Curriculum Information for Parents and Carers

PEMBROKE
A PRIORY ACADEMY

Year 7-11

Module 4

English	Students will continue their exploration of William Shakespeare's *A Midsummer Night's Dream.* Upon concluding our study, students will prepare to present their learning to their peers by participating in a Speaking & Listening assessment. Students should continue with their weekly Bedrock homework. The login details for parents and carers was emailed out shortly before Christmas. If you need these again, please contact the academy in the usual way, so we can assist you. The link to the platform is here: [Bedrock Learning](#)
Maths	1. Fractions, decimals and percentages 2. Fractions and percentages of amounts 3. Perimeter and area
Science	Students will be learning about the muscular system, gas exchange and forces this module. Homework can be found [Educake	An easier way to assess learning](#)
Geography	**Is our understanding of the world wrong and how can we judge it differently?** This unit explores how the world has been presented to us traditionally and questions whether there are other ways of categorising countries. This unit will allow students to broaden their thinking about what they already know about the world and explore the stories beneath the statistics that are often presented as all 'doom and gloom'.
History	Students will be undertaking a historical comparison study where they will contrast the rule of various medieval monarchs from around the world: • Genghis Khan • Mansa Musa • Jadwiga of Poland • Isabella of Castille • Pachacuti • Eleanor of Aquitaine Using historical evaluation methods, students will be able to assess their impact on different people and consider their significance.
MfL	**Mi familia y mis amigos** Students will learn to describe family and friends along with their home. Vocabulary relating to colours, physical descriptions, family members and the use of verbs SER, ESTAR and TENER are covered within this unit. **Homework**: Languagenut every two weeks. [Languagenut	Digital Language Resources for Schools](#)
PE	Tag Rugby Gymnastics
Art	Marine fish provide diverse and colorful subjects that can inspire creativity and engagement. J Vincent Scarpace's abstract style offers an excellent opportunity for students to experiment with different techniques and media. This scheme of work integrates various curriculum areas, including science, geography, and literacy, ensuring a well-rounded educational experience.
Drama	**Melodrama** Students will explore the performance style of Melodrama, focusing on creating believable characters for an audience that are over the top and completely exaggerated.

	Students will work collaboratively to create a Melodrama script from scratch, using the given conventions of the genre.
Music	**Sea Shanty** Exploring the history and key characteristics of a sea shanty through listening and performance activities. Creating a Shanty Remix on Cubase, using music technology.
RS	'Why is there something rather than nothing?' 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. Homework is set once per module through the SIMS App
Computing	**Topic – Computer Networks: From Semaphore to the Internet:** Once we have completed and assessed the **Modelling Data: Spreadsheets unit**, students will gain an understanding that the **World Wide Web** is different to the **Internet**. It is a service that uses the Internet. Imagine a world without computer networks: there would be no more YouTube, Google, instant messaging, online gaming, Netflix... As networks have evolved, society has become increasingly reliant on the services that they provide. This topic will be assessed with a short **FORMS Quiz** at the end and other independent learning activities will be posted on **SIMS**, as well as on a weekly Year 7 computing email.
Technology	This term, students will learn **healthy eating and practical cooking skills** through a mix of theory and hands-on activities. **Key Learning Areas:** • **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 **Assessment:** Students will complete an end-of-unit task involving **recipe costing and adaptation**, with revision beforehand. This project builds confidence in the kitchen while promoting healthy eating habits.
Life	"Being a Healthy Teen" Students will cover a variety of health related topics including physical health and wellbeing in terms of diet and exercise but also mental health including disordered eating, dealing with grief and general mental wellbeing.

Year 8

English	Students will continue their studies of the dystopian novel *Noughts and Crosses*. Malorie Blackman's seminal work plays a crucial role in introducing our students to some key, mature themes that often lead to thoughtful explorations and written pieces from the students. Students should continue with their weekly Bedrock homework. The login details for parents and carers was emailed out shortly before Christmas. If you need these again, please contact the academy in the usual way, so we can assist you. The link to the platform is here: Bedrock Learning
Maths	1. Percentages 2. Indices 3. Standard form
Science	Students will be learning about the periodic table, waves, sound and light. Homework can be found Educake | An easier way to assess learning
Geography	Students will be exploring a module on global issues and sustainability. Within the module, they will look at global issues from around the world including, water inequality, food inequality, conflict, population dynamics, sustainable tourism and many more. The aim of the module is to get students thinking about big global issues and how it may or may not affect them in the future. Homework: Forms quiz set on SIMS homework
History	Students will be undertaking a unit of work on the French Revolution. Using a variety of historical sources and interpretations, students will be able to explain the causes, key turning points and consequences of the French Revolution, both in France and around the world including in Britain. Students will study the monarchy under Louis XVI and his infamous partner Marie Antoinette. Students will then discover famous moments such as the Tennis Court Oath, Storming of the Bastille, Louis' execution, the reign of terror and lastly Napoleon and the revolution's legacy.
MfL	Students will learn about what they do in their free time. Vocabulary relating to this unit includes extended opinions and reactions, weekend and free time activities, places they may do an activity, time, clothing and colours. They will also focus on the verbs QUERER (to want) and PODER (to be able to). This unit will also see the introduction of reflexive verbs. **Homework**: Languagenut every two weeks. Languagenut | Digital Language Resources for Schools
PE	Mr Selby's class – Volleyball and Rugby Miss Whelan's class – Rugby and Volleyball Miss Stafford's class – Handball and Cricket
Art	***Incredible Insects*** 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. • **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.
Drama	**Blood Brothers: Act One** Students will explore the key themes and characters within Act One of Blood Brothers. We will practically explore a given extract, understanding the character motivations, as well as the choices made by a director. Students will end of the module by completing exam style questions, in order to generate analytical responses.
Music	**Samba** Exploring the key features and instruments of Samba music through listening and performance activities. Students will be developing ensemble skills by learning how to play a piece of Samba Hip Hop.
RS	'Can religion change?' Students will be looking at the historical context and changes throughout religions like Islam and Hinduism. Homework is set once per module through the SIMS App
Computing	**Topic – Introduction to Python Programming.** Once we have completed and assessed the **Developing for the Web: HTML unit**, students will develop their understanding of **'Sequence, Selection & Iteration'**, as learnt in graphical block-based programming languages, such as **Scratch**. Applying this knowledge will help their understanding of a **text-based language** such as **Python**. The lessons form a journey that starts with simple programs involving input and output, and gradually moves on through arithmetic operations, randomness, selection, and iteration. We will be using **TRINKET** to develop our programming skills. All students will be provided with a Trinket account.
Technology	**Year 8 Food Project: "Fake-aways"** 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. **Key Learning Objectives:** • 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. Students will design and prepare their own "Fake-away" dish, considering cost, presentation, and nutritional value. They will evaluate their work and suggest improvements. This project encourages creativity, healthier eating habits, and confidence in cooking while making familiar foods in a nutritious way.
Life	"Wellbeing" We will look at mental health, the media and the role it plays in gender stereotypes and in terms of young people's wellbeing. We will develop on the

	work they did in their Stay Safe Day with a lesson on the dangers of vaping and drugs.

Year 9

English	This module students will be studying the classic text 'Of Mice and Men' exploring themes of race, community and conflict. They will be examining the historical context from the 1930's and relating these themes of discrimination to their own modern understandings and current events. Students should continue with their weekly Bedrock homework. The login details for parents and carers was emailed out shortly before Christmas. If you need these again, please contact the academy in the usual way, so we can assist you. The link to the platform is here: Bedrock Learning
Maths	1. Constructions and congruence 2. Similarity 3. Algebraic manipulation
Science	Students will be learning about chemical bonding and the particle model. Homework can be found Educake | An easier way to assess learning
Geography	This module will focus on a period of time called the 'Anthropocene'. Students will learn about the impact of humans on the world, both positive and negative, ranging through topics such as energy consumption and global agreements such as COP30. Homework platform – SIMS homework link to Forms quiz.
History	In this module students will continue their study of the twentieth century with a focus on political and social history. Beginning in Britain after the Second World War, students will assess the reasons and impact of migration to Britain (Windrush) and key events in the campaign for equality in Britain (such as the Bristol Bus Boycott). Students will then contrast this with the Civil Rights movements in America, comparing key figures such as Martin Luther King Jr. and Malcolm X.
MfL	Students will learn about children's lives and rights, a better world and solidarity. Students will discover how others live around the world and highlight world issues. Vocab relating to this module includes comparatives, nationalities, transport, use of para and using the he/she/ it forms of verbs. Students will also develop their dictionary skills. **Homework**: Languagenut every two weeks.Languagenut | Digital Language Resources for Schools
PE	Mr Selby's class – Volleyball and Rugby Miss Whelan's class – Rugby and Volleyball Miss Stafford's class – Handball and Cricket
Art	**Year 9 Architecture Project Overview -** *Inspired by Sunga Park, Lucy Jones & John Piper* This project introduces Year 9 students to architectural drawing and mixed-media techniques through the work of three influential artists: Sunga Park, Lucy Jones, and John Piper. Each artist offers a unique approach to interpreting buildings — from Park's delicate watercolour cityscapes to Jones's expressive mark-making and Piper's dramatic, abstracted architectural forms. Students will explore how architecture can be represented not just accurately, but creatively, developing both technical drawing skills and personal artistic voice.

	Throughout the project, students will deepen their understanding of one-point and two-point perspective, applying these techniques to create structurally accurate drawings that can be developed into expressive, mixed-media final pieces.
Drama	**Performing from a script** Students will continue to explore a range of scripted extracts. Students will be given a short extract to with and be expected to learn it ready to perform without a script. Students will also complete exam style questions, to challenge their thinking on the choices made.
Music	**Minimalism** Students will be carrying on the topic from Module 3 of Minimalist Music. Learning about the key musical features and learning how to play a piece of minimalist music on the keyboard.
RS	'Does Great Power come with Great Responsibility?' Students will be looking at whether religion has power and responsibility over events that have happened throughout history, like the Crusades and the Holocaust. Homework is set once per module through the SIMS App
Computing	**Topic – Python Programming: Next Steps.** This unit builds on **Scratch** Programming concepts in Year 7 and **Python** Programming skills developed in Year 8, namely **sequence, selection & Iteration**. This unit introduces learners to how data can be represented and processed in sequences, such as lists and strings. The range and selection of problems used in the programming tasks are realistic and engaging for the students. We will be making use of the concept of **'pair programming'** so that students can achieve solutions to problems together. We will be using **TRINKET** accounts set up in Year 8 to develop our programming skills.
Technology	**DT Timbers Project – Caring for Wildlife** 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. OR **Textiles Project: Portable Games in a Drawstring Bag** 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. **Key Learning Objectives:** • **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. **Assessment:** 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.
Life	"Introduction to GCSE Citizenship" and "Careers" Students will complete a taster of GCSE Citizenship to ascertain whether that is something they would like to take for their options before we move on to generalised careers lessons to assist students in making the most appropriate options choices for their future careers.

Year 10

English	Students will now move onto the language portion of this year's learning. This module, students will study Language Paper 1 during this module which will focus on the students' ability to analyse language and structure from a fictional extract they have not seen before. Finally, they will be tested on their creative writing abilities. Students should continue with their weekly Bedrock homework. The login details for parents and carers was emailed out shortly before Christmas. If you need these again, please contact the academy in the usual way, so we can assist you. The link to the platform is here: Bedrock Learning
Maths	1. Rounding and estimation 2. Perimeter, area and volume 3. Interpret and represent data
Science	Students will be learning about forces and the rate of chemical change. Homework can be found Educake | An easier way to assess learning
Biology	Students will be learning about inheritance, variation and evolution. Homework can be found Educake | An easier way to assess learning
Chemistry	Students will be learning about the rate of chemical change. Homework can be found Educake | An easier way to assess learning
Physics	Students will be learning about the particle model. Homework can be found Educake | An easier way to assess learning
Geography	AQA GCSE Geography - Paper 1 units – Rivers and Coasts Homework: Set via SIMS homework
History	AQA GCSE History:

	Paper 1 – the Inter-War Years, 1918-1939. Students are now finishing and assessing their work on this module, which evaluates the reasons for the failure of the League of Nations in the 1930s and the causes of the Second World War. Paper 2 – Health and the People. Students will be embarking on their first topic of their second history paper having completed the paper 1 modules. This is a thematic study over 1000 years where students will evaluate the reasons for change in areas such as surgery techniques, knowledge of the anatomy, public health improvements and knowledge of disease. Students will start in the medieval period, explaining the ideas of people such as Hippocrates and Galen.
MfL	**Thematic Context: Lifestyle and wellbeing.** Students will learn about typical foods in Spain, healthy lifestyles, comparing old and new habits and illnesses and injuries. **Homework**: Languagenut. Languagenut	Digital Language Resources for Schools
PE	Fitness Handball and Basketball
Sports Studies	Component 1 NEA Coursework tasks: Preparing participants to take part in sport and physical activity Students will continue to complete their written responses to the Pearson Set Assignment brief, selecting and applying their knowledge to the given scenario in a sporting context.
Art	**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.
Photography	**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. 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.
Technology	**Section 4: Common Specialist Technical Principles** This unit builds students' understanding of the core technical knowledge that underpins all areas of Design & Technology. Students explore how materials, systems and processes behave and learn to select them appropriately for design tasks. Topics include forces and stresses, material properties, ecological and social responsibility, as well as commercial manufacturing techniques. The aim is to help students develop a secure understanding of how products function and how they can be made efficiently, safely and sustainably. **Section 6: Design Principles** This section focuses on how designers think, plan and develop ideas. Students learn key design methods such as user-centred design, iterative development,

	generating and modelling ideas, writing design briefs and specifications, and evaluating existing products. The emphasis is on creativity, problem-solving and designing with purpose. Students develop the confidence to justify their decisions and create thoughtful, well-researched design proposals. **Section 7: Making Principles** This unit covers the practical skills needed to turn design ideas into high-quality outcomes. Students develop knowledge of tools, equipment, shaping and joining techniques, tolerances, quality control and safe working practices. They will practise making prototypes and final products, refining their accuracy and craftsmanship. The focus is on developing confidence, independence and professional-level practical skills that support both coursework and the wider GCSE.
Hospitality and Catering	**Unit 1.4 PowerPoint-** *Hospitality & Catering Provision* Introduces different types of hospitality and catering provision, key job roles, and how establishments meet customer needs. **Unit 2.1 PowerPoint -** *Practical Skills and Meal Planning* Covers essential practical skills, cooking methods, and meal-planning techniques to support controlled assessment work. **Recipes** A set of dishes designed to build core practical skills, improve confidence, and support assessment requirements. **Ingredients** Ingredient lists for each practical session, helping students prepare, organise, and understand food choices.
Drama	**Component three – Noughts and Crosses** Students will continue their practical exploration of Noughts and Crosses, developing confidence in the knowledge required for the written exam. **Component One – Devising Theatre** Students will reflect on their mock run of the devising unit and make a start on their final assessed unit.
Music	**GCSE Music** Students will work towards a performance assessment at the end of the module on their instruments. In composition students will continue to learn how to create a piece of pop music and create their own pop music composition. In listening work students will explore film music and how it is used in films. They will complete practice GCSE listening questions based on this.
RS	Paper 2: Thematic Studies – Theme B Students will begin looking at their second thematic study: Religion and Life. Students will look at issues surrounding pollution, stewardship, abortion and euthanasia. Homework is set weekly on Seneca.

Computer Science	**Topic: Section 4 - Computer Systems** (Cont'd): (Applications & System Software; Programming Languages & Translators; Systems Architecture; The CPU; Memory; Secondary Storage (to complete by the end Module 4 / start Module 5, along with end of unit assessment) **Exam specification:** AQA GCSE Computer Science (8525)
Citizenship	We will be finishing rights and Responsibilities with a look at the civil law and then human rights and how these are protected in our society. .Homework is set weekly on Seneca
Business Studies	Unit 3, Business operations in module 4. Business operations will focus on the core activities that allow a business to function. This includes production processes, the role of procurement, the concept of quality and good customer service.
Media Studies	This module, students with be introduced to print and newspaper media, exploring the construction and analysis of media language through analysis of media images. They will analyse representation in various media products, the newspaper industry and audiences looking specifically at the background political context, media theory, ideology and social economical class.

Year 11

English	Year 11 will be preparing for their mocks for the first half of the module. Their mocks will be Paper 2 for Literature and Language. This incorporates A Christmas Carol, Poetry, Unseen Poetry for literature, and non-fiction analysis and writing for Language. Students will continue to write an essay every Thursday, which will be marked and returned to them the following Monday. Once mocks have been completed, students will be reflecting on them in lessons. Students should continue with their weekly Bedrock homework. The login details for parents and carers was emailed out shortly before Christmas. If you need these again, please contact the academy in the usual way, so we can assist you. The link to the platform is here: Bedrock Learning
Maths	1. Transforming & constructing 2. Listing & describing 3. Show that...
Science	Students will be revising for their paper 2 mocks. Homework can be found Educake | An easier way to assess learning
Biology	Students will be learning about ecology. Homework can be found Educake | An easier way to assess learning
Chemistry	Students will be learning about resources. Homework can be found Educake | An easier way to assess learning

Physics	Students will be learning about space. Homework can be found [Educake	An easier way to assess learning](#)
Geography	AQA GCSE Geography – Paper 2 Unit – Changing Economic World and revision to prepare for upcoming GCSE examinations. Homework: Weekly homework set via booklet.
History	AQA Paper 1 – the Inter-War Years, 1918-1939. Students are working on their final GCSE History module, which evaluates the reasons for the failure of the League of Nations in the 1930s and the causes of the Second World War. Students will be completing regular exam practise and should be completing revision homework on Seneca learning each week.
MfL	Students will revisit units 1 to 8 and revise key skills, vocabulary and verbs. **Homework**: Languagenut. [Languagenut	Digital Language Resources for Schools](#)
PE	Fitness Handball and Basketball
Sports Studies	Component 3 exam topic: Developing fitness to improve other participants' performance in sport and physical activity Students have now completed learning aims A and B of the course, and will now learn content for learning aim C (fitness training methods and the effects of long-term fitness training on the body) and learning aim D (Fitness training programme design).
Art	**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.
Photography	**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.
Technology	**Section F: Analysing and Evaluating** This section develops students' ability to critically analyse problems, existing products, and their own design ideas. Students learn how to break down a design brief, identify user needs, evaluate materials and processes, and assess how well a product performs against success criteria. The focus is on developing reflective, evidence-based thinking that strengthens decision-making throughout the design process. Students also practise evaluating their prototypes and final outcomes, considering function, usability, sustainability and quality. **PowerPoint and AQA NEA Design Challenge Sheet** Students are introduced to the structure and expectations of the AQA NEA through a guided PowerPoint and the official AQA Design Challenge sheet. These resources help students understand how to interpret the contextual challenge, explore initial research, and begin generating early design directions. The

	PowerPoint provides step-by-step support for the early stages of the NEA, including how to record evidence, plan research, and organise design pages effectively.
Hospitality and Catering	**Unit 1 Revision: Sections to Cover for the Exam** 1.1 Hospitality & Catering Provision Types of establishments Commercial vs non-commercial providers Job roles and career pathways Factors affecting success **1.2 How Hospitality & Catering Provisions Operate** Kitchen and front-of-house operations Workflow, equipment, and support systems Meeting customer expectations **1.3 Health & Safety in Hospitality & Catering** Health & safety legislation Employer and employee responsibilities Risk assessments **1.4 Food Safety in Hospitality & Catering** Food poisoning causes Safe food handling Food safety legislation Preventing contamination
Drama	**Component Three: External Performance Exam** Students will be working towards their final performance of scripted extracts, in preparation of their performance exam half way through the module. Students are required to show an understanding of the context within their performance. **Component One: Written exam** Students will begin collating their knowledge together and revising for the written exam. We will revisit key elements such as design, performance skills and audience interpretation.
RS	Paper 2: Thematic Studies – Theme E Students will be continuing and finishing their final thematic study of Crime and Punishment. They will then begin to complete revision activities in lessons ready for their exam in May. Homework is set weekly on Seneca.
Computer Science	**Topic: Section 7 – Relational Databases & SQL** (The concept of a Database; Flat File v Relational Databases; Structured Query Language: SQL), followed by completion of End of Unit Assessment. **Topic: Section 8 – Impacts of Digital Technology** (Ethical impacts; Environmental Issues; Legislation & Privacy), followed by completion of End of Unit Assessment. **Exam specification:** AQA GCSE Computer Science (8525)

Citizenship	Students will finish their Active Citizenship project. We will be chasing the decision makers we have already written to and trying to implement our changes.
Statistics	Students will be doing revision of Chapter 5 – Time series graphs, Chapter 6 – Probability, Chapter 7 – Index numbers Each week they will also be working on exam papers
Media Studies	This module, students will explore the music industry, focusing on the work of Taylor Swift and Stormzy. They will analyse and annotate auto-visual cinematography and examples of online media, highlighting representation, gender, social class and using theory to evaluate the construction of these media products.