

Curriculum Information for Parents and Carers



PEMBROKE
A PRIORY ACADEMY

Year 7-11

Module 3

Year 7

English	Students will be studying Shakespeare's A Midsummer Night's Dream. They will be looking specifically at the theme of chaos by studying key scenes in the play. Students will be working towards a Speaking and Listening assessment where they will be tasked with articulating their argument on who is to blame for the chaos in the play.
Maths	<ol style="list-style-type: none"> 1. Algebraic notation and substitution 2. Expressions and equations 3. Graphing data
Science	In this module students will be exploring the Biology topic of cells and organisation. This will involve learning how to use a microscope to observe cells and exploring the building blocks of living organisms. Next students will be studying the Physics topic of energy. This will allow students to investigate natural phenomena allowing them to describe energy transfers from one store to another. Homework can be accessed by logging in to: www.educake.co.uk
Geography	This module explores a variety of ecosystems and biomes, focusing on the interdependence of abiotic and biotic components. The module goes on to explore the human impact on a variety of these ecosystems and what can be done to mitigate the impacts.
History	In this module students will be undertaking an analytical journey through medieval England and Europe! Using a variety of historical sources and interpretations of the past, students will consider significant political and religious events such as the murder of Archbishop Thomas Becket, the Crusades, the reign of King John and the signing of Magna Carta. We will again use local history, discussing the Battle of Lincoln (1217). Students will finish the module by assessing social and economic developments in the medieval period, namely the consequences of the Black Death for the peasants of England.
MfL	Topic: My school Students will be learning the subjects in Spanish and to express opinions about them (e.g. how to say what their favourite subjects are). What they eat during lunch time, school facilities and short description of teachers. Homework: Languagenut every 2 weeks.
PE	Students will continue to participate in two physical activities each week. Outdoor Adventurous Activity – Orienteering (field) Handball (Sports hall)
Art	Colour & Cacti: The intent of this scheme of work is to provide Key Stage 3 students with a comprehensive understanding of drawing, colouring, and painting techniques through the exploration of cacti as a subject matter. The lessons are designed to develop students' observational skills, understanding of colour theory, mark-making abilities, and tonal rendering techniques. By focusing on a specific theme (cacti), students can deeply engage with the subject matter, enabling them to explore creativity, improve their technical skills, and build confidence in their artistic abilities.
Drama	A very brief introduction to Shakespeare During this unit of work, students will explore the work of Shakespeare, focusing on the language used, themes explored and complex character relationships.

	Over the course of the module, we will explore a range of extracts from different Shakespearean classics including: The Tempest, Macbeth, Othello, Romeo and Juliet and A Midsummer Night's Dream.
Music	<p>Instruments of the Orchestra</p> <p>Students will be exploring instruments of the orchestra. Learning about Instrument families and the instruments within them. Students will learn how to identify instruments through sound and appearance. They will also learn how to play music as part of an ensemble and the role of a conductor in the orchestra.</p>
RS	<p>'Why is there something rather than nothing?'</p> <p>Students will be looking at the religious and non-religious ideas around creation. They are able to investigate what they believe about where we come from, and compare that to beliefs from Christianity, Islam, Hinduism and Humanism.</p> <p>Homework is set once per module through the SIMS App</p>
Computing	Topic – Modelling Data (Spreadsheets). This unit allows students to confidently model data with a spreadsheet. The unit uses engaging activities to progress learners from using basic formulas to writing their own functions & other statements. This unit will give learners a good set of skills that they can use in computing lessons and in other subject areas, including data analysis, graphs & charts.
Technology	<p>This term, students will learn healthy eating and practical cooking skills through a mix of theory and hands-on activities.</p> <p>Key Learning Areas:</p> <ul style="list-style-type: none"> • Food Safety & Hygiene • Nutrition Basics: Eatwell guide, nutrients, food groups • Cooking Skills: Simple dishes like cheese on toast, scrambled eggs, breakfast muffins, fruity granola, and vegan pancakes • Food Science: Heat transfer and control • Dietary Needs: Vegetarian, vegan, and allergy awareness • Food Labelling & Design: Creating and presenting a healthy breakfast dish <p>Assessment:</p> <p>Students will complete an end-of-unit task involving recipe costing and adaptation, with revision beforehand.</p> <p>This project builds confidence in the kitchen while promoting healthy eating habits.</p>
Life	What are our rights? – Students will learn about their rights within society but also their responsibilities. This will include a study of acts of terrorism, human rights and suppression of human rights.

Year 8

English	In this module students will be reading <i>Noughts and Crosses</i> by Malorie Blackman, continuing the genre of dystopia, but also exploring themes of racism and identity.
Maths	<ol style="list-style-type: none"> 1. Symmetry and reflection 2. Area, volume and density 3. Equations and inequalities
Science	<p>In this module students will be exploring the Physics topic of Magnetism through practical investigations. Then students will be exploring the Chemistry topic of the Periodic table of elements. They will develop their knowledge of how the elements are organised in groups and periods and explore some of the trends in reactivity within the Periodic table.</p> <p>Homework can be accessed by logging in to: www.educake.co.uk</p>
Geography	This module explores a variety of ecosystems and biomes, focusing on the interdependence of abiotic and biotic components. The module goes on to explore the human impact on a variety of these ecosystems and what can be done to mitigate the impacts.
History	In this module, students will be undertaking a study of why the Industrial Revolution happened in Britain and what its consequences were for both the British Empire and the rest of the world. Students will begin by identifying the changes in Britain from c.1750 to c.1900. Afterwards, students will analyse and explain different changes to the British economy, such as inventions and the railways. Lastly, students will use a variety of historical sources and interpretations of the past to consider social change in Britain. Students will look at the lives of women and children, housing in Britain and the problems affecting public health in this time period.
MfL	<p>Unit 3: Food & drinks.</p> <p>Students will be learning about food and drinks and how to order in a Spanish restaurant. They will also learn to say what they eat for breakfast, lunch and dinner.</p> <p>Homework: Language nut every two weeks.</p>
PE	<p>Students will continue to participate in two physical activities each week.</p> <p>Mr Selby's class – Table tennis and Netball Miss Whelan's class – Handball and Table tennis Miss Stafford's class – Tag Rugby and Volleyball</p>
Art	<p><i>Incredible Insects</i></p> <p>This term, students will take inspiration from the fascinating world of insects to create imaginative and visually striking artwork. They will explore patterns, textures, and forms found in nature and combine these with ideas from contemporary artists.</p> <ul style="list-style-type: none"> • Observation & Drawing: Study insects closely and produce detailed sketches focusing on shape and pattern. • Artist Research: Learn about the work of Natalie McIntyre, Rosalind Monks, and Felt Mistress, who use bold patterns, fine line work, and playful character design.

	<ul style="list-style-type: none"> • Creative Development: Use these influences to design and create their own insect-inspired artwork, experimenting with mixed media and possibly 3D textile elements.
Drama	<p style="text-align: center;">Devising Theatre</p> <p>During this unit of work, students will use their knowledge of practitioners, which they have developed over the course of module three to create a performance from scratch, using a given stimulus as a starting point. Students will focus on working collaboratively to create a piece that has meaning and is inspired by the work of a specific theatre practitioner.</p>
Music	<p style="text-align: center;">Electronic Dance Music</p> <p>Students will explore the key musical features of electronic dance music through listening and practical activities. They will revise how to use computers to make music and will create their own dance re-mix. Learning how to add drum beats and create a melody to accompany a chord pattern.</p>
RS	<p style="text-align: center;">‘Can religion change?’</p> <p>Students will be looking at the historical context and changes throughout religions like Islam and Hinduism.</p> <p style="text-align: center;">Homework is set once per module through the SIMS App</p>
Computing	<p>Topic - Developing for the Web (HTML): Students will be introduced to the coding behind all web pages: HTML. In this unit, students will explore the technologies that make up the Internet and World Wide Web. Starting with an exploration of the building blocks of the World Wide Web - HTML and CSS - students will then investigate how websites are catalogued and organised for effective retrieval using search engines. By the end of the unit, learners will have created a functioning webpage, including images.</p>
Technology	<p>Year 8 Food Project: “Fake-aways”</p> <p>This project focuses on creating healthier, homemade versions of popular takeaway dishes. Students will learn how to adapt recipes to reduce fat, sugar, and salt while maintaining great taste.</p> <p>Key Learning Objectives:</p> <ul style="list-style-type: none"> • Understand the nutritional impact of takeaway foods. • Explore healthier cooking methods and ingredient substitutions. • Develop practical skills in preparing dishes such as homemade pizza, burgers, wraps, and stir-fries. • Learn about portion control and balanced meals. • Apply food hygiene and safety throughout practical sessions. <p>Students will design and prepare their own “Fake-away” dish, considering cost, presentation, and nutritional value. They will evaluate their work and suggest improvements.</p> <p>This project encourages creativity, healthier eating habits, and confidence in cooking while making familiar foods in a nutritious way.</p>
Life	<p>Careers – Students will study a unit linked to careers. This will include labour market information, aspirations and job satisfaction.</p>

Year 9

English	Students will study the seminal text of American contemporary fiction, <i>Of Mice and Men</i> . In it, students will critically examine Steinbeck's presentation of discrimination and the human condition throughout the novella by tracing the development of themes and characters and author's message.
Maths	<ol style="list-style-type: none"> 1. Maths and money 2. Straight line graphs 3. Ratio and proportion
Science	<p>In this module students will be exploring organisation within living organisms. This will include understanding the importance of cells, tissues, organs and organ systems in contributing to an overall organisms successful functioning.</p> <p>Homework can be accessed by logging in to: www.educake.co.uk</p>
Geography	This unit allows students to make synoptic links between physical and human geography topics they have previously studied. They will use their evaluation skills to solve an issue presented to them, in the style of the issue evaluation used at GCSE. With a focus on shanty towns, it allows students to explore a part of the world they may not have experienced whilst linking their knowledge from the living cities topic in year 8 and with future learning in module 5 and 6 when they start GCSE content. This culminates with a common assessment which takes place across the trust.
History	In this module, students will assess the impact of the Second World War on different continents around the world. With the beginning of the Cold War, a new world with two main superpowers was created. As a result, students will use a variety of sources and interpretations of the past to consider how this period impacted people in Europe, Asia and the Americas. Students will assess the significance of the development of nuclear weapons, explain the political and military rivalry between the USA and Soviet Union and think critically about important events such as the Cuban Missile Crisis and Vietnam War.
MfL	<p>Unit 3: Healthy lifestyle</p> <p>Students will be learning about healthy and unhealthy foods, sports, daily routines, to describe what hurts (e.g. my head hurts) and what to do to stay healthy.</p> <p>Homework: Language nut every two weeks.</p>
PE	<p>Students will continue to participate in two physical activities each week.</p> <p>Mr Selby's class – Table tennis and Netball Miss Whelan's class – Handball and Table tennis Miss Stafford's class – Tag Rugby and Volleyball</p>
Art	Food Glorious Food: Students will know how to identify characteristics of Still life artist, like Joel Penkman and Georgina Luck. Knowledge of <i>Still life</i> compositional techniques explored through the mediums of tonal drawing and paint. Finalising with a product outcome of a food label.
Drama	<p style="text-align: center;">Performing From A Text</p> <p>During this unit of work, students will spend an extended period of time working on a given scripted extract. Working in small performance groups, students will explore how to bring the script to life, conveying meaning appropriately to the audience.</p>

	<p>Homework: students will be expected to engage with their script in depth, learning their lines in preparation for a final performance. Students are expected to perform their given extract without the use of their script.</p>
Music	<p>Minimalism</p> <p>Students will explore the key features of minimalist music through listening and performance activities. Students will prepare a piece of minimalist music on the keyboards for performance assessment.</p>
RS	<p>‘Does Great Power come with Great Responsibility?’</p> <p>Students will be looking at whether religion has power and responsibility over events that have happened throughout history, like the Crusades and the Holocaust.</p> <p>Homework is set once per module through the SIMS App</p>
Computing	<p>Topic – Algorithms: Students will be introduced to the fundamental concepts of Computational Thinking, Abstraction, Decomposition. They will learn ways in which Algorithms can be represented (flowcharts, symbols & code). Students will also investigate binary & linear searches, bubble & merge sorting. Knowledge of Algorithms is a fundamental skill in understanding how computer programs are composed, which will lead into future programming topics.</p>
Technology	<p>DT Timbers Project – Caring for Wildlife</p> <p>Students take on a real-world design challenge to create a product that supports or raises awareness for wildlife. Working within limits such as cost, audience, and sustainability, they design and make a product mainly from timber and recycled materials. The project develops skills in creative problem-solving, planning, and evaluation, while encouraging environmental awareness and responsible design.</p> <p>OR</p> <p>Textiles Project: Portable Games in a Drawstring Bag</p> <p>In this project, students will design and create a portable game set housed in a drawstring pull-up bag. The focus is on combining creative design with practical textile skills and modern printing techniques.</p> <p>Key Learning Objectives:</p> <ul style="list-style-type: none"> • Design & Planning: Develop ideas for a fun, portable game and plan the layout for the bag. • Textile Skills: Learn how to construct a drawstring bag using accurate measuring, cutting, and stitching techniques. • Sublimation Printing: Create custom graphics for the bag and game pieces using sublimation to achieve vibrant, durable designs. • Functionality & Aesthetics: Ensure the bag is practical for storage and transport while showcasing creative, personalized artwork. <p>Assessment:</p> <p>Students will be evaluated on design creativity, technical accuracy, and overall finish, including how well the game works and the quality of the printed design. This project encourages innovation, problem-solving, and the integration of digital design with traditional textile techniques.</p>
Life	<p>Wellbeing – Students will study wellbeing this module. This will include physical wellbeing as well as mental wellbeing. This unit will include the study of self</p>



	harm and the causes thereof as well as how to access support for themselves and others.
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Year 10

English	<p>Students will begin their study of the Belonging Anthology Poetry (Edexcel) through close analysis of language, form and structure. Students will also explore the context of the poems and apply this to their interpretations. Following on from this, students will begin their study of GCSE Language (AQA) starting with how to approach Paper 1 (fiction).</p>
Maths	<ol style="list-style-type: none"> 1. Non-calculator methods 2. Straight line graphs 3. Probability
Science	<p>This module in Science students will be exploring the Biology topic of Homeostasis. This topic allows students to understanding processes used within the body to maintain a constant internal environment including the use of hormones. Students will then study the Physics topic of Forces by investigating the effect of weight on the extension of a spring and performing a range of calculations related to force.</p> <p>Homework can be accessed by logging in to: www.educake.co.uk</p>
Biology	<p>This module in Biology students will study Homeostasis. Students will relate the structures of the eye to their functions. Students will explore temperature regulation within the boy and explain how mechanisms lower or raise body temperature in a given context. Students will then explore the topic of inheritance, variation and evolution.</p> <p>Homework can be accessed by logging in to: www.educake.co.uk</p>
Chemistry	<p>In Chemistry this module students will explore the topic of Chemical change. This will involve practical investigations to observe the reactivity of different metals, metal oxides and metal carbonates with acids. Students will then complete the required practical to make a salt. Next students will study the topic of quantitative Chemistry in which they explore calculations related to the amount of substances involved in reactions.</p> <p>Homework can be accessed by logging in to: www.educake.co.uk</p>
Physics	<p>This module in Physics students will be studying the topic of Energy. This will allow students to explore calculations related to a range of energy transfers and energy stores.</p> <p>Homework can be accessed by logging in to: www.educake.co.uk</p>
Geography	<p>This topic allows students to understand the global distribution of resources around the world and the impact both physical and human processes have on them. By beginning to appreciate the importance of resources for a humans social-economic well-being, students will then explore where in the world has food, water and energy and the links to a country's development.</p>
History	<p>In this module students are continuing their study of Option B in Paper 1: The Inter-War Years, 1919-1939. Students are studying the impact of the post-WW1 treaties on Europe, assessing the successes and failures of the League of Nations in the 1920s and 1930s and evaluating the different factors that led to the outbreak of World War Two. Students are practicing source evaluation skills, namely using their contextual knowledge to show an understanding of arguments in cartoon format. Students also use their knowledge to make their own viewpoints and evaluate sources for their utility.</p>
MfL	<p>Unit 3: My people, my world. Thematic Context: Media and technology; my personal world.</p>

	<p>Students will learn about families, describing people, talking about who they follow on social media, friends & relationship, identity and what matters. <u>Homework:</u> Language nut.</p>
PE	<p>Students will have the opportunity to take part in the following activities this module:</p> <p>Volleyball Table tennis</p>
Sports Studies	<p>Students have now developed their understanding of the content needed to engage in the first NEA coursework topic. In module 3, students will be presented with an assignment brief, where they will be required to develop a written response to a scenario covering the following topic areas:</p> <p>Learning aim A: Types of provision in sport and physical activity for different types of participant. Learning aim B: Equipment and technology for participants to use when taking part in sport and physical activity. Learning aim C: Prepare participants to take part in sport and physical activity Learning aim C: Practical delivery of a warm up.</p>
Business Studies	<p>During this module students will be completing topic 3.4 Human resources. This focuses on the people side of business. Every organisation depends on its workforce to achieve its goals and understanding how businesses recruit, train, motivate and manage employees is essential for success. Students will learn about the following topics:</p> <p>Organisational structures, recruitment and selection of employees, motivating employees and training.</p> <p>We are studying this topic during module 3 because it directly links to careers and work experience, preparing the business students for their own work experience placements. This helps to link concepts learnt in the business classroom to the real world of work, making both topic 3.4 and work experience more meaningful and providing students with skills that employers value.</p>
Art	<p>Natural Forms: Knowledge of how to critically analyse artwork, delving into deeper contextual meanings as well as technical and process led understanding. Students will focus on observational drawing skills of natural form objects, such as skulls, shells, seedpods, flora etc. They will develop these ideas further with workshops where they gain material knowledge of how to build a painting with acrylic paint and printing skills like lino, mono print and intaglio etching.</p>
Photography	<p>Portraiture Unit: In this skill-building unit, pupils will learn the fundamentals of black-and-white photography and Adobe Photoshop. They will set up studio equipment (high key/low lighting, backdrops), create physically manipulated images, and use Photoshop tools such as transformations, adjustments, layers, opacity, and vignettes.</p> <p>Students will also develop project-building skills, including written artist analysis, critical and creative thinking, and the ability to investigate, experiment, and refine ideas independently. They will learn to analyse artworks, manipulate materials, reflect on their progress, and produce personal, meaningful outcomes.</p>
Technology	<p>Energy, Materials, Systems and Devices (AQA GCSE D&T)</p> <p>Students learn how materials, energy, and mechanical or electronic systems work together in designed products. They explore how energy is generated,</p>

	<p>stored, and used, and how mechanical and electronic components can be combined to create functional designs. The topic covers:</p> <ul style="list-style-type: none"> • Energy sources and sustainability – renewable and non-renewable energy, efficient use of power. • Material properties and uses – understanding wood, metal, polymers, textiles, and smart or modern materials. • Systems and control – how inputs, processes, and outputs work in mechanical and electronic systems. • Mechanisms and movement – gears, levers, pulleys, and how forces are used to create motion. <p>This section helps students design products that are efficient, functional, and environmentally responsible, linking science and technology to real-world design.</p>
<p>Hospitality and Catering</p>	<p>Unit 1.3 Health and Safety/Food Safety</p> <p>This unit focuses on the essential principles of health, safety, and food hygiene within the hospitality and catering industry. Students will learn how to maintain safe working practices and prevent food-related hazards in professional and domestic settings.</p> <p>Key Learning Areas:</p> <ul style="list-style-type: none"> • Health & Safety Legislation: Understanding laws and regulations that protect staff and customers in catering environments. • Hazards and Risks: Identifying common hazards in kitchens and how to reduce risks through safe working practices. • Food Safety Principles: Importance of personal hygiene, correct storage, cooking, and handling of food to prevent contamination. • Food Poisoning and Illness: Causes, symptoms, and prevention of foodborne illnesses. • Cleaning and Waste Management: Effective cleaning routines and safe disposal of waste to maintain hygiene standards. • Temperature Control: Safe cooking, chilling, and reheating practices to keep food safe.
<p>Drama</p>	<p>Component 1: Devising Theatre</p> <p>Students will continue to develop their devised performance. Over the course of the module, students will complete their log book of evidence, which will document their devising process.</p> <p>We will also begin work on the controlled assessment section of the unit. This is where students will critically evaluate the steps taken to produce their final performance.</p> <p>Component 3: Interpreting Theatre</p> <p>Students will continue to work through Noughts and Crosses, developing their knowledge and understand of the play. We will continue to explore the characters relationships, focusing on how to respond to exam style questions.</p>
<p>Music</p>	<p>Popular Music and Music for Film</p> <p>Students will apply the skills learnt from Module 1 and 2 to study a set piece of Popular music in depth. Students will then learn about the key features of film music. Students will complete a number of GCSE practice listening exercises based around these topics.</p>

	In addition, students will continue to develop music theory and composition skills- creating a piece of popular music. Students will also have a weekly performance lesson and prepare for a performance assessment at the end of the module.
RS	<p>Paper 2: Thematic Studies – Theme A</p> <p>Students will begin looking at their first thematic study: Relationships and Families. Students will look at issues surrounding contraception, nature of families and their purpose.</p> <p>Homework is set weekly on Seneca.</p>
Computer Science	<p>Topic: Section 3: Data Representation (Cont'd) (Sound representation; Text; Compression), followed by an end of unit assessment.</p> <p>Topic: Section 4 - Computer Systems (Boolean Logic; Application & System Software; Programming Languages; Systems Architecture; The CPU; Memory; Secondary Storage (to complete at start of Module 4, along with end of unit assessment)</p> <p>Exam specification: AQA GCSE Computer Science (8525)</p>
Citizenship	<p>Rights and Responsibilities – We will be continuing our study of the justice system in the UK before moving on to human rights, employee rights and dispute resolution.</p> <p>Exam Specification – AQA Citizenship</p> <p>Homework – set weekly on Seneca.</p>

Year 11

English	Students will complete their speaking and listening assessment for their English Language GCSE. They will also begin 'essay Thursdays' where they will write an essay every week to hone their exam skills. Students will be focussed on revising <i>A Christmas Carol</i> , <i>Belonging</i> poetry, and unseen poetry.
Maths	<ol style="list-style-type: none"> 1. Multiplicative reasoning 2. Geometric reasoning 3. Algebraic reasoning
Science	<p>This module in Science students will be studying the Chemistry topic of Organic Chemistry. This allows students to explore how crude oil is separated by fractional distillation and how these fractions can be used especially in the context of fuels. Students will also explore the impact of using these non-renewable fuels on the environment.</p> <p>Homework can be accessed by logging in to: www.educake.co.uk</p>
Biology	<p>This module in Biology students will be studying the Biology topic of inheritance, variation and evolution. This unit allows students to explore how genetic information is inherited through genotypes and study the factors involved in the evolution of different species.</p> <p>Homework can be accessed by logging in to: www.educake.co.uk</p>
Chemistry	<p>This module in Chemistry students will explore the Earth's Atmosphere. Students will study the composition of the Earth's atmosphere and the factors involved in the evolution of the Earth's atmosphere over time.</p> <p>Homework can be accessed by logging in to: www.educake.co.uk</p>
Physics	<p>This module in Physics students will be studying the topic of Magnets and electromagnets. This topic involves students creating electromagnets, studying Fleming's left-hand rule and applying their knowledge to explain how an electric motor works.</p> <p>Homework can be accessed by logging in to: www.educake.co.uk</p>
Geography	<p>This is the final physical topic the students cover as part of the GCSE. It allows students to see how physical processes interact to form the living world around us. Beginning with small scale ecosystems, students understand how ecosystems they have been surrounded by have formed, exploring the interaction of abiotic and biotic resources. Students then begin to explore ecosystems they may not have encountered by doing deep dives of the tropical rainforests and hot deserts</p>
History	<p>In this module students will be starting their study of Option B in Paper 1: The Inter-War Years, 1919-1939. Students finished their third topic of Norman England before Christmas.</p> <p>Students will be studying the impact of the post-WW1 treaties on Europe, assessing the successes and failures of the League of Nations in the 1920s and 1930s and evaluating the different factors that led to the outbreak of World War Two. Students will be practicing source evaluation skills, namely using their contextual knowledge to show an understanding of arguments in cartoon format. Students will also use their knowledge to make their own viewpoints and evaluate sources for their utility.</p>
MfL	<p>Unit 8: Future plans. Thematic Context: Studying and my future.</p> <p>Students will learn about future plans, talking about getting a job, future careers and intentions and changes in the world of work.</p> <p><u>Homework:</u> Language nut.</p>

PE	<p>Students will have the opportunity to take part in the following activities this module:</p> <p>Volleyball Table tennis</p>
Sports Studies	<p>Students have now completed the two NEA units of the course and now move into completion of the final 40% of the BTEC Tech Award in Sport.</p> <p>Component 3 (exam topic) – Developing fitness to improve other participant’s performance in sport and physical activity</p> <p>Learning Aim A: Importance of fitness in sports performance Learning Aim B: Fitness testing to determine fitness levels</p>
Art	<p>NEA Externally Set Assignment Students will respond to a theme they have chosen evidencing the journey from initial engagement with artist research, to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of artistic knowledge, skills and understanding via experimentation and reflective practice.</p>
Photography	<p>NEA Externally Set Assignment Students will respond to a theme they have chosen evidencing the journey from initial engagement with artist research, to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of photographic knowledge, skills and understanding via experimentation and reflective practice.</p>
Technology	<p>Section D: Design Development (AQA GCSE D&T) Students develop their initial design ideas into a final, well-resolved solution. They refine concepts through model-making, testing, and feedback, exploring different materials, components, and construction methods to improve function and appearance. This stage focuses on:</p> <ul style="list-style-type: none"> • Selecting and justifying materials and techniques. • Developing prototypes and refining details. • Using sketches, CAD, and models to communicate ideas. • Showing how designs meet the user’s needs, specification, and sustainability considerations. <p>The aim is to demonstrate creative thinking, problem-solving, and technical accuracy as ideas progress from concept to a final design proposal.</p>
Hospitality and Catering	<p>Continuing with controlled assessment for unit 2, task 2: Menu Planning. Students revise Unit 1 in preparation for mock exams, reviewing key topics such as the hospitality industry, job roles, health and safety, and food safety. At the same time, they continue their Unit 2 Controlled Assessment – Task 2, where they plan a menu to meet specific client needs, focusing on nutrition, presentation, cost, and time management.</p>
Drama	<p>Component 2: Devising Theatre Over the course of the module, we will conclude the written element of the unit, the devising log. The focus will be on Section 2&3, and students will need to reflect critically on the work they have produced.</p> <p>Component 3: Texts in Practice</p>

	<p>Students will begin to practically bring to life their scripted extracts in anticipation for their external exam. Students are required to engage with their script and come to lessons having learnt a substantial amount of dialogue.</p> <p>Homework: Students must continue to work on Blood Brothers and Live Theatre Analysis outside of lessons. Students will also need to ensure that their lines of dialogue are secure in relation for their exam.</p>
RS	<p>Paper 2: Thematic Studies – Theme D and E</p> <p>Students will be finishing off looking at their Third Theme of War and Conflict, and then starting their Fourth and final theme of Crime and Punishment.</p> <p>Homework is set weekly on Seneca.</p>
Computer Science	<p>Topic: Section 6 - Cyber Security (Cyber Security Threats, Social Engineering; Malicious Code; Detection & Prevention; Preparation & completion of End of Unit Assessment</p> <p>Exam specification: AQA GCSE Computer Science (8525)</p>
Citizenship	<p>Politics and Participation – We will be completing the unit of work on politics. We will study electoral systems in both the UK and abroad and the function of Parliament along with the making process. This will include a trip to the House of Commons in February.</p> <p>Exam specification – AQA Citizenship</p> <p>Homework is set weekly on Seneca.</p>
Statistics	<p>Students will be doing revision of Chapter 4 – Scatter Graphs and Chapter 5 – Time series graphs</p> <p>Each week they will also be working on exam papers</p>