

Sir Robert Pattinson Academy



Curriculum Bulletin

2025-26

Term 4

Monday 23 February 2026 to Thursday 2 April 2026

- **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 |
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| Exampro Onscreen | Students have access to a range of examination questions to support learning and revision in science. | <p>OSA Student (exampro.co.uk)</p> <p>Links have been shared by science teachers during lesson time.</p> <p>Centre number = 26148</p> | Please contact your science teacher or Mis Burridge at EBurridge@srpa.co.uk |
| Frog | All subjects have a Frog page where additional resources and support can be located. | <p>https://vle.srpa.co.uk/app/os</p> <p>Usernames and passwords have been shared with students via personal tutors.</p> | There is a 'forgot password' link at the login page. Alternatively contact our IT support desk at ITSupport@srpa.co.uk |
| Go4Schools | Go4Schools provides students and parents with up-to-date information regarding attendance, behaviour and details of homework tasks set. It is also used to share progress reports at each tracking point. There is also a Go4Schools app that can be downloaded onto your smart phone (Android and iOS). | <p>https://www.go4schools.com/</p> <p>Parents – use the email address that you have provided SRPA as your contact information. Click on the 'first time user?' link when accessing Go4Schools for the first time.</p> | There is a 'forgotten your password?' link at the login page. Alternatively contact Go4Schools@srpa.co.uk |
| Historical Association Student Zone | An online platform aimed at students from the Historical Association. It offers high-quality resources for history students from GCSE to postgraduate level. This includes; articles, copies of original source material, historical scholarship, careers guidance, and more. | <p>https://www.history.org.uk/student</p> <p>Centre ID = 93839 Password = History123</p> | Login details are displayed in History classrooms. Alternatively, contact Miss Allan at: CAllan@srpa.co.uk |
| Isaac Computer Science | Isaac Computer Science is an online all in one platform. It combines full learning resources for every topic at GCSE and A Level, alongside varied question levels to test students' understanding of different topic areas. | <p>Isaac Computer Science</p> <p>Use your school email address and password to access this site.</p> | There is a 'forgotten your password?' link at the login page. Alternatively contact Mr Smith at ASmith1@srpa.co.uk |

| Resource | Details | How to access | Problem solving |
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| Languagenut | An online platform for French and Spanish from KS3 to A-Level, covering all of the examination skills of reading, listening, speaking and writing as well as vocabulary, grammar and sentence building. Teachers will set homework on Languagenut each week to help students to learn vocab for their next lesson as well as to enable students to consolidate what they have learned in lessons. | www.languagenut.com or download the free app. Students have been given their usernames and passwords. These should be written in planners and on termly learning logs. | French students please contact their teacher or Mrs Hughes at NHughes@srpa.co.uk Spanish students please contact their teacher or Mrs Rodgers at JRodgers@srpa.co.uk |
| Quizlet | Quizlet is an online platform designed to support the learning of vocabulary at Key Stage 4 in modern foreign languages. | https://quizlet.com/login Class teachers will send all students an invitation link containing the correct login details. | French students please contact their teacher or Mrs Hughes at NHughes@srpa.co.uk Spanish students please contact their teacher or Mrs Rodgers at JRodgers@srpa.co.uk |
| Reading Plus | This is a new resource being used to support the development of students' reading skills. It is being used in English and Performing Arts for homework for students in Year 7 to Year 9. | You will be given your username and password in your library lesson. If you are absent, please check your school email for your login details | Please contact your library class teacher or Mrs Murdoch at JMurdoch@srpa.co.uk |
| Sparx Maths | Sparx Maths supports students aged 11-16 with personalised, challenging and attainable homework. | https://sparxmaths.com/ Usernames and passwords have been shared with students via class teachers. | There is a 'forgotten Sparx login details?' link at the student login page. Alternatively, please contact your mathematics teacher or Mr Roberts at DRoberts@srpa.co.uk |

Year 7 curriculum for term 4

| Subject | Term 4 overview |
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| English | <p>This term students will continue and complete our study of the gothic genre, linked to the war novel <i>Private Peaceful</i>. We will consider how closely <i>Private Peaceful</i> fits into the war 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 through careful analysis and discussion of contemporary war poetry.</p> |
| Mathematics | <p>7R/Ma1 – 7R/Ma4 and 7P/Ma1 – 7P/Ma4 In term 4, we will continue to develop skills in algebra. This will include understanding notation, collecting like terms, expanding single brackets, substitution and function machines. We will then start a short topic where we will build upon pre-existing knowledge of fractions and decimals to learn about fractions. During this, we will learn to convert between fractions and percentages and write a quantity as a fraction/percentage of another. In the final topic of this term, we will learn how to use ratio. This will include simplifying ratios, expressing values as a ratio and dividing into ratios with both 2 and 3 parts. Towards the end of the term, we will have our Easter assessment which will cover all content learnt from September.</p> <p>7R/Ma5 and 7P/Ma5 During term 4, we will begin by finishing our co-ordinates topic that we started in February before 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> |
| Science | <p>In term 4 we will be continuing our learning on how organisms reproduce. This time, we are looking at plant reproduction, including the function of pollen, why some plants have pretty flowers, what fruit is, how insects play a vital part in ecosystems and how different plants spread their seeds in different ways.</p> <p>We will also explore sound in detail, including what amplitude and frequency are, what a sound wave 'looks' like and how we hear sound.</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 school. 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.</p> |
| Geography | <p>In term 4, Year 7 will continue with their topic on tropical rainforests. 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> |

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| History | In term 4, Year 7 will consider the question 'Where did power lie in the Middle Ages?' Students will investigate the struggle between authority and the people through the Magna Carta, the Peasants Revolt and the Wars of the Roses. This will all be underpinned by homework based on learning and understanding key vocabulary and lots of opportunities in lessons to develop their skills as historical writers. |
| EFP | This term we will be learning about Sikhism and Sikh practices. We will be building on our knowledge of festivals to explore Sikhism in the UK as well as the origins of Sikhism. |
| Computing | This term in computing, students will be finishing work on their presentation topic. They will create a brand identity for a charity and present their work to their fellow students. They will then be introduced to spreadsheets and how they can be used to store data, perform calculations using formulae and functions as well as create graphs and charts. |
| Music | This term in music, students will develop skills of notation and rhythm in music. Pupils will use the keyboards to learn how to play a melody on the keyboard. Pupils will learn how to identify and perform rhythm values. They will also learn how to read notes from the treble clef. |
| Drama | Students will be continuing their study of the works of Roald Dahl. Throughout this unit students will be looking at different classic tales and exploring them both practically and theoretically. From Matilda to Charlie and the Chocolate Factory, pupils will look at characters in detail and explore how to share these stories on the stage. |
| Design & Technology | 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. |
| Food Technology | 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. |
| Art | 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. |
| PE | Students will be working on a range of activities including football, rugby, basketball, fitness, handball and table tennis. |
| Personal Development | Students will explore how to make healthy lifestyle choices including diet, dental health, physical activity and sleep. This will include: <ul style="list-style-type: none"> • how to manage influences relating to caffeine, smoking and alcohol • how to manage physical and emotional changes during puberty • personal hygiene • how to recognise and respond to inappropriate and unwanted contact |

Year 8 curriculum for term 4

| Subject | Term 4 overview |
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| 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>8R/Ma1 – 8R/Ma4 and 8P/Ma1 – 8P/MaP4 During term 4 we will be looking firstly at fractions, decimals and percentages. This includes working percentages of amounts, increase and decrease by percentage 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> <p>8R/Ma5 and 8P/Ma5 Term 4 focusses on two large topics. First of all, we look at transformations, including rotations, reflections, and translations. Spatial awareness and visualisation will be key skills that are developed. The next topic of the term is our second visit of the year to algebra. Function machines, equations, and solving questions that require expanding brackets, will all be studied. Towards the end of the term students will sit their Easter assessment which will test all of the work that they have covered so far this year.</p> |
| Science | We will be focusing on some chemistry and physics topics this term. In chemistry, we are looking at metals and other materials. We'll explore what happens when metals react with acids and oxygen, how we can extract useful metals from ores and investigate synthetic materials like ceramics and polymers. We will also learn about the physics of motion and pressure, including what speed is and how we can visualise it with motion graphs. We will then look at pressure in solids, liquids and gasses, with real-world links to atmospheric pressure and hydraulic systems. |
| 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 school. 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 be covering the topic of healthy living, learning to talk about our eating habits, explaining why they are healthy or unhealthy as well as what we do to be healthy. We will be able to use the present tense to explore recommendations about health as they describe what you must or must not do with the modal verb "deber", alongside the "impersonal se". We will continue work on the past, present, and future tenses, as well looking at verbs in their infinitive form. In addition, we will continue to practise our Spanish phonics in order to be able to use correct pronunciation and will continue to learn 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. |

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| History | In term 3, Year 8 will be considering the extent to which the late C19th and early C20th in Britain were a 'Gilded Age' of success and glamour before the devastation of World War One in 1914. Students will explore this through the lens of gender and class with lessons investigating Jack the Ripper, the Titanic and the Suffragettes. Students will use sources and historians' interpretations, such as Hallie Rubenhold's book 'The Five' to investigate the interpretation of this period as a 'Gilded Age'. This will all be underpinned by homework based on learning and understanding key vocabulary and lots of opportunities in lessons to develop their skills as historical writers. |
| EFP | In term 4, Year 8 students will focus on the teachings of Jesus and expand our knowledge from Year 7. We will look at how Christian interpretations of Jesus vary across denominations as well as exploring parables and lessons that Jesus hoped to teach people through his words. |
| Computing | Students will be finishing their data representation topic and then complete a 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. |
| Music | This term Year 8 students will be exploring the music of West Africa. Pupils will listen to and play a variety of music from West Africa using the djembe drums. Pupils will develop rhythm skills and ensemble skills. |
| Drama | 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. |
| Design & Technology | 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. |
| Food Technology | 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 experience of trying alternatives. The scheme touches on concepts taken from L1/2 Hospitality & Catering such as hospitality provisions and customer requirements. |
| Art | This term students will develop an understanding of tone and composition by using ink and gouache. The scheme introduces two more 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. |
| PE | Students will be working on a range of activities including football, rugby, basketball, fitness, handball and table tennis. |
| Personal Development | Students will explore, mental health and emotional wellbeing, including body image and coping strategies about attitudes towards mental health. This will include: <ul style="list-style-type: none"> • how to challenge myths and stigma • daily wellbeing • how to manage emotions • how to develop digital resilience • unhealthy coping strategies (e.g. self-harm and eating disorders) • healthy coping strategies |

Year 9 curriculum for term 4

| Subject | Term 4 overview |
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| 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>9R/Ma1 – 9R/Ma3 and 9P/Ma1 – 9P/Ma2 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 graphs in context, learning how these relationships can be represented graphically.</p> <p>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.</p> <p>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>9R/Ma4 and 9P/Ma3 In term 4 we will start by continuing to consider shape and geometry by learning about Pythagoras' theorem, this will include being able to find the longest side of a right-angled triangle (the hypotenuse), the shorter sides as well as answering some worded problems.</p> <p>We will then look at percentages and decimals, during which we will learn how to find a percentage of an amount with both calculator and non-calculator methods, percentage increase/decrease, percentage change and writing a number as a percentage of another.</p> <p>Finally, we will spend some time recapping our learning since September before our Easter assessment.</p> <p>9P/Ma4 In term 4, Year 9 students will begin their Algebra unit by revisiting the use of function machines, building on the understanding developed in Year 8, and then extending this into solving equations, using the same function machine approach to reinforce how operations can be applied and reversed to find unknown values. Following this, students will move on to indices, which they have encountered previously, but this term they will explore index laws for the first time, such as how powers behave when multiplying or dividing expressions with the same base. Alongside this, we will recap BIDMAS, applying it to expressions involving powers, negatives, and multiple operations to strengthen accuracy and confidence when working with increasingly complex problems.</p> <p>Also within the term will be an Easter assessment which will cover all topics from September through to roughly the middle of March with more of a focus of the material covered after Christmas.</p> |
| Science | <p>In term 4, Year 9 students will be studying different chemical reactions, such as exothermic and endothermic reactions. We will learn how to write these equations with symbol notation. We will also investigate factors that affect the rate of chemical reactions and explore the energy changes that occur.</p> <p>Once we have finished the waves topic that was started in term 3, we will move onto the fertilisation topic. We'll learn what the terms fertilisation and implementation mean, the biology of sexual reproduction, the menstrual cycle as well as fertilisation in plants.</p> |
| Spanish | <p>This term we will be covering the topic of healthy living, learning to talk about our eating habits, explaining why they are healthy or unhealthy as well as what we do to be healthy. We will be able to use the present tense to explore recommendations about health as they describe what you must or must not do with the modal verb "deber", alongside the "impersonal se". We will continue work on the past, present, and future tenses, as well looking at verbs in their infinitive form. In addition, we will continue to practise our Spanish phonics in order to be able to use correct pronunciation and will continue to learn about the Spanish-speaking world and its traditions.</p> |

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| French | This term we will be covering the topic of the environment, learning to talk about the biggest problems facing the environment, as well as talking about what we should do to protect the environment. We will continue our work on past (both perfect and imperfect), present, conditional and future tenses, as well as several complex structures. In addition, we will continue to practise our French phonics in order to be able to use correct pronunciation and will continue to learn about the French-speaking world and its traditions. |
| Geography | In term 4, Year 9 are continuing to explore the global ecosystem of hot deserts. Through this new topic they explore the climate and the geographical reasons for the desert's location. Investigating how plants and animals survive in the hot desert before looking at how they are threatened and how they are expanding into previously fertile land. When they have finished this they will see how ice has shaped the land. 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 world's future holds with these ever-changing glacial landscapes. |
| History | In term 4, Year 9 students will investigate the treatment and experience of minority groups living in Germany in the lead up to and during Nazi control. Students will investigate the lives and experiences of Jewish people but also other persecuted groups such as the disabled, the LGBTQ+ community and the Roma and Sinti. Students will focus on their historical writing into framing a chronological narrative of how events fit together by writing a 'narrative account' of these events. This will all be underpinned by homework based on learning and understanding key vocabulary and lots of opportunities in lessons to develop their skills as historical writers. |
| EFP | In term 4, Year 9 will be exploring the importance of humanism and looking at life and death. They will examine humanist beliefs and practices as well as exploring new religious movements and non-religious beliefs. |
| Computing | In term 4, Year 9 will be introduced to data science which looks at how to use data to investigate problems and make changes to the world around them. They will be exposed to both global and local data sets and gain an understanding of how visualising data can help with the process of identifying patterns and trends. Towards the end of the topic, they will go through the steps of the investigative cycle to try to solve a problem in the school using data. |
| Music | This term students will be exploring samba music, developing their performance and teamwork skills. They will be learning and performing a piece of samba music as a whole class, using percussion instruments. Pupils will also continue to develop their listening skills, looking at a variety of samba music from Brazil. |
| Drama | Students are continuing their study of the 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. |
| Design & Technology | 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. |
| Food Technology | 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. |
| Art | This term, students focus on the formal elements colour and shape. The work 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. |
| PE | Students will be working on a range of activities including football, rugby, basketball, fitness, handball and table tennis. |
| Personal Development | Students will explore families and parenting, healthy relationships, conflict resolution, and relationship changes. This will include: <ul style="list-style-type: none"> • different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • positive relationships in the home and ways to reduce homelessness amongst young people • conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies |

Year 10 curriculum for term 4

| Subject | Term 4 overview |
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| English | <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> |
| Mathematics | <p>10R/Ma1, 10R/Ma2 and 10P/Ma1 During Term 4, we will begin by studying different types of transformations. Students will learn how to carry out translations, reflections, rotations and enlargements, before progressing to combining these transformations within a single diagram. The next topic will introduce vectors, where we will describe movements using vector notation and apply these ideas in geometric contexts. We will then extend our work on sequences by focusing on quadratic sequences, including identifying patterns and finding their nth terms. Finally, students will study functions. They will evaluate functions for given inputs and develop their understanding of both inverse and composite functions, which will support future algebra topics. Also, within the term will be an Easter assessment which will cover all topics from September through to roughly the middle of March, with a particular focus on the material covered after Christmas.</p> <p>10R/Ma3 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>10R/Ma4, 10P/Ma2 and 10P/Ma3 Term starts by looking at ratio which includes simplifying and dividing in a ratio. Students will revisit the academy approach to solving ratio problems and become more fluent with this method. The next topic is percentages and includes compound interest and reverse percentage questions. Both are challenging for students, and they will need calculators to be able to access the work effectively. The final unit of the term is algebraic skills where students will learn to solve equations and inequalities. Towards the end of the term students will sit their Easter assessment which will test all of the work that they have covered so far this year.</p> <p>10R/Ma5 and 10P/Ma4 During term 4, we will simplify ratios and write ratios as fractions using our knowledge from term 3. We will also make use of ratio tables to divide amounts in a ratio. We will then learn how to convert between fractions, decimals and percentages, building on our fractions to decimals knowledge from term 3. We will learn how to calculate percentages of amounts and use these to increase or decrease the total. Finally, we will use function machines and more formal balancing to solve equations. At the end of this algebra topic, we will expand double brackets.</p> |
| Science | <p>Separate Science Biology: We will be learning about how plants use photosynthesis to make glucose ready to be used in aerobic respiration and how humans use food as a glucose source so that our cells can respire. We then move onto the human nervous system and how our bodies respond to stimuli. Chemistry: This term we will be studying quantitative chemistry. This includes how we can use mole calculations to calculate the strength of solutions and how we can use reactants to predict the yield of chemical reactions. Physics: In physics, we will be diving into the particulate nature of matter, covering the 3 main states of matter, the energy required to change states and onto gas pressure and Boyles' law.</p> <p>Combined Science This term, we are continuing our learning of communicable diseases, how pathogens make us ill and what our body can do to defend us against infections. We will then move onto looking at Earth's atmosphere, its composition and the history of the atmosphere throughout the last 4 billion years. We will also be looking at the importance of biodiversity, ecosystems and human's effect on the planet.</p> |

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| Media | This term, students will be finishing their second industry and audience based CSP pairing, exploring music videos to consider the differences between different styles of music groups and videos they produce. Finally, students will also begin working on their NEA with briefs from the exam board releasing during this term, starting to research existing media forms to inform their own media product creations. |
| Business Studies (GCSE) | This term students will be focusing on Section 1.4 – making the business effective. Some of the topic areas the students will be exploring in detail are business ownership, limited and unlimited liability, business location, the marketing mix and business plans. Students will have an end of topic test throughout the term. |
| Business Studies (BTEC) | This term students will work on Task 2A and Task 2B of their first Pearson Set Assignment (PSA). Students will have a mixture of monitored preparation time and supervised work to present their work and then review their presentation. In Task 2A, each student will present their business idea to camera as they would to a potential investor. During Task 2B, they need to critically review with their individual presentation performance. |
| Computer Science | Students will continue to develop their understanding of how a computer network operates by passing packets of information. Alongside this they will continue to develop their advanced programming skills in python exploring how a text file can be created within python programs and how databases can be made in SQL. |
| Performing Arts | Students are continuing their work on Component One of the qualification, this term focussing on the theoretical coursework element. 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. |
| Health & Social Care | This term we will be completing our unit on legislations and completing a mock NEA on this before moving on to healthcare services. |
| Geography | This term, Year 10 will continue with urban issues and challenges. Students will move onto look at the UK's 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. |
| History | This term, students will be continuing to study Weimar and Nazi Germany 1918-1939. They will be practising examination skills and in particular, their source and interpretation analysis, to prepare them for the Germany paper and will look at the crisis years of 1919 to 1923 and the rise of the Nazi Party from 1920 onwards. |
| Religious Studies | 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 examinations. |
| Sociology | This term we are looking at educational inequality including private schools and the significance of legislation in educational reform. |
| Psychology | This term we will be focusing on our third topic of development, looking at how children develop cognition and their understanding of the world around them. Throughout this, we will be looking at research methods to support our understanding of practical experiments. We will also be continuing with at home revision. |
| French | 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 examination tasks, we will begin to practise role-plays. We will ensure that our knowledge of key phonics is embedded, and we will further our knowledge of Francophone culture. |
| Spanish | This term we will be covering the topic of 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 examination 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. |
| Core PE | In core PE students will be participating in a range of activities including handball, basketball, football and table tennis. |
| GCSE PE | Students will move on to Unit 3 – anatomy and physiology. In practical lessons they will be completing a unit of work in handball. |
| Engineering Design | This term students will learn how designers 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. |
| Art | Students to work through a series of workshops of different media to develop their experimentation and independency within their sketchbooks. This project is a starting point for developing students' sketchbooks to allow the students to push their understanding of the art available around them. Students will research a series of artists that are linked to the media of the week to help culturally enrich their artistic terminology. |

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| Photography | Students to work through a series of workshops of different media to develop their experimentation and independency within their sketchbooks. This project is a starting point for developing students' sketchbooks to allow the students to push their understanding of the art available around them. Students will research a series of artists that are linked to the media of the week to help culturally enrich their artistic terminology. |
| Design & Technology | This term, students will develop an in-depth knowledge and understanding of mechanical and electrical systems and controls and how energy can be produced, stored and used to power our modern-day world and products. |
| Hospitality and Catering | Students will be continuing their pastry skills – Cornish pasties, deboning a chicken and making chicken pie, along with Japanese souffle pancakes and an Easter cake. They will be looking at deficiencies and excess in nutrition for macro and micronutrients. Students will also look at the operation of the kitchen and small and large equipment. |
| Personal Development | <p>Students will explore the influence and impact of drugs, gangs, role models and the media. This will include:</p> <ul style="list-style-type: none"> • positive and negative role models • how to evaluate the influence of role models and become a positive role model for peers • the media's impact on perceptions of gang culture • the impact of drugs and alcohol on individuals, personal safety, families and wider communities • how drugs and alcohol affect decision making • how to keep self and others safe in situations that involve substance use • how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction |

Year 11 curriculum for term 4

| Subject | Term 4 overview |
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| English | <p>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.</p> |
| Mathematics | <p>11R/Ma1 and 11P/Ma1 Having finished teaching of new content last term, this term will be spent focussing on areas of relative weakness that were identified in the mock examinations. We will do this through targeted starter activities for high frequency topics, personalised revision material through pinpoint learning booklets and specific topics that are bespoke to the class. We will be restarting past paper Friday with an increased focus on examination technique and drawing out key information for questions worth a large number of marks. The aim will be to make at least 15 marks' worth of progress by the end of term.</p> <p>11R/Ma2 This half term is the final term of new teaching for higher tier content. We will study algebraic fractions and learn to simplify, add, subtract and divide with them, revising our factorising and numerical fractions skills in the process. We will then revisit tree and Venn diagrams from year 10 and use both to calculate probabilities of events. We will also learn set notation for probability and for Venn diagrams in more detail.</p> <p>11P/Ma2 This half term is the final term of teaching new content. We start by looking at our final topic of the foundation curriculum covering probability. This will include sample space diagrams, frequency trees, tree diagrams and Venn diagrams. We will then circle back to trigonometry, where we will be revising the core content and then extending to exact trigonometric values. The rest of the term will be given to revising ready for their summer examinations.</p> <p>11R/Ma3 and 11P/Ma3 This half term sees the end of teaching content for our groups sitting the foundation tier of GCSE. We will begin the term by studying probability to a greater depth, using tools such as sample space diagrams, tree diagrams and Venn diagrams to solve more complex problems. The final unit will involve rearranging equations, requiring strong knowledge of algebra. Individual groups will also be revising specific topics identified from their mock examinations, considering the frequency with which they have appeared since the rewrite of the GCSE syllabus in 2017.</p> <p>11R/Ma4 and 11P/Ma4 This half term is the final term of teaching new content. We start by looking at column vectors and how they can be used to describe a direction, then we move on to completing the four operations with them. Then comes our final data topic covering sample space diagrams, frequency trees, tree diagrams and Venn diagrams. Our final topic is trigonometry where we will be looking at selecting the correct trigonometric ratio (sin, cos or tan) and using these to calculate a missing angle. The rest of the term will be given to revising ready for their summer examinations.</p> |
| Science | <p>Separate Science Biology: We will be learning about how certain organisms are adapted to their environment and the adaptations they have to compete against rivals for resources. We will look at the importance of maintaining biodiversity for the good of the planet and the role organisms play in their ecosystems. Chemistry: This term we will be looking at Earth's atmosphere, its composition and the history of the atmosphere throughout the last 4 billion years. Physics: In physics, we will be investigating electromagnetism, electric motors, electric generators and how we use them to generate our electricity. We then move onto our final topic of GCSE physics – space physics, where we'll explore the lifecycle of stars, different orbits and the origins of the universe.</p> <p>Combined Science This term, we are learning about carbon chemistry, including the use of hydrocarbons and how fractional distillation allow us to use crude oil in multiple fuels from diesel to jet fuel. We then look at how we use Earth's natural resources to facilitate our modern lives and how we can be more sustainable as a species.</p> <p>Once we reach the end of teaching content, our groups will be revising specific topics identified from their mock examinations.</p> |

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| Media | In this term students will be finalising work on the NEA, the deadline for final hand in being 19th March 2026. Students will also cover the final CSPs on radio - focusing on the Tony Blackburn broadcast on the launch day of Radio 1 while 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. |
| Business Studies | This term students will be focusing on Section 2.5 – making human resource decisions. Some of the topic areas the students will be exploring in detail are organisational structure, job roles and responsibilities, recruitment, training and developing employees, motivation in the workplace. Students will have an end of topic test throughout 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. |
| Computer Science | This term students will be starting their revision for their external examinations in May. Students will have undertaken mock in class examinations in term 3 which will guide their revision in term 4. Emphasis will be placed on programming, testing and sort and search algorithms for paper 2 algorithms and programming and emphasis on computer impacts and legislation for paper 1. |
| Performing Arts | 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, reference the influence of practitioners. |
| Geography | This term students are continuing to look at UK physical landscapes with a focus on rivers. Students will also be given the pre-release materials which will help with section A of paper 3 as well as moving onto to the final topic of paper 2 "resource management". |
| History | 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 and the threat from Spain. They will then go on to investigate life during Elizabethan England such as poverty and changes to Education. Students will be reviewing their examination skills for the Elizabethan England paper. |
| Religious Studies | 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. |
| Sociology | This term we will be focusing on revision of the content covered over the past two years, 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. |
| Psychology | This term, we will be focusing on the topic of language, thought and communication. We will also be practising examination 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. |
| French | This term we will be covering the topic of future plans, learning to talk about possible future careers, as well as travel plans including booking travel arrangements. We will be able to compare different jobs and discuss our hopes and dreams for the future. We will continue deepen our knowledge of a variety of tenses and complex structures in order to ensure that we are prepared for success in the writing and speaking examinations. |
| Spanish | This term we will be covering the topic of our future plans, including being able to describe our ideal job as well as being able to say what we would like to do in the future. We will continue our work on a variety of tenses and complex structures, and will continue to work on the future tense, as well as other new complex structures. In addition, we will continue to practise our Spanish phonics to be able to use correct pronunciation and will continue to learn about the Spanish-speaking world and its traditions. |
| Core PE | In core PE students will be participating in a range of activities including handball, basketball, football and table tennis. |
| GCSE PE | 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. |
| Engineering Design | Students will continue to revise for the final examination R038 Engineering Design. Preparation will include looking at language used and expected by the examination board and how question will be given in the final paper. |
| Art | 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. |
| Photography | 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. |
| Design & Technology | Students use a range of skills developed through the scheme of learning from Year 7 – 11 to produce an independent iterative design work. The evidence produced in Unit2 is worth 50% of the final grade and situation problems are set by AQA. Students this term will also plan and start to manufacture their final outcomes. |

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| <p>Hospitality and Catering</p> | <p>Students will be completing their NEA (60% of final grade) planning and producing dishes for a specific occasion and nutritional requirement.</p> |
| <p>Personal Development</p> | <p>Students will explore responsible health choices and safety in independent contexts. This includes:</p> <ul style="list-style-type: none"> • how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) • emergency first aid skills including defibrillators • how to assess emergency and non-emergency situations and contact appropriate services • the links between lifestyle and some cancers • the importance of screening and how to perform self-examination • vaccinations and immunisations • registering with and accessing doctors, sexual health clinics, opticians and other health services • how to manage influences and risks relating to cosmetic and aesthetic body alterations • blood, organ and stem cell donation |