



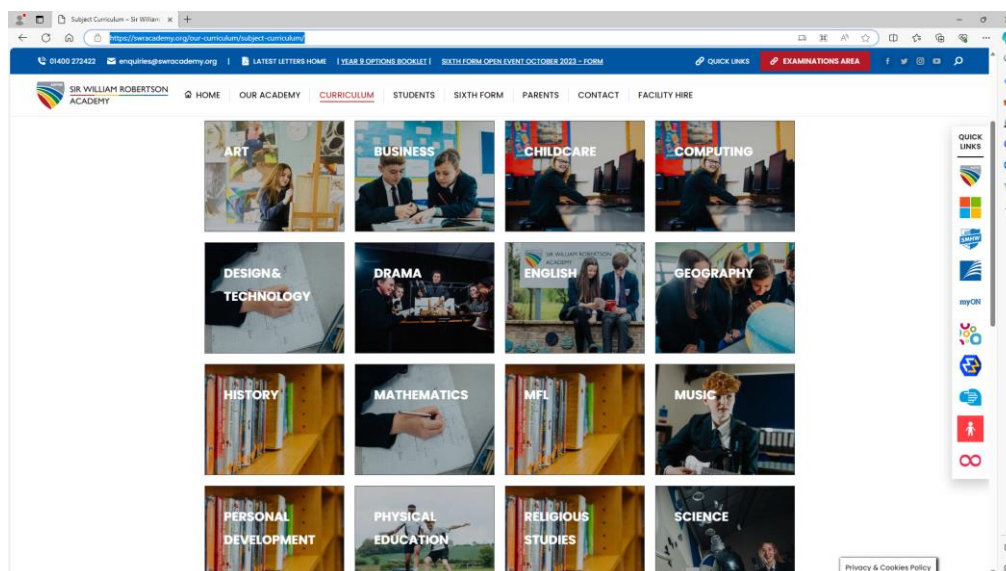
Sir William Robertson Academy

CURRICULUM NEWSLETTER

TERM 3: 03/01/2024 to 09/02/2024

Learning Journeys

Sir William Robertson Academy's aim is for all of our pupils to Aspire to be the best that they can be and this core principle drives our vision for curriculum content, sequencing and delivery. This document gives you an overview of what our pupils will be learning in each subject this term (3RD Jan to 9th Feb 2024). You can view our full learning journeys by visiting the curriculum area of our Academy's website: [Subject Curriculum – Sir William Robertson Academy \(swracademy.org\)](https://swracademy.org/curriculum/subject-curriculum)



Online Resources

Our pupils have access to a wide range of online resources and learning tools to support and consolidate their learning. (Pupils should ask their teachers for login details).

Online Resource	Details	Subjects
Satchel One Login	All homework is set via Satchel One. Including worksheets, quizzes, web-links. Pupils and parents can download the app to their phone or tablet.	All subjects – All years
Accelerated Reader	Reading comprehension website to assist pupils with reading skills and support them with their independent reading.	Key Stage 3
Seneca Learning	Adaptive learning platform full of quizzes, videos and exam style questions to support revision and consolidate learning in class.	All subjects – All years
Kerboodle	Online digital textbooks, worksheets, topic checklists and past papers.	Science, Geography - KS4
Mathswatch	Maths learning platform containing a comprehensive range of videos, interactive questions, self-marking quizzes and printable worksheets	Maths - KS4
Corbett Maths	GCSE Maths revision website containing past papers, video walkthroughs revision cards and 5-a-day workbooks.	Maths - KS4
Dr Frost Maths	Free website for pupils of all ages with thousands of questions that adapt to individual pupils and sets tasks according to their performance	Maths – All years
Craig n Dave	Hundreds of videos covering all aspects of GCSE and GCE Computer Science including free revision resources	Computer Science - All
Teach- ICT	Online computer science course for GCSE and Ks3. Full of quizzes lessons tasks, worksheets, videos and revision resources	Computer Science - All
Language Nut	Allows pupils to re-enforce their vocabulary and practice their language skills.	French - All

Subject	Year 7- overview of topics taught in term 3
English	<i>'Don't make me laugh'</i> This term students will be introduced to Shakespearean comedy. The set text will be 'A Midsummer Night's Dream'. Students will be engaging with craft, and key conventions of a comedy.
Maths	Decimals: Rounding, converting to fractions, using the four operations and recurring decimals. Percentages: Finding a percentage of a quantity, increasing and decreasing and expressing as a percentage. Ratio: Dividing into a ratio and solving problems. Understanding map scales and units of speed.
Science	Students will learn why substances dissolve in water and others do not, the use of evaporating to separate a dissolved substance from its solution. Including how to separate mixtures , including sieving or filtering. Students will find out why they have a skeleton and how it works together with their muscles to enable movement.
History	Pupils will study Invasions and their impact by learning about Anglo-Saxons, Vikings and Normans. They will investigate chronology, change and continuity.
Geography	Map Skills: Y7 are developing their map skills and being introduced to new concepts such as scale.
French	Present tense –er verbs consolidation: Completing an extended translation using être/avoir and –er verbs in the present tense. Independent writing to create French stories. Learning the colours and animals and consolidating nouns and adjectives in French. Authentic reading through reading a text about the records in nature.
RS	Do animals have rights? – Exploring the rights of animals and how religions believe we should treat them. - Animal testing laws. - Cruelty free cosmetic companies
Drama	ERNIE'S INCREDIBLE ILLUCINATIONS Students will be exploring a script about a boy who has very realistic hallucinations. They will be developing their vocal and physical skills and learning about slow motion, physical theatre, multi-role.
Music	Students will be looking at the Elements of Music , such as dynamics, tempo, melody, pitch, rhythm. Students are also introduced to Programme Music .
Art	Learning is based around the artist Henri Rousseau with students working on developing their understanding of what is involved in an art project. This will include artist research and inspiration, observational drawing, developing of ideas and investigating media and producing a final realisation.
Design Technology (Product Design)	Pupils are learning the design process based around a desk tidy. They learn how to make a product from timber and manufactured boards using hand tools (Tenon Saw, Coping Saw), machines (Linisher, pillar drill) safely and effectively. They will then be finishing with sanding and painting.
Design Technology (Food)	Pupils will learn H&S in the kitchen. How to work with basic equipment. The 4'Cs for good food hygiene. The importance of the Eat Well Guide. How to make a range of foods including fruit salad, Cous Cous salad and Apple crumble.
Design Technology (Graphics)	Pupils learn about branding and design through the History of the Vans brand and skateboarding. They will design a new, original Vans shoe design. Investigate nets and the construction of 3D shapes.
Computer Science	Pupils will learn about on-line safety, computational thinking and why we use flowcharts. They will draw flowcharts to describe algorithms and start to write programs using sequence, variables and selection.
Physical Education	Pupils will continue to apply recently developed fundamental movement skills such as changing direction with control, running, jumping, landing, striking, catching and throwing. As groups are on a rotation of activities boys are currently looking at how to prepare for exercise through rugby and develop co-ordination skills in lacrosse and football. The girls are looking at demonstrating and replicating aesthetic shapes in both gymnastics and trampolining and looking at movement patterns in dance, boxercise and SAQ.
Personal Development	Pupils will learn about Friendships, Respect and Relationships including what makes a good friendship, managing friendships, being positive, self-esteem, pressure & influence, and consent & boundaries.

Subject	Year 8- overview of topics taught in term 3
English	<i>'Love and Heartbreak'</i> This term students will be introduced to Shakespearean tragedy. The set text will be 'Romeo and Juliet'. Students will be engaging with language, structure and form.
Maths	Equations: Expanding and factorising expressions, solving equations and changing the subject. Graphs: Plotting a linear graph and recognising gradient and the form $y = mx + c$. Understanding quadratic graphs. Sequences: Generating terms and formulas for linear and quadratic sequences.
Science	Students will learn about how we breathe , and then look at the damage that can be caused through smoking, drinking alcohol and taking drugs. Students will look study what makes a balanced diet and how the body breaks down foods in the digestive system . Students will learn how electromagnetic devices like bells and loud speakers work.
History	Pupils learn about the Industrial Revolution, Luddites, Chartists, Match Girls' Strike and improving lives?
Geography	Urban Issues: Y8 are learning about megacities and the issues that the population within them face with a specific focus on Lagos, Nigeria
French	Family: Looking at family vocabulary, different family models, friendship LGBTQ rights in France, Marriage, The International Rights of the child. Consolidating the past, present and future tenses and introducing the conditional tense.
RS	What do Hindus believe? -Hindu beliefs and practice -Guru Nanak -equality and discrimination.
Drama	HISTORY OF THEATRE Students are exploring Greek Theatre, Medieval, Theatre, Shakespeare and Commedia dell'arte. Students are continuing to develop vocal and physical skills and Drama Conventions.
Music	Pupils will learn about the 12 Bar Blues, chord sequence, walking base lines drum patterns and musical appraisal. They will then go on to compose a 4-chord song an developing an understanding of key signatures, major, minor & diminishing chords, advance drum rhythms, riffs and hooks.
Art	Students learn how to put together a final composition based on the 6 elements of Cubism, experimenting and investigating the qualities of media and gaining experience in creative decision making. Students will develop their control of various media, learn about reviewing and refining their work and gain experience of mixed media artwork.
Design Technology (Product Design)	Pupils learn about systems and components to make a simple LED circuit, then they learn how to solder safely to make their LED light. Pupils then learn the processes of CAD/CAM and apply it through using Techsoft v3 to operate the laser cutter.
Design Technology (Food)	Pupils will learn about how food is grown, caught. They will learn about international cuisine and make a range of dishes including British, Indian, Chinese and Italian. They will design and make their own pizza.
Design Technology (Graphics)	Pupils will learn how to use digital design software to manipulate imagery and create professional-looking graphic artwork to be printed onto a mug and used to advertise the film.
Computer Science	Pupils will look at hardware and computer system. They will also learn about binary and Boolean logic and spreadsheets whilst also continuing to develop their PYTHON programming skills, learning about iteration and selection.
Physical Education	Pupils are continuing to develop motor competence and strategies and tactics in increasingly demanding situations. As groups are on a rotation of activities boys are currently looking at different components of fitness in trampolining as well as replicating simple shapes and understanding the concepts of resilience applied to rugby. The girls are also looking at these two activities. All pupils will be looking at the rules and regulations of these activities as well as how strategies and tactics are applied in these two different activity types.
Personal Development	Identity relationships & sex education including: An introduction to RSE, healthy relationships, dealing with conflict, sexual orientation, gender identity and equality act, an introduction to contraception.

Subject	Year 9- overview of topics taught in term 3
English	<p><i>'A journey through English'</i></p> <p>Students will explore the history of the English Language and how it is evolved over time. Key areas of focus will be on: etymology, morphology and attitudes towards change</p>
Maths	<p>Graphs: Working with scatter graphs, stem and leaf diagrams, pie charts.</p> <p>Fractions and percentages: Operations with fractions, finding percentages of amounts.</p> <p>Sequences: Finding term-to-term & nth term rules of arithmetic sequences.</p> <p>Angles: Deriving and using angle properties of triangles, quadrilaterals and other polygons.</p>
Science	<p>Students will learn about the periodic table and the trends in reactivity.</p> <p>They will then learn about measuring and using energy and their pathways. They will also learn how wind turbines and other energy resources that don't burn fuel could enable everyone to have access to energy.</p>
History	<p>Russian Revolution: Tsarist Russia, 1905 Revolution, February Revolution, October Revolution, Lenin and Stalin</p>
Geography	<p>Rivers: Y9 are exploring key aspects of fluvial environments, focusing on physical processes and landforms.</p>
French	<p>Education: Introduction to school subjects, vocabulary for describing school and teachers, giving opinions, Malala and Education in Africa. Consolidation of past, present, future and conditional tenses.</p>
RS	<p>Does science make us play God? Pupils are exploring ethical issues and applying religious thought to them. Covering issues such as euthanasia, cloning, organ and blood donating and abortion.</p>
Drama	<p>RESPONDING TO STIMULI Students will be given a range of stimuli, such as a song, poem, picture and create a devised piece based on these.</p>
Music	<p>Students will be learning how to play songs on the ukulele. Students will be learning chord sequences, playing along with songs and developing musicianship.</p>
Art	<p>Learning will focus on the students developing an understanding of composition and gaining the ability to be inspired by artists' work when developing their own artwork. Students will make choices about the media to be used, reviewing their work as it progresses, investigating and experimenting with how an artists' work can inspire their progress.</p>
Design Technology (Product Design)	<p>Pupils learn the pros/cons of working in a team with a teamwork project based around 'Childrens Toys'. They use everything they have learnt so far and build on independence / teamwork / resilience to produce a product of their choice.</p>
Design Technology (Food)	<p>Pupils will be learning how food is sourced and reared and how to critically evaluate different farming methods. Explore where food and ingredients grow around the world. Evaluating different cultures and explore typical dishes.</p>
Design Technology (Graphics)	<p>Pupils research a band/music artist and the meaning behind their lyrics then source imagery to and generating ideas for a new-look album cover. Pupils will begin the process of exploring and experimenting with a variety of different media and materials that could be used to create artwork for their final piece.</p>
Design Technology (Textiles)	<p>Pupils will learn how to thread sewing machines and develop their machine sewing skills. They explore applique and then will be developing their knowledge to produce a final design based on their chosen artist. Pupils learn how to design, cut out and use a paper pattern, cutting out fabric and then develop their sewing accuracy. Pupils learn how to construct a cushion cover with their panel on the front.</p>
Computer Science	<p>Pupils investigate the parts of a CPU and the fetch-decode-execute cycle. They will also learn how data is represented on computers, including images, text and sound. We will then move on to some HTML web coding before practising some advanced python coding using data structures and sub-routines</p>
Physical Education	<p>Pupils continue to develop motor competence and strategies and tactics in demanding situations leading to direct conditioned competition. Boys are currently looking at how different components of fitness can be applied to rugby and leadership characteristics through football. Girls are looking at how different components of fitness can be applied to football and lacrosse and how important co-ordination, balance and flexibility are when performing in gymnastics and trampolining.</p>
Personal Development	<p>Contraception and STIs including: Contraception methods, realities of using contraception, sexual harassment and stalking, HIV & AIDS and HIV discrimination and prejudice.</p>

Subject	Year 10- overview of topics taught in term 3
English	<p>'AQA GCSE Language Paper 1 – Creative Reading and Writing'</p> <p>Section A exploring language use how are texts structured to engage a reader</p> <p>Section B Understanding how to write a descriptive or narrative response with success</p>
Maths	<p>Trigonometry: Using Pythagoras' theorem and the sine, cosine and tangent ratios, also in 3D</p> <p>Similarity: Proving congruency and finding scale factors and lengths in similar shapes.</p> <p>Probability: Calculating simple probabilities and using Venn diagrams, two way tables and frequency trees.</p>
Science	This term the students will learn about organisation and the digestive system . The practical's carried out include food tests and the effect of pH on the rate of reaction of amylase. Students will also start to learn about Structure and bonding .
History	Health & People: Industrial medicine and key individuals, Modern medicine and key individuals, Key themes and their impacts, Physician's workshop.
Geography	<p>The Challenge of Natural Hazards: Y10 are discovering the factors affecting hazard risk and learning about the plate tectonic theories that have shaped the Earth.</p>
French	<p>Home and town: Vocab learning, Preposition and numbers, Home and local areas, Grammar revision. Reading and listening, Writing and speaking preparation. Weather different tenses – recap.</p>
RS	Christian's beliefs and teachings – Sanctity of life, moving onto our first religion that we study at GCSE following the AQA specification
Drama	<p>COMPONENT 1 – Devising Students will be embarking upon their real Devising Exam. A 15 minute piece, based on a stimulus.</p>
Music	<p>CONTENT AREA 2 (NCFE) Software Functions Creating Music using a DAW. Exam Questions.</p>
Dance	<p>A LINHA CURVA Introduction to the style of African Dance, focusing on pathways, direction & formation.</p>
Art & Art Graphics	<p>Identity Project: Students will have opportunities to make connections between their own artwork development and the work of others. They will develop their creative decision making, understanding of the 4 assessment objectives and will focus on AO1 and 2 (artist research/inspiration and observational drawing).</p>
Design Technology (Product Design)	This term pupils are learning about ferrous and non-ferrous metals / papers and boards / thermosetting and thermoforming polymers / textiles / natural and manmade timbers. Design contexts / environmental, social, economic challenges that influence designing and making. Past and present design professionals. Design fixation
Design Technology (Food)	Pupils practise non examined assessment looking at International cuisine. Students will research, plan, prepare and make two dishes linked to their chosen culture. Students will undertake an assessed practical. of different types of pastry; raising agents and food linked to different cultures and religions.
Computer Science	Memory & Storage, Primary memory, Virtual memory, Types of storage, HDD, SDD, Optical. Pupils will also continue to develop their programming skills writing algorithms to solve real life problems.
Physical Education (CORE)	Pupils are continuing to develop motor competence and strategies and tactics in demanding situations leading to direct conditioned competition. Groups are on a rotation of activities. Some boys in rugby are applying motor competence and strategies and other boys are undertaking an SAS survival module concentrating on resilience, confidence and leadership. The girls are undertaking a yoga, Pilates, trampolining unit where the focus is on body shape and components of fitness needed to create shapes as well as concentrating on mental wellbeing during physical activity.
Physical Education (GCSE PE)	Pupils are continuing to develop motor competence and strategies and tactics in direct conditioned competition in football, rugby, netball and trampolining. All GCSE pupils are continuing to apply the ten components of fitness to activities and are starting to appreciate the types of training programmes and how they can improve specific components of fitness. Pupils are continuing to see how the skeletal and muscular systems work together during sporting activities. Pupils are also

	looking at different types of skills in sport and how decisions are processed during competitive sport.
Physical Education (BTEC SPORT)	BTEC pupils are in the process of being assessed for their first component, preparing participants to take part in physical activity. Pupils are currently planning and delivering an appropriate warm up for a specific activity.
Media Studies	Industry and Audience: Pupils learn about the gaming industry and target audiences by investigating Fortnite. They will also study radio and websites.
Business Studies	Aspects of the market: Market Research, Data Types, Orientation Types Marketing Mix: Product, Place, Price & Promotion
Childcare & Development	Purpose of early years settings – why they exist and how they are categorised Different types of childcare settings, how they are funded and what sort of provision they provide. Who works in the different types of settings, opening hours, types of activities likely to be done.
Personal Development	Exploring relationships and sex education including: Campaign against FGM, sexting, porn materials and attitudes, domestic abuse and violence, sexual violence and sexualisation of the media.

Subject	Year 11- overview of topics taught in term 3
English	<p><u>'AQA GCSE Language Paper 2 – Viewpoints and Perspectives'</u></p> <p><u>Section A</u> summary and inference Comparing ideas and perspectives</p> <p><u>Section B</u> Opinion writing</p>
Maths	<p>Graphs: Cubic, reciprocal and exponential graphs. Transforming graphs. Solving simultaneous equations graphically and algebraically. Proving results using algebra.</p> <p>Vectors: Understanding vector notation and finding resultant vectors.</p> <p>Proportion: Writing equations to solve problems involving direct and inverse proportion.</p>
Science	Students will explore how this has occurred and study examples of variation and evolution in progress. The Earth's atmosphere will be described and changes explained. Students will also cover resources and how they can be used sustainably. In physics, experimental techniques and space will be covered.
History	German Democracy & Dictatorship: Hitler's rise to power, Life in Nazi Germany, Holocaust and resistance
Geography	<p>Physical Landscapes in the UK: Y11 are focusing on ways to reduce flooding, comparing both hard and soft engineering strategies.</p>
French	Completion of the Social Issues topic: Grammar consolidation of past, present, future and conditional tenses, and complex structures. Speaking preparation for the upcoming Mock Speaking Exams – w/c 20 th February 2024.
Drama	<p>COMPONENT 2 – SCRIPTS Students will be rehearsing for their group and monologue Exam performances.</p>
Music	<p>CONTROLLED ASSESSMENT Creating music for a set brief. (17 Hours)</p>
Dance	<p>CHOREOGRAPHY FROM A STIMULUS Development of physical, technical & Expressive skills.</p>
Art	<p>Identity Project: Students will have opportunities to make connections between their own artwork development and the work of others. They will develop their creative decision making, understanding of the 4 assessment objectives and will focus on AO1 and 2 (artist research/inspiration and observational drawing).</p>
Design Technology (Product Design)	Pupils are currently working on their NEA (Non examined assessment) and should be using their research (that should already be completed) to create initial ideas and then review these against their specification. Once they have reviewed, they choose their most successful idea and now develop this to make it better. Pupils should begin making in early November.
Design Technology (Food)	Pupils are concluding their NEA 1 assessment by analysing and evaluating the results from their three Scientific investigations. Once completed, pupils will receive feedback and improvements to complete before moving on to their second piece of controlled assessment.
Art & design (Graphics)	Pupils will select and present their final design and use it to inform their plans for making. They will spend this term working from and modifying their own plans as they produce their final piece for Component 1. They will evaluate their work to complete their portfolio – worth 60% of the final GCSE grade.
Computer Science	Ethical & Legal issues: Ethical issues, Legal issues, Cultural issues, Environmental issues, Open-source vs proprietary software
Physical Education (CORE)	Pupils are continuing to develop motor competence and strategies and tactics in demanding situations leading to direct conditioned competition. Throughout all activities, pupils will work on the RASCALS Principle (Respect, Activity, Sustained resilience, Confidence, Application of motor skills, Leadership and Skill rehearsal. Groups are on a rotation of activities. Some boys in rugby, pop lacrosse and football are applying motor competence and strategies and other boys are undertaking an SAS survival module concentrating on resilience, confidence and leadership. The girls are undertaking a yoga, Pilates, trampolining unit where the focus is on body shape and components of fitness needed to create shapes as well as concentrating on mental wellbeing during physical activity.

Physical Education (GCSE PE)	Pupils are continuing to develop motor competence and strategies and tactics in direct conditioned competition in lacrosse, rugby and trampolining. GCSE pupils have now completed their coursework and are applying the ten components of fitness, looking at types of fitness testing and understanding how to overload a training programme to ensure progression takes place. Pupils are also looking at social and cultural aspects of sport and consolidating previous taught materials in readiness for the exam at the end of Year 11.
Physical Education (BTEC SPORT)	BTEC Sport students have completed unit 1 and unit 2 of their BTEC course and are now learning the theory for “Developing Fitness to improve other Participants performance in Sport.” Pupils are learning the components of fitness, fitness tests, training methods and relevant principles in relation to improving fitness in sport and exercise.
Media Studies	Industry and Audience. Pupils learn about the Film and Newspaper Industry, regulation, distribution and production. They also study newspaper target audience and demographics e.g. The Sun.
Business Studies	Pupils will begin working on a Synoptic Project – Business Plan Coursework. Plus consolidating work from Content Area 3 & 4 Exam Questions & Revision
Childcare & Development	Practice and preparation for controlled assessment 14 hour controlled assessment that encompasses all areas of the specification and forms 50% of the overall grade for Child Care.
Personal Development	Sexual Health including: Peer on peer bullying, fertility and what impacts it, alcohol and bad choices, importance of sexual health, revisiting contraception and STIs and respect & relationships.

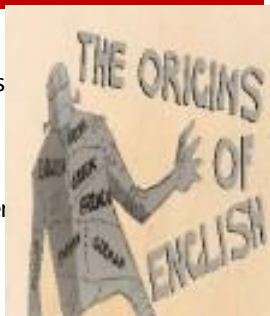


ENGLISH IN A BOOK

CAREERS IN ENGLISH

ONLINE ENGLISH RESOURCES

English is a language that has evolved over time. Click on the link below to discover where English came from.



[HTTPS://YOUTU.BE/YEASXHCNS7Y](https://youtu.be/YEASXHCNS7Y)



Holocaust Memorial Day
January 27th 2024
Anne Frank in her diary documents her life in hiding under Nazi persecution.
Book– The Diary of a Young Girl.



Click the link to read more about becoming a journalist.
[How to become a journalist: Hints and tips from BBC journos](#) - BBC Bitesize

Use the links below to find the best resources to support your English study.




FOR ACCELERATED READER

[Mr Bruff - YouTube](#)

FOR GCSE ENGLISH LAN / LIT

[Mr Bruff - YouTube](#)

WHAT ARE WE LEARNING IN ENGLISH THIS TERM?

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
<p><u>'Don't make me laugh'</u> This term students will be introduced to Shakespearean comedy. The set text will be 'A Midsummer Night's Dream'. Students will be engaging with craft, and key conventions of a comedy.</p> 	<p><u>'Love and Heartbreak'</u> This term students will be introduced to Shakespearean tragedy. The set text will be 'Romeo and Juliet'. Students will be engaging with language, structure and form.</p> 	<p><u>'A journey through English'</u> Students will explore the history of the English Language and how it is evolved over time. Key areas of focus will be on: -etymology -morphology -attitudes towards change</p> 	<p><u>'AQA GCSE Language Paper 1 – Creative Reading and Writing'</u> Section A -exploring language use -how are texts structured to engage a reader Section B Understanding how to write a descriptive or narrative response with success.</p> <p>Media Studies Component 1 Newspapers</p>	<p><u>'AQA GCSE Language Paper 2 – Viewpoints and Perspectives'</u> Section A --summary and inference -Comparing ideas and perspectives Section B Opinion writing Media Studies TV & Music</p>	<p>English Language -Language and Gender -Accent and Dialect English Literature -Protest writing -Blake Poetry Media– Music Video</p> <p>Year 13</p> <p>English Language -Language Change/ CLA English Literature Othello by William Shakespeare Media – Revision of set products</p>



MATHEMATICS CURRICULUM SPRING NEWSLETTER



NEWS OF MATHEMATICS

Women still only make up 14.4% of people working in STEM. Read below about the women breaking the stereotypes and leading the charge in STEM careers.



[HTTPS://WWW.BBC.CO.UK/BITESIZE/ARTICLES/ZM9CVK7](https://www.bbc.co.uk/bitesize/articles/zm9cvk7)

NATIONAL PUZZLE DAY

National Puzzle Day is on the 29 January and celebrates the joy of puzzles and brainteasers, whether they're jigsaws, crosswords, sudoku, or riddles. To take part in the occasion, you can find lots of maths puzzles by following the link.



[MATH AND LOGIC PUZZLES \(MATHSISFUN.COM\)](https://www.mathsisfun.com)

CAREERS IN MATHEMATICS



Click the link to read more about becoming a game designer.

[HTTPS://WWW.PROSPECTS.AC.UK/JOB-PROFILES/GAME-DESIGNER](https://www.prospects.ac.uk/job-profiles/game-designer)

ONLINE MATHS RESOURCES

Use the links below to find the best resources to support your Maths study.

[HTTPS://VLE.MATHSWATCH.CO.UK/VLE/](https://vle.mathswatch.co.uk/vle/)

[HTTPS://CORBETTMATHS.COM/](https://corbettmaths.com/)

[HTTPS://WWW.DRFROSTMATHS.COM/](https://www.drfrostmaths.com/)



WHAT ARE WE LEARNING IN MATHS THIS TERM?

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Decimals: Rounding, converting to fractions, using the four operations and recurring decimals Percentages: Finding a percentage of a quantity, increasing and decreasing and expressing as a percentage. Ratio: Dividing into a ratio and solving problems. Understanding map scales and units of speed.	Equations: Expanding and factorising expressions, solving equations and changing the subject. Graphs: Plotting a linear graph and recognising gradient and the form $y = mx + c$. Understanding quadratic graphs. Sequences: Generating terms and formulas for linear and quadratic sequences.	Graphs: Working with scatter graphs, stem and leaf diagrams, pie charts. Fractions and percentages: Operations with fractions, finding percentages of amounts. Sequences: Finding term-to-term & nth term rules of arithmetic sequences. Angles: Deriving and using angle properties of triangles, quadrilaterals and other polygons	Trigonometry: Using Pythagoras' theorem and the sine, cosine and tangent ratios, also in 3D Similarity: Proving congruency and finding scale factors and lengths in similar shapes. Probability: Calculating simple probabilities and using Venn diagrams, two way tables and frequency trees.	Graphs: Cubic, reciprocal and exponential graphs. Transforming graphs. Solving simultaneous equations graphically and algebraically. Proving results using algebra. Vectors: Understanding vector notation and finding resultant vectors. Proportion: Writing equations to solve problems involving direct and inverse proportion.	Maths: Trigonometry, vectors, exponentials, models, acceleration Further maths: Integration, vectors, conics, momentum, work energy-power
					Year 13
					Maths: Calculus, vectors Further maths: Conics, Taylor series, strings and springs



SCIENCE CURRICULUM NEWSLETTER



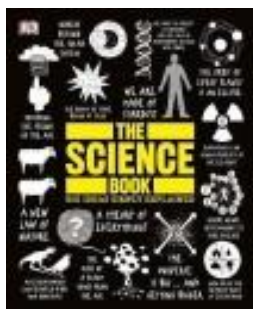
HISTORY OF SCIENCE

Charles Darwin was born 12th February 1809.

He was the first to describe the process of evolution. He went on many Science expedition, including finding fossils of extinct animals that were similar to modern species. These and many other amazing discoveries led him to his theory of 'evolution by natural selection'.



SCIENCE IN A BOOK



The Science Book: Big Ideas Simply Explained (DK Big Ideas). *The Science Book* presents 80 of the most trailblazing ideas in physics, chemistry, and biology.

CAREERS IN SCIENCE

Click the link to read more about becoming an **Oceanographer**

[Oceanographer job profile](#) | [Prospects.ac.uk](#)



ONLINE SCIENCE RESOURCES

Use the links below to find the best resources to support your Science study.

<https://www.kerboodle.com/app>

<https://my.educake.co.uk/student/login>

<https://senecalearning.com/en-GB/>



WHAT ARE WE LEARNING IN SCIENCE THIS TERM? SPRING 1

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<p>Students will learn why substances dissolve in water and others do not, the use of evaporating to separate a dissolved substance from its solution. Including how to separate mixtures including sieving or filtering.</p> <p>Students will find out why they have skeleton and how it works together with their muscles to enable movement.</p>	<p>Students will learn about how we breathe and then look at the damage that can be caused through smoking, drinking alcohol and taking drugs. Students will look study what makes a balanced diet and how the body breaks down foods in the digestive system</p> <p>Students will learn how electromagnetic devices like bells and loud speakers work.</p>	<p>Students will learn about the periodic table and the trends in reactivity.</p> <p>They will then learn about measuring and using energy and their pathways They will also learn how wind turbines and other energy resources that don't burn fuel could enable everyone to have access to energy.</p>	<p>This term the students will learn about organisation and the digestive system The practical's carried out include food tests and the effect of pH on the rate of reaction of amylase.</p> <p>The other teacher will teach Structure and bonding.</p>	<p>Students will explore how this has occurred and study examples of variation and evolution in progress.</p> <p>The Earth's atmosphere will be described and changes explained. Students will also cover resources and how they can be used sustainably</p> <p>In physics experimental techniques and space will be covered</p>	<p>Chemistry:</p> <ul style="list-style-type: none"> Equilibria Alkanes Halogenoalkanes <p>Biology:</p> <ul style="list-style-type: none"> Cell recognition and the immune system Exchange Mass transport DNA, Genes and protein synthesis <p>Physics:</p> <ul style="list-style-type: none"> Direct current circuits Waves <p>Applied Science BTEC:</p> <ul style="list-style-type: none"> Planning an investigation Analysis 	<p>Chemistry:</p> <ul style="list-style-type: none"> Reactions of ions in aqueous solutions Equilibrium NMR analysis <p>Biology:</p> <ul style="list-style-type: none"> Populations in ecosystems <p>Physics:</p> <ul style="list-style-type: none"> EM Induction Radioactivity Nuclear Decay <p>Applied Science BTEC:</p> <ul style="list-style-type: none"> Titration



FRENCH CURRICULUM NEWSLETTER



EVENTS IN FRANCE

In France, on 6th January it is traditional for French families to celebrate *La fête des Rois*. Click out the link below to see how they celebrate.



[Culture: La Fête des Rois \(The Festival of the Kings\) - 1st level French - BBC Bitesize - BBC Bitesize](#)

FRENCH IN POPULAR CULTURE



Check out the new 'Astérix and Obélix' film on Netflix. This is based on a very popular French comic strip. There is even a French theme park Parc based on it. [Parc Astérix - Parc d'attractions près de Paris \(parcasterix.fr\)](#)

CAREERS IN LANGUAGES



Use the link to learn more about becoming a translator.

[Translator job profile | Prospects.ac.uk](#)

ONLINE FRENCH RESOURCES

Use the links below to find the best resources to support your French study.

<https://www.languageut.com/>

[Duolingo - The world's best way to learn a language](#)

[TikTok - Make Your Day](#)



WHAT ARE WE LEARNING IN FRENCH THIS TERM?

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Present tense—er verbs consolidation: Completing an extended translation using être/avoir and –er verbs in the present tense. Independent writing to create French stories. Learning the colours and animals and consolidating nouns and adjectives in French. Authentic reading through reading a text about the records in nature.	Family: looking at family vocabulary, different family models, friendship LGBTQ rights in France, Marriage, The International Rights of the child. Consolidating the past, present and future tenses and introducing the conditional tense.	Education: Introduction to school subjects, vocabulary for describing school and teachers, giving opinions, Malala and Education in Africa. Consolidation of past, present, future and conditional tenses.	Home and town: Vocab learning Preposition and numbers Home and local areas Grammar revision Reading and listening Writing and speaking preparation. Weather different tenses - recap	Completion of the Social Issues topic. Grammar consolidation of past, present, future and conditional tenses, and complex structures. Speaking preparation for the upcoming Mock Speaking Exams – w/c 20 th February 2024.	Grammar / Skills Emphatic pronouns, possessive adjectives, infinitive constructions Cybersociété Le septième art (cinema) Continuation of 'l'étranger'.
					Year 13
					Quelle vie pour les marginalisés ? Manifestations, grèves, à qui le pouvoir? La Haine – Consolidation and essay writing



PERFORMING ARTS CURRICULUM NEWSLETTER



HISTORY OF PERFORMING ARTS

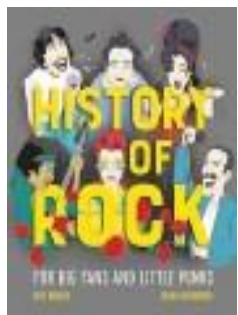
The National Theatre have a collection of videos on COMMEDIA DELL'ARTE.



Take a look by clicking the link below:

[NATIONAL THEATRE: COMMEDIA DELL'ARTE - YOUTUBE](#)

PERFORMING ARTS IN A BOOK



What are the greatest rock songs of all time? Who are the most famous musical legends? How can you become a rock star? Explore musical icons, their incredible stories, their chart-topping hits and the artistic movements influenced by the creative explosion of rock.

[HISTORY OF ROCK: FOR BIG FANS AND LITTLE... BY NABAIS, RITA \(AMAZON.CO.UK\)](#)

CAREERS PERFORMING ARTS



Click the link to read more about working within the Performing Arts:

[DANCE MOVEMENT PSYCHOTHERAPIST JOB PROFILE | PROSPECTS.AC.UK](#)

ONLINE PERFORMING ARTS RESOURCES

Use the links below to find the best resources to support your Performing Arts study.

[GCSE DRAMA - EDEXCEL - BBC BITESIZE](#)

[DANCE - AN OVERVIEW AND HISTORY OF THE SPORT- DANCE - FACTFILE - GCSE PHYSICAL EDUCATION REVISION - AQA - BBC BITESIZE](#)

[MUSIC TECHNOLOGY- BBC BITESIZE](#)



WHAT ARE WE LEARNING IN PERFORMING ARTS THIS TERM?

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12 Drama & Theatre
<p><u>Drama</u> ERNIE'S INCREDIBLE ILLUCINATIONS Students will be exploring a script about a boy who has very realistic hallucinations. They will be developing their vocal and physical skills and learning about slow motion, physical theatre, multiole.</p> <p><u>Music</u> Students will be looking at the Elements of Music, such as dynamics, tempo, melody, pitch, rhythm. Students are also introduced to Programme Music.</p>	<p><u>Drama</u> HISTORY OF THEATRE Students are exploring Greek Theatre, Medieval, Theatre, Shakespeare and Commedia dell'arte. Students are continuing to develop vocal and physical skills and Drama Conventions.</p> <p><u>Music</u> Students will be learning how to play the 12 Bar Blues and looking at composing a 4 chord song.</p>	<p><u>Drama</u> RESPONDING TO STIMULI Students will be given a range of stimuli, such as a song, poem, picture and create a devised piece based on these.</p> <p><u>Music</u> Students will be learning how to play songs on the ukulele. Students will be learning chord sequences, playing along with songs and developing musicianship.</p>	<p><u>Drama</u> COMPONENT 1 - Devising Students will be embarking upon their real Devising Exam. A 15 minute piece, based on a stimulus.</p> <p><u>Music</u> CONTENT AREA 2 (NCFE) Software Functions Creating Music using a DAW. Exam Questions.</p> <p><u>Dance</u> A LINHA CURVA Introduction to the style of African Dance, focusing on pathways, direction & formation.</p>	<p><u>Drama</u> COMPONENT 2 - SCRIPTS Students will be rehearsing for their group and monologue Exam performances.</p> <p><u>Music</u> CONTROLLED ASSESSMENT (17 hours) Creating music for a set brief.</p> <p><u>Dance</u> CHOREOGRAPHY FROM A STIMULUS Development of physical, technical & Expressive skills.</p>	<p>Component 1- Devising Students will be embarking upon their real Devising Exam. Students are creating a piece of Drama, that is inspired from an original text and in the style of a practitioner.</p> <p>Year 13 Drama & Theatre</p> <p>Component 2- Scripts Students will be rehearsing for their group and monologue Exam performances.</p>



TECHNOLOGY CURRICULUM NEWSLETTER



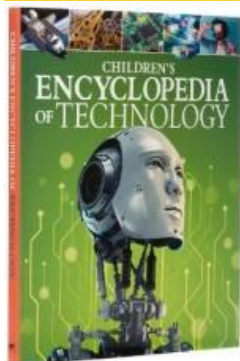
HISTORY OF DESIGN TECHNOLOGY

James Dyson says, "I only stumbled on engineering by accident and immediately decided what I wanted to do—make things that work better."

WWW.JAMESDYSONFOUNDATION.COM



DESIGN TECHNOLOGY IN A BOOK



Full of surprising facts and stunning photographs, this accessible book takes in the full sweep of modern life—from solar power to microchips, and from cars to lightbulbs.

CAREERS IN DESIGN TECHNOLOGY

Breaking stereotypes: The women leading the charge in STEM careers



WWW.BBC.CO.UK/BITESIZE/ARTICLES/ZM9CVK7

ONLINE TECHNOLOGY RESOURCES

Use the links below to find the best resources to support your Food and Product Design study

[EAT WELL – NHS \(WWW.NHS.UK\)](http://WWW.NHS.UK)
[FOOD ORIGINS \(11–14 YEARS\) – FOOD A FACT OF LIFE](#)
[WHAT IS FAIRTRADE? – FAIRTRADE FOUNDATION](#)
WWW.MUSCHROOM.COM
WWW.TECHNOLOGYSTUDENT.COM

WHAT ARE WE LEARNING IN DESIGN TECHNOLOGY THIS TERM?

Year 7	Year 8	Year 9	Year 10	Year 11
<p>Food H&S in the kitchen. How to work with basic equipment. The 4'C's for good food hygiene. The importance of the Eat Well Guide. How to make a range of foods including fruit salad, Couscous salad and Apple crumble.</p> <p>Graphics History of the Vans brand and skateboarding. design a new, original Vans shoe design. Investigate nets and the construction of 3D shapes.</p> <p>Product Design H&S in the workshop. Use hand tools/machines safely and effectively. Then finishing with sanding and painting.</p>	<p>Food How food is grown, caught and reared. International cuisine including British, Indian, Chinese and Italian. Design and make a pizza.</p> <p>Graphics How to use digital design software to manipulate imagery and create professional looking graphic artwork to be printed onto a mug and used to advertise the film</p> <p>Product Design Systems and components to make an LED circuit. How to solder safely The processes of CAD/CAM and use Techsoft v3 to operate the laser cutter.</p>	<p>Food Explore where food and ingredients grow around the world. Evaluating different cultures and explore typical dishes.</p> <p>Graphics Research a band/music artist and the meaning behind their lyrics. Create artwork making a scale mock-up of their vinyl album cover</p> <p>Product Design Pros/Cons of teamwork. Build on independence / teamwork / resilience to produce a product of their choice.</p> <p>Textiles – Designing and constructing a cushion based on a chosen Artist. Students explore sewing on the machines and the applique technique</p>	<p>Food Practise non examined assessment looking at International cuisine. Students will research, plan, prepare and make two dishes linked to their chosen culture. Students will undertake an assessed practical.</p> <p>Product Design Ferrous and non ferrous metals / papers and boards / thermosetting and thermoforming polymers / textiles / natural and manmade timbers. Design contexts / environmental, social, economic challenges that influence designing and making. Past and present design professionals. Design fixation</p>	<p>Food Students will be starting their second piece of non-examined coursework. They will choose between either the function of eggs or the role of iron in the diet tasks. Students will research the task and begin to identify suitable dishes which show a range of high skills. They will spend some time in lessons practising their dishes.</p> <p>Product Design Continuation of their NEA (non-examined assessment). Specifically manufacture of final product.</p>



ART CURRICULUM NEWSLETTER



HISTORY OF ART

Frida Kahlo is considered to be one of the most important artists of modern times. She was famous for painting self-portraits.



www.fridakahlo.org

ART IN A BOOK



This series of books is great at introducing students to the world of art in a format and style that will appeal to child/young teenager.

Other titles include 13 art techniques, 13 modern artists, 13 paintings...

CAREERS IN ART

Movie Set / Costume / Special Effects Designer.

Research about Sir Richard Taylor who has been part of a team of designers winning 5 Oscars.



[150+ Art Careers - The Ultimate List \(studentartguide.com\)](http://150+ArtCareers-TheUltimateList(studentartguide.com))

ONLINE ART RESOURCES

Use the links below to find the best resources to support your Art / Graphics study.

[Welcome \(studentartguide.com\)](http://Welcome(studentartguide.com))

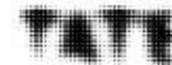
WWW.TATE.ORG.UK

nationalcraftanddesign.org.uk

www.nationalgallery.org.uk

[Art and Design KS3:](#)

[What is Art? - BBC Teach](#)



WHAT ARE WE LEARNING IN ART THIS TERM?

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Learning is based around the artist Henri Rousseau with students working on developing their understanding of what is involved in an art project. This will include artist research and inspiration, observational drawing, developing of ideas and investigating media and producing a final realisation.	Students learn how to put together a final composition based on the 6 elements of Cubism, experimenting and investigating the qualities of media and gaining experience in creative decision making. Students will develop their control of various media, learn about reviewing and refining their work and gain experience of mixed media artwork.	Learning will focus on the students developing an understanding of composition and gaining the ability to be inspired by artists' work when developing their own artwork. Students will make choices about the media to be used, reviewing their work as it progresses, investigating and experimenting with how an artists' work can inspire their progress.	Identity Project: Students will have opportunities to make connections between their own artwork development and the work of others. They will develop their creative decision making, understanding of the 4 assessment objectives and will focus on AO1 and 2 (artist research/inspiration and observational drawing).	Art and Art Graphics: Externally set task Students will work towards their chosen topic from the tasks provided by the exam board. AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.	Art and Art Graphics: Developing creative decision making through independent study and project work in preparation of personal investigation.
					Year 13
					Art and Art Graphics: Continuation of their personal investigation focusing on final realisations. Start their externally set task.



PHYSICAL EDUCATION CURRICULUM NEWSLETTER



OUR SUPERSTAR OF THE TERM

Now this is always going to be a difficult task, but we have decided that this acknowledgement should go to Violet Routledge who really impressed us at the snowdome and has excelled in her BTEC Sport assessments. Well done!

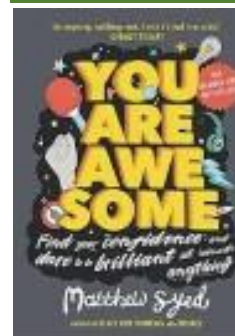


OUR ROLE MODEL IN SPORT



Jake Daniel's is currently, the UK's only openly gay active professional footballer. He has spoken out and supported the LGBTQ+ community and helped to raise awareness of inequalities in football and the fact that same sex relationships sexual activity is illegal.

FURTHER READING IN PE/SPORT



This book is a beauty as it shows you that to be totally awesome is achievable but does need practise, hard work and a growth mindset. It will show you how to manage your goals, keep calm with breathing exercises and understand how marginal gains lead to success.

CURRENT HOUSE MATCH STANDINGS



Every half term we have a rewards assembly to recognise our pupils achievements in terms of respect, activity, resilience, confidence, applying & rehearsing skills and leadership.

WHAT ARE WE LEARNING IN PHYSICAL EDUCATION THIS TERM?

Year 7	Year 8	Year 9	Year 10/11 Core	Year 10 GCSE / Year 10 BTEC	Y11 GCSE / Year 11 BTEC
Pupils will continue to apply recently developed fundamental movement skills such as changing direction with control, running, jumping, landing, striking, catching and throwing. As groups are on a rotation of activities boys are currently looking at how to prepare for exercise through rugby and develop coordination skills in lacrosse and football. The girls are looking at demonstrating and replicating aesthetic shapes in both gymnastics and trampolining and looking at movement patterns in dance, boxercise and SAQ.	Pupils are continuing to develop motor competence and strategies and tactics in increasingly demanding situations. As groups are on a rotation of activities boys are currently looking at different components of fitness in trampolining as well as replicating simple shapes and understanding the concepts of resilience applied to rugby. The girls are also looking at these two activities. All students will be looking at the rules and regulations of these activities as well as how strategies and tactics are applied in these two different activity types.	Pupils are continuing to develop motor competence and strategies and tactics in demanding situations leading to direct conditioned competition. As groups are on a rotation of activities boys are currently looking at how different components of fitness can be applied to rugby and leadership characteristics through football. The girls are looking at how different components of fitness can be applied to football and lacrosse and how important coordination, balance and flexibility are when performing in gymnastics and trampolining. All students will be looking at the rules and regulations of these activities as well as how strategies and tactics are applied in different activity types.	Pupils are continuing to develop motor competence and strategies and tactics in demanding situations leading to direct conditioned competition. Throughout all activities, pupils will work on the RASCALS Principle Respect, Activity, Sustained resilience, Confidence, Application of motor skills Leadership and Skill rehearsal. Groups are on a rotation of activities. Some boys in rugby are applying motor competence and strategies and other boys are undertaking an SAS survival module concentrating on resilience, confidence and leadership. The girls are undertaking a yoga, pilates, trampolining unit where the focus is on body shape and components of fitness needed to create shapes as well as concentrating on mental wellbeing during physical activity.	GCSE pupils are continuing to develop motor competence and strategies and tactics in direct conditioned competition in football, rugby, netball and trampolining. All GCSE pupils are continuing to apply the ten components of fitness to activities and are starting to appreciate the types of training programmes and how they can improve specific components of fitness. Pupils are continuing to see how the skeletal and muscular systems work together during sporting activities. Pupils are also looking at different types of skills in sport and how decisions are processed during competitive sport. BTEC pupils have just been assessed for their first component, preparing participants to take part in physical activity. Pupils are getting ready to deliver an appropriate warm up for specific activities. Many of our Y10 BTEC students have been in the community helping organise sports festivals whilst improving their confidence resilience and leadership skills.	Pupils are continuing to develop motor competence and strategies and tactics in direct conditioned competition in lacrosse, rugby and trampolining. GCSE pupils have now completed their coursework and are applying the ten components of fitness, looking at types of fitness testing and understanding how to overload a training programme to ensure progression takes place. Pupils are also looking at social and cultural aspects of sport and consolidating previous taught materials in readiness for the exam at the end of Year 11. BTEC Sport students have completed Unit 1 and 2 of their BTEC course and are now due into learning the theory of "Developing Fitness to improve other Participants in Sport". Pupils are learning the components of fitness, fitness tests, training methods and relevant principles in relation to improving fitness in sport and exercise.



CHILD CARE AND H&SC CURRICULUM NEWSLETTER



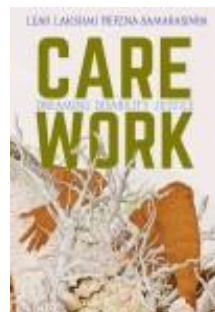
HISTORY OF CARE

Lady Louise Boursier was the writer of one of the first manuals of Midwifery during her times as midwife to the Queen of France in 1563/1636



LADY LOUISE BOURSIER – MIDWIFE TO THE QUEEN OF FRANCE

CARE IN A BOOK



This book covers how to give care to those with disabilities whilst empowering them, with a particular focus on LGBTQ+ and BIPOC communities

CAREERS IN CARE



Click the link to read more about becoming a carer

[HTTPS://UK.INDEED.COM/CAREER – ADVICE/ FINDING – A-JOB/ HOW-TO-BECOME – CARE –WORKER](https://uk.indeed.com/career-advice/finding-a-job/how-to-become-a-care-worker)

ONLINE CARE RESOURCES

Use the links below to find the best resources to support your study.

[HTTPS://WWW.TUTOR2U.NET/HSC/LATEST](https://www.tutor2u.net/hsc/latest)

[HTTPS://WWW.CYPNOW.CO.UK/CATEGORY/DISCIPLINES/SOCIAL – CARE](https://www.cypnow.co.uk/category/disciplines/social-care)

[HTTPS://LIBGUIDES.WIGAN-LEIGH.AC.UK](https://libguides.wigan-leigh.ac.uk)

WHAT ARE WE LEARNING IN MATHS THIS TERM?

Year 10	Year 11	Year 12	Year 13
<p>Purpose of early years settings– why they exist and how they are categorised</p> <p>Different types of child care settings, how they are funded and what sort of provision they provide.</p> <p>Who works in the different types of settings, opening hours, types of activities likely to be done.</p>	<p>Practice and preparation for controlled assessment</p> <p>14 hour controlled assessment that encompasses all areas of the specification and forms 50% of the overall grade for Child Care.</p>	<p>Safeguarding This topic provides understanding on protecting individual's health, wellbeing and development. This topic discusses the how individuals may be vulnerable to danger, harm, abuse or neglect.</p> <p>Infection Prevention and Control This topic has a few practical skills assessment, whilst exploring the different diseases in H&SC who are most vulnerable to infection. The learners find out how pathogens are transmitted and how to break the chain of infection.</p>	<p>Preparation for and controlled assessment</p> <p>20 hour external assessment that encompasses all areas of the specification and forms part of the overall grade.</p>