

Subject	Autumn Term	Spring Term	Summer Term	Extended Curriculum (recommended additional reading/websites/visits for use at home)
<b>Art</b>	<p>Students are introduced to working methods of artists and designers in the industry. In the first project working as concept designers for film students use Neville Page, a contemporary concept designer for films such as Avatar, Green Lantern and Star Trek, to inspire them. Imagination and creativity are used to develop an alien creature discovered by a time travelling Charles Darwin. They learn to develop a prototype, render surfaces and breathe life into their illustrations with watercolour.</p>	<p>Students continue to develop their creatures and then study the artist Ernst Haeckel to create an environment for their creature. As an extension students will be given the opportunity to make their creature in air-dried clay. Written work on the concept designer Neville Page will be extended to ensure it hits the detail necessary for GCSE.</p>	<p>Students look at artists like Rene Magritte to create a unique piece based on the ideas behind Surrealism. They will research a starting point from proverbs. Using observational skills they will record realistic images that will then be used for a surreal twist. Planning a composition will enable them to develop the best possible image to carry forward. They will also undertake a full GCSE style written art history piece to prepare them for the skills necessary to gain top grades in the subject.</p> <p>In this project students will be expected to cover all 4 of the GCSE assessment objectives.</p>	<p><a href="http://www.nevillepage.com/">www.nevillepage.com/</a> has all of the information necessary to produce written work.</p> <p><a href="http://creativeskillset.org/job_roles/3072_concept_artist">http://creativeskillset.org/job_roles/3072_concept_artist</a> gives information on careers and job roles of concept artists.</p> <p>Google image searches on Ernst Haeckel will give the visual information for backgrounds.</p> <p><a href="http://www.renemagritte.org/">http://www.renemagritte.org/</a> Is an excellent resource for researching the Surrealist artist.</p> <p><a href="http://www.tate.org.uk/">http://www.tate.org.uk/</a> Has some excellent images and blogs on the theme of Surrealism.</p>
<p><b>Computing</b></p> <p>One of three rotations</p>	<p><b>Cracking the code: binary characters, cyphers and encryption</b></p> <ul style="list-style-type: none"> <li>• Understand a recursive solution to a problem repeatedly applying the same solution to smaller instances of the problem.</li> <li>• Recognise that some problems share the same characteristics and use the same algorithm to solve both.</li> <li>• Understand how numbers, images, sound and character sets use the same bit patterns.</li> <li>• Perform simple operations using bit patterns e.g. binary addition.</li> <li>• Understand the relationship between resolution and colour depth, including the effect on file size.</li> </ul> <p><b>Communication and networks</b></p> <ul style="list-style-type: none"> <li>• Understand the difference between the Internet and the World Wide Web.</li> <li>• Show awareness of a range of different Internet services e.g. VOIP.</li> </ul>			<p><a href="http://www.codecademy.com/learn/python">www.codecademy.com/learn/python</a></p> <p><a href="https://code.org">https://code.org</a></p> <p><a href="http://www.bbc.co.uk/education/subjects/zvc9q6f">http://www.bbc.co.uk/education/subjects/zvc9q6f</a></p>

	<ul style="list-style-type: none"> <li>• Know the name and purpose of hardware e.g. hubs, routers, switches and what the different network protocols do.</li> <li>• Understand that algorithms are implemented on digital devices as programs.</li> <li>• Design algorithms using iteration and selection i.e. if statements.</li> <li>• Use logical reasoning to predict outcomes.</li> <li>• Detect and correct coding errors.</li> <li>• Execute, check and change programs.</li> <li>• Understand that programs execute by following precise instructions.</li> </ul>	
<p><b>Design &amp; Technology</b></p> <p>One of three rotations</p>	<p><b>Technical principles</b></p> <ul style="list-style-type: none"> <li>• The impact of new and emerging technologies on industry, enterprise, sustainability, people, culture, society and the environment, production techniques and systems.</li> <li>• How the critical evaluation of new and emerging technologies informs design decisions; considering contemporary and potential future scenarios from different perspectives, such as ethics and the environment.</li> <li>• Developments in modern and smart materials, composite materials and technical textiles.</li> <li>• The way in which the selection of materials or components is influenced by a range of factors, such as functional, aesthetic, environmental, availability, cost, social, cultural and ethical.</li> <li>• Investigate factors, such as environmental, social and economic challenges, in order to identify opportunities and constraints that influence the processes of designing and making.</li> <li>• Explore and develop their ideas, testing and critically analysing and evaluating their work in order to inform and refine their design decisions thus achieving improved outcomes.</li> <li>• Life Cycle assessment and recycling: <ul style="list-style-type: none"> <li>- The basic principles in carrying out a life cycle assessment of a material or product e.g. selection of materials and components based on ethical factors, taking into consideration the ecological and social footprint of materials.</li> </ul> </li> </ul> <p><b>Designing &amp; making principles</b></p> <ul style="list-style-type: none"> <li>• Design and develop at least one prototype that responds to needs and/or wants and is fit for purpose, demonstrating functionality, aesthetics, marketability and consideration of innovation.</li> </ul>	<p><a href="http://www.technologystudent.com/">http://www.technologystudent.com/</a></p> <p><a href="http://www.design-technology.info/home.htm">http://www.design-technology.info/home.htm</a></p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/design/">http://www.bbc.co.uk/schools/gcsebitesize/design/</a></p> <p><a href="http://www.designandtech.com/">http://www.designandtech.com/</a></p>

	<ul style="list-style-type: none"> <li>• Demonstrate an ability to write a design brief and specifications from their own and others' considerations of human needs, wants and interests.</li> <li>• Identify and understand client and user needs through the collection of primary and secondary data.</li> <li>• Design and develop at least one prototype that responds to needs and/or wants and is fit for purpose, demonstrating functionality, aesthetics, marketability and consideration of innovation.</li> <li>• Use specialist techniques and processes to shape, fabricate, construct and assemble a high quality prototype, including techniques such as wastage, addition, deforming and reforming, as appropriate to the materials and/or components being used.</li> <li>• Understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes.</li> </ul>			
<b>Drama</b>	<p><b>Actors ToolKit Part 3</b> A recap of the basic Drama skills before exploring how they can communicate meaning to an audience developing the use of subtext/ Students use role play to experiment with context, silence and tension.</p> <p><b>Staging &amp; Interpreting a script</b> Students develop a basic understanding of blocking, how to stage a scene, technique language of the stage and how to develop meaning in a performance through use of proxemics, character motivation and subtext.</p>	<p><b>Year 9 GCSE Devising Project</b> Students will apply the devising and abstract techniques and skills to an extend the script work completed previously. They will create 'sub scenes' which explore characterisation, the subplots within the text and incorporate GCSE techniques.</p> <p><b>GCSE Techniques &amp; Strategies</b> Students will learn and apply a range of explorative strategies used at GCSE to create scenes using the theme of drink driving as a stimulus exploring the consequences.</p>	<p><b>DNA – Performing a script</b> Students will read and study the GCSE text DNA. They will apply skills and techniques learnt during the previous term to stage and realise scenes from the play. They must learn lines and perform the scenes demonstrating strong characterisation skills. They will be assessed against GCSE standards and use the stage lighting and sound to create a polished, professional performance.</p> <p><b>DNA – Performing a script</b> Students will continue and perform their final piece from the play DNA. This will be graded as their end of year exam.</p>	<p><b>KS3 Drama:</b> <a href="http://www.bbc.co.uk/bitesize/ks3/english/speaking_listening/drama/revision/1/">http://www.bbc.co.uk/bitesize/ks3/english/speaking_listening/drama/revision/1/</a></p> <p><b>National Theatre</b> <a href="http://www.youtube.com/user/ntdiscovertheatre?feature=watch">http://www.youtube.com/user/ntdiscovertheatre?feature=watch</a> Sky Arts Channel 129 &amp; 130</p> <p><b>Digital Theatre</b> UK Cinemas now show shows from London's National Theatre. <a href="http://www.digitaltheatre.com/">http://www.digitaltheatre.com/</a></p> <p><b>BBC Video Clips</b> <a href="http://www.bbc.co.uk/search/learning/?q=DRAMA">http://www.bbc.co.uk/search/learning/?q=DRAMA</a></p> <p><b>Exemplar work</b> Students should spend time watching GCSE work on Youtube. Simply visit Youtube – and search 'GCSE Drama' You will find a range of videos from different schools and you can find inspiration to apply to work in your lessons.</p>

			Students will then spend time considering how they can apply their Drama skills to real life situations such as job interviews, giving speeches and presentations and general communication skills needed beyond the classroom.	
<b>English</b>	<p><b><u>An Inspector Calls</u></b> Students begin the serious preparation for their GCSEs by studying this classic GCSE play by JB Priestley. Whilst exploring key themes such as Socialism and responsibility, they will continue the development of their skills of literary analysis and interpretation. Assessment is through a GCSE style essay question.</p> <p><b><u>Writing Dystopian Fiction</u></b> Students will study a range of extracts from dystopian fiction, including 1984, A Brave New World and The Hunger Games. Through a focus on genre conventions and writing styles they will develop an appreciation of the genre, before using their own writing skills to produce an extract from a dystopian story of their own.</p>	<p><b><u>Macbeth</u></b> Students will study Shakespeare’s classic tale of ambition and murder through a selection of key scenes. They will develop their understanding and appreciation of Shakespeare’s language and his use of dramatic devices. Assessment is through a GCSE style question on an extract from the play.</p> <p><b><u>Gothic Horror</u></b> Through the study of a range of extracts from the Gothic genre, students will explore the ways writers build suspense and tension through language and structure. Students will be assessed through a GCSE style reading question on an unseen Gothic extract.</p>	<p><b><u>The Great Debate</u></b> During this final term students will read a range of persuasive writing and speeches, exploring the rhetorical devices used to influence readers and audiences. Students will be assessed on their own persuasive writing and will then deliver their persuasive speech as part of The Year 9 Great Debate competition.</p> <p><b><u>Exam Preparation</u></b> Students will sit a GCSE style reading examination at the end of the year.</p>	<p>Watch TV (BBC 2016), film or stage adaptations of An Inspector Calls.</p> <p>Read another play or short story by JB Priestley.</p> <p>Watch a film or stage version of <i>Macbeth</i>.</p> <p>Visit the Globe Theatre in London or Stratford upon Avon, the home of Shakespeare.</p> <p>Read one of the books you were introduced to in the extracts for Dystopian Fiction. For example, 1984, <i>The Hunger Games</i> or <i>Divergent</i> Trilogies, <i>The Beach</i>, or <i>A Brave New World</i>.</p> <p>Read the full or abridged versions of some of the classic Gothic stories you have been introduced to: <i>Frankenstein</i> by Mary Shelley, <i>Bram Stoker’s Dracula</i>, <i>Jekyll and Hyde</i>. Alternatively, try modern Gothic tales such as <i>The Twilight Saga</i>, or <i>Uncle Montague’s Tales of Terror</i>.</p> <p>Watch <i>Newsnight</i>, <i>Room 101</i>, <i>Question Time</i> or other news programmes to study persuasive language and debating skills.</p> <p>Write a persuasive letter to your local newspaper or MP.</p>
<b>Food Preparation</b>	The pupils extend their year 7 and 8 work on the importance of proper nutrition in leading a healthy lifestyle at different life stages. They also look at prevention of food poisoning by learning about the			Recipes books are available on SMH.

<p><b>and Nutrition</b></p> <p>One of three rotations</p>	<p>correct storage and preparation of food. They carry out food science experiments looking at ways to thicken sauces.</p> <p>The pupils continue to develop their practical skills under the theme 'Skills for Life' by using a wide range of food preparation techniques to make dishes such as pasta bake, cottage pie, cheesecake, sausage rolls, spring rolls and risotto. They continue to develop a more detailed understanding of how to evaluate some dishes made to include costing and nutritional analysis.</p>			<p><a href="http://www.bbc.co.uk/learning/subjects/food_and_catering.shtml">http://www.bbc.co.uk/learning/subjects/food_and_catering.shtml</a></p> <p><a href="http://www.foodafactoflife.org.uk/section.aspx?siteId=20&amp;sectionId=85">http://www.foodafactoflife.org.uk/section.aspx?siteId=20&amp;sectionId=85</a></p>
<p><b>French</b></p> <p>(Students study either Spanish OR French depending on their year group)</p>	<p>Holidays Places of interest Where/ how/ who with Holiday activities Present/ past/ future tenses Conditional tense</p> <p>Cinema and film</p>	<p>Personality Relationships Clothing &amp; fashion Last weekend Present tense Past tense Conditional tense</p>	<p>Holidays Places of interest Where/ how/ who with Holiday activities Present/ past/ future tenses Conditional tense</p> <p>Body and illness</p>	<p><a href="http://www.linguascope.com">www.linguascope.com</a></p> <p>(see staff for password)</p> <p><a href="http://www.funwithlanguages.vacau.com">www.funwithlanguages.vacau.com</a></p> <p><a href="http://www.digitaldialects.com">www.digitaldialects.com</a></p> <p><a href="http://www.bbc.co.uk/education/subjects/zgdqxb">www.bbc.co.uk/education/subjects/zgdqxb</a></p>
<p><b>Geography</b></p>	<p><b>Coasts</b></p> <ol style="list-style-type: none"> <li>Types of waves and formation of waves</li> <li>Erosional landforms and processes</li> <li>Depositional landforms and processes</li> <li>Coastal management</li> <li>Coastal habitats</li> <li>Assessment</li> </ol> <p><b>Rivers</b></p> <ol style="list-style-type: none"> <li>The hydrological cycle</li> <li>The drainage basin</li> <li>River processes – erosion, transportation/ deposition</li> </ol>	<p><b>Geographical Enquiry (Using the fieldtrip)</b></p> <ol style="list-style-type: none"> <li>Identify a local issue and hypothesis</li> <li>Plan data collection and methodology</li> <li>Design data collection sheet and sketch maps</li> <li>Fieldwork</li> <li>Presentation of data x3</li> <li>Interpreting graphs</li> <li>Conclusion and evaluation</li> </ol> <p><b>Emerging Asia</b></p> <ol style="list-style-type: none"> <li>Where Asia is and its physical characteristics</li> </ol>	<p><b>Population</b></p> <ol style="list-style-type: none"> <li>How has the world's population grown over time?</li> <li>How and why are we unevenly distributed?</li> <li>Why birth and death rates differ and their implications</li> <li>What is the china one child policy?</li> <li>What is the demographic transition model?</li> <li>What population pyramids tell us about a country and how they change over time</li> <li>Youthful vs ageing populations</li> </ol>	<ul style="list-style-type: none"> <li>BBC bite size</li> <li>National geographic</li> <li>The news</li> <li>CGP revision guide (new 2016 specification 1-9 AQA)</li> </ul>

	<ul style="list-style-type: none"> <li>4. River landforms – meanders, waterfalls / ox bow lakes</li> <li>5. Flooding and flood management</li> <li>6. River fieldwork skills and a theoretical model</li> </ul>	<ul style="list-style-type: none"> <li>2. Where is China and what is China like?</li> <li>3. China’s economic miracle</li> <li>4. To know how living conditions, suffer as a result of China’s economic boom</li> <li>5. Where in the world is India?</li> <li>6. What is India’s climate like?</li> <li>7. How sustainable is the development of Asia?</li> </ul>	<ul style="list-style-type: none"> <li>8. Migration – causes and impacts</li> </ul> <p><b>Geographical skills</b></p> <ul style="list-style-type: none"> <li>1. Map reading and compass points</li> <li>2. Image recognition and description</li> <li>3. Atlas’ and extended writing</li> <li>4. Graph interpretation and creation</li> <li>5. Exam technique using past information</li> <li>6. Theoretical fieldwork techniques</li> <li>7. Preparing for GCSE</li> </ul>	
<b>History</b>	<p><b>World War One</b></p> <ul style="list-style-type: none"> <li>1. Which were the most powerful countries before World War One?</li> <li>2. What were the long term causes of World War One?</li> <li>3. Was World War One started by terrorists?</li> <li>4. Why did WW1 break out?</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>5. How did trench warfare develop?</li> <li>6. What were conditions like in the trenches?</li> <li>7. Why did men volunteer in 1914?</li> <li>8. Why did some men refuse to fight?</li> <li>9. How were families affected by WW1?</li> </ul>	<p><b>Conflict and Tension 1918 – 1939</b></p> <p>The Armistice: aims of the Peacemakers</p> <p>The Versailles Settlement</p>	<p><b>Conflict and tension 1918 – 1939</b></p> <p>Impact of the treaty and wider peace settlements</p> <p>The League of Nations and International peace</p>	<p><a href="http://www.historylearningsite.co.uk/modern-world-history-1918-to-1980/the-treaty-of-versailles/">http://www.historylearningsite.co.uk/modern-world-history-1918-to-1980/the-treaty-of-versailles/</a></p> <p><a href="http://www.historylearningsite.co.uk/modern-world-history-1918-to-1980/league-of-nations/">http://www.historylearningsite.co.uk/modern-world-history-1918-to-1980/league-of-nations/</a></p>
<b>Maths</b>	<p><u>Higher</u></p> <p>Place value and rounding</p> <p>Adding and subtracting</p>	<p><u>Higher</u></p> <p>Fractions and percentages</p> <p>Calculations with fractions</p>	<p><u>Higher</u></p> <p>Probability experiments</p> <p>Theoretical probability</p> <p>Mutually exclusive events</p>	<p>The following websites can be used to help your child develop further understanding in each of the topics taught throughout the academic year:</p>

	<p>Multiplying and dividing Simplifying expressions Indices Expanding and factorising 1 Algebraic fractions Angles and lines Triangles and quadrilaterals Congruence and similarity Polygon angles Representing data Averages and spread 1 Frequency diagrams</p> <p><u>Foundation</u> Place value Rounding Adding and subtracting Multiplying and dividing Terms and expressions Simplifying expressions Indices Expanding and factorising 1 Angles and lines Triangles and quadrilaterals Congruence and similarity Polygon angles Organising data Representing data 1 Representing data 2 Averages and spread 1 Decimals and fractions</p>	<p>Fractions, decimals and percentages Formulae Functions Equivalences in algebra Expanding and factorising 2 Measuring lengths and angles Area of a 2D shape Transformations</p> <p><u>Foundation</u> Fractions and percentages Calculations with fractions Fractions, decimals and percentages The business plan Substituting into formulae Using standard formulae Equations, identities and functions Expanding and factorising 2 Measuring lengths and angles Area of a 2D shape Transformations 1 Transformations 2</p>	<p>Estimation and approximation Calculator methods Measures and accuracy Solving linear equations Quadratic equations Simultaneous equations Approximate solutions Inequalities</p> <p><u>Foundation</u> Probability experiments Expected outcomes Theoretical probability Mutually exclusive events Estimation and approximation Calculator methods Measures and accuracy Solving linear equations 1 Solving linear equations 2 Quadratic equations Simultaneous equations Inequalities Starting the business</p>	<p><a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a> This website is linked to the AQA maths examination body whose examination they will sit at the end of year 11. Other useful websites include: <a href="http://www.bbc.co.uk/education/subjects/zqhs34j">http://www.bbc.co.uk/education/subjects/zqhs34j</a> <a href="http://www.mathsbot.com">www.mathsbot.com</a> <a href="http://online.justmaths.co.uk/">http://online.justmaths.co.uk/</a> <a href="https://mathslinks.net/links/mr-carter-maths">https://mathslinks.net/links/mr-carter-maths</a> <a href="https://www.mrbartonmaths.com/">https://www.mrbartonmaths.com/</a> <a href="http://donsteward.blogspot.co.uk/">http://donsteward.blogspot.co.uk/</a></p>
<p><b>Music</b></p>	<p><b>Reggae</b> Students will explore the roots of Reggae music and what makes the style so distinctive. They will analyse Bob Marley's 'Three Little Birds' including the chord sequence, bass riff, melody and lyrics.</p>	<p><b>Minimalism</b> This term is a chance to experience the complexity of polyphony; the interweaving of individual parts to create a very interesting texture. Students will first study the music of Philip Glass and Steve Reich and look at the unusual</p>	<p><b>World Music</b> In preparation for Music GCSE we will be looking at various piece from different locations around the world, including Africa, Ireland and India. Students will learn about unfamiliar instrumentation, textures and also the history</p>	<p><b>Reggae:</b> Listen to Bob Marley's Three Little Birds and research the history/roots of Reggae music. Research how to build a chord and chord inversions. <b>Minimalist Music:</b> Listen to Reich's 'Pendulum Music' and 'Clapping Music'. Research the minimalist style and familiarise yourself with at least two other minimalist composers and their pieces.</p>

	<p>Students will continue by learning to play all elements of 'Three Little Birds', combining these to perform as an ensemble using a variety of instruments including the voice.</p>	<p>instrumentation and use of technology. They will then work on rhythmic performances.</p> <p>Students will then progress to keyboards to learn the various parts of 'Tubular Bells', the theme tune for the film 'The Exorcist'. They will work in groups to put the various parts together for a performance for the end of term.</p> <p>Students with more experience will be asked to play two more complex parts simultaneously and lead a group.</p>	<p>and purpose behind the development of such music.</p> <p>Students will then focus on the composition and performance of a piece of music influenced by one of the areas studied in World Music 1. Students will work on keyboards or their specialist instrument and perform their pieces to the class as individuals.</p>	<p>Listen to 'Tubular Bells' (Theme tune to 'The Exorcist')</p> <p><b>World Music:</b></p> <p>Research Talking Drums and the different types of instruments involved, look at pictures to familiarise yourself with the different shapes and sizes. Listen to African Drumming Music</p>
<b>PE</b>	<p><b>Girls</b> Netball/Orienteering/HRF/Badminton</p> <p><b>Boys</b> Football/HRF/Badminton/Rugby/Basketball</p>	<p><b>Girls</b> Dance/Gymnastics/Netball/HRF</p> <p><b>Boys</b> Badminton/HRF/Orienteering/Rugby</p>	<p><b>Girls</b> Rounders/Athletics</p> <p><b>Boys</b> Cricket/softball/athletics</p>	<p>Clubs: Streetcheer (G&amp;B) Netball Football (G&amp;B) Basketball Badminton (G&amp;B)</p>
<b>RE</b>	<p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>➤ Sex before marriage and cohabitation</li> <li>➤ Contraception</li> <li>➤ Marriage in Christianity</li> <li>➤ Arranged marriage</li> <li>➤ Marriage in Islam</li> <li>➤ Interfaith marriage</li> <li>➤ Same sex relationships</li> <li>➤ Divorce in Christianity</li> <li>➤ Divorce in Islam</li> <li>➤ Families</li> </ul>	<p><b><u>Christianity – Teaching and Beliefs</u></b></p> <ul style="list-style-type: none"> <li>➤ Nature of God</li> <li>➤ Creation – genesis and the purpose of humans</li> <li>➤ Jesus Christ incarnate</li> </ul> <p>The meaning of the crucifixion and the atonement</p> <p>The meaning of the resurrection and ascension</p> <p>Salvation</p> <p>Afterlife and Judgement</p>	<p><b><u>Issues of life &amp; death</u></b></p> <ul style="list-style-type: none"> <li>➤ 1. Creation - Science Vs. religion.</li> <li>➤ 2. Stewardship and Dominion x 2 religions</li> <li>➤ 3. Sanctity of life in Christianity, (including Peter Stringer's speciesism)</li> <li>➤ 4. Sanctity of life in Islam</li> <li>➤ 5. Abortion in Christianity</li> <li>➤ 6. Abortion in Islam</li> <li>➤ 7. Life after death in Christianity</li> </ul>	

	<ul style="list-style-type: none"> <li>➤ Role of women and gender equality</li> </ul> <p><b>Human rights:</b></p> <ul style="list-style-type: none"> <li>➤ Why do Christians support human rights? (equality and agape)</li> <li>➤ Prejudice and Discrimination- Christianity and Islam. (including Christina/Muslim Forum)</li> <li>➤ Amnesty international and report writing.</li> <li>➤ Personal Conviction – MLK</li> <li>➤ Personal conviction - Gandhi</li> <li>➤ Censorship and Freedom of Speech</li> <li>➤ Islamophobia</li> <li>➤ Extremism – Christianity and Islam.</li> <li>➤ Use of wealth</li> <li>➤ Social Justice</li> <li>➤ Christian Aid</li> <li>➤ Islamic Relief</li> </ul>	<p><b>Christian Practices</b></p> <ul style="list-style-type: none"> <li>➤ Types prayer, including the meaning of the Lord’s prayer</li> <li>➤ Comparing types of worship: catholic, Quaker, evangelical, Society of friends</li> <li>➤ Sacraments</li> <li>➤ Baptism</li> <li>➤ Eucharist</li> <li>➤ Pilgrimage: Walsingham and Taize</li> <li>➤ Festivals – Christmas at home and in the church</li> <li>➤ Easter – at home and in the church</li> <li>➤ Secular Britain</li> <li>➤ The Church and the local community</li> <li>➤ Who was St. Paul?</li> <li>➤ Mission, evangelism and growth of the church</li> <li>➤ Christian Britain – laws and festivals</li> <li>➤ Christianity in Action: Tearfund.</li> <li>➤ Persecution of Christians past and present</li> <li>➤ Reconciliation: World Council of churches and the Ecumenical movement.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 8. Life after death in Islam.</li> <li>➤ 9. Christian funerals</li> <li>➤ 10. Muslim funerals.</li> <li>➤ 11. Humanist funerals.</li> </ul>	
<p><b>Science</b></p>	<p>Biology – Key Concepts</p> <p>Core Practical –practical assessment and write up.</p> <p>Biology – Cells and control</p>	<p>Chemistry – Atomic Structure</p> <p>Core Practical – practical assessment and write up.</p> <p>Physics – Motion</p>	<p>Chemistry – The Periodic Table.</p> <p>Chemistry – Ionic and covalent bonding.</p> <p>Core Practical – practical assessment and write up</p>	<p>BBC Bitesize – Key Stage 4 Science. (Edexcel exam board)</p> <p><a href="http://www.edheads.org">www.edheads.org</a></p> <p><a href="http://www.sciencekids.co.nz/">http://www.sciencekids.co.nz/</a></p>

	Biology – Genetics Chemistry – States of matter	Physics – Forces and Motion	Revision – End of Year Exam.	<a href="http://www.ngkids.co.uk/">http://www.ngkids.co.uk/</a>  Visit – Manchester Science and industry museum and Manchester museum.
<b>Spanish</b>  (Students study either Spanish OR French depending on their year group)	Food and drink Spanish customs ( food) Shopping for food Healthy living Present tense Future tense Past tense	Clothing & fashion Uniform Shopping for clothes Present tense Future tense Conditional tense	Holidays Places of interest Where/ how/ who with Holiday activities Present/ past/ future tenses Conditional tense  Cinema and film Body and illness	<a href="http://www.linguascope.com">www.linguascope.com</a>  ( see staff for password)  <a href="http://www.funwithlanguages.vacau.com">www.funwithlanguages.vacau.com</a>  <a href="http://www.digitaldialects.com">www.digitaldialects.com</a>  <a href="http://www.bbc.co.uk/education/subjects/zfckjxs">http://www.bbc.co.uk/education/subjects/zfckjxs</a>