

Summer 1: What we are learning!	
English	
Article 13 – Freedom of expression	
Form Group	Learning Content for the Term
Year 7 RB	<p>This term will be an introduction to William Shakespeare and the texts which have been written. Pupils will look at the application of language and develop an understanding of how language has changed across the centuries. They will continue to develop their inference and comprehension skills which will allow them to explore the historical context, which influenced Shakespeare and his works. Pupils will be introduced to key scenes in Macbeth, in order to develop their skills and knowledge of the play conventions as well as developing their drama skills. They will refine their skills of identifying key quotes to support the points they are making. Pupils will also explore which rights were upheld in the Elizabethan era, and link these to the rights of the child today. They will look at the law during this time, with regards to Article 26 and 27, and how these compare to today's society.</p>
Year 8 JCh Year 8 RMc	<p>Pupils will revisit the stylistic conventions of scripts within the Shakespearean era, as well as exploring the audience and social attitudes in Shakespearean England. Pupils will be able to explain how the writer conveys key themes and ideas, applying accurate subject terminology where relevant within their writing. They will continue to deepen their inferences about setting, character and mood by selecting relevant textual details and exploring form and structure. The text they will study is Romeo and Juliet, where they will explore the theme of conflict in this half term.</p> <p>Pupils will again engage with the Shakespearean era, as well as exploring the audience, themes and context within Shakespearean England.</p> <p>Pupils will explain how the writer conveys key themes and ideas, applying accurate subject terminology where relevant within their writing. They will continue to develop their knowledge of inference through the use of setting, character, and mood by selecting relevant textual details and exploring form and structure. The text Romeo and Juliet will be studied, whereby they will explore the theme of conflict during this half term.</p>
Year 9 RT Year 9 JE Year 9 JB	<p>This term, students will be studying Shakespeare's 'A Midsummer Night's Dream.' This play is about multiple romances and magic intervening to create confusion for the characters and comedy for the audience. They will develop their writing skills through writing narratives from the perspective of characters, alternative plots and endings and creative writing pieces on the setting. Pupils will also explore the societal impact on writing within this era.</p>

	<p>and how Article 31 (leisure, play and culture) can allow pupils to develop their drama skills.</p> <p>Students will be analysing language, which will involve identifying the correct word class of a word and commenting on the meaning of the word and the impact it has on the audience. Students will also be comparing the presentation of characters and discussing why Shakespeare presented them in this way and if he was trying to send any particular messages to the audience. This play will also be brought to life through drama. Students will develop their oracy and reading skills by performing parts of the play, which will involve picking roles, amending the script, picking costumes, and creating props.</p>
<p>Year 10 ER Year 10 RP</p>	<p>This term, Year 10 pupils will continue to develop the essential English skills needed for both Functional Skills and GCSE pathways. Building on their progress in Spring term, they will further explore how social and historical context influences writers' viewpoints, deepening their understanding of how texts reflect the time in which they were written. Pupils will compare different types of texts, recognising similarities and differences in purpose, audience and form.</p> <p>In reading, pupils will continue to engage with texts from the 19th, 20th, and 21st centuries, building the ability to summarise and synthesise information while making judicious references. They will analyse the effects of language and structural features, and consider how these choices shape meaning and impact the reader.</p> <p>In writing, pupils will practise using a range of sentence types—including compound sentences using FANBOYS—and apply sophisticated vocabulary and a variety of linguistic features to create clear, purposeful, and engaging texts. They will also revise grammatical terminology and linguistic conventions to support both their writing accuracy and analytical responses.</p> <p>Alongside this, pupils will begin to develop their speaking and listening skills, preparing for future assessments by planning and delivering short presentations, improving clarity, structure, and confidence when speaking in front of others.</p>
<p>Year 11 SL Year 11 LE</p>	<p>This term, Year 11 pupils will be working towards either their Functional Skills English qualification, their GCSE English exam, or in some cases, both. Lessons will focus on developing essential reading and writing skills through a range of targeted tasks and exam-style activities.</p> <p>Pupils working towards Functional Skills will focus on identifying key information, understanding how language is used, and comparing texts. In writing, they will practise structuring clear, purposeful responses with accurate grammar, punctuation and spelling. There will also be dedicated time for preparing and delivering presentations as part of the speaking component, with an emphasis on clarity, confidence and effective communication.</p>

	<p>Pupils preparing for GCSE English will continue to build on their ability to analyse language and structure, compare writers' viewpoints, and evaluate texts. In writing, they will practise producing detailed responses for both transactional and creative tasks, with a strong focus on vocabulary, sentence variety, and planning under timed conditions.</p> <p>All lessons will be tailored to individual needs, with regular assessment and feedback to close gaps and secure progress. Whether working towards Functional Skills, GCSE, or both, the aim is to boost exam confidence and ensure every pupil is equipped with the skills they need to succeed.</p>
Post-16 Functional Skills	<p>This term, Key Stage 5 Functional Skills pupils will be working on strengthening their core English skills across reading, writing, and speaking and listening. Learners will take part in targeted reading activities to develop confidence in identifying key information, comparing texts, and understanding how language is used for effect. In writing, the focus will be on planning and producing clear, well-structured pieces for different purposes and audiences, with particular attention to punctuation, grammar, and using a variety of sentence types. Pupils will also be finalising their preparation for the speaking and listening component, engaging in structured discussions on real-life topics, with a focus on clarity, turn-taking, and responding to others. Throughout the term, pupils will complete regular practice exam questions to build familiarity with the assessment style and develop strong exam technique.</p> <p>Lessons will be fully tailored to individual needs, with each learner supported in closing down their own personal areas for development. Whether it's boosting confidence with reading, improving written accuracy, or practising speaking skills, the programme is designed to ensure every pupil makes clear progress towards achieving their Functional Skills qualification.</p>
Post 16 A-level	<p>This term, A-Level English Language pupils will complete the Child Language Development unit, consolidating their understanding of how children acquire and develop spoken and written language. Pupils will explore key theories, stages of development, and analyse real-life examples using accurate linguistic frameworks and terminology. This will include evaluating the influence of caregivers, environment, and social interaction on language acquisition. Pupils will also finalise and submit their Non-Exam Assessment (NEA) coursework. This will involve redrafting their original pieces, refining analytical commentary, and ensuring their work meets the assessment objectives through focused feedback and 1:1 support.</p> <p>With the exam season approaching, pupils will begin a structured revision programme, reviewing all major units, including Language Change, Language Diversity, and Language Discourses. Lessons will include guided practice, modelled responses, and timed tasks to build exam stamina and technique. Pupils will also complete regular exam-style practice questions to strengthen their analytical and evaluative skills across Paper 1 and Paper 2. Emphasis will</p>

be placed on planning effective responses, applying terminology confidently, and embedding quotations precisely to meet the demands of the mark schemes.

This term is focused on consolidating knowledge, improving written accuracy, and preparing pupils for success in their final A-Level assessments.

Summer 1: What we are learning!

Maths

Form Group	Learning Content for the Term
Year 7 RB	Pupils will use their knowledge of measurements to apply this to calculating perimeter and area of basic shapes, including reasoning and problem-solving questions. Pupils will develop the connection between algebra and geometry, using basic formula to substitute in values to calculate solutions. Pupils will also be developing an understanding of the co-ordinate system, including reading and plotting coordinates, understanding equations of line (horizontal and vertical), and developing problem solving skills on a coordinate axes.
Year 8 JCh Year 8 RMc	This term pupils will be revisiting probability and recalling the terminology used for probability, as well as applying systematic listings to determine outcomes. Pupils will begin to use visual representation of probability in the forms of frequency trees, Venn diagrams and sample space diagrams. Pupils will recall their knowledge for solving one and two step equations and apply these skills to solving equations with unknown on both sides, including solving worded problems. Pupils will understand how equations can look on graphs, and how connected equations can be solve graphically.
Year 9 JE Year 9 JB Year 9 RT	This term pupils will also develop their fluency skills by developing their knowledge to recognise, sketch and interpret graphs of different functions. Pupils will build their knowledge of using graphs to solve equations further developing their fluency. They will also be introduced to probability and develop their mathematical reasoning and problem-solving skills when looking at the effect of independent and dependent events can have.
Year 10 ER Year 10 RP	<p>GCSE Maths</p> <p>This term, pupils will focus on developing their fluency skills, particularly in recognizing, sketching, and interpreting graphs of various functions. They will also enhance their algebra fluency by exploring different methods for solving equations, linking their knowledge of graphs with solving equations. Additionally, students will tackle problem-solving questions that require them to derive and solve equations, reinforcing their understanding and application of these mathematical concepts.</p> <p>Functional skills</p> <p>Pupils will revise key areas such as the number system, strengthening their fluency and reasoning skills around the order of operations and estimation techniques. Additionally, we will review how to calculate fractions, decimals, and percentages, and explore how these concepts contribute to a deeper understanding of the number system.</p>

	<p>Once pupils have a solid grasp of number work, we will move onto topics on measures, shapes, and space. Pupils will deepen their understanding of percentages, particularly in relation to real-life contexts like tax and discounts. They will also develop fluency and reasoning skills in coordinates and bearings, learning how to apply these concepts in journey planning. Finally, pupils will demonstrate how to calculate area and perimeter, applying these skills to find the areas and perimeters of compound shapes.</p>
<p>Year 11 SL Year 11 LE</p>	<p>GCSE Maths</p> <p>Pupils will start the term with revising the last of the statistics topics, understanding the different types of data, methods used to analysis and display data. Pupils will be further developing their knowledge of probability of events.</p> <p>One pupils have complete these topics, pupils will be revisiting key topics from GCSE Specification based on their individual learning plan, which will be generated from past exam paper results. These plans will allow pupils to close the gap in their own learning. Pupils will also be completing regular Exam papers to ensure pupils have had extensive exposure to exam style questions.</p> <p>The dates for the upcoming GCSE Exams are:</p> <p>Paper 1 – Non Calculator - Thursday 15th May 2025 Paper 2 – Calculator – Wednesday 4th June 2025 Paper 3 – Calculator – Wednesday 11th June 2025</p> <p>Functional skills</p> <p>Pupils will revise key areas such as the number system, strengthening their fluency and reasoning skills around the order of operations and estimation techniques. Additionally, we will review how to calculate fractions, decimals, and percentages, and explore how these concepts contribute to a deeper understanding of the number system.</p> <p>Once pupils have a solid grasp of number work, we will move onto topics on measures, shapes, and space. Pupils will deepen their understanding of percentages, particularly in relation to real-life contexts like tax and discounts. They will also develop fluency and reasoning skills in coordinates and bearings, learning how to apply these concepts in journey planning. Finally, pupils will demonstrate how to calculate area and perimeter, applying these skills to find the areas and perimeters of compound shapes.</p>
<p>Post 16</p>	<p>Resit GCSE Maths</p> <p>One pupils have complete these topics, pupils will be revisiting key topics from GCSE Specification based on their individual learning plan, which will be</p>

generated from past exam paper results. These plans will allow pupils to close the gap in their own learning. Pupils will also be completing regular Exam papers to ensure pupils have had extensive exposure to exam style questions.

The dates for the upcoming GCSE Exams are:

Paper 1 – Non Calculator - Thursday 15th May 2025

Paper 2 – Calculator – Wednesday 4th June 2025

Paper 3 – Calculator – Wednesday 11th June 2025

Functional Skills

While pupils await their exam results from before Easter, they will focus on addressing knowledge gaps identified through diagnostic tools to ensure they are fully prepared for their final exam, should they need to retake it. During this time, pupils will revise key areas such as the number system, strengthening their fluency and reasoning skills around the order of operations and estimation techniques. Additionally, we will review how to calculate fractions, decimals, and percentages, and explore how these concepts contribute to a deeper understanding of the number system.

Once pupils have a solid grasp of number work, we will shift to topics on measures, shapes, and space. Pupils will deepen their understanding of percentages, particularly in relation to real-life contexts like tax and discounts. They will also develop fluency and reasoning skills in coordinates and bearings, learning how to apply these concepts in journey planning. Finally, pupils will demonstrate how to calculate area and perimeter, applying these skills to find the areas and perimeters of compound shapes.

Summer 1: What we are learning!

Science

Form Group	Learning Content for the Term
Year 7 RB	During Summer 1, students will be focussing on a Chemistry topic, Pure and Impure Substances. Students will learn to identify scientifically pure substances, and the difference between soluble and insoluble substances, before developing their practical skills by carrying out different separation techniques. Students will focus on the physical properties used in separating impure substances, and the different processes involved in filtration, crystallisation and distillation. They will finish the topic looking at the process of chromatography, and the identification of unknown substances. Throughout the topic, the separation techniques studied will be linked to real life applications.
Year 8 JCh Year 8 RMc	During Summer 1, students will be completing a Chemistry Module, Chemical Reactions. Students will be introduced to the concept of acids and alkalis, and how they react both with each other, and other substances. This is a very practical topic, focussing on a range of chemical reactions, including neutralisation, oxidation and thermal decomposition. Throughout this topic, students will be carrying out practical activities, enhancing their scientific skills and using a range of equipment. They will be encouraged to follow simple methods, select the equipment required, identify any hazards the different substances and equipment pose before evaluating their results and drawing conclusions.
Year 9 JE Year 9 JB Year 9 RT	This term, students will be working through a chemistry module, Earth and Atmosphere. The module starts by looking at the structure of the Earth and the properties of the different layers, before describing the rock cycle and the formation, and properties, of igneous, sedimentary and metamorphic rock. Students will compare the composition of Earth's early atmosphere with our current atmosphere, before focussing on the greenhouse effect and how this is causing climate change. Human activity and ways to reduce the greenhouse effect will be discussed, before the topic ends looking at the Earth's natural resources and ways for sustainable development.
Year 10 ER Year 10 RP	Entry Level, GCSE Combined and Triple Science: This term students will continue with their Chemistry studies, focussing on quantitative chemistry and Chemical reactions. In the quantitative chemistry module, students learn to represent chemical reactions through balanced word and symbol equations, which builds on the modelling skills developed in the previous units on the periodic table and bonding. They will focus on developing the mathematical concepts, including conservation of mass, to calculate quantities of reactants and products in chemical reactions.

	<p>Following this, in the Chemical Changes topic, students will investigate the reactivity of different metals, particularly focusing on their reactions with acids, which will enhance their understanding of chemical properties. The unit will culminate in an exploration of electrolysis, connecting concepts from bonding and structure to practical applications in chemistry.</p> <p>BTEC Level 2 Applied Science</p> <p>Over the next half term Yr11 will be completing coursework for 'Chemistry in our world'. Students have had the opportunity to collect data and present it scientifically in report and leaflet formats. Once complete we will then move on to the examination unit, Unit 1 Principles of applied science in preparation for the exam in February of year 11.</p>
<p>Year 11 SL</p> <p>Year 11 LE</p>	<p>GCSE Combined Science</p> <p>During this half term, students will complete the Physics paper 2 topics of Magnetism and Waves, before revisiting key topics from Biology, Chemistry, and Physics Unit 1 to consolidate their understanding and address any gaps in knowledge. They will review previous material, seek further clarification where necessary, and strengthen their grasp of core concepts. Regular practice with past exam papers will help students refine their exam techniques and become familiar with the question format. Additionally, they will recap the required practicals for these units, enhancing their practical skills and ensuring they are fully prepared for their final exams. This approach will support their ability to apply theoretical knowledge effectively in both practical and exam contexts.</p> <p>BTEC Level 2 Applied Science</p> <p>Over the next half term year 11 will be completing coursework for 'Chemistry in our world'. Students have had the opportunity to collect data and present it scientifically in report and leaflet formats. Once complete students will focus on revision in preparation for their BTEC exam. Biology topics will be revisited to refresh student knowledge and understanding. Students will practice exam questions to familiarise themselves with the layout of BTEC Applied science exam papers and the skills required to answer questions.</p>

Summer 1: What we are learning!	
PSHE	
Article 6 – Life, survival and development	
Form Group	Learning Content for the Term
Year 7 RB	Pupils will be developing assertive communication, risk management and support-seeking skills, as they learn about the rights they, and others, have in the community. They will explore how to seek information in a safe manner (Article 16) and how to assertively communicate and negotiate boundaries within friendships and other relationships. They will develop the ability to seek support for themselves and others if concerned about FGM or forced marriage as they discover how every child has the right to the best possible health care. (Article 24). Current online trends will be addressed so that pupils are well informed with the current risks which they may take, and how to share any concerns with regards to online and off line relationships.
Year 8 JCh Year 8 RMc	Building on their foundational learning and progressing further into Year 8, pupils will develop essential communication and negotiation skills while clarifying values and strategies to manage influence in relationships. They will learn about healthy relationships, including recognizing features of both healthy and unhealthy relationships, with a focus on online interactions. Pupils will be able to identify the rights which they are entitled to, and how to uphold their own rights, as well as the rights of others. Pupils will also understand the importance of maintaining respectful relationships, particularly in digital environments. Article 17 allows pupils to have the right to reliable information from a variety of sources. Pupils will continue to learn that the Government must help protect them from materials that could harm them. Throughout this, pupils will be taught how to assertively communicate and negotiate boundaries in relationships, understanding the law relating to consent and how to seek, give, or withhold consent appropriately. (Article 34,35,36). Pupils will build essential life skills related to healthy relationships, inclusivity, communication, and personal safety, ensuring they are well-prepared to navigate interpersonal dynamics both online and offline with respect.
Year 9 JE Year 9 JB Year 9 RT	Pupils will learn about the readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex. The myths and misconceptions relating to consent will be addressed as well as the continuous right to withdraw consent. How the portrayal of relationships in the media and pornography might affect expectations. Pupils will learn how to assess and manage risks of sending, sharing or passing on sexual images and how to secure personal information online. RSE - how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty,

	<p>trust, shared interests and outlook, sex and friendship. They will be shown that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. Pupils will know that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others, that they have a choice to delay sex or to enjoy intimacy without sex.</p>
<p>Year 10 ER Year 10 RP</p>	<p>Students will learn how to approach decisions about marriage and other long-term commitments thoughtfully and with informed consideration. They will understand the importance of rejecting forced marriage and will be equipped with knowledge on how to seek help safely if they or someone they know is at risk. Additionally, students will learn to respect diversity across gender identity, sexual orientation, faith, race, and disability, fostering an inclusive mindset and celebrating differences within society. They will identify and explore rights, roles, and responsibilities within a diverse society, learning how to advocate for these principles respectfully. Students will develop strategies to challenge discrimination and prejudice-based bullying related to any of the protected characteristics outlined in the Equality Act (2010), promoting a culture of inclusivity and respect. They will also explore how to manage the influence of gender and sexual norms and stereotypes, fostering critical thinking and understanding of societal expectations. Moreover, students will investigate the support available to individuals with protected characteristics, learning how to access advice and assistance for themselves or others in need, thereby promoting empathy and support within their communities.</p>
<p>Year 11 SL Year 11 LE</p>	<p>Continuing from understanding self-worth and resilience, students will explore strategies to build and maintain self-worth by reflecting on achievements and reframing setbacks as opportunities for growth. They will learn to make informed decisions regarding diverse education and career pathways, assessing their interests and skills to align with future goals. Students will also investigate various types of employment, including full-time, part-time, self-employment, and zero-hours contracts, understanding their contractual terms and implications. They will evaluate the financial advantages, disadvantages, and risks associated with each employment model, equipping themselves to navigate the complexities of the job market effectively. Moreover, students will develop skills to set realistic yet aspirational life goals, integrating their personal aspirations with practical planning to achieve long-term success and fulfillment. By engaging with these topics, students will enhance their decision-making abilities, preparing them for a dynamic and rewarding future in education, career, and life.</p>

Post 16	<p>Pupils will learn how to seek, give, and withdraw consent assertively in various contexts, understanding their legal and moral responsibilities in doing so. They will recognize factors that can affect someone's capacity to consent and the emotional, physical, social, and legal consequences of failing to respect others' rights regarding consent. Pupils will learn to identify signs of abuse, exploitation, and assault, including rape, and how to access and report support, both online and offline. They will explore how to challenge harmful attitudes, such as victim-blaming, and recognize manipulation, coercion, and negative influences. Pupils will develop exit strategies for unhealthy relationships and learn their rights regarding harassment, stalking, and violence, including forced marriage and 'honour'-based violence. They will also learn how to respond to pressurized or dangerous situations and where to seek help.</p>
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Summer 1: What we are learning!

Computing

Form Group	Learning Content for the Term
Year 7 RB	This unit builds on the prior scratch unit, further advancing pupils programming skills through work on sequence, selection and iteration. Pupils will have chance to develop their problem-solving skills and understanding of decomposition moving towards the completion of a large end of unit project. Pupils will continue to learn different programming techniques, evaluate at each step and make effective decisions moving forward
Year 8 JCh Year 8 RMc	This unit introduces pupils to text-based programming with Python. Pupils will build upon prior learn skills around programming, developing fluency in use of key skills. Pupils will learn to apply arithmetic operations and live coding within Python whilst continuing to build knowledge of iteration, randomness and selection
Year 9 JE Year 9 JB Year 9 RT	This unit enhance pupils programming skills in a new engaging context: Physical computing using the BBC micro:bit. Pupils will learn about components built into the micro:bit and how to write simple programs that can interact with the physical world. Python programming fluency will be built and programming skills are advanced. Pupils will work together to build a physical computing project. This will develop pupils creative computer technology use, applying a range of fundamental IT concepts.
Year 10 ER Year 10 RP	This term starts off with digital transactions where students will revisit the online skills and knowledge they started in Autumn and the digital footprint skills and knowledge they started in Spring. Students will need to fill out an online form and understand what data goes into a form and the reason the data may be requested (link to Autumn and Spring work). Following the online form completion students will then look at different digital verification techniques, how to ensure the checks are complete and work through a full online form including verification. The term will end with students understanding the need to be safe online starting with the identification of threats to online transactions and online communications.
Year 11 SL Year 11 LE	In preparation for their exams, students will be going through revision papers in line with the new Digital Functional Skills assessment that will be undertaken by the students. Students will go through the typical structure of the Digital Functional skills assessment to familiarise themselves with the structure and layout of the assessment and they also be going through the varied topics that appear consistently such as input and output devices, accessibility, formatting of specific documents, online transactions and more.

Summer 1: What we are learning!

PE

Form Group	Learning Content for the Term
Year 7 RB	During this term we will be focusing on rounders and athletics, where they will begin by mastering basic replication of core skills essential for running, jumping, and throwing. They will learn fundamental techniques such as sprinting, long jump, and overarm throwing, emphasizing correct form and technique to enhance their athletic performance. Moreover, students will develop their understanding of personal bests by setting targets for themselves and their peers. They will track their progress over time, identifying areas for improvement and striving to achieve individual goals. This promotes a growth mindset and encourages students to take ownership of their athletic development, fostering a sense of achievement and motivation in both rounders and athletics.
Year 8 JCh Year 8 RMc	During summer 1 pupils will demonstrate the replication of event techniques with athletics focus. They will be taught to challenge physical capacity embodying concepts such as strength, range of motion, stamina, and balance which is a key pathway through which individuals maintain their ability to carry out activities. Pupils will be given self-assessment and peer assessment opportunities through the use of technology to improve performance E.g. slow-motion filming to compare techniques to who are seen as successful in that particular athletics discipline.
Year 9 JE Year 9 JB Year 9 RT	During this term pupils will be developing tactical play. They will learn strategic approaches to team-based games like softball and rounders, understanding how to read game situations, anticipate opponents' moves, and make informed decisions to gain a competitive edge. Additionally, students will replicate more advanced core skills essential for both sports. They will master techniques such as advanced pitching and batting in softball. Emphasis will be placed on precision, timing, and consistency in executing these skills under competitive conditions. Pupils will develop more technical proficiency in softball and rounders and a deeper appreciation for strategic play and physical conditioning. This prepares them to excel in competitive sports environments while fostering a lifelong commitment to sportsmanship, teamwork, and personal achievement in physical education.
Year 10 ER Year 10 RP	In our athletics unit year 10 will be focusing on high jump, javelin, shot put, and running events. Students will develop a variety of physical and technical skills. In the high jump, they will learn proper takeoff techniques, body positioning, and clearing the bar with efficiency. In the javelin, students will focus on grip, arm motion, and release angle to achieve optimal distance. For shot put, students will refine their stance, grip, and rotation techniques to improve power and accuracy. In running events, they will work on sprinting

	mechanics, pacing strategies, and endurance training. Throughout the unit, emphasis will be placed on developing strength, coordination, and speed while understanding the importance of technique, safety, and sportsmanship in each discipline.
Year 11 SL Year 11 LE	In a KS4 athletics unit focusing on high jump, javelin, shot put, and running events, students will focus on beating personal bests and building skills that promote long-term success. They will explore each event's techniques to enhance performance, learning the fundamentals of high jump takeoff, javelin release, shot put stance, and sprinting form, while aiming to improve their individual results. By setting goals and tracking progress, students will develop a growth mindset that encourages perseverance, self-reflection, and resilience. These skills not only support athletic achievement but also foster qualities like discipline, focus, and the ability to overcome challenges, which are valuable in both sport and life beyond school.

Summer 1: What we are learning!	
Music	
Form Group	Learning Content for the Term
Year 7 RB	This half term pupils will continue to develop their performing skills. Opportunities will be created to use other band instruments as well. They will continue to work on developing their knowledge of a performing simple bad parts on different band instrumnets while reading suitable notation. Pupils will continue to work on reading standard notation as well as continuing to work on their rhythm reading skills. This work will result in a final performance utilising these band skills.
Year 8 JCh Year 8 RMc	This half term pupils will develop their composing skills from previous soundscape units. They will learn how to select, choose and manipulate sounds to match a film using a DAW. As well as this pupils will have the opportunity to create their own ideas using patterns and motifs. While exploring timbres and textures they will examine effects that can be added to tracks. This will result in a final piece of music for a film of choice.
Year 9 JB Year 9 RT	Pupils will work independently within this unit. They will get the opportunity to create music of their own choices as a final project entitled Make Your Own Kind of Music. They can opt to perform on the keyboard, compose music, explore IT, or ukulele. Working with staff they will choose targets to work on and create a set of final pieces. This unit would develop more independent skills that are needed for KS4 options such as the Arts Award. Work will cover the Bronze Arts Award with 4 sections: <ol style="list-style-type: none"> 1) Explore the Arts 2) Be an audience. 3) Arts inspiration 4) Skill share

Summer 1: What we are learning!

Humanities

Form Group	Learning Content for the Term
Year 7 RB	<p><u>History: The Tudors</u></p> <p>Pupils will develop an understanding of the period known as the Tudors. Pupils will learn about how the Tudors rose to power (War of the Roses) and the chronology of the family tree. The focus of this module in line with the NC will be the reformation and counter-reformation to Elizabeth's settlements and disputes with Catholic countries. As a result, students will have a sound understanding of the of the changes within religion of England and the wider world.</p>
Year 8 JCh Year 8 RMC	<p><u>History: Industrial Revolution</u></p> <p>Pupils will learn about how Britain changed during the Industrial revolution in terms of technology, society and economy. This will be uncovered through teaching topics such as the gangs, workhouses, suffragettes (women) and public health.</p> <p>Pupils will also have a chance to look at their local area and research how their area was involved during this time, in particular living conditions and public health in Dudley. This will focus on the second order concept similarity and difference.</p>
Year 9 JB Year 9 JE Year 9 RT	<p><u>History: A Brave New World</u></p> <p>Pupils will look at a series of events that happened within modern day. These events will be linked to the Cold War (Space Race, Berlin Wall,) and also to other modern events such as the teenage movement, migration (Windrush) and Civil Rights.</p> <p>Pupils will be able to think critically about this event and how these link to other events within our history and the impact that they have caused. Pupils will understand the causes for these events and the significance they hold.</p>

Summer 1: What we are learning!	
Art & Design/Design and Technology	
Form Group	Learning Content for the Term
Year 7 RB Rebecca T	<p>DT: Students will be introduced to the world of Fashion and Textiles. This will include learning the basics about advertising and marketing. Students will use their research to help them create their own innovative logo design by communicating their ideas through drawings. Pupils will become familiar with techniques to help apply colour and pattern to their fabric. This will include printing which will be used to add solid blocks of colour and pattern using fabric crayons/markers. Students will learn about Health and Safety relating to equipment used in Textiles such as the iron, needles, fabric scissors and sewing machine. Pupils will become familiar with simple hand stitches and use of the sewing machine to create simple stitches. A plan for making will be created which provides students with check points to reflect and evaluate each stage of the making process. This unit will provide students with the skills to create an appealing and functional fashion product suitable for their chosen target market consumer.</p>
Year 8 JCh Rebecca T	<p>ART: Students will continue to develop their observational skills through exploring drawing using a variety of drawing mediums such as charcoal, graphite, pastel and pens. Students will implement several elements of art through the study of portraits as they experiment in creating Form, Lines, Texture and Colour through colour mixing sessions and learning mapping techniques for drawing with accuracy such as the grid method. Students will draw a baseline self-portrait and a final self-portrait highlighting how each week they have progressed in learning a new skill on face proportion, establishing how to draw with more accuracy using drawing techniques such as drawing shapes, forms and applying tones to face features. In doing so, students will practice colouring mixing of tones, tints and shades using paint to create skin tones to apply to their self-portraits. As students study several artists and their distinct style they will practice observational drawing skills, aiming to represent realism linking back to their unit 1 topic. Students will demonstrate creative independence through designing their final self-portrait, capturing the essence of each artist studied. Students will have the freedom to choose their most favourable artist and styles they want to explore, demonstrating students are taking creative freedom and leading their decision making.</p>

<p>Year 8 RMc Rebecca T</p>	<p>DT: Students will build on skills and knowledge they have learnt in Textiles in Year 7. Students will be learning new vocabulary relating to decorative techniques used in textiles. Students will analyse existing products to help with their design ideas. Pupils will be able to communicate design ideas through drawing, rendering and annotation. Students will understand the importance of accurate measuring, modelling and use of templates whilst making each part of their product. Pupils will select and use of correct tools to demonstrate their skills from year 7 and also learn new skills to produce decorative techniques to add decoration to their product – Applique, Hand sewing, beads, buttons and how to add a fastening to their cushion cover. Students will learn the importance of seam allowances when constructing their product. With support students will have the opportunity to use the sewing machine to assemble their product for a professional finish. Students will test and refine their ideas and products against a specification.</p> <p>This unit will provide students with the skills and knowledge to create a functional product supported by a chosen theme personal to them.</p>
<p>Year 9 JB Rebecca T</p>	<p>DT: Students will build on skills and knowledge they have learnt in Textiles in years 7 and 8. Students will learn about careers in Textiles. Pupils will gain a greater understanding about branding, marketing, profit margins etc whilst researching existing fashion garments on the market past and present. Students will look at how fashion has changed over the decades. Pupils will use their mood board, research to creative a series of innovative designs. These designs will clearly be communicated through sketches, annotation and sample pieces of techniques they plan to use. Pupils will demonstrate their prior knowledge and skills of Applique, embroidery stitching, beads, sequins, buttons and also be introduced to Reverse Applique. Pupils will demonstrate safe and correct use of tools and the sewing machine when required for decoration. Students will follow and demonstrate safe and creative use if Tie Dye to add colour and pattern to their product. Reference to the design brief and design specification should be evident in the pupils work through the design and making stages.</p>
<p>Year 9 JE Year 9 RT</p>	<p>Art: Some students will use an extra week to completed their fantastic Street Art inspired Skateboards as they have worked so hard to design and create them. Once the Skateboard project is concluded, student will study the basic proportions of the human figure. They will learn how to draw two standing figures in proportion using line and mark making and will learn how to draw the figure in different action poses. Students will know the term negative space and use this process to draw figures to develop into paper cut-outs in the style of Henri Matisse. Students will learn and experiment on how to construct a 3D wire drawing of a figure in the style of Alexander Calder along with using appropriate mediums to capture movement though drawing.</p>

Summer 1: What we are learning!

RE / MFL

Form Group	Learning Content for the Term
Year 7 RB – French	<p>This term we will be building on our existing vocabulary and creating conversations within the topics we have studied. We will also be learning new vocabulary under the topics of Family and Friends. Pets, Hobbies and Sports, Jobs and Professions.</p> <p>Children will be looking at nouns, adjectives and verbs within these topics and conversational phrases. They will be looking at text, engaging in games and practicing stringing their phrases together. Emphasis will be on having a go and not being afraid to make mistakes. This is how their language competency will build.</p>
Year 8 JCh – French	<p>This term we will be building on our existing vocabulary and creating conversations within the topics we have studied.</p> <p>Children will be looking at nouns, adjectives and verbs within these topics and conversational phrases. Depth of vocabulary will be greater than that of year 7. They will be looking at text, engaging in games and practicing stringing their phrases together. Emphasis will be on having a go and not being afraid to make mistakes. This is how their language competency will build.</p>
Year 9 JB – French	<p>This term we will be building on our existing vocabulary and creating conversations within the topics we have studied.</p> <p>Children will be looking at nouns, adjectives and verbs within these topics and conversational phrases. Depth of vocabulary will continue to grow. They will be looking at text, engaging in games and practicing stringing their phrases together. Emphasis will be on having a go and not being afraid to make mistakes. This is how their language competency will build. Pupils will also begin to look at roles they could use their language skills in .</p>
Year 8 RMC – RE	<p>Pupils will be given the opportunity to study a range of religions and look at the impact of religion and daily life. Pupils will study each religion and look at special ceremonies.</p> <p>Rites of passage:</p> <ul style="list-style-type: none"> • Baptism • Confirmation • Scared thread ceremonies. • Bar Mitzvah • Amrit Sanskar • Growing up Muslim <p>Pupils will understand affect religion has on believers' life- growing up, understanding, and practicing faith. This unit will then link to the answering life's big questions- existence of God and belief in the afterlife.</p>

Year 9 RT - RE

Students will focus on Christian attitude towards the world- Suffering, treating others, life after death. Pupils will draw upon knowledge of war and punishment and compare with religious and non-religious views. Pupils will draw comparison from Christian laws/morals to the laws of society.

Students will consider how religion answers the big questions?

- Why does suffering exist?
- How we should treat nature and the world?
- What do religions believe about life after death? – euthanasia?
- Why does Religion cause war? Is it just?
- How should wrongdoing be punished?

Summer 1: What we are learning!	
Key Stage 3 options	
	Learning Content for the Term
ASDAN Gardening Liane	<p>This Half Term we will have a focus on Food on the allotment. The aim of this module is to encourage students to grow their own produce and raise awareness of growing food responsibly. The module provides opportunities to understand how to obtain optimum growing conditions, as well as taking responsibility for looking after a plot of their own. This module builds on from the module wildlife in the garden, making use of the skills developed in relation to developing pupils' ability to learn, teamwork, problem solving, IT skills, Literacy and Numeracy.</p> <p>Students will be using their research skills to research the different requirements for plants and seeds to grow, for example how different soil types affect plant growth, the different pests and diseases that can affect plants and vegetables and how to make a good compost. They will also be utilising their problem-solving skills in making biodegradable pots and learning how to grow seeds and transplant seedlings correctly. This module will also focus on the different common hand tools used in the garden and allotment. Students will be required to demonstrate their correct use and show an understanding of the care required both for plants and the tools.</p>
Music	<p>This half term pupils will be continuing to follow the Arts Award Bronze course completing their skill shares and continuing to work on their Arts inspiration task. They will also have the opportunity to work on the Trinity Awards and Certificates in Music Development collating evidence from the three domains for assessment (proactive, reactive and interactive).</p>
ASDAN Hair and Beauty Jasvinder	<p>This term, we will be focusing on Basic Hairdressing Techniques, providing pupils with the opportunity to develop hands-on skills in washing hair, braiding, and blow-drying techniques.</p> <p>As part of this unit, pupils will be introduced to the science behind hair care, gaining an understanding of the chemistry involved in hair products and treatments. Through engaging activities and challenges, they will explore how different ingredients affect various hair types, helping them to identify the best products suited for different hair textures and conditions.</p> <p>A key aspect of the course will be anatomy and physiology, where pupils will learn about the structure of hair and how this knowledge applies to basic hairdressing treatments. They will also develop an understanding of the importance of client consultations, ensuring they can assess and recommend appropriate hair care solutions professionally.</p>

	<p>In addition to practical hairdressing skills, pupils will engage in a creative research project, selecting a celebrity and examining how their fashion and hairstyle choices have evolved over time. This will help them appreciate the role of hairstyling in self-expression and fashion trends.</p> <p>Furthermore, pupils will practise and perfect two different braiding techniques, building confidence in their ability to create stylish and professional-looking plaits. They will also reinforce their learning by labelling a detailed diagram of the hair, helping to consolidate their understanding of hair structure.</p> <p>We look forward to an exciting and engaging term ahead, where pupils will develop both practical skills and theoretical knowledge that will be valuable in a real-world context</p>
Mechanics	<p>This term, students have been getting hands-on with the exciting world of performance car parts and motorsport! It's been a fun way to learn about vehicle repair that goes beyond everyday cars—and perfect for anyone dreaming of working with race cars or high-performance vehicles one day.</p> <p>Next term, everyone will keep building their skills and learning more in their own course areas. Some students are already thinking about cool jobs in fixing cars, trucks, or even big commercial vehicles in the future. It's been great to see their passion grow as they look ahead to exciting careers in the automotive world!</p>
Cooking	<p>Students will be making a variety of sweet and savoury dishes, these will include spaghetti and meatballs, chicken fajitas, raspberry and white chocolate flapjacks and cheesecake. They will practice a variety of cooking skills including chopping, frying, baking, weighing and measuring.</p>
Enterprise	<p>The KS3 Enterprise Group will continue to build their confidence and skills in the workshop as they research, design, and create unique garden ornaments in preparation for sale at the summer fayre. Through this project, students will have the opportunity to apply their creativity and problem-solving skills while learning about the process of product development. They will participate in offsite trips to gather valuable market research and source materials essential for their designs. This hands-on experience will not only develop their enterprise skills but also prepare them for real-world business challenges.</p>
Forest School	<p>As we enter the summer term we will be looking to do more active and practical tasks within Forest School. We have some exciting new equipment</p>

	and will continue to build on the range of activities offered. The key to the summer term will be that we will be child led to ensure that they get the most of the fresh air and hopefully beautiful weather.
History Club	We will be learning about the Aztecs including; famous Aztec sites such as Chichen Itza and looking at examples of and making Aztec inspired art. We will also learn about Aztec gods and temples and how sacrifices were used, students will have the opportunity to either make their own Aztec temple or Aztec death mask. Finally we will be learning about how cocoa beans were very important to the Aztecs and how they were used in trade.
Esports	This summer term, KS3 pupils will be introduced to Esports Enterprise Ideas, exploring how creativity and innovation play a vital role in launching successful ventures within the fast-growing Esports industry. They will learn how to generate and refine enterprise ideas, developing an understanding of how to identify market needs and tailor their concepts to specific target audiences. Pupils will build key skills in financial planning, including budgeting, forecasting, and managing potential revenue streams such as sponsorship, streaming, merchandise, and events. Alongside this, they will explore the vast array of careers within the Esports industry e.g. from players and coaches to event organisers, marketers and content creators thus gaining a broader understanding of the industry's structure and opportunities. As the term progresses, pupils will begin designing and presenting their own Esports business plans, setting realistic goals and outlining clear strategies. This unit aims to build confidence, commercial awareness, teamwork and communication skills, while engaging pupils in a subject that reflects their interests and the evolving digital world.
Art	As we enter the summer term, students will use these 4 weeks to conclude on their art skills they have developed. Each student has been working on different projects which range from drawing famous TV characters to creating large 3D masks, to developing their own illustrations and creating a visual story with their own characters. Students will use these weeks to practice and refine their chosen art skill so that their experience is personal to them. Students will work on building their creativity and confidence with materials within art to strengthen their arts knowledge and skills to which they can later apply in their Art lessons or further study of KS4.
STEM Liane <i>Science, Technology, Engineering and Mathematics</i>	This term we will make good use of our Immersion Room to explore aspects of Science, Technology, Engineering and Technology. We will use various rollercoaster themed experiences to talk about how rollercoasters are constructed and how they work. We will discuss gravity and how rollercoasters stay on the rails. We will compare different roller coasters and how they are similar and different. We will watch the Volcano experience and talk about

how volcanoes are formed and how they erupt. We will use our literacy skills to listen to and read the texts before answering the questions. We will explore the Shark Cage experience and discuss how cages are made and what properties of materials are needed. We will talk about whether we would like to go in a shark cage and why or why not. We will make further use of our cross-curricular skills in relation to Literacy and Numeracy to explore the texts related to this experience, reading and responding by estimating numbers which could be the answers.

We will take part in various tasks in relation to Science, Technology, Engineering and Mathematics. We will undertake activities such as why dinosaurs became extinct and formally debate this. In doing so we will formulate both sides of an argument and use formal language. We will go more 'green' and think about the different materials we can get from trees and consider what can be done with an old tree. We will carry out research together and research the life cycle of a tree. We will visit the Nature Reserve as part of these activities. We will consider how wood that is rotting supports biodiversity.

Summer 1: What we are learning!		
KS4 Options		
Option	Learning Content for the Term	
Duke of Edinburgh	<p>In the upcoming weeks, our Bronze and Silver Duke of Edinburgh Award groups will be focusing on map reading as part of the Skill section of their award. This essential skill will provide them with the knowledge needed to confidently navigate during their expedition. Understanding how to read topographical maps, orientate them, and use a compass will be key to successfully completing their journey. The map reading sessions will be both practical and educational, preparing them for the challenges ahead and ensuring they are equipped with the skills to navigate safely and efficiently during their expedition.</p>	
Arts Award	<p>Bronze:</p> <p>By the end of the Summer term 1, artists will reflect on their strengths and weaknesses within their chosen art form. They will take time to assess their journey, identifying areas where they have excelled and aspects that require improvement. For example, a painter might recognize their proficiency in colour blending and composition but acknowledge a need to work on precision and detail. This reflection will be crucial for providing a clear understanding of the student's current capabilities and areas for growth.</p> <p>Students will also provide details of the challenge they have set for themselves and explain why they have chosen it. This challenge will be designed to push their creative boundaries and address specific weaknesses. For instance, a sculptor might set a challenge to create a series of sculptures using a new material they are unfamiliar with, aiming to enhance their versatility and technical skills. The rationale behind choosing this challenge will be grounded in the artist's desire to</p>	<p>Silver:</p> <p>Students will work on finalising their delivery of their leadership project through detailed diary logs capturing daily progress, challenges, and achievements. Students will annotate photographs and recordings to showcase the creative process.</p> <p>Throughout the project's delivery, students have engaged in ongoing reflection on their leadership development, they will use this term to consolidate the evidence of this in preparation for their final reflection of their leadership skills. Leaders (students) will assess their development as leaders through ongoing reflection and feedback from mentors and peers.</p> <p>Leaders (student) will evaluate the success of project plans by assessing their alignment with objectives and milestones.</p> <p>Leaders will assess the appropriateness of projects they set for participants by gathering feedback and insights throughout the project. They will engage with participants to understand their experiences and perspectives, ensuring that the</p>

	expand their skill set, overcome particular obstacles, and achieve a new level of artistic expression.	activities and content were relevant, engaging, and inclusive. This participant-centred approach fosters a positive and impactful project experience.
GCSE Art	<p>Year 10 GCSE Art Students will continue to develop ideas through investigations into Natural Form artists, Angie Lewin and an Artist of their choosing. They will research and find at least one other Artist that they feel will offer inspiration to their Artwork and begin to apply knowledge they have built to create their own Artists page and develop several responses. They will experiment with appropriate media, materials, techniques and processes, relevant to their study, as they create their own natural forms prints inspired by Angie Lewin. Students will explore a variety of materials, media and techniques to create samples of their experiments. This will include, photographs, drawings, paintings, prints, collage, printmaking. Students will begin designing development pages where they express ideas before making a final piece to conclude their Natural forms project in time for the summer holiday.</p>	<p>Year 11 GCSE Art students have completed their 10 hour Art exam and are using these final weeks to conclude their sketchbook journey.</p> <p>Students will document their ideas and research throughout their sketchbooks, adding commentary and images to support their investigations where needed.</p> <p>Students will aim to complete their Component 2- Externally set assignment by May 15th for the internally set deadline.</p>
GCSE Entry Level Art and Design	<p>Year 11 Entry Level Art students have completed their 10 hour Art exam and are using these final weeks to conclude their sketchbook journey.</p> <p>Students will document their ideas and research throughout their sketchbooks, adding commentary and images to support their investigations where needed.</p> <p>Students will aim to complete their Component 2- Externally set assignment by May 15th for the internally set deadline.</p>	
Music	Year 11	

	<p>Year 11 Music students are now in their final stages of their course. For most students they have completed their Arts Award Silver course and are at the final stages of finishing their Trinity Awards and Certificates in music development. For those that have not finished this</p>
Performing Arts	<p>Performing Arts students will have completed their Exam performance in April and will be using this term time to prepare for their other exams and outstanding coursework for other subjects.</p>
<p>BTEC Cooking Level 1 and 2</p> <p>Rebecca T</p>	<p>Year 10 and 11</p> <p>Year 10 and 11 BTEC Cooking students are now in the final stages of their course, having selected and completed their assessment dishes. For most students, the practical aspects of the course are finished, with a focus now shifting to completing the outstanding theory and evaluation tasks. These final pieces of coursework are crucial as students prepare for submission to the exam board, showcasing their culinary knowledge, skills, and understanding. With dedication and attention to detail, they are set to demonstrate their proficiency in both practical cooking and academic evaluation, marking the culmination of their hard work throughout the course.</p>
GCSE Geography	<p><u>Year 10</u></p> <p>Students will undertake the Fieldwork element of the course, using a range of techniques to investigate the problems caused by industry in Birmingham. They will explore the difference between Primary data and collection before conducting analysis and reaching conclusions. Students will evaluate whether regeneration has had a positive or negative impact on Birmingham. A key element of the investigation is to evaluate the variation in urban quality of life. Pupils will process data and present urban fieldwork data. In addition, students will conduct a physical geography fieldwork exercise to investigate different techniques. Students will then analyse this data collected from fieldwork and provide analysis and conclusions.</p> <p><u>Year 11</u></p> <p>Pupils will be continuing with their revision and preparation for their exams. Pupils will be given exam practice questions, case study support and additional resources that will support pupils with their upcoming exams.</p> <p>Exam dates:</p> <p>14th May- Paper 1</p> <p>6th June- Paper 2</p> <p>12th June- Paper 3</p>
GCSE History	<p><u>Year 10</u></p> <p>Pupils will be beginning module 3 of their course which is 'Health and the People' Part 1: Medieval- taking a look at the natural and supernatural thoughts of the time to medicine. Pupils will take a look at Galen and</p>

	<p>Hippocrates thoughts on causes and cures to illness. This will look at why groups believed these theories and what beliefs at the time would lead to this. Key skills such as describing causes and cures in detail and explaining it within the perspective of the medieval mindset. This will be aided through visual aids and biographies of key individuals</p> <p><u>Year 11</u></p> <p>Pupils will recap all of the knowledge studied throughout the two years prior to examinations. This will involve a selection of revision methods including:</p> <ul style="list-style-type: none"> • Quizzes • Past Papers • Model answers • Recap (whistlestop) • Group activities <p><u>Exam dates:</u></p> <p>16th May – Cold War/ USA</p> <p>5th June – Health and the People/ Elizabethans</p>
BTEC Public Services	<p>This term, our students will be focusing on Unit 2 of their BTEC Public Services qualification, which explores essential working skills in the public service sector. The unit covers a variety of topics, including teamwork, communication, and problem-solving, all crucial for effective performance in public service roles. Our priority will be ensuring students complete and submit their coursework for this unit, applying their knowledge to real-world scenarios. This will provide them with a solid foundation of practical skills and prepare them for further progression in their studies.</p>
BTEC Construction	<p>Students will build on skills and knowledge they have learnt over the last few terms. The focus now will be on completing any outstanding portfolio work. Students will be encouraged to develop and use the correct vocabulary relating to techniques used in the construction industry. Students will be encouraged to work both independently and in a team scenario with their peers.</p>
BTEC Sports	<p>In Unit 6, pupils will acquire essential knowledge regarding the planning and leadership requirements necessary for the effective delivery of sports activities. This module will culminate in students designing and implementing their own coaching session. Through this process, pupils will learn to develop comprehensive coaching plans that incorporate fundamental coaching skills, including target setting, progression, and adaptability, which are crucial for effective instruction. Additionally, pupils will enhance their communication skills, which are vital for successful interaction with peers and participants. The curriculum will also explore various leadership styles, analysing their</p>

	<p>applicability in diverse situations, thereby enabling students to understand how best to lead a group effectively. Furthermore, opportunities for integrating mathematics will arise through analysing performance metrics and planning logistics, while English skills will be strengthened through the documentation and presentation of coaching plans.</p>
BTEC Esports	<p>In the summer term, KS4 Esports students will continue on their Level 2 Awards Esports coursework deepening their understanding of the Esports industry, focusing on key aspects of competitive play and brand development.</p> <p>Year 10 pupils will be concluding <i>Unit 1</i> by exploring the structure and characteristics of LAN (Local Area Network) and online tournaments. They will describe the features that define these formats, from technical setup and player experience to audience engagement and logistical considerations. Pupils will also analyse the differences between online and live Esports events, considering the impact on players, organisers, and audiences. In addition, they will describe the key features of live tournaments and leagues, developing a comprehensive understanding of how professional Esports competitions are planned and delivered.</p> <p>Year 11 pupils will be completing <i>Unit 2</i> by examining a range of existing Esports brands. They will analyse how these brands are developed, comparing a selected Esports brand with an existing mainstream brand to explore similarities and differences in identity, audience targeting, and market positioning. Pupils will justify the promotional methods used for their chosen brand and use these insights to create and present their own Esports brand for an organisation. This will include designing visual branding elements and proposing effective promotional strategies tailored to a specific audience.</p> <p>Across both year groups, pupils will continue to build analytical, creative, and communication skills whilst developing confidence in presenting ideas and gaining a strategic understanding of how the Esports industry operates. This unit supports the development of key employability skills and encourages pupils to engage with a dynamic and fast-growing digital sector.</p>
Mechanics	<p>This term, students have been diving into the world of performance parts and motorsport-related aspects of vehicle repair. It's been a great opportunity for them to explore areas beyond everyday vehicle maintenance, especially for those interested in pursuing a more specialized career path in the future.</p> <p>Looking ahead to next term, students will continue working through their individual course pathways, building on their skills and knowledge as they progress through the qualification. Many are already looking toward future careers in areas like light vehicle repair, heavy-duty trucks, and commercial vehicle maintenance. It's an exciting time as they start shaping their futures in the automotive industry!</p>

<p>Hair and Beauty Jasvinder</p>	<p>This term, our KS4 students will be focusing on Plaiting and Twisting, an exciting and practical unit designed to develop their hairstyling techniques. Throughout this unit, pupils will learn how to create twist styles and fishtail plaits, including one or two-strand twists and two-strand plaits, ensuring they achieve clean, neat, and even sections with the correct tension.</p> <p>A key focus will be on working hygienically and safely, identifying any factors that may prevent or affect the service. Pupils will also explore how to use products effectively to complete their looks and provide clients with aftercare advice, ensuring they understand how to maintain and safely remove the styles they create.</p> <p>As part of their learning, pupils will describe the effects that twisting and fishtail plaiting have on the hair and present a range of hairstyles incorporating these techniques. They will also consider safety measures and best practices when creating these styles, developing a strong understanding of professional hairstyling standards.</p> <p>Additionally, students will develop their consultation skills, preparing themselves, their client, and their workspace for the service. They will learn to identify potential issues, select the appropriate tools and products, and follow hygienic and safe working methods to achieve professional results.</p> <p>By the end of the unit, pupils will have gained hands-on experience in creating, maintaining, and advising on plaited and twisted styles, equipping them with essential skills for both personal and professional use.</p>
<p>GCSE Computer Science</p>	<p>Following on from the previous term students will continue with their progress through the Programming Fundamentals unit by understanding the term iteration (repetition/loops) Students will be able to understand when to use iteration, including nested iteration, stepping (where a counter is incremented by a number other than 1), and backward-flowing iteration (where a counter is decremented), recognise the two common types of iteration: WHILE (condition-controlled) and FOR COUNTER (counter-controlled) and apply the most suitable for the problem and be able to rewrite any FOR loop as a WHILE loop, and some WHILE loops as FOR loops. Skills from previous lessons will help students to understand how file handling works in the Python programming language where students will be able, given a path/file name open a serial/text file (e.g. txt, csv, anything that can be read as plain text in a program like Notepad) and store its contents in a variable or an array, be able to get the list of files in a folder/directory and recognise which files are text files, recognise that text files are stored in string format and string manipulation and casting is often needed to make it usable in a solution,</p>

	<p>understand that the two most common ways to write to a text file are: append text and write text (destroys all prior text in a file), be able to serialise an array up to two dimensions, converting/casting all array elements to string and concatenating with delimiters for rows/columns, be able to search/make/write changes to a particular item of data stored in a text file and understand the need to close an open file to release memory and save changes made to file if written to.</p>
BTEC Health and Social Care	<p>In the 'Promoting Health and Wellbeing' unit, pupils will delve into the strategies for improving national health and wellbeing and the associated benefits. Building on their previous understanding of human development and effective communication, pupils will explore how healthy lifestyle choices and risk reduction can prevent diseases and injuries. The unit will focus on health promotion—raising awareness, educating the public, and implementing strategies such as screening, vaccination, and lifestyle campaigns. Pupils will examine various health-promotion activities and their impact on both individual health and the broader community. They will research specific health risks, create targeted health-promotion materials for different groups, and understand how these activities are integral to roles in the health and social care sector, such as health visitors, midwives, school nurses, and GP practice nurses. This unit will provide practical insights into designing and executing effective health-promotion initiatives, enhancing pupils' ability to contribute to improving health and wellbeing across different populations.</p>

Summer 1: What we are learning!	
KS5 Options	
Option	Learning Content for the Term
Duke of Edinburgh	In the coming weeks, our Gold Duke of Edinburgh Award groups will focus on map reading as part of the Skill section of their award. This vital skill will help them gain the confidence and knowledge needed for navigating during their expedition. Learning to read topographical maps, orient them, and use a compass will be crucial for a successful journey. The map reading sessions will be hands-on and informative, equipping students with the practical skills they need to tackle the challenges ahead and navigate safely and efficiently throughout their expedition.
Arts Award-GOLD	This summer term pupils will be finalising parts of their gold arts award units across unit 1-personal arts and unit 2-leadership project. Pupils will be also working on completing their unit 1 part D which explores the pupils writing about an art issue. Pupils will work from their research which was gathered from the previous terms to support their writing and support a range of views about the arts issue, both supporting and differing from their own views, reflecting on their findings and how this has influenced their view. Pupils will continue finalising areas of evidencing their leadership project and reflect on how they managed the effectiveness of the project.
A level Fine Art	Year 13 A level Art students have completed their 15 hour Art exam and are using these final weeks to conclude their sketchbook journey. Students will document their ideas and research throughout their sketchbooks, adding commentary and images to support their investigations where needed. Students will aim to complete their Component 2- Externally set assignment by May 22nd for the internally set deadline ready to submit all work by May 30th.
Music	Year 13: This term, our students will continue to work on their personalised qualifications. They will continue to work on their ABRSM Theory grade 3 and 4 as well as collating evidence for ABRSM Grade 2 Musical Theatre and the Trinity Awards and Certificates in musical development.
BTEC Cooking Level 3	This summer term pupils will be finalising parts of their European unit which explores the development of food preparation and cooking skills. Pupils will look at different types of European food, develop a wide range of knowledge and practical skills. Pupils will reflect on their cooked European dishes from the spring term and explain how the dishes were prepared and cooked and gather feedback from others. Pupils will gain knowledge about different European food from six different countries. Pupils will research a range of European

	<p>recipes and understand the cooking methods and equipment needed to prepare and cook these dishes. Pupils will gather evidence such as creating planning sheets, observation reports and feedback forms.</p>
AS Geography	<p><u>Year 13</u></p> <p>Pupils will be continuing their revision and practicing exam style questions in order to be as confident as they can be for the exam.</p> <p><u>Exam Dates</u></p> <p>Paper 1: 13th May</p> <p>Paper 2: 21st May</p>
A level History	<p><u>Year 13:</u></p> <p>Students will be completing revision activities focussing on analysing sources and interpretations of the past in order to successfully approach examination questions.</p> <p><u>Exam Dates:</u></p> <p>23rd May (Germany)</p> <p>6th June (Britain)</p>
BTEC Applied Science	<p>In the summer term we will be continuing to work through Unit 1 of the course. We are currently working through the chemistry section, looking at types of bonding, electron structure and the periodic table. Once we have completed this we will move onto the final section of Physics. This will focus on learning about Waves, their features, and different types.</p>
BTEC Applied Human Biology	<p>As we have now finished the coursework unit and completed all coursework assignments, we will spend this half term preparing for the Unit 1 exam which takes place towards the end of the half term. This will involve a review of the learning we have covered, breaking down the examination to build exam technique and answering past paper questions.</p>
BTEC Public Services	<p><u>Year 12</u></p> <p>This term, our students will be focusing on Unit 7 of their BTEC Public Services qualification, which explores crime and its effects on society. In this unit, students will investigate the causes of crime, its impact on individuals and communities, and the role of public services in addressing and preventing criminal activity. They will analyze how crime affects social behavior, economic stability, and public safety. Through case studies and discussions, students will develop a deeper understanding of crime's societal implications and the efforts made by various public services to mitigate its effects and support those affected by it.</p>

	<p>Year 13</p> <p>This term, our students will be concentrating on Unit 5 of their BTEC Public Services qualification, which focuses on health, fitness, and lifestyle within the public services sector. This unit examines the importance of physical fitness, nutrition, and overall well-being for individuals working in public services. Students will explore how these factors contribute to performance, resilience, and career longevity. They will also be working on completing their coursework for this unit, applying their understanding to real-world situations. This will provide them with the knowledge needed to maintain a healthy lifestyle while working in public service roles.</p>
BTEC Construction	<p>Students will build on skills and knowledge they have learnt over the last few terms. The focus now will be on completing any outstanding portfolio work. Students will be encouraged to develop and use the correct vocabulary relating to techniques used in the construction industry. Students will be encouraged to work both independently and in a team scenario with their peers.</p>
BTEC Sports	<p>In Unit 6, pupils will acquire essential knowledge regarding the planning and leadership requirements necessary for the effective delivery of sports activities. This module will culminate in students designing and implementing their own coaching session. Through this process, pupils will learn to develop comprehensive coaching plans that incorporate fundamental coaching skills, including target setting, progression, and adaptability, which are crucial for effective instruction. Additionally, pupils will enhance their communication skills, which are vital for successful interaction with peers and participants. The curriculum will also explore various leadership styles, analysing their applicability in diverse situations, thereby enabling students to understand how best to lead a group effectively. Furthermore, opportunities for integrating mathematics will arise through analysing performance metrics and planning logistics, while English skills will be strengthened through the documentation and presentation of coaching plans.</p>
BTEC Esports	<p>In the summer term, KS5 Esports students will be completing Unit 2 of the Level 2 Award Esports coursework, focusing on the development, promotion, and evaluation of Esports brands within a competitive and fast-evolving industry.</p> <p>Pupils will begin by examining a range of existing Esports brands, analysing how these have been developed in terms of brand identity, audience targeting, and market positioning. They will compare a selected Esports brand with a well-known mainstream brand to explore similarities and differences in</p>

	<p>approach and appeal. Based on their analysis, pupils will justify the promotional methods used to support their chosen brand.</p> <p>They will then apply these insights to create and present their own Esports brand for an organisation. This will include designing a logo and key visual branding elements, alongside planning and producing a range of merchandise. Pupils will analyse their merchandise choices and explain how they intend to promote them to a specific target audience.</p> <p>As part of this, pupils will create a detailed promotional plan for their brand, outlining strategic methods for engaging audiences and building brand visibility. They will then review the success of their promotional plan, evaluating its effectiveness and suggesting potential improvements.</p> <p>Throughout this unit, pupils will continue to develop creative, analytical, and commercial skills, gaining a deeper understanding of branding, marketing, and entrepreneurship within the Esports sector. This work will support progression into higher education or employment within the digital, creative, or business industries.</p>
Mechanics	<p>This term, students have been working hard to prepare for their final assessments, focusing on both practical tasks and the theory behind them. They've shown great dedication as they get closer to completing their qualification.</p> <p>Next term, the focus shifts to finishing off all remaining units, making sure everything is signed off and ready to go. Once that's done, we'll be supporting students with the next steps—helping them put together strong CVs, prepare for job interviews, and explore opportunities in the automotive industry. It's all about finishing on a high note and setting them up for a successful start to their careers!</p>
Hair and Beauty Jasvinder	<p>This term, our KS5 students will be focusing on Make-Up for a Variety of Occasions, a unit designed to enhance their skills in professional make-up application. Throughout this course, students will gain experience working with different skin types, tones, and age groups, ensuring they can tailor their techniques to suit a wide range of clients. A strong emphasis will be placed on maintaining effective health, safety, and hygiene practices throughout all treatments.</p> <p>Students will explore and perfect three distinct looks. The natural make-up look will focus on achieving a subtle and polished everyday appearance. Evening make-up will introduce more defined and glamorous techniques to create striking results. Special occasion make-up, such as bridal looks, will</p>

allow students to develop skills in creating flawless and long-lasting styles for formal events.

As part of their training, pupils will learn to prepare themselves, their client, and their workspace professionally before each treatment. They will develop their ability to communicate and behave in a professional manner, ensuring a positive client experience. Additionally, they will practise safe and effective working methods, including correct client positioning, precise product application, and selecting the most suitable tools and techniques for each look.

Students will also gain experience in client consultations, learning how to identify treatment objectives, carry out a detailed skin analysis, and provide clear recommendations based on skin type and facial features. Following each treatment, they will record their results and provide clients with appropriate aftercare advice to maintain their make-up looks.

This unit will not only equip students with essential technical skills but also enhance their ability to work professionally within the beauty industry. By the end of the term, they will have a strong foundation in creating beautiful, tailored make-up looks for a variety of occasions.

This term our KS5 students will be focusing on Basic Manicure Techniques, a unit designed to develop their proficiency in professional nail care. Throughout this course, students will acquire the skills necessary to perform comprehensive manicure treatments, encompassing various aspects of hand and nail care.

A significant component of the curriculum involves understanding and utilising a variety of products and tools essential for effective cuticle work, thereby enhancing the overall appearance of the nails. Students will learn to assess the condition of clients' skin and nails, enabling them to select appropriate products and tools tailored to individual needs. Additionally, they will be trained in massaging the hands and lower arms using effleurage and petrissage techniques, promoting relaxation and improved circulation. Precision in nail polish application will also be emphasised to achieve a professional and aesthetically pleasing finish.

The theoretical aspects of the course will cover several key areas, including the identification of conditions that may prevent or restrict a basic manicure, understanding the importance of recognising such conditions, and the potential reactions that may occur during or after a manicure, along with appropriate responses. Students will also explore the different nail shapes, the structure of the nail and skin, and the various products used in hand and nail

care. Furthermore, the curriculum will delve into the massage movements employed in basic manicure treatments.

By the end of this unit, students will have developed a comprehensive understanding of manicure procedures, combining practical skills with theoretical knowledge. This foundation will be invaluable for those aspiring to pursue careers in the beauty and wellness industry.