

Hawking 4

Term 5 Curriculum Overview

<p>Art</p>	<p>What we are doing: GCSE art coursework, Entry Level Textiles and will move onto Photography once completed</p> <p>How will school will do this: GCSE students will be working on AO3 - planning</p> <p>Others will be working on the Entry Level Textiles, The topic is food and the final outcome will be a cushion.</p> <p>How you can help at home: Send any magazines in with pictures of food. GCSE students please ask them about their coursework title they have chosen. They may need to visit a place of interest to take photos depending on their title.</p> <p>Keywords: themeboard, weave, embroidery, felt-making, needle-felting, free motion embroidery, composition</p>
<p>Expressive Arts</p>	<p>What we are doing: Arts Award course Part B - Learners will visit a place an artist works and talk about/preset what they found out.</p> <p>How school will do this: We will continue to learn more about ‘What are the arts?’ and try some different Art forms. We will continue to participate in different arts activities and record what we found inspirational when taking part in those arts activities. We will visit the EM Forster Theatre (a place an artist works) for a theatre tour. We will then talk about/preset what they found out.</p> <p>We will also be thinking about Valence Has Talent and see if we would like to perform something individually or as a class.</p> <p>How you can help at home: Talk about artists that inspire you. These could be musicians, painters, dancers, actors..... Who inspires them? Point out and discuss different art forms you may see on the television or when out in the community. Arts could include - painting, drawing, sculpture, graffiti, modelling, pottery, mosaic, theatre, dance, music, circus, street artists/performers.</p> <p>Keywords: performance, artists, job roles, staging, props</p>

<p>Computer science</p>	<p>What we are doing: WJEC Entry Pathways</p> <p>How school will do this: Students on the Entry Pathways will be working through unit topics to achieve the credits needed to pass the qualification. The unit topics are varied and dependant on the students level of course.</p> <p>How you can help at home: To discuss the use of computers, practise IT skills if possible and to discuss current Technology news.</p> <p>Keywords: Formatting, Editing, Collage, Fundamentals, Productivity</p>
<p>English</p>	<p>What we are doing: GCSE English Literature: 'Macbeth' by William Shakespeare and WJEC Entry Level 3 'Exploring Shakespeare'</p> <p>How school will do this: Students will study the historical context, plot, characters and key themes of the play. They will then analyse key extracts from the text and practise planning and writing GCSE style essay questions as well as completing coursework for their Entry Level. Students will be preparing for mock examinations in November, which will involve answering an essay question about Macbeth and the texts they have previously studied.</p> <p>How you can help at home: Ask your child about the plot and main characters in 'Macbeth'. Watch a film version together and if possible look out for opportunities to see 'Macbeth' at the theatre. Encourage your child to revise the other GCSE texts they have previously studied on a weekly basis. These are: 'A Christmas Carol' by Charles Dickens A selection of poems from the 'Power and Conflict' anthology (a revision guide can be purchased: New GCSE English AQA Poetry Guide - Power & Conflict Anthology inc. Online Edition, Audio & Quizzes: ideal for the 2023 and 2024 exams (CGP AQA GCSE Poetry): Amazon.co.uk: CGP Books, CGP Books: 9781782943617: Books)</p> <p>Keywords: Jacobean era, pathetic fallacy, patriarchal society, witches, sense of foreboding, atmosphere.</p>
<p>Humanities</p>	<p>What we are doing: The students are studying the WJEC Entry Pathways unit: Historical change over time.</p> <p>How school will do this: The students will explore through activities, discussion, and individual research, the process of historical change and development over time;</p>

	<p>this involves the study of a particular theme or a society that has undergone a period of change, involving a period of at least 50 years.</p> <p>How you can help at home: Discuss different things which have changed significantly over time, e.g. Changes in Entertainment and Leisure- considering some reasons for these major changes and how these changes have affected people's lives. You could also watch some TV programmes and films which set the scene and establish the historical context.</p> <p>Keywords: historical sources; timeline; period; society; century</p>
<p>Design Technology</p>	<p>What we are doing: Students are working on a CAD-based project from a select choice. Projects will begin with investigation work before moving on to design with a Computer Aided Design (CAD) emphasis.</p> <p>How school will do this: Using a series of worksheets supported by videos students will work to build an understanding of a product through investigation work, including User profiles, Information gathering and Analysis of similar products</p> <p>How you can help at home: Please discuss with your child what they are doing in DT. What product are they making? Are they using computers or the laser cutter?</p> <p>Keywords: in analysis we use ACCESSFM: aesthetics, cost, customer, size, safety, function, materials, methods</p>
<p>Maths</p>	<p>What we are doing:</p> <p>Enlargement and similarity Solve ratio and proportion problems Rates of change (Speed, distance, time)</p> <p>Students on both GCSE and Entry level pathways will explore all topics to enable fluidity between both pathways. Students individual learning will be tailored to suit needs and comprehension of the topics.</p> <p>How school will do this: In lessons, the topics will be segmented into smaller chunks primarily taught utilising the interactive whiteboard and through class questioning and discussions. Students will then move onto a range of tasks set according to their ability levels and progress within each topic. These are fluid and will be amended to suit the needs of the student.</p> <p>Keywords Enlargement, Similarity, congruence, ratio, proportionality</p>

	<p>How you can help at home: Students are set homework on Sparx maths that both supports the work that we are covering in class as well as promoting retrieval of previous learning. This will help students to retain past knowledge and help them to make more secure progress.</p>
<p>PE</p>	<p>What we are doing: This Term in PE students will be working on their ability to work in teams linked to Orienteering and problem solving.</p> <p>How school will do this: Students will be doing this by identifying key places around the school and solving problems. They will be working in teams and working on the ability to work together and take roles within them. The problems will involve using their basic range of movement and incorporating fundamental movement skills. Students will be starting to develop leadership skills and qualities such as: effective communication, delegation and giving other team members simple instructions. Students will be identifying ways to implement tactics into the problem solving or orienteering activity to best achieve. They will also be identifying the strengths and weaknesses within their own team and figure out a way to best use each student's strengths for the team.</p> <p>How you can help at home: At home encourage your student to lead an activity. This could be taking a pet out for a walk and deciding which direction/route to go. This also could be when shopping, finding a grocery independently. Keywords: Direction, Communication, Leadership, Teamwork, Problem Solving</p>
<p>PSHE</p>	<p>What we are doing: The students are studying the topic Intimate Relationships, covering relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography. We will also be looking at the detrimental effects of knife crime, including its risks and consequences, emphasising its profound impact on families and communities, during #KnifeCrimeAwarenessWeek.</p> <p>How school will do this: The students will explore through activities and discussion about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex; about facts and misconceptions relating to consent; about the continuous right to withdraw consent and capacity to consent; about STIs, effective use of condoms and negotiating safer sex; about the consequences of unprotected sex, including pregnancy; how the portrayal of relationships in the media and pornography might affect</p>

	<p>expectations; how to assess and manage risks of sending, sharing or passing on sexual images; how to secure personal information online.</p> <p>How you can help at home: Be prepared to answer any questions that the students may have or suggest that they ask them in their next PSHE lesson. When reading or watching the television, draw out the characteristics mentioned above.</p> <p>Keywords: contraception; boundaries; intimacy; coercion; consent.</p>
<p>Science</p>	<p>What we are doing: AQA GCSE Combined Science Trilogy, C4 Chemical Changes, C5 Energy Changes Entry Level</p> <p>How school will do this: Students will follow the GCSE curriculum covering these chemistry topics; acids and bases, reactions of acids and metals, the reactivity series, electrolysis, types of reaction and how to measure them. Students will be building upon their previous knowledge of acids and alkalis and the periodic table. There are a few required practicals that we will cover this term.</p> <p>How you can help at home: Ask what they have learnt in the lesson and see what keywords can be remembered. There are great videos on a youtube channel called 'Cognito'. Type the lesson topic followed by cognito into a search engine and you will find relevant content.</p> <p>Keywords: neutralisation, oxidation/reduction, anode/cathode, exothermic/endothermic</p>
<p>Swimming</p>	<p>What we are doing: This term students will be learning about water safety and what we need to be aware of when we are at the beach and around the community.</p> <p>How school will do this: Students will be learning about the different types of flags they may see around the beach and what they mean. They will also be looking at different situations they may find themselves in when in the water. Some of these situations include cold water shock and a rip tide.</p> <p>How you can help at home: Encourage students to have a positive experience in and around water. Discuss the importance of water safety.</p>