

Hawking 5

Term 5 Curriculum Overview

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| <p>Art</p> | <p>What we are doing: GCSE art will complete coursework and any exam prep and do written explanations of work. Entry Level Graphic Design just completed, moving onto new unit Painting and Drawing.</p> <p>How will school will do this: Exam students are working on completion of coursework, examination prep and written evaluations.</p> <p>How you can help at home: Prompt GCSE students to complete coursework and written evaluations. Make visits to local galleries to look at portraiture.</p> <p>Keywords: facial features, composition, shape, line, shade, proportion, scale, detail, mixed media.</p> |
| <p>Computer Science</p> | <p>What we are doing: OCR Cambridge Technicals or 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. Students working on the Technicals course will either be working towards their June exam or continuing their coursework units.</p> <p>How you can help at home: To discuss the use of computers, practice IT skills if possible and to discuss current Technology news. Revision for the OCR exams in June.</p> <p>Keywords: Phishing, Shouldering, Cybersecurity, Average, Formulae</p> |
| <p>Design Technology</p> | <p>What we are doing: Students are working on either their own GCSE Controlled Assessment (50% of their final grade) or another 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 in the case of Non-GCSE coursework) students will work to build an understanding of a product through investigation work, including User profiles, Information gathering and Analysis of similar products</p> |

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| | <p>How you can help at home: Please show an interest and encourage GCSE students to allocate some time to working on their controlled assessments at home.</p> <p>Keywords: in analysis we use ACCESSFM: aesthetics, cost, customer, size, safety, function, materials, methods,</p> |
| English | <p>What we are doing: English Literature Paper 2 - Power and Conflict poetry and unseen poetry</p> <p>How school will do this: Students will learn about the remaining Power and Conflict poems we are yet to cover and revise the ones previously studied making key comparisons. They will learn how to compare and analyse poems effectively and use a range of subject specific terminology in their essay responses. Students will also learn how to approach the unseen poetry questions and practise approaching the new poems and related essay questions independently.</p> <p>How you can help at home: Encourage your child to read for at least 20 minutes independently everyday and ask them questions about what they are reading. Ask your child to share their school work with you, particularly the topics which they have studied in GCSE English Literature. The key texts are: 'Macbeth', 'A Christmas Carol', 'Blood Brothers' and 'Power and Conflict' poetry. Help your child to memorise key quotations and facts from the poems they have studied, using their classwork and revision guides to help.</p> <p>Keywords: All poetic terms, including: alliteration, sibilance, caesura, enjambment, imagery, persona, simile and metaphor.</p> |
| GCSE RE | <p>What we are doing: We are continuing with the current unit on Christianity.</p> <p>How school will do this: The unit split into sections a) Key Beliefs – The students will study the nature of God and Christian beliefs about creation and the afterlife. b) Jesus Christ - The students will study Jesus as the son of God, the crucifixion, the resurrection and the role of Jesus in salvation.</p> <p>How you can help at home: Create a spider diagram of what you know about Christianity. Why do Christians celebrate the festivals of Christmas and Easter?</p> <p>Research the following keywords. Monotheism, Omnipotent, Holy Trinity, Jesus Christ, Incarnation, Crucifixion, Ascension, Sin, Salvation, Atonement.</p> |
| EL Humanities | <p>What we are doing:</p> |

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| | <p>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; 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>Maths</p> | <p>Entry level: What we are doing: Working on examinations for Entry Level.</p> <p>Entry level: How school will do this: Entry Level students will work on their Entry Level assessments and challenge their understanding of all the topics we have explored in maths to date. Students will come up with a detailed planned event or activity and use maths to ensure it is successful.</p> <p>Entry level: How you can help at home: Encourage discussion around learning and use of Doodle and Sparx maths</p> <p>Entry level: Keywords sum, product, fraction, decimal</p> <p>GCSE: What we are doing: In term 5 we will be focussing on revision for the summer GCSE examinations. For those students not sitting an examination this summer this will serve them well in preparation for next year.</p> <p>GCSE: How school will do this: Students will work through a past paper each week and use this to plan areas that they need to focus their independent revision work on. This individualised revision will then take place using the independent learning resource through Sparx maths, alongside more traditional online question booklets.</p> <p>Revision lessons will be planned around the needs of the class based on the areas that are identified as requiring the most support.</p> <p>GCSE: How you can help at home: Homework will continue to be set on Sparx maths, to work alongside the independent tasks that they will have identified in class. Encouraging your child to engage as much as possible with completing tasks on Sparx maths will be the simplest way to ensure that they are actively</p> |

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| | <p>revising. All topics have full explanations and video support. There will inevitably be topics that individuals find harder to comprehend and I will support them with these both in lesson time and at lunch and break times.</p> <p>GCSE: Key words: Revision is the work that you complete on Sparx maths or using other online support such as Maths Genie and Corbett maths.</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. Students will then identify the opposition's strengths and weaknesses and think of a tactic to best exploit weaknesses in the other team to better their team's chances of winning.</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.</p> <p>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</p> |

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| | <p>pornography might affect 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> |