



# What are our students learning?

## January - February

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
ENGLISH	<p>Students will complete a study of Shakespeare's 'Richard III' to develop their understanding of Shakespearean language and dramatic structure. Students will study Richard's ambition, manipulation, and downfall which link to the key tropes of Shakespearean literature. Students will also explore historical context: the Wars of the Roses and Tudor propaganda.</p>	<p>Students will complete a study of Shakespeare's 'Much Ado About Nothing' to develop on the skills studied in Year 7 through understanding Shakespearean language, dramatic irony, and character development in more depth. Students will explore themes of love, deception, gender roles, and honour as well as getting students to interpret performance choices and their effects.</p>	<p>Students will participate in The Victorian Literature experience which offers Year 9 students an engaging and challenging introduction to 19th-century texts, preparing them for the analytical demands of GCSE. Through excerpts from Wuthering Heights, gothic short stories like The Yellow Wallpaper, and a blend of fiction and non-fiction, students explore themes such as gender roles, class, mental health, and societal expectations.</p>	<p>GCSE English Language- Students will cover and be assessed in the assessment objectives for Component 1B narrative writing plus complete their assessed presentations for Component 3 Spoken Language.</p> <p>GCSE English Literature- Students will continue to study the poetry aspects of literature (anthology and unseen) as well as consolidate their knowledge of Dickens' A Christmas Carol</p>	<p>GCSE English Language- In preparation for the March mock exams, students will revisit the assessment objectives in Component 1A Reading (fiction) and 1B narrative writing as well as AOs from Component 2A Reading (non-fiction) and 2B transactional writing.</p> <p>GCSE English Literature- In preparation for the March mock exams, students will revisit the set texts for the Component 1 Literature exam of Shakespeare's Romeo and Juliet as well as the anthology poetry section.</p>
MATHS	<p>Shape 1 and 2 - looking at properties of shapes, perimeter (inc algebra). Number 3 - Fraction multiplication and division.</p>	<p>Algebra 6 - how graphs can be used to represent real life scenarios. Algebra 7 - How can we form and solve equations? Number 8 - What calculations are needed to solve fractional problems?</p>	<p>Algebra 10 - how graph shapes are determined by their formula. Shape 9 - what is special about right angle triangles Proportion 9 - what is inverse proportion?</p>	<p><b>Shape 14</b> Perimeter and area incl. circles, arcs and sectors Worded problems with money links to algebra <b>Algebra 15</b> Solving quadratic equations and using quadratic graphs <b>Data 10</b> Data Handling Pie charts and Scatter graphs</p>	<p>Personalised GAP analysis from mock assessment.</p>

SCIENCE	<p>Unit 4. Animal Organ Systems - In primary school students will already have learnt about some organs, and about animal life cycles. This unit will build on that, delving deeper into four of the major human organ systems: the Respiratory System, the Digestive System, the Circulatory System and the Reproductive System. They will also learn about what our bodies are made of (cells!) and what these cells need to stay alive. They will learn about how our bodies change as we grow older, including the development of a baby and what changes happen when you go through puberty.</p>	<p>Unit 9: Cells, Evolution and Inheritance - This topic links back to unit 4 with a look at how living organisms function at the level of cells and their specialised structures. Students will understand the idea that chemical reactions you learned about in unit 8 can relate to all cells having the ability to release energy from food (glucose) and using oxygen to do so. Sometimes, the energy can be released without oxygen! The unit builds on KS2 knowledge of classification and how every organism has distinguishing features that helps their survival. The entire reason for these features opens up the exciting world of inheritance and how genes play their role.</p>	<p>P1: Energy - In this topic, you will learn how the concept of energy developed, how it applies to engines, chemical and biological systems, and how physics can help address global challenges like fossil fuel use and climate change.</p>	<p>B5: Homeostasis - In this topic, you will learn how the nervous and hormonal systems control and coordinate the body, including fast and slow responses, reproduction, and the use of hormones in medicine. C5: Energy Changes - In this topic, you will learn how energy is transferred in chemical reactions, the difference between exothermic and endothermic changes, and how electricity is used in cells, batteries and electrolysis. P5: Forces - In this topic, you will learn how forces are analysed in engineering and design, from bridges and rides to artificial limbs, and how this knowledge makes structures and machines safe and effective.</p>	<p>B6: Inheritance, Variation and Evolution - In this topic, you will learn how genetic variation arises through meiosis and mutation, how it drives natural selection, and how humans use selective breeding, cloning, and genetic engineering. C10: Using Resources - In this topic, you will learn how humans use the Earth's resources, the impact this has on the environment, and how chemistry helps us develop more sustainable solutions. P7: Electromagnetism - In this topic, you will learn how magnets and currents interact to produce movement and electricity, and how these effects are applied in systems of communication, control and power.</p>
HISTORY	<p>Eleanor of Aquitaine: What was expected of a medieval Queen? What does evidence reveal about the power of medieval Queens</p>	<p>Final part of Empire and consequences of British rule in India. The next topic is the Industrial Revolution</p>	<p>The Cold War - Development of rivalry between communist and capitalist countries. This includes a case study of Vietnam</p>	<p>Medicine through time: The Key discoveries and developments 18th century - modern times. Ongoing Key Indicator assessments on the Elizabethan England unit</p>	<p>The American West: The development of the cattle industry and the Indian wars of the 1860's. Ongoing revision of Medicine and Elizabeth in preparation for March mock exams</p>
GEOGRAPHY	<p>Changing Population: How are populations changing around the world? What are the causes and impacts of migration?</p>	<p>Climate change: What are the causes, impacts, and solutions of climate change?</p>	<p>Rivers: What are the key processes of rivers? How do those key processes create river landforms? What are the causes, impacts, and management of flooding?</p>	<p>The Living World: Key characteristics of ecosystems. Structure of tropical rainforests, and the causes, impacts, and management of deforestation. Adaptations to hot deserts, and the opportunities and challenges in a hot desert.</p>	<p>The Challenge of Resource Management: Overview of resources around the world, focusing on Food, Water, and Energy. Global supply, distribution, and issues of energy. Ongoing revision of Paper 1 and Paper 2 in preparation for March mock exams.</p>

<p><b>LANGUAGES</b></p>	<p>UN SUPER HÉROS (OR MA VIE EN FAMILLE?) To introduce students to giving basic details about a superhero ; name, age, birthday. To introduce students to talking about family members and describing what they are like using the key verbs of 'to be' and 'to have'.</p> <p>Communicative Intent: Describing a superhero; name, age birthday, hair, eyes, personality, powers. Expressing who is in a family &amp; describing what they are like.</p>	<p>UNIT 3 - ¡DESTINO VACACIONES! <u>TOPIC QUESTION:</u> CAN YOU TALK ABOUT A PAST HOLIDAY? ( GRAMMAR FOCUS - HOW TO FORM THE PRETERITE TENSE IN SPANISH) 3.1 TO BE ABLE TO TALK ABOUT WHAT YOU DID ON A PAST HOLIDAY (REGULAR VERBS) 3.2 TO BE ABLE TO TALK ABOUT WHAT YOU DID ON A PAST HOLIDAY (IRREGULAR VERBS)</p>	<p>UNIT 2 - MIS PLANES Y MIS SUEÑOS <u>TOPIC QUESTION:</u> CAN YOU TALK ABOUT YOUR PLANS AND HOPES FOR THE FUTURE IN THE WORLD OF WORK; STUDY AND ESSENTIAL SKILLS? 2.1 BE ABLE TO TALK ABOUT WHAT SUBJECTS YOU LIKE/ DISLIKE AND WHICH YOU WILL STUDY NEXT YEAR AND FURTHER INTO THE FUTURE 2.2 BE ABLE TO TALK ABOUT YOUR CHILDHOOD DREAMS EXPANDING YOUR COMMAND OF THE PAST TENSE TO INCLUDE THE IMPERFECT 2.3 BE ABLE TO TALK ABOUT DIFFERENT WAYS TO MAKE MONEY AND WHAT YOUR PLANS AND HOPES ARE FOR THE FUTURE</p>	<p>Spanish - Students are completing the topic of my world, including describing their relationships with family members.</p>	<p>Spanish/French - We are focusing on completing the speaking mock exam before moving onto our final modules.</p>
<p><b>ART</b></p>	<p>Colour Theory: Assessed piece looking at colouring blending using watercolour, colour theory and tonal work.</p>	<p>Horror: Assessed piece looking at colouring blending using watercolour, colour theory and tonal work using their own design ideas and colour themes.</p>	<p>Food: Students are exploring the topic of 'Food' whilst experimenting with a variety of materials and techniques. Students will be completing a clay 'food' sculpture and finishing with acrylic paint.</p>	<p>Fantastic &amp; Strange: Students are completing their GCSE portfolios based around the topic of Fantastic &amp; Strange.</p>	<p>Exam Preparation</p>
<p><b>DRAMA</b></p>	<p><u>Ernie's Incredible Illucinations</u></p> <p>Understanding of key elements of drama text; plot, character and staging. Exploration of the historical links to the play (WW2).</p>	<p><u>Commedia</u></p> <p>Understanding of the style, history of the style, and stock characters. Development of physicality to portray the various characters and focus on how to create comic moments.</p>	<p><u>Macbeth</u></p> <p>Focus on the plot, key characters, Shakespearean language, and the use of ensemble work to explore the witches. Additionally the use of lights and sound to explore the more supernatural elements of the play.</p>	<p><u>Tech Award: Component 1</u></p> <p>Analysis and practical exploration of The Curious Incident by Frantic Assembly. Students also create a research report describing genre, intentions of the work and contribution of key roles within the show.</p>	<p><u>Tech Award Component 3: Responding to a Brief:</u></p> <p>Learners are given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.</p> <p>Students must also complete three one hour exam essays</p>

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MUSIC	<p><u>Rhythms of the World</u> Traditional music from Japan and Latin America are used to promote ensemble skills and an understanding of structure. Students learn about the cultural traditions of the music and learn the rhythms and features to perform in ensemble settings. Students compose their own stylistic group performances.</p>	<p><u>Guitar Skills</u> Students develop more advanced skills on the guitar and learn the basics techniques whilst recapping learning about chords and working on developing more refined accompaniment skills. Students rehearse class and group performances of popular songs.</p>	<p><u>Band Bootcamp</u> Students learn to perform various songs using different instruments to recap instrumental skills learnt in year 8. During the final weeks of this project students will select a song from the repertoire and an instrument and arrange an ensemble performance.</p>	<p><b>Area of Study 1- Forms &amp; Devices</b> <b>Listening:</b> Through the study of Baroque, Classical and Romantic music students will consider a range of musical forms, structures and devices. Exam based question practice to test knowledge and understanding will be used. <b>Composing:</b> Students work on a film piece of music in order to demonstrate melodic development, structure, harmonic progressions, compositional devices and expression. <b>Performing:</b> Students work on an ensemble piece of music with other members of the class, per teacher or class teachers.</p>	<p><b>Composition to a brief:</b> Students will write a composition which responds to a brief set by the exam board. The brief will provide details of the audience or occasion as well as some additional details. Students will select from a choice of four briefs, each related to a different area of study. Students will need to submit a score alongside their composition and the total length of the two compositions (both free and to a set brief) will be between 3 and 6 minutes.</p>
DESIGN & TECHNOLOGY	<p>Food - Social factors, seasonal food Practical includes, chicken dippers, veggie sausage rolls, pasta &amp; pizza</p> <p>Metal work - learning about different metals Practical, tea light holder</p>	<p>Food, Understanding macro &amp; micro nutrients Practicals include, chocolate tasting &amp; fruit pie</p> <p>Metal work - ferrous. Non ferrous and alloys Practical, bottle opener</p>	<p>Food - Food from around the world, looking at the cuisine, traditions and culture of food from different countries. Practicals include halloumi kebabs, sticky toffee pudding muffins &amp; cowboy pie.</p> <p>3D, CAM game practical project</p>	<p>Engineering - Practical skill building in preparation for controlled assessment.</p> <p>Construction - Practical skill building in preparation for controlled assessment.</p> <p>Hospitality &amp; Catering - Practical skill building in preparation for controlled assessment</p>	<p>Engineering - completion of controlled assessment and exam theory.</p> <p>Construction - completion of controlled assessment and exam theory.</p> <p>Hospitality &amp; Catering - completion of controlled assessment and exam theory.</p>
BUSINESS STUDIES				Students are working on Component 2: Planning and Presenting a Micro-Enterprise Idea.	Some Year 11 students have completed their coursework and are therefore using this lesson time to complete independent exam revision.

				<p>They are brainstorming ideas for two different micro-enterprise ideas considering key details such as:</p> <ul style="list-style-type: none"> <li>- Enterprise name</li> <li>- Logo and slogan design</li> <li>- Products and services</li> <li>- Target audience</li> </ul>	<p>A small number of students are developing their coursework working on either Component 1: Exploring Enterprises or Component 2: Planning and Presenting a Micro-Enterprise idea.</p>
COMPUTER SCIENCE				<p>Introduction to number systems:</p> <p>Units Binary conversions Hexadecimal numbers Characters</p>	

