TIKKA &  
MINT YOGHURT**

**CHICKEN TIKKA &  
MINT YOGHURT**

**RAMEN INSPIRED NOODLE  
SALAD WITH EGG** V

**RAMEN INSPIRED NOODLE  
SALAD WITH EGG** V

**SALAD SPECIAL**

**DESSERTS**

**Aspens  
Cookies**

**Sticky Toffee  
Pudding**  
with Custard

**Classic Iced  
Sprinkle Sponge**

**Brownie Trifle Pot**

**Jam Duffin  
(Muffin Doughnut)**

**Daily Meal Deals**  
Regular  
Chef's Specials

**DAILY**  
**- JACKET POTATOES -**  
BEANS - CHEESE - TUNA MAYO  
OR SIMPLY PLAIN

Freshly Made from Scratch  
**DAILY!**

**Fresh Cut Fruit  
& Yogurt Pots**  
Available Daily

**HANDCRAFTED DELI**  
SANDWICHES, BAGUETTES,  
WRAPS, SALADS & MORE!



# STREATERIES

## LUNCH MENU TRADITIONAL



WEEK 2

28/04/25, 19/05/25, 09/06/25,  
30/06/25, 21/07/25, 11/08/25,  
01/09/25, 22/09/25, 13/10/25



HACIENDA  
MEXICANA

MON

**Smoky Beef Enchilada**  
with Sour Cream

**Smoky Bean Fajitas** V  
with Sour Cream

**Corn Salsa Salad**  
**Sweet Potato Fries**



Home  
STYLE

TUE

**Classic Chicken Pie**

**Honey & Thyme Glazed Veggie Bangers** V

**Mashed Potato**  
**Seasonal Vegetables**



Home  
STYLE

WED

**Glazed Gammon Roast,**  
**Yorkshire Pudding**  
with Gravy

**Open Cheese & Potato Pie**  
**with Crispy Garlic & Onion**  
**Crumb** V

**Skin on Garlic Roasties**  
**Roasted Root Vegetables**



INCREDIBLE  
INDIA

THU

**Mild Chicken Korma**  
with Steamed Rice

**Vegetable & Chickpea Korma** V

**Steamed Rice**  
**Coconut Green Beans**



Chips  
& More

FRI

Choose from:

**Battered Fish**  
**Sausage or Veg Sausage**  
(battered or plain) V  
**Margherita Pizza** V  
**Chicken Nuggets**  
**Chips** V

**Minty Peas, Baked Beans,**  
**Gravy or Curry Sauce** V

### MAINS

### SIDES

- ITALIAN TOMATO PASTA DAILY - **PASTA & NOODLE POTS** - ITALIAN TOMATO PASTA DAILY -

BROCCOLI, SPINACH,  
PEA & PESTO  
(PASTA)

CHINESE CHICKEN  
CURRY  
(NOODLES)

CLASSIC CARBONARA  
(PASTA)

SWEET & SOUR VEG  
(NOODLES)

PROTEIN LEAN  
CHICKEN BOLOGNESE  
(PASTA)

DELI KITCHEN

HOT GRAB & GO

FRENCH CROQUE  
PIZZA SLICE

SWEET CHILLI CHICKEN &  
EDAMAME BURRITO

TIKKA BUTTERMILK  
CRUNCH WINGS

ORIGINAL  
CHICKEN WRAP

CRISPY  
CHICKEN BURGER

### BIG BOWL SALAD

CAJUN PASTA & ROASTED  
SUMMER VEGETABLE

CAJUN PASTA & ROASTED  
SUMMER VEGETABLE

JERK CHICKEN  
& PINEAPPLE

JERK CHICKEN  
& PINEAPPLE

SALAD SPECIAL

### DESSERTS

Aspens  
Cookies

Treacle Sponge  
& Custard

Brookie  
(Brownie Cookie  
Mix)

Apple Crumble  
& Custard

Marble Cake

Daily Meal Deals  
Regular  
Chef's Specials

DAILY  
- JACKET POTATOES -  
BEANS - CHEESE - TUNA MAYO  
OR SIMPLY PLAIN

Freshly Made from Scratch  
**DAILY!**

Fresh Cut Fruit  
& Yogurt Pots  
Available Daily

HANDCRAFTED DELI  
SANDWICHES, BAGUETTES,  
WRAPS, SALADS & MORE!



# STREATERIES

## LUNCH MENU TRADITIONAL



### WEEK 3

05/05/25, 26/05/25, 16/06/25,  
07/07/25, 28/07/25, 18/08/25,  
08/09/25, 29/09/25, 20/10/25

### MAINS

### SIDES



**Home**  
STYLE

### MON

**Pork Sausages**  
with Red Onion

**Sticky Veggie Bangers** v

**Crushed New Potatoes**  
**Peas**



**Home**  
STYLE

### TUE

**Minced Beef**  
& **Onion Pie**

**Lentil & Onion Pie** v

**Mashed Potatoes**  
**Green Cabbage**



**Home**  
STYLE

### WED

**Lemon Garlic Chicken Bake**  
with **Sage & Onion Crumb**

**Cauliflower Cheese**  
with **Gravy** v

**Skin on Garlic Roasties**  
**Roasted Summer Vegetables**



**AMERICAN**  
**Diner**

### THU

**BBQ Pulled Pork Bap**  
with **Coleslaw**

**Cheesy Garlic Mushroom & Leek Mac & Cheese** v

**Coleslaw**  
**Firecracker Rice**



**Chips**  
& **More**

### FRI

Choose from:

- Battered Fish**
- Sausage or Veg Sausage**  
(battered or plain) v
- Margherita Pizza** v
- Chicken Nuggets**
- Chips** v

**Minty Peas, Baked Beans,**  
**Gravy or Curry Sauce** v

### - ITALIAN TOMATO PASTA DAILY - PASTA & NOODLE POTS - ITALIAN TOMATO PASTA DAILY -

**BEST EVER**  
**BOLOGNESE**  
(PASTA)

**CHINESE CHICKEN**  
**CURRY**  
(NOODLE)

**CLASSIC**  
**MEATBALL MARINARA**  
(PASTA)

**SWEET & SOUR VEG**  
(NOODLE)

**PROTEIN SPICY PORK**  
& **GARLIC RAGU**  
(PASTA)

### DELI KITCHEN

HOT GRAB & GO

**CHICKEN**  
**BIRYANI BURRITO**

**MAC CHEESE**  
**PIZZA SLICE**

**CHIMICHURRI BUTTERMILK**  
**CRUNCH WINGS**

**GARLIC & HERB**  
**CHICKEN WRAP**

**CRISPY CHICKEN**  
**BURGER**

### BIG BOWL SALAD

**RANCH & EGG**  
**COBB SALAD**

**RANCH & EGG**  
**COBB SALAD**

**MEXICAN TORTILLA**  
**CRUNCH BOWL**

**MEXICAN TORTILLA**  
**CRUNCH BOWL**

**SALAD SPECIAL**

### DESSERTS

**Aspens**  
**Cookies**

**Palmier**  
**Biscuit**

**Chocolate**  
**Popcorn Bars**

**Cinnamon**  
**Apple Strudel**

**Chocolate**  
**Oat Slice**

**Daily Meal Deals**  
**Regular**  
**Chef's Specials**

**DAILY**  
**- JACKET POTATOES -**  
**BEANS - CHEESE - TUNA MAYO**  
**OR SIMPLY PLAIN**

**Freshly Made from Scratch**  
**DAILY!**

**Fresh Cut Fruit**  
**& Yogurt Pots**  
Available Daily

**HANDCRAFTED DELI**  
**SANDWICHES, BAGUETTES,**  
**WRAPS, SALADS & MORE!**

# CADET RECRUITMENT IS OPEN FROM 2ND APRIL TO 14TH MAY



Apply to join the cadet programme at Lincolnshire Police to learn new skills, meet new people, learn about policing, and support your local community.

**FIND OUT MORE AND APPLY ON OUR WEBSITE.**

LINCOLNSHIRE POLICE  
**POLICE CADETS**

[www.twitter.com/LPVolunteers](https://www.twitter.com/LPVolunteers)  
[www.facebook.com/LincsPoliceVolunteers/](https://www.facebook.com/LincsPoliceVolunteers/)

For more information and to download an application form visit:

[www.lincs.police.uk/police-forces/lincolnshire-police/areas/careers/join-us/volunteers/cadets/](http://www.lincs.police.uk/police-forces/lincolnshire-police/areas/careers/join-us/volunteers/cadets/)



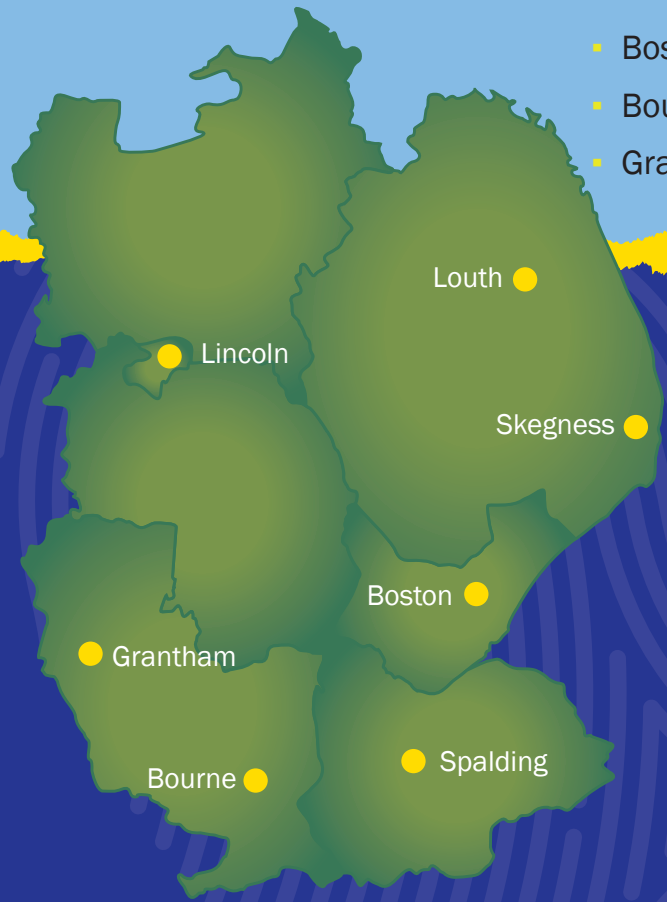
Lincolnshire  
POLICE & CRIME COMMISSIONER  
SAFER TOGETHER





# We are recruiting for cadets in:

- Boston
- Bourne
- Grantham
- Lincoln
- Skegness
- Spalding



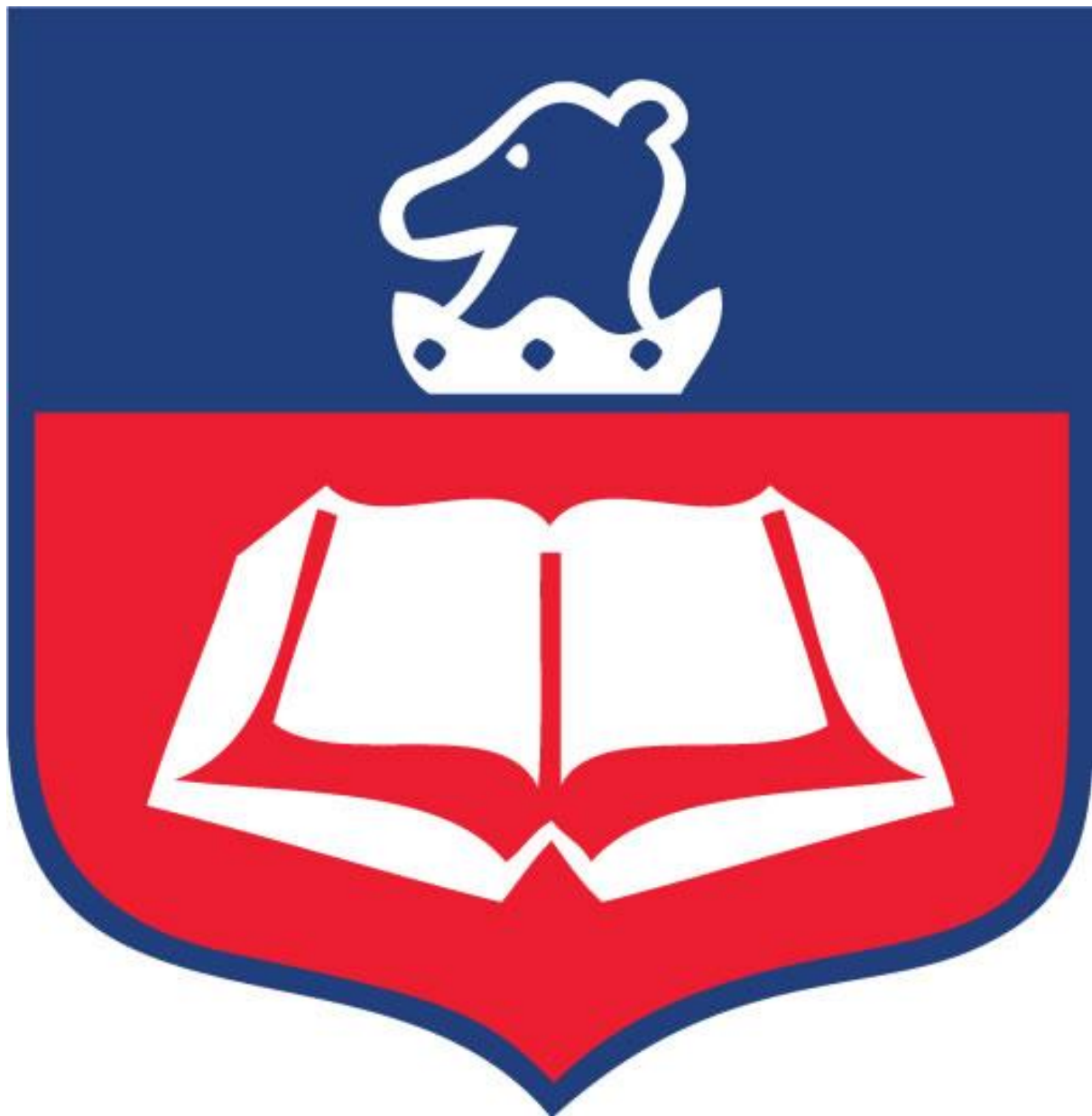
Please scan for more information



Lincolnshire  
POLICE & CRIME COMMISSIONER  
SAFER TOGETHER



# Sir Robert Pattinson Academy



## Curriculum Bulletin

2024-25

Term 4

Monday 24 February 2025 to Friday 04 April 2025

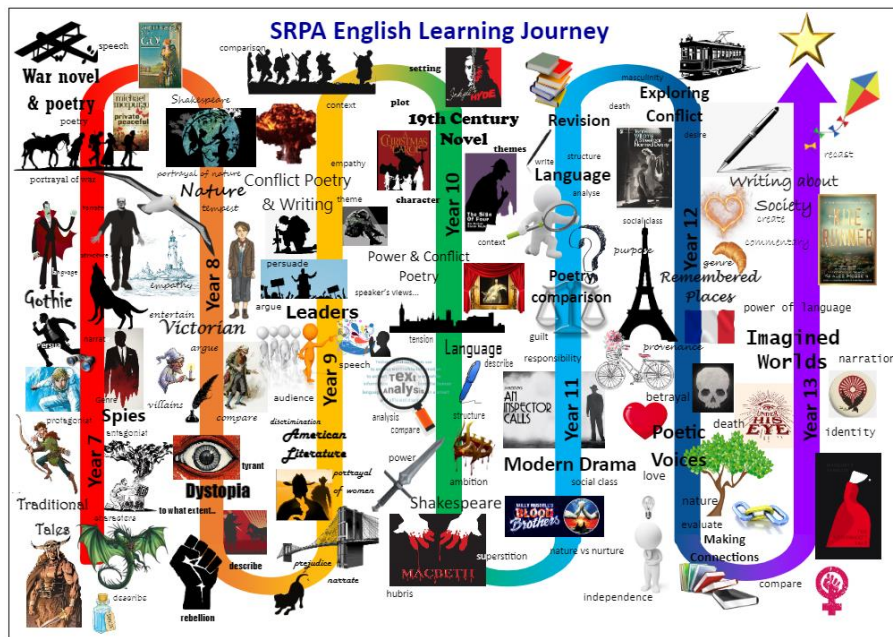


# Information for parents and carers

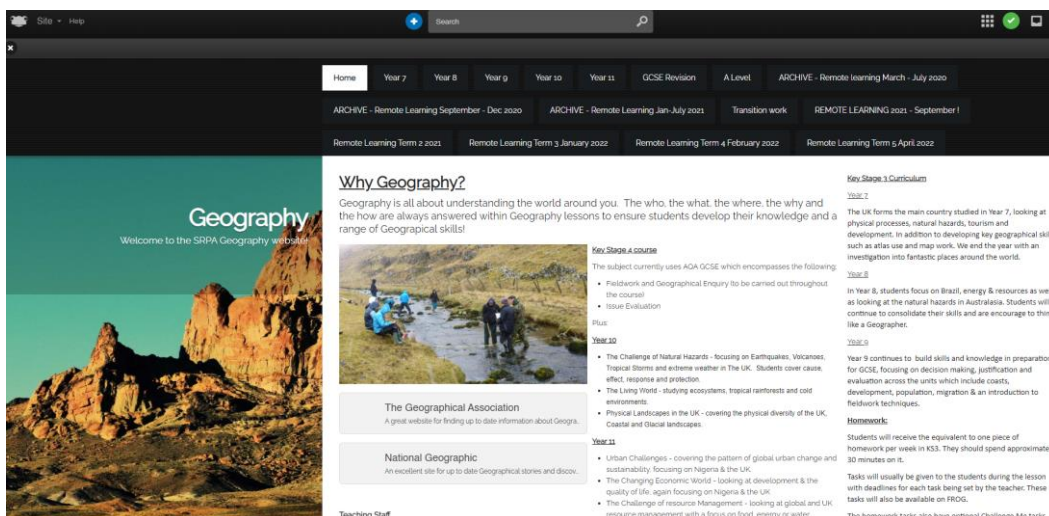
This document has been produced to give parents and carers a short summary of the topics and skills that students at Sir Robert Pattinson Academy will study during term 4 (Monday 24 February 2025 to Friday 04 April 2025).

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>



<b>Resource</b>	<b>Details</b>	<b>How to access</b>	<b>Problem solving</b>
<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 4

Subject	Term 4 overview
English	<p>This term students will continue and complete our study of the gothic genre, linked to the modern gothic novel <i>Twelve Minutes to Midnight</i>. We will consider how closely <i>Twelve Minutes to Midnight</i> fits into the gothic genre historically and stylistically and develop core writing skills to include non-fiction writing for varying purposes. Students will also continue to develop their analytical and comparison skills.</p>
Mathematics	<p><b><u>7R/Ma5 and 7P/Ma5</u></b>            During term 4, we will begin by first revisiting the 6, 7, 8 and 9 times tables. Students will then use this knowledge to multiply 2- or 3-digit numbers by 3-digit numbers. This will then move into students being introduced to powers, before they learn how to use the order of operations to answer problems in the correct order.            The second half of the term will be the first time algebra is introduced as a concept. Students will learn how to use algebraic notation before using this to simplify algebraic expressions. This will lead into students working with function machines to be able to solve equations.            Also, within the term will be an Easter assessment which will cover all topics from September through to roughly the middle of March.</p> <p><b><u>All other groups</u></b>            During term 4, we will be learning about algebra, number, ratio and patterns. In algebra students will be introduced to the theme of expanding brackets as well as looking at substitution and functions. As we move onto the number work, we will look at being able to convert between fractions, decimals and percentages; a skill that will be used throughout the mathematics curriculum. Following this, we will start to explore ratio by looking at how we can simplify or divide an amount into a ratio. To end the term, we will look at how we can identify and generate sequences of numbers using a formula or from a series of numbers. Also, within the term will be an Easter assessment which will cover all topics from September through to roughly the middle of March.</p>
Science	<p>In term 4 we will be studying how atoms behave in reactions, and how compounds are formed, and then applying our knowledge in a further topic focusing on reactions between acids and alkalis.</p>
Spanish	<p>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 describe the area in which we live, as well as places in a town. 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 to pronounce words correctly. We will learn more about the Spanish-speaking world and its traditions.</p>
Geography	<p>In term 4, Year 7 will continue with their topic on tropical rainforest. Pupils will then move on to look at 'why the Middle East is important'. Within this topic, students will explore the physical and human Geography of the Middle East and focus on case study examples such as Saudi Arabia to allow students to explore an area of the world that is changing at such great pace.</p>
History	<p>In term 4, Year 7 will consider the question 'how was authority challenged in the Middle Ages?'. Students will investigate the struggle between authority and the people through the Magna Carta, the Black Death and the Peasants Revolt. For this topic, we will be using scholarship to assess the power of the crown, the Church, and the people. They will end the unit by questioning the extent to which the events of the Middle Ages challenged the authority of the crown. As in previous terms, all of term 4's homework tasks will be set</p>

	on Go4Schools at the beginning of the term and students are to follow the weekly tasks.
<b>EFP</b>	This term we will be looking at religious festivals. We will be exploring different festivals including Easter, Dawali, Eid Al-Fitr, Lent, Christmas and Passover. Pupils will look at how these festivals are celebrated and the origins of festivals. Students by the end of the term, will be able to compare and contrast different religious festivals and apply this to their knowledge from terms 2 and 3 to explain the importance of festivals for bringing people together around faith.
<b>Computing</b>	This term in computer science, students will be introduced to working with spreadsheets and how they can be used to store data, perform calculations using formulae and functions as well as create graphs and 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 continuing their study of the works of Roald Dahl. Throughout this unit students will be looking at different classic tales and exploring them both practically and theoretically. From <i>Matila</i> to <i>Charlie and the Chocolate Factory</i> , 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 terms 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 veg 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 L1/2 Hospitality & Catering 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 working on a range of activities including football, rugby, basketball, fitness, handball and table tennis.
<b>Personal Development</b>	Students will explore how to make healthy lifestyle choices including: <ul style="list-style-type: none"> <li>• diet, dental health, physical activity and sleep.</li> <li>• how to manage influences relating to caffeine, smoking and alcohol</li> <li>• how to manage physical and emotional changes during puberty</li> <li>• about personal hygiene</li> <li>• how to recognise and respond to inappropriate and unwanted contact</li> </ul>



## Year 8 curriculum for term 4

Subject	Term 4 overview
English	In term 4 we will complete the <i>Nature</i> unit begun in term 3. Firstly, we will complete reading Shakespeare's <i>A Midsummer Night's Dream</i> and watch a performance of the play. The unit concludes with some lessons which consider how the theme of nature has been explored in other forms of literature over time, and finishes with a speaking and listening exercise on non-fiction the issue of animal welfare.
Mathematics	<p><b><u>8P/Ma3 and 8P/Ma4</u></b></p> <p>During term 4, we will begin by exploring transformations, focusing on reflection, translation and rotation. Students will learn how to describe and perform these on a grid, developing their understanding of movement and symmetry in shapes.</p> <p>The second half of the term will delve into algebra, starting with function machines to build a strong foundation in understanding inputs and outputs. Students will then progress to writing equations from function machines and applying this knowledge to solve equations, enhancing their problem-solving skills. Also, within the term will be an Easter assessment which will cover all topics from September through to roughly the middle of March.</p> <p><b><u>All other groups</u></b></p> <p>During term 4 we will be looking firstly at fractions, decimals and percentages. This includes working percentages of amounts, increase and decrease by percentages and working out simple interest. We will then move onto solving equations and inequalities, which looks at solving 2 step problems and solving equations with unknowns on both sides, which is tricky. Finally, we look at calculating space, which involves area, circumference and volume. Also, within the term will be an Easter assessment which will cover all topics from September through to roughly the middle of March.</p>
Science	In term 4 we will be studying metal and non-metal properties and patterns of inheritance in ecosystems. We then be applying our physics understanding to explain motion and pressure.
French	This term we will continue to learn a range of strategies which help us to learn a language and we will be putting these into practice by learning to talk about our shopping habitats and what facilities there are in our town. We will continue to learn about rules of grammar and how to apply them to our speaking and writing and will also continue to practise French phonics to pronounce words correctly. We will learn more about the French-speaking world and its traditions.
Spanish	This term we will continue to learn a range of strategies which help us to learn a language and we will be putting these into practice by learning to describe the area in which we live, as well as places in a town. 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 to pronounce words correctly. We will learn more about the Spanish-speaking world and its traditions.
Geography	In term 4, Year 8 geography students will continue with their study on cold environments completing this topic in the second week. Students will then move on to look at settlements and 'where do our people live?'. Within this topic, students will understand the ever changing rural and urban settlements of the world.

<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 term 3. As in previous terms, all of term 4'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 4, Year 8 students will focus on the teachings of Jesus and expand our knowledge from year 7. We will look at how Christian interpretations of Jesus vary across denominations.
<b>Computing</b>	Students will be completing the hardware and software topic where they will be gaining knowledge of the key parts of a computer, how to measure computer performance, how different storage devices work and how a computer is built using logic gates.
<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>	Students will continue their study of influential theatre practitioners and styles of performance. Pupils will develop skills in naturalism, physical theatre, verbatim and devising, all of which prepare them for further study in the subject.
<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 L1/2 Hospitality & Catering such as hospitality provisions and customer requirements.
<b>Art</b>	This term, students will develop and understanding of tone and 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 8 students 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 Matiss, use line, shape, form, composition and tone to create artwork.
<b>PE</b>	Students will be working on a range of activities including football, rugby, basketball, fitness, handball and table tennis.
<b>Personal Development</b>	Students will explore, mental health and emotional wellbeing, including: body image and coping strategies about attitudes towards mental health <ul style="list-style-type: none"> <li>• how to challenge myths and stigma</li> <li>• about daily wellbeing</li> <li>• how to manage emotions</li> <li>• how to develop digital resilience</li> <li>• about unhealthy coping strategies (e.g. self-harm and eating disorders)</li> <li>• about healthy coping strategies</li> </ul>

## Year 9 curriculum for term 4

Subject	Term 4 overview
English	<p>In term 4 we continue our exploration into the writing and speeches of great leaders and use this as inspiration to write a speech on a topic of our own choice, trying to incorporate as many of the features of the great leaders' speeches that we have studied as we can. At the end of the term, we will complete the spoken language assessment for GCSE English Language, giving a pre-prepared speech to the class and responding to questions.</p>
Mathematics	<p><b><u>9R/Ma4 and 9P/Ma3</u></b>            During term 4, we will begin by exploring Pythagoras' Theorem. We aim to develop a deeper understanding of one of the most famous equations in mathematics by exploring its historical and present day applications.            The second half of the term will delve into percentages and the connections between fractions and decimals. We aim to develop fluency in the manipulation of percentages with real world context.            Also, within the term will be an Easter assessment which will cover all topics from September through to roughly the middle of March.</p> <p><b><u>9R/Ma5 and 9P/Ma4</u></b>            During term 4 we complete the unit on transformations, gaining an understanding of translations, reflections, rotations, and enlargement. We then move on to study function machines and equations, learning how we can find unknown numbers in equations and use different representations and methods to help us. The term ends with a recap of ratio from term 1. Ratio is a significant part of the GCSE course and underpins many of the ideas covered. In amongst the topics, we will keep revisiting numeracy and computation skills.            Also, within the term will be an Easter assessment which will cover all topics from September through to roughly the middle of March.</p> <p><b><u>All other groups</u></b>            We will start term 4 learning about equations of lines and how we can represent relationships graphically. We aim to develop a deep understanding of what information we need to represent a linear graph as an algebraic equation. Using substitution of both positive and negative values, we move on to plot and recognise quadratic, cubic and reciprocal graphs. The unit ends by looking at contexts such as speed, distance and time, learning how these relationships can be represented graphically.            The second unit of the term looks at equations, in particular, how we can take two lines with two unknowns and find the intercept where they cross. We will do this graphically and algebraically, increasing the complexity of the equations involved. The knowledge gained in this unit underpins key concepts that are developed in GCSE and A level mathematics.            Also, within the term will be an Easter assessment which will cover all topics from September through to roughly the middle of March.</p>
Science	<p>In term 4, Year 9 students will be studying how light and sound travel, and explaining chemical and physical changes during reactions.</p>
Spanish	<p>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 fiestas in Spain and which ones we would like to visit and why. 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 to pronounce words correctly. We will learn more about the Spanish-speaking world and its traditions.</p>
French	<p>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 our shopping habitats and what facilities there are in our town. We will continue to learn about rules of grammar and how to apply them to our speaking and writing and will also continue to practise French phonics to pronounce words</p>



	correctly. We will learn more about the French-speaking world and its traditions.
<b>Geography</b>	In term 4, Year 9 are continuing to explore the global ecosystem of hot deserts. Through this new topic they explore the climate and the geographical reasons for the desert's location, investigating how plants and animals survive in the hot desert before looking at how they are threatened and how they are expanding into previously fertile land. When they have finished this they will see how Ice has shaped the land. Students will also move onto look at glaciation and 'how ice shapes our land'. Students will learn all about the UK's glaciated past and what the worlds future holds with these ever-changing glacial landscapes.
<b>History</b>	In term 4 for Year 9 students will follow the enquiry question 'what does it mean to be Black and British?'. In this topic, students will work with David Olusoga's 'Black and British' to examine the history of Black people in Britain, which extends back to Roman Britain! Students will explore the Windrush Generation, Notting Hill and Notting Hill riots and racial tensions in Britain. This will help students to reflect in their assessment the experiences, both celebratory and challenging, on communities across the UK.
<b>EFP</b>	In term 4, Year 9 we shall be exploring Hinduism. We will be looking at the fundamental basics of Hindu practices and religion including Gods and Goddesses, practice of worship and how it feels to be a Hindu in modern Britain.
<b>Computing</b>	Students will be looking at the impacts of technology. They will gain an understanding of the credibility of sources, data protection, technology and the environment, ethics and AI.
<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>	Students are continuing their study of 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 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 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 L1/2 Hospitality & Catering such as food labelling and international cuisine.
<b>Art</b>	This term students focus on the formal elements colour and shape. This unit aims to refine students' 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 working on a range of activities including football, rugby, basketball, fitness, handball and table tennis.
<b>Personal Development</b>	Students will explore families and parenting, healthy relationships, conflict resolution, and relationship changes. This will include learning about: <ul style="list-style-type: none"> <li>• different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> <li>• positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>• conflict and its causes in different contexts, e.g. with family and friends</li> <li>• conflict resolution strategies</li> </ul>

## Year 10 curriculum for term 4

Subject	Term 4 overview
<b>English</b>	<p>In term 4 we complete the study of Shakespeare's <i>Macbeth</i>, focusing on the development of characters and themes across the whole text and how these are shaped by Shakespeare's use of language. For Language, we continue working towards Paper 2, focusing on a wide variety of non-fiction texts, practising skills in analysis and comparison, and persuasive writing.</p>
<b>Mathematics</b>	<p><b><u>10R/Ma1 and 10/MaP1</u></b>            During term 4 we will begin by looking at the various transformations that can take place, carrying out the transformation, describing the transformation fully and completing multiple successive transformations. We will then deepen our understanding of surds, looking at increasingly complex contexts as well as how to rationalise a denominator including the case where there are two terms in the denominator.            Also, within the term will be an Easter assessment which will cover all topics from September through to roughly the middle of March.</p> <p><b><u>10R/Ma2 and 10P/Ma2</u></b>            During Term 4, we will use our mathematical drawing equipment (pencil, ruler, protractor and compass) to construct accurate diagrams based on different real-world scenarios. Students should ensure that they are adequately equipped.            In the next topic, we will recap and extend our knowledge of angle rules and laws, including those for parallel lines and polygons. These rules will help us to find any/all missing angles in a variety of diagrams, which will be useful for future shape topics.            Finally, students will study sequences; continuing a sequence; finding missing terms in a sequence; deciding if a number would appear in a given sequence and writing the "rule" for a sequence (known as the nth term). They will push their understanding to include finding the nth term for quadratic sequences.            Also, within the term will be an Easter assessment which will cover all topics from September through to roughly the middle of March.</p> <p><b><u>10R/Ma3 and 10P/Ma3</u></b>            During term 4, we will begin by exploring ratio, focusing on simplifying and sharing amounts. Students will learn how to simplify a given ratio into a variety of forms and how to share amounts into a given ratio.            The second topic will delve into the world of percentages, starting with converting between fractions, decimals and percentages, linking back to prior knowledge from terms 1 and 3. Students will then progress to writing calculating percentages of amounts, including increasing and decreasing amounts by given percentages. The final section of this term is dedicated to diving deeper into algebra. Students will begin by learning how to substitute values into expressions and use function machines to calculate inputs and outputs. They will then move onto using this knowledge of inverse operation from function machines to solve a variety of equations. The final topic extends into using inequalities in number lines and onto solving inequalities and then forming and solving equations.            Also, within the term will be an Easter assessment which will cover all topics from September through to roughly the middle of March.</p> <p><b><u>10R/Ma4 and 10P/Ma4</u></b>            During term 4, we will begin by exploring ratio, focusing on simplifying and sharing amounts. Students will learn how to simplify a given ratio into a variety of forms and how to share amounts into a given ratio.            The second topic will delve into the world of percentages, starting with converting between fractions, decimals and percentages, linking back to prior knowledge from terms 1 and 3. Students will then progress to writing calculating percentages of amounts, including increasing and decreasing amounts by given percentages. The final section of this term is dedicated to diving deeper into algebra. Students will begin by learning how to substitute values into expressions and use function machines to calculate inputs and outputs. They will then move onto using this knowledge of inverse operation from function machines to solve a variety of equations. The final topic builds upon the topic of expanding from term 2 to expand double brackets. Also, within the term will be an Easter assessment which will cover all topics from September through to roughly the middle of March.</p>
<b>Science</b>	<p>In term 4, Year 10 students will be studying preventing and treatment of diseases and completing their plants and photosynthesis module. They will then begin module 4 topic, looking at ecosystems and climate change.</p>

<b>Media</b>	This term students will develop their understanding of online, social and participatory media by continuing to explore the representation of Kim Kardashian and her online 'brand' and closely analysing the online presence of Marcus Rashford as an influencer. They will draw on their knowledge from last term forming comparisons between these case studies in essay style responses.
<b>Business Studies</b>	This term students will be focusing on Section 1.2 – spotting a business opportunity, and Section 1.3 – putting a business idea into practice. Some of the topics areas they will be exploring are market segmentation, competitive environment, revenue, costs and profit. Students will have an end of topic test throughout the term.
<b>Computer Science</b>	Students will finish a module of networking and how data is transferred around the internet. They will undertake a mock paper 1 and then move onto paper 2 – programming theory aspects.
<b>Drama</b>	Students are continuing their work on component one of their qualification, this term focusing on the theoretical coursework. Alongside this they will receive their brief and explore one of their previous repertoires in more depth, applying the brief practically to their work through characters and themes.
<b>Geography</b>	This term, Year 10 students will continue with urban issues and challenges. Students will move onto look at the UKs urban issues with a key focus on the case study of Sheffield where students will learn about the social, economic and environmental opportunities and challenges as well as how the area has been regenerated.
<b>History</b>	This term, students will be continuing to study Weimar and Nazi Germany 1918-1939. They will be practising exam skills to prepare them for the Germany paper and will look at Weimar Culture, as well as the Wall Street Crash and growing support for the Nazi party.
<b>Religious Studies</b>	In term 4, Year 10 will continue to focus on the themes for component one. Pupils will expand their knowledge of 15-mark questions to help ensure that they are ready for the end of year mock exams.
<b>Sociology</b>	This term we are looking at educational inequality including private schools and the significance of legislation in educational reform.
<b>Psychology</b>	This term we will be focusing on our third topic of development, looking at how children develop cognition and their understanding of the world around them. Throughout this, we will be looking at research methods to support our understanding of practical experiments. We will also be continuing with at home revision.
<b>French</b>	This term we will be covering the topic of social problems and health. We will be focussing on deepening our knowledge of adjectival use and negatives as well as consolidating our knowledge of the main three tenses, plus the imperfect and conditional tense and will continue to look at some complex structures. In addition to our knowledge of exam tasks, we will begin to practise role-plays. We will ensure that our knowledge of key phonics is embedded, and we will further our knowledge of Francophone culture.
<b>Spanish</b>	This term we will be covering the topic of healthy lifestyles and illnesses. We will be focussing on deepening our knowledge of modal verbs and reflexive verbs, as well as consolidating our knowledge of the main three tenses. We will continue to look at some complex structures. In addition to our knowledge of exam tasks, we will begin to practise role-plays. We will ensure that our knowledge of key phonics is embedded, and we will further our knowledge of Hispanic culture.
<b>Core PE</b>	In core PE, students will be participating in a range of activities including handball, basketball, football and table tennis.
<b>GCSE PE</b>	In theory lessons, GCSE PE students will move on to Unit 3 – anatomy and physiology. In practical lessons they will be completing a unit of work in handball.
<b>Engineering Design</b>	This term students will learn how designers use engineering drawings to communicate effectively to the manufacturer. The manufacture requires students to use the drawings to produce final designs as intended without any other communication. Students will also learn how to generate effective engineering drawings to BSI 666, a world standard for communication in manufacturing.
<b>Art</b>	Students will 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 them to push their understanding of the art available around them. Students will research a series of artists that are linked to the media of the week to help culturally enrich their artistic terminology.
<b>Photography</b>	Students will 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 them to push their understanding of the art available around them. Students will research a series of artists that are linked to the media of the week to help culturally enrich their artistic terminology.

<b>Design &amp; Technology</b>	This term, students will develop an in-depth knowledge and understanding of mechanical and electrical systems and controls and how energy can be produced, stored and used to power our modern-day world and products.
<b>Hospitality and Catering</b>	Students will be continuing their pastry skills (LO 1.3) – Cornish pasties, deboning a chicken, making chicken pie, along with Japanese souffle pancakes (LO 1.2) and an Easter cake (LO 1.2). In theory lessons, students will be looking at deficiencies and excess in nutrition for macro and micro nutrients. (LO 1.3) and will also look at the operation of the kitchen and small and large equipment (LO 2.1).
<b>Personal Development</b>	<p>Students will explore the influence and impact of drugs, gangs, role models and the media. This will include learning:</p> <ul style="list-style-type: none"> <li>• about positive and negative role models</li> <li>• how to evaluate the influence of role models and become a positive role model for peers</li> <li>• about the media’s impact on perceptions of gang culture</li> <li>• about the impact of drugs and alcohol on individuals, personal safety, families and wider communities</li> <li>• how drugs and alcohol affect decision making</li> <li>• how to keep self and others safe in situations that involve substance use</li> <li>• how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime</li> <li>• exit strategies for pressurised or dangerous situations</li> <li>• how to seek help for substance use and addiction</li> </ul>



## Year 11 curriculum for term 4

Subject	Term 4 overview
<b>English</b>	In term 4, all classes follow bespoke revision plans designed to ensure that students are revising the areas which they need the most in preparation for the English Language and English Literature GCSE examinations. In particular, this will focus upon comparative and analytical skills, and subject terminology. Revision materials for these elements of the course can be found on Seneca or Frog (under the English subject heading). Please note that your teacher will have emailed your personal revision plan to you if you don't have a paper copy.
<b>Mathematics</b>	<p><b>Higher tier</b> During term 4, we will continue our work on quadratics. This will include solving quadratic equations and inequalities by varying methods, factorising, completing the square and the quadratic formula. These skills will be developed further by applying them to simultaneous equations involving quadratics. We will then move onto the final couple of topics in the GCSE, beginning with trigonometric graphs and graph transformations, before ending with vector proof, linking back to our work on column vectors at the end of Year 10. Once we reach the end of teaching content, our groups will be revising specific topics identified from their mock examinations, taking into account the frequency with which they have appeared since the rewrite of the GCSE syllabus in 2017</p> <p><b>Foundation tier</b> This half term sees the end of teaching content for our groups sitting the Foundation tier of GCSE. Individual groups will be revising specific topics identified from their mock examinations, taking into account the frequency with which they have appeared since the rewrite of the GCSE syllabus in 2017. Starters will incorporate the topics with the highest frequency on the non-calculator papers. These will be rotated around so students get a full range of 40- 50 questions a week (depending on whether they have 4 or 5 lessons).</p>
<b>Science</b>	In term 4, Year 11 students will be completing their biology course by looking at patterns in genetics and ecology. In chemistry and physics year 11 students will be completing bespoke revision plans to prepare them for their mock examinations, beginning revision with looking at atomic structure and bonding, chemical analysis and electricity.
<b>Media</b>	In this term students will be finalising work on the NEA, the deadline for final hand in being 22 March 2024. Students will also cover the final CSP on radio - focusing on the Tony Blackburn broadcast on the launch day of Radio 1 and also looking at KISS FM to compare how radio has moved on in modern times. Finally, students will also be revising the previous CSPs and ensuring they are familiar with the structure of the exam and what they could be assessed on.
<b>Business Studies</b>	This term students will be focusing on Section 6 – Finance. Some of the topic areas the students will be exploring in detail are financial calculations, break even analysis, and average rate of return, investment and payback. Students will have an end of topic test during the term. In addition, students will be given past papers and mark schemes to complete at home, so they can familiarise themselves with the examiner's comments.
<b>Computer Science</b>	This term students will continue their preparations for their exam in Unit 3 – Financial Services Sector. They will look at the impact of technology in Topic 5, the global financial crisis in Topic 6 and then global issues in Topic 7.
<b>Creative iMedia</b>	This term students will continue their preparations for their examination in Unit R093 – Creative iMedia in the media industry. They will look at Topic Area 3 – Pre-production planning, which covers areas such as work planning, documents to support ideas generation., documents to design and plan media products as well legal issues that affect media. At the end of term, students will begin work on Topic Area 4 – Distribution consideration which covers distribution platforms, properties and formats of media files and file compression.
<b>Finance</b>	This term students will continue their preparations for their exam in Unit R093 – Creative iMedia in the media industry. They will finish looking at pre-production planning in Topic Area 3 before looking at distribution considerations in Topic Area 4.

<b>Drama</b>	Students will continue to work on Component Three of their qualification. This is the final part of the BTEC Performing Arts qualification 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, referencing the influence of practitioners.
<b>Music</b>	Students will be continuing Component Three for 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>	Year 11 students will be completing their Non-Examined Assessment (NEA) which equates to 50% of their overall grade. In a coursework style task, students will be using their knowledge from across Year 10 and Year 11 to explain how a child's holistic development can be supported by an Early Years Practitioner. The NEA takes 14 hours and students' knowledge, application, analytical and evaluative skills will be assessed.
<b>Geography</b>	This term students are continuing with the second human topic of changing economic world. Here we explore globalisation and development, before focusing on the UK and Nigeria to develop an in-depth case study of a HIC and NEE to allow us to compare differences in quality of life, standard of living and how they are grown and changed over time.
<b>History</b>	Students will be continuing their new topic of Elizabethan England, looking at the challenges Elizabeth I faced on the throne and the threat of her cousin, Mary Queen of Scots. Students will be reviewing exam skills for the Elizabethan England paper.
<b>Religious Studies</b>	This term, Year 11 students will be revisiting key concepts of both Islam and Christianity. They will be focusing on the 15-mark questions across component one including all four themes.
<b>Sociology</b>	This term we will be focusing on revision of the content covered over the past two years. This includes recapping the methods used by sociologists to gather and collect data and how this can be seen as both strengths and weaknesses of their research.
<b>Psychology</b>	This term, we will be focusing on the topic of language, thought and communication. We will also be practising exam style questions on previous topics to prepare for examinations and consolidating our knowledge of all topics. As part of homework students will continue with the revision programme.
<b>French</b>	This term we will be focussing on exam skills and techniques as well as vital revision of all vocabulary and grammar. Independent revision will be vital for students to succeed in the summer exams and we will therefore be issuing students with revision logs to complete which will be checked and monitored each week.
<b>Spanish</b>	This term students will be reflecting on their mock examinations and will be further embedding exam techniques by revising the core topics and practising exam style questions. Students will be revisiting old material and learning how to apply it to GCSE questions. Students will be embedding the key skills of listening, reading, writing, speaking and translation. Students will be revising vocabulary and grammar. Students will need to continue to work independently and are encouraged to use Quizlet in their own time to regularly practise the key vocabulary covered across the GCSE course.
<b>Core PE</b>	In core PE, students will be participating in a range of activities including handball, basketball, football and table tennis.
<b>GCSE PE</b>	In GCSE PE theory lessons, students will be studying Unit 6 – Sport and Society. Students will also continue to work on their NEA assignment on analysis and evaluation of performance.
<b>Engineering Design</b>	Students will continue to revise for the final examination – R038 Engineering Design. Preparation will include looking at language used and expected by the exam board and how questions will be presented in the final paper.
<b>Art</b>	Students will start their examination unit. Individuals will be able to explore, create and take influence from work of others they find inspiring. At this stage of the coursework unit, students should have explored a range of influences and completed media experimentation pages alongside in-depth artist research.
<b>Photography</b>	Students will start their examination unit. Individuals will be able to explore, create and take influence from work of others they find inspiring. At this stage of the coursework unit, students should have explored a range of influences and completed media experimentation pages alongside in-depth artist research.

<b>Design &amp; Technology</b>	Students use a range of skill learnt though the scheme of learning Years 7 – 11 to produce an independent iterative design work. The evidence produced in Unit 2 is worth 50% of the final grade and situation problems are set by AQA. Students this term will also plan and start to manufacture their final outcomes.
<b>Hospitality and Catering</b>	Students will be completing their NEA (60% of final grade), which involves planning and producing dishes for a specific occasion and nutritional requirement.
<b>Personal Development</b>	<p>Students will explore responsible health choices and safety in independent contexts. This includes:</p> <ul style="list-style-type: none"> <li>• how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads)</li> <li>• emergency first aid skills including defibrillators</li> <li>• how to assess emergency and non-emergency situations and contact appropriate services</li> <li>• about the links between lifestyle and some cancers</li> <li>• about the importance of screening and how to perform self-examination</li> <li>• about vaccinations and immunisations</li> <li>• about registering with and accessing doctors, sexual health clinics, opticians and other health services</li> <li>• how to manage influences and risks relating to cosmetic and aesthetic body alterations</li> <li>• about blood, organ and stem cell donation</li> </ul>