

Spring 2: What we are learning!	
English	
Form Group	Learning Content for the Term
Year 8	Year 8 students will be focusing on the Science Fiction genre of writing beginning with the exploration of dystopian worlds and considering what life would be like living in a futuristic dystopian society. They will be exploring how characters are created and how language can be used effectively to develop characterisation. Alongside characterisation, we will be focusing on the skill of empathy and how writers portray characters in a way that readers can empathise with them making them believable and relatable. They will also develop their use of figurative language to create and describe appropriate settings before going on to write their own story with a dystopian theme.
Year 9	Year 9 students have started to explore Gothic fiction – a genre of writing typified by foreboding mansions, secrets and shadows including texts such as Frankenstein by Mary Shelley and Dracula by Bram Stoker. Students will be identifying the characteristics of this type of writing such as setting, characters and mood and also exploring how the pace and tone of the story contributes to the overall effect of the writing. As well as creating their own Gothic monster character, students will be identifying a variety of language techniques and analysing how they contribute to description within the stories.
Year 10	Year 10 are focusing this half term on the 'Fight for freedom' theme which explores the concept of freedom from oppression and prejudice. They will examine non-fiction texts by authors such as Martin Luther King and Benjamin Zephaniah and will analyse excerpts from famous historical speeches and modern-day media campaigns such as the Football Association's 'Stonewall'. Students will also explore the role that the media plays in our society and how prejudice can be challenged. Fiction texts within this topic include <i>1984</i> by George Orwell, the forerunner to today's 'Big Brother', where students will analyse the way the text is structured as well as developing their evaluation skills when analysing the language and identifying evidence to support their thoughts and ideas.
Year 11	This half term for Year 11 began with preparation for the Functional Skills exams in reading and writing. These exams have now taken place for all Year 11 students and we are now awaiting the results. Understanding the paper and how the questions are worded is a key part of exam preparation so looking at past papers has been the initial focus. This has also helped students visualise what the exam would look like and how they should answer questions which hopefully reduced any anxiety they may have been feeling. There will be further opportunities for students to retake any Reading or Writing exams should they need to. We have also started to prepare for the Speaking and Listening elements of both GCSE and Functional Skills. Those students studying Levels 1 and 2 will choose a topic that they are knowledgeable about and begin

	<p>to prepare a presentation to deliver as part of their assessment, those studying at Entry level will prepare for their assessed presentation discussions.</p> <p>GCSE study will continue with Paper 2 entitled 'Writer's Viewpoints and Perspectives', which incorporates non-fiction texts, so we will be looking at nineteenth century texts and the social history of the Victorian period. We will be beginning with identifying similarities and differences between 19<sup>th</sup> century texts and modern-day equivalents that are linked by the topic and developing comparison skills along with identifying how a writer thinks and feels through the language they use. As we are now fast approaching the first exam there will also be a focus on exam technique.</p> <p><u>Exam dates for your diary</u> – GCSE English Language Paper 1 will take place on <b>Thursday 23<sup>rd</sup> May at 9:00am</b> (the week before the May half term break) and Paper 2 will be <b>Thursday 6<sup>th</sup> June 9:00am</b>, which is the week after the half term break.</p>
<p>Post 16</p>	<p>This half term for Year 11 began with preparation for the Functional Skills exams in reading and writing. These exams have now taken place for all Year 11 students and we are now awaiting the results. Understanding the paper and how the questions are worded is a key part of exam preparation so looking at past papers has been the initial focus. This has also helped students visualise what the exam would look like and how they should answer questions which hopefully reduced any anxiety they may have been feeling. There will be further opportunities for students to retake any Reading or Writing exams should they need to. Following half term we will begin to prepare for the Speaking and Listening elements of both GCSE and Functional Skills. All Post-16 students will choose a topic that they are knowledgeable about and begin to prepare a presentation to deliver as part of their Level 1 or Level 2 assessment.</p> <p>GCSE study will continue with Paper 2 and non-fiction texts which includes revision of Paper 2 entitled Writer's Viewpoints and Perspectives. This will include closer analysis of nineteenth century texts and the social history of the Victorian period described by writers such as Charles Dickens. We will be beginning with identifying similarities and differences between 19<sup>th</sup> century texts and modern-day equivalents that are linked by the topic. Students will be consolidating comparison skills and identifying and analysing how a writer thinks and feels through the language they use.</p> <p><u>Exam dates for your diary</u> – GCSE English Language Paper 1 will take place on <b>Thursday 23<sup>rd</sup> May at 9:00am</b> (the week before the May half term break) and Paper 2 will be <b>Thursday 6<sup>th</sup> June 9:00am</b>, which is the week after the half term break.</p>

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Maths	
Form Group	Learning Content for the Term
Year 8	<p>Year 8, students have engaged with a number of different mathematical topics, which contributes to their understanding of mathematics. They have explored fractions, which has provided them with the essential skills and problem-solving.</p> <p>They have explored geometry, with emphasis on calculating angles, they have developed their ability to measure, classify, and manipulate angles. They have learned to interpret and construct various types of graphs. This included line graphs, bar graphs, and pie charts, enabling them to represent and analyse data effectively.</p> <p>We have moved on to area and perimeter. Through practical applications and problem-solving tasks, they are able to calculate area and perimeter for a variety of shapes, including being able to calculate surface area, which is preparing them for year 9 and introducing them towards the concept of GCES examinations.</p>
Year 9	<p>In Year 9, students have engaged in a range of mathematical concepts and skills. They have explored the fundamentals of geometry, focusing on 3D shapes. Additionally, they explored negative numbers, mastering its operations and applications.</p> <p>They have moved onto measurements, and navigated between metric and imperial units, understanding practical usage in real-world contexts.</p> <p>Building upon these fundamentals, students are introduced to the GCSE curriculum, through preparation and exploring GCSE style questions.</p>
Year 10	<p>Year 10 have continued with following the OCR scheme of work for their foundation GCSE.</p> <p>Students have been tasked with identifying different parts of a circle and using this knowledge to calculate the area and circumference of those circles. Students initially found it difficult to distinguish the difference between the radius and the diameter but through resilience and perseverance were able to establish a solid method to calculate the correct answers</p> <p>Students are also working on developing their knowledge of percentages, so they are converting between fractions, decimals and percentages, as well as using percentage multipliers to find percentages of amounts and to increase and decrease with percentages. Students have grasped the concept very well and enjoyed the fact they could work out the answers with pace and ease using calculators, solidifying their knowledge in ratio.</p>

Year 11 and Post 16

Year 11 have started their preparation and revision for their upcoming exams. At this point in their education, they have progressed all the way through the content of the scheme of work so their aim now is to identify gaps of knowledge and look to solidify this through bespoke lessons. They have started the Spring term by completing a mock paper to assess where these gaps are, then having lessons on specific topics based on their gaps in knowledge.

We have had a collective focus on the first 10 questions of each paper and the topics which are generally covered within those question, which include order of operations (BIDMAS), calculations with negative numbers and properties and calculations with 2D shapes.

In most recent weeks, students' focus has shifted towards preparing for their functional skills exams, which will have similar content to the GCSE paper. They have been working on becoming familiar with the set up and process of the functional skills papers as they have a very different layout and wording to their questions compared to those in the GCSE papers which students are used to.

<b>Spring 2: What we are learning!</b>	
<b>Science</b>	
<b>Form Group</b>	<b>Learning Content for the Term</b>
Year 8	Pupils in year 8 have been looking at the digestion system and how what we eat affects our bodily functions. Questions such as ‘What nutrient do we absorb via osmosis and where does this happen?’ have been shared and discussed to prompt rich vocabulary and allow pupils to demonstrate their understanding of this topic.
Year 9	Pupils have been learning about how plants make their own food using photosynthesis. The food that plants produce is important, not only for the plants themselves, but for the other organisms that feed on the plants. They have taken part in a range of learning tasks, to further develop their practical understanding of this unit.
Year 10	In Science, pupils are studying the AQA Trilogy examinations. This half term, pupils have covered Bioenergetics and some pupils have completed a practical assessment on this to demonstrate their skills and knowledge on photosynthesis and how plants harness the Sun’s energy in order to make food. Pupils are developing their confidence in understanding the effects of temperature, light intensity, carbon dioxide concentration, and the amount of chlorophyll on the rate of photosynthesis.
Year 11	Pupils are completing their Science journey by studying the component ‘Waves’. Pupils are developing their knowledge on how waves carry energy from one place to another and can also carry information. Pupils have also been looking at how designing comfortable and safe structures such as bridges, houses and music performance halls requires an understanding of mechanical waves. Revision has also started to take place in preparation for their examinations in June 2024.

Spring 2: What we are learning!	
PSHE	
Form Group	Learning Content for the Term
Year 8	<p>This term year 8 pupils will be building on their knowledge to continue to equip pupils to successfully navigate the challenges of 'Living in the wider world'. Pupils have been learning about the difference between needs and wants and how to identify the difference, how to stay safe online and recognise how to enjoy social media but remain safe online and to create a greater awareness of online grooming, and the potential consequences. We will also be exploring stereotyping and prejudice and developing their understanding of how the media impacts discrimination. Finally, we will look at what it means to be resilient and face challenges with confidence.</p>
Year 9	<p>This term year 9 pupils will be studying the theme 'Living in the wider world'. The aim of this topic is to prepare students for experiences that they may encounter during their adolescent years and to support them to make informed decisions about how they form part of their community.</p> <p>Pupils will begin to think about action planning for key stage 4, they will be beginning to reflect objectively on their skills, identify varied study and careers options and strategies to manage decision making around the future. Pupils will also be learning to differentiate between the features of healthy friendships and relationships that pose a threat to their safety such as gang association. Pupils will be learning why the need to belong is important for young people and how it can be significant in influencing behaviour and attitudes. Pupils will also be exploring the impact that gang culture can have on our society.</p>
Year 10	<p>This term pupils have been studying towards their Personal Safety Level 1 assessment, they have been enhancing their knowledge on how to keep themselves safe, to promote their awareness of potential risks both within their community and online, they will develop their ability to recognise situations, environments and people that pose a risk to their safety. Pupils will explore the principles of keeping themselves safe, analyse the impact of crime on society and the impact crime has on people's safety, this will include the impact of alcohol and drugs on crime and society.</p>
Year 11	<p>This term year 11 pupils are studying for their Ascentis Healthy Living level 2 qualification. This includes developing their understanding of how to maintain a healthy body weight through being able to recognise the requirements of a healthy diet. They will develop their understanding of why a healthy lifestyle is imperative to keeping the body healthy, preventing illness and disease and promoting overall well-being. Pupils will explore the difference between high and low energy foods, using food packaging and labels to analyse whether a food product is healthy or unhealthy. They will also examine the impact these</p>



	foods have on people's energy levels, the factors that can lead to or create an unhealthy lifestyle and the problems that can arise as a result.
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Spring 2: What we are learning!	
Humanities	
Form Group	Learning Content for the Term
Year 8	<p><b>History</b> - This term the children will be learning about the development of the British Empire. They will develop an understanding of Queen Victoria and the impact of the British Raj in India. They will learn about why the British wanted an Empire in India. They will also learn about the relationship between the British Empire and the slave trade.</p> <p><b>Geography</b> - This term we will be learning about 'How is Asia being transformed?' They will be able to locate India on a map and begin to think about Geographical questions. They will be looking at changes in urbanisation and climate. The children will be able to access the positives and negatives surrounding India.</p> <p><b>R.E.</b> - This term we are looking at the Abrahamic religions – Christianity, Islam and Judaism. Students will be identifying similarities and differences between the three faiths including beliefs in God, places of worship, artefacts and symbolism.</p>
Year 9	<p><b>History</b> -Understanding World War 2, (WW2), is incredibly important for pupils to learn. The war, quite simply, shaped the world in which we live. The biggest reason why students should study about wars like World War II, are so that they can be knowledgeable about the atrocities and costs of war, and how we as a country and society can try to avoid wars in the future. Studying the topic of WW2 allows pupils to recognise the relationships between the countries involved within the war and how this has affected their relationship in the modern day. Within this topic, pupils will be developing their independent learning skills by formulating a project based around an important series of events, or battle, that happened during WW2. Pupils will be advancing their research and analysis skills of historical sources, and using different source formats to research from, (e.g. books, comics and internet). Pupils will then present their findings to the class.</p> <p><b>Geography</b> The aim of this module is to introduce students to the global distribution of natural resources, and the international relationships these resources generate and some of the key issues related to the use of natural resources. It also provides a framework for understanding the relative importance of different types of natural resources for human activity. Students will develop their knowledge of distribution of resources, issues related to the abundance or shortage of resources, and how natural resources influence international relationships, as well as how events can affect the value of resources.</p> <p>The unit begins with an introduction to natural resources, exploring the different types and their distribution. The module then moves on to explore different types of resources in more detail exploring issues of exploration,</p>



	<p>trade, networks and recycling. This unit is designed to introduce students to the different types of natural resources across the planet but also the different issues that are related to their extraction, use, re-use and trade.</p> <p><b>R.E.</b> - This term we are looking at the Abrahamic religions – Christianity, Islam and Judaism. Students will be identifying similarities and differences between the three faiths including beliefs in God, places of worship, artefacts and symbolism. We will also be exploring the concept of monotheism, the belief that there is only one God and how this is fundamental to the Abrahamic beliefs.</p>
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Computing	
Form Group	Learning Content for the Term
Year 8	Year 8 are currently learning about Computing  Systems: from programs and the operating system, to the physical components that store and execute these programs, to the fundamental binary building blocks that these components consist of. The aim is to provide an overview of how computing systems operate. Students engage in class and group discussions and record their thoughts using PowerPoint.
Year 9	Year 9 are currently learning about Cybersecurity. This unit takes learners on a journey of discovery of techniques that cybercriminals use to steal data, disrupt systems, and infiltrate networks. The learners will start by considering the value their data holds and what organisations might use it for. They will then learn about social engineering and other common cybercrimes, and finally look at methods to protect against these attacks. They will record their thoughts using PowerPoint.

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PE	
Form Group	Learning Content for the Term
Year 8 and Year 9	Core PE lessons are taught together – with both Yr 8 and Yr 9 – to allow bigger numbers for the group. This half-term, pupils have been studying the essential skills to become a competent hockey player. Pupils have been understanding and applying skills around the correct stance, and grip of a hockey stick, in order to complete a range of skills: short, medium and long-distance passing; receiving the ball; dribbling the ball and shooting. Whilst the pupils are securing these skills, they will also be recognising the tactical element of the sport. Hockey is classed as an ‘invasion game’ and the pupils will be analysing the attacking and defending strategies in order to maintain possession of the ball and score in an opponents goal.
Year 10	<b>BTEC PE</b> - In order for pupils to achieve this qualification, they have to study a number of specific units. The unit the pupils are studying this term is ‘How Exercise Affects the Body’. During this unit, pupils will be able to identify the components of the respiratory system, the cardiovascular system, the muscular system and the skeletal system. To that end, pupils will also be describing the basic functions of these systems, and how exercise impacts these systems, over a short period of time and long period of time. To support pupils in securing this knowledge, they will be expected to set up and complete a range of fitness tests and communicate their results, and impact on their bodies, following undertaking the tests.
Year 11	<b>BTEC PE</b> - Pupils completing the BTEC PE course are completing the A2- personal progression plan where pupils identify an area within sports that they want to develop in for when they complete the course. This unit will help pupils find out what opportunities are available to them and how to get to the next stage in their sporting career. Pupils will carry out a self-audit, identifying what their strengths are and what they need to develop to be able to meet their progression goals. Pupils will learn how to set goals and plan ways to achieve the goals. Pupils will then produce a personal progression plan to help them reach the next step in their life.

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Outdoor Education	
Form Group	Learning Content for the Term
Primary and Year 7	<p>This term students will be participating in the nationally accredited NIBAS.</p> <p>The NIBAS Bouldering scheme involves "bouldering", which is a form of climbing usually practised on small rock boulders, or at indoor walls. Bouldering is carried out at lower heights than roped climbing. The "boulderer" is able to climb down or jump down from the wall (so ropes and harnesses are not required)</p> <p>Completing a NIBAS award can lead students to a career in the outdoors, to become a coach at a climbing wall, or provide the foundations of a healthy and rewarding "habit" for many years to come as a leisure climber. Climbing benefits the body and mind as it is a:</p> <p>Mental Challenge: working out the best route to climb            Achievement: when you get there!            Workout: an all-over body workout, accessible yet challenging</p>
Year 8 and 9	<p>This term students are participating in the two accreditations of swimming and dry slope skiing.</p> <p>Swimming Awards (Swim England)</p> <p>The Learn to Swim Awards 1-7 are divided into progressive stages. They make up the core, national syllabus of learning to swim for primary and secondary school children.</p> <p>They are designed to reward children for their development of the essential aquatic skills they need to be confident, competent and safe in the water.</p> <p>Each of the Learn to Swim Stage 1-7 Awards has a list of clear outcomes that need to be completed in order to gain each Award. (see below for example)</p> <p>Snowlife Award Scheme</p> <p>The Snowlife awards are a nationally accredited award delivered through Snowsport Uk. The levels range from a basic ski starter award and progress through to a level 9 advanced skier award. Along with physical skiing the award teaches the ski way code along with the knowledge and use of appropriate attire and equipment.</p>

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Music	
Form Group	Learning Content for the Term
Year 7	<p><b>Reading Music</b> – Music notation serves as a universal language for musicians. Being able to read and interpret sheet music allows musicians to communicate musical ideas accurately. This term, pupils have been learning how to identify musical notes on the treble clef using a mnemonic device to remember the names of notes on each line and space.</p>
Year 8	<p><b>Musical Elements</b> – This term, pupils have been looking at some of the building blocks of music:</p> <ul style="list-style-type: none"> <li>• Pitch</li> <li>• Rhythm</li> <li>• Tempo</li> <li>• Timbre</li> <li>• Dynamics</li> </ul> <p>These are all foundational skills that support with the understanding of music and development of performance, composition and improvisation. Understanding the elements of music also enables pupils to discuss and evaluate music using appropriate terminology.</p> <p>Pupils have been exploring use of the musical elements through exploration of a variety of instruments (guitar, keyboard, drums and ukulele) learning to perform simple melodies, chords and rhythms.</p>
Year 9	<p><b>Keyboard Exploration</b> – The keyboard is a highly versatile instrument that can be used across various musical genres, including classical, jazz, pop, rock, and electronic music. Learning the keyboard opens up opportunities to explore and play a wide range of musical styles. This term, pupils have been learning the notes of the keyboard and developing their understanding of music notation.</p>

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Art/DT rotation	
Form Group	Learning Content for the Term
Year 7	Year 7 are currently accessing Art and DT in the Primary department working on a rotation through vocational subjects.
Year 8	Using skills and knowledge from previous lessons, students have begun to explore the use of stencils in Art and how these can be used to make various products within the market including; wallpaper and clothes with logo's. Students will design and create their own stencil and use this to apply it onto various surfaces.
Year 9	Students are exploring enterprise and designing and creating their own fashion brand or logo. Using previous knowledge and skills developed within the arts students are developing personal styles and applying these to their work. Students will explore how to run a business and the elements needed to make it a success, how to market and sell pieces of work to make a profit, as well as exploring technical and specialist processes used in art and design.

Spring 2: What we are learning!	
KS4 options	
Option	Learning Content for the Term
Hair and Beauty	Pupils have been developing their skills and knowledge around the unit 'Shampoo and Conditioning'. They have also developed their theory and understanding around personal care as well as exploring the importance of developing a professional image. Individual assignments have been given to the pupils to complete in preparation for the end of Year 11.
Duke of Edinburgh	This term pupils will be looking into a variety of things including learning new skills through gaining experience in outdoor adventurous activities such as archery and caving. Some pupils will gain some hours volunteering through experiencing peer mentoring around the school helping other pupils progress with their learning.
C & G Construction	Pupils are continuing to develop skills in a range of bricklaying and timber skills. They are developing trowel skills and building an understanding of measurement with regards to gauging of brickwork and setting out. Pupils will also start to look at the written elements of the qualification through training packs and handouts
BTEC Sports	<p>Pupils will be finalising their exam preparation in Unit 1: Fitness for Sport and Exercise. This unit underpins the knowledge and understanding of the course. This unit is externally assessed, and they will have an opportunity to do this in the Spring 2 and Summer 2 half terms.</p> <p>After their exam students will study the last topic of this course, Unit 3: Applying the Principles of Personal Training. This synoptic unit shows the relationship between this unit and the other units in this qualification.</p> <p>This involves designing a personal fitness programme, Understanding the Musculoskeletal and Cardiorespiratory system and the effect this has on training. Students will also implement a self-designed personal fitness training</p>
Information & Creative Technology	<p><b>Year 10</b> pupils are currently working through Unit 3 of their Digital Functional Skills Award. During this term they are looking at Using devices and handling information. As part of this work pupils learn how to effectively navigate and locate online content to find information they need. They will also explore the use keywords in the correct context and carry out a range of searches efficiently.</p> <p><b>Year 11</b> pupils are currently working through Unit 3 of their Digital Functional Skills Award. During this term they are looking at Creating and Editing. As part of this work pupils learn how to produce a range of documents using word</p>

	<p>processing – poster, flyer, leaflets as well as producing PowerPoint presentations that includes a range of information (text, images) that will relate to a wide range of different audiences.</p>
BTEC Art and Design	<p>Year 10</p> <p>Students are exploring the BTEC art and design and are developing knowledge and skills through themed project work. Students are exploring the word 'Identity' and how this can be perceived by others, from this they need to create a piece of artwork designed for an exhibition. Once completed students will begin to explore the topic "it's all fun and games" where students have an opportunity to design and create a game aimed at teenagers.</p> <p>Year 11</p> <p>Students are beginning to prepare for their art exam, students will use the knowledge and skills they have developed in previous projects to create a portfolio and a piece of artwork.</p>
BTEC Home Cooking	<p>Pupils have been developing their skills and knowledge around different skills, such as cutting, slicing and chopping. They have also learnt how to cook a range of dishes, including Eggs Benedict and Lasagne. The year 11s are preparing for their final assessment where they have to plan cook and assess a two course meal.</p>
Land based studies	<p>This qualification allows students to assist with a very wide range of farming activities. Students can focus their qualifications in animal care, timber construction or horticulture or choose units from across the whole range.</p> <p>Students have progressed to various vocational college courses including land management and engineering. Others have progressed to employment including labouring and farm hand</p>
GCSE History	<p>Year 10s are currently learning about World War 1. Our topic at the moment is based around what caused the beginning of the war and why it happened.</p> <p>The Year 11s are currently exploring the Elizabethan Era. This includes looking at Elizabeth 1st reign and who she was connected with. They will be preparing for the examination which will be in the Summer term.</p>

Spring 2: What we are learning!	
KS5 options	
Option	Learning Content for the Term
Construction	Pupils have continued to develop their skills within this subject in order to prepare them for their next steps in their education. They have had the opportunity to visit other settings in order to develop their life skills in preparation for their next educational steps.
Information & Creative Technology	Post 16 pupils are currently working through Unit 3 of their Digital Functional Skills Award. During this term they are looking at Communication and how to use online communication methods effectively and most importantly safely. Topics include, reducing their digital footprint, safe social media use and optimising privacy settings.
Sport	Post 16 pupils are currently working through unit 2 of their Sport Leaders Award. During this term they have planned 2 sports coaching sessions in preparation to deliver to a group within school. Pupils have studied how to plan a creative, inclusive and fun session, to include a thorough warm up, comprehensive drills to develop the participant's skills and confidence, a game to enable participants to hone the skills acquired and an appropriate sport related cool down.