

<p><b>ENGLISH</b></p>	<p>During the course of this term, students will explore contemporary drama through the study of Willy Russell’s ‘Blood Brothers’. Lessons will focus on character analysis, the themes of nature vs nurture, class and growing up. Students will be encouraged to look at the playwright’s techniques as well as his authorial intentions whilst referring to contextual issues. They will have a chance to write their own scripts as well as writing a literature essay.</p> <p>In the second half of the term, students will explore non-fiction writing focusing on the theme of Global Education. Students will also develop public speaking skills during this half-term through the form of a presentation.</p>
<p><b>MATHEMATICS</b></p>	<p>Students will complete the following units of work:</p> <ul style="list-style-type: none"> <li>• Angles in parallel lines and polygons</li> <li>• Area and perimeter of 2D shapes</li> <li>• The data handling cycle</li> <li>• Measures of location</li> </ul> <p>Greater detail about the content of the units can be found on the maths curriculum page of the school website or in the courses section of your child’s Dr Frost account.</p>
<p><b>SCIENCE</b></p>	<p>Students will study 4 different science topics:</p> <ul style="list-style-type: none"> <li>• Energy transfers (physics)</li> <li>• Plants and their reproduction (biology)</li> <li>• Rocks (chemistry)</li> <li>• Earth and space (physics)</li> </ul> <p>More details about the topics can be found on the science curriculum page of the school website in the Knowledge Organisers section.</p>
<p><b>ART</b></p>	<p>Students will study the ‘Figure’ project this term. They will be learning how to measure proportions of the body using the eight-head rule. They will complete a range of observational studies before researching the work of Giacometti. Students will then produce Giacometti inspired mod-roc sculptures.</p>
<p><b>COMPUTING</b></p>	<p>This term we will be looking at digital design and presentation using Photoshop. Students will first be introduced to basic and more advanced Photoshop features and skills. After this, students will apply this knowledge to the creative designing of film posters and CD covers.</p>
<p><b>COOKING &amp; NUTRITION</b></p>	<p>Students will expand their cooking skills using a variety of methods, utensils and equipment. They will demonstrate their understanding of a healthy meal, by writing a recipe and preparing a seasonal dish.</p>
<p><b>DESIGN &amp; TECHNOLOGY</b></p>	<p>Students will extend their existing knowledge to develop their independent skills when designing and manufacturing products. Greater emphasis will be on keywords, material characteristics and using a range of materials such as timbers and polymers. Traditional hand tool skills will be used alongside new and emerging technologies to produce a storage organiser. Students will have the opportunity to use the laser cutter and a strip heater.</p>

<p><b>DRAMA</b></p>	<p>Non-naturalism is one of those generic, broad terms that is applied to anything that cannot be defined by any other term. However, there are many styles of theatre that sit under this term and training students to become confident working in a non-naturalistic style is very important. This can help greatly when students are developing their own ideas. It is of particular use in devising as it broadens their ability to work within a range of styles. This term, students will explore different aspects of non-naturalism and devise a range of role plays in response to a stimulus. They will also explore the script 'Bright Lights', which is written in a non-naturalistic style.</p>
<p><b>FRENCH</b></p>	<p>Students will start the term learning how to describe their daily routine "ma routine", combining that with their knowledge of time phrases and sequencers to write an assessed French paragraph. They will then move on to learn the parts of the body and how to describe injuries or illness in French, returning to modal verbs from the previous to describe how they might treat those. Looking next at sports and fitness activities next, we will recap how to construct regular -er verbs in the present tense, as well as common irregular verbs, such as "faire". Lastly, they will learn how to construct the near future tense in French, using aller followed by infinitives to say what we are going to do with friends or family.</p>
<p><b>GEOGRAPHY</b></p>	<p>Students will continue their studies of the 'Frozen Planet' to explore how ice shaped the land. They will conduct individual investigations to reflect their own interest about glaciation. They will devise their own research question about the role of ice in shaping our planet and/or the impact of climate change on glaciers. They will then move onto population change and explore the role of globalisation as a key driver of this. Students will continue to build on their geographical skills and key concepts and use recall and retrieval tasks to connect their learning.</p>
<p><b>HISTORY</b></p>	<p>Students will complete their investigation into the British Empire, and how it has affected our relationship with countries around the world. Students will then go on to look at the world of Industrial Britain through the lens of working-class voices, and how they experienced this transformation of Britain. After this, students will look at resistance acts of enslaved people in the 18th and 19th centuries, before ending the year by studying enquiries about how working-class people gained the vote, and 19th century reforms affected Britain. Throughout the term, there will be a continued focus on the development of source skills as well as extending written answers.</p>
<p><b>LIFE SKILLS</b></p>	<p>In the statutory 'Health and Wellbeing' at the start of this term, students will explore the misconceptions around illegal substances. The short-term and long-term consequences of smoking, vaping, consuming alcohol and drug usage will be discussed, as will the legalities around these substances. In the second part of the summer term, the focus is citizenship. This will include exploring the law and judicial system, as well as politics and parliament.</p>
<p><b>MUSIC</b></p>	<p>The topic for this term is 'Songwriting'. Students will develop their understanding of the common structures and techniques used in contemporary songs. They will explore a variety of chord sequences and select one of these as a starting point for composing their own song. The online music resource Soundtrap will be used to create and record the different parts of their song.</p>

<p><b>PHYSICAL EDUCATION</b></p>	<p>Building on work in Year Seven, students will progress further in the techniques of athletic events of their choice, together with some officiating and leadership skills.</p> <p>Students within games will work on improving the quality of their skills. They will have the opportunity to referee and coach students to enhance their knowledge of the skills and improve communication and decision-making skills. Games-based lessons will focus on cricket and rounders. Later in the term, options will be made available such as tennis, mixed pickleball, handball, baseball and softball.</p>
<p><b>RELIGION, PHILOSOPHY &amp; ETHICS</b></p>	<p>Students will spend the first half term learning about what gives meaning to life when you don't believe in God, exploring what it means to be atheist, agnostic and humanist. They will then go on to explore two mini units - 'What makes a person inspirational to others?' and 'What is the true meaning of happiness?'. Students will consolidate their learning at the end of the year by watching the documentary, <i>Joy</i>, in which the Dalai Lama and Archbishop Desmond Tutu explore the same questions that the students have grappled with all year to work out how we can live happy lives.</p> <p>In addition, students will have an opportunity to create their own creative piece of spiritual artwork, with a chance of being entered into NATRE's national Spirited Arts competition. The themes for the competition this year are as follows:</p> <ul style="list-style-type: none"> <li>• Faith in our future, hope in our future</li> <li>• Prayers for all that lives! Animals, Earth, God</li> <li>• Open Bible!</li> <li>• Searching for God</li> <li>• Sacred spaces</li> <li>• Children of God</li> </ul> <p>More information about these themes can be found at:  <a href="https://natre.org.uk/spirited-arts-main-page/spirited-arts-2026/">https://natre.org.uk/spirited-arts-main-page/spirited-arts-2026/</a></p>

We encourage staff to be innovative within their subject areas and seize topical opportunities as they arise, therefore aspects of the taught curriculum may differ from the one which is published.