



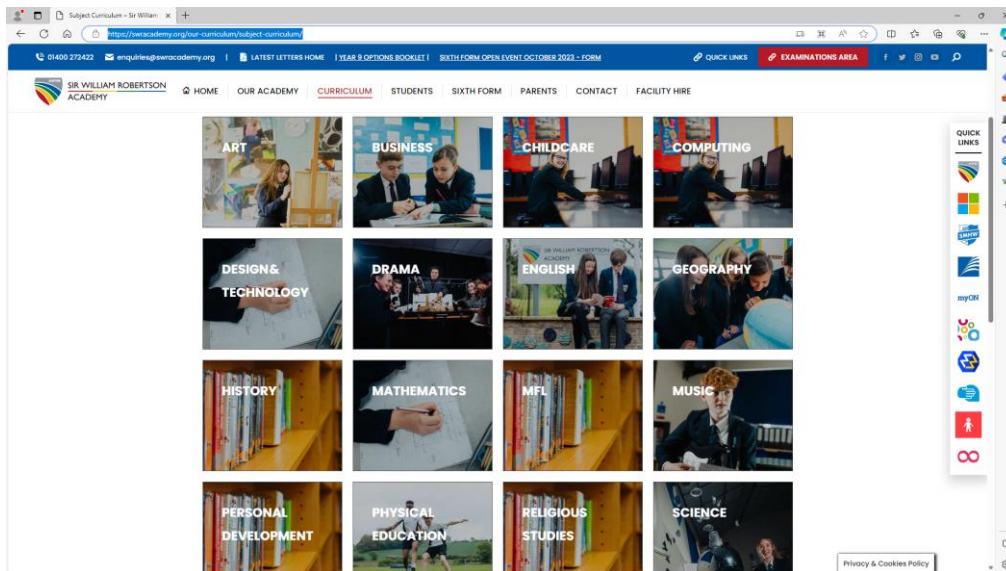
Sir William Robertson Academy

CURRICULUM NEWSLETTER

TERM 1: 04/09/2024 to 20/10/2024

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 \(swacademy.org\)](https://www.swacademy.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



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Monday

BTEC Sport Catch-Up	F5	PE Department		1.30 – 2.00	
Recreational Football	3G	PE Department	All	1.30 – 2.00	
Striking games (Rounders, Cricket etc.)	Field	PE Department	KS3	1.30 – 2.00	
Rugby	Field	PE Department	Y7 and Y8	1:30 – 2.00	
Netball	Tennis Courts	PE Department	Y8 and Y9	1:30 – 2:00	

Tuesday (times subject to change according to PD timetable)

GCSE Art	A6	Mrs Norman	Y10 & Y11	1.30 – 2.00	
Modelling Club	A5	Mrs Grant	KS3	1.15-2.00	
Mindfulness Colouring Club	Library	Mrs Costello	All	1.15 – 2.10	
GCSE & A Level Graphics Club	A3	Miss Vere	Y10-Y13	1.15 – 2.00	
Recreational Football	3G	PE Department	Girls and 6 th Form	1.30 – 2.00	
Volleyball	Sports Hall	PE Department	Y9 -Y10	1.30 – 2.00	
Lego Robotics Club	A2	Mr James	Y7 – Y9	1.30 – 2.00	
Maths Challenge Club	O4	Miss Spurgeon	KS3	1:30-2:00	
School Production Rehearsals	D3	Miss Burrough	Cast	1:15-2:00	
Just Dance	Main Hall	PE Department	All	1:30-2:00	
GCSE Geography Revision	R3	Geography Department	Y11	1.30 – 2.00	
Football		PE Department	Y7-Y8	3.15 – 4.15	After school
A-Level Art	A5	Mrs Grant	Y12-13	3:15-4:30	After school
GCSE Product Design	A2	Mr James	GCSE	3:15-4:15	After school
School Production Rehearsals	D3	Miss Burrough	Cast	3:15-4:15	After school

Wednesday

Y9 Book Club	Library	Mrs Costello	Y9	1.40 – 2.05	
DofE Award Training (Silver)		Miss Graves		1.30 – 2.00	
Striking games (Rounders, Cricket, etc.)	Field	PE Department	KS4	1.30 – 2.00	
Recreational Football	3G	PE Department	Y7-Y8	1.30 – 2.00	
Gymnastics	Hall	PE Department	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	
Netball	Tennis Courts	PE Department	Y10-6 th Form	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	
Football	3G	PE Department	Y9-Y11	3.15 – 4.15	After school
GCSE/BTEC PE Revision	F5	PE Department	Y11	3:15-4:15	After school
Rugby	Field	PE Department	All	3:15-4:15	After school
Netball	Tennis Courts	PE Department	All	3:15-4:15	After school
School Production Rehearsals	D3	Miss Burrough	Cast	3:15-4:15	After school



**SIR WILLIAM ROBERTSON
ACADEMY**

Clubs – Term 5 2023-

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Thursday

KS3 Drama Club	D1	Miss Burrough Miss Scorrer	Y7 -Y9	1.30 – 2.00	
GCSE & A Level Graphics Club	A3	Miss Vere	Y10-Y13	1.15 – 2.00	
Recreational Football	3G	PE Department	Y9-6 th Form	1.30 – 2.00	
Netball	Tennis Courts	PE Department	Y7	1:30- 2.00	
Volleyball	Sports Hall	PE Department	Y7-78	1:30-2:00	
DofE training (bronze)		Miss Graves	Bronze	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	
F1 in Schools	A2	Mr Ginniff and Mr James	Y9	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	
Striking games (rounders, cricket, softball)	Field	PE Department	All	3.15 – 4.15	After School
Table Tennis		PE Department	Y7 & Y8	3.15 – 4.15	After school
GCSE Product Design	A2	Mr James	GCSE	3:15-4:15	After school
Football	3G Pitch	PE Department	Girls	3:15-4:15	After school
School Production Rehearsals	D3	Miss Burrough	Cast	3:15-4:15	After school

Friday

Quadcopter	A2	Mr James	Y8	1.30 – 2.00	
F1 in Schools	A2	Mr Ginniff	All years	1:30- 2:00	
Basketball	Sports Hall	PE Department	KS3	1.30 – 2.00	
GCSE Practical Performance	Sports Hall	PE Department	Y11	1.30 – 2.00	
Recreational Football	3G	PE Department	Y7-Y8	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

SWRA PE EXTRA-CURRICULAR CLUBS SEPT- NOV

	3G Pitch usage	Lunchtime clubs (1:30-2:00pm)	Afterschool clubs (3:15-4:15pm)
Monday	Year 9/10/11/6 th form Football Year 7/8 Rugby	Year 8/9 Netball Year 7/8 Rugby	
Tuesday	Girls and 6 th form Football	Year 9/10 Volleyball All Year Just Dance	Year 7/8 Football
Wednesday	Year 7/8 Football Year 9/10 Rugby	Year 7/8 Gymnastics Year 10/11/6 th form Netball Year 9/10 Rugby	Year 9/10/11 Football All Years Rugby All Years Netball
Thursday	Year 9/10/11/6 th form Football	Year 7 Netball Year 7/8 Volleyball	All Girls Football
Friday	Year 7/8 Football	GCSE Girls and Boys Practical – Compulsory	Judo Explorers (every other week)

NO BORDERS, JUST HORIZONS



ENGLISH CURRICULUM NEWSLETTER

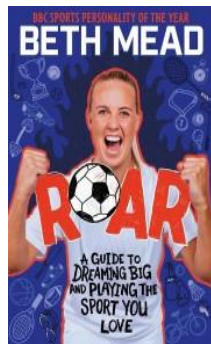


GET INVOLVED

The Young Writers competition will open soon! Please see Miss Callow (R10) for more details.



WHAT SHOULD YOU BE READING?



Roar by Beth Mead and Matt Oldfield

The England footballing icon hits the back of the net once more with this inspiring and accessible guide to following your dreams and developing resilience

CAREERS IN ENGLISH



Click the link to read more about becoming a writer. [What is it like to be... a poet, writer and spoken word artist?- BBC Bitesize](#)

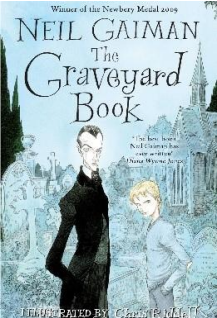
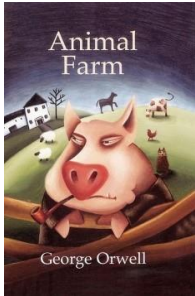
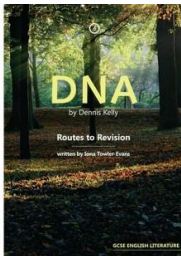
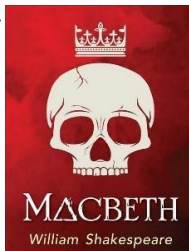

ONLINE ENGLISH RESOURCES

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

FOR ACCELERATED READER
[Renaissance Learning Login](#)

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

WHAT ARE WE LEARNING IN ENGLISH THIS TERM?

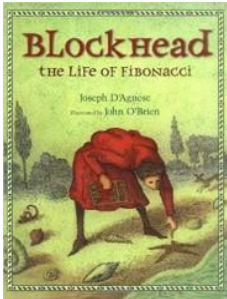
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
<p><u>'The Graveyard Book'</u> Students will begin to study the novel 'The Graveyard Book' by Neil Gaiman. Students will be engaging with a range of reading skills and analysis of key themes/ ideas.</p> 	<p><u>'Dystopia'</u> Students will begin to explore a collection of dystopian extracts before beginning their study of George Orwell's 'Animal Farm'.</p> 	<p><u>'DNA by Dennis Kelly'</u> Students will read a playscript by Dennis Kelly. Students will be developing their ability to respond critically to a text and explore: -themes -characters -form and structure</p> 	<p><u>AQA GCSE English Literature - Macbeth</u> Students will begin their analysis of Shakespeare's Macbeth as part of their GCSE study. Students will be able to respond critically to the text engaging with the writer's craft and wider historical context.</p> 	<p><u>AQA GCSE English Literature – A Christmas Carol</u> Students will begin their analysis of Dickens' 'A Christmas Carol' as part of their GCSE study. Students will be able to respond critically to the text engaging with the writer's craft and wider historical context.</p> 	<p>English Language Introduction to Language Levels English Literature -Introduction to A Level Aspects of Tragedy– Death of a salesman</p>
					<p>Year 13 English Language Completion of Language Investigation English Literature Othello</p>



MATHEMATICS CURRICULUM AUTUMN NEWSLETTER



HISTORY OF MATHEMATICS

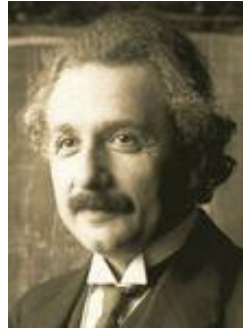


In medieval Italy, Leonardo Fibonacci travelled the world, inspired by the numbers that appeared in nature, from petals on a flower to the spiral of a nautilus shell.

The boy once teased for being a blockhead had discovered the famous Fibonacci Sequence!

MATHS PUZZLES

Is your brain as good as Einstein's? Try out these 'Einstein Puzzles', named after the great physicist and designed to test your logic skills.



[HTTPS://WWW.MATHSISFUN.COM/PUZZLES/EINSTEIN-PUZZLES-INDEX.HTML](https://www.mathsisfun.com/puzzles/einstein-puzzles-index.html)

CAREERS IN MATHEMATICS



Animators need to understand maths concepts such as perspective, ratio, mass, density and speed to support their designs. Use the link to discover more about animation careers.

[HTTPS://WWW.SCREENSKILLS.COM/JOB-PROFILES/BROWSE/ANIMATION/](https://www.screenskills.com/job-profiles/browse/animation/)

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>Directed Numbers: Understanding negatives and performing operations with negative numbers.</p> <p>Factors and multiples: Finding HCF and LCM, writing a product of prime factors.</p> <p>Algebra: Algebraic notation, simplifying, expanding brackets and substituting into expressions.</p>	<p>Integers: Using inequality symbols to compare numbers. Rounding to decimal places and significant figures.</p> <p>Indices: Applying the laws of indices. Expressing numbers in standard form</p> <p>Percentages: Converting between fractions, decimals and percentages. Calculating percentage increase/decrease and reverse percentages.</p>	<p>Number: Rounding to decimal places and significant figures. Finding HCF and LCM. Using index notation. Using prime factor decomposition. Writing and calculating in standard form.</p> <p>Algebra: Solving equations and using laws of indices. Substituting into formulae. Expanding and factorising single brackets.</p>	<p>Graphs: Plotting linear graphs, understanding $y=mx+c$, calculating gradient and interpreting real life graphs.</p> <p>Equations: Quadratic equations completing the square, simultaneous equations and inequalities</p> <p>Transformations: Reflecting, enlarging, translating and rotating any shape. Describing a transformation.</p> <p>Ratio: Simplifying ratio and converting units.</p>	<p>Quadratics: Expanding double brackets, plotting quadratic graphs, solving quadratic equations.</p> <p>Shape: Area and circumference of a circle, volume and surface area of pyramids, cones and spheres.</p> <p>Trigonometry: Using graphs of the sine, cosine and tangent functions. Using Pythagoras and trigonometry in 3D</p>	<p>Maths: Algebra, graphs, coordinate geometry</p> <p>Further maths: Complex numbers, series, polynomials</p>
					Year 13
					<p>Maths: Binomials, angles, trigonometry</p> <p>Further maths: Polar coordinates, integration</p>



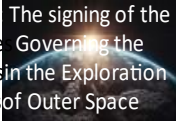
SCIENCE CURRICULUM NEWSLETTER



HISTORY OF SCIENCE

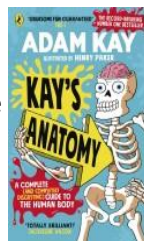
World Space Week is an international celebration of science and technology. The United Nations General Assembly declared in 1999 that WSW will be held each year from **4-10th October**. These dates commemorate two events:

- 4th October 1957: Launch of the first human-made Earth satellite, Sputnik 1
- 10th October 1967: The signing of the Treaty on Principles Governing the Activities of States in the Exploration and Peaceful Uses of Outer Space



SCIENCE IN A BOOK

Discover all the weird and wonderful things that go on inside your body with **Adam Kay**. Kay's Anatomy: A Complete (and Completely Disgusting) Guide to the Human Body



CAREERS IN SCIENCE

Click the link to read more about becoming an **Crime Scene Investigator**

[Crime scene investigator job profile | Prospects.ac.uk](https://www.prospects.ac.uk/careers/career-profile/crime-scene-investigator)



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://senecalearning.com/enGB/>

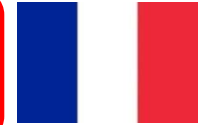


WHAT ARE WE LEARNING IN SCIENCE THIS TERM? AUTUMN 1

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Students will get their first experience in a Lab. They will learn about lab equipment and how to work safely in a lab. Students will be introduced to planning, carrying out and writing up a practical. They will then learn about forces, how they arise and how they change the motion of an object. They will also learn how to measure speed and how to tell the story of a journey with a graph.	Students will learn how everything we need to live comes from the Earth, the oceans, the air and the Sun. They will explore what the Earth is made from and its structure. They will discover how materials are recycled in the rock cycle. Students will also learn about the size and scale of our Solar System and galaxy. Along with, how the movement of the Earth and Moon explains observations that we make of the Sun and the night sky.	Students will learn about how they see flash of lightning and hear thunder. Their eyes and ears detect light and sound. They will learn about sound and hearing and what changes when they make sounds of different pitch and loudness. They will also learn how we see objects and how light behaves when it hits different materials.	In Biology students will explore the cell cycle and the movement of substances in and out of cells. In Chemistry students learn the theories of bonding and how they explain how atoms are held together to make millions of different materials. In Physics they will learn about measuring and using energy. Then start to look at electricity in the home.	In Biology students start explore the biological responses, including homeostasis, the nervous and endocrine systems. In Chemistry they are learning rates of reactions and exploring crude oils. In Physics students are learning about motion, and forces and motion.	<p>Chemistry:</p> <ul style="list-style-type: none"> • Atomic structure • Amount of substance • Bonding <p>Biology:</p> <ul style="list-style-type: none"> • Biological molecules • Cell structure <p>Physics:</p> <ul style="list-style-type: none"> • Mechanics • Measurement and errors <p>Applied Science BTEC:</p> <ul style="list-style-type: none"> • Biology and chemistry theory as part of Unit 1 	<p>Chemistry:</p> <ul style="list-style-type: none"> • Acid and bases • Optical isomerism <p>Biology:</p> <ul style="list-style-type: none"> • Response in stimuli • Inherited change and the study of inheritance <p>Physics:</p> <ul style="list-style-type: none"> • Gravitational fields • Atomic Physics <p>Applied Science BTEC:</p> <ul style="list-style-type: none"> • Undertake calorimetry to study cooling curves • The disorders of the musculoskeletal system and their associated corrective treatments



FRENCH CURRICULUM NEWSLETTER



EVENTS

26th September is the **European Day of Languages**. This celebrates the different languages spoken by the 700 million inhabitants of Europe. How many languages can you say 'hello' in?



[European Day of Languages > Home \(ecml.at\)](http://ecml.at)

FRENCH IN POPULAR CULTURE



Paris Fashion week takes place from the 23rd September to the 1st October. Check out some of the latest designs. Can you describe them or give your opinion of them in French?

[Fédération de la Haute Couture et de la Mode | FHCM](http://www.federationfcm.com)

CAREERS IN LANGUAGES



Use the link to learn more about becoming an international aid or development worker.

[Intelligence analyst job profile | Prospects.ac.uk](http://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](https://www.duolingo.com/)

[TikTok - Make Your Day](https://www.tiktok.com/)



WHAT ARE WE LEARNING IN FRENCH THIS TERM?

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Using the story of Little Red Riding Hood to support the learning of nouns and articles, adjectives and subject pronouns. Students will also be learning the alphabet and the key sound/spelling links to ensure correct pronunciation	EUROPE Consolidation of the key grammatical point and skills learnt in Y7 – nouns and articles, adjectives and the present and future tenses of regular -er verbs. Introductions of European countries. Using topical resources, pupils will be learning key facts about different countries.	FASHION Introduction of the fashion topic. Learning the clothes vocabulary. Consolidation of the key skills and grammar points from Y7&Y8 - including 4 tenses, adjectives, nouns and pronunciation.	HOLIDAYS Authentic texts Future holidays Tenses and sentence construction. Holiday disasters Holiday preferences Saying the weather in different tenses Les fêtes du monde francophone	GLOBAL ISSUES THE ENVIRONMENT Authentic Topical resources – Pollution in the Seine Greta Thunberg Je suis écologiste L'Amazonie Higher order vocabulary Infinitive constructions	<u>La musique francophone contemporaine</u> La diversité de la musique Qui écoute et apprécie la musique? Comment sauvegarder la musique? <u>La famille en voie de changement</u> La vie de couples Les différents modèles de la famille Problèmes entre les générations Transition Grammar Book reports and story writing
					Year 13
					<u>Bénévolat</u> L'importance pour les bénévoles <u>Une culture fière de son héritage</u> Comment le patrimoine reflète la culture Introduction to <i>La Haine</i> Individual Research Project Le future simple etsi



TERM 1 GEOGRAPHY CURRICULUM NEWSLETTER



TOP GEOGRAPHER

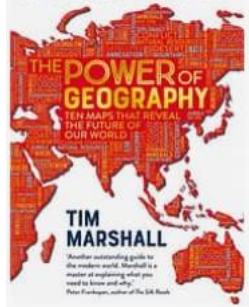
CLICK THE LINK BELOW TO LEARN MORE ABOUT SIR DAVID ATTENBOROUGH.



[15 FASCINATING FACTS ABOUT SIR DAVID ATTENBOROUGH – NATIONAL GEOGRAPHIC KIDS \(NATGEOKIDS.COM\)](#)

GEOGRAPHY IN BOOKS AND TV

THE SEQUEL TO THE BESTSELLING PRISONERS OF GEOGRAPHY



WATCH THE NEW SERIES OF CELEBRITY RACE ACROSS THE WORLD ON BBC.

CAREERS IN GEOGRAPHY



CLICK THE LINK TO READ MORE ABOUT BECOMING AN URBAN PLANNER.

[HOW TO BECOME AN URBAN PLANNER \(SKILLS AND REQUIREMENTS\) | INDEED.COM 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>Map Skills: Y7 ARE DEVELOPING AND PRACTICING THEIR MAP SKILLS FROM KS2 AND BEING INTRODUCED TO NEW CONCEPTS SUCH AS SCALE AND PLACE.</p>	<p>Urbanisation: Y8 ARE LEARNING ABOUT MEGACITIES AND THE ISSUES THAT THE POPULATION WITHIN THEM FACE WITH A SPECIFIC FOCUS ON LAGOS, NIGERIA</p>	<p>Rivers: Y9 ARE EXPLORING KEY ASPECTS OF FLUVIAL ENVIRONMENTS, FOCUSING ON PHYSICAL PROCESSES AND LANDFORMS, AND HOW BOTH PHYSICAL AND HUMAN FACTORS CAN INCREASE FLOOD RISK.</p>	<p>Natural Hazards: Y10 ARE DISCOVERING THE FACTORS AFFECTING HAZARD RISK AND LEARNING ABOUT THE PLATE TECTONIC THEORIES THAT HAVE SHAPED THE EARTH, BEFORE MOVING ONTO A FOCUS ON SEISMIC HAZARDS.</p>	<p>UK Physical Landscapes Y11 ARE MOVING ONTO THE RIVERS SECTION AND WILL BE FOCUSING ON WAYS TO REDUCE FLOODING, COMPARING BOTH HARD AND SOFT ENGINEERING STRATEGIES</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>
					<p>Year 13 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 NEA – STUDENTS WILL ALSO BE CONTINUING WORKING ON THEIR COURSEWORK THIS HALF TERM.</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?

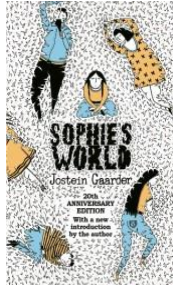
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
<p>Ancient Worlds: From Catalhoyuk 8000BC-7000BC, Babylon (Persia) 8000-400BC and Athens (Greece) 800BC-146BC to Constantinople 4AD-1450AD: How were Ancient and Medieval Worlds connected?</p> <p>Medieval Worlds: From the importance of Baghdad (Islamic Empire) 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

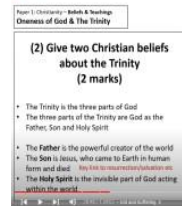


RELIGIOUS STUDIES READING



Reading suggestion:
Sophie's World

TO WATCH – YEAR 10



Use the following YouTube video to explore the Christian Beliefs unit we are currently studying in class. Feel free to make notes in the back of your books.

[GCSE RELIGIOUS STUDIES: CHRISTIANITY-BELIEFS & TEACHINGS \(AQA PAPER 1\) \(youtube.com\)](#)

CAREERS IN RELIGIOUS STUDIES



[Working in humanitarian emergencies | UNICEF Careers](#)

A LEVEL

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

[EPISODE 100, PLATO'S CAVE \(PART I – FORMS\) \(THEPANPSYCAST.COM\)](#)

[EPISODE 100, PLATO'S CAVE \(PART II – SOULS\) \(THEPANPSYCAST.COM\)](#)

WHAT ARE WE LEARNING IN RS THIS TERM?

Year 7	Year 8	Year 9	Year 10	KS5 – Year 12
<p>What is religion and worldviews?</p> <p>Beginning to explore and understand what a worldview is and what influences people's worldviews. Students will then begin to explore what connects a variety of religions, including the Abrahamic religions and the Dharmic faiths.</p>	<p>Does prejudice and discrimination still exist?</p> <p>Students will begin to understanding the meaning of prejudice and discrimination, looking at key examples throughout history. They will then go on to study religious responses to issues such as racism, sexism, homophobia and explore the concept of religious freedom.</p>	<p>Philosophy & Ethics</p> <p>This topic will begin with exploring the big question 'How did we get here?'. Students will compare and contrast a variety of creation stories from the Abrahamic and Dharmic faiths. They will also study Philosophical thought such as the Design Argument in our exploration of the big question.</p>	<p>Christianity Beliefs</p> <p>This is the start of the AQA Religious Studies A course. This explores the beginning of Christianity, the life of Jesus and key beliefs such as the Trinity and Salvation.</p>	<p>Ancient Philosophy</p> <p>This is the beginning of the OCR Religious Studies course. We begin our study of Philosophy by exploring Ancient Philosophical Influences through Plato and Aristotle.</p>



PERFORMING ARTS CURRICULUM NEWSLETTER



HISTORY OF PERFORMING ARTS

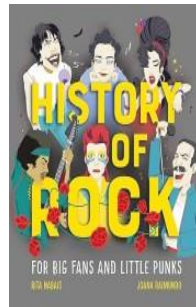
The National Theatre have a collection of videos on COMMEDIA DELL'ARTE.



Take a look by clicking the link below:

[NATIONAL THEATRE: COMMEDIA DELL'ARTE- YOUTUBE](#)

PERFORMING ARTS IN A BOOK



What are the greatest rock songs of all time? Who are the most famous musical legends? How can you become a rock star? Explore musical icons, their incredible stories, their chart-topping hits and the artistic movements influenced by the creative explosion of rock.

[HISTORY OF ROCK: FOR BIG FANS AND LITTLE... BY NABAIS, RITA \(AMAZON.CO.UK\)](#)

CAREERS PERFORMING ARTS



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

[DANCE MOVEMENT PSYCHOTHERAPIST 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 – AGA – 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 DARKWOOD MANOR Students will be introduced to a haunted house – where the furniture moves and there are some strange goings on. Students will be learning about Physical Theatre and Slow Motion, as well as characterisation,</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 DEVISING Each week, students are given a piece of stimuli to create performances. (Picture, Song, Object etc) Students choose their own characters and plot lines.</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 COMEDY ABOUT A BANK ROBBERY Students are developing their vocal and physical skills through a short script.</p> <p>Music DAW TECHNIQUES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Audio manipulation <input type="checkbox"/> Sampling sounds <input type="checkbox"/> EDM music 	<p>Drama PRACTITIONERS Students are learning about Drama Practitioners and applying their techniques to some short performances.</p> <p>Music STYLE EXPLORATION (BTEC) Students are being introduced to a variety of styles of Music and then applying the characteristics to their own work</p> <p>Dance EMANCIPATION OF EXPRESSIONISM Students are focusing on physical, technical and expressive skills.</p>	<p>Drama THE CRUCIBLE PRODUCTION Students will be learning about lighting, set design and Costume ahead of the written exam.</p> <p>Music CONTENT AREA (NCFE)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Multi track recording <input type="checkbox"/> Microphone type <input type="checkbox"/> Mixing / mastering <p>Dance SET PHRASES Development of physical, technical & Expressive skills through their exam work.</p>	<p>COMPONENT 4 PRACTITIONERS Students are being introduced to a variety of Practitioners and applying their techniques to their own work.</p> <p>Year 13 Drama & Theatre</p> <p>THAT FACE- PRODUCTION Students are re-capping their knowledge on lighting, set design, costume etc and looking at responding to Section B of C3.</p>



TECHNOLOGY CURRICULUM NEWSLETTER



HISTORY OF DESIGN TECHNOLOGY

The word, typography, is derived from the Greek words τύπος typos 'form' or "impression" and γράφειν graphen 'to write', traces its origins to the first punches and dies used to make seals and currency in ancient times, which ties the concept to printing.



[The History of Typography - Animated Short \(youtube.com\)](#)

DESIGN TECHNOLOGY IN A BOOK



There are many textiles books that are worth reading, ask Mrs Norman for more!

Students only study Textiles in Year 9 so it is always important to complete some reading around the area of textiles and how you could develop your art and Technology work.

CAREERS IN DESIGN TECHNOLOGY

Marc Andrew Newson is an Australian industrial and creative director, and artist designing furniture, product, and transportation design, luxury goods, fashion, and fine art. His work is characterised by smooth geometric lines, organic shapes, an absence of sharp edges, and the use of transparency and translucency.



ONLINE TECHNOLOGY RESOURCES

Use the links below to find the best resources to support your Food / 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>Students are being introduced to Design and Technology and the design and make process including the technical skills in their discipline area for this term. They will learn about health and safety, using tools, equipment and materials safely and effectively. The disciplines are Food Technology, Graphics and Product Design.</p> <p>In Food lessons they will also learn about the Eat well guide, hygiene, cooking and chilling temperatures, packaging and food labels. Whilst in Product Design, students will be introduced to construction, sanding and painting skills. Graphics will introduce typography and construction of 3D letters.</p>	<p>Students recap the design and make process, developing their depth of understanding within their area of study.</p> <p>In Food lessons student focus will be on "Where Food Comes From" they will be able to understand what is caught, grown and reared cooking food linked to this theme. Product Design focuses on systems and components to make an LED circuit. How to solder safely. The processes of CAD/CAM and use Techsoft design v3.</p> <p>In Graphics lessons students also learn to use digital design software to manipulate imagery and create professional-looking graphic artwork linked to a film industry project.</p>	<p>In Year 9 there is focus on teamwork through the design and make process whilst improving skills in the various discipline areas.</p> <p>In Food students are learning about why we need food, as well as factors that affect food choices. They will be cooking every week to support their learning.</p> <p>In Product Design students build on independence, teamwork and resilience to produce a product of their choice under the theme of 'Outdoor living'.</p> <p>In Textiles, students explore applique techniques to make an equipment roll based on one of three artists.</p> <p>In Graphics students learn to create artwork making a scale mock-up of a re-imagined vinyl album cover.</p>	<p>Students In GCSE Food Preparation and Nutrition are beginning their learning by exploring food source and supply. Students will cook twice a week with practical's linked to their theory.</p> <p>Product Design Introduction to the course, working on the theory aspect of - New and Emerging Technologies/Energy/Smart & composite materials/mechanical devices/electronic systems/programmable components/metals/boards/polymer s/textiles/timbers. Using www.muschroom.com and 'erevision' to secure and test learning.</p>	<p>Students in GCSE Food Preparation and Nutrition are beginning their first piece of non-examined assessment. The focus of this assessment is on the science of food with students taking on the role of food scientists.</p> <p>Product Design students continue their NEA (non-examined assessment) with focus on the completion of research, specification and design Ideas.</p>



ART CURRICULUM NEWSLETTER



HISTORY OF ART

Screen printing first appeared in a recognizable form in [China](#) during the [Song dynasty](#) (960–1279 AD). [It](#) was then adapted by other Asian countries like Japan, and was further created using newer methods.



ART IN A BOOK

Started Art GCSE? This guide is here to help you out so you can achieve the Grade 9 that you deserve. The ultimate revision guide for Art GCSE that is suitable for all exam boards and created to help you curate your portfolio in a way that is enjoyable for you, while getting a top grade.



CAREERS IN ART

Art Gallery Curator

A curator is a manager or overseer. When working with cultural organisations, a curator is typically a "collections curator" or an "exhibitions curator" and has multifaceted tasks dependent on the particular institution and its mission.



Curator - Wikipedia

ONLINE ART RESOURCES

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

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

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
<p>Students are introduced to the formal elements of art and the 4 assessment objectives in their Year 7 Art and Design project.</p> <p>In the first project, learning is based around the artist Henri Rousseau. Students study his work and then tonal colour, recording texture, observational recording of a monkey, and using his work as inspiration. They learn basic clay skills to make a monkey and glaze it.</p>	<p>The Earth project bridges Art, Science and Geography by bringing together environmental awareness and sustainability focusing on Paco, Kilgast and Mattison. Students build upon skills developed, improving their ability to communicate a message in their artwork.</p> <p>Students improve drawing and construction skills from Year 7.</p>	<p>The steampunk/Scuttle project combines Steampunk influences, insect observational drawing and clay construction. Students build on observational recording and continuing skills development using watercolour, biro and presentation skills. They develop and improve their ability to develop their own piece of work inspired by others.</p>	<p>GCSE Art project explores the thematic and visual effects of altering and mirroring forms. Students will investigate how distortion and reflection can transform and reinterpret objects, figures, and landscapes, challenging traditional perceptions and creating new visual narratives.</p> <p>Graphics students begin their GCSE journey by exploring and experimenting with a variety of media, materials and techniques to develop their knowledge and practical skills and encourage independence. The first area they look at is Typography.</p>	<p>Art and Graphics students are given the opportunity to make connections with the work of artists, designers and photographers such as Chuck Close, Frida Kahlo and Kandinsky, as well as other artists' work that they have researched. Students work independently, making creative decisions.</p> <p>Students build up their techniques and skills after the break They explore different media, first hand observations and techniques.</p>	<p>Year 12 focus on students developing their own independent creativity under a project title. Students can choose from a range of media and materials.</p> <p>Year 13</p> <p>Continuation of their personal investigation focusing on assessment objectives 1, 2 and 3. Students will focus on practical work and the written supportive piece.</p>



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. 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



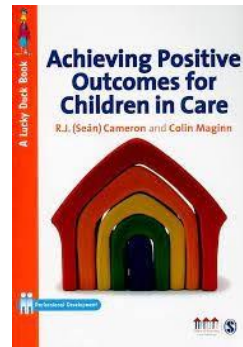
HISTORY OF CARE

Elizabeth Blackwell (1821-1910) was the first woman to be awarded a medical degree and be accepted onto the medical register of the General Medical Council.



ELIZABETH BLACKWELL – FIRST WOMEN TO GET A MEDICAL DEGREE

CARE IN A BOOK



This book attempts to show how achieving positive outcomes for children in care is possible when the root causes of failure are tackled

CAREERS IN CARE



Click the link to read more about becoming a pharmacist

[HTTPS://WWW.HEALTHCAREERS.NHS.UK/EXPLORE ROLES / PHARMACY / ROLES-PHARMACY / PHARMACIST](https://www.healthcareers.nhs.uk/explore/roles/pharmacy/roles-pharmacy/pharmacist)

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/C ATEGORY / 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>Aspects of Holistic Development including Physical, Cognitive, Communication and Language and Social and Emotional development.</p> <p>Nature and nurture Considering biological and environmental factors, the effects of biological and environmental factors, transitions And their impact of transitions on child development and suitable support Strategies</p>	<p>Planning in Early Years Childcare</p> <p>The purpose of a child-centred approach, the purpose of a planning cycle and the planning cycle.</p> <p>Then practising for the controlled assessment next term, how to structure answers to gain maximum marks.</p>	<p>Human Lifespan Development Providing knowledge and understanding of human growth and development through the human lifespan, highlighting the potential impacts significant life events have on the individual.</p> <p>Equality, Diversity and Rights Learners will understand and reflect on what is meant by equality, diversity in preventing discrimination and ensuring an inclusive environment, helping to meet individual and diverse needs.</p>	<p>Sociological Perspectives The topic provides an understanding why others behave the way that they do so that they can provide support. Communication Provides knowledge and understanding of communication and data management within health and social care. Communication skills, barriers to communication and how to overcome them and legislation, policies and procedures that govern how information is shared</p>



CAREERS CURRICULUM AUTUMN NEWSLETTER



IMPORTANT DATES

11th – 15th November
Careers week

30th June – 4th July
Years 10 & 12 work experience



EVENTS THIS TERM

- Y11 careers interviews
- Y9 British Army careers workshops
- Y10 Construction careers day trip
- Y9 Graphics & media careers trip



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.ICOULD.COM

WWW.UCAS.COM

WWW.NOTGOINGTOUNI.CO.UK



WHAT ARE WE LEARNING IN CAREERS THIS TERM?

Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form
<p>How do my school subjects prepare me for the world of work?</p> <ul style="list-style-type: none"> • Understand differences between jobs & careers • Challenge stereotypes & misconceptions about careers • Recognise links between core lessons & careers • Recognise a range of careers, employers and sectors locally 	<p>What are employability skills and how can I develop them?</p> <ul style="list-style-type: none"> • Recognise transferable soft skills • Explain why these skills are desirable to prospective employers • Hear directly from a range of local and national employers • Evaluate their own skills • Identify ways to develop employability skills • Explain entrepreneurship 	<p>Making the right choices for my future</p> <ul style="list-style-type: none"> • Identify different employment pathways • Challenge stereotypes & misconceptions about HE & apprenticeships • Develop transferable soft skills • Complete the Perfect University challenge • Be aware of the local labour market • identify steps to take to realise their career goals 	<p>Learning from local labour market information</p> <ul style="list-style-type: none"> • Identify trends within the labour market • Learn about employment & training opportunities within key growth sectors. • Identify skills needed in growth sectors • Develop these skills in industry-linked tasks • Consider what steps to take to develop growth sector-specific skills 	<p>Preparation for employment, further and higher education</p> <ul style="list-style-type: none"> • Identify their personal skills & qualities • Identify characteristics of effective CVs and applications • Create a CV • Understand how social media can be used to seek employment • Understand and develop key interview skills • Take part in a virtual mock interview process 	<p>Life beyond school</p> <ul style="list-style-type: none"> • Study skills • Making the most of sixth form • Considering post-18 options • University life, choices and applications • Developing employability skills • Building CVs and personal statements