



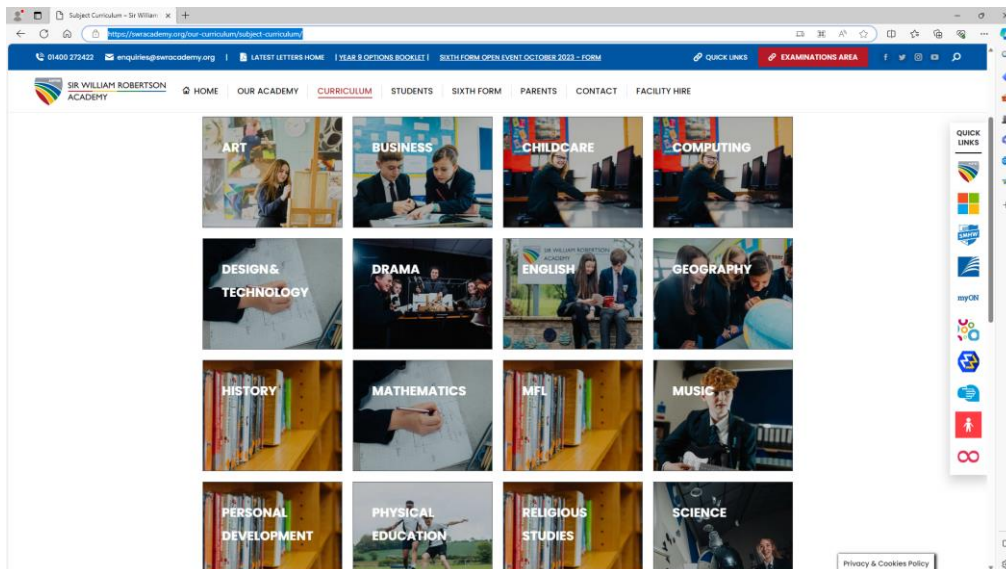
Sir William Robertson Academy

CURRICULUM NEWSLETTER

TERM 3: 06/01/2025 to 24/02/2025

Learning Journeys

Sir William Robertson Academy's aim is for all of our pupils to Aspire to be the best that they can be and this core principle drives our vision for curriculum content, sequencing and delivery. This document gives you an overview of what our pupils will be learning in each subject this term (4th Sep to 20th Oct 2024). You can view our full learning journeys by visiting the curriculum area of our Academy's website: [Subject Curriculum – Sir William Robertson Academy \(swracademy.org\)](https://www.swracademy.org/curriculum)



Online Resources

Our pupils have access to a wide range of online resources and learning tools to support and consolidate their learning. (Pupils should ask their teachers for login details).

Online Resource	Details	Subjects
Satchel One Login	All homework is set via Satchel One. Including worksheets, quizzes, web-links. Pupils and parents can download the app to their phone or tablet.	All subjects – All years
Accelerated Reader	Reading comprehension website to assist pupils with reading skills and support them with their independent reading.	Key Stage 3
Seneca Learning	Adaptive learning platform full of quizzes, videos and exam style questions to support revision and consolidate learning in class.	All subjects – All years
Kerboodle	Online digital textbooks, worksheets, topic checklists and past papers.	Science, Geography - KS4
Mathswatch	Maths learning platform containing a comprehensive range of videos, interactive questions, self-marking quizzes and printable worksheets	Maths - KS4
Corbett Maths	GCSE Maths revision website containing past papers, video walkthroughs revision cards and 5-a-day workbooks.	Maths - KS4
Dr Frost Maths	Free website for pupils of all ages with thousands of questions that adapt to individual pupils and sets tasks according to their performance	Maths – All years
Craig n Dave	Hundreds of videos covering all aspects of GCSE and GCE Computer Science including free revision resources	Computer Science - All
Teach- ICT	Online computer science course for GCSE and Ks3. Full of quizzes lessons tasks, worksheets, videos and revision resources	Computer Science - All
Language Nut	Allows pupils to re-enforce their vocabulary and practice their language skills.	French - All



Monday

Recreational Football	3G	PE Department	All	1.30 – 2.00	
Rugby	Field	PE Department	Y7 and Y8	1:30 – 2.00	
Bench ball	Hall	PE Department	All	1:30 – 2:00	
Maths Challenge Club	O1	Miss Spurgeon	KS3	1:30-2:00	
Book Club	Library	Mrs Costello	Y7	1:40-2:00	
GCSE Art	A6	Mrs Norman	Y10	1.30 – 2.00	
Spanish Club	F3	Mrs Doney	Y8-Y10	1:30-2:00	
The Crucible – Watch the Stage Play	D1	Miss Burrough	Y10 and Y11	1:30-2:00	

Tuesday

Modelling Club	A5	Mrs Grant	KS3	1.15-2.00	
Mindfulness Colouring Club	Library	Mrs Costello	All	1.15 – 2.10	
GCSE & A Level Art Club	A5	Miss Crook	Y10-Y13	1.15 – 2.00	
Recreational Football	3G	PE Department	All	1.30 – 2.00	
Fitness Circuits	Hall	PE Department	All	1.30 – 2.00	
Lego Robotics Club	A2	Mr James	Y7 – Y13	1.30 – 2.00	
School Production Rehearsals	D3	Miss Burrough	Cast	1:15-2:00	
Badminton	Hall	PE Department	All	1:30-2:00	
GCSE Geography Revision	R3	Geography Department	Y11	1.30 – 2.00	
English Revision	R12	English Department	Y11	1:30-2:00	
Football		PE Department	Y7-Y8	3.15 – 4.15	After school
GCSE & A-Level Art	A5	Miss Crook	Y10-13	3:15-4:30	After school
GCSE Product Design	A2	Mr James	GCSE	3:15-4:15	After school
Component 2 Rehearsals	D1 & D3	Miss Burrough	Y11 and Y13	3:10-5:30	After school
GCSE Geography Revision	R3	Geography Department	Y11	3:15-4:00	After school

Wednesday (times subject to change according to PD timetable)

Y9 Book Club	Library	Mrs Costello	Y9	1.40 – 2.00	
Recreational Football	3G	PE Department	Girls and Y7/Y8	1.30 – 2.00	
GCSE & A Level Graphics Club	A3	Ms Vere	Y10-13	1.15 – 2.00	
School Production Rehearsals	D3	Miss Burrough	Cast	1:15-2:00	
GCSE Graphics	A3	Ms Vere	GCSE students	1:15 – 2:00	
Table Tennis	Hall	PE Department	All	1:15-2:00	
Rugby	Field	PE Department	Y9-Y10	1:15-2:00	
KS3 French Blooklet Club	F3	Miss Phillips	Y7 – Y9	1.30 – 2.00	

Geography Club	R3	Geography Department	KS3	1:30-2:00	
GCSE Maths Past Papers	O3	Maths Department	GCSE Students	1:30-2:00	
DofE Session	R4	Miss Tooze	DofE Students	1:30-2:00	
Football	3G	PE Department	Y9-Y11	3.15 – 4.15	After school
GCSE Table Tennis	Hall	PE Department	All	3:15-4:15	After school
Netball	Tennis Courts	PE Department	All	3:15-4:15	After school
English Revision	R11	English Department	Y11	3:15-4:00	After school
Component 2 Rehearsals	D1 and D3	Miss Burrough	Y11 & Y13	3:10-5:30	After school
Thursday					
KS3 Show Rehearsals	D1	Miss Burrough Miss Scorrer	Y7 -Y9	1.30 – 2.00	
Recreational Football	3G	PE Department	All	1.30 – 2.00	
A Level Maths Support	O3	Maths Department	Y13	1.15 – 2.10	
A Level Geography Support	R3	Geography Department	R3	1.30 – 2.00	
School Production Rehearsals	D3	Miss Burrough	Cast	1:15-2:00	
LGBTQ+ Safe Space	R7	Miss Wilson	All	1.30 – 2.00	
Film Club	R11	Mrs Mallowney	Y7-Y9	1:30-2:00	
National Teen Book Club	Library	Mrs Costello	Y7-Y11	1:30-2:00	
DofE Session	R8	Mrs Francis	DofE Students	1:30-2:00	
GCSE Science Intervention	L1 and L2	Miss Gage	Y11	1:30-2:00	
English Revision	R9	English Department	Y11	1:30-2:00	
GCSE PE Revision	F5	PE Department	Y11	1:30-2:00	
Fitness Circuits	Hall	PE Department	All	1:30-2:00	
Just Dance	Hall	PE Department	All	1:30-2:00	
GCSE Product Design	A2	Mr James	GCSE	3:15-4:15	After school
Football	3G	PE Department	Girls	3:15-4:15	After school
Rugby	Field	PE Department	All	3:15-4:15	After school
Component 2 Rehearsals	D1 and D3	Miss Burrough	Y11 & Y13	3:10-5:30	After school
Friday					
F1 in Schools	A2	Mr Ginniff	All years	1:30- 2:00	
GCSE Practical Performance	Sports Hall	PE Department	Y11	1.30 – 2.00	
Recreational Football	3G	PE Department	All	1.30 – 2.00	
GCSE Girls and Boys Practical	Hall	PE Department	Y11	1:30-2:00	
Explorers Club (every other week)		Miss Graves	Y7 & Y8	3.15 – 4.15	After school
Judo	Hall	Mr Costello	All	3.15 – 4.15	After school

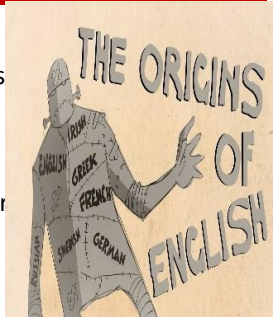


ENGLISH CURRICULUM NEWSLETTER



HISTORY OF ENGLISH

English is a language that has evolved over time. Click on the link below to discover where English came from.



[HTTPS://YOUTU.BE/YEASXHCNS7Y](https://youtu.be/YEASXHCNS7Y)

ENGLISH IN A BOOK



Holocaust Memorial Day January 27th 2025.

Anne Frank in her diary documents her life in hiding under Nazi persecution. **Book** – The Diary of a Young Girl.

CAREERS IN ENGLISH



Click the link to read more about becoming a journalist. [How to become a journalist: Hints and tips from BBC journo's - BBC Bitesize](#)




ONLINE ENGLISH RESOURCES

Use the links below to find the best resources to support your English study.

FOR ACCELERATED READER
[Mr Bruff - YouTube](#)

FOR GCSE ENGLISH LAN/ LIT
[Mr Bruff - YouTube](#)

WHAT ARE WE LEARNING IN ENGLISH THIS TERM?

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
<p><u>'Don't make me laugh'</u> This term students will be introduced to Shakespearean comedy. The set text will be 'A Midsummer Night's Dream'. Students will be engaging with craft, and key conventions of a comedy.</p> 	<p><u>'Love and Heartbreak'</u> This term students will be introduced to Shakespearean tragedy. The set text will be 'Romeo and Juliet'. Students will be engaging with language, structure and form.</p> 	<p><u>'A journey through English'</u> Students will explore the history of the English Language and how it is evolved over time. Key areas of focus will be on: -etymology -morphology -attitudes towards change</p> 	<p><u>'AQA GCSE Language Paper 1 – Creative Reading and Writing' Section A</u> -exploring language use -how are texts structured to engage a reader Section B Understanding how to write a descriptive or narrative response with success.</p> <p>Media Studies Component 1 Newspapers</p>	<p><u>'AQA GCSE Language Paper 2 – Viewpoints and Perspectives' Section A</u> --summary and inference -Comparing ideas and perspectives Section B Opinion writing Media Studies TV & Music</p>	<p>English Language -Language and Gender -Accent and Dialect English Literature -Protest writing -Blake Poetry Media – Music Video</p>
					Year 13
					<p>English Language -Language Change/ CLA English Literature Othello by William Shakespeare Media – Revision of set products</p>



MATHEMATICS CURRICULUM SPRING NEWSLETTER



THE ART OF MATHEMATICS

MC Escher used the maths concept of tessellation to create his artwork. Click on the link for a step-by-step guide on how to make your own designs.



[HTTPS://WWW.YOUTUBE.COM/WATCH?V=41PG6B9QCDO](https://www.youtube.com/watch?v=41PG6B9QCDO)

NATIONAL PUZZLE DAY

National Puzzle Day is on the 29th January and celebrates the joy of puzzles and brainteasers, whether they're jigsaws, crosswords, sudoku, or riddles. To take part in the occasion, you can find lots of maths puzzles by following the link.



[MATH AND LOGIC PUZZLES \(MATHSISFUN.COM\)](http://MATHANDLOGICPUZZLES(MATHSISFUN.COM))

CAREERS IN MATHEMATICS



Click on the link to find out what it's like to be a real-life spy at the UK intelligence agency. It's better than a Bond movie!

[HTTPS://WWW.BBC.CO.UK/BITESIZE/ARTICLES/ZDB7EDM](https://www.bbc.co.uk/bitesize/articles/zdb7edm)

ONLINE MATHS RESOURCES

Use the links below to find the best resources to support your Maths study.

WWW.SPARXMATHS.COM/

CORBETTMATHS.COM/

WWW.DRFROSTMATHS.COM/



WHAT ARE WE LEARNING IN MATHS THIS TERM?

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
<p>Fractions: Calculating fractions of whole numbers, improper fractions, mixed numbers.</p> <p>Decimals: Rounding, converting to fractions, using the four operations and recurring decimals.</p> <p>Percentages: Finding a percentage of a quantity, increasing, decreasing and express as a percentage.</p> <p>Ratio: Dividing into a ratio and solving problems. Understanding map scales and units of speed.</p>	<p>Decimals: Rounding to decimal places and significant figures and operations with decimals.</p> <p>Ratio: Simplify ratios, equivalent ratios and share in a given ratio.</p> <p>Equations: Forming and solving linear equations, understanding the properties of inequalities</p> <p>Graphs: Plotting a linear graph and recognising gradient and the form $y = mx + c$. Understanding quadratic graphs.</p>	<p>Graphs: Working with scatter graphs, stem and leaf diagrams, pie charts.</p> <p>Fractions and percentages: Operations with fractions, converting FDP, finding percentages of amounts with and without a calculator.</p> <p>Sequences: Finding term-to-term & nth term rules of arithmetic sequences.</p> <p>Angles: Deriving and using angle properties of triangles, quadrilaterals and other polygons</p>	<p>Proportion: Recognising direct and inverse proportion and finding the best value for money</p> <p>Trigonometry: Using Pythagoras' theorem and the sine, cosine and tangent ratios, also in 3D.</p> <p>Similarity: Proving congruency and finding scale factors and lengths in similar shapes.</p> <p>Probability: Calculating simple probabilities, using Venn diagrams, two-way tables and tree diagrams.</p>	<p>Graphs: Cubic, reciprocal and exponential graphs. Transforming graphs. Solving simultaneous equations graphically and algebraically. Proving results using algebra.</p> <p>Vectors: Understanding vector notation and finding resultant vectors.</p> <p>Trigonometry: Using Pythagoras' theorem and the sine, cosine and tangent ratios, also in 3D.</p>	<p>Maths: Trigonometry, vectors, exponentials, models, acceleration</p> <p>Further maths: Integration, vectors, conics, momentum, work energy-power</p>
					Year 13
					<p>Maths: Calculus, vectors</p> <p>Further maths: Conics, Taylor series, strings and springs</p>



SCIENCE CURRICULUM NEWSLETTER

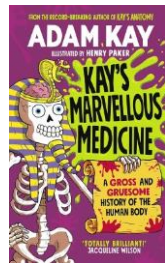


HISTORY OF SCIENCE

Stephen Hawking, born 8th January 1942, was an English Physicist & mathematician. His interest is in studying & understanding the basics laws of the universe. Based on Einstein's general theory of relativity he proposed that the universe, space and time, started with the big bang and will end with black holes. He has written several very influential books.



SCIENCE IN A BOOK



From Ancient Egypt to the present day, the author of Kay's Anatomy presents a hilariously horrid history of medicine through the ages, describing everything from wee drinking to unexpected amputation with gruesome relish.

CAREERS IN SCIENCE

Click the link to read more about becoming a General Practice Doctor (GP).

[General practice doctor job profile | Prospects.ac.uk](https://www.prospects.ac.uk/doctor-job-profile)



ONLINE SCIENCE RESOURCES

Use the links below to find the best resources to support your Science study.

<https://www.kerboodle.com/app>

[https://my.educake.co.uk/student login](https://my.educake.co.uk/student/login)

<https://senecalearning.com/enGB/>



WHAT ARE WE LEARNING IN SCIENCE THIS TERM? SPRING 1

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Students will learn why they have a skeleton and how it works together with their muscles to enable movement. They will look inside organisms to discover what plants and animals are made of. As well as, use microscopes. Before they move onto electricity.	Students will learn how electromagnetic devices like bells and loud speakers work. They will model magnetic fields, including the Earth's. this will be followed by students learning how chemical reactions are vital to life. We depend on chemical reactions including the products they make and the energy they transfer, for everything we do.	Students will learn about atomic structure through exploring that atoms are the chemical building blocks of our world. The periodic table organises these atoms and the elements they make into a structure that helps us to make sense of the physical world. Therefore, they will use simple models of the atom, understand the difference between atoms, elements and compounds. Furthermore, they will learn how to use chemical symbols, formulae and input them into chemical equations to be able to balance equations	Students in Biology will learn about respiration and communicable diseases They will learn how we defend ourselves from the pathogens that attack us. In Chemistry Chemical reactions and electrolysis . Chemical reactions can occur at vastly different rates and there are many variables that can be manipulated in order to change their speed. And, in Physics students will study radioactivity . This includes how an unstable nucleus changes when it becomes stable and why the radiation it gives out is harmful.	In Biology students will explore how this has occurred and study examples of variation and evolution in progress. In Chemistry students are learning about resources . In Physics the students are exploring electromagnetism . Triple students are completing the waves topic.	Chemistry: <ul style="list-style-type: none"> Equilibria Redox Biology: <ul style="list-style-type: none"> Exchanging substances with the environment Physics: <ul style="list-style-type: none"> Energy Waves Applied Science BTEC: <ul style="list-style-type: none"> Planning an investigation and processing results. 	Chemistry: <ul style="list-style-type: none"> Reactions of ions in aqueous solutions Electrochemical cells Biology: <ul style="list-style-type: none"> Essay question practising Homeostatic control in the kidneys Physics: <ul style="list-style-type: none"> EM fields Radioactivity Nuclear Decay Applied Science BTEC: <ul style="list-style-type: none"> Chromatography Diseases and treatments of the lymphatic system



FRENCH CURRICULUM NEWSLETTER



EVENTS IN FRANCE

In France, on 6th January it is traditional for French families to celebrate *La fête des Rois*. Click out the link below to see how they celebrate.



[Culture: La Fête des Rois \(The Festival of the Kings\)- 1st level French- BBC Bitesize](#)
[- BBC Bitesize](#)

FRENCH IN POPULAR CULTURE



Check out the 'Astérix and Obélix' film on Netflix. This is based on a very popular French comic strip. There is even a French theme park Parc based on it. [Parc Astérix - Parc d'attractions près de Paris \(parcasterix.fr\)](#)

CAREERS IN LANGUAGES



Use the link to learn more about becoming a translator.
[Translator job profile | Prospects.ac.uk](#)

ONLINE FRENCH RESOURCES

Use the links below to find the best resources to support your French study.

<https://www.languagenut.com/>

[Duolingo - The world's best way to learn a language](#)

[TikTok - Make Your Day](#)



WHAT ARE WE LEARNING IN FRENCH THIS TERM?

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
<p>Present tense –er verbs consolidation: Completing an extended translation using être/avoir and –er verbs in the present tense. Independent writing to create French stories. Learning the colours and animals and consolidating nouns and adjectives in French. Authentic reading through reading a text about the records in nature.</p>	<p>Family: looking at family vocabulary, different family models, friendship LGBTQ rights in France, Marriage, The International Rights of the child. Consolidating the past, present and future tenses and introducing the conditional tense.</p>	<p>Education: Introduction to school subjects, vocabulary for describing school and teachers, giving opinions, Malala and Education in Africa. Consolidation of past, present, future and conditional tenses.</p>	<p>Home and town: Vocab learning Preposition and numbers Home and local areas Grammar revision Reading and listening Writing and speaking preparation. Weather different tenses - recap</p>	<p>Completion of the Social Issues topic. Grammar consolidation of past, present, future and conditional tenses, and complex structures. Speaking preparation for the upcoming Mock Speaking Exams – w/c 10th February 2024.</p>	<p>Grammar / Skills Emphatic pronouns, possessive adjectives, infinitive constructions Cybersociété Le septième art (cinema) Continuation of 'l'étranger'.</p>
					<p>Year 13</p> <p>Quelle vie pour les marginalisés ? Manifestations, grèves, à qui le pouvoir? La Haine – Consolidation and essay writing</p>



GEOGRAPHY CURRICULUM NEWSLETTER



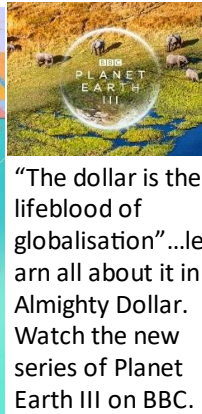
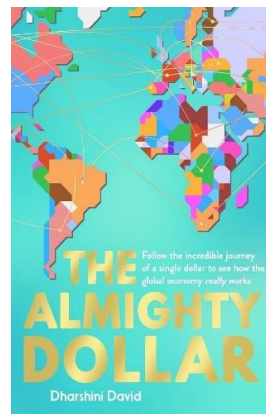
TOP GEOGRAPHER

Learn about Sir David Attenborough's incredible life and influence using the link below.



[9 FACTS ABOUT DAVID ATTENBOROUGH THAT HAVE SHAPED YOUR WORLD – BBC TEACH](#)

GEOGRAPHY IN BOOKS AND TV



“The dollar is the lifeblood of globalisation”...learn all about it in Almighty Dollar. Watch the new series of Planet Earth III on BBC.

CAREERS IN GEOGRAPHY



Click the link to read more about becoming a Sustainability Consultant.
[SUSTAINABILITY CONSULTANT JOB PROFILE | PROSPECTS.AC.UK](#)

ONLINE GEOGRAPHY RESOURCES

Use the links below to find the best resources to support your Geography studies.

[MAPZONE | ORDNANCE SURVEY](#)



[GAPMINDER](#)



[TIME FOR GEOGRAPHY | HOME](#)



WHAT ARE WE LEARNING IN GEOGRAPHY THIS TERM?

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
<p>Development: Indicators of global uneven development and studying contemporary case studies to highlight the widening development gap.</p>	<p>Ecosystems: Biome characteristics including plant and animal adaptations. There will be a focus on sustainable management of the tropical rainforest, evaluating how ecotourism can be effective.</p>	<p>Globalisation and Superpowers: The interconnectedness of the world in which we live in. The pillar characteristics of superpower and emerging superpower countries.</p>	<p>Urban issues and challenges: Why urban areas have grown and a case study of Rio de Janeiro looking at its importance both nationally and globally, and the challenges and opportunities a megacity has.</p>	<p>Living World: Global biome characteristics with a specific focus on adaptations and challenges/opportunities in tropical rainforests (Malaysia) and cold environments (Svalbard).</p>	<p>Physical Geography Natural Hazards: Exploring past and contemporary case studies to discover and evaluate the impacts and responses of these events. Human Geography Changing Places: The concept of place and its importance in human life and experiences.</p>
Year 13					
<p>Physical Geography Water and Carbon Cycle: A focus on the links between the water and carbon cycle on a global scale. Exploring the impacts of human interactions. Human Geography Global Systems and Governance: Global systems and globalisation and our links with the wider world, focusing on social, cultural and political factors.</p>					



HISTORY CURRICULUM NEWSLETTER



HISTORY IN THE NEWS

There can be no excuses. The UK riots were violent racism fomented by populism

David Olusoga

British Values at SWRA: Tolerance and mutual respect.

Culture wars have pois Islamophobia and open by nativism hoped had closed



HISTORY WIDER READING AND LISTENING



You're never too old for Horrible Histories ☺
Helpful for Y8s.

The BBC Podcast 'In our time: The Four Humours.' covers a GCSE Health and the people topic. Useful for Y10 learning and Y11 revision.

CAREERS IN HISTORY



The study of people in History is very useful in the 'people professions'. One example of this is a beautician:

[Beauty-Therapist | Explore careers | National Careers Service](#)

ONLINE HISTORY RESOURCES

Use the links below to find the best resources to support your History study.

WWW.SENECALARNING.COM

[History - BBC Bitesize](#)

[BBC - History: British History indepth](#)



WHAT ARE WE LEARNING IN HISTORY THIS TERM?

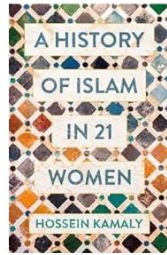
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
<p>Ancient Worlds: From Catalhoyuk 8000BC-7000BC, Babylon (Persia) 8000-400BC and Athens (Greece) 800BC-146BC to Constantinople 4AD-1450AD: How were Ancient and Medieval Worlds connected?</p> <p>Medieval Worlds: From the importance of Baghdad (Islamic Empire) to Britain in The Middle Ages. Which invasion had a greater impact on Britain? The English? The Vikings? Or The Normans?</p>	<p>British Empire and slavery: What do sources reveal about how Britain established and maintained control of its empire? Genocide? Conquest? Slavery? White supremacy? Trade?</p> <p>Slavery and The North American Experience: Why Britain involve itself in and then fight to end slavery? What is the significance of the 19th Century North American Experience? Native and African Americans.</p>	<p>Russian Revolution and fascism: How significant was The Russian Revolution? Why did some countries turn to fascism at the start of c20th? Differing ideologies of Communism/ Fascism.</p> <p>Britain and WW2: Why did Britain not turn to fascism? What were the causes of WW2? Was there a 'universal experience' of WW2? Differing experiences in Britain, Europe, Russia, The USA and Germany.</p>	<p>Health and the people c1000-1500: Did medicine stand still in the Medieval period? Did The Renaissance see a transformation in medicine? From ancient to new ideas in health.</p> <p>Health and the people c1500-present and WW1 causes: Was there a revolution in medicine during The Industrial Revolution? Did government make the most difference to medicine in c20th?</p>	<p>Germany democracy and dictatorship 1890-1929: From constitutional monarchy to The Weimar Republic. Differing forms of government in Germany from Kaiser Wilhelm II to President Hindenburg.</p> <p>Germany democracy and dictatorship 1929-45 and Norman Conquest 1066 1070: Hitler's Nazi Germany, WW2 and The Holocaust. From the Death of Edward the Confessor to Norman leadership under William 1st.</p>	<p>Russia: 1855-1894: Was Tsarist Russia doomed? Alexander II-Alexander III</p> <p>Britain: Was there a Thatcherite revolution?</p> <p>Coursework: Independent writing 17th Century.</p>
					<p>Year 13</p> <p>Russia: 1914-1941: WW1 and Communism.</p> <p>Britain:</p> <p>Coursework:</p>



RELIGIOUS STUDIES CURRICULUM NEWSLETTER

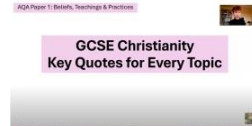


RELIGIOUS STUDIES READING



Reading suggestion: A History of Islam in 21 women

TO WATCH – YEAR 10



Revision & Retrieval
Recap the key quotes for the Christian beliefs topic

[GCSE RELIGIOUS STUDIES- QUOTES FOR EVERY CHRISTIANITY TOPIC \(AOA BELIEFS, TEACHINGS & PRACTICES\)- YouTube](#)

CAREERS IN RELIGIOUS STUDIES



[Social worker](#) | [Explore careers](#) | [National Careers Service](#)

A LEVEL

Use the links below to find the best resources to support your studies.

[Ancient Philosophy » Cogito Education](#)

[Person of Jesus » Cogito Education](#)

WHAT ARE WE LEARNING IN RS THIS TERM?

Year 7	Year 8	Year 9	Year 10	KS5 – Year 12
<p>How much power and influence do religions have in Britain today? Students at SWRA come from a variety of backgrounds, many of which may be non-faith based. This unit allows students to explore the impact of religion on Britain early into their RS journey with us. This allows students to create links between everyday life in Britain and the influence religion has had, and continues to have, on society.</p>	<p>The goal of living a good life Students have previously begun to look at prejudice and discrimination and will now begin to explore how people of both religious and non religious affiliation try to live a 'good' life. This links to further learning in Year 9 in their Philosophy & Ethics unit. This unit will cover a variety of religions including Humanism, Sikhism, Buddhism.</p>	<p>Is religion relevant in 21st century Britain? This topic is timed when students are beginning to explore GCSE options for their future studies. This will allow them to consider the relevance on religion today and allow students to make links between their learning and the importance of further RS study. This builds on prior learning from Year 7 where students considered the power and influence of religion. This unit will include Christianity, Islam and Humanism.</p>	<p>Islam Beliefs & Practices This term we are completing our Islam Beliefs unit and beginning the practices unit. This will include studying the Five Pillars and Islamic festival. Students should be completing weekly homework that focus on retrieval of our previous learning. This is always available on Satchel One for you to monitor.</p>	<p>Soul, Mind & Body– Philosophy Utilitarianism – Ethics Natural Law– Ethics Situation Ethics– Ethics Moral Principles: The Bible– DCT Euthanasia– Ethics Arguments for God using observation– Philosophy Problem of evil– Philosophy</p>



PERFORMING ARTS CURRICULUM NEWSLETTER



HISTORY OF PERFORMING ARTS

Take a look at where Music came from on this website



Take a look by clicking the link below:

[MUSICAL JOURNEYS: A BRIEF HISTORY OF WESTERN EUROPEAN MUSIC- BBC BITESIZE](#)

PERFORMING ARTS IN A BOOK



Stretch your imagination by reading a familiar favourite.....

[REVOLTING RHYMES \(COLOUR EDITION\) : DAHL, ROALD, BLAKE, QUENTIN: AMAZON.CO.UK: BOOKS](#)

CAREERS PERFORMING ARTS



Click the link to read more about working within the Performing Arts:

[DANCER JOB PROFILE | PROSPECTS.AC.UK](#)

ONLINE PERFORMING ARTS RESOURCES

Use the links below to find the best resources to support your Performing Arts study.

[GCSE DRAMA – EDEXCEL – BBC BITESIZE](#)

[DANCE – AN OVERVIEW AND HISTORY OF THE SPORT –](#)

[DANCE – FACTFILE – GCSE PHYSICAL EDUCATION](#)

[REVISION – AQA – BBC BITESIZE](#)

[MUSIC TECHNOLOGY – BBC BITESIZE](#)



WHAT ARE WE LEARNING IN PERFORMING ARTS THIS TERM?

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12 Drama & Theatre
<p>Drama ERNIE'S INCREDIBLE ILLUCINATIONS Students will be exploring a script about a boy who has very realistic hallucinations. They will be developing their vocal and physical skills and learning about slow motion, physical theatre, multi-role.</p> <p>Music Students will be looking at the Elements of Music such as dynamics, tempo, melody, pitch, rhythm. Students are also introduced to Programme Music.</p>	<p>Drama HISTORY OF THEATRE Students are exploring Greek Theatre, Medieval, Theatre, Shakespeare and Commedia dell'arte. Students are continuing to develop vocal and physical skills and Drama Conventions.</p> <p>Music Students will be learning how to play the 12 Bar Blues and looking at composing a 4 chord song.</p>	<p>Drama RESPONDING TO STIMULI Students will be given a range of stimuli, such as a song, poem, picture and create a devised piece based on these.</p> <p>Music Students will be looking at Music in the Media. <input type="checkbox"/> Leitmotif <input type="checkbox"/> Music expression <input type="checkbox"/> Audio cues</p>	<p>Drama COMPONENT 1– Devising Students will be embarking upon their real Devising Exam. A15 minute piece, based on a stimulus.</p> <p>Music Component 1 <input type="checkbox"/> Styles of Music <input type="checkbox"/> Performing <input type="checkbox"/> Creating <input type="checkbox"/> Producing</p> <p>Dance A LINHA CURVA Introduction to the style of African Dance, focusing on pathways, direction & formation.</p>	<p>Drama COMPONENT 2– SCRIPTS Students will be rehearsing for their group and monologue Exam performances.</p> <p>Music CONTROLLED ASSESSMENT (17 hours) Creating music for a set brief.</p> <p>Dance CHOREOGRAPHY FROM A STIMULUS Development of physical, technical & Expressive skills.</p>	<p>Component 1– Devising Students will be embarking upon their real Devising Exam. Students are creating a piece of Drama, that is inspired from an original text and in the style of a practitioner.</p>
					Year 13 Drama & Theatre
					Component 2– Scripts Students will be rehearsing for their group and monologue Exam performances.



TECHNOLOGY CURRICULUM NEWSLETTER



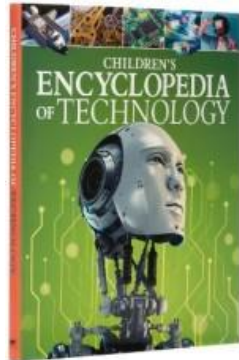
HISTORY OF DESIGN TECHNOLOGY

James Dyson says, "I only stumbled on engineering by accident and immediately decided what I wanted to do—make things that work better."



WWW.JAMESDYSONFOUNDATION.COM

DESIGN TECHNOLOGY IN A BOOK



Full of surprising facts and stunning photographs, this accessible book takes in the full sweep of modern life—from solar power to microchips, and from cars to lightbulbs.

CAREERS IN DESIGN TECHNOLOGY

Breaking stereotypes: The women leading the charge in STEM careers



[WWW.BBC.CO.UK / BITESIZE / ARTICLES / ZM9CVK7](http://WWW.BBC.CO.UK/BITESIZE/ARTICLES/ZM9CVK7)

ONLINE TECHNOLOGY RESOURCES

Use the links below to find the best resources to support your Food and Product Design study

- [EAT WELL – NHS \(WWW.NHS.UK\)](http://WWW.NHS.UK)
- [FOOD ORIGINS \(11–14 YEARS\) – FOOD A FACT OF LIFE](#)
- [WHAT IS FAIRTRADE? – FAIRTRADE FOUNDATION](#)
- WWW.MUSCHROOM.COM
- WWW.TECHNOLOGYSTUDENT.COM

WHAT ARE WE LEARNING IN DESIGN TECHNOLOGY THIS TERM?

Year 7	Year 8	Year 9	Year 10	Year 11
<p>Food H&S in the kitchen. How to work with basic equipment. The 4'Cs for good food hygiene. The importance of the Eat Well Guide. How to make a range of foods including fruit salad, Couscous salad and Apple crumble.</p> <p>Graphics History of the Vans brand and skateboarding. design a new, original Vans shoe design. Investigate nets and the construction of 3D shapes.</p> <p>Product Design H&S in the workshop. Use hand tools/machines safely and effectively. Then finishing with sanding and painting.</p>	<p>Food How food is grown, caught and reared. International cuisine including British, Indian, Chinese and Italian. Design and make a pizza.</p> <p>Graphics How to use digital design software to manipulate imagery and create professional looking graphic artwork to be printed onto a mug and used to advertise the film</p> <p>Product Design Systems and components to make an LED circuit. How to solder safely The processes of CAD/CAM and use Techsoft v3 to operate the laser cutter.</p>	<p>Food Explore where food and ingredients grow around the world. Evaluating different cultures and explore typical dishes.</p> <p>Graphics Research a band/music artist and the meaning behind their lyrics. Create artwork making a scale mock-up of their vinyl album cover</p> <p>Product Design Pros/Cons of teamwork. Build on independence / teamwork / resilience to produce a product of their choice.</p> <p>Textiles – Designing and constructing a cushion based on a chosen Artist. Students explore sewing on the machines and the applique technique</p>	<p>Food Practise non examined assessment looking at International cuisine. Students will research, plan, prepare and make two dishes linked to their chosen culture. Students will undertake an assessed practical.</p> <p>Product Design Ferrous and non ferrous metals / papers and boards / thermosetting and thermoforming polymers / textiles / natural and manmade timbers. Design contexts / environmental, social, economic challenges that influence designing and making. Past and present design professionals. Design fixation</p>	<p>Food Students will be starting their second piece of nonexamined coursework. They will choose between either the function of eggs or the role of iron in the diet tasks. Students will research the task and begin to identify suitable dishes which show a range of high skills. They will spend some time in lessons practising their dishes.</p> <p>Product Design Continuation of their NEA (nonexamined assessment). Specifically manufacture of final product.</p>



ART CURRICULUM NEWSLETTER



HISTORY OF ART

Frida Kahlo is considered to be one of the most important artists of modern times. She was famous for painting self-portraits.



www.fridakahlo.org

ART IN A BOOK



Other titles include 13 art techniques, 13 modern artists, 13 paintings...

This series of books is great at introducing students to the world of art in a format and style that will appeal to child/young teenager.

CAREERS IN ART

Movie Set / Costume / Special Effects Designer.

Research about Sir Richard Taylor who has been part of a team of designers winning 5 Oscars.



[150+ Art Careers - The Ultimate List \(studentartguide.com\)](http://www.studentartguide.com)

ONLINE ART RESOURCES

Use the links below to find the best resources to support your Art/ Graphics study.

[Welcome \(studentartguide.com\)](http://www.studentartguide.com)

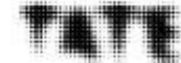
[WWW.TATE.ORG.UK](http://www.tate.org.uk)

nationalcraftanddesign.org.uk

www.nationalgallery.org.uk

[Art and Design KS3:](#)

[What is Art? - BBC Teach](#)



WHAT ARE WE LEARNING IN ART THIS TERM?

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Learning is based around the artist Henri Rousseau with students working on developing their understanding of what is involved in an art project. This will include artist research and inspiration, observational drawing, developing of ideas and investigating media and producing a final realisation.	Students learn how to put together a final composition based on the 6 elements of Cubism, experimenting and investigating the qualities of media and gaining experience in creative decision making. Students will develop their control of various media, learn about reviewing and refining their work and gain experience of mixed media artwork.	Learning will focus on the students developing an understanding of composition and gaining the ability to be inspired by artists' work when developing their own artwork. Students will make choices about the media to be used, reviewing their work as it progresses, investigating and experimenting with how an artists' work can inspire their progress.	Identity Project: Students will have opportunities to make connections between their own artwork development and the work of others. They will develop their creative decision making, understanding of the 4 assessment objectives and will focus on AO1 and 2 (artist research/inspiration and observational drawing).	Art and Art Graphics: Externally set task Students will work towards their chosen topic from the tasks provided by the exam board. AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.	Art and Art Graphics: Developing creative decision making through independent study and project work in preparation of personal investigation.
					Year 13
					Art and Art Graphics: Continuation of their personal investigation focusing on final realisations. Start their externally set task.



PHYSICAL EDUCATION CURRICULUM NEWSLETTER 1



OUR SUPERSTAR OF THE TERM

As ever, this is always going to be a difficult task, but we have decided that this acknowledgement should go Sammy Rivett. Sammy has again been selected for Lincolnshire U14s cricket squad for this year. Sammy is extremely humble and excels at cricket as well as a broad range of sports undertaken at school. Well done Sammy we are all proud of your achievements.



Congratulations to Sarah Storey who won a record-extending 19th Paralympic gold medal in the cycling road race in Paris 2024. Storey was born without a fully functioning left hand and started her career as a swimmer before switching to cycling.

OUTSTANDING TRIPS

At the end of June our Year 7's took part in our annual 10km wellbeing walk. The weather was perfect and allowed our students the chance to engage in low intensity physical activity enjoying our wonderful environment around SWRA. Our students had four hours of chit chat with their friends. The purpose is to engage in physical activity whilst enjoying the social and mental benefits of exercising with others.



SPORTSDAY & A NEW HOUSE SYSTEM

Sports Day took place this year with a few changes. We said goodbye to Chitral, Dragon, Lancer and Simla and said hello to Seacole, Windrush, Robertson and Attenborough. As ever, the pupils tried to run quicker, jump higher and longer and even throw a Wellington boot further than others. Congratulations to Mr Costello for leading his house to victory. A top result for a top house and a top man!



WHAT ARE WE LEARNING IN PHYSICAL EDUCATION THIS TERM?

Year 7	Year 8	Year 9	Year 10/11 Core	Year 10 GCSE / Year 10 BTEC	Y11 GCSE / Year 11 BTEC
<p>All students in Year 7 start learning the fundamental movement skills such as running, twisting, changing direction, throwing and catching. Students will also look at the components of fitness of stamina, strength and suppleness through a range of activities. Students learn how you can prepare the body for exercise through a simple warm up in activities such as netball and rugby. Co-ordination is developed in activities such as howler throwing, handball, lacrosse and football. Pupils apply components of fitness in rugby and develop movement skills in dance and skills in gymnastics and trampolining.</p>	<p>Year 8 build on activities taught in Year 7 and develop strategies and tactics in game activities such as lacrosse, football and netball. Orienteering and camp craft skills are taught in an outdoor environment. Other groups are looking how to outwit opponents in basketball and volleyball. Students look how to improve fitness through rugby and start to apply fitness tests to rugby. Movement skills are also developed through SAQ, boxercise and dance. Some pupils will start the SAS resilience training where they undertaking physical and mental challenges group in an outdoor environment.</p>	<p>Year 9 start this year looking at how to undertake a warm-up safely in lacrosse or netball. Pupils start to develop the skills required to lead a warm up session. Pupils also undertake a specific leadership unit where they will learn how to take a mini-skills session in a range of sporting activities. Some groups have started to undertake a range of fitness tests, health screening and a close look at how physical activity is linked to mental wellbeing. Some groups through rugby will examine how training methods can improve certain components of fitness. Co-ordination, balance and flexibility are all improved through undertaking skills in trampolining.</p>	<p>Pupils are continuing to develop motor competence and strategies and tactics in demanding situations leading to direct conditioned competition. Throughout all activities, pupils will work on the RASCALS Principle Respect, Activity, Sustained resilience, Confidence, Application of motor skills, Leadership and Skill rehearsal. Groups are on a rotation of activities. Some groups in table tennis are applying motor competence and strategies and others are undertaking netball and football activities. Other groups are concentrating on fitness testing and health screening looking at how sleep, exercise, diet and activity can have a positive effect on physical health and mental well being. All Core students are reminded of our comprehensive lunchtime clubs to further increase their weekly activity levels.</p>	<p>GCSE pupils starting their practical course by taking part in netball, table tennis, football and cross country activities. Pupils are encouraged to attend the Friday afternoon GCSE lunchtime club to further develop their skills. Pupils are reminded that it is essential they undertake regular competitive sport in a range of activities as they will be graded and moderated in these at the end of Y11. Pupils are starting to learn theoretical aspects of the course and will apply these skills in their coursework in the summer. Year 10 BTEC students are starting Component 1 of the BTEC Sport course, comprising of multiple internal assessments focused on a case study scenario. The first task is to analyse the case study in order to understand why the individual, Kayla, does not currently take part in sport or physical activity. Students will identify the barriers Kayla is facing, and suggest two activities should could participate in. Students will then create a PowerPoint to explain the different choices of equipment and clothing that Kayla might need to take part in these activities. Finally, students will plan and then deliver a warm up to a group of Year 7 students, that Kayla could use herself. This whole component accounts for 30% of the final grade, so focus and maximum effort is required by all.</p>	<p>Year 11 GCSE PE students are embarking on their final year prior to their final two examinations which account for 60% of their GCSE grade. Organising class notes and making revision mind maps now will help prepare students for next year.</p> <p>Year 11 BTEC Sport students are similarly preparing for their final examination, a one and a half hour exam in May 2025. This accounts for 40% of their overall grade, and focuses on components of fitness, fitness tests and methods of training. The majority of the questions rely on recall of knowledge, so students should keep their notes organised and utilise mind maps and flash cards to aid quick recall of knowledge.</p>



CHILDCARE AND H&SC CURRICULUM NEWSLETTER



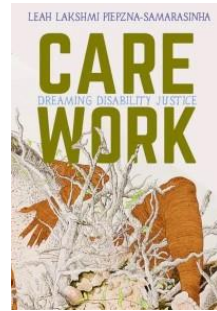
HISTORY OF CARE

Lady Louise Boursier was the writer of one of the first manuals of Midwifery during her times as midwife to the Queen of France in 1563-1636



LADY LOUISE BOURSIER – MIDWIFE TO THE QUEEN OF FRANCE

CARE IN A BOOK



This book covers how to give care to those with disabilities whilst empowering them, with a particular focus on LGBTQ+ and BIPOC communities

CAREERS IN CARE



Click the link to read more about becoming a carer

[HTTPS://UK.INDEED.COM/CAREER-ADVICE/FINDING-A-JOB/HOW-TO-BECOME-CARE-WORKER](https://uk.indeed.com/career-advice/finding-a-job/how-to-become-care-worker)

ONLINE CARE RESOURCES

Use the links below to find the best resources to support your study.

[HTTPS://WWW.TUTOR2U.NET/HSC/LATEST](https://www.tutor2u.net/hsc/latest)

[HTTPS://WWW.CYPNOW.CO.UK/CATEGORY/DISCIPLINES/SOCIAL-CARE](https://www.cypnow.co.uk/category/disciplines/social-care)

[HTTPS://LIBGUIDES.WIGAN-LEIGH.AC.UK](https://libguides.wigan-leigh.ac.uk)

WHAT ARE WE LEARNING IN CHILDCARE AND HEALTH AND SOCIAL CARE THIS TERM?

Year 10	Year 11	Year 12	Year 13
<p>Purpose of early years settings– why they exist and how they are categorised</p> <p>Different types of childcare settings, how they are funded and what sort of provision they provide.</p> <p>Who works in the different types of settings, opening hours, types of activities likely to be done.</p>	<p>Practice and preparation for controlled assessment</p> <p>14 hour controlled assessment that encompasses all areas of the specification and forms 50% of the overall grade for Childcare.</p>	<p>Safeguarding This topic provides understanding on protecting individual’s health, wellbeing and development. This topic discusses the how individuals may be vulnerable to danger, harm, abuse or neglect.</p> <p>Infection Prevention and Control This topic has a few practical skills assessment, whilst exploring the different diseases in H&SC who are most vulnerable to infection. The learners find out how to pathogens are transmitted and how to break the chain of infection.</p>	<p>Preparation for and controlled assessment</p> <p>20 hour external assessment that encompasses all areas of the specification and forms part of the overall grade.</p>



CAREERS CURRICULUM WINTER NEWSLETTER



IMPORTANT DATES

29th January
UCAS deadline

10th - 14th February
Apprenticeships week

28th March
SWRA careers fair



EVENTS THIS TERM

- Y11 careers interviews
- Apprenticeships workshops
- Y10 University of Lincoln visit
- Lincoln College supported provision visit



SPOTLIGHT ON APPRENTICESHIPS

Apprenticeships are real jobs with real employers, allowing you to work, earn and gain qualifications and experience. They cover everything from accountancy to zoo keeping. Find out more here:

WWW.AMAZINGAPPRENTICESHIPS.COM/APPRENTICESHIPS



ONLINE CAREERS RESOURCES

Use the links below to learn more about careers pathways:

WWW.WEARENC.SCOM

WWW.MYWORLDOFWORK.CO.UK

WWW.CAREERPILOT.ORG.UK



WHAT ARE WE LEARNING IN CAREERS THIS TERM?

Key Stage 3	Key Stage 4	Key Stage 5
<p>School subjects & apprenticeships</p> <p>We will be exploring the exciting world of apprenticeships through lessons linked to a variety of subjects and careers. Students will have the opportunity to learn about how apprenticeships connect to different fields such as engineering, healthcare, business and the arts.</p> <p>These lessons will provide valuable insights into the wide range of career paths available through apprenticeships, helping students understand the skills required and the benefits of learning on the job.</p> <p>We are excited to encourage students to think about their future career options and the many opportunities that apprenticeships can offer!</p>	<p>Apprenticeships case studies</p> <p>We will be diving into case studies and engaging in various activities focused on apprenticeships, all linked to different subjects and a wide range of careers.</p> <p>These sessions will allow students to explore real-world examples of how apprenticeships work in fields such as technology, healthcare, creative industries, and more. By analysing these case studies, students will gain a deeper understanding of the practical skills and qualifications required in various professions.</p> <p>We are excited to help students discover the diverse opportunities available through apprenticeships and encourage them to consider these pathways for their future careers.</p>	<p>Degree apprenticeships</p> <p>We will be researching and discussing degree apprenticeships, exploring how they link to various subjects and a wide range of careers.</p> <p>Students will learn about the opportunity to earn a degree whilst gaining hands-on experience in industries such as business, engineering, digital technology and more. Through group discussions and research, students will discover the benefits of degree apprenticeships, the chance to earn while they learn and the pathways they open to future career success.</p> <p>We are excited to help students understand how degree apprenticeships can provide a practical and rewarding alternative to traditional university study.</p>