



11 September 2026

Dear Parent/Carer

Curriculum Bulletin – Term 1, Year 10 Options Changes, Post-16 Next Steps Support for Year 11, Young Carers at Sir Robert Pattinson Academy, Homework

Welcome to my end of week update letter.

We have had a positive first full week back at the Academy after the summer break whilst our building works go on around us. It is clear that we will have to work around this for the full year and beyond the next set of A level and GCSE examinations, such is the invasive nature of the services being replaced. In addition, while it is really good news that we have secured further investment and funding to complete some fire safety work, it does mean work into the ceiling voids beginning in another context from October half term until whenever they finish, such are the surprises thrown up by a 1953 building. No point moaning though so onwards we go, but please don't be surprised if events look different this year, parents' evenings are set up unusually or we don't follow the script of previous academic years because contractors are knocking the place about. More important updates below:

Curriculum Bulletin – Term 1

Please find attached the latest edition containing everything your child will be learning this half term.

Year 10 Options changes

Students have until Wednesday 16 September to see Mr Ward if they wish to make a change to their options choices for Key Stage 4. We will then lock down the option blocks so that the timetable can run effectively. No further changes will be possible beyond this point.

Post-16 Next Steps Support for Year 11

Communication will be sent out shortly to all Year 11 students regarding post-16 next steps support, including eligibility letters for sixth form based on academic performance and conduct. We plan to have it ready to go out in R2L on Monday. For further information or a discussion around this please email Mr Griffiths and his team at sixthform@srpa.co.uk.

Young Carers at Sir Robert Pattinson Academy

We are committed to ensuring that all students at SRPA access the support they need. We know that, for some students, factors outside of the Academy can have a big impact on their education, particularly if there is someone in their family who is ill, disabled, or has a mental health problem or an addiction – we call these students **young carers**.

Students can be young carers for lots of different reasons:

- providing physical support to a parent/carer with a physical illness, including cooking, doing the shopping, running errands
- helping a parent/carer with a disability who needs help with more personal tasks such as getting dressed, bathing or changing dressings
- providing emotional support – for example, if their autistic sibling is upset, or checking that a parent/carer with depression/anxiety is ok

Some young carers might be doing lots of caring, others just a small amount, but they are still impacted by the situation at home. For example, they may worry about the person with the health condition or need to do more things independently compared to other students.

There is lots of support available for young carers and their families. Our website contains many supportive links which can be accessed here [Young Carers | Sir Robert Pattinson Academy \(srpa.co.uk\)](https://www.srpa.co.uk/young-carers). Our Young Carer Champions are Miss Lilley and Mrs Morrell, and our SLT Young Carers Champion is Mr Parkinson.

If you believe your child may be a young carer and we are not already aware, please contact the Academy at youngcarers@srpa.co.uk. Even if you feel your child doesn't currently need support, we find that it's better for us to have them on our radar in case the situation changes.

Homework

The setting of homework for all students in Year 7 to 13 has begun. Homework timetables have been published on our website and are designed to ensure that students are able to manage their time effectively. We appreciate your support, especially with younger students, in ensuring that students have a quiet place to work and are encouraged to check Go4Schools for details of any homework set and due dates. Homework forms a vital extension of students' learning and the habits they form in lower school will stand them in good stead for later years when the pressure of examination revision begins.

It is not widely known, but the Academy passed fifteen years as an academy on 1 September. As we have to keep and archive all governance papers from legal inception, I have been ploughing through a re-design of the archive area to make it fit for the next fifteen years. I came across some of the school's corporal punishment books from the 60s and 70s. We can all be, a bit nostalgic from time to time and can easily convince ourselves that 'things were better back in the day.' I'm not so sure that could be said for RP. From 1963 to the early 70s, caning was a regular event, often daily! Although society has moved on, there were many incidents of smoking on site, truanting, hooliganism, fighting and bullying. However, some repeated incidents really caught my eye – letting off fireworks in and around school and on the bus seemed to be a big thing in October 1963, while one young chap had one stroke of the cane in November 1962 for "sticking pins in boys."



My personal favourite horror show comes from 24 June 1971 when Messrs Allen, Bowring and Long were each given two strokes of the cane by the then Headmaster for “Taking frogs from the garden pool and playing about with them until they died.” Thankfully, we do not see anywhere near this level of disobedience and shocking behaviour. In fact, our youngsters do a good job in the main, of being fine, upstanding members of our community, certainly in school. The young often get a reputation for bad manners and poor behaviour and it seems to follow every generation when, in fact, some of these punishment books read like the Wild West. Just wow!

The renowned writer, G. K. Chesterton, once said that “Education is simply the soul of a society as it passes from one generation to another.” I can happily report that there is no lack of soul here.

Have a good weekend when it comes.

I will write again soon.

Yours faithfully

Mr D Hardy
Headmaster



Sir Robert Pattinson Academy



Curriculum Bulletin

2026-27

Term 1

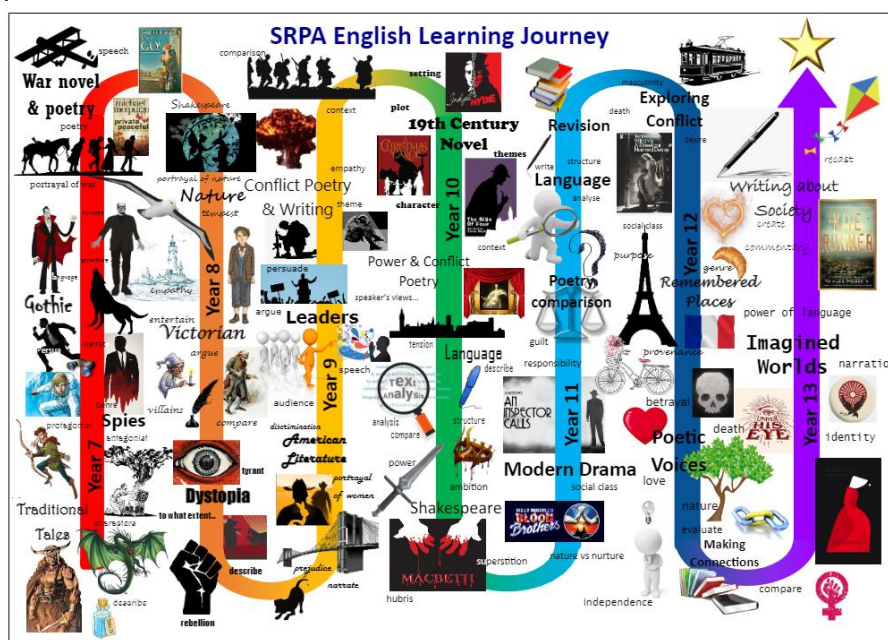
Thursday 3 September 2026 to Friday 23 October 2026

Information for parents and carers

This document has been produced to give parents and carers a short summary of the topics and skills that students at Sir Robert Pattinson Academy will study during term 1 (Thursday 3 September 2026 to Friday 23 October 2026).

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
Exampro Onscreen	Students have access to a range of examination questions to support learning and revision in science.	OSA Student (exampro.co.uk) Links have been shared by science teachers during lesson time. Centre number = 26148	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.	https://vle.srpa.co.uk/app/os 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 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).	https://www.go4schools.com/ 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 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.	https://www.history.org.uk/student Centre ID = 93839 Password = History123	Login details are displayed in History classrooms. Alternatively, contact Miss Allan at: JSweeting@srpa.co.uk
Isaac Computer Science	Isaac Computer Science is an online all in one platform. It combines full learning resources for every topic at GCSE and A Level, alongside varied question levels to test students' understanding of different topic areas.	Isaac Computer Science Use your school email address and password to access this site.	There is a 'forgotten your password?' link at the login page. Alternatively contact Mr Smith at ASmith1@srpa.co.uk

Resource	Details	How to access	Problem solving
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.	Please contact your 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.	Please contact your 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 1

Subject	Term 1 overview
English	During the first week of term, Year 7 students begin English with a short sequence of lessons designed to introduce the key skills they will develop throughout the year. Following this introductory programme, students move on to their first unit, Traditional Tales. This unit provides opportunities to explore classic stories from a range of cultures and periods, some of which have been shared and retold for over a thousand years. Through the study of these tales, students will develop their reading, writing and analytical skills while gaining an understanding of how stories continue to influence literature and society today.
Mathematics	7R/Ma1 – 7R/Ma4 and 7P/Ma1 – 7P/Ma4 The first two weeks will be a chance for teachers and students to get to know each other with some problem-solving type activities. Following this, our initial unit focuses on strengthening students’ foundational understanding of number, which will serve as a basis for all future learning throughout the academic year. Topics covered include highest common factors, lowest common multiples, identifying special types of numbers, and recognising arithmetic patterns. 7R/Ma5 and 7P/Ma5 The first two weeks will be a chance for teachers and students to get to know each other with some problem-solving type activities. The first unit we then teach is all around ensuring a secure knowledge of number before we apply this for the rest of the academic year. It covers everything from number bonds to ordering, using their knowledge of place value and ensures the key skills of adding and subtracting are set in stone, applying these to worded problems.
Science	This term in science we will begin by developing our enquiry skills to allow us to plan and carry out effective practical investigations and ‘think like a scientist’. We will then move on to look at two of the fundamental concepts; particles and cells.
Spanish	This term we will be learning a range of strategies which help us to learn a language and we will be putting these into practice by learning to talk about ourselves, including greeting people, asking and giving names, ages and birthdays. We will also begin to practise Spanish phonics in order to pronounce words correctly. We will begin to learn about the Spanish-speaking world and its traditions.
Geography	In this term, we welcome Year 7 to SRPA and explore the question ‘What is a Geographer?’. We will explore what geography is as well as learning some foundational place and location knowledge. We will explore map skills and how geography is practised with fieldwork skills.
History	In history, we begin our curriculum exploring Anglo-Saxon life and the Norman Conquest that followed in 1066. We examine the skills a good Historian needs to have, such as using sources, being aware of chronology, and placing events in History according to when they happened.
EFP	In Year 7 students are welcomed into the study of EFP – ethics, faith, and philosophy. We begin the year by studying ‘The Island’, which explores why and how people follow religious ideas. We live in an ever growing diverse, and multicultural society and this topic begins explores the reality of this. The concepts explored in this term will be further developed year 7, providing the students with a solid foundation in EFP.
Computing	Year 7 computing begins with two topics. In the ‘getting started’ topic, students will learn how to navigate the school network, learn how to save and access files and send and receive emails. During the ‘internet and digital wellbeing’ topic, they will be taught how to successfully use the internet at school and learn about how to maintain a positive digital wellbeing.
Music	Students will be undertaking a unit of work to give them a snapshot of music at SRPA. This will include performing and singing opportunities, composing activities and an introduction to the skills they will be assessed on during KS3.
Drama	During the first term Year 7 students are welcomed into our subject with ‘Introduction to Drama’. Over the term students will learn all the basic skills and subject vocabulary required to be successful in the subject. Students will learn how to assess their own skills, set targets to achieve and create a plan for how they will succeed. In addition, they will also begin to look at theory application in drama and then evaluate all the progress they have made.

Design & Technology	Students explore the origins, types, uses, and life cycle of timber. They are introduced to isometric drawing and rendering techniques, using line, pattern, and colour to visually communicate design ideas.
Catering & Food Technology	In catering & food technology this term, Year 7 students will focus on building foundational kitchen skills. They will learn how to handle knives safely and practice a range of basic culinary cuts. Alongside this, students will develop confidence in using a cooker for simple food preparation tasks. Practical activities will include chopping, grating, and cutting vegetables, as well as weighing and measuring ingredients accurately. These essential skills will provide a strong base for future cooking projects and promote safe, efficient food handling in the kitchen.
Art & Design	In art & design this term, Year 7 students will focus on the formal element of line using dry media. They will experiment with oil pastels to create expressive and structured line work, taking inspiration from Vincent Van Gogh's distinctive style. Through artist analysis and practical tasks, students will develop confidence in using line to convey movement and texture.
PE	In term 1 students will complete a baseline unit that will include a range of sports. Students will then, depending on their group, have lessons in two of football, badminton, basketball, fitness, netball and OAA.
Personal Development	This term in personal development, Year 7 students will study managing change. They will learn about the importance of healthy sleep, how to manage the transition to secondary school successfully, and how to build confidence by recognising their strengths and celebrating what makes them unique. These lessons will help students develop resilience, wellbeing and self-belief.

Year 8 curriculum for term 1

Subject	Term 1 overview
English	This term, students will explore the genre of dystopian fiction through the study of the novel <i>Animal Farm</i>. Students will examine how writers create societies shaped by control, conflict and technological change, while considering important contemporary issues, including the opportunities and potential dangers of artificial intelligence. Students will analyse characters, themes and writers' methods, and discuss how dystopian texts reflect real-world concerns. Assessments during this unit will focus on creative writing and evaluation, enabling students to develop both their imaginative and critical thinking skills.
Mathematics	8R/Ma1 – 8R/Ma4 and 8P/Ma1 – 8P/MaP4 This term we will be focusing on strengthening our understanding of prime numbers and how we can use these to break a number down into a product of its prime factors. This skill helps us to find the highest common factor and lowest common multiple of two or more numbers. Alongside this we will work on how to write large and small numbers in standard form to make calculations in year 9 and beyond easier. Once we've completed this we will move onto data, looking at how to draw and interpret tally charts, bar charts, pictograms and pie charts. We then end the term with some algebra – focusing on simplifying, expanding, factorising and the laws of indices. 8R/Ma5 and 8P/Ma5 This term, we'll be focusing on building confidence and fluency with core number skills. Students will begin by revisiting number bonds and exploring how these can help make calculations more efficient. We'll then practise adding, subtracting, multiplying, and dividing whole numbers up to three or four digits, including solving worded problems to apply these skills in everyday contexts. As the term progresses, we'll move on to working with ratios—learning how to simplify them, write them from worded scenarios, and divide quantities into given parts. These topics are essential for developing a strong foundation in maths and will support students in future learning.
Science	Students in Year 8 will start the year retrieving and practising their understanding of how science work, by focusing on key skills needed for science practicals, data analysis and graph skills. Then we will begin to focus on the application of key ideas we studied last year, by beginning to look at the periodic table and the key concepts of electricity and magnetism.
French	This term we will be covering the topic of school, learning to talk about subjects as well as daily school-life. We will be able to discuss our opinions and justify our opinions on subjects, teachers, and various aspects of school. We will continue our work on the use of complex structures and will continue to work on our past, present, and future tenses as we begin to cover the imperfect and near future. In addition, we will continue to practise our French phonics to be able to use correct pronunciation and will continue to learn about the French-speaking world and its traditions.
Geography	The start of Year 8 sees our geographers exploring the question 'How is the weather dangerous?'. Students will study how extreme weathers can present dangers and consider how these dangers are addressed. As part of our study, we will examine case studies both locally and from around the world, from tropical storms to tornados.
History	This term in Year 8 sees students explore the origins of the British Empire; looking in depth at the colonisation of America and the war of Independence in 1776, and also through a case study of British rule in India.
EFP	In Year 8 students examine the ultimate philosophical questions – does God exist; what happens after death; what is life? This unit explores views regarding the existence of God and examines philosophical arguments against the existence of God. The topic also allows students to reflect on how religious believers view and understand God and the reasons for this. This topic invites students to be thoughtful, reflective and develops critical thinking skills which will serve well for later topics within the year.
Computing	Year 8 students will develop their knowledge and understanding of algorithms during the problem-solving topic. This examines the key concepts and principles of computing. Students will analyse problems in computational terms and planning creative solutions to problems.

Music	Students in Year 8 will perform Stand by Me by Ben E. King. They will have the opportunity to use a range of instruments to learn and master the different parts within the song as well as working on their ensemble skills to create a performance of their own version of this enduring, much covered, classic.
Drama	Students will be looking at comedy for this term. This includes the history of comedy, different styles such as farce and slapstick, the pioneers of these styles and how this has developed today. Year 8 will have the opportunity to explore improvisation skills and develop their comic timing in regular performances. In addition, they will start building their extended writing skills
Design & Technology	Students begin the year by exploring the arts & crafts movement, focusing on the influential work of William Morris. They apply this knowledge to design a coaster inspired by the movement's principles. This term also introduces students to computer-aided design (CAD), where they learn how digital tools enhance creativity and improve manufacturing processes in modern design.
Catering & Food Technology	In catering & food technology this term, Year 8 students will focus on developing their practical skills while reinforcing key principles of health and safety in the kitchen. Building on the knife skills and cooker operation knowledge gained in Year 8, students will begin exploring a wider range of preparation, combination, and shaping techniques. These include wrapping, frying, mixing methods such as folding, beating, and stirring, as well as skewering. Through these activities, learners will deepen their understanding of safe food handling and efficient cooking practices, preparing them for more complex dishes later in the course.
Art & Design	In art & design this term, Year 8 students will focus on the formal element of tone to create form using dry media. They will work with pencil and charcoal to develop shading techniques that give depth and dimension to their drawings. Students will study the work of Georgia O'Keeffe, exploring how tone can be used to create striking compositions and realistic forms.
PE	In term 1 students will, depending on their group, cover units of work in two of football, badminton, fitness, netball, OAA, and basketball.
Personal Development	This term in personal development, Year 8 students will study staying safe and building respect. They will learn about personal safety, the importance of respectful relationships, how to recognise the difference between banter and bullying, and ways to support themselves and others when facing loneliness. These lessons will help students build empathy, resilience and positive relationships.

Year 9 curriculum for term 1

Subject	Term 1 overview
English	This term, students will begin a unit entitled Unheard Voices, exploring the experiences of individuals and groups whose stories are often overlooked. The unit starts with a study of the powerful novel <i>My Name is Leon</i> , through which students will examine how writers shape memorable characters and present different perspectives. Students will develop their skills in writing to narrate and describe, using language and structure to create engaging stories and vivid settings, with additional assessments focusing on imaginative writing and character development.
Mathematics	9R/Ma1 – 9R/Ma4 and 9P/Ma1 – 9P/Ma4 The start of the term focusses on fractions, recapping all knowledge of adding, subtracting, multiplying and dividing from Years 7 and 8. Once this has been completed, we move on to algebra. This topic looks at expanding and factorising in more depth, moving into quadratics and equating coefficients. For the final part of the term, constructions is the focus. This will involve using a compass to construct different bisectors and then applying those skills to loci problems. 9R/Ma5 and 9P/Ma5 The term starts with one of the most important topics for understanding mathematics, ratio. How to simplify ratios and share quantities in a given ratio will be key ideas that will underpin a lot of the future learning. After ratio we look at percentages, how to find a percentage of an amount and express quantities as percentages. The final unit of the term is prisms. In addition to looking at the definition of a prism and describing 3D shapes in terms of faces, vertices and edges, we also look at calculating volume and surface area. Throughout the term, time is set aside to consolidate the numeracy skills needed to be successful in mathematics.
Science	This term will build on our understanding of cell structures and transport inside cells. In addition, we will study the particle model and begin to explain differences in density.
Spanish	This term we will be covering the topic of technology; learning to talk and write about how we use our phones and the advantages and disadvantages of technology and the internet. We will continue our work on the use of a variety of complex structures and will continue to work on our past, present, and future tenses. 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.
French	This term we will be covering the topic of school, learning to talk about subjects as well as daily school-life. We will be able to discuss our opinions and justify our opinions on subjects, teachers, and various aspects of school. We will continue our work on the use of complex structures and will continue to work on our past, present, and future tenses as we begin to cover the imperfect and near future. In addition, we will continue to practise our French phonics to be able to use correct pronunciation and will continue to learn about the French-speaking world and its traditions.
Geography	In this term, we begin Year 9 to SRPA by exploring the question ‘Are humans to blame for Climate Change?’. Within this enquiry we will examine what climate change means and the evidence for how this is happening. This will help us to then explore the human and natural causes of climate change. Our study will include example cases of climate change in geographical locations, and an opportunity to explore how climate change can, and is, being tackled.
History	Year 9 begins where Year 8 left off in 1919, with the end of WW1 and the subsequent punishment of Germany through the Treaty of Versailles. We then move to look at how America grew in wealth in the 1920’s through Capitalism, and how the USSR also grew their control through Communism. This topic concludes by comparing life in both countries by 1929.
EFP	In year 9 this term pupils will explore the concept of pacifism, what it means to be a pacifist and Just War Theory. They will explore the ideas behind the causes of war and look into some specific wars. They will debate concepts and develop their learning through case studies and exploring the history behind pacifism and World War 2.

Computing	This term, Year 9 students will be developing advanced spreadsheet skills, learning how to manipulate and analyse data using a range of tools and techniques. They will explore methods such as sorting, filtering, formulas, and functions to turn raw data into meaningful information. Students will then apply these skills to plan, design, and create a professional dashboard, presenting data clearly through charts, tables, and visualisations to support effective decision-making.
Music	Students will be learning all about the blues – its history, key components such as walking bass lines, extended chords, and improvisation using the blues scale.
Drama	Pupils will be exploring the play 'Lord of the Flies' by Nigel Williams, adapted from the original text by William Golding. Throughout this topic students will perform selected scenes, investigate the themes and add performance techniques to their interpretations.
Design & Technology	Students begin the year by exploring how mechanical advantage is achieved through systems such as linkages and levers. They apply this knowledge to design and build a functional litter picker, developing their prototyping skills using modelling foam to test the ergonomics of their ideas. This term focuses on combining theory with hands-on experimentation.
Catering & Food Technology	In catering & food technology this term, Year 9 students will begin a new topic on advanced skills, building on the developed skills learned last year. They will start with a health and safety recap before exploring different types of raising agents, beginning with chemical raising agents. To apply this knowledge in a practical context, students will prepare gingerbread, demonstrating how chemical raising agents work in baking. This topic will deepen their understanding of ingredient functionality and introduce more complex techniques, preparing them for higher-level practical tasks later in the course.
Art & Design	In art & design this term, Year 9 students will focus on the formal element of colour using wet media. They will work with acrylic paints to explore colour theory, blending, and expressive application, taking inspiration from the vibrant work of Marion Rose. Students will develop their ability to use colour to convey mood and energy in their compositions.
PE	In term 1 students will, depending on their group, cover units of work in two of football, badminton, gymnastics, fitness, netball, rugby and basketball.
Personal Development	This term in personal development, Year 9 students will study body confidence. They will explore how self-esteem can change over time, the factors that influence confidence and self-worth, and strategies for maintaining positive wellbeing. Students will also learn about grief and loss, including how people experience and respond to difficult emotions, and ways to support themselves and others during challenging times. These lessons will help students develop resilience, self-awareness and emotional wellbeing.

Year 10 curriculum for term 1

Subject	Term 1 overview
English	This term, students will begin their GCSE studies in both English Language and English Literature. In English Language, they will develop the skills required for AQA Paper 1, learning how to analyse unseen fiction extracts and craft effective descriptive and narrative responses. In English Literature, students will explore ideas of conflict through the Edexcel Poetry Anthology while studying a nineteenth-century text, either <i>The Strange Case of Dr Jekyll and Mr Hyde</i> or <i>A Christmas Carol</i>. Throughout the term, students will build their confidence in analysing language and structure, exploring themes and characters, and constructing detailed written responses using evidence to support their interpretations.
Mathematics	10R/Ma1 and 10P/Ma1 This term begins with an investigation of shape, starting with recapping Pythagoras' theorem before moving on to right angle trigonometry in increasingly complex circumstances. This will be an opportunity to develop understanding of shape as well as improve problem solving skills. We will then deepen our knowledge of number- what is an irrational number, how these relate to surds and indices before looking at error intervals and bounds calculations. We finish off the term by revisiting simultaneous equations- looking at alternative methods to elimination that will have wider uses later in the GCSE course. We will also look at how we can solve equations using iterative methods when an equation cannot be solved using algebraic methods. 10R/Ma2 and 10P/Ma2 This term begins with arithmetic unit, so that students are fluent in numeracy skills and can use formal methods at the start of their GCSE study. This is all about ensuring a secure knowledge of number before we apply this for the rest of the academic year. This includes exposing our students to GCSE mark schemes so they can see what they should write to achieve method marks. The unit begins with the four operations with both integers, negative numbers, and decimals, applying them in problems like bank statements. We ensure students always consider the order of operations in their working. The next unit focuses on geometry and covers the area and perimeter of 2D shapes, including circles, sectors, and arcs. We then move on to rounding and estimation, learning how to round to decimal places and significant figures and then utilising these skills in context. Finally, we consider the factors of numbers and apply our understanding of common factors to factorise and expand single and double brackets in algebra. 10R/Ma3 and 10P/Ma3 The new term starts with our non-calculator arithmetic unit, so that students are fluent in numeracy skills at the start of their GCSE. This is all about ensuring a secure knowledge of number before we apply this for the rest of the academic year. This includes exposing our students to GCSE mark schemes so they can see what they need to be writing in order to achieve method marks. The unit begins with the four operations with both integers and decimals, applying them in contexts to problems like bank statements. We then move on to looking at negative numbers, applying these, along with integers to order of operation style questions. The next unit focuses on geometry and covers area and perimeter of 2D shapes, and finally we move onto extending the number skills into rounding and estimation, learning how to round to decimal places and significant figures and then utilising these skills in context. 10R/Ma4 and 10P/Ma4 The first unit we then teach is all around ensuring a secure knowledge of number before we apply this for the rest of the academic year. This includes exposing our students to GCSE mark schemes so they can see what they need to be writing in order to achieve method marks. The unit begins with the four operations with both integers and decimals, applying them in contexts to problems like bank statements. We then move on to looking at negative numbers, applying these, along with integers to order of operation style questions. The next unit focuses on geometry and covers area and perimeter of 2D shapes, with the exception of circles which is covered later in the year.
Science	Separate Science: This term we will be building upon the key ideas that we studied in Year 9. In biology, we will focus on cell division and digestion, in chemistry we will focus on the periodic table before developing our knowledge of structure and bonding, and in physics our focus will be the particle model. Combined Science: This term we will be building upon the key ideas that we studied in Year 9 and completing the first unit of the course which is "building blocks", where we will apply our knowledge of cells and states of matter.
Media	This term, we will encounter the key concepts underpinning the study of our Close Study Products of Media Language, Media Representation, Media Audiences and Media Industries. As we learn new terms, theories and concepts we will explore the Magazine CSPs, applying our new knowledge.

Business Studies (GCSE)	This term in Business studies, students will be covering the first topic of the specification 'Enterprise and Entrepreneurship'. As part of this topic, students will specifically focus on the following concepts; dynamic nature of businesses, risk and reward and the role of business enterprise.
Business Studies (BTEC)	This term, students will be starting Component 2: Planning and presenting a micro-enterprise idea. We will begin with learning outcome A: choose an idea and produce a plan for a micro-enterprise idea. Students will be taught the theory content before writing a report explaining two possible ideas for a micro-enterprise which operates in an industry chosen by the exam board. The report will conclude with students picking one of the enterprise ideas to move forward with for the remainder of the component. Toward the end of term they will start work on learning outcome B: present plan for the micro-enterprise idea where they will have to complete a business plan which will explain in more detail, the enterprise idea that they choose in learning outcome A.
Computer Science	Component 1: User Interfaces This term, students will begin exploring User Interfaces as part of Component 1. They will learn how user interfaces are designed to meet user needs, investigate the features and functions of different interface types, and evaluate what makes an interface effective, accessible, and easy to use. This topic will help students develop their understanding of how digital products are created to provide a positive user experience.
Performing Arts	Year 10 Performing Arts students will be starting with Component One, 'Exploring the Performing Arts'. Throughout this portion of their qualification, they will investigate several different repertoires, practitioners, and careers within the industry and how they create theatre. From this they will narrow onto one play and creative team, exploring the process and role from start to end of a project. This will culminate in a performance and coursework.
Music	Students will be introduced to different styles of music, studying several different areas throughout this unit. They will begin with a baseline assessment of experience and knowledge of both practical and theoretical elements.
Health & Social Care	This term pupils will be looking at the importance of health and social care and learning about different services. They will look at careers in health and the importance of pharmacists as well as looking at a variety of medical conditions and what services people use to treat them.
Geography	Students in year 10 are starting their GCSE course. We have started the challenges of natural hazard topic. We start off with what are natural hazards, before progressing onto tectonic hazards, climatic hazards and then climate change.
History	Students begin their GCSE studies with a look at the topic 'Medicine in the Medieval World'. This includes looking at what people believed caused illness and disease, alongside ways people tried to prevent or cure infections. This is tied into a case study of the Black Death of 1348 and how this effected life in England.
Religious Studies	In GCSE Religious Studies, students begin exploring the nature of God in Christianity, discovering how Christians understand and relate to God. This topic leads on to the problem of evil where students tackle philosophical problems regarding the existence an all-powerful and all-loving God. Christian practices and teachings will follow for the rest of the term.
Sociology	This term we are focusing on an introduction of sociology by exploring key terms and theories associated with sociological research. Students will learn the basics of Marxism, functionalism and feminism. In addition, students will learn to evaluate the idea of social norms and values.
Psychology	This term, we will be focusing on the introductory topics of memory and research methods. This will include looking at the types and structure of memory, ways of improving memory and the key mathematical content of the course.
French	This term we will be covering the topics of family and relationships which forms part of the GCSE Theme 1. We will be focussing on deepening our knowledge of adjectival use as well as consolidating our knowledge of the main three tenses. We will also begin to look at some complex structures. During term one we will ensure that our knowledge of key phonics is embedded and we will further our knowledge of Francophone culture.
Spanish	This term we will be covering the topics of family and relationships which forms part of the GCSE Theme 1. We will be focussing on deepening our knowledge of adjectival use as well as consolidating our knowledge of present tense verbs. We will also begin to look at some complex structures. During term one we will ensure that our knowledge of key phonics is embedded and we will further our knowledge of Hispanic culture.
Core PE	In term one students will participate in a range of activities, this will vary depending on their group. However, activities covered will include badminton, basketball, fitness, football and table tennis.
GCSE PE	In term one GCSE PE students will complete work from unit one. This includes work on the skeletal and muscular system. In their practical lessons students will have the opportunity to develop their performance in badminton.
Engineering Design	Students will be introduced to the Level 1/2 OCR Engineering qualification. They will start their course by developing a range of methods to communicate their ideas, including sketching, annotating and using CAD.

Art	Students will be introduced to the foundational skills of thematic exploration, emphasizing the importance of a visual communication from the outset. This unit will guide students through the early stages of the artistic process, beginning with effective recording of initial thoughts using mind maps and/or other explorative strategies. From there, students will develop their contextual understanding by researching relevant secondary imagery, followed by producing purposeful primary photography linked to their chosen theme. These stages support the creation of initial observational studies, where students begin to physically respond their theme while revisiting and applying media techniques learned at KS3. Throughout, students are taught to make meaningful connections between the formal elements and the concepts they are exploring, laying the groundwork for personal and informed creative development.
Photography	This term students will be introduced GCSE Photography project is designed to establish the technical, creative and analytical skills required for success throughout the OCR GCSE Photography course. Students will develop confidence using DSLR cameras, photographic composition, lighting, exposure and digital editing techniques, whilst learning how to effectively document and develop ideas in a GCSE portfolio. The project is structured around the four OCR Assessment Objectives, ensuring students develop skills in researching photographers, experimenting with techniques, recording observations and producing personal outcomes. Through practical workshops, photographic investigations and artist studies, students will gain the knowledge and confidence needed to independently develop sustained portfolio projects in Year 10 and Year 11. The project introduces photography as both a technical process and an expressive art form, encouraging creativity, problem-solving and visual communication.
Design & Technology	This term students will develop specialist knowledge and understanding of timber as a major material area within the AQA GCSE Design & Technology specification. Students investigate the origins, properties, processing and applications of natural and manufactured timbers, enabling them to make informed design and manufacturing decisions. Through both theoretical study and practical application, students develop an appreciation of sustainability, responsible sourcing and commercial manufacturing processes while building the technical knowledge required for GCSE success and progression to further study
Hospitality and Catering	The term students will gain knowledge and understanding of the hospitality and catering sector. Key aims of unit 1.1 are for students to gain knowledge and understanding of hospitality and catering providers, working within the hospitality and catering industry and the working conditions. Students will also learn about contributing factors to the success of hospitality and catering provisions. Students will also develop foundational competence and confidence in two of the most critical technical areas in food preparation: knife skills and hob temperature control. Both skills underpin safe, efficient, and high-quality cooking and are directly assessed in Unit 2 NEA tasks. Students will perfect safe and effective use of knives, practising key preparation techniques with precision and independence. They will also learn to control hob heat whilst applying food science knowledge such as heat transfer and caramelisation.
Personal Development	This term in personal development, Year 10 students will study healthy bodies. They will learn about women's health, pregnancy and healthy lifestyles, as well as the importance of maintaining a healthy weight and using antibiotics responsibly. Students will also explore local healthcare services and how to access support when needed. These lessons will help students make informed decisions about their health, wellbeing and future.

Year 11 curriculum for term 1

Subject	Term 1 overview
English	This term in English Language, students will revise the skills and knowledge developed through AQA Paper 2, focusing on the analysis and comparison of non-fiction texts and the crafting of effective transactional writing. In English Literature, students will begin studying their final set text for the Edexcel course, either the modern play <i>An Inspector Calls</i> or <i>Blood Brothers</i>, or the modern novel <i>Animal Farm</i> or <i>The Woman in Black</i>. Students will also develop their understanding of Unseen Poetry, learning how to analyse language, structure and meaning while building confidence in responding to unfamiliar texts. Throughout the term, emphasis will be placed on developing detailed analytical responses and exam technique.
Mathematics	11R/Ma1, 11P/Ma1 and 11R/Ma2 We begin the term by extending existing geometry knowledge to include some complex trigonometry, such as sine rule, cosine rule and 3D problems. We then move onto quadratic sequences and how we can find the nth term for these more complex patterns. Next, we will study functions, learning how the notation works as well as deriving inverse and composite functions. The final topic of term 1 is based on statistics and probability, introducing the product rule for counting and Venn diagrams with set notation. Pupils will then apply this knowledge to solve probability problems. Throughout the term the students will also have chance to work through some practice papers – the examination series for this half term is November 2023. 11P/Ma2 We will begin our journey into higher tier content by looking at what an irrational number is and how these relate to surds and indices. We will look at how we can use our knowledge of indices when the power is negative or fractional- what this means and how we can evaluate numbers in these contexts. We will then deep dive into surds, learning how to simplify, multiply and “rationalise a denominator” at a basic level and then at a high GCSE/ A level standard. We will then develop our understanding of proportion- moving beyond spotting patterns and scalars to being able to define a proportion problem algebraically and with powers and roots. We finish the term by looking at how we can represent data that is continuous and grouped by making use of cumulative frequency diagrams, box plots and histograms. 11R/Ma3, 11R/Ma4 and 11P/Ma3 We are starting the year off with three geometry topics. We begin by looking at the four transformations of shapes – translation, reflection, rotation and enlargement. We will be asking students to both perform and describe the transformations. After this our next unit is on measures. This covers everything from converting units (including time), to all 3 compound measures (speed/distance/time, density/mass/volume, pressure/force/area). The final unit before October half term is on trigonometry, focusing on finding both sides and angles, and applying this in context. Throughout the term the students will also have chance to work through some practice papers – the examination series for this half term is November 2023. 11R/Ma5 and 11P/Ma4 We are starting the year off with three Geometry topics. We begin by looking at the four transformations of shapes – translation, reflection, rotation and enlargement. We will be asking students to both perform and describe the transformations. After this we will move on to looking at Pythagoras’ Theorem – answering questions based on finding the longest side of a triangle (the hypotenuse) or one of the short sides. After this our last unit before October half term is on measurements. This covers everything from converting units (including time), to all 3 compound measurements (speed/distance/time, density/mass/volume, pressure/force/area). Throughout the term the students will also have chance to work through some practice papers – the examination series for this half term is November 2023.
Science	Separate Science: This term we will be building upon the key ideas that we studied in Year 10. In biology, we will focus on homeostasis and response and begin organic chemistry calculations. Physics students will be studying forces, beginning with vectors and scalars and chemistry begins with exploring the rate of reaction and extent of change in reactions Combined Science: This year we will be learning ‘physical sciences’ in preparation for paper 3 and 4. These topics will begin with the periodic table in chemistry and forces and energy in physics.
Media	This term we will be continuing to work on the NEA element of the course with students developing their own media product. We will also be continuing to develop exam knowledge and skills by exploring media language and representation usage in advertising and marketing CSPs as well as in a variety of print media products in preparation for the unseen element of media paper one.
Business Studies	This term in business studies, students will be focusing on content for paper 2 starting with growing the business section. As part of this topic, students will specifically focus on the following concepts; business growth internal and external, types of ownership, sources of finance, changes in business objectives, globalisation and barriers to trade and ethics and environment.

BTEC Enterprise	During term 1, students will be focus on the final theory learning outcome of Component 1 which covers understanding how situational analysis may affect enterprises. They will then begin work on their final NEA, where they will investigate an existing small enterprise. Students will create a formal report which will include enterprise activities, entrepreneurial skills and characteristics, market research methods as well as PEST and SWOT analysis.
Computer Science	This term, Year 11, computer science students will be focusing on Paper 2: Computational Thinking, Algorithms and Programming. They will develop their understanding of key programming concepts, including algorithms, data structures, and coding techniques, while applying these skills to a range of practical and exam-style problems. Alongside this, students will refine their exam technique, practising how to interpret questions, structure responses effectively, and maximise marks in preparation for their GCSE examinations.
Performing Arts	Students in Year 11 will continue with their Component 2 performance examinations of Blood Brothers by Willy Russell. They will review their rehearsals, analysing
Music	Students will Be revisiting 'Forms and devices' as well as starting their final compositions from a given brief.
Geography	This term students will be starting the 'changing economic world' topic and will be focussing on the case studies of Nigeria and the UK. The topic will start with development and the development gap.
History	Students return to Y11 studying their third topic of Superpower relations and the Cold War. We look at how events in WW2 such as the German invasion of the USSR led directly to the military alliance of USSR, Britain and America defeating Nazi Germany. We will explore why America dropped two atomic bombs on Japan in August 1945, and how this increased tension between themselves and the USSR. The case study will be Berlin in 1948 and its blockade by the USSR over what Stalin deemed to be an unfair division of German land following the end of WW2.
Religious Studies	Year 11 will move on to Christian teachings and practices, beginning with the nature of God. Students will reflect on how Christians understand and relate to God. This topic leads on to the problem of evil where students tackle philosophical problems regarding the existence an all-powerful and all-loving God. Exam skills and questions will be embedded throughout, developing, and strengthening their written skills in GCSE Religious Studies.
Sociology	This term students will begin the crime and deviance module. This unit involves looking at the causes of crime in society as well as building upon knowledge gained in Year 10 to help apply sociological theories to the study of crime in society.
Psychology	This term, we will be focusing on the topic of social influence and will look at obedience and conformity and minority influence. We will also be practising exam style questions on previous topics in order to prepare for mock examinations.
French	This term we will be covering the topic of holidays, including being able to describe our ideal holidays as well as discovering the French island of Corsica. We will learn about various festivals held in Francophone countries and will be able to hold conversations required for booking holidays. We will continue our work on a variety of tenses and complex structures, and will begin to look at the passive voice, as well as new 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.
Spanish	This term we will be covering the topic of school, including being able to describe our ideal school as well as discovering what school is like in Spain. We will continue our work on a variety of tenses and complex structures, and will begin to look at the conditional 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 term one students will participate in a range of activities, this will vary depending on their group. However, activities covered will include badminton, basketball, fitness, football and table tennis.
GCSE PE	In term one students will complete work on unit four. This includes levers; planes and axis; and movement analysis. Once this is completed students will continue to work on their analysis and evaluation written controlled assessment. In their practical lessons students will have the opportunity to develop their performance in badminton, table tennis and handball.
Engineering Design	Students will be introduced to the Level 1/2 OCR Engineering qualification. They will start their course by developing a range of methods to communicate their ideas, including sketching, annotating and using CAD.
Art	Students will continue their NEA (coursework) 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 continue their NEA (coursework) 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 skill learnt though the scheme of learning Years 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 work to develop their final idea in preparation to plan and manufacture their chosen design.
Hospitality and Catering	Students will be completing their NEA 1 (15% of final grade) scientific study by evaluating and concluding their findings of the effects of gluten in pastry. Students will then continue to develop their high-level preparation, cooking and presentation techniques and understanding the science and nutrition involved in creating well balanced dishes and diets. This will then support their NEA 2 (35% of final grade) designing and developing a new dish.
Personal Development	This term in personal development, Year 11 students will study justice, ethics and modern society. They will explore the meaning of justice and fairness, develop debate and discussion skills, and examine ethical issues in modern society. Students will also learn about media and digital literacy, abortion law and ethics, and the issue of sex trafficking. These lessons will help students think critically, evaluate different viewpoints and engage with complex social issues in an informed and respectful way.