



# CURRICULUM

## SPRING TERM 2026





# YEAR 7 CURRICULUM

## English

<b>Curriculum Overview</b>	Students will analyse the presentation of marginalised people across a range of texts. First of all, students will study <i>The Tempest</i> by William Shakespeare and how the figures of Caliban and Ariel may reflect slavery and British colonies. Students will then move on to analysing a range of poetry from different cultures, using their knowledge of context to analyse the writer's message. Students will also consolidate their understanding of homophones and using ambitious vocabulary in their own writing.
<b>Support Materials/Additional suggested activities</b>	<a href="https://www.sparknotes.com/shakespeare/tempest/">https://www.sparknotes.com/shakespeare/tempest/</a> - Written summary of <i>The Tempest</i> as well as a range of revision resources. <a href="https://www.bbc.co.uk/bitesize/topics/z37mn39">https://www.bbc.co.uk/bitesize/topics/z37mn39</a> - The <i>Tempest</i> revision resources <a href="https://www.youtube.com/watch?v=dizly0ELIWM">https://www.youtube.com/watch?v=dizly0ELIWM</a> - Summary of <i>The Tempest</i> <a href="https://www.bbc.co.uk/bitesize/topics/zccxp39">https://www.bbc.co.uk/bitesize/topics/zccxp39</a> - Guide for reading and analysing poetry.

## Maths

<b>Curriculum Overview</b>	At the start of their journey here the students have been focusing on numerical skills, and will now move on to powers and primes, directed numbers and order of operations. We are aware that pupils have had some exposure to these topics at KS2 but we look at different strategies and start to show these skills in context such as area, volume and by making connections between different strand of mathematics.
<b>Support Materials/Additional suggested activities</b>	For additional support please consider accessing the following links;  <a href="https://www.drfrust.org/">https://www.drfrust.org/</a>

## Science

<b>Curriculum Overview</b>	This term, students will be studying: Energy – How is energy stored in food? What is the difference between renewable and non-renewable resources? How are these resources used? Electricity – How do we use electricity? How is electricity used safely? Building series and parallel circuits. Sexual reproduction – What is the difference between internal and external reproduction? What are the reproductive organs? What happens during pregnancy? DNA – What is the structure of DNA? How was DNA discovered? What is the difference between continuous and discontinuous variation?
<b>Support Materials/Additional suggested activities</b>	Online homework resource: <a href="https://www.tassomai.com/">https://www.tassomai.com/</a> BBC Bitesize

## Religious Education

<b>Curriculum Overview</b>	<p>This term the students will be studying:</p> <p>Topic 1: Religious Founders – Who is Jesus? How was Islam created? Who was the Buddha? How did Sikhism begin? What did Abraham do?</p> <p>Topic 2: Morality – What is a moral dilemma? How do we solve them? What is love and justice? Is forgiveness easy? What makes something good?</p>
<b>Support Materials/Additional suggested activities</b>	<p>For help on the different religious founders – <a href="#">KS3 Religious Studies – BBC Bitesize</a> (Go to the Key facts page on each)</p> <p>For help on love – <a href="#">8 Types of LOVE (According to the Greeks)</a>, <a href="#">Every Love Explained in 3 Minutes</a> on YouTube</p> <p>For an example of an ethical dilemma – <a href="#">The Trolley Problem</a></p>

## History

<b>Curriculum Overview</b>	<p>Bridging the Gap – Can we bridge a gap on our knowledge of History from KS2?</p> <p>The Vikings – Who were the Vikings? Why did the Vikings come to England? What impact did the Vikings have on the world?</p> <p>Shaping the Medieval World’ – What was England like before 1066? How did the Normans take over England? How did the Normans change Britain? What was the Black Death? What happened during the Crusades? What effect did King John have in England?</p>
<b>Support Materials/Additional suggested activities</b>	<p>For help use KS3 History – BBC Bitesize</p> <p>Consider watching Life after the Norman Conquest – <a href="https://www.youtube.com/watch?v=bxpTxuPTkIA">https://www.youtube.com/watch?v=bxpTxuPTkIA</a></p> <p>Consider trying to complete the KS3 history section on the Medieval World on Seneca – Learn 2x Faster (<a href="http://senecalearning.com">senecalearning.com</a>)</p> <p>Consider watching Magna Carta – <a href="https://www.youtube.com/watch?v=wWKTyINlxZE">https://www.youtube.com/watch?v=wWKTyINlxZE</a></p> <p>For help on the Vikings, <a href="#">KS2 / KS3 History: Vikings – BBC Teach</a></p>

## Geography

<b>Curriculum Overview</b>	<p>Bridging the Gap – Can we bridge the gap between what we know from Primary to where we start at KS3?</p> <p>Distinctive Landscapes – Rivers’ – What are the features of a river? What are waterfalls and deltas? How is flooding managed? Why do people live by rivers? What is the water cycle?</p>
<b>Support Materials/Additional suggested activities</b>	<p>For help on Distinctive Landscapes – Rivers and water – KS3 Geography – BBC Bitesize</p> <p>Consider watching: On the Banks of the World’s Longest River <a href="https://www.youtube.com/watch?v=5U2JXUVdVS4">https://www.youtube.com/watch?v=5U2JXUVdVS4</a></p> <p>Consider watching: Geography KS3: River Flooding – BBC Teach</p>

## Spanish

<b>Curriculum Overview</b>	<p>Pets and colours – Forming descriptions.</p> <p>School day – Describe teachers and your daily timetable.</p> <p>School subjects – Share and justify opinions on subjects.</p> <p>School facilities – Describe places in the school and what you do at break time.</p> <p>Grammar – Use the present tense to talk about yourself and others</p>
<b>Support Materials/Additional suggested activities</b>	<p><a href="https://www.linguascope.com/">https://www.linguascope.com/</a>Select 'Beginner' level (Ask your class teacher for our school login details) <a href="https://www.bbc.co.uk/bitesize/subjects/zfckjxs">https://www.bbc.co.uk/bitesize/subjects/zfckjxs</a></p>

## Drama

<b>Curriculum Overview</b>	<p>In Year 7 students have access to one hour of drama per week during which they focus on developing skills and gaining knowledge through creating, performing and evaluating drama. Students are assessed holistically, meaning that they will receive verbal feedback regularly from teacher and peer assessment. There is also a strong focus on students being able to work independently and drive forward their own progress in lessons.</p> <p>Students will be exploring the following topics this term; 'Ghost Stories' and 'Ernie'.</p>
<b>Support Materials/Additional suggested activities</b>	<p>For additional support, please consider accessing the following links;  <a href="https://getintothetheatre.org">https://getintothetheatre.org</a> Get into Theatre What does an Assistant Director do?            What is the backstage staff structure in theatre like? How do online auditions for drama school work? Top 10 tips on how to selftape and audition online  <a href="https://www.youtube.com/channel/UCUDqIXzCY0NIOYVJvEMQjqw">https://www.youtube.com/channel/UCUDqIXzCY0NIOYVJvEMQjqw</a></p>

## I.T/Computing Science

<b>Curriculum Overview</b>	<p>Networks – Imagine a world without computer networks, and how different your life would be. There would be no more YouTube, Google, instant messaging, online video gaming, Netflix, and iTunes. There would be no online shopping, or quickly looking up directions to a location at the click of a button. There would be no more sharing of files or peripherals such as a printer, and no more central backups of information. As networks have evolved, society has become increasingly reliant on the services that they provide. They have changed the way we learn, work, play, and communicate. This unit begins by defining a network and addressing the benefits of networking, before covering how data is transmitted across networks using protocols. The types of hardware required are explained, as is wired and wireless data transmission. Learners will develop an understanding of the terms 'internet' and 'World Wide Web', and of the key services and protocols used. Practical exercises are included throughout to help strengthen understanding.</p> <p>Programming 1 – This unit is the first programming unit of KS3. The aim of this unit and the following unit ('programming 2') is to build learners' confidence and knowledge of the key programming constructs. Importantly, this unit does not assume any previous programming experience, but it does offer learners the opportunity to expand on their knowledge throughout the unit. The main programming concepts covered in this unit are sequencing, variables, selection, and count-controlled iteration.</p>
<b>Support Materials/Additional suggested activities</b>	<p>Year 7 computer science knowledge organiser</p> <p>Revision – Edexcel – BBC Bitesize activities</p> <p>Programming Scratch – Scratch – Imagine, Program, Share (mit.edu)</p>

## Music

<b>Curriculum Overview</b>	<p>We are fortunate enough to have two different classrooms set up for different musical workshops. Our practical room and our production room. Students will swap classrooms at the end of each term.</p> <p>Practical Room: Introduction to Keyboard &amp; Notation Development work of keyboard techniques with emphasis on standard notation.</p> <p>Production Room: Elements of Music We learn about the key elements of music and how to use specific vocabulary when discussing music. We will learn about this through a variety of different musical workshops which lead onto a singing project.</p>
<b>Support Materials/Additional suggested activities</b>	<p>Begin warming your voices up by using the following warm up video:  <a href="https://www.youtube.com/watch?v=K5ibRYDBFTw">https://www.youtube.com/watch?v=K5ibRYDBFTw</a></p> <p>If you would like to learn about some of the basic elements of music to give you a head start, use the following link:  <a href="https://www.youtube.com/watch?v=V7JHdl_9sqw">https://www.youtube.com/watch?v=V7JHdl_9sqw</a></p>

## Physical Education

<b>Curriculum Overview</b>	<p>In year 7, the objective is to create a love for physical education by experiencing a wide variety of different activities and developing respectful relationships and having the courage not to shy away from a challenge. Focusing on the school's intent of courage and choices. Activities will focus on the national curriculum in the following activities, 6 activities will be chosen from the following: Cricket/ Softball/ Rounders, Football, Netball, Basketball/ Handball, Gym/ Parkour, Athletics, Badminton and Fitness.</p> <p>Over this next term students will be covering one of the following activities – Fitness, gymnastics, parkour or basketball.</p>
<b>Support Materials/Additional suggested activities</b>	<p>Welcome To TeachPE.com – TeachPE.com          KS3 Physical Education – BBC Bitesize          Physical Education lessons for Key Stage 3 students – Oak National Academy (the national.academy)</p>

## Dance

<b>Curriculum Overview</b>	<p>All year 7 students will participate in 1 dance lesson per week. In the Spring Term students will explore dance from around the world. They will look at traditional dance, learn key movements and create their own motifs. Students will explore dance from five countries from around the world, including, Africa, India, America, France and Brazil.</p>
<b>Support Materials/Additional suggested activities</b>	<p><a href="https://youtu.be/jYG3s6lu-SI">https://youtu.be/jYG3s6lu-SI</a> Attend dance extra curricular</p>

## Art

<b>Curriculum Overview</b>	In the spring term, students will begin a project titled Personal Objects, which introduces Impressionism and expressive mark-making. They will study the work of Vincent Van Gogh, Henri Matisse, and Claude Monet, analysing their use of colour, brushwork, and composition. Students will create observational drawings of their own personal objects, applying Impressionist techniques to convey mood and movement. This term encourages students to combine accurate observation with expressive interpretation, developing confidence in using colour and texture to create dynamic outcomes.
<b>Support Materials/Additional suggested activities</b>	<a href="https://www.tate.org.uk/art/art-terms/o/object">https://www.tate.org.uk/art/art-terms/o/object</a> <a href="https://www.artistsnetwork.com/art-mediums/drawing/">https://www.artistsnetwork.com/art-mediums/drawing/</a> <a href="https://www.drawspace.com">https://www.drawspace.com</a>

## Design & Technology

<b>Curriculum Overview</b>	<p>Year 7 students have explored and experienced the Design and Technology curriculum on a carousel basis which includes Catering and Resistant Materials, which also focus' on elements of Engineering &amp; Construction skills should they continue with those as an option subject at the end of their key stage.</p> <p>This term, depending on the area they began in the autumn term they will:</p> <p>In Catering, complete their study of 'An Introduction to Catering'. Through both practical and theoretical lessons, students will develop their understanding of food hygiene and develop their 'washing up safely' skills as well as food safety, food storage and understanding the importance of the eat well guide and seasonality of ingredients. They will also build their confidence by developing their chopping skills and use of various application of heating methods to ingredients to produce a range of recipes such as fruit crumble, pasta dishes and healthy muffins.</p> <p>In Resistant Materials, through project-based learning, students will complete their manufacture of an analogue clock, based on the key influences of the design movement 'Alessi'. Using skills such as working with hand tools, scroll saw and Computer Aided Design (CAD) to produce their outcome. They will then write a detailed evaluation of their outcome against their own specification to compare and analyse how well their final product performed.</p> <p>They will then rotate subjects to continue their carousel part way into the spring term, to study in the area they have not yet experienced.</p>
<b>Support Materials/Additional suggested activities</b>	Practice, practice, practice! The more you practice, the more your skills grow! Continue to wash up at home, organise your fridge at home to ensure food safety, (all with your parents' permission, of course!). Help out at home, preparing family meals! Or continue to use your analytical thinking skills to evaluate products surrounding you! What do you think different products are made from? How do they function? Who is the target market?

## Lessons for Life

<b>Curriculum Overview</b>	<p>All schools have a duty to ensure that all students receive a rich and relevant Personal, Social, Health and Economic (PSHE) curriculum. OBA's PSHE provision is delivered through our Lessons for Life programme and students spend one lesson per week in Lessons for Life.</p> <p>During the Spring term Year 7 students will complete two different projects: The Web We Want – an introduction to online safety with a particular focus on cyberbullying. Me and My Country – where students will explore what it means to be British, how our country operates and will be learning about fundamental British Values.</p>
<b>Support Materials/Additional suggested activities</b>	<p>Keep following local and national news to stay up to date with current affairs.</p>

**Year 7 Knowledge Organisers can be accessed via the link below.**

**Knowledge Organisers contain key information on specific topics covered within subjects.**

**<https://drive.google.com/drive/folders/1tgvyj8I3MDEoaswHwZf4jTVgFTAHnCaU>**

# YEAR 8 CURRICULUM

## English

<b>Curriculum Overview</b>	This term, students will enjoy and analyse a range of short stories and extracts in the dystopian genre. After expanding on previous analysis skills by focusing on the connotations and effect of language used by writers, students will then examine the components of a good story and produce their own lively examples of fiction writing.
<b>Support Materials/Additional suggested activities</b>	<a href="https://www.bbc.co.uk/bitesize/guides/zwjsyrd/revision/2">https://www.bbc.co.uk/bitesize/guides/zwjsyrd/revision/2</a> - creating and drafting fiction stories. <a href="https://www.bbc.co.uk/bitesize/guides/zwjsyrd/revision/1">https://www.bbc.co.uk/bitesize/guides/zwjsyrd/revision/1</a> <a href="https://www.youtube.com/watch?v=6a6kbU88wu0">https://www.youtube.com/watch?v=6a6kbU88wu0</a> - TED talk focussed on the dystopian genre.

## Mathematics

<b>Curriculum Overview</b>	Students will enter Year 8 having studied a variety of number topics in Year 7. At the start of Year 8 we now link all of these things together, geometry and algebraic topics. This allows students to make connections between different areas of maths and builds understanding for more complex topics in the future.
<b>Support Materials/Additional suggested activities</b>	For additional support please consider accessing the following links; <a href="https://www.dr frost.org/">https://www.dr frost.org/</a>

## Science

<b>Curriculum Overview</b>	Light – what is reflection? What is refraction? How do we see in colour? What are the different parts of the eye and what are their functions? Plants and their reproduction – What is classification? What is the difference between sexual and asexual reproduction? How are seeds dispersed? How do plants photosynthesise? Metals and their uses – How are catalysts used? What is the reactivity series? What are endothermic and exothermic reactions? Earth – How is the earth structured? What is the rock cycle?
<b>Support Materials/Additional suggested activities</b>	Online homework resource: <a href="https://www.tassomai.com/">https://www.tassomai.com/</a> Students will be tasked to complete a set number of Tassomai questions each week. BBCBitesize



## Religious Education

<b>Curriculum Overview</b>	<p>This term, we will be studying:</p> <p>Topic 1: Love and Sacrifice – What is love? Are there different types of love? Why do people make sacrifices for others? Who is Maximilian Kolbe? What do different religious parables teach us about love and sacrifice?</p> <p>Topic 2: Places of Worship – What makes a Church? Where do Muslims and Jewish people worship? What is a Gurdwara? What are the different places Buddhists worship?</p>
<b>Support Materials/Additional suggested activities</b>	<p>For Maximilian Kolbe's story, watch – <a href="#">Story Saint Maximilian Kolbe   Stories of Saints   EP87 – YouTube</a></p> <p>For places of worship, watch – <a href="#">KS3 Religious Studies: T is for Temples – BBC Teach</a></p> <p>For places of worship, watch – <a href="#">holy cribs – YouTube</a></p>

## History

<b>Curriculum Overview</b>	<p>This term, the students will be studying:</p> <p>The British Empire and India – How did Britain get an empire? What was the British Empire? Why did people emigrate? What was India like before Britain? How did Britain change India? How did Gandhi impact British India? Should Britain be proud of its empire?</p> <p>Women in Time – What impact did women have in medicine, war and social change? How did the treatment of women change in early 20<sup>th</sup> Century?</p>
<b>Support Materials/Additional suggested activities</b>	<p>For help use KS3 History – BBC Bitesize</p> <p>Consider trying to complete the KS3 history section on the British Empire on Seneca – Learn 2x Faster (<a href="https://www.senecalearning.com">senecalearning.com</a>)</p> <p>Consider watching for How Britain control India – <a href="#">How did the British gain control of India?   History – Empire</a></p> <p>Consider watching for the British Empire – <a href="https://www.youtube.com/watch?v=frF33emgn5g">https://www.youtube.com/watch?v=frF33emgn5g</a></p> <p>For Women in History – <a href="#">BBC World Service – Witness History, Women in history</a></p>

## Geography

<b>Curriculum Overview</b>	<p>Tectonic Hazards – What are the different plate boundaries? What are the types of volcanoes? What is an earthquake? How do we predict and compare disasters? What are secondary hazards? Why do people live near volcanoes?</p> <p>Prisoners of Geography – Are countries a prisoner of their geography? How do trade routes and natural resources effect a country?</p>
<b>Support Materials/Additional suggested activities</b>	<p>For help on Tectonic hazards, access – Natural hazards – KS3 Geography – BBC Bitesize</p> <p>Consider watching: Volcanoes for Kids <a href="https://www.youtube.com/watch?v=3Jxeh-yAXek">https://www.youtube.com/watch?v=3Jxeh-yAXek</a></p> <p>Consider using Royal Geographical Society – Geography resources for teachers (<a href="https://www.rgs.org">rgs.org</a>)</p>

## Spanish

<b>Curriculum Overview</b>	Food – Sharing your opinion on a variety of food and drink items. Mealtimes – Discussing what you eat at different meals during the day. Making plans – Arranging where to go out in your city and making excuses to cancel plans. Daily routine – Describing how you get ready to go out. Telling the time in Spanish. Grammar – using the past, conditional, and future tenses.
<b>Support Materials/Additional suggested activities</b>	For additional support please consider using- <a href="https://www.linguascope.com/">https://www.linguascope.com/</a> Select 'Beginner' level (Ask your class teacher for our school login details) <a href="https://www.bbc.co.uk/bitesize/subjects/zfckjxs">https://www.bbc.co.uk/bitesize/subjects/zfckjxs</a>

## Drama

<b>Curriculum Overview</b>	In Year 8 students have access to one hour of drama per week. During this lesson they will focus on developing skills and gaining knowledge through creating, performing and evaluating drama. Students are assessed holistically, meaning that they will receive verbal feedback regularly from teacher and peer assessment. There is also a strong focus on students being able to work independently and drive forward their own progress in lessons. Students will be exploring the following topics this term: 'Curious Incident' and 'Practitioners'.
<b>Support Materials/Additional suggested activities</b>	For additional support and information, please consider accessing the following links: <a href="https://getintotheatre.org">https://getintotheatre.org</a> National Theatre – YouTube At the National Theatre in London, we make world-class theatre that is entertaining, challenging and inspiring. And we make it for everyone. National Theatre Live is National Theatre's ground. <a href="https://www.youtube.com/channel/UCUDqIXzCYONIOYVJvEMQjqw">https://www.youtube.com/channel/UCUDqIXzCYONIOYVJvEMQjqw</a>

## I.T/Computer Science

<b>Curriculum Overview</b>	Introduction to Python Programming – This unit introduces learners to text-based programming with Python. The lessons form a journey that starts with simple programs involving input and output, and gradually moves on through arithmetic operations, randomness, selection, and iteration. Emphasis is placed on tackling common misconceptions and elucidating the mechanics of program execution. A range of pedagogical tools are employed throughout the unit, with the most prominent being pair programming, live coding, and worked examples. Vector graphics – This unit offers students the opportunity to design graphics using vector graphic editing software. The lessons are tailored to Inkscape ( <a href="https://inkscape.org">inkscape.org</a> ), which is open source and cross-platform, but the resources should be readily adaptable to any vector graphics editor. Vector graphics can be used to design anything from logos and icons to posters, board games, and complex illustrations. Through this unit, students will be able to better understand the processes involved in creating such graphics and will be provided with the knowledge and tools to create their own. One of the most interesting and challenging aspects of creating vector graphics is their unlikely link to computational thinking. Creating a complex design is a multi-step process that starts with elementary shapes and involves combining them into more intricate ones using operations such as union, difference, and intersection. There are usually multiple paths to achieving the goal and the process involves decomposition, evaluation, and plenty of inventiveness!
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<b>Support Materials/Additional suggested activities</b>	<p>Introduction to Python Programming Welcome to Python.org</p> <p>Vector graphics Draw Freely   Inkscape</p>
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## Music

<b>Curriculum Overview</b>	<p>We are fortunate enough to have two different classrooms set up for different musical workshops. Our practical room and our production room. Students will swap classrooms at the end of each term.</p> <p>Practical Room: Blues Students will learn about the origins of Blues music, following on harmony, structure and improvisation. Students will predominately be playing the keyboard but may wish to use other instruments if they are able to do so. Once students have learnt the basics of Blues, they will look at how it developed into Rock N Roll music and how it has inspired the music we listen to today.</p> <p>Production Room: Hip Hop Students will explore the diversity of hip hop by creating a rap producing a backing track. Students will continue to develop their keyboard skills whilst learning about how to produce music.</p>
<b>Support Materials/Additional suggested activities</b>	<p>If you have access to an Apple product (phone, Mac, iPad) download GarageBand for free and familiarise yourself with the software.</p> <p>You can find alternatives for windows/ Android products such as Ableton, Fruity Loops and many others.</p> <p>We will also explore the origins of HipHop music and how it developed contextually. Consider watching a documentary series called The Defiant One's on Netflix to gain a truly enriching background knowledge on the origins of Hip Hop and Rap music.</p>

## Dance

<b>Curriculum Overview</b>	<p>This term, students will study Dancing Through The Decades- tracking the development of dance through the turn of each century. Including Charleston, Rock N Roll, Disco, Contemporary and Commercial.</p> <p>Developing confidence in subject specific vocabulary, performance, teamwork and choreography.</p>
<b>Support Materials/Additional suggested activities</b>	<p>Homework: To rehearse dance routines, learn key vocabulary.</p>

## Physical Education

<b>Curriculum Overview</b>	<p>Year 8 is designed to broaden sporting experiences and embed skills developed in Year 7, such as applying more advanced skills, using sport terminology consistently and effectively. We continue to offer a broad and balanced choice of activities to nurture the various aspects of the national curriculum and the school's intent of courage and choices. Activities in Year 8 will be developed further and some introduced such as Volleyball, table tennis, tennis.</p> <p>Next term Year 8 will be focusing on two of the following activities: Handball, Sports Leaders, Rugby, Fitness, Netball or Basketball.</p>
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<b>Support Materials/Additional suggested activities</b>	Welcome To TeachPE.com – TeachPE.com KS3 Physical Education – BBC Bitesize Physical Education lessons for Key Stage 3 students – Oak National Academy (thenational.academy)
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## Art

<b>Curriculum Overview</b>	In the spring term, students will move from research into practical application by creating transcriptions of Hundertwasser's work, experimenting with his techniques and adapting them to their own style. They will then begin a project inspired by their local area, exploring maps and urban patterns as a source of visual interest. Using these studies, students will design and construct cardboard reliefs based on selected map sections, learning how to translate two-dimensional designs into textured, layered compositions. This term focuses on developing technical skills in construction and composition while encouraging personal responses to familiar environments.
<b>Support Materials/Additional suggested activities</b>	<a href="https://www.youtube.com/watch?v=c9ujjCyUQxw">https://www.youtube.com/watch?v=c9ujjCyUQxw</a> – Cardboard Relief

## Design & Technology

<b>Curriculum Overview</b>	<p>Year 8 students continue to explore and experience the Design and Technology curriculum on a carousel basis which includes Catering and Resistant Materials, which also focus' on elements of Engineering &amp; Construction skills should they continue with those as an option subject at the end of their key stage.</p> <p>This term, depending on the area they began in the autumn term they will:</p> <p>In Catering, students will complete their study of 'Principals of Nutrition'. Through both practical and theoretical lessons, students will develop their understanding of nutritional needs and special diets, such as those required for people who suffer from allergens to diseases such as diabetes. They will continue to demonstrate their food safety skills, whilst thinking of presentation and portion control whilst designing and producing their own dishes for a specific 'special diet'.</p> <p>In Resistant Materials, through project-based learning, students will complete the manufacture of their light up accessory, based on the key influences of the cultural celebration of the Mexican 'Day of the Dead'. This term they will begin by continuing using textile materials to manufacture the outer shell of the accessory and also continue to develop their knowledge and understanding of electronic components and their role in a working circuit. They will then write a detailed evaluation of their outcome against their own specification to compare and analyse how well their final product performed.</p> <p>They will then rotate subjects to continue their carousel part way into the spring term, to study in the area they have not yet experienced.</p>
<b>Support Materials/Additional suggested activities</b>	Practice your evaluation skills by analysing products around the home, how well do they perform against ACCESSFMM points. Or keep a food diary to analyse how healthy your diet is, according to the Eatwell Guide, do you need to eat more vegetables? Drink more water? Eat less sugar? Help with meal prepping at home and continue to develop your catering skills, considering presentation and portion sizes.



# Lessons for Life

<b>Curriculum Overview</b>	<p>All schools have a duty to ensure that all students receive a rich and relevant Personal, Social, Health and Economic (PSHE) curriculum. OBA's PSHE provision is delivered through our Lessons for Life programme and students spend one lesson per week in Lessons for Life.</p> <p>During the Spring term Year 8 students will complete two different projects:</p> <p>Introduction to My Career – here students will start to understand what a career is and will explore careers they may be suited to.</p> <p>Protected Characteristics – this project will focus on the very important topic of equality in everyday life. This unit is underpinned by the protected characteristics as stipulated in the Equality Act 2010. Equality themes explored in this project include: age, disability, gender, marital status, race, religion/belief, and sexual orientation.</p>
<b>Support Materials/Additional suggested activities</b>	<p>Sources of support and help are provided to students at the back of students' Lessons for Life project booklets.</p>

**Year 8 Knowledge Organisers can be accessed via the link below.**

**Knowledge Organisers contain key information on specific topics covered within subjects.**

**<https://drive.google.com/drive/folders/lzZ0hpOAJrogt0Au8i93nBeT9RD3qbit3>**

# YEAR 9 CURRICULUM

## English

<b>Curriculum Overview</b>	Students continue to study the concept of 'Love through the ages' through the tragedy of 'Romeo and Juliet' by William Shakespeare. Students will analyse the language and structural devices used by Shakespeare to create a particular effect. Students then use the ideas and themes studied in Romeo and Juliet to create their own narratives using a range of different stimuli and sentence starters to foster their creativity. Students will also focus on expanding their knowledge of sentence variety and developing characterisation to ensure their stories are lively and engaging.
<b>Support Materials/Additional suggested activities</b>	<a href="https://www.bbc.co.uk/bitesize/topics/zfdj6sg">https://www.bbc.co.uk/bitesize/topics/zfdj6sg</a> – Romeo and Juliet study guide and revision aimed at KS3 students. <a href="https://www.sparknotes.com/shakespeare/romeojuliet/">https://www.sparknotes.com/shakespeare/romeojuliet/</a> – Study guide and modern day translation of Romeo and Juliet. <a href="https://www.bbc.co.uk/bitesize/guides/zwjysrd/revision/1">https://www.bbc.co.uk/bitesize/guides/zwjysrd/revision/1</a> – Revision materials for helping students with their narrative writing.

## Mathematics

<b>Curriculum Overview</b>	Students will start Year 9 having already seen a lot of the key concepts that are vital to maths. Now they will be working on the more challenging topics and making further connections to build on their mathematical journey. Topics this term geometric reasoning with 2D shapes and developing algebraic skills for the cartesian grid, graphs and inequalities.
<b>Support Materials/Additional suggested activities</b>	For additional support please consider accessing the following links;  <a href="https://www.drfrust.org/">https://www.drfrust.org/</a>

## Science

<b>Curriculum Overview</b>	Transporting substances – What is osmosis? Where does it occur within the body? What is diffusion? Where does this occur? What is active transport? How is this method of transport different from the others? Transport and exchange – What is the circulatory system? How are substances transported around the body? How does the heart work? What is aerobic and anaerobic respiration? Methods of separating substances – What are the states of matter and how can they change? How can mixtures be separated? How can ink and water be separated? How is the process of filtration and crystallisation carried out? Atomic structure – How is the atom structured? What is an isotope? How do you identify atomic number and mass number? How do you read the periodic table?
<b>Support Materials/Additional suggested activities</b>	Online homework resource: <a href="https://www.tassomai.com/">https://www.tassomai.com/</a> BBC Bitesize

## Spanish

<b>Curriculum Overview</b>	Health – Describing your diet. Lifestyle – Giving advice on how to lead a healthy lifestyle. Daily routine – Using the time to describe your routine and how you get ready to go out.
<b>Support Materials/Additional suggested activities</b>	For additional information and support please consider accessing the following links <a href="https://www.linguascope.com/">https://www.linguascope.com/</a> Select 'Beginner' level (Ask your class teacher for our school login details <a href="https://www.bbc.co.uk/bitesize/subjects/zfckjxs">https://www.bbc.co.uk/bitesize/subjects/zfckjxs</a>

## History

<b>Curriculum Overview</b>	The Cold War – What is communism and capitalism? What happened to Berlin? How did the Korean War impact America? How did Cuba effect the cold war? What consequences did the Arms and Space race have? What was the Vietnam war like? Why did Vietnam end? How did the Cold War end?
<b>Support Materials/Additional suggested activities</b>	For help use KS3 History – BBC Bitesize Consider trying to complete the KS3 history section on the Cold War on Seneca – Learn 2x Faster ( <a href="https://www.senecalearning.com">senecalearning.com</a> ) Consider watching for The Vietnam War – <a href="https://www.youtube.com/watch?v=exVKdx5QVc">https://www.youtube.com/watch?v=exVKdx5QVc</a> Consider watching for the arms race – <a href="https://www.youtube.com/watch?v=VM6628Rrf64">https://www.youtube.com/watch?v=VM6628Rrf64</a> Consider watching for the rise and fall of the Berlin Wall – <a href="https://www.youtube.com/watch?v=A9fQPzZl-hg">https://www.youtube.com/watch?v=A9fQPzZl-hg</a>

## Geography

<b>Curriculum Overview</b>	The Urbanised World – Why are cities big? What is industrialisation? How do we improve slums? How do we make sustainable cities? What crime occurs in cities? Coasts Under Threat – How are coasts used? What are the different types of waves? What does a retreating coastline mean? What are the different coastal landforms? How do we manage coasts and rising sea levels? How is plastic pollution damaging coasts?
<b>Support Materials/Additional suggested activities</b>	Consider trying to complete the KS3 geography section on Coasts and climate change on Seneca – Learn 2x Faster ( <a href="https://www.senecalearning.com">senecalearning.com</a> ) For help, use – Coasts – KS3 Geography – BBC Bitesize For plastic pollution, consider watching – Plastic Pollution: How Humans are Turning the World into Plastic – YouTube For rising sea levels, watch – Rising Sea Levels – YouTube For Urbanisation, read and watch – <a href="#">Urbanisation – KS3 Geography – BBC Bitesize</a>

## Religious Education

<b>Curriculum Overview</b>	<p>Topic 1: Religion and Science – What do the non-religious believe about life after death? What are the origins of the universe? Does science and religion conflict? What is Humanism?</p> <p>Topic 2: Religious Expression – What is religious freedom? How do we express our beliefs through clothing and action? What is pilgrimage? What is evangelism?</p>
<b>Support Materials/Additional suggested activities</b>	<p>Consider reading for Humanism – BBC – Religions – Atheism: Humanism</p> <p>For origins of the universe, consider watching – 25 CREATION Stories From Around The World – YouTube</p> <p>Listen to for the religion and science conflict – BBC Sounds – The Secret History of Science and Religion – Available Episodes</p> <p>For religious expression, read and watch <a href="#"><u>How can people express the spiritual through art, music and literature?</u></a> – KS3 Religious Studies – BBC Bitesize – BBC Bitesize</p>

## I.T/Computer Science

<b>Curriculum Overview</b>	<p>Animation – Films, television, computer games, advertising, and architecture have been revolutionised by computer-based 3D modelling and animation. In this unit learners will discover how professionals create 3D animations using the industry-standard software package, Blender. By completing this unit learners will gain a greater understanding of how this important creative field is used to make the media products that we consume. Sessions will take learners through the basics of modelling, texturing, and animating; outputs will include 3D models, short videos, and VR. Links are made throughout to computer science, computational thinking, and the world of work. Tools and techniques learnt in this unit can also be used for 3D printing.</p> <p>Physical computing – This unit applies and enhances the learners' programming skills in a new engaging context: physical computing, using the BBC micro: bit. In the first half of the unit, learners will get acquainted with the host of components built into the micro bit, and write simple programs that use these components to interact with the physical world. In the process, they will refresh their Python programming skills and encounter a range of programming patterns that arise frequently in physical computing applications. In the second half, learners will work in pairs to build a physical computing project. They will be required to select and design their project purposefully, apply what they have learnt by building a prototype, and keep a structured diary throughout the process.</p>
<b>Support Materials/Additional suggested activities</b>	<p>Animation <a href="#">blender.org</a> – Home of the Blender project – Free and Open 3D Creation Software activities</p> <p>Physical computing <a href="#">Micro:bit Educational Foundation</a>  micro:bit (<a href="#">microbit.org</a>)</p>



## Art

<b>Curriculum Overview</b>	In the spring term, students will continue working in the style of Ian Murphy, producing tonal drawings and incorporating mixed media to create layered, textural outcomes. They will then transition to studying Jim Butler, exploring expressive techniques such as mono-printing, mark-making with sticks and inks, and creating collaged backgrounds. Students will use their own photographs of local architecture as a foundation for these processes, ensuring personal engagement with the theme. Each artist study will include a research page designed to reflect the visual qualities of the artist's work, encouraging creativity in presentation and contextual understanding.
<b>Support Materials/Additional suggested activities</b>	<a href="https://www.artway.co.uk/artway-blog/monoprinting-a-guide-for-beginners/">https://www.artway.co.uk/artway-blog/monoprinting-a-guide-for-beginners/</a> <a href="https://www.youtube.com/watch?v=qhLukTvlwIY">https://www.youtube.com/watch?v=qhLukTvlwIY</a> - sticks and inks <a href="https://www.andrewsteinbrecher.com/blog/tutorial-mixed-media-collages">https://www.andrewsteinbrecher.com/blog/tutorial-mixed-media-collages</a>

## Design and Technology

<b>Curriculum Overview</b>	<p>Year 9 students continue to explore and experience the Design and Technology curriculum on a carousel basis which includes Catering and Resistant Materials, which also focus' on elements of Engineering &amp; Construction skills should they continue with those as an option subject at the end of their key stage.</p> <p>This term, depending on the area they begin they will:</p> <p>In Catering, students will complete their study of 'World Foods'. Through both practical and theoretical lessons, students will develop their understanding of origins of foods and staple ingredients of various countries as well as culture surrounding mealtimes. They will study a range of traditional foods from around the world to develop a repertoire of recipes from countries linked to a few of our own student's family's heritage. This allows students to develop their confidence with tastes and cooking methods that they may not have experienced before.</p> <p>In Resistant Materials, through project-based learning, students will complete their Mechanical toy, based on a chosen theme suitable for their targeted user. This term students will be assembling their chosen cam(s) to their product and assembling to complete a full working toy. They will then write a detailed evaluation of their outcome against their own specification to compare and analyse how well their final product performed.</p> <p>They will then rotate subjects to continue their carousel part way into the spring term, to study in the area they have not yet experienced.</p>
<b>Support Materials/Additional suggested activities</b>	Consider modelling cams from cardboard from a cereal box or something similar or stronger. Have you got the best design in your product or could you change it? Or research other countries from around the world and prepare a meal for everyone at home using new ingredients and cooking methods!

## Drama

<b>Curriculum Overview</b>	<p>In Year 9 students have the option to explore drama in one of the following ways:</p> <p>Drama Exploration – the stage experience – encounter the world of theatre on your feet in a practical environment and gain an understanding of how drama shapes the world we live in. You will gain a certificate in LAMDA, an industry-based drama qualification by the end of Year 9.</p> <p>Drama Exploration – behind the scenes experience – encounter the world of theatre in a classroom environment and gain an understanding of how drama shapes the world we live in. You will gain a certificate in LAMDA, an industry-based drama qualification by the end of Year 9. There are clear links here made with the English curriculum to demonstrate the subjects many ties and transferable skills.</p> <p>During this term students will be studying: Romeo and Juliet – linking to their English curriculum, students will explore the different relationships the play demonstrates with its characters as well what its purpose and what it teaches us about society at the time it was written.</p>
<b>Support Materials/Additional suggested activities</b>	<p>For additional information and support, please consider accessing the following links – <a href="https://getintotheatre.org">https://getintotheatre.org</a> Get Into Theatre What does an Assistant Director do? What is the backstage staff structure in theatre like? How do online auditions for drama school work? Top 10 tips on how to self-tape and audition online National Theatre – YouTube At the National Theatre in London, we make world-class theatre that is entertaining, challenging and inspiring. And we make it for everyone. National Theatre Live is National Theatre's ground. <a href="https://www.youtube.com/channel/UCUDqIXzCY0NIOYVJvEMQjqw">https://www.youtube.com/channel/UCUDqIXzCY0NIOYVJvEMQjqw</a></p>

## Dance

<b>Curriculum Overview</b>	<p>Within Year 9 dance lessons, students will study Jazz Dance, exploring Jazz Dance through the work of pioneer Bob Fosse and his influence on Micheal Jackson. Students will study Fosse technique through the learning of Micheal Jackson's Smooth Criminal Developing confidence in subject specific vocabulary, performance, teamwork and choreography.</p>
<b>Support Materials/Additional suggested activities</b>	<p>Homework: To rehearse dance routines, learn key vocabulary.</p>

## Music

<b>Curriculum Overview</b>	<p>We are fortunate enough to have two different classrooms set up for different musical workshops. Our practical room and our production room. Students will swap classrooms at the end of each term.</p> <p>Production Classroom: Dance Music</p> <p>Students will be furthering their Music Production skills by using Logic to create a completely original piece of Dance Music. Students will learn about the elemental features of Dance music and how to use Logic's features to help you to compose music.</p> <p>Practical Classroom: Pop Music</p> <p>Students will learn some of the elemental features used in Pop Music by looking at different songs and performing them individually, as a duo and a class ensemble. Students will be predominantly using keyboards but are encouraged to take on rolls on other instruments too, including guitar, bass, ukulele, drums and singing.</p>
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<b>Support Materials/Additional suggested activities</b>	<p>If you have access to an Apple product (phone, Mac, iPad) download GarageBand for free and familiarise yourself with the software. You can find alternatives for windows/Android products such as Ableton, Fruity Loops and many others.</p> <p>If you are interested in developing your own musical ability on an instrument, speak to Mr Tallant for instrument lessons are for times that you can come and practice or resources you use at home. For students considering taking Music at GCSE, it is very important to do this!</p>
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## P.E.

<b>Curriculum Overview</b>	<p>All Year 9 students build on their courage and choices by leading their own sports sessions in various sporting activities that will encourage an active healthy lifestyle in the future.</p> <p>End of KS3 pupils will build on and embed the physical development and skills learned in lower key stages in different sports. Develop confidence and get involved in exercise and sport. Pupils will use a range of tactics and strategies in competition in team and individual games. Pupils will develop technique and improve performance in competitive sports. Pupils will analyse their performances compared to previous ones and improve and pupils will take part in competitive sports and activities in and outside of school. Students next half term will focus on two of the following: Badminton, Fitness, Outdoor Adventures Activities or Handball</p>
<b>Support Materials/Additional suggested activities</b>	<p><a href="https://www.teachpe.com/">https://www.teachpe.com/</a>  <a href="https://www.bbc.co.uk/bitesize/subjects/zxf3cdm">https://www.bbc.co.uk/bitesize/subjects/zxf3cdm</a>  <a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/physical-education">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/physical-education</a></p>

## Lessons for Life

<b>Curriculum Overview</b>	<p>All schools have a duty to ensure that all students receive a rich and relevant Personal, Social, Health and Economic (PSHE) curriculum. OBA's PSHE provision is delivered through our Lessons for Life programme and students spend one lesson per week in Lessons for Life.</p> <p>During the Spring term Year 9 students will complete two different projects: Daring to Shine through Courage and Choices – this is a careers oriented project which will provide timely support to students as they make their GCSE option choices. This project will inform and advise students as to what options are available to them at OBA and also what choices will suit them best based on their aspirations.</p> <p>Online Safety – this project is themed around safeguarding and will educate young people how to stay safe online around the four key areas of risk:</p> <p>Conduct: children may be at risk because of their own behaviour, for example, by sharing too much information</p> <p>Content: age-inappropriate or unreliable content can be available to children</p> <p>Contact: children can be contacted by bullies or people who groom or seek to abuse them</p> <p>Commercialism: young people can be unaware of hidden costs and advertising in apps, games and websites</p>
<b>Support Materials/Additional suggested activities</b>	<p>Useful careers websites include <a href="https://www.prospects.ac.uk/">https://www.prospects.ac.uk/</a> and <a href="https://www.bbc.co.uk/bitesize/careers">https://www.bbc.co.uk/bitesize/careers</a> Support Materials / Keep following local and national news to stay up to date with current Additional suggested affairs. activities</p> <p>Online Safety support materials include the Safer Schools App, the e-safety pages on the OBA website and the CEOP website.</p>

**Year 9 Knowledge Organisers can be accessed via the link below.**

**Knowledge Organisers contain key information on specific topics covered within subjects.**

**[https://drive.google.com/drive/folders/1H7HiCGurDXf-2UL0NQd\\_0PGChK73vcyl?usp=sharing](https://drive.google.com/drive/folders/1H7HiCGurDXf-2UL0NQd_0PGChK73vcyl?usp=sharing)**



# YEAR 10 CURRICULUM

## English (Core)

<b>Curriculum Overview</b>	Students will study A Christmas Carol and English Language (reading question 5 and 6 – synthesis, evaluate and compare). Students will be able to understand how Dickens explores the need for social reform within Victorian society through his writing in the novella, as well as how characters and relationships are used as tools to express issues within society. Students will analyse big concepts like isolation, injustice, benevolence and penitence in order to both understand the text and the wider world around them. Students will improve their evaluative and analytical skill through the analysis of language and writer's message to give them a broader knowledge of the deeper meaning of the text. Students will explore the presentation of empathy in the text, and forensically examine how Dickens encouraged empathy in the reader through his use of writer's techniques such as the motif of fire and the omniscient narrator. Students will learn the difference between synthesis and evaluation, and practise the skills needed for these questions. Students will learn how to compare texts, using a range of non-fiction resources that link to A Christmas Carol to consolidate their understanding of context
<b>Support Materials/Additional suggested activities</b>	CGP Revision Books

## Mathematics (Core)

<b>Curriculum Overview</b>	<p>Students on the foundation pathway will study:</p> <p>Statistics and probability – Discrete data, bivariate data and time series</p> <p>Number and proportion – Percentages, fractions and decimals, estimation and proportional reasoning</p> <p>Algebra – The Cartesian grid</p> <p>Students on the crossover pathway will study:</p> <p>Geometry and measures – Congruence and similarity</p> <p>Number and proportion – Standard form, advanced proportion and rates of change</p> <p>Algebra – Contextual graphs</p> <p>Students on the higher pathway will study:</p> <p>Geometry and measures – Advanced drawing, measuring and constructing</p> <p>Statistics and probability – Continuous data, set theory and logic</p> <p>Number and proportion – Number theory</p> <p>Algebra – Advanced manipulating and simplifying expressions</p>
<b>Support Materials/Additional suggested activities</b>	<p>All homework is set on Dr Frost. Speak to your teacher if you're having any issues logging in.</p> <p>For additional help, support and practice please access: <a href="http://www.corbettmaths.com/contents">www.corbettmaths.com/contents</a></p>

## Science (Combined)

<b>Curriculum Overview</b>	<p>This half term, students will be studying topics across all 3 science disciplines including:</p> <p>Biology:</p> <ul style="list-style-type: none"> <li>• Viruses</li> <li>• Vaccination</li> <li>• Drug trials</li> <li>• White blood cells</li> </ul> <p>Chemistry:</p> <ul style="list-style-type: none"> <li>• Greenhouse gases</li> <li>• Crude oil</li> <li>• Hydrocarbons</li> <li>• Reactions of metals and acids</li> </ul> <p>Physics:</p> <ul style="list-style-type: none"> <li>• Power</li> <li>• Energy</li> <li>• National grid</li> <li>• Conservation of energy</li> </ul>
<b>Support Materials/Additional suggested activities</b>	<p>Additional skills:</p> <ul style="list-style-type: none"> <li>• Practical elements – building circuits, pH and enzymes, testing for macronutrients, using the ripple tank to analyse wave speed and planning an investigation including writing a hypothesis, methods, variables and displaying results.</li> <li>• Maths skills – conversions, selecting and rearranging equations, drawing and analysing graphs and drawing and analysing tables.</li> </ul> <p>Support:</p> <ul style="list-style-type: none"> <li>• Tassomai – the homework platform used by all students is a great revision/support tool.</li> <li>• BBC bitesize – to support their revision.</li> <li>• Past papers can be found on physics and maths tutor under the exam board AQA.</li> </ul>

## Science (Triple)

<b>Curriculum Overview</b>	<p>This half term, students will be studying topics across all 3 science disciplines including:</p> <p>Biology:</p> <ul style="list-style-type: none"> <li>• Osmosis</li> <li>• Active transport</li> <li>• Photosynthesis</li> <li>• Inverse square law</li> </ul> <p>Chemistry:</p> <ul style="list-style-type: none"> <li>• Neutralisation</li> <li>• pH scale</li> <li>• Atoms, isotopes and ions</li> </ul> <p>Physics:</p> <ul style="list-style-type: none"> <li>• Power</li> <li>• National grid</li> <li>• Useful and wasted energy</li> <li>• Specific heat capacity</li> </ul>
<b>Support Materials/Additional suggested activities</b>	<ul style="list-style-type: none"> <li>• Practical elements – building circuits, pH and enzymes, testing for macronutrients, using the ripple tank to analyse wave speed and planning an investigation including writing a hypothesis, methods, variables and displaying results.</li> <li>• Maths skills – conversions, selecting and rearranging equations, drawing and analysing graphs and drawing and analysing tables.</li> </ul> <p>Support:</p> <ul style="list-style-type: none"> <li>• Tassomai – the homework platform used by all students is a great revision/support tool.</li> <li>• BBC bitesize – to support their revision.</li> <li>• Past papers can be found on physics and maths tutor under the exam board AQA</li> </ul>

## History (Optional)

<b>Curriculum Overview</b>	<p>Year 10 History students will be studying the following topics this term:</p> <p>Crime and Punishment in Early Modern England – How did the Tudor monarchs influence crime and punishment? What new laws Curriculum Overview and punishments were introduced? How did witchcraft and the Gunpowder Plot impact crime?</p> <p>Crime and Punishment in 18th – 19th Century Britain – How did crime, laws and punishments change between the 18th and 19th Centuries? What impact did Robert Peel have? How did Pentonville prison change?</p> <p>Crime and Punishment in Modern Britain – What new crimes and laws have appeared? How have punishments changed in the modern world? Why was the death penalty abolished? What happened to conscientious objectors?</p>
<b>Support Materials/Additional suggested activities</b>	<p>For help Microsoft Word – <a href="#">Crime-and-punishment-in-Britain-RevisionGuide-FINAL(1)(1).docx</a> (<a href="#">q3tipton.org.uk</a>) Support Materials /</p> <p>Consider watching Crime &amp; Punishment: Key Terms (c1000–Present)   Crime &amp; Punishment   GCSE History Revision – YouTube</p> <p>Consider watching BBC    Crime and Punishment – The Story of Capital Punishment (2011) – YouTube</p>

## Geography (Optional)

<b>Curriculum Overview</b>	<p>UK Physical Landscapes: Rivers – What is the long profile of a river? What are the different fluvial processes? What are the different river landforms and how are they created? How are hydrographs used? How do we manage rivers in the UK?</p> <p>Urbanisation – What causes urban growth? How has urban change created opportunities and challenges in Rio and Liverpool? How can cities become sustainable?</p>
<b>Support Materials/Additional suggested activities</b>	<p>For help on rivers, use – River landscapes in the UK – GCSE Geography Revision – AQA – BBC Bitesize</p> <p>Consider completing the AQA sections for physical landscapes in the UK Seneca – Learn 2x Faster (<a href="#">senecalearning.com</a>)</p> <p>For Urbanisation, read – <a href="#">Urban issues and challenges – GCSE Geography – BBC Bitesize</a></p>

## Religious Education(Optional and Core)

<b>Curriculum Overview</b>	<p>Core RE – Warfare – Can wars be justified? What is the Just War Theory? What is Pacifism? What is holy war and jihad?</p> <p>GCSE RE – This term we will be studying:</p> <p>Issues of Human Rights – What are human rights? How do we deal with prejudice and discrimination? What do we do with wealth? How do we express our beliefs?</p> <p>Issues of Good and Evil – How are people punished? Is the death penalty worth it? What is the difference between good and evil? Why do people suffer?</p>
<b>Support Materials/Additional suggested activities</b>	<p>For help on both GCSE topics: read and watch <a href="#">GCSE Religious Studies – Eduqas – BBC Bitesize</a></p> <p>For help on both GCSE topics: read and complete <a href="#">Eduqas Digital Educational Resources</a></p>

## Dance (Optional)

<b>Curriculum Overview</b>	<p>During the Spring Term students will be completing Competing 1- Exploring The Performing Arts.</p> <p>This requires students to carry out extensive research on a piece of dance repertoire that brings to life a theme provided by the exam board. Students will create a portfolio of work that evidences their research in an informative and creative way. Students will also explore their chosen piece of work in the dance</p>
<b>Support Materials/Additional suggested activities</b>	<p>Students should attend intervention to support the development of their portfolio of evidence. Students are encouraged to watch their selected dance piece in its entirety to aid understanding.</p> <p>Homework: To rehearse solo and group phrases, learn key vocabulary and carry out intensive research. Completion of portfolio where necessary.</p>

## Art/Photography (Optional)

<b>Curriculum Overview</b>	<p>In the spring term, Year 10 Art students will continue developing their coursework, building on prior research and practical experimentation. They will study a combination of artists including Robert Kushner, Abby Diamond, Leonardo da Vinci, and Cas Holmes, analysing their approaches to composition, mixed media, and observational detail. Students will be encouraged to take more ownership of their projects by conducting independent research, capturing their own photographs, and steering their work in a personal direction. This term emphasizes creative independence, contextual understanding, and the ability to integrate diverse influences into a cohesive body of work.</p>
<b>Support Materials/Additional suggested activities</b>	<p><u><a href="#">The Amazing Microscopic World</a></u> <u><a href="#">How to Make DIY Texture Paste - Fluid Texture Art - Love Acrylic Painting</a></u></p>

## Spanish (Optional)

<b>Curriculum Overview</b>	<p>Free time – Describing your relationship with friends and family, discussing how you use social media, making plans to socialise and what your favourite genre of literature is.</p> <p>Personal interests – Describing your hobbies, sharing your opinions on TV shows and film genres, discussing what sports you do and learning about live shows and events.</p>
<b>Support Materials/Additional suggested activities</b>	<p><a href="https://www.linguascope.com/">https://www.linguascope.com/</a> Select 'Intermediate' level (Ask your class teacher for our school login details) <a href="https://www.bbc.co.uk/bitesize/subjects/z4dqxb">https://www.bbc.co.uk/bitesize/subjects/z4dqxb</a> <a href="https://studyspanish.com/verbs">https://studyspanish.com/verbs</a> <a href="https://erevision.uk">https://erevision.uk</a> Students should already have an account set up. Speak to your class teacher if you need help accessing your class. <a href="http://www.memrise.com">www.memrise.com</a></p>



## Drama (Optional)

<b>Curriculum Overview</b>	<p>The GCSE Drama course is centred on students exploring the world of theatre, analysing how theatre is created and how technical theatre enhances the audience's enjoyment and understanding. Students will focus on the following topics this term: Introduction to Brecht – during years 7, 8 and 9 students will have explored many of Brecht's techniques in their drama lessons but here they look explicitly at his work and its impact on theatre as we know it today. Links to Component 1: Devising (40% of the course). The Crucible – students will begin to explore the GCSE set text and begin to unpick the world Arthur Miller created. Students explore this from a practical perspective to prepare them for their GCSE written examination. Link to Component 3: Theatre Makers in Practice (40% of the course).</p>
<b>Support Materials/Additional suggested activities</b>	<p>For additional information and support, please access the following links – <a href="https://www.bbc.co.uk/bitesize/examspecs/zkvm2sg">https://www.bbc.co.uk/bitesize/examspecs/zkvm2sg</a> GCSE Drama – Edexcel – BBC Bitesize Easy-to-understand homework and revision materials for your GCSE Drama Edexcel '9-1' studies and exams.<a href="https://www.bbc.co.uk">www.bbc.co.uk</a> <a href="https://getintotheatre.org">https://getintotheatre.org</a> Get Into Theatre What does an Assistant Director do? What is the backstage staff structure in theatre like? How do online auditions for drama school work? Top 10 tips on how to self-tape and audition online <a href="https://getintotheatre.org">getintotheatre.org</a> <a href="https://www.youtube.com/channel/UCUDqIXzCY0NIOYVJvEMQjqw">https://www.youtube.com/channel/UCUDqIXzCY0NIOYVJvEMQjqw</a> National Theatre – YouTube At the National Theatre in London, we make world-class theatre that is entertaining, challenging and inspiring. And we make it for everyone. National Theatre Live is National Theatre's ground ... <a href="https://www.youtube.com">www.youtube.com</a></p>

## Music (Optional)

<b>Curriculum Overview</b>	<p>Students will begin studying Area of Study 1: Western Traditional Classical Music from 1650 – 1910, in preparation for their listening exam in year 11.</p> <p>For the purposes of this specification, the western classical tradition is defined as art music of (or growing out of) the European tradition, normally notated, and normally intended for public performance.</p> <p>Students must be able to listen attentively to unfamiliar music from the following styles/genres to identify and accurately describe musical elements, musical contexts and musical language:</p> <ul style="list-style-type: none"> <li>• The Coronation Anthems and Oratorios of Handel.</li> <li>• The Orchestra Music of Haydn, Mozart and Beethoven.</li> <li>• The piano music of Chopin and Schumann.</li> <li>• The Requiem of the late Romantic period.</li> </ul> <p>Students will also have practical lessons working in groups on their instruments</p>
<b>Support Materials/Additional suggested activities</b>	<p>BBC Bitesize– AQA GCSE Music – divided up into Elements of Music or era/genre.</p> <p>YouTube – AQA GCSE concepts for audio/visual demonstrations and explanations.</p> <p>London Philharmonia Website– for audio/ visual demonstrations of orchestral instruments.</p>

## ICT (Optional)

<b>Curriculum Overview</b>	<p>The BTEC Level 1/Level 2 Tech Award in Digital Information Technology explores User Interface Design Principles and Project Planning Techniques as well as using project planning techniques to plan and design a user interface.</p> <p>To enable students to complete this task they will first need to investigate different planning tools and design methodologies that can be used to plan, monitor and execute projects. Planning tools such as, task lists, written or graphical descriptions, Gantt charts and critical path diagrams.</p> <p>Methodologies to be studied include waterfall and iterative.</p> <p>Students must also create a project plan making full and effective use of project planning techniques for the development of the user interface.</p> <p>The interface once planned and designed must be created using software provided and it should have a particular focus on accessibility for those less able.</p> <p>Additionally students will be preparing for the External examination due in February so lessons early on in the term will be devoted to study, retrieving, reviewing and practicing revision techniques.</p>
<b>Support Materials/Additional suggested activities</b>	<p>Enrichment is provided to allow students to develop their interface providing time for them to use additional tools suitable for the project. Homework is set to allow students to study other examples of an interface and their accessibility with a view to take on board and apply the best ideas.</p> <p>There will be an external BTEC examination set in February and some lessons will be dedicated to providing revision for the examination. Enrichments will also be provided and there is a study guide available called. 'revise BTEC national Information technology units 1 and 2, revision guide. ISBN 978-1-292-29909-9</p>

## Hospitality and Catering (Optional)

<b>Curriculum Overview</b>	<p>This term, students will gain a clear understanding of the Hospitality and Catering industry and how it operates. They will explore different types of provision, including commercial and non-commercial settings, and learn about food-service styles, industry standards and ratings. Students will also study employment roles, required qualifications, working hours, contracts, pay and benefits.</p> <p>The term will cover the financial and wider impacts of the sector, including costs, profit, economic influences, environmental considerations and the growing role of technology and media. Students will look at how hospitality providers operate day-to-day, focusing on equipment, materials, dress codes, administrative documents and how customer needs, expectations and demographics shape services.</p> <p>Health and safety will form an important part of the learning. Students will learn about key laws, accident forms, risk assessments and HACCP processes. They will also develop essential food safety knowledge by studying food hazards, symptoms, intolerances, allergies, food poisoning, and methods for preventing food-related illnesses. The term concludes with an overview of catering law and the role of the Environmental Health Officer in maintaining standards.</p> <p>By the end of the term, students will have a strong foundation in how the Hospitality and Catering industry functions and the responsibilities involved in maintaining safe and effective practice.</p>
<b>Support Materials/Additional suggested activities</b>	<p>You can utilise all the class resources available in your school's Teams folder online.</p>

## Engineering (Optional)

<b>Curriculum Overview</b>	<p>This term Year 10 pupils will continue to focus on Unit 1: Manufacturing Engineering Products, developing the practical skills and technical understanding required to produce an engineered product. Pupils will be required to select appropriate materials, tools, and equipment, and sequencing processes to ensure accuracy and efficiency. Emphasis will be placed on contingency planning and safe working practices throughout. Students will progress to using a range of engineering tools and equipment, including lathes, milling machines, drills, and hand tools, applying correct techniques and health and safety procedures. Finally, pupils will evaluate the quality of their finished product against given criteria and reflect on their own practices and processes. By the end of the project, students will have produced components for a functional engineered product that demonstrates precision, technical skill, and adherence to industry standards for their Non-Examined Assessment (NEA) that will be formally assessed with the exam board.</p>
<b>Support Materials/Additional suggested activities</b>	<p><a href="http://www.wayground.com">www.wayground.com</a> - complete activities set by your class teacher</p> <p><a href="#">Manufacturing - KS3 Technology and Design - BBC Bitesize</a></p> <p><a href="https://www.practicalmachinist.com">https://www.practicalmachinist.com</a></p> <p><a href="https://www.makeuk.org">https://www.makeuk.org</a></p> <p><a href="https://www.qualitygurus.com">https://www.qualitygurus.com</a></p>

## Construction (Optional)

<b>Curriculum Overview</b>	<p>This term Year 10 pupils will focus on Unit 3: Constructing the Built Environment, developing practical skills and technical understanding through a series of trade-based tasks. They will begin by interpreting technical sources of information, including specifications, building regulations, and drawings, to ensure compliance with industry standards. Pupils will then plan and organise work sequences, identify resource requirements, and calculate materials needed for construction tasks, considering sustainability and waste reduction. Emphasis will be placed on writing success criteria, preparing materials, and applying correct working practices that promote health and safety. Students will carry out practical techniques across three selected trade areas—such as brickwork, plastering, carpentry, tiling, or plumbing—demonstrating processes including measuring, marking, cutting, joining, and finishing. They will also learn safe and environmentally responsible methods for removing and disposing of materials. By the end of the term, pupils will evaluate their completed tasks against the brief, success criteria, and end-user needs, showcasing their ability to work accurately, safely, and to professional standards. This is submitted as their Non-Examined Assessment (NEA) that will be formally assessed with the exam board.</p>
<b>Support Materials/Additional suggested activities</b>	<p><a href="#">Wood joints - Timbers - Eduqas - GCSE Design and Technology Revision - Eduqas - BBC Bitesize</a></p> <p><a href="#">Hand tools: Saws, drills and chisels - Practical guide: Using hand tools - National 5 Design and manufacture Revision - BBC Bitesize</a></p> <p><a href="#">Design and Technology - Health and Safety - BBC Bitesize</a></p>

## Graphics (Optional)

<b>Curriculum Overview</b>	<p>This term Year 10 pupils will be working on a mini project developing a logo for a garden centre. They will demonstrate knowledge of the design process and experiment with different media in the style of a range of different artists to come up with personal outcomes. Students will then move onto creating a brief for a project of their choice.</p>
<b>Support Materials/Additional suggested activities</b>	<p><a href="#">Drawspace Courses</a></p> <p><a href="#">Graphic Design - Smashing Magazine</a></p> <p><a href="#">Graphic Design :: All Categories :: Behance</a></p> <p><a href="#">Composition Techniques &amp; Design Principles for Graphic Designers</a></p>

## GCSE Business (Optional)

<b>Curriculum Overview</b>	<p>AQA GCSE Business Studies</p> <p>Students will continue their study of business studies with a focus on influences on business through</p> <ul style="list-style-type: none"><li>• technology,</li><li>• ethical</li><li>• and environmental issues.</li></ul> <p>Students will then investigate the economic climate on business covering a variety of topics through</p> <ul style="list-style-type: none"><li>• interest rates</li><li>• to employment.</li></ul> <p>Students will have an assessed piece of work every two weeks where they will be expected to revise new topics covered and answer questions on these. Students will also have an assessment window where they will be assessed on the previous topics covered last term as well as new content.</p>
<b>Support Materials/Additional suggested activities</b>	<p>Students can access GCSE bitsize <a href="https://www.bbc.co.uk/bitesize/examspecs/zvwb382">https://www.bbc.co.uk/bitesize/examspecs/zvwb382</a></p> <p>Students will have homework set on Seneca following the Year 10 homework policy. This will be set weekly.</p> <p><a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a></p>

## Sport (Optional)

<b>Curriculum Overview</b>	<p>Students will be assessed on Component 1 in February/March and moving on to Component 2.</p> <p>Component 1: Preparing Participants to Take Part in Sport and Physical Activity (coursework)</p> <p>Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.</p> <p>Component 2: Taking Part and Improving Other Participants' Sporting Performance (coursework)</p> <p>Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.</p>
<b>Support Materials/Additional suggested activities</b>	<p><a href="https://www.theeverlearner.com/">https://www.theeverlearner.com/</a></p> <p>All students have their log in and password for this fantastic resource online. All video lessons and assessments on each topic of learning for the exam.</p>

## Lesson for Life

<b>Curriculum Overview</b>	<p>All schools have a duty to ensure that all students receive a rich and relevant Personal, Social, Health and Economic (PSHE) curriculum. OBA's PSHE provision is delivered through our Lessons for Life programme and students spend one lesson per week in Lessons for Life.</p> <p>During the Spring term Year 10 students will complete two different projects: Me and My Relationships – this project will explore different relationships which young people will encounter as they develop into young adulthood. The project will cover different themes around safety and equality including consent, different types of couples, marriage and healthy relationships.</p> <p>Disrespect Nobody – this project will focus on the very important topic of equality in everyday life. This unit is underpinned by the protected characteristics as stipulated in the Equality Act 2010. Equality themes explored in this project include: age, disability, gender, marital status, race, religion/belief, and sexual orientation.</p>
<b>Support Materials/Additional suggested activities</b>	<p>Keep following local and national news to stay up to date with current affairs.</p>

**Year 10 Knowledge Organisers can be accessed via the link below.**

**Knowledge Organisers contain key information on specific topics covered within subjects.**

**<https://drive.google.com/drive/folders/1AXRSRHgnZ-2v3No1eA0ILvrZL7HROUSL>**

# YEAR 11 CURRICULUM

## English (Core)

<b>Curriculum Overview</b>	<p>Students in year 11 will be completing their poetry anthology study, before then working on their writing skills in preparation for their English Language examinations. Students will have feedback from their November exams, and will be working with their classroom</p> <p>Curriculum Overview teacher to improve in the areas that have been identified from their examination.</p> <p>Students will have a good coverage of:</p> <p>Narrative writing</p> <p>Transactional writing – speech, letter, article, report, review, guide</p>
<b>Support Materials/Additional suggested activities</b>	<p>CGP Revision guides are available for A Christmas Carol, The Merchant of Venice, Poetry Anthology, Unseen Poetry, Language and SPAG. Students have already been given their first set of revision guides, and more will be presented to students during the course of the year.</p> <p>YouTube has lots of fantastic revision opportunities and resources</p> <p>All students are given electronic 'Nando's Menus' that provide them with multiple revision questions.</p> <p>SENECA online learning is set weekly.</p>

## Maths (Core)

<b>Curriculum Overview</b>	<p>Students on the foundation pathway will study:</p> <p>Geometry and measures – Right angled triangles, circles, advanced drawing, measuring and constructing, surface area and volume</p> <p>Number and proportion – Number theory, indices, exponential growth and decay</p> <p>Students on the crossover pathway will study:</p> <p>Geometry and measures – Surface area and volume, Advanced vectors</p> <p>Number and proportion – Number theory, indices and surds, numerical and algebraic representations of rates of change</p> <p>Algebra – Advanced manipulating and simplifying expressions</p> <p>Statistics and probability – Advanced probability</p> <p>Students on the higher pathway will study:</p> <p>Geometry and measures – Advanced vectors, solving geometric problems</p> <p>Number and proportion – Numerical and algebraic representations of proportion and change</p> <p>Algebra – Functions and advanced graphs, pre-calculus, advanced algebra skills and proof</p> <p>Statistics and probability – Advanced probability</p>
<b>Support Materials/Additional suggested activities</b>	<p>Students will be given weekly paper homework to complete with a focus on exam style questions.</p> <p>For additional help, support and practice please access: <a href="http://www.corbettmaths.com/contents">www.corbettmaths.com/contents</a></p> <p>Additionally, students will have access to weekly maths intervention after school.</p>



## Science (Combined)

<b>Curriculum Overview</b>	<p>This half term, students will be studying topics across all 3 science disciplines including:</p> <p>Biology:</p> <ul style="list-style-type: none"><li>• Diffusion, osmosis, active transport</li><li>• The circulatory system</li><li>• Ecosystems</li><li>• Abiotic and biotic factors</li></ul> <p>Chemistry:</p> <ul style="list-style-type: none"><li>• Hydrocarbons</li><li>• The changing atmosphere</li><li>• Calculation practice</li></ul> <p>Physics:</p> <ul style="list-style-type: none"><li>• Magnets</li><li>• Making and electromagnet</li><li>• The national grid</li><li>• Gas temperature and pressure</li></ul>
<b>Support Materials/Additional suggested activities</b>	<ul style="list-style-type: none"><li>• Practical elements – building circuits, pH and enzymes, testing for macronutrients, using the ripple tank to analyse wave speed and planning an investigation including writing a hypothesis, methods, variables and displaying results.</li><li>• Maths skills – conversions, selecting and rearranging equations, drawing and analysing graphs and drawing and analysing tables.</li><li>• Tassomai – the homework platform used by all students is a great revision/support tool.</li><li>• BBC bitesize – to support their revision.</li><li>• Past papers can be found on physics and maths tutor under the exam board Edexcel.</li></ul>

## Science (Triple)

<b>Curriculum Overview</b>	<p>This half term, students will be studying topics across all 3 science disciplines including:</p> <p>Biology:</p> <ul style="list-style-type: none"><li>• The circulatory system</li><li>• The heart</li><li>• Ecosystems</li><li>• Abiotic and biotic factors</li><li>• Food security</li><li>• Preserving biodiversity</li></ul> <p>Chemistry:</p> <ul style="list-style-type: none"><li>• Hydrocarbons</li><li>• Carboxylic acids</li><li>• Condensation and polymerisation</li><li>• Combustion of alcohols</li></ul> <p>Physics:</p> <ul style="list-style-type: none"><li>• Magnets</li><li>• Making and electromagnet</li><li>• The national grid</li><li>• Gas temperature and pressure</li><li>• Investigating water</li></ul>
<b>Support Materials/Additional suggested activities</b>	<ul style="list-style-type: none"><li>• Practical elements – building circuits, pH and enzymes, testing for macronutrients, using the ripple tank to analyse wave speed and planning an investigation including writing a hypothesis, methods, variables and displaying results.</li><li>• Maths skills – conversions, selecting and rearranging equations, drawing and analysing graphs and drawing and analysing tables</li><li>• Tassomai – the homework platform used by all students is a great revision/support tool.</li><li>• BBC bitesize – to support their revision.</li><li>• Past papers can be found on physics and maths tutor under the exam board Edexcel.</li></ul>

## History (Optional)

<b>Curriculum Overview</b>	Weimar and Nazi Germany – Topic 2 – How does Hitler gain power in the early years? How does the Munich Putsch effect Hitler? How does Hitler become Chancellor? Weimar and Nazi Germany – Topic 3 – What makes Hitler become Fuhrer? How does Hitler make a police state? How do the Nazis control propaganda? How do the Nazis deal with opposition? Weimar and Nazi Germany – Topic 4 – How does life change in Nazi Germany for women and youth? How do living and working standards change? How and why do the Nazis persecute minorities?
<b>Support Materials/Additional suggested activities</b>	For help on all three, read and use – <a href="#">Germany – GCSE History – BBC Bitesize</a> For help on all three, watch – <a href="#">Changes for workers, women and to culture in the 1920s – Weimar and Nazi Germany GCSE Edexcel</a> (and the rest of the playlist)

## Geography (Optional)

<b>Curriculum Overview</b>	UK Physical Landscapes: Coasts – What are the different types of waves? What are the coastal processes? What are the different coastal landforms in the UK? How do we manage the coast? How does the UK manage coasts? Resource Management – How is the UK managing its resources? How can energy supply and demand be managed?
<b>Support Materials/Additional suggested activities</b>	For help on coasts, use – Coastal landscapes in the UK – GCSE Geography Revision – AQA – BBC Bitesize Consider completing the AQA sections for physical landscapes in the UK Seneca – Learn 2x Faster ( <a href="#">senecalearning.com</a> ) For help on resource management, read and watch – <a href="#">The challenge of resource management – GCSE Geography – BBC Bitesize</a>

## Religious Education (Core)

<b>Curriculum Overview</b>	Core RE – Does God exist? – What is theism and atheism? Can miracles happen? How does the problem of evil disprove God? Why do religious believers have faith?
<b>Support Materials/Additional suggested activities</b>	For help on this topic, read <a href="#">Terms – The existence of God – GCSE Religious Studies Revision – CCEA – BBC Bitesize</a>

## Dance (Optional)

<b>Curriculum Overview</b>	<p>Component 1 – Choreography</p> <p>30% Students must learn how to respond creatively to an externally set stimulus, to choreograph their own complete dance. The dance created must be either a solo dance of a minimum of two minutes and a maximum of two and a half minutes or a group dance of a minimum of three minutes and a maximum of three and a half minutes for two to five dancers. They will choose an aural setting and can be in any style or style fusion(s) (as long as it meets the assessment criteria) and communicates their own chosen choreographic intention. The student is not required to perform in their choreographed dance but may do so if they wish. Students will also recall key information on the 6 professional works they have studied in Year 10 with a focus on key facts, motifs, and physical setting.</p> <p>Component 2: Dance appreciation</p> <p>What's assessed</p> <p>Knowledge and understanding of choreographic processes and performing skills.</p> <p>Critical appreciation of own work.</p> <p>Critical appreciation of professional works.</p> <p>Students must study all six works in their entirety and be prepared to describe, analyse, interpret, evaluate and reflect on the works in response to short answer and extended writing questions.</p>
<b>Support Materials/Additional suggested activities</b>	<p>Homework: To rehearse choreography phrases, learn key vocabulary and revise theory work using knowledge organisers and flashcards</p> <p>To learn subject specific vocabulary and their definitions: Subject Vocabulary</p> <p>Performance content and assessment criteria can be found here: <a href="https://www.aqa.org.uk/subjects/dance/gcse/dance-8236/specification-at-a-glance">https://www.aqa.org.uk/subjects/dance/gcse/dance-8236/specification-at-a-glance</a></p> <p>The GCSE Dance Anthology, with details of all six professional works, including films of each performance and interviews with the choreographer or company associate, is available at <a href="http://aqa.org.uk/dance">aqa.org.uk/dance</a></p>

## Art/Photography (Optional)

<b>Curriculum Overview</b>	<p>In the spring term, students will begin their externally set assignment (ESA), responding to a theme provided by the exam board. They will apply the skills and techniques developed throughout their coursework to research, plan, and experiment with ideas for a new body of work. This stage requires students to demonstrate independence, creativity, and critical thinking, as they prepare for their final practical outcomes. Emphasis will be placed on thorough preparatory studies and effective time management.</p>
<b>Support Materials/Additional suggested activities</b>	<p><a href="#"><u>A* GCSE Art Sketchbook – Natural Forms – Beautiful!</u></a></p> <p><a href="#"><u>How To Make An Observational Drawing</u></a></p> <p><a href="#"><u>Natural Forms Archives – The Arty Teacher</u></a></p> <p><a href="#"><u>Painting with SALT &amp; GLUE   Easy Painting Ideas for Beginners   Crafts for Kids #kidscrafts</u></a></p> <p><a href="#"><u>5 Top-tips to survive the Art workload (from a GCSE A*/grade 9 student) - [Pastel Inspire]</u></a></p> <p><a href="#"><u>– Pastel Inspire</u></a></p> <p><a href="#"><u>ULTIMATE GUIDE TO GET 9/A* IN GCSE ART // 15 Quick Tips!!</u></a></p> <p><a href="#"><u>How to write an IMAGE ANALYSIS and ARTIST RESEARCH PAGE  EXAMPLES from my A* SKETCHBOOK</u></a></p> <p><a href="#"><u>GCSE Art   GCSE Art Assessment Objectives</u></a></p> <p><a href="#"><u>How to structure a GCSE Art Project</u></a></p> <p><a href="#"><u>GCSE ART TIPS- How to Create a Mind-Map, Coursework Ideas and Tips #mindmapping #artgcse</u></a></p> <p><a href="#"><u>GCSE Art Sketchbook Ideas – from an experienced teacher</u></a></p> <p><a href="#"><u>3 TOP TIPS for filling your LEVEL 9 GCSE sketchbooks [how to draw for beginners] PART 2</u></a></p>

## Spanish (Optional)

Curriculum Overview	<p>Revision of the vocabulary from the 5 GCSE themes through listening, speaking, reading and writing activities.</p> <p>Theme 1 – Identity and culture</p> <p>Theme 2 – Local area, holiday, and travel</p> <p>Theme 3 – School</p> <p>Theme 4 – Future aspirations, study, and work</p> <p>Theme 5 – International and global dimensions</p>
Support Materials/Additional suggested activities	<p><a href="https://www.linguascope.com/">https://www.linguascope.com/</a> Select ‘Intermediate’ level (Ask your class teacher for our school login details) <a href="https://www.bbc.co.uk/bitesize/subjects/z4dqxnb">https://www.bbc.co.uk/bitesize/subjects/z4dqxnb</a></p> <p><a href="https://studyspanish.com/verbs">https://studyspanish.com/verbs</a> <a href="https://erevision.uk">https://erevision.uk</a> Students should already have an account set up. Speak to your class teacher if you need help accessing your class.</p> <p><a href="http://www.memrise.com">www.memrise.com</a></p>

## Drama (Optional)

Curriculum Overview	<p>The GCSE Drama course is centred on students exploring the world of theatre, analysing how theatre is created and how technical theatre enhances the audience’s enjoyment and understanding. During this term Year 11 students will explore the following topics: Component 1: Devising – students will focus on developing their portfolio’s.</p> <p>Component 2: Text in Performance – developing monologues/ duologues/group performances. Component 3 – theatre makers in practice – Students will explore practically how a complete performance text might be interpreted and realised from ‘page to stage’.</p> <p>Students will also analyse and evaluate their experience of a live theatre performance as informed members of the audience.</p>
Support Materials/Additional suggested activities	<p>For additional information and support please access the following links – <a href="https://www.bbc.co.uk/bitesize/examspecs/zkvm2sg">https://www.bbc.co.uk/bitesize/examspecs/zkvm2sg</a> <a href="https://getintotheatre.org">https://getintotheatre.org</a></p> <p>Get into theatre; What does an Assistant Director do? What is the backstage staff structure in theatre like? How do online auditions for drama school work? Top 10 tips on how to self-tape and audition online <a href="https://getintotheatre.org">getintotheatre.org</a></p> <p><a href="https://www.youtube.com/channel/UCUDq1XzCY0NIOYVJvEMQjqw">https://www.youtube.com/channel/UCUDq1XzCY0NIOYVJvEMQjqw</a></p> <p>National Theatre – YouTube At the National Theatre in London, we make worldclass theatre that is entertaining, challenging and inspiring. And we make it for everyone. National Theatre Live is National Theatre’s ground – <a href="http://www.youtube.com">www.youtube.com</a> <a href="https://www.ucas.com/job-subjects/drama-musicandperformingarts">https://www.ucas.com/job-subjects/drama-</a></p> <p><a href="https://www.ucas.com/job-subjects/drama-musicandperformingarts">musicandperformingarts</a></p> <p>Drama, music, and performing arts   UCAS The confidence and communication skills developed from drama, music and the performing arts can be useful in a wide range of occupational areas including catering and hospitality, retail sales and customer services, broadcast media and the performing arts, marketing, sales and advertising, leisure, sport and tourism.</p> <p><a href="http://www.ucas.com">www.ucas.com</a></p>

## Music (Optional)

<b>Curriculum Overview</b>	<p>Students will be expected to finish of their compositions during after school and enrichment sessions. There will be limited class time given initially after Christmas and an allocated time in lessons to complete the write up for their composition. Students will be studying Area of Study 1: Western Traditional Classical Music from 1650 – 1910, in preparation for their listening exam in year 11.</p> <p>For the purposes of this specification, the western classical tradition is defined as art music of (or growing out of) the European tradition, normally notated, and normally intended for public performance.</p> <p>Students must be able to listen attentively to unfamiliar music from the following styles/genres to identify and accurately describe musical elements, musical contexts and musical language:</p> <ul style="list-style-type: none"> <li>• The Coronation Anthems and Oratorios of Handel.</li> <li>• The Orchestra Music of Haydn, Mozart and Beethoven.</li> <li>• The piano music of Chopin and Schumann.</li> <li>• The Requiem of the late Romantic period.</li> </ul> <p>After this, we will look at Area of Study 2: Popular Music.</p> <p>Students must be able to listen attentively to unfamiliar music from the following styles/genres to identify and accurately describe musical elements, musical contexts and musical language:</p> <ul style="list-style-type: none"> <li>• Music of Broadway 1950s to 1990s</li> <li>• Rock music of 1960s and 1970s</li> <li>• Film and computer gaming music 1990s to present</li> <li>• Pop music 1990s to present.</li> </ul>
<b>Support Materials/Additional suggested activities</b>	<p>Listen to the two following tracks whilst considering their elemental features:</p> <ul style="list-style-type: none"> <li>• Haydn: Symphony 101 in D major The Clock movement 2 (first taught 2016, first assessed 2018, assessed until 2021)</li> <li>• Mozart Clarinet Concerto in A major, K. 622, 3rd movement, Rondo (first taught 2020, first assessed 2022, assessed until N/A) And for Area of Study 2:</li> </ul> <p>The Beatles: Sgt Pepper's Lonely Hearts Club Band – the following three tracks: (first taught 2016, first assessed 2018, assessed until 2021)</p> <ul style="list-style-type: none"> <li>• With a Little Help from my Friends</li> <li>• Within You, Without You</li> <li>• Lucy in the Sky with Diamonds</li> </ul>

## ICT (Optional)

<b>Curriculum Overview</b>	<p>For the remainder of Year 11, students will focus on improving and boosting coursework and will sit their exam in January, followed by a re-sit opportunity in May 2026 if required. The exam component assesses students' understanding of how modern technologies affect the way we work and communicate, and the implications for individuals, organizations, and society. It is externally assessed through a written exam.</p>
<b>Support Materials/Additional suggested activities</b>	<p>Keyword Flashcards</p> <ul style="list-style-type: none"> <li>• Create flashcards for 20 key terms (e.g., GDPR, cloud computing, phishing).</li> <li>• Parents can test students.</li> </ul> <p>Mind Map Challenge</p> <ul style="list-style-type: none"> <li>• Draw a mind map for "Modern Technologies" or "Cybersecurity Threats."</li> <li>• Include examples and impacts.</li> </ul> <p>Scenario Practice</p> <ul style="list-style-type: none"> <li>• Example: "A company wants to allow remote working. What technologies and risks should they consider?"</li> <li>• Students write a short response.</li> </ul> <p>Quick Quizzes</p> <ul style="list-style-type: none"> <li>• Parents ask 10 questions from the booklet (provided).</li> <li>• Students record scores and aim to improve.</li> </ul>

## Hospitality and Catering (Optional)

<b>Curriculum Overview</b>	<p>This term, students begin their WJEC Unit 2 coursework, where theory meets practice. They will plan, cook and evaluate dishes in a professional-style assessment that demonstrates their ability to apply hospitality and catering knowledge in a real working context. Alongside this, students will continue preparing for their Unit 1 written examination. Their coursework begins with research and analysis, exploring a range of hospitality and catering provision—such as restaurants, hotels, hospitals and schools—while considering key factors including customer needs, health and safety, and food safety. Students then move on to menu planning, designing dishes that meet set requirements for nutritional balance, dietary needs, cost and presentation, and applying their understanding of food commodities, cooking methods and portion control. During this term, students will also complete their three-hour practical examination, showcasing their ability to work independently under assessed conditions and produce high-quality dishes that meet professional standards. They then complete a detailed evaluation, reflecting on the success of their dishes by assessing nutritional value, sensory qualities and suitability for the target audience, while suggesting improvements for future service.</p>
<b>Support Materials/Additional suggested activities</b>	<p> <a href="http://www.nutrition.org.uk">www.nutrition.org.uk</a>  <a href="http://www.nhs.uk/live-well/eat-well/how-to-eat-a-balanced-diet/eating-a-balanced-diet">www.nhs.uk/live-well/eat-well/how-to-eat-a-balanced-diet/eating-a-balanced-diet</a>  <a href="https://www.nhs.uk/healthier-families/food-facts">https://www.nhs.uk/healthier-families/food-facts</a>  <a href="http://www.healthiertogether.nhs.uk/child-under-5-years/healthy-eating">www.healthiertogether.nhs.uk/child-under-5-years/healthy-eating</a>  <a href="#">Eduqas Revision Resources</a>  <a href="#">Past Papers</a>   <a href="#">Eduqas</a>            You could also use all the class resources which are in your school Teams folder online.         </p>

## Engineering (Optional)

<b>Curriculum Overview</b>	<p>This term Year 11 pupils will continue to focus on Unit 2: Designing Engineering Products, applying problem-solving skills to adapt and improve an existing engineered product. They will begin to propose a range of design solutions, developing ideas through testing and modelling, and evaluating them against the design specification using methods such as SWOT analysis. They will learn to communicate their design ideas effectively through sketches, CAD visuals, and engineering drawings that meet recognised standards, including third-angle orthographic and isometric projections. Later in the term, students will apply mathematical techniques to solve applied engineering problems, justify material choices, and select appropriate manufacturing processes for their final solution. By the end of the unit, pupils will present a complete design proposal that demonstrates creativity, technical accuracy, and alignment with the given brief, reflecting industry-standard practices.</p>
<b>Support Materials/Additional suggested activities</b>	<p> <a href="http://www.onshape.com">www.onshape.com</a>  <a href="http://www.matweb.com">www.matweb.com</a> – Database of material properties for metals, plastics, and composites.  <a href="http://www.makeitfrom.com">www.makeitfrom.com</a> – Compare engineering materials and their applications.  <a href="#">Eduqas Revision Resources</a>  <a href="#">Past Papers</a>   <a href="#">Eduqas</a> </p>

## Graphics (Optional)

<b>Curriculum Overview</b>	<p>Students will receive their exam brief and choose one of the briefs to complete. They will research a range of artists and designers to inspire their work.</p>
<b>Support Materials/Additional suggested activities</b>	<p> <a href="#">Logo, Graphic &amp; AI Design   Design.com</a>  <a href="#">Photoshop Desktop Help</a>  <a href="#">Fonts In Use - Fonts In Use</a>  <a href="#">Composition Techniques &amp; Design Principles for Graphic Designers</a>  <a href="#">Graphic Design :: All Categories :: Behance</a> </p>



## Construction (Optional)

<b>Curriculum Overview</b>	<p>This term Year 11 pupils will continue to focus on Unit 3: Constructing the Built Environment, developing practical skills and technical understanding through a series of trade-based tasks. They will begin by interpreting technical sources of information, including specifications, building regulations, and drawings, to ensure compliance with industry standards. Pupils will then plan and organise work sequences, identify resource requirements, and calculate materials needed for construction tasks, considering sustainability and waste reduction. Emphasis will be placed on writing success criteria, preparing materials, and applying correct working practices that promote health and safety. Students will carry out practical techniques across three selected trade areas—such as brickwork, plastering, carpentry, tiling, or plumbing—demonstrating processes including measuring, marking, cutting, joining, and finishing. They will also learn safe and environmentally responsible methods for removing and disposing of materials. By the end of the term, pupils will evaluate their completed tasks against the brief, success criteria, and end-user needs, showcasing their ability to work accurately, safely, and to professional standards. This is submitted as their Non-Examined Assessment (NEA) that will be formally assessed with the exam board.</p>
<b>Support Materials/Additional suggested activities</b>	<p><a href="#">Hand tools: Saws, drills and chisels – Practical guide: Using hand tools – National 5 Design and manufacture Revision – BBC Bitesize</a> <a href="#">Design and Technology – Health and Safety – BBC Bitesize</a> <a href="#">Eduqas Revision Resources</a> <a href="#">Past Papers   Eduqas</a></p>

## GCSE Business (Optional)

<b>Curriculum Overview</b>	<p>Year 11 students will not complete a summer exam for Business Studies as they were due to sit the exam element of the course during the previous lockdown period. Students have sat a Teacher Assessed exam paper in class in place of the external assessment.</p> <p>From now until the rest of the year the focus for students will be working on completing their coursework tasks. There are two coursework units which must be completed.</p> <p>Investigating Business Planning a New Business Idea</p> <p>Students will be spending time in class ensuring that all tasks are complete and are completed to the best of their ability. Students should use tracking sheets and support materials to help them independently work through tasks – this includes tasks that have previously been started and need revisiting as well as tasks yet to be commenced.</p>
<b>Support Materials/Additional suggested activities</b>	<p>Students should be working on tasks in class, during enrichment sessions and at home during their own time. Trackers are available in the student shared area and are classed as a live document – these trackers will be continually updated to indicate where students are up to.</p> <p>The BTEC Tech Award in Enterprise student book will also be a useful resource to help with the completion of coursework.</p>

## Sport (Optional)

<b>Curriculum Overview</b>	<p>The BTEC/GCSE sport curriculum at Key Stage 4 focuses on different physical and emotional requirements needed to compete and achieve at a good level in the course and in sport.</p> <p>This half term students will continue with their exam element of the course and sit their external exam the first half term.</p> <p>Unit 1 students will be examined in the components of fitness and principles of training, explore different fitness methods and investigate fitness testing methods for each component of fitness.</p> <p>Students will then move on to Unit 6: Leading Sport Activities</p>
<b>Support Materials/Additional suggested activities</b>	<p>External exam will be sat in January 2022 so revision of class notes and other resources are important.</p> <p>The EverLearner :: Home</p> <p>All students have their log in and password for this fantastic resource online. All video lessons and assessments on each topic of learning for the exam.</p> <p>Students can finish coursework of Unit 2 and Unit 6 at home.</p>

## Lessons for Life

<b>Curriculum Overview</b>	<p>All schools have a duty to ensure that all students receive a rich and relevant Personal, Social, Health and Economic (PSHE) curriculum. OBA's PSHE provision is delivered through our Lessons for Life programme and students spend one lesson per week in Lessons for Life.</p> <p>Year 11 students have recently covered money management in Lessons for Life and have also used PSHE time to be prepared and motivated for their mock exams.</p> <p>During the Spring term Year 11 students will complete two different projects:</p> <p>Look After Yourself – This is an important project about making the right choices later in life and here students will look into drugs, alcohol and tobacco education. The project will cover the motivations, dangers and effects of the aforementioned substances. Students will also have a talk from the Amy Winehouse Foundation as part of this project.</p> <p>Disrespect Nobody – this project will focus on the very important topic of equality in everyday life. This unit is underpinned by the protected characteristics as stipulated in the Equality Act 2010. Equality themes explored in this project include: age, disability, gender, marital status, race, religion/belief, and sexual orientation.</p>
<b>Support Materials/Additional suggested activities</b>	<p>Talk to Frank – an online service to raise awareness about drugs and the risks associated with these.</p> <p>Keep following local and national news to stay up to date with current affairs.</p>

**Year 11 Knowledge Organisers can be accessed via the link below.**

**Knowledge Organisers contain key information on specific topics covered within subjects.**

**[https://drive.google.com/drive/folders/lkjP-o\\_y\\_6K0shCTExQp7a8y0FyQ31StR?usp=sharing](https://drive.google.com/drive/folders/lkjP-o_y_6K0shCTExQp7a8y0FyQ31StR?usp=sharing)**