

# Hawking 4

## Term 5 Curriculum Overview

|                               |  |
|-------------------------------|--|
| <p><b>Art</b></p>             | <p><b>What we are doing:</b></p> <p>Students taking GCSE will be completing self directed research study for personal coursework titles. GCSE AO1/2/3 Themes for teacher led learning: printmaking, collage, textiles, sewing, machine sewing, embroidery</p> <p><b>How school will do this:</b></p> <p>Students have access to various printmaking/ Sewing equipment and can make the project their own</p> <p><b>How you can help at home:</b></p> <p>Give students extra opportunities to access small craft or gallery spaces. Engage with keywords and ask about projects to embed key terms.</p> <p><b>Keywords:</b></p> <p>Shape, Line, Symmetry, symbols, polystyrene, block printing, acrylic paint, rollers, Harmonious colours, thick/thin/solid/outline, Formal/informal pattern, Embroidery, Hand sewing, Free motion foot.</p>   |
| <p><b>Expressive Arts</b></p> | <p><b>What we are doing:</b></p> <p>Arts Award BRONZE Part D: Arts skills share — passing on arts skills to others</p> <p><b>How school will do this:</b></p> <p>We will discuss an arts skill we could share.<br/>We will explain why we have chosen this arts skill and plan how we will share our arts skills and to whom.<br/>We will share the arts skill.<br/>We will look at photos and videos of us sharing the arts skill and reflect up this by thinking about how well we shared our arts skills.<br/>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><b>How you can help at home:</b></p> <p>Ask your child if they would like to perform in Valence Has Talent this year? If they do not want to perform would they be interesting in introducing the acts?</p> <p><b>Keywords:</b> arts, skill, share, sing, dance, act</p> |
| <p><b>Computing</b></p>       | <p><b>What we are doing:</b></p> <p>WJEC Entry Pathways / OCR cambridge Technicals</p>   |

|                       |  |
|-----------------------|--|
|                       | <p><b>How school will do this:</b><br/>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.<br/>Students on the OCR course will be studying Cybersecurity ready for their May exam</p> <p><b>How you can help at home:</b><br/>To discuss the use of computers, practise IT skills if possible and to discuss current Technology news.</p> <p><b>Keywords:</b> Copyright, Cybercrime, CyberSecurity, Retrieving, Instruction</p>  |
| <p><b>English</b></p> | <p><b>What we are doing:</b><br/>GCSE AQA English Literature<br/>Revision and exam prep</p> <p><b>How school will do this:</b><br/>Students will be revising all texts studied for their upcoming English Literature exam.<br/>The English Literature Paper 1 is split into two sections:</p> <ul style="list-style-type: none"> <li>• Section A: They will be given an extract based on your studied text<br/>–Macbeth (30 marks) Write about more than just the given extract in their answer.</li> <li>• Section B : They will be given an extract based on your studied text<br/>– A Christmas Carol (30 marks). Write about more than just the given extract in their answer.</li> </ul> <p>The English Literature Paper 2 is split into three sections:</p> <ul style="list-style-type: none"> <li>• Section A : They will be given a choice of two questions based on Their studied modern prose or drama text<br/>– An Inspector Calls (30 marks). They only have to answer one question from this section</li> <li>• Section B: They will be given one named poem from their poetry anthology and will be asked to compare to one other from the same cluster<br/>– Power and Conflict Poetry (30 marks).</li> <li>• Section C : They will be given two unseen poems and will have to answer two questions, one about the given unseen poem and another comparing that to another unseen poem (24 marks &amp; 8 marks). They need to answer both questions from this section</li> </ul> <p><b>How you can help at home:</b></p> |

|                       |  |
|-----------------------|--|
|                       | <p>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.</p> <p>Encourage your child to revise the other GCSE texts they have previously studied on a weekly basis. These are:<br/> ‘A Christmas Carol’ by Charles Dickens<br/> A selection of poems from the ‘Power and Conflict’ anthology (a revision guide can be purchased:<a href="https://www.amazon.co.uk/dp/9781782943617">New GCSE English AQA Poetry Guide - Power &amp; Conflict Anthology inc. Online Edition, Audio &amp; Quizzes: ideal for the 2023 and 2024 exams (CGP AQA GCSE Poetry): Amazon.co.uk: CGP Books, CGP Books: 9781782943617: Books</a>)</p> <p><b>Keywords:</b> Jacobean era, pathetic fallacy, patriarchal society, witches, sense of foreboding, atmosphere.</p> |
| <p><b>RE</b></p>      | <p><b>What we are doing:</b><br/> Christianity</p> <p><b>How school will do this:</b><br/> The unit split into sections<br/> a) Key Beliefs – The students will study the nature of God and Christian beliefs about creation and the afterlife.</p> <p><b>How you can help at home:</b><br/> Create a spider diagram of what you know about Christianity. Why do Christians celebrate the festivals of Christmas and Easter?<br/> Research the following key words.<br/> Monotheism, Omnipotent, Holy Trinity</p>  |
| <p><b>Cooking</b></p> | <p><b>What we are doing:</b><br/> Continue to work towards BTEC level 1 in Home Cooking Skills. This term students will be cooking dishes from around the world and exploring different herbs and spices used in international dishes.</p> <p><b>How school will do this:</b><br/> Students will make a variety of home-made traditional dishes following recipes and instructions and working in a safe and hygienic way.</p> <p><b>How you can help at home:</b><br/> Discuss with your child what they have made each week. Involve them in simple meal preparation at home to help them practise the skills they are learning.</p> <p><b>Keywords:</b><br/> Recipe, ingredients, weigh, measure, hygiene and safety, traditional dishes, herbs, spices.</p>  |

|                     |   |
|---------------------|---|
| <p><b>Maths</b></p> | <p><b>What we are doing:</b><br/>Statistics</p> <p><b>How school will do this:</b><br/>We will use a range of real scenarios to learn how to analyse and interpret data and graphs. This will include stem and leaf diagrams, boxplots, pie charts, bar charts and scatter graphs. Students will find the mean, median, mode, range and interquartile range from tables of values.</p> <p><b>How you can help at home:</b><br/>Encourage students to complete their weekly mathswatch assignments. For those students completing their GCSE this summer, there are a range of exam papers on mathswatch for them to complete.</p>   |
| <p><b>PE</b></p>    | <p><b>What we are doing:</b><br/>This Term in PE students will be working on their ability to work in teams linked to Orienteering and problem solving.</p> <p><b>How school will do this:</b><br/>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 way to use each student's strengths for the team.</p> <p><b>How you can help at home:</b><br/>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><b>Keywords:</b> Direction, Communication, Leadership, Teamwork, Problem Solving</p> |
| <p><b>PSHE</b></p>  | <p><b>What we are doing:</b><br/>This term, our lessons will be focused on relationships, based on the topic 'Intimate and sexual relationships'.</p> <p><b>How school will do this:</b><br/>The students will learn and explore, through activities and discussion, about how to build healthy, respectful relationships, learning about consent, contraception, STIs and how pornography can create unrealistic expectations. Our aim is to give them clear, factual information and the</p>  |

|                        |  |
|------------------------|--|
|                        | <p>skills to make safe, informed choices. Students will also explore the different forms families can take, the responsibilities involved in caring for others, and the realities of pregnancy and long-term commitment. They will also learn about marriage, including the laws around forced marriage, and how relationships can change over time. We aim to create a supportive environment where students can ask questions, challenge myths and develop empathy. These lessons help prepare them for the future, encouraging them to form positive relationships built on respect, equality and understanding.</p> <p><b>How you can help at home:</b><br/>Be prepared to answer any questions that the students may have or suggest that they ask them in their next PSHE lesson. When reading, browsing online, watching television, and having conversations, focus on some of the themes mentioned above.</p> <p><b>Keywords:</b><br/>consent; boundaries; respect; contraception; sexual health; equality; inclusion</p> |
| <p><b>Science</b></p>  | <p><b>Term 5</b><br/><b>What we are doing:</b><br/>AQA GCSE Combined Science Trilogy, C2 Bonding, Structure and Properties of Matter<br/>Entry Level EL - C1 Physical or Chemical Change, C5 Novel Materials</p> <p><b>How school will do this:</b><br/>Students will follow the GCSE curriculum building upon their prior knowledge of atomic structure. They will learn about the 3 different types of bonding that happen depending on where the element is found in the periodic table. As elements bond together they create compounds with different properties that can form giant structures and we will look at a few key examples of these.</p> <p><b>How you can help at home:</b><br/>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><b>Swimming</b></p> | <p><b>What we are doing:</b><br/>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><b>How school will do this:</b><br/>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><b>How you can help at home:</b><br/>Encourage students to have a positive experience in and around water.<br/>Discuss the importance of water safety.</p> |
|--|---|