



6 June 2025

Dear Parent/Carer

**Curriculum Bulletin – Term 6, Year 6 Transition Days and Parents' Evening, RP6<sup>th</sup> Induction Week, Year 7 Parents' Evening, Pride Month, Building Improvements, Successful Year 7 PGL Trip, National Thank A Teacher Day**

Welcome to my end of week update letter. A warm welcome to our new Year 6 parents who are hopefully joining us for the first time as we begin term 6.

As you will see below, this half term is packed full of events and I haven't even mentioned some of the trips that are running, awards evening or end of term plans for July. More about that in due course.

**Curriculum Bulletin – Term 6**

Please find attached the Term 6 edition which explains what your child will be learning.

**Year 6 Transition Days and Parents' Evening**

The time is fast approaching when we host our new students as they transition from primary school. Our two transition days will be held on Thursday 3 July and Friday 4 July. On those two days, our RP6<sup>th</sup> post-16 students will support all of our new students as they take part in taster lessons, get to know our campus and try out the food in the canteen. Prior to this, we have been holding our extra transition events for students who might need extra support. If you feel that your child would benefit from this but hasn't been invited, please reach out to us using our dedicated email address – [transition@srpa.co.uk](mailto:transition@srpa.co.uk).

Our Year 6 parents' evening will take place on Monday 7 July, where there will be a chance to meet your child's R2L tutor and House team, as well as to purchase uniform from our Pre-Loved Uniform Shop, taste our canteen food and hear more about our work.

**RP6<sup>th</sup> Induction Week**

The RP6<sup>th</sup> team will be holding their induction events from 24 June (for external candidates) and from 25 June (for internal candidates) until the end of that week. Mr Griffiths and his team have an excellent plan this year. If your youngster has been offered a conditional place in the sixth form, they should have already received joining instructions. If not, please contact Mr Griffiths using our dedicated email address – [RP6th@srpa.co.uk](mailto:RP6th@srpa.co.uk). Please confirm attendance at the induction days using the following link if yet to do so:

<https://forms.office.com/e/7ush7JcyWn>.

## Year 7 Parents' Evening

We are holding this event on Wednesday 18 June. Joining instructions will be sent out very soon in order for all parents/carers to book their appointments.

## Pride Month

June is Pride month in the UK, in which we celebrate the LGBT+ community. At SRPA, students in Years 7-10 have all received an assembly on Pride month, to learn about the historical challenges of the community, and the reasons why and how Pride is celebrated today. The assembly features student voice from our PROUD club, including three student leaders reading stories aloud. Celebrations will continue in various places including an 'open house' at PROUD club next Tuesday 10 June, break 1 in T15, at which all students are welcome, and new books on display in the Library from today.

## Building Improvements

At the second time of trying, we have been successful in securing £7.1m to fully replace the electrical wiring and full heating system across the whole campus.

Existing parents/carers will be aware of urgent works being undertaken at the moment, but this is fantastic news for us moving forwards. On top of the existing projects we have ongoing, this brings the investment this year to over £10m from the DfE.

The work won't commence until we have completed our fire safety, boiler and water improvements over the next few months but will be most welcome. Huge thanks to Mrs Gothorp, our Academy Business Manager, and Mr Ward for helping me to get these massive bids over the line and to Mr Gould for keeping the buildings open and working every day, often under challenging circumstances.

## Successful Year 7 PGL trip

156 of our Year 7 cohort enjoyed a fun time at PGL and represented us well. It is also fair to say that the staff also had a good time! From Mr Evans allowing the youngsters to push him into the lake as his birthday treat, to watching Mr Whitley and Mrs Ward completing their zipwire challenge, it has been a wonderful experience and one we will look to continue to offer to Year 7 next year as part of our ongoing residential programme.

## Thank A Teacher Day

18 June marks 'National Thank A Teacher Day' and is designed to recognise the contribution that educators make to our youngsters. I am sure you will agree, my staff go above and beyond. If any of our students wish to thank a staff member for what they do, [they can send a card](#) or send them an email. Sometimes, a simple thank you can make a teacher's day.



That's it for this week. Jane Austen was once quoted as saying "Life seems but a quick succession of busy nothings." Well not here. We have a really jam-packed schedule over the next six or so weeks.

Enjoy the weekend when it comes.

I will write again soon.

Yours sincerely



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



# **Sir Robert Pattinson Academy**



## **Curriculum Bulletin**

**2024-25**

**Term 6**

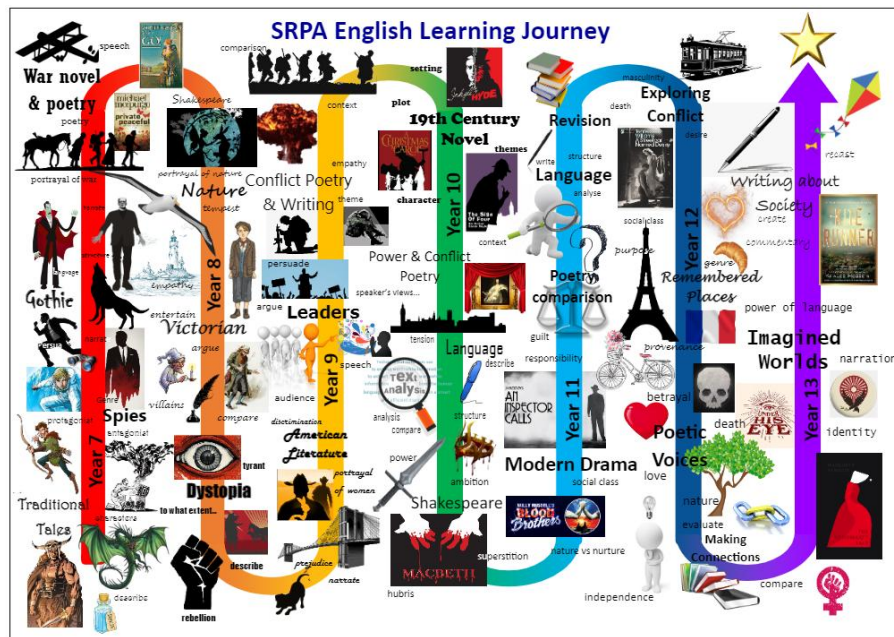
**Monday 2 June 2025 to Tuesday 22 July 2025**

## 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 6 (Monday 2 June 2025 to Tuesday 22 July 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.	<a href="https://exampro.co.uk">OSA Student (exampro.co.uk)</a>  Links have been shared by science teachers during lesson time.  Centre number = 26148	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.	<a href="https://vle.srpa.co.uk/app/os">https://vle.srpa.co.uk/app/os</a>  Usernames and passwords have been shared with students via personal tutors.	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).	<a href="https://www.go4schools.com/">https://www.go4schools.com/</a>  Parents – use the email address that you have provided SRPA as your contact information. Click on the 'first time user?' link when accessing Go4Schools for the first time.	There is a 'forgotten your password?' link at the login page. Alternatively contact <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.	<a href="https://www.history.org.uk/student">https://www.history.org.uk/student</a>  Centre ID = 93839 Password = History123	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 6

Subject	Term 6 overview
<b>English</b>	This term we will be working on a genre study, focusing on spies. Reading will be focused on extracts from spy novels, including those from the James Bond and Stormbreaker series. We will focus on how the spy genre is represented in media texts, looking at how film directors choose camera angles and how sound contributes to the creation of atmosphere and tension. We will also write creatively, producing a spy story of our own, and work in groups to design a spy gadget and pitch it to the class.
<b>Mathematics</b>	In term 6 we will begin by looking at how we can calculate the area and perimeter of different 2-dimensional shapes as well as how we can calculate the surface area of 3-dimensional shapes. We will then look at how we can carry out various transformations on 2-dimensional shapes, looking at reflections, rotations and translations.
<b>Science</b>	This term students will complete their end of year assessments to track their progress so far. They will then be completing 'race to the line' pulling their knowledge from maths, technology and science to design and race aerodynamic rockets. In addition, they will complete bespoke projects focusing on engineering and water sustainability.
<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, whilst finishing off our topic about hobbies. 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>	This half term starts by finishing off the river topic. This will include an infiltration investigation across the school grounds. The final topic will be based around the world of work where students will learn about different types of job sectors.
<b>History</b>	Students will begin their final term with their end of year examinations, revising during week 1 and examinations taking place during week 2, subject to class timetables. Students will then study the 17 <sup>th</sup> century and how turbulent the period was in English history. This will include studying events that shaped the century, such as the Gunpowder Plot and Civil War, and themes across the century, like witch trials.
<b>EFP</b>	This term students focus on Sikhism and what life is like for Sikhs in Britain today.
<b>Computing</b>	This term in computer science students will be completing topics in programming and vector graphics. In programming, students will be developing an understanding of the concepts of sequence, selection and iteration, using Scratch to complete a series of block-based programming activities. In the vector graphics topic, students will create graphics using Inkscape, which is an open-source graphics editor. By the end of the topic, they will better understand the processes involved in creating vector graphics and gain the necessary knowledge and tools required to create graphics such as an illustration, logo or icons.
<b>Drama</b>	Students are continuing with their topic based on storytelling techniques and this will be their first introduction to the devising process. They will look at a variety of different genres including classic tales, horror and the wild west. This will enable them to build skills in performance, devising and investigating how genre impacts performance styles.
<b>Music</b>	Students will be studying how chords are formed to make a four-chord pop song. Students will learn how to play the four-chord pop song using ukuleles. They will learn the names of the strings on the ukulele and hold it correctly, performing using different strumming techniques.
<b>Design &amp; Technology</b>	KS3 projects develop student confidence in planning, working with tools, and materials safely. The projects will develop and wider the understanding of metals, polymers and timbers and their origin, and introduces material properties.
<b>Food Technology</b>	Students will be introduced to food preparation and nutrition in order to develop an understanding of health and safety and food safety. This term, students will develop awareness of foods and how they are produced, prepared and eaten in our day to day lives. Other skills to be developed will include how to use equipment safely, knife skills, evaluation skills and how to apply what we eat to the Eatwell Plate.

<b>Art</b>	The basis of art relies on an ability to recognise and understand how formal elements are used in art. This project aims to teach students core drawing skills through exploring the possibilities of line and developing an understanding of line as the beginning of all art, that can be used to create shape, form texture and perspective. Students will then use these skills to create responses to the work of artist. These skills will all be built alongside developing an understanding of the artists Yayoi Kusama and Leonardo Da Vinci and how they use line differently through mark making. Students will build on literacy skills to make comparisons between the contrasting styles and applications of line and aim to create a final piece that combines the two.
<b>PE</b>	Students will be working on a range of activities in PE including cricket, rounders, athletics and tennis.
<b>Personal Development</b>	<p>Students will develop an understanding of unethical business practice to understand how this relates to consumerism. Students will:</p> <ul style="list-style-type: none"> <li>• Explore and understand the benefits of Ethical businesses.</li> <li>• Explore the cost of living to relate this to income and develop an understanding of savings to prepare for later life.</li> <li>• Explore what online currency is.</li> </ul>

## Year 8 curriculum for term 6

Subject	Term 6 overview
English	In term 6 we conclude our study of the Victorian period by reading the Sherlock Holmes story <i>The Adventure of the Speckled Band</i> . We consider how this text reflects Victorian values and the literary tradition Conan Doyle was writing from, using analytical and evaluative reading skills to draw conclusions. In addition, we look at some non-fiction texts from the Victorian period, including a prison diary by Oscar Wilde and letters between boarding school students and their parents.
Mathematics	This term we will begin by looking at how we can calculate the volume and surface area of various prisms and cylinders. We will then have an in depth look at plotting, recognising and calculating using various linear and non-linear graphs. We will then deepen our understanding of probability, particularly how we can calculate probabilities when there are multiple events or dependent outcomes.
Science	This term students will complete their end of year assessments to track their progress so far. They will then be completing bespoke projects based on any areas they need to develop from their assessments and have a chance to enhance and practice their working scientifically skills in a real-life scenario focusing on climate change and engineering.
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, whilst finishing off our topic about technology in our everyday lives. We will continue to learn about rules of grammar and how to apply them to our speaking and writing and will also continue to practise French phonics in order to pronounce words correctly. We will learn more about the French-speaking world and its traditions.
Spanish	This term we will continue to learn a range of strategies which help us to learn a language and we will be putting these into practice, whilst finishing off our topic about hobbies. We will continue to learn about rules of grammar and how to apply them to our speaking and writing and will also continue to practise Spanish phonics in order to pronounce words correctly. We will learn more about the Spanish-speaking world and its traditions.
Geography	Students will be using this term to complete their coastal topic that they started in term 5.
History	Students will begin their final term with their end of year examinations, revising during week 1 and examinations taking place during week 2, subject to class timetables. Students will learn about the impacts of Apartheid on South Africa. They will look at conditions caused by Apartheid laws, the work of the ANC and Mandela, and the lesser-known figures of the movement.
EFP	This term students focus on how Islamic practices and beliefs. Where students explore what Islam is, the Prophet Muhammad, the 5 pillars of Islam, the Mosque and then finish the topic by exploring Islamic artwork.
Computing	This term in computer science students will be completing a topic on websites as well as a creative project. In the websites topic, they will learn how to plan and create an effective webpage using HTML and CSS, In the creative project, they will be asked to create an interactive digital kiosk presentation for a library about local Lincolnshire heroes.
Drama	Students will begin studying Patrick Ness's acclaimed story <i>A Monster Calls</i> , investigating the process of taking a novel and putting it on the stage. Throughout the topic students will devise movement, look at physical theatre and perform a selection of scenes.
Music	Students will be studying electronic dance music and exploring how it can be creating using music technology. Students will learn how to create a four to the floor drum pattern, firstly using a live drum kit and then exploring how the sound can be created electronically. They will create their own piece of electronica dance music, using loops and samples.
Design & Technology	Students will be set a fictional design that design and manufacture quality and unique products. The students' challenge will be to design and make a range of products. Students will be given materials which to cut out and shape using CAD/CAM. Pupils will also be introduced to the use of computer-aided design and computer-aided manufacture by using a laser cutter and 2D Techsoft design to draw and cut their pattern out.

<b>Food Technology</b>	Students will be introduced to food preparation and nutrition in order to develop an understanding of health and safety and food safety. This term, students will develop awareness of foods and how they are produced, prepared and eaten in our day to day lives. Other skills to be developed will include how to use equipment safely, knife skills, evaluation skills and how to apply what we eat to the Eatwell Plate.
<b>Art</b>	Research and analytical skills are the key to any artist understanding; therefore, this project aims to build upon prior skills taught in Y7. Students will develop their ability to look at artwork, discuss it, describe it, and demonstrate understanding through written analysis and group feedback. Students will be able to demonstrate their understanding of Pop Art and related artist through a range of skills and present their work visually.
<b>PE</b>	Students will be working on a range of activities in PE including cricket, rounders, athletics and tennis.
<b>Personal Development</b>	Students will understand and make confident choices with regards to digital literacy, developing an understanding of the cost living to explore wants and needs. They will increase their knowledge of the law regarding age restrictions in relation to social media and its use.

## Year 9 curriculum for term 6

Subject	Term 6 overview
English	In term six we finish our unit on love and relationships by looking at a selection of poetry focusing on different aspects of love, such as friendship and familial love. We will also finish reading Shakespeare's <i>Romeo and Juliet</i> and consider how the difficulties of being in love are presented in the play and shaped by the context of Elizabethan England. In turn, students will also explore the significance of Shakespearean tragedy, which we consider further in Year 10 as part of GCSE Literature.
Mathematics	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 of 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.
Science	This term students will complete their end of year assessments to track their progress so far. They will then be completing bespoke projects based on any areas they need to develop from their assessments and have a chance to enhance and practice their working scientifically skills in a real-life scenarios focusing on food science and medicine.
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, whilst finishing off our topic about Spanish speaking countries We will continue to learn about rules of grammar and how to apply them to our speaking and writing and will also continue to practise Spanish phonics in order to pronounce words correctly. We will learn more about the Spanish-speaking world and its traditions.
French	This term we will continue to learn a range of strategies which help us to learn a language and we will be putting these into practice whilst finishing off our topic about technology in our everyday lives. We will continue to learn about rules of grammar and how to apply them to our speaking and writing and will also continue to practise French phonics in order to pronounce words correctly. We will learn more about the French-speaking world and its traditions.
Geography	Students in Year 9 will complete the energy topic which they started in term 5. Students will then investigate a geographical enquiry based around the school. This will allow them to practice their skills for GCSE Geography.
History	Students will begin their final term with their end of year examinations, revising during week 1 and examinations taking place during week 2, subject to class timetables. Students will then learn about the Civil Rights Movement in America, learning about both peaceful and militant protests.
EFP	This term we will be looking at Greek and Roman Gods and how they differ from modern religion. We will be exploring the Trojan War and the role of Roman Gods in the Roman Empire.
Computing	This term in computer science students will be completing a topic on cybersecurity as well as a creative project. In the cybersecurity topic, they will learn about concepts such as social engineering, hacking, malware and encryption. In the creative project, they will be asked to create an interactive digital kiosk presentation for a library about local Lincolnshire heroes.
Drama	Students continue to investigate the Hillsborough Disaster where they will look into the history, investigation, enquiry and survivors' stories. Students will focus on creating ensemble work that portrays the event and develop characters that will accurately portray the feelings of survivors and relatives of the victims.
Music	Students will be studying blues music. Students will learn the history of blues music and will work together in groups to perform a piece of blues music. Students will learn how to play the 12-bar blues chord pattern, a walking bass line and then a melody based around the blues scale.

<b>Design &amp; Technology</b>	Students will be set a fictional design that design and manufacture quality and unique products. The students' challenge will be to design and make a range of products. Students will be given materials which to cut out and shape using CAD/CAM. Pupils will also be introduced to the use of computer-aided design and computer-aided manufacture by using a Laser cutter and 2D Techsoft design to draw and cut their pattern out.
<b>Food Technology</b>	Students will be introduced to food preparation and nutrition in order to develop an understanding of health and safety and food safety. This term, students will develop awareness of foods and how they are produced, prepared and eaten in our day to day lives. Other skills to be developed will include how to use equipment safely, knife skills, evaluation skills and how to apply what we eat to the Eatwell Plate.
<b>Art</b>	Students will work through a series of workshops of different media to develop their experimentation and independency within their sketchbooks and or on paper. This project is a starting point for developing students' sketchbooks to allow the students to push their understanding of the art available around them and develop their understanding of the assessment criteria ready for GCSE Art. Students will work through each assessment objective as a unit and develop their experimentation, analysis, opinion and quality of observations.
<b>PE</b>	Students will be working on a range of activities in PE including cricket, rounders, athletics and tennis.
<b>Personal Development</b>	Students will develop knowledge to identify a number of key personal skills, evaluate and adapt them to a workplace setting, gain an understanding of employment rights and relate these to responsibilities. They will explore how to increase their employability, and understand how to respond and act on feedback.

## Year 10 curriculum for term 6

Subject	Term 6 overview
<b>English</b>	In term 6 we will complete detailed feedback on the Year 10 examinations, setting targets for improvement in all areas of both the Language and Literature courses. We will complete the study of the Anthology poems for Edexcel Literature, and begin to consider the requirements of the unseen poetry section of the Literature examination. Students will also have the chance to re-submit their spoken language coursework if they wish to.
<b>Mathematics</b>	In term 6 we will complete some revision and examination preparation in readiness for our end of year examinations. We will then analyse our strengths and weaknesses based on the content covered this year. We will then work to remediate any misconceptions so that we are ready to begin Year 11 with focus.
<b>Science</b>	This term all students will be complete feedback from the examinations to ensure any areas of developments are clearly communicated and action plans are created for them. Separate scientists will then begin to study paper 2 topics, including the human nervous system, waves and the rate and extent of chemical change. Combined scientists will begin to study 'building blocks' focusing on the development of the periodic table and 'interactions over distance' which will focus on forces and energy.
<b>Media</b>	This term students will complete gathering all elements required for their NEA and complete their planning and preparation fully. Students will also undertake consolidation tasks to support their understanding of all the in-depth CSPs studied in Year 10 and complete exam style questions. As their final topic in Year 10, students will explore media language and representation choices in the covers of Tatler and Heat, as the first pairing of focused CSPs.
<b>Business Studies</b>	This term students will be focusing on Section 1.5 – understanding external influences of businesses. Some of the topic areas they will be exploring are cash flow, sources of finance and marketing mix. Students will have an end of topic test during the term. In addition, students will be preparing for their business paper 1 mock examination.
<b>Computer Science</b>	This term students will finish their paper one topics with the impacts of technology on the world, gaining a deeper understanding of how the technology we use everyday can influence and impact the world around us. They will also be continuing to develop their programming skills with a series of programming challenges in preparation for Year 11's paper two.
<b>Drama</b>	Students are continuing their study of Willy Russel's Blood Brothers. Throughout component two students will understand the context of the play and social issues presented. In addition, they will perform scenes, learn specific skills and workshop characterisation points. All leading to a final examination performance next academic year.
<b>Geography</b>	Students will be using this term to complete their living world topic which will be based around the Amazon rainforest and a cold environment investigation around Alaska. In this term students will also be conducting a human fieldwork visit to Sheffield.
<b>History</b>	Students will start the term consolidating their knowledge and practising exam skills ahead of their Year 10 examinations. These will include full papers for Paper 1 – Medicine, and Paper 3 – Germany. Students will begin learning about the Cold War and the increased tension between the two superpowers USSR and USA.
<b>Religious Studies</b>	Students are completing their module on Islamic practices for component 3 of the GCSE examination. They will completing a mock examination for assess their progress far and will begin to discuss the themes section of the paper such as issues of life and death within a religious context.
<b>Sociology</b>	This term we will complete our education unit and complete mock examinations for the end of the year. We will also begin to look at Year 11 content in the form of crime and deviance.
<b>Psychology</b>	This term we will be focusing on completing our fourth topic of social influence, looking at how groups can impact the behaviour of individuals, why people obey and why people conform. Throughout this, we will be looking at research methods to



	support our understanding of practical experiments. All lessons are available via <a href="#">Frog/Subject/Sites/Psychology/KS4/Social Influence</a> .
<b>French</b>	This term we will be completing 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 speaking exam tasks. 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 completing 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 speaking exam tasks. 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 take part in a range of activities including rounders, cricket and tennis.
<b>GCSE PE</b>	In GCSE PE, students will complete unit 3 – anatomy and physiology, before preparing before the end of year examinations and move on to unit 4 – movement analysis.
<b>Engineering Design</b>	Students will start work on their first NEA (R40) worth 30% of the final grade. The NEA will require the students to analyse, plan and manufacture a product from a working drawing and evaluation.
<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 the students to push their understanding of the art available around them. Students will research a series of artists that are linked to the media of the week to help culturally enrich their artistic terminology.
<b>Photography</b>	Students 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 the students to push their understanding of the art available around them. Students will research a series of artists that are linked to the media of the week to help culturally enrich their artistic terminology.
<b>Design &amp; Technology</b>	Students will start work on their NEA worth 50% of the final GCSE grade Starting points for their independent research, design and manufacture project will include <ul style="list-style-type: none"> <li>• Climate change</li> <li>• Securing personal possessions</li> <li>• Playing games</li> </ul>
<b>Hospitality and Catering</b>	During term 6 in hospitality and catering, students will be looking at writing accident forms and risk assessments. Practicals will continue to build on their dove-tailing skills with after school sessions offered every other Tuesday giving them the opportunity to cook for 2 hours. <ul style="list-style-type: none"> <li>• Millionaires' shortbread – caramelising</li> <li>• Fruit salad – looking at high level knife skills in segmenting oranges, shaping apples and presentation.</li> <li>• Lemon meringue pie – bringing skills they have learnt in term 5 together.</li> <li>• Pork jambalaya – cooking rice.</li> <li>• Independent long cook to a brief – develop students' independent skills.</li> <li>• Dish of choice for a 1 hour cook with a focus on presentation.</li> </ul> For each practical an evaluation sheet will be completed as homework to develop their skills and knowledge ready for their NEA.
<b>Personal Development</b>	Students will use their knowledge to evaluate their skills and interests and relate these to potential future career choices, learn to identify a range of potential workplace hazards. They will develop their understanding of careers in STEM to consider these in relation to their future choices, gain knowledge to ensure that they maintain a positive online presence, and understand the rules behind teenage employment.