<u> Year 7</u>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths	Unit 1 Analysing and displaying data Unit 2 Number skills https://sparxmaths.com/	Unit 3 Expression, functions and measure Unit 4 Decimals and measures https://sparxmaths.com/	Unit 5 Fractions Unit 6 Probability https://sparxmaths.co m/	Unit 7 Ratio and proportion Unit 8 Lines and angles https://sparxmaths.com/	Unit 9 Sequences and graphs https://sparxmaths.com/	Unit 10 Transformations https://sparxmaths.com/
Science	Cells	Particles	Forces	Organ Systems	Energy	Elements
	https://classroom.thenation	https://www.bbc.co.uk/bite	https://www.bbc.co.uk/bitesiz	https://www.bbc.co.uk/bitesiz	https://classroom.thenational.acade	https://classroom.thenational.acade
	al.academy/units/cells-	size/topics/z9r4jxs/articles/	e/topics/z4brd2p/articles/zs38	e/topics/znyycdm/articles/zrp3	my/lessons/energy-stores-and-	my/units/atoms-and-the-periodic-
	<u>u2b1h4c</u>	<u>zqpv7p3</u>	<u>96f</u>	ydm?course=zng3ydm	transfers-q4rg3i	table-9q9t0p6
English	Descriptive writing	Language skills –	Poetry	Skills	Writing skills -	A Midsummer Night's
		Fiction	https://classroom.the	https://classroom.then	https://classroom.thenatio	Dream: Act 1 <u>Oak Academy</u>
	https://classroom.th		national.academy/uni	ational.academy/units	nal.academy/units/introdu	Act 2: Oak Academy
	enational.academy/			/recapping-the-basics-	ction-to-rhetoric-fd1d	Act 3: Oak Academy

<u>External Susp</u>	ension – Student Work					
	units/creative-	https://classroom.th	ts/introduction-to-	simple-sentences-		Act 4 and 5: Oak Academy
	writing-short-	enational.academy/	poetry-335c	statements-		
	stories-cb59	units/creative-		paragraphs-capital-		
		writing-short-		letters-and		
		stories-cb59				
French					Food &Healthy Living Use	Dans Ma Ville
					pages 17 & 19 of the knowledge organiser to create a poster about food and healthy living in	Use page 20 of the knowledge organiser to create a map of an imaginary town and label it
					French. https://www.dcea.org.uk/s ite-	in French. https://www.dcea.org.uk/s ite-
					deanery/assets/files/2377/ year 7 knowledge organis er 2022 2023.pdf	deanery/assets/files/2377/ year 7 knowledge organis er 2022 2023.pdf
History	Who lived in	Abbasid Caliphate	Norman Conquest	Norman Conquest	Crime and Punishment	Elizabeth I
,	England before	,	23			
	1066?	Complete Lessons 1-	Complete lessons 1-4	Complete lessons 1-6	Part 1: Causes of crime	Complete lessons 1-6
		4	https://classroom.the	https://classroom.then	Watch:	https://classroom.thenatio
	Complete lessons: 1-	https://classroom.th	national.academy/uni	ational.academy/units	https://www.bbc.co.uk/bit	nal.academy/units/why-
	4	enational.academy/	ts/how-did-a-norman-	/how-much-did-	esize/guides/zy7nqhv/vide	was-the-world-opening-up-
	https://olassys.aus.th	units/how-was-	become-king-of-	england-change-	<u>o</u>	to-elizabeth-i-and-her-
	https://classroom.th	baghdad-connected-	england-ccc3	during-the-norman-	Answort	people-c1a3
	enational.academy/ units/how-dark-	to-the-wider-world- a4bd		conquest-e464	Answer:	
	units/now-uark-	<u>u-10u</u>	l			

External Suspension – Student Work were-the-dark-ages-Explain 2 ways crime has changed over centuries. 148d The Crusades: Part 2: Complete Lesson 3 Watch: https://www.bbc.co.uk/bit https://classroom.th esize/guides/z9f4srd/video enational.academy/ units/whv-did-Answer: How has europeans-join-thecrusades-4e46 responsibility for the enforcing of law and order over time? Part 3: Watch: https://www.bbc.co.uk/bit esize/guides/z8bd3k7/vide 0 Answer: Create a mind map about different types of punishment in Middle Ages. **Natural Hazards** Development in Africa Geography Weather and **Geographical Skills Tourism** Task 1: 4 and 6 figure Task 1: Create an African Task 1: Volcanoes. Climate Swindon Task 1: Tourism in the local geography alphabet. Create a diagram to grid references. Task 1: Measuring Task 1: My local area. area. remember the key weather. Draw a sketch of your Imagine a famous person is For each letter of the Create a game based features of a Create a poster local area and add on map skills such as visiting you for the week alphabet find a geography human and physical picture or word linked to based on all the four figure and 6 figure where would you take volcano. grid references. them and why? Make a Africa. Task 2: The wonder equipment we use features. plan of your week. of Hawaii to measure Task 2: My favourite Task 2: Create a new Task 2: Development in What makes Hawaii different types of theme park. Task 2: Travel brochure. Africa. place. Pick a country in Africa. a special volcanic weather. In no more than 100 Make a map and Write a travel broacher area? How are leaflet for it. The only Find out how developed it Task 2: Weather in words describe your page to convince someone volcanoes made in favourite place in the catch is you can only to go on a holiday is. Make sure you use Kenya What is the weather destination of your choice. world. Use adjectives use 20 words. Map development indicators Hawaii? symbols and map skills Task 3: Famous landmarks. like in Kenya? and give a conclusion.

Draw a labelled diagram to show how the volcanoes are made. Task 3: Breaking news! Film news report or write a newspaper article about the 2015 Nepal earthquake. Include how it happened and the damages it caused to people and places. Task 4 - Topicality task any major event

In the next Half term that has a geographical theme that hits the news may capture your imagination. Collect

information about:

- 1. Where is this happening?
- 2. When has it happened?
- 3. What has happened?
- 4. Why has it
- happened?
- 5. Who has been affected? Produce a Power-Point/leaflet/

Find a climate graph and link it to the global circulation model.

Task 3: Clouds Create a could guide and link it to types of weather.

Task 4 - Topicality task In the next Half term

any major event that has a geographical theme that hits the news may capture your imagination. Collect

- information about; 1. Where is this happening?
- 2. When has it happened?
- 3. What has happened?
- 4. Why has it happened?
- 5. Who has been

affected? Produce a Power-Point/leaflet/ information pack/ video news report on this topical issue, which has a section on each of the five

questions above.

and human and physical geography. Task 3: Create a phone case/ brochure. Create a phone case cover summarising where we live (Swindon/Wiltshire) Task 4 - Topicality task In the next Half term any major event that has a geographical theme that hits the news may capture your imagination. Collect information about;

1. Where is this happening? 2. When has it happened?

3. What has happened?

4. Why has it happened?

5. Who has been affected? Produce a Power-Point/leaflet/ information pack/ video news report on this topical issue, which has a section

on each of the five

questions above.

must be included. E.G. contours to show the height of your theme park. Any keys do not count to your word limit. Remember to include directions to your theme park. Task 3 - Topicality task In the next Half term

any major event that has a geographical theme that hits the news may capture

your imagination. Collect information about;

- 1. Where is this happening?
- 2. When has it happened?
- 3. What has happened?
- 4. Why has it happened?

5. Who has been

affected? Produce a Power-Point/leaflet/ information pack/ video news report on this topical issue, which has a section on each of the five

questions above.

Find a famous landmark for as many countries as you can.

Task 4 - Topicality task In the next Half term any major event that has a geographical theme that hits the news may capture your imagination. Collect information about;

- 1. Where is this happening?
- 2. When has it happened?
- 3. What has happened?
- 4. Why has it happened?
- 5. Who has been affected? Produce a Power-Point/ leaflet/information pack/ video news report on this topical issue, which has a section on each of the five questions above.

Compare two countries in Africa.

Task 3: A tourist in Africa. Imagine you are visiting an African city for a week. Make a plan of your week. Where would you go? How would you get there? Task 4 - Topicality task In the next Half term any major event that has a geographical theme that hits the news may capture your imagination. Collect information about;

- 1. Where is this happening?
- 2. When has it happened?
- 3. What has happened?
- 4. Why has it happened?
- 5. Who has been affected? Produce a Power-Point/ leaflet/information pack/ video news report on this topical issue, which has a section on each of the five questions above.

External Suspension – Student Work information pack/ video news report on this topical issue, which has a section on each of the five questions above. If God is Trinity, A history of Christianity -**Religious expression** RE The big story -What is **Creation** – *should* where did what does this good/challenging Christians be greener How did Christianity through art & music Knowledge Christianity come mean for about being a than everyone else? survive? Christians? Using the Spirited Arts organisers from? teenage Muslim in are available **Britain today?** Using either a Bible or Watch the following video criteria, create a Using the Oak Using the Oak competition entry which on the the video here, create and make a timeline of all Academy lessons, the key events in the early school Academy lessons, Watch the following storyboard of the showcases one of the seven days of creation History of the Christian website: complete the lesson complete lessons 1, video and make a themes https://ww about The Church in the book of Genesis: Church: 2 and 3 timeline of all the key https://www.truetube. w.dcea.org. and Pentecost events in the early https://voutu.be/RQiS6NG https://www.natre.org.uk/ https://classroom.th days if Islam: co.uk/resource/in-theuk/parentvIQ0 aboutinformation https://classroom.th enational.academy/l https://www.voutube beginning/ natre/projects/spiritedenational.academy/l essons/the-nature-.com/watch?v=PDxKx arts/spirited-arts-2023/ **Extension:** on your /ouressons/the-churchof-god-cmwk2c curriculum/s nVZtgo&t=217s Then, do the same for timeline, highlight the ubjects/relig and-pentecosttimes of difficulty and how the Hindu version of 6dh3gd Answer the Then, complete some iousthe story: they were overcome education/ following question, research on the https://voutu.be/Y9v showing you have following and created WwFWpbRo Answer the following question, considered more an information than one point of showing you have poster: If both Christians and considered more view: How would The 5 pillars of Islam; Hindus believe the than one point of you explain the What do Muslims world was created by view: Would Trinity to a Year 5 believe about God?: God (even if the student? Design a Why is Muhammad Christianity exist stories are different). today if Pentecost logo or a symbol to special? how should humans help you. Make did **not** happen? treat our planet? sure you are clear Why? Write a that Christians

response to this

question, making sure

you have explained

believe in ONE God

and Not three!

External Suspension – Student Work your reasons. You could use the BBC Bitesize website to help you by searching 'stewardship'. Research Fibres (in Research woods, metals DT Select a **design** Research **Totem** Research Healthy Eating Research movement that **Textiles) and where** and plastics and where and produce a fact file that Typography. **Poles**. Produce your they come from. they come from. Produce a includes key information Produce your own interests you and own Totem Pole fact file or poster which about healthy eating and produce a fact file Produce a fact file or drawing of a word which is personal to contains this information. The Eatwell Guide. about the main poster which contains using one point you. This can be made Think creatively about how Research and choose your designers and their this information. Think perspective. This using any suitable work. Choose your creatively about how you display your work and favourite healthy dish. can be using tonal materials that you favourite designer you display your work draw or include relevant Create the dish if you can, pencil or coloured have at home. and produce either and draw or include documenting the different images. Document the pencils. This will a copy of the relevant images. stages of the dish as you need to be on a different stages of designer's work or make it. minimum of A5. vour make! design a product in maximum of A4 their style. sized paper. Select an art Produce a piece of Design your own Research an artist from the Produce a tonal pencil Art Produce an Fauvist art movement and **portrait** of either yourself observational movement that artwork based on the Insect or minibeast. dualities of a trainer interests you and subject of Incode and Coand time thinking produce a fact file about (using a mirror or photo) or

	or shoe using tonal pencil. This will need to be on a minimum of A5, maximum of A4 sized paper.	produce a fact file about the main artists and their work. Choose your favourite artist and produce either a copy of the artist's work or a piece of work in their style.	minibeasts. You may use any suitable materials that you have available to you at home. This will need to be in a minimum of A5, maximum of A4 size.	about its shape, details and any specific characteristics that it has. It could even be a hybrid of existing insects! Write a fact file to accompany your 'new insect or minibeast'.	them and their work. Produce either a copy of the artist's work or a piece of work in their style.	a family member (from direct observation or a photo) This will need to be either A5 or A4 in size
VIP	Transition and	Developing skills	Diversity	Health and puberty	Building relationships	Financial decision making
	safety	and aspirations	,	. ,		
			https://classroom.the	https://classroom.then	https://classroom.thenatio	Using the Natwest
	https://classroom.th	Create a 'mood	national.academy/uni	ational.academy/units	nal.academy/units/respect	MoneySense website for
	enational.academy/	board' of all your	ts/respectful-	/changing-adolescent-		teens, spend some time

external Suspe	<u>nsion – Student Work</u>					
	units/internet-	skills and	relationships-	body-puberty-and-	ful-relationships-respect-	looking around and
	safety-and-harms-	aspirations, and	stereotypes-and-	menstrual-wellbeing-	and-friendship-447f	learning about financial
	relationships-and-	where you would	bullying-caac	<u>4d0d</u>		decision making:
	social-media-0799	like to go with your				https://natwest.mymoneys
		life. You could cut				ense.com/students/studen
		up pictures from				<u>ts-8-12/</u>
		magazines or use				
		other materials to				There are lots of
		create a collage to				interactive games, quizzes
		represent you and				and videos to introduce
		your aspirations.				you to this topic.
IT	https://classroom.thenation	https://classroom.thenation	https://classroom.thenational.	https://classroom.thenational.	https://classroom.thenational.acade	https://classroom.thenational.acade
	al.academy/lessons/account	al.academy/lessons/cyberb	academy/lessons/sequencing-	academy/lessons/variables-	my/lessons/getting-to-know-a-	my/lessons/quick-calculations-ccrk2d
	-security-68rkee	ullying-6cwkge	ctjpcd	65gpcd	spreadsheet-61k3jd	
Music	https://slassyaanath	https://slassyaanath	https://slassusaus.ths	https://slassusaus.thsu	https://classroom.thenatio	https://slacers.com.the.uetic
iviusic	https://classroom.th	https://classroom.th	https://classroom.the	https://classroom.then	nttps://classroom.thenatio	https://classroom.thenatio
	anational academy/	onational academy/	national academy/uni	ational.academy/units	nal.academy/units/band-	nal.academy/units/band-
	enational.academy/	enational.academy/	national.academy/uni	ational.academy/units	nar.academy/units/band-	nar.academy/units/band-
	units/stomp-and-	units/stomp-and-	ts/the-power-of-the-	/the-power-of-the-	musicianship-1-the-four-	musicianship-1-the-four-
	units/stomp-and-	units/stomp-and-	ts/tne-power-or-tne-	/the-power-or-the-	musicianship-1-the-lour-	musicianship-1-the-lour-
	sing-a4d4	sing-a4d4	pentatonic-608b	pentatonic-608b	chord-trick-3b3f	chord-trick-3b3f
	<u>5111g-d4U4</u>	5111g-d4U4	pentatonic-boop	pentatonic-ouou	CHOIG-CHCK-SUSI	CHOI U-LITEK-SDSI

External Suspe	ension – Student Work					
Drama	https://classroom.th	https://classroom.th	https://classroom.the	https://classroom.then	https://classroom.thenatio	https://classroom.thenatio
	enational.academy/	enational.academy/	national.academy/uni	ational.academy/units	nal.academy/units/posture	nal.academy/units/live-
	units/devising-from-	units/alone-a-	ts/practising-physical-	/live-theatre-	-gesture-and-voice-in-	theatre-responses-using-
	an-image-narrative-	devising-unit-fd37	and-vocal-skills-a8c1	responses-becoming-	performance-8e95	social-media-313b
	approaches-ee0e			a-critic-d7a4		
PE	Research the rules of either rugby or table tennis and produce an informative poster to demonstrate this.	Produce a coaching resource for a skill within gymnastics.	Research the rules of either hockey or basketball and produce an informative poster to demonstrate this.	Produce a coaching resource for a skill within football . https://www.bbc.co.uk/bitesize/guides/zgqw7hv/revision/1	Research the rules of either cricket or rounders and produce an informative poster to demonstrate this.	Produce a coaching resource for an event within athletics . https://www.bbc.co.uk/bitesize/topics/zspnhv4

Year 8

Term 1	Term 2	Term 3	Term 4	l Term 5	Term 6
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Maths	Unit 1 Number	Unit 3 Statistics, graphs	Unit 5 Real-life graphs	Unit 7 Lines and angles	Unit 9 Straight-line	Unit 10 Percentages,
	Unit 2 Area and	and charts	Unit 6 Decimals and	Unit 8 Calculating with	graphs	decimals and fractions
	volume	Unit 4 Expressions and	ratio	fractions	https://sparxmaths.co	https://sparxmaths.com
	https://sparxmaths.c	equations	https://sparxmaths.co	https://sparxmaths.co	<u>m/</u>	L
	om/	https://sparxmaths.com	<u>m/</u>	<u>m/</u>		
		<u></u>				
Science	Acids/Alkalis	Electricity	Plants	Digestion	Earth Science	Waves
	https://www.bbc.co.uk/bitesi	https://www.bbc.co.uk/bitesize/t	https://www.bbc.co.uk/bitesize	https://www.bbc.co.uk/bitesize	https://www.bbc.co.uk/bitesize	https://www.bbc.co.uk/bitesize/t
	ze/topics/zn6hvcw/articles/z3	opics/zgy39j6/articles/zshqqfr?co	/topics/zvrrd2p/articles/zjqfsk7	/topics/zf339j6/articles/zv8m7y	/topics/z3fv4wx/articles/zpygc	opics/zw982hv/articles/zh28jsg?c
	8bbqt?course=zhkkkty	<u>urse=zrhvvwx</u>	?course=zdcg3j6	<u>c?course=zng3ydm</u>	<u>mn</u>	ourse=zn7qwnb

English	Descriptive writing	The Short Story –	Grammar skills	Rhetoric: Oak Academy	Grammar skills	Poetry
	grammar	reading for meaning	https://classroom.then		https://classroom.then	https://classroom.thena
	https://classroom.the	https://classroom.thena	ational.academy/units/		ational.academy/units/	tional.academy/units/in
	national.academy/uni	tional.academy/units/th	the-short-story-a89b		paragraphing-non-	troduction-to-the-
	ts/grammar-for-	e-short-story-a89b			fiction-writing-	sonnet-4e50
	writing-c6ed				including-presenting-a-	
					balanced-argument-	
					<u>38cc</u>	
Spanish				En Mi Casa https://www.bbc.co.uk /bitesize/topics/zfgt6v 4/articles/zf43t39	En Mi Ciudad https://www.bbc.co.uk /bitesize/topics/zfgt6v 4/articles/znryxyc	Las Vacaciones https://www.bbc.co.uk/bitesize/topics/zg9mhyc/articles/z63n7nb
						bitesize/topics/zg9mhyc /articles/zhgfmfr https://www.bbc.co.uk/ bitesize/topics/zg9mhyc /articles/zf9bhbk

History	English Civil War	West Africa	Transatlantic Slave	Transatlantic Slave	Britain's Empire	Industrial Revolution
			Trade	Trade		
	Task 1	Task			Task 1	https://www.youtube.c
	https://teachers.then	https://www.youtube.c	https://www.bbc.co.uk	Task 1	https://teachers.thenat	om/watch?v=yXtxqmFg-
	ational.academy/less	om/watch?v=9vG312xk	/bitesize/topics/z2qj6s		ional.academy/lessons/	<u>6c</u>
	ons/why-did-the-civil-	XvQ	g/articles/zfkfn9q	https://www.bbc.co.uk	the-british-empire-	
	war-break-out-in-			/bitesize/topics/z2qj6s	<u>1776-1900-</u>	Watch the video and
	<u>1642-</u>	Watch the video (00::00	Make notes on the key	g/articles/z6cptrd	61j66c?from query=Bri	complete the tasks in
	6grk6r?from query=e	– 23:40)	headings.		tish+empire	the video
	nglish+civil+war	Make notes on:		Make notes on the key		
		What were people doing	Complete the quiz	headings.	Complete the lesson	
	Task 2	in Africa before they				
	https://teachers.then	were taken to America?		Complete the quiz	Task 2	
	ational.academy/less					
	ons/civil-war-	Task 2			https://www.bbc.co.uk	
	divisions-	https://www.bbc.co.uk/			/bitesize/topics/z7kvf8	
	75h64d?from_query=	bitesize/topics/zj4fn9q/		Task 2	2/articles/zx8sf82	
	english+civil+war	articles/zs4ptrd		https://teachers.thenat	Make notes on the key	
		Take notes on each		ional.academy/lessons/	headings.	
		topic. Complete the test		the-abolition-		
				movement-c9gkgd	Complete the quiz	
				Commission the Leasen		
Caaananhu	Climata shanga	Deinferente	Demulation	Complete the lesson	Divers	China
Geography	Climate change	Rainforests	Population Total 1 Box 141	Coasts	Rivers	China
	Task 1: The Pacific	Task 1: Animal	Task 1; Population	Task 1: Waves leaflet	Task 1: Waterfalls	Task 1: Physical features
	garbage patch	adaptations.	picture gallery.	Create a leaflet based	Find out how Nigeria	of China.
	(Literacy/ creative	Create/make a new	The world's population	on constructive and	falls and Angel falls was	Find the location of 10
	Task)	animal that could live in	is a fascinating mixture	destructive waves. You	created. What are the	physical features in
	Task: Use the links	the Amazon rainforest.	of races and cultures.	must include a diagram	similarities and	China. Show them on a
	below to either;	Explain how is your	Collect images of	and explanation on	differences between	map and describe the
	Write a paragraph	animal adapted for the	different races and	how each wave affects	the two?	map.
	(350 words) to	rainforest?	cultures from all over	beaches.	Task 2: What is Victoria	Task 2: The history of
	describe and explain	Task 2: The future of the	the world, from	Task 2: Create a song/	falls?	China. Create a timeline
	the formation of the	Amazon Rainforest.	magazines and display	poem.	What is Victoria falls?	showing the key
	Pacific garbage patch.	Create a game on the	them around a map of	Explain how the 4	How was it created?	historical facts about
	or	Amazon rainforest and	the world. Label each	types of erosion affect	Create a 3d model or	China.
			one and perhaps link it			

Create an annotated model of an idea that you think could solve the problem.

Task 2: Why is Arctic

sea ice decreasing
(Numeracy/ICT Task)
Task: Using your ICT
skills create a graph
to present the
following data on the
extent of Arctic Sea
ice,

Make sure that you have labelled all axis and given your graph a title.

<u>Task 3 - Topicality</u> <u>task</u>

Task: In the next halfterm a major event that has a geographical theme will hit the news. Collect information about this topical issue and present this any way you wish to. You could use Power-Point, a leaflet, an information pack or video news report to present your research. One recent environmental issue is the Arctic River that the future of the rainforest.

Task 3: News from the Amazon.

Find two news stories about the Amazon Rainforest. Make sure the news stories are from the last 12 months. Task 4 - Topicality task In the next Half term any major event that has a geographical theme that hits the news may capture your imagination. Collect information about;

- 1. Where is this happening?
- 2. When has it happened?
- 3. What has happened?
- 4. Why has it happened?5. Who has been
- affected?
 Produce a Power-Point/
 leaflet/ information
 pack/ video news report
 on this topical issue,
 which has a section on
 each of the five

questions above.

to the country or continent by leader lines or threads.

<u>Task 2; Population</u> <u>density differences.</u>

- 1. Choose two locations in the world. One must be densely populated. One must be sparsely populated.
- 2. Find a photograph of each location. Title each photograph.3. ANNOTATE around
- each photograph at least 5 reasons why this location is either sparsely or densely populated.

When you annotate you are explaining (giving reasons) in full sentences.

Try to add some ideas of your own.

Remember to use lots of because..."There are few people living here because..."

Task 3: The world's most populated countries.

1. Which countries have the most people (as opposed to highest population densities)? Find out the world's

cliffs. Use Old Harry as an example.

Task 3 - Topicality task
In the next Half term
any major event that
has a geographical
theme that hits the
news may capture your
imagination. Collect
information about;

- 1. Where is this happening?
- 2. When has it happened?
- 3. What has happened?
- 4. Why has it happened?
- 5. Who has been affected? Produce a Power-Point/ leaflet/information pack/video news report

video news report on this topical issue, which has a section on each of the five questions above. bake a cake to show Victoria falls. Task 3: River long

profile.

Create a poster

showing how rivers change from source to mouth. This must include features, such as, Waterfalls, Meanders and floodplains.

Task 4 - Topicality task
In the next Half term
any major event that
has a geographical
theme that hits the
news may capture your
imagination. Collect
information about:

- 1. Where is this happening?
- 2. When has it happened?
- 3. What has happened?
- 4. Why has it happened?5. Who has been affected?
- Produce a Power-Point/ leaflet/ information pack/ video news report on this topical issue, which has a section on each of the five questions above.

<u>Task 3: Create a Chinese</u> landmark.

Create a famous landmark from China. Describe in no more than 100 words. Why do people visit it? What do different people think about it?

Task 4 - Topicality task
In the next Half term
any major event that
has a geographical
theme that hits the
news may capture your
imagination. Collect
information about;

- 1. Where is this happening?
- 2. When has it happened?
- 3. What has happened?
- 4. Why has it happened?
- 5. Who has been affected? Produce a Power-Point/leaflet/information pack/ video news report on this topical issue, which has a section on each of the five

questions above.

External Suspension – Student Work turned red. Use the top 20 most populated link to help you countries at: explore. 2.www.nationsonline.o http://www.bbc.co.u rg/oneworld/world po k/news/worldpulation.htm. europe-37345105 3. Show this data as a bar chart. Give your bar chart a title and label your axes. 4. On a blank map of the world create a choropleth map of your data. You may wish to use 3 colours/tones in your key Counties with a population of less than 100 million Countries with a population between 100 - 200 million Countries with a population greater than 200 million (Remember – the more the population, the darker the shading/ colour) 5. Can you DESCRIBE your results as presented in your bar graph and map? Can you see any patterns? Does the world need Should religious Does religion help Gospel: what is so RE Incarnation: why do Should happiness be radical about Jesus? prophets today? buildings be sold to Christians believe the purpose of life? people to be good? feed the starving? Jesus is God on earth?

Knowledge organisers are available on the school website: https://www.dcea.org.uk/parent-information/our-curriculum/subjects/religious-education/

In the modern world, who stands out as someone who makes a positive change in the world? Greta Thunberg? Martin Luther King Jr? In the Old Testament God chose special people to pass on his messages and share things with His people, such as Amos and Isaiah. Learn about Amos here: https://voutu.be/mG gWaPGpGz4 Do we need more people like Amos today? Write a persuasive argument about why we do or do not need prophets today.

Using BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/zmx8bdm create a mind map of the important issues surrounding this question.

Then, create a poster to answer the question: should religious buildings be sold to feed the starving? You could divide your page into 2 sections to show both sides of the argument and demonstrate your understanding.

Complete the Oak
Academy lesson about
the incarnation and the
life of Jesus:
https://classroom.then
ational.academy/lesso
ns/the-incarnation68vk4t

Choose one of the following stories from Jesus' life (you may need to use a Bible or search the story on the internet):
The feeding of the 5,000
The calming of the storm
Jesus turning water into wine

The resurrection

How does the story you have chosen show Christians that Jesus was both HUMAN and DIVINE (God)? Write a response to this question, using examples from the story to justify your points. Using the Oak
Academy lessons, work
through from lesson 1
(A brief History of
India) to lesson 6
(Recap and practice),
completing the
activities as directed:
https://classroom.then
ational.academy/units/
buddhism-beliefs-andteachings-9bab

Q. If Buddhists do not believe in Heaven or God, what is the purpose of life? Write a response to this questions, using the knowledge you have gained from the Oak Academy lessons Using the Oak Academy lessons about non-religious worldviews: https://classroom.then ational.academy/units/non-religious-world-views-137b and the Humanists UK website: https://humanists.uk/humanism/make a judgement about whether or not religion helps people to be good.

Think about the following: religious books, rules (e.g. The 10 commandments), religious leaders – does society need these in order to be 'good'? Why? Why not?

Write a response to the question, using examples from what you have learnt about non-religious worldviews.

Without doing any research or looking online, try to answer this question:

"Why does He eat with tax collectors and sinners?"

You might have questions about the question! Who is 'HE'? Who is asking the question?

'HE' is Jesus and it is the Pharisees (respected Jewish elders and priests) asking the question. Why would Jesus choose to eat with tax collectors (not a very well looked-upon job) and sinners (people who do bad things) and not the respected elders and priests?

Using this link:
https://www.gotquestions.org/Jesus-with-sinners.html can you write an answer about why Jesus would choose to eat with outcasts in society? What was He trying to achieve? And what can Christians

	uspension – Student Work					today learn from His example?
DT	Research Typography. Produce your own drawing of a word using one point perspective. This can be using tonal pencil or coloured pencils. This will need to be on a minimum of A5, maximum of A4 sized paper.	Research Healthy Eating and produce a fact file that includes key information about healthy eating and The Eatwell Guide. Research and choose your favourite healthy dish. Create the dish if you can, documenting the different stages of the dish as you make it.	Research Fibres (in Textiles) and where they come from. Produce a fact file or poster which contains this information. Think creatively about how you display your work and draw or include relevant images.	Select a design movement that interests you and produce a fact file about the main designers and their work. Choose your favourite designer and produce either a copy of the designer's work or design a product in their style.	Research the Mexican Day of the Dead festival and produce a fact file that contains key information and imagery on the festival. Produce a copy of a suitable piece of artwork or design using any suitable materials that you have at home.	Produce an observational drawing of a chocolate bar in its wrapper using tonal pencil. This will need to be on a minimum of A5, maximum of A4 sized paper. Focus on the details visible on the wrapper and how the typography can distort as the form changes.
Art	Produce an observational drawing of an item of food or its wrapper using tonal pencil. This will need to be on a minimum of A5, maximum of A4 sized paper.	Research the artist Sarah Graham and produce a fact file about her and her artwork on sweets. Produce either a copy of the artist's work or a piece of work in her style using any suitable materials that you have at home.	Produce an observational drawing of your hand(s) using tonal pencil. This will need to be on a minimum of A5, maximum of A4 sized paper. You may find working from an image helpful.	Research the artist Henry Moore and produce a fact file about his artwork on hands. Produce either a copy of the artist's work or a piece of work in his style using any suitable materials that you have at home.	Research Alfred Basha and produce a fact file or informative poster about the artist and his artwork on morphed hands. Produce either a copy of the artist's work or a piece of work in his style using any suitable materials that you have at home.	Produce an observational drawing of an animal using tonal pencil. This will need to be on a minimum of A5, maximum of A4 sized paper.
VIP	Drugs and alcohol	Community and careers	Discrimination	Emotional wellbeing	Identity and relationships	Digital literacy
	https://classroom.the national.academy/uni ts/drugs-and-alcohol-	Register for the Barclays Life Skills website and complete the Wheel of strengths	https://classroom.then ational.academy/units/ respectful- relationships-	https://classroom.then ational.academy/units/ mental-wellbeing-	https://classroom.then ational.academy/units/ respectful-	https://classroom.thena tional.academy/units/o nline-and-media- harmful-contact-ffa5

External Susp	<u>ension – Student Work</u>					
	smoking-and-alcohol-	https://barclayslifeskills.	stereotypes-and-	talking-about-	relationships-respect-	
	<u>7cb7</u>	com/i-want-to-choose-	bullying-caac	emotions-468e	and-friendship-447f	
		my-next-				
		step/school/wheel-of-				
		strengths/				
IT	https://classroom.thenational	https://classroom.thenational.aca	https://classroom.thenational.a	https://classroom.thenational.a	https://classroom.thenational.a	https://classroom.thenational.ac
	.academy/lessons/get-in-gear-	demy/lessons/under-the-hood-	cademy/lessons/first-steps-	cademy/lessons/crunching-	cademy/lessons/binary-mosaic-	ademy/lessons/a-splash-of-
	<u>6wuket</u>	<u>60t36r</u>	6ctk4d	numbers-6gtked	6dhk8t	colour-c8w3ge
Music	https://classroom.the	https://classroom.thena	https://classroom.then	https://classroom.then	https://classroom.then	https://classroom.thena
	national.academy/uni	tional.academy/units/w	ational.academy/units/	ational.academy/units/	ational.academy/units/	tional.academy/units/b
	ts/west-african-	est-african-music-373e	the-beauty-of-the-	the-beauty-of-the-	band-musicianship-2-	and-musicianship-2-the-
	music-373e		baroque-10cd	baroque-10cd	the-blues-6049	<u>blues-6049</u>
Drama	https://classroom.the	https://classroom.thena	https://classroom.then	https://classroom.then	https://classroom.then	https://classroom.thena
	national.academy/uni	tional.academy/units/us	ational.academy/units/	ational.academy/units/	ational.academy/units/	tional.academy/units/u
	ts/approaching-text-	ing-drama-conventions-	a-devising-unit-a8ae	acting-shakespeare-	live-performance-	nderstanding-roles-and-
		for-devising-2ca5		hamlet-0524		

	bringing-it-to-life-				responses-evaluating-	responsibilities-of-the-
	<u>c00e</u>				stagecraft-fdb7	creative-team-c5d2
PE	Research the physical benefits of doing physical activity on the body and produce an information leaflet. https://www.bbc.co.uk/bitesize/guides/zpmq6fr/revision/2	Research the emotional and mental benefits of doing physical activity on the body and produce an information leaflet. https://www.bbc.co.uk/bitesize/guides/zpmq6fr/revision/2	Research the social benefits of doing physical activity on the body and produce an information leaflet. https://www.bbc.co.uk/bitesize/guides/zpmq 6fr/revision/2	Create your own warm-up for a year 7 lesson of your choice. It must include: - A pulse raiser -Stretching -Skill rehearsal (a skill practice you would do before a game)	Watch a sport of your choice on youtube. Create a table to collect and analyse data from that sport. E.g. passes completed, shots made, forehands hit, baskets scored etc.	Create a circuit training session for fitness lesson. It must include at least 8 different stations/exercises with teaching points for each one.

Year 9

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit 1 Indices and	Unit 3 Dealing with data	Unit 5 Construction	Unit 7 Circles,	Unit 9 Probability	Unit10 Comparing
standard form	Unit 4 Multiplicative		Pythagoras and	https://sparxmaths.com	shapes
	rosconing		nrisms	1	
	reasoning		prisiris	L	
		Unit 1 Indices and Unit 3 Dealing with data	Unit 1 Indices and Unit 3 Dealing with data Unit 5 Construction standard form Unit 4 Multiplicative	Unit 1 Indices and Unit 3 Dealing with data Unit 5 Construction Unit 7 Circles, Standard form Unit 4 Multiplicative Pythagoras and	Unit 1 Indices and Unit 3 Dealing with data Unit 5 Construction Unit 7 Circles, Unit 9 Probability standard form Unit 4 Multiplicative Pythagoras and https://sparxmaths.com

Unit 2 Expressions and	https://sparxmaths.co	Unit 6 Sequences,	Unit 8 Graphs	https://sparxmaths.co
formulae	<u>m/</u>	inequalities, equations	https://sparxmaths.c	<u>m/</u>
https://sparxmaths.co		and proportion	om/	
<u>m/</u>		https://sparxmaths.co		
		<u>m/</u>		

Science	Genetics	Materials	Motion	GCSE – B1 – Cells	GCSE – C1 – Atomic	GCSE – P3 – Energy
	https://www.bbc.co.uk/bitesize/	https://www.bbc.co.uk/bitesize/	https://www.bbc.co.uk/bitesize/	https://www.bbc.co.uk/bitesi	Structure	Resources
	topics/zpffr82	topics/zgvbkqt/articles/zphthcw	topics/z4brd2p/articles/zw9gwn	ze/topics/z2mttv4		
					https://www.bbc.co.uk/bitesize/	https://www.bbc.co.uk/bitesize/
			<u>b</u>		guides/z3sg2nb/revision/1	guides/z7mfwty/revision/1
						And density
						https://www.bbc.co.uk/bitesize/
						guides/zqjy6yc/revision/1
English	Gothic Literature	Reading for meaning	Poetry	Reading for meaning	Writing	Shakespeare
	https://classroom.then	https://classroom.then	https://classroom.then	https://classroom.the	https://classroom.thena	https://classroom.then
	ational.academy/units/	ational.academy/units/f	ational.academy/units/	national.academy/uni	tional.academy/units/la	ational.academy/units/
	gothic-literature-8196			ts/language-skills-		

external Susp	ension – Student Work		I	1		T
		iction-reading-and-	<u>if-we-must-die-claude-</u>	non-fiction-reading-	nguage-skills-fiction-	sonnet-18-shakespeare-
		descriptive-writing-7cc5	mckay-f815	665d	writing-53fd	8cea
		descriptive-writing-/ccs	IIICKay-1013	<u>003u</u>	writing-551u	<u>ocea</u>
French					Music, Cinema, TV	Sports
					https://www.bbc.co.uk/	https://www.bbc.co.uk
					bitesize/guides/zhhvd6f	/bitesize/guides/zbg8t3
					/revision/1	9/revision/1
History	Causes of WW1	Events and people	Holocaust:	Holocaust:	Russia:	Civil Rights Movement
		WW1				USA 54-68
			https://classroom.then	https://classroom.the	https://classroom.thena	
			ational.academy/units/	national.academy/uni	tional.academy/units/w	
			what-was-the-	ts/what-was-the-	<u>hat-were-the-</u>	
			holocaust-9d03	holocaust-9d03	bolsheviks-trying-to-	
					achieve-87ba	
			Make notes on the 2	Make notes on the 2		
			lessons on the	lessons on the	Go through each of the	
			Holocaust.	Holocaust.	lessons making notes	
					on each one.	
Geography	Hot Deserts	Resource management.	World economy	Geographical Skills	Awe and Wonder	
	Task 1: Create/make a	Task 1: How was the	Task 1: Sweatshop		Task 1: Exploring Macchu	
	new animal that could	UAE become so rich?	Experience (Literacy		Imagine you are on holida	ay in Macau Picchu write
	live in the Sahara	Research and create a	Task)	Task 1: 4 and 6 figure		
	desert.	poster/ leaflet about	Write a diary of			
	Challenge: How is your	the use of oil to	someone who is		a paragraph describing w	hat you would see.
	animal adapted for the	develop the UAE.	working in sweatshop.	grid references.		
	desert.	Task 2: How does	Describe and explain			
	Task 2: Sahara desert	Birmingham get their	your experiences of a		Task 2: Waterfalls	
	documentary. Imagine	water?	day's work, and	Create a game based		
	you are the new David	Research the Elan	geographical			
	Attenborough create a	Valley water transfer	observations you make			
	Planet Earth episode	scheme and explain	during the shift. This	on map skills such as		
	(either film it, write a	how this impacts	section can be			
	script or design a story	Birmingham.	presented in three			

	sion – Student Work				
	board) for a desert in	Include, Location,	ways. Choose one of	four figure and 6	Find out how Nigeria falls and Angel falls was
	Africa.	positive and negatives.	them:		
-	Task 3: The Thar Desert.	Task 3 - Topicality task.	As a written piece of		
	Create a fact fine about		work. This needs to be	figure grid	created. What are the similarities and differences
	the Thar desert. Include		at least 350 words long.		
	the following;	In the next Half term	Task 2: Big Business		
	Location,		in the local area.	references.	between the two?
	Opportunities,		Is Swindon a clone		
	Challenges.	any major event that	town?	Total 2. Constant	Total 2. The Consideration
-	Task 4 - Topicality task		Investigate what a	Task 2: Create a new	Task 3: The Grand Canyon
		leas a seasonaulaised	clone town is – you		
1 .	In the next Half term	has a geographical	could use this	thama nark	Create a nester about the Cread Canyon What is
'	in the next Hair term		website to find out.	theme park.	Create a poster about the Grand Canyon. What is
		theme that hits the	http://www.newecon		
	any major event that	theme that mis the	omics.org/projects/cl	Make a map and	the Grand Canyon and how was it formed?
	any major event that		one-town-britain	iviake a map and	the Grand Carryon and now was it formed:
		news may capture your	When you next visit		
	has a geographical	news may capture your	Swindon town centre	leaflet for it. The only	<u>Task 4 - Topicality task</u>
	nas a geograpmear		with your family	realize for it. The only	- ropicancy easie
		imagination. Collect			
1	theme that hits the		record the names	catch is you can only	In the next Half term any major event that has a
			and types of shops.	, ,	, ,
		information about;	Then using your		
	news may capture your	,	research decide	use 20 words. Map	geographical theme that hits the news may
			whether Swindon is a	·	
		1. Where is this	clone town. Write a		
i	imagination. Collect		short report showing	symbols and map	capture your imagination. Collect information
			your findings, you	-	-
		happening?	can include maps and		
i	information about;		pictures.	skills must be	about;
			Task 4: Topicality task		
			Task: In the next half-		
			term a major event	included. E.G.,	1. Where is this happening?
			that has a geographical		
			theme will hit the		
			news. Collect		

LATERII SUSPE	ension – Student Work	2 14 1 1			2 144 1 11 12
	1. Where is this	2. When has it	information about this	contours to show the	2. When has it happened?
			topical issue and		
	hannanina	hannanad2	present this any way	haisht af usuu thama	2. M/bat has hampened?
	happening?	happened?	you wish to. You could	height of your theme	3. What has happened?
			use Power-Point, a		
	2 14/1	2 \4/b = t b = a b = a = a = a = d 2	leaflet, an information pack or video news		4. \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\
	2. When has it	3. What has happened?	'	park. Any keys do not	4. Why has it happened?
			report to present your research.		
	happened?	4. Why has it	research.	count to your word	5. Who has been affected?
	паррепец:	4. Willy Has it		Count to your word	3. Who has been affected:
	3. What has happened?	happened?		limit. Remember to	Produce a Power-Point/ leaflet/ information pack/
	3. What has happened:	паррепеа:		mine. Remember to	Troduce a rower rollity learnery illionination packy
	4. Why has it	5. Who has been		include directions to	video news report on this topical issue, which has
	,				
	happened?	affected?		your theme park.	a section on each of the five questions above.
					·
	5. Who has been	Produce a Power-Point/		Task 3 - Topicality	
	affected?	leaflet/ information		task.	
	Produce a Power-Point/	pack/ video news		In the next Half term	
	loaflet/information	roport on this tonical		any major ayant that	
	leaflet/ information	report on this topical		any major event that	
	pack/ video news	issue, which has a		has a geographical	
	packy video liews	issue, willeli lias a		ilas a geograpilical	
]				

LACCITIAI SUSPE	ension – Student Work	T		
	report on this topical	section on each of the	theme that hits the	
	issue, which has a	five questions above.	news may capture	
	,	- 4	, , , , , , , , , , , , , , , , , , , ,	
	section on each of the		your imagination.	
	five questions above.		Collect information	
			ahaut.	
			about;	
			1. Where is this	
			happening?	
			nappening:	
			2. When has it	
			happened?	
			3. What has	
			happened?	

External Susper	nsion – Student Work			
			4. Why has it	
			happened?	
			тарранов.	
			5. Who has been	
			5. Who has been	
			affected?	
			Produce a Power-	
			Point/ leaflet/	
			information pack/	
			mormation packy	
			•1	
			video news report on	
			this topical issue,	
			which has a section	
			on each of the five	
			aatiana ahawa	
			questions above.	

	Student Work					
RE	Do we need to prove	Why are people good	Is death the end? Does	Salvation	Is religion a power for	Wisdom: what do we
	God's existence?	and bad?	it matter?		peace or cause of	do when life gets hard?
				Using the BBC	conflict?	
Knowledge	Using the BBC Bitesize	Watch the video of The	Using the Oak Academy	Bitesize resources, go		Watch this video about
organisers	resources, go through	Fall here:	lessons, complete the	through and make	Using the internet,	'wisdom' in the Bible:
are	and make notes on the	https://www.youtube.c	lesson about Christian	notes about what	research Bhagat Purat	https://www.youtube.c
available on	The First Cause	om/watch?v=IKuL00eBS	beliefs about the	salvation means to	Singh. You could start	om/watch?v=Gab04dPs
the school	Argument and The	<u>FA</u>	afterlife:	Christians. The	here:	<u>uA</u> and use
website:	Design Argument:		https://classroom.then	knowledge organiser	http://www.discoversik	https://www.bible.com
https://ww	https://www.bbc.co.uk	Make sure you know	ational.academy/lesson	is also available on	hism.com/sikhs/bhagat	<u>/en/</u> to have a look
w.dcea.org.	/bitesize/guides/zv2fgw	the story really well and	s/afterlife-6xgpad	the school website.	<u>puran_singh.html</u>	around what the Bible
uk/parent-	x/revision/2	the characters involved.				says. You might want
<u>information</u>			Then, using the	Answer the following	Create a fact file about	to use the search
<u>/our-</u>	Once you understand	Answer the following	Humanist UK website,	questions:	this Sikh hero, and what	function to look up
<u>curriculum/</u>	how these arguments	questions:	read through and		he did to promote	specific stories or
subjects/reli	are used to try and	1.Who was the first	create a knowledge	1. What is salvation?	peace in the world.	topics.
gious-	<i>prove</i> that God exists,	human to 'sin',	organiser about	2. Why do Christians		
education/	what do you think? Are	according to the story?	Humanist beliefs about	believe we need to	Then, try to find one	1. What makes a person
	you convinced? Write a	2. What 'sin' did they	what happens when we	be saved?	other person who	'wise'?
	response to address	commit?	die.	3. How can Christians	worked to promote	2. What makes
	any flaws or good	3. What was their	https://understandingh	be saved?	peace in the world but	someone 'foolish'?
	points in these	punishment?	umanism.org.uk/res fil	4. Why was Jesus	also had a religious	3. How might the Bible
	arguments. <u>Extension</u> :	4. If this story is a	ms/one-life-live-it-well/	able to take away the	belief. You cold choose	help someone who is
	what might disprove	metaphor (not literally		sins of the world?	a Christian, a Hindu, a	struggling with a
	the existence of God?	true but represents	What do you think? Do		Muslim, a Buddhist, or	personal problem?
		bigger truths) then who	you agree with either		any other religious	4. The Bible was written
		might the different	of these worldviews, or		worldview. Q. How did	thousands of years ago,
		characters represent in	believe something		their religious beliefs	so of it is almost 5,000
		our lives today? For	different? Create		influence their life and	years old. Is the Bible
		example, Adam and Eve	either a piece of		their actions?	still relevant for
		might represent?	artwork or a poem or a			today's world?
		What about God? The	story about what your			
<u>I</u>		snake?	personal beliefs about			

External 503	spension – Student Work	Ī		T		
			what happens when we			
	<u> </u>	Calantania	die are.	D 1	Daniel de la chile	D
DT	Research Typography .	Select a design movement that	Research Fibres (in Textiles) and where	Produce an	Research Healthy	Research woods, metals and plastics and
	Produce your own drawing of a word	interests you and	they come from.	observational drawing of a subject	Eating and produce a fact file that includes	where they come from.
	using one point	produce a fact file	Produce a fact file or	linked to the theme	key information about	Produce a fact file or
	perspective. This can	about the main	poster which contains	of Identity . This will	healthy eating and The	poster which contains
	be using tonal pencil or	designers and their	this information. Think	need to be on a	Eatwell Guide.	this information. Think
	coloured pencils. This	work. Choose your	creatively about how	minimum of A5,	Research and choose	creatively about how
	will need to be on a	favourite designer and	you display your work	maximum of A4 sized	your favourite healthy	you display your work
	minimum of A5,	produce either a copy	and draw or include	paper. You may find	dish. Create the dish if	and draw or include
	maximum of A4 sized	of the designer's work or design a product in	relevant images.	working from an	you can, documenting the different stages of	relevant images.
	paper.	their style.		image helpful.	the dish as you make it.	
		crem seyrer			the district you make it.	
At	Due due e e e	Duadana a nisas of	Duadina a 2D anidation	Dua dua a au	Research the Surrealist	Coloot on out monoment
Art	Produce an observational drawing	Produce a piece of artwork based on the	Produce a 3D sculpture of a Matryoshka doll.	Produce an observational	art movement and	Select an art movement that interests you and
	of a Matryoshka doll	subject of Natural	You can choose either a	drawing of your	produce a fact file	produce a fact file
	using tonal pencil. This	forms. You may use any	traditional or	eye(s) using tonal	about the main artists	about the main artists
	will need to be on a	suitable materials that	contemporary design.	pencil. This will need	and their work. Choose	and their work. Choose
	minimum of A5,	you have available to	You may use any	to be on a minimum	your favourite artist and	your favourite artist
	maximum of A4 sized	you at home. This will	suitable materials that	of A5, maximum of	produce either a copy	and produce either a
	paper. Please work	need to be in a	you have available to	A4 sized paper. This	of the artist's work or a piece of work in their	copy of the artist's work or a piece of work in
	directly from an image	minimum of A5,	you at home. Record	will need to be first	style.	their style.
	sourced on the	maximum of A4 sized	and photograph the	hand observations, so	Style.	then style.
	internet.	paper.	different stages of the	working from a photo		
			make.	or mirror.		
VIP	Peer influence,	Setting goals	Respectful	Healthy lifestyles	Intimate relationships	Employability skills
	substance abuse and		relationships	,,		
	gangs	https://www.youtube.c		https://classroom.the	https://classroom.thena	Using the BBC Bitesize
		om/watch?v=FeozjbXSt	https://classroom.then	national.academy/uni	tional.academy/units/o	website, work through
	https://classroom.then	<u>24</u>	ational.academy/units/	ts/healthy-lifestyles-	nline-and-media-	the employability
	ational.academy/units/		<u>respectful-</u>			section, watching the

external Suspe	ension – Student Work					
	drugs-and-alcohol-	Set 3 SMART goals:	<u>relationships-</u>	choices-approaching-	dangers-of-viewing-	videos about
	dangers-of-	 For this year 	recognising-and-	adulthood-e1cb	explicit-material-6a7c	employability skills and
	recreational-drug-use-	By the end of	reporting-criminal-			the world of work:
	c73b	secondary	behaviour-within-rel	https://classroom.the		https://www.bbc.co.uk
		school		national.academy/uni		/bitesize/topics/zvbcjxs
		3. For your career		ts/mental-wellbeing-		/resources/1
		beyond school		impact-of-our-		/Tesources/1
		Deyona school				
				actions-on-mental-		
	hattan //alanaga aya tha ayati aya lan	https://eleconomy.th.org.tic.go.l.o.	hata a //ala a a a a a a ha a a a i a a a l	health-82cc	https://eleconomy.theo.etic.col.co	https://slassasasathasatia.ada
IT	https://classroom.thenational.ac	https://classroom.thenational.ac	https://classroom.thenational.a	https://classroom.thenational	https://classroom.thenational.ac	https://classroom.thenational.ac
	ademy/lessons/you-and-your-	ademy/lessons/social-	cademy/lessons/warm-up-	.academy/lessons/playlist-	ademy/lessons/website-building-	ademy/lessons/words-are-not-
	data-c4t30t	engineering-6cr68r	70tkae	<u>6nhkgr</u>	blocks-68v66e	enough-crv3jt
Music	https://www.bbc.co.uk	https://www.bbc.co.uk	https://classroom.then	https://www.bbc.co.	https://classroom.thena	https://classroom.then
	/bitesize/topics/z3dqhy	/bitesize/topics/z3dqhy	ational.academy/units/	uk/bitesize/guides/zk	tional.academy/units/u	ational.academy/units/
	c/articles/z7bphbk	c/articles/z7bphbk	fusions-b6e5	jw7p3/revision/1	sing-technology-	using-technology-
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				inteps.// classroom.tnc	musically min music	masically min masic
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<u>External Suspe</u>	<u>ension – Student Work</u>					
			https://www.bbc.co.uk	ts/using-technology-	https://www.bbc.co.uk/	https://www.bbc.co.uk
			/bitesize/topics/z3dqhy	musically-edm-1013	bitesize/guides/zmyf3k	/bitesize/topics/z3dqhy
			c/articles/zr4fscw		7/revision/1	<u>c/articles/z7bphbk</u>
Drama	https://classroom.then	https://classroom.then	https://classroom.then	https://classroom.the	https://classroom.thena	https://classroom.then
	ational.academy/units/	ational.academy/units/t	ational.academy/units/	national.academy/uni	tional.academy/units/pr	ational.academy/units/l
	commedia-dellarte-an-	opical-issues-through-	devising-from-an-	ts/alone-a-devising-	actising-physical-and-	ive-theatre-responses-
	introduction-vd6drq2	drama-ut6d7p4	image-narrative-	unit-fd37	vocal-skills-a8c1	becoming-a-critic-d7a4
			approaches-ee0e			
PE	Create your own PE lesson for a rugby, netball or table tennis lesson. Make sure to include: -a warm-up -a drill/practice working on a skill -a game with set rules/conditions	Same as term 1 but choose a different sport.	Create your own PE lesson plan for a basketball, football or hockey lesson. Make sure to include: -a warm-up -a drill/practice working on a skill -a game with set rules/conditions	Same as term 1 but choose a different sport.	Create your own PE lesson for an athletics, cricket or rounders lesson. Make sure to include: -a warm-up -a drill/practice working on a skill -a game with set rules/conditions	Same as term 1 but choose a different sport.

Year 10

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit 1 Number	Unit 2 Algebra	Unit 3 Graphs, tables and	Unit 4 Fractions and	Unit 5 Equations,	Unit 6 Angles
https://sparxmaths.com/	https://sparxmaths.com/	charts	percentages	inequalities and	https://sparxmaths.com/
		https://sparxmaths.com/	https://sparxmaths.com/	sequences	
				https://sparxmaths.com/	
See Below for each Science.	See below for each Science	See below for each Science	See below for each Science	See below for each Science.	See below for each Science.
GCSE B3 & B4	GCSE B2 – Cell Division	GCSE B5 -	GCSE B6 & B7 -	GCSE B8 –	Review
Organisation	https://www.bbc.co.uk/bitesize/g	Communicable Disease	Treating & Preventing	Photosynthesis	https://www.physicsandmathstut
	uides/z2kmk2n/revision/1				or.com/biology-revision/gcse-aqa/
https://www.bbc.co.uk/bitesize/to	diaco, EERITINEP/TOVISION/ 1	https://www.bbc.co.uk/bitesize/g	Disease	https://www.bbc.co.uk/bitesize/g	ortsorry biology Tevision/gese-aga/
nics/zwi22nh		uides/zcas2nb/revision/1		uides/zs4mk2n/revision/1	
programme and the second		S. C. C. Of LONG ET AUTO TO CALLET IN THE CA		Side Sylva Hilliapy (CVISION) I	
	Unit 1 Number https://sparxmaths.com/ See Below for each Science. GCSE B3 & B4 Organisation	Unit 1 Number Unit 2 Algebra https://sparxmaths.com/ https://sparxmaths.com/ See Below for each Science. See below for each Science GCSE B3 & B4 GCSE B2 – Cell Division Organisation https://www.bbc.co.uk/bitesize/g https://www.bbc.co.uk/bitesize/to uides/z2kmk2p/revision/1	Unit 1 Number Unit 2 Algebra Unit 3 Graphs, tables and https://sparxmaths.com/ charts https://sparxmaths.com/ https://sparxmaths.com/ See Below for each Science. See below for each Science GCSE B3 & B4 GCSE B2 – Cell Division GCSE B5 - Organisation https://www.bbc.co.uk/bitesize/g Communicable Disease https://www.bbc.co.uk/bitesize/fe https://www.bbc.co.uk/bitesize/g	Unit 1 Number Unit 2 Algebra Unit 3 Graphs, tables and Unit 4 Fractions and	Unit 1 Number Unit 2 Algebra Unit 3 Graphs, tables and Unit 4 Fractions and Unit 5 Equations,

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					https://www.bbc.co.uk/bitesize/g	
					uides/zp4mk2p/revision/1	
С	GCSE C2 – Periodic Table	GCSE C3 – Structure &	GCSE C5 – Chemical	N/A	GCSE C6 – Electrolysis	Review
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l i y					https://www.bbc.co.uk/bitesize/to	
					pics/z27xxfr	
	21/2	CCCE D4 Fire	CCCE D2 Have it is	CCCE DZ Dadia at it	CCCE DA Cive ite	CCCE DC MALLE
P	N/A	GCSE P1 – Energy	GCSE P2 –Heating	GCSE P7 – Radioactivity	GCSE P4 – Circuits	GCSE P6 – Matter
h						
1		https://www.bbc.co.uk/bitesize/to	https://www.bbc.co.uk/bitesize/g	https://www.bbc.co.uk/bitesize/to	https://www.bbc.co.uk/bitesize/g	https://www.bbc.co.uk/bitesize/to
		https://www.bbc.co.uk/bitesize/to	https://www.bbc.co.uk/bitesize/g	https://www.bbc.co.uk/bitesize/to	nttps://www.bbc.co.uk/bitesize/g	https://www.bbc.co.uk/bitesize/to
ys						
'		pics/z89ddxs	uides/zy8g3k7/revision/1	pics/zshssrd	uides/zgvq4qt/revision/1	pics/z3ybb82
1.		<u>pics/2030dx3</u>	aides/2/ogsk//Tevision/1	<u> </u>	dides/2g/Q+QC/TeVision/1	<u> </u>
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s					& P5 – Mains Electricity	Review
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					https://www.bbc.co.uk/bitesize/g	https://www.physicsandmathstut
					integs.// www.bbc.co.uk/bitesize/g	inceps.// www.phrysicsanumatistut
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					uides/zw8n2nb/revision/1	or.com/physics-revisio

	rnai Suspension – Student v	WOIK				
E	Macbeth	A Christmas Carol	Paper 2 Literature:	Paper 1 Language: BBC	Paper 1 Language: <u>BBC</u>	Paper 2 Literature: <u>An</u>
n						
gli	https://www.bbc.co.uk/	https://www.bbc.co.uk/	Poetry anthology	<u>Bitesize</u>	<u>Bitesize</u>	Inspector Calls
gii						
sh	bitesize/topics/zgq3dmn	bitesize/topics/zwhkxsg				
Fr						
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ni						
sh						
Hi	Cold War	Cold War	Nazi Germany	Nazi Germany	Medicine	Medicine
	Topics 1 & 2	Topics 3 & 4	Topics 1 & 2	Topics 3 & 4	Make notes of latest	Make notes of latest
st						
	Cold War	Cold War Topics 3 & 4 Find topic, make notes, complete questions	Nazi Germany Topics 1 & 2 Find topic, make notes, complete questions	Nazi Germany Topics 3 & 4 Find topic, make notes, complete questions	Medicine Make notes of latest topic using revision guide.	Medicine Make notes of latest topic using revision guide.

EXLE	<u>rnal Suspension – Student V</u>	<u>vork</u>				
or	(Challenge: try the exam questions)	(Challenge: try the exam questions)	(Challenge: try the exam questions)	(Challenge: try the exam questions)	Or find exam question in	Or find exam question in
У	https://www.cranbourne .hants.sch.uk/wp- content/uploads/2019/0 3/Cold-War-Revision.pdf	https://www.cranbourne .hants.sch.uk/wp- content/uploads/2019/0 3/Cold-War-Revision.pdf	https://www.cranbourne .hants.sch.uk/wp- content/uploads/2019/0 3/Germany-Revision.pdf	https://www.cranbourne .hants.sch.uk/wp- content/uploads/2019/0 3/Germany-Revision.pdf	https://parkwoodacade my.e-act.org.uk/wp- content/uploads/sites/5/ 2020/03/Paper-1- Medicine-through-Time- Revision-Guide1.pdf	https://parkwoodacade my.e-act.org.uk/wp- content/uploads/sites/5/ 2020/03/Paper-1- Medicine-through-Time- Revision-Guide1.pdf
G	Urban issues and challenges	Physical landscapes of the https://www.internetgeog	raphy.net/aqa-gcse-	The Challenges of Natural Climatic		Resource management - https://www.internetgeo
е	https://www.internetgeo graphy.net/aqa-gcse-	geography/physical-landscapes-in-the-uk/		https://www.internetgeog geography/the-challenge-d		graphy.net/aqa- resource-management/
O	geography/urban-issues- and-challenges/					
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р						
h						
У						
R	<u>Islam</u> : beliefs & teachings	<u>Islam</u> : beliefs & teachings	<u>Islam</u> : practices	<u>Christianity</u> : beliefs & teachings	<u>Christianity</u> : beliefs & teachings	Christianity: practices
E	https://www.bbc.co.uk/	https://www.bbc.co.uk/	https://www.bbc.co.uk/bitesize/guides/zhbpfcw/	https://www.bbc.co.uk/	https://www.bbc.co.uk/	https://www.bbc.co.uk/bitesize/guides/znqck2p/
K n	bitesize/guides/zdxdqhv/ revision/1	bitesize/guides/zd6w7p3 /revision/1	revision/1	bitesize/guides/zrpqmsg/revision/1	bitesize/guides/z683rwx/revision/1	revision/1
o wl e d	https://classroom.thenat ional.academy/units/isla	https://classroom.thenat ional.academy/units/isla	https://classroom.thenat ional.academy/units/isla mic-practices-690d	https://classroom.thenat ional.academy/units/chri	https://classroom.thenat ional.academy/units/chri	https://classroom.thenat ional.academy/units/chri stian-practices-173f

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ge	mic-beliefs-and-	mic-beliefs-and-	stian-beliefs-and-	stian-beliefs-and-	
or	teachings-aea9	teachings-aea9	teachings-700f	teachings-700f	
ga					
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<u>External Suspension – Student Work</u> <u>ar</u> <u>e</u> <u>nt</u> <u>in</u> <u>fo</u> <u>r</u> m at io n/ <u>0</u> <u>ur</u> cu lu m /s u bi ec ts /r eli gi o us e d uc at

Create a leaflet for the	Create a PowerPoint/	Know and understand	Create a newspaper	Know and understand	Research the following
NHS to educate	written work on each	different cooking	article(s) on findings	how ill health is caused	topics and how they
patients on the	life stage and Special	methods. Create a	and make links to;	by the following;	relate to ill health:
				,	
importance of	Dietary Needs (SDN)	PowerPoint / Poster /	•Food labelling laws	Allergies	Different food
nutrition. Use the	requirements.	Leaflet on the different	•Food safety legislation	Bacteria	allergies
					s. g. ss
Eatwell Guide within		cooking methods.	•Food hygiene	Chemicals	Different food
your work.				• Intolerances	intolerances
					Different food
					packages and
					how food
	NHS to educate patients on the importance of nutrition. Use the Eatwell Guide within	NHS to educate written work on each patients on the life stage and Special importance of Dietary Needs (SDN) nutrition. Use the requirements. Eatwell Guide within	NHS to educate written work on each different cooking patients on the life stage and Special methods. Create a importance of Dietary Needs (SDN) PowerPoint / Poster / nutrition. Use the requirements. Leaflet on the different Eatwell Guide within cooking methods.	NHS to educate written work on each different cooking article(s) on findings patients on the life stage and Special methods. Create a and make links to; importance of Dietary Needs (SDN) PowerPoint / Poster / •Food labelling laws nutrition. Use the requirements. Leaflet on the different •Food safety legislation Eatwell Guide within cooking methods. •Food hygiene	NHS to educate written work on each different cooking article(s) on findings how ill health is caused patients on the life stage and Special methods. Create a and make links to; by the following; importance of Dietary Needs (SDN) PowerPoint / Poster / •Food labelling laws • Allergies nutrition. Use the requirements. Leaflet on the different •Food safety legislation • Bacteria cooking methods. •Food hygiene • Chemicals

External Suspension – Student Work		
	Produce revision	tolerances/
	resources on the	allergies are
	resources on the	allergies are
	topic.	labelled
		D:((
		 Different
		Restaurant
		menus and
		how food
		tolerances/
		allergies are
		labelled
		Produce revision notes.

Exte	rnal Suspension – Student V	<u>vork</u>				
Ar	Produce a piece of your	Produce a piece of your	Produce a piece of your	Produce a piece of your	Produce a piece of your	Produce a piece of your
	own artwork based on	own artwork based on	own artwork based on	own artwork based on	own artwork based on	own artwork based on
t	the theme of	the theme of	the theme of	the theme of Identity .	your theme of Identity.	your theme of Identity.
	Portraiture.	Portraiture. Explore	Portraiture. Explore	Explore different	Explore different	Explore different
		different materials and	different materials and	materials and various	materials and various	materials and various
	https://www.bbc.co.uk/	various scales within	various scales within	scales within your work.	scales within your work.	scales within your work.
	bitesize/subjects/z6hs34j	your work.	your work.	Look at the work of	Look at the work of	Look at the work of
				relevant artists and	relevant artists and	relevant artists and
		https://www.bbc.co.uk/	https://www.bbc.co.uk/	produce work in their	produce work in their	produce work in their
		bitesize/subjects/z6hs34j	bitesize/subjects/z6hs34j	style.	style.	style.
				https://www.bbc.co.uk/	https://www.bbc.co.uk/	https://www.bbc.co.uk/
				bitesize/subjects/z6hs34j	bitesize/subjects/z6hs34j	bitesize/subjects/z6hs34j
VI	Mental health	Financial decision	Healthy relationships	Exploring influence	Addressing extremism	Work experience
		making			and radicalisation	
Р	https://classroom.thenat		https://classroom.thenat	https://classroom.thenat		
	ional.academy/units/me	Using the Natwest	ional.academy/units/inte	ional.academy/units/onli	https://classroom.thenat	
	ntal-wellbeing-impact-of-	MoneySense website for	rnet-safety-and-harms-	ne-and-media-dangers-	ional.academy/units/inte	
	our-actions-on-mental-	teens, spend some time	gambling-debt-and-	of-viewing-explicit-	rnet-safety-and-harms-	
	<u>health-82cc</u>	looking around and	targeted-advertising-	material-6a7c	online-relationships-and-	
		learning about financial	<u>7061</u>		harmful-behaviour-8074	
	https://classroom.thenat	decision making:				
	ional.academy/units/me	https://natwest.mymone				
	ntal-wellbeing-	ysense.com/students/stu				
	recognising-problems-	<u>dents-8-12/</u>				
	and-seeking-support-	There are late of				
	<u>aefc</u>	There are lots of				
		interactive games,				
1		and the second of the second				
		quizzes and videos to				
		quizzes and videos to introduce you to this topic.				

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IT	https://classroom.thenational.aca	https://classroom.thenational.aca	https://classroom.thenational.aca	https://classroom.thenational.aca	https://classroom.thenational.aca	https://classroom.thenational.aca
	demy/lessons/computer-systems-	demy/lessons/the-fde-cycle-	demy/lessons/main-memory-	demy/lessons/secondary-storage-	demy/lessons/what-is-	demy/lessons/number-bases-
	demy/lessons/computer-systems-	demy/lessons/the-rde-cycle-	demy/lessons/main-memory-	demy/lessons/secondary-storage-	derity/lessons/what-is-	demy/lessons/number-bases-
	and-system-software-cmuk4r	<u>68w3ct</u>	<u>cthkjd</u>	6cv3jt	representation-ccrpar	<u>c4rkac</u>
M	https://dbatschools-	https://dbatschools-	https://dbatschools-	https://dbatschools-	https://dbatschools-	https://dbatschools-
	my.sharepoint.com/pers	my.sharepoint.com/pers	my.sharepoint.com/pers	my.sharepoint.com/pers	my.sharepoint.com/pers	my.sharepoint.com/pers
us	onal/debora matthews	onal/debora matthews	onal/debora matthews	onal/debora matthews	onal/debora matthews	onal/debora matthews
	dcea org uk/ layouts/1	dcea org uk/ layouts/1	dcea org uk/ layouts/1	dcea org uk/ layouts/1	dcea org uk/ layouts/1	dcea org uk/ layouts/1
ic	5/onedrive.aspx?id=%2F	5/onedrive.aspx?id=%2F	5/onedrive.aspx?id=%2F	5/onedrive.aspx?id=%2F	5/onedrive.aspx?id=%2F	5/onedrive.aspx?id=%2F
	personal%2Fdebora%5F	personal%2Fdebora%5F	personal%2Fdebora%5F	personal%2Fdebora%5F	personal%2Fdebora%5F	personal%2Fdebora%5F
	matthews%5Fdcea%5For	matthews%5Fdcea%5For	matthews%5Fdcea%5For	matthews%5Fdcea%5For	matthews%5Fdcea%5For	matthews%5Fdcea%5For
	g%5Fuk%2FDocuments%	g%5Fuk%2FDocuments%	g%5Fuk%2FDocuments%	g%5Fuk%2FDocuments%	g%5Fuk%2FDocuments%	g%5Fuk%2FDocuments%
	2F2022%2FPlanning%2F	2F2022%2FPlanning%2F	2F2022%2FPlanning%2F	2F2022%2FPlanning%2F	2F2022%2FPlanning%2F	2F2022%2FPlanning%2F
	KO%2FMAD%2DT%2DSH	KO%2FMAD%2DT%2DSH	KO%2FMAD%2DT%2DSH	KO%2FMAD%2DT%2DSH	KO%2FMAD%2DT%2DSH	KO%2FMAD%2DT%2DSH
	IRT%2DKnowledge%2DO	IRT%2DKnowledge%2DO	IRT%2DKnowledge%2DO	IRT%2DKnowledge%2DO	IRT%2DKnowledge%2DO	IRT%2DKnowledge%2DO
	rganiser%2Epdf&parent=	rganiser%2Epdf&parent=	rganiser%2Epdf&parent=	rganiser%2Epdf&parent=	rganiser%2Epdf&parent=	rganiser%2Epdf&parent=
	%2Fpersonal%2Fdebora	%2Fpersonal%2Fdebora	%2Fpersonal%2Fdebora	%2Fpersonal%2Fdebora	%2Fpersonal%2Fdebora	%2Fpersonal%2Fdebora
	%5Fmatthews%5Fdcea%	%5Fmatthews%5Fdcea%	%5Fmatthews%5Fdcea%	%5Fmatthews%5Fdcea%	%5Fmatthews%5Fdcea%	%5Fmatthews%5Fdcea%
	5Forg%5Fuk%2FDocume	5Forg%5Fuk%2FDocume	5Forg%5Fuk%2FDocume	5Forg%5Fuk%2FDocume	5Forg%5Fuk%2FDocume	5Forg%5Fuk%2FDocume
	nts%2F2022%2FPlanning	nts%2F2022%2FPlanning	nts%2F2022%2FPlanning	nts%2F2022%2FPlanning	nts%2F2022%2FPlanning	nts%2F2022%2FPlanning
	%2FKO&ct=1679328687	%2FKO&ct=1679328687	%2FKO&ct=1679328687	%2FKO&ct=1679328687	%2FKO&ct=1679328687	%2FKO&ct=1679328687
	202∨=OWA%2DNT&ci	202∨=OWA%2DNT&ci	202∨=OWA%2DNT&ci	202∨=OWA%2DNT&ci	202∨=OWA%2DNT&ci	202∨=OWA%2DNT&ci
	d=15884e53%2D9526%2	d=15884e53%2D9526%2	d=15884e53%2D9526%2	d=15884e53%2D9526%2	d=15884e53%2D9526%2	d=15884e53%2D9526%2
	D0646%2De101%2D6f71	D0646%2De101%2D6f71	D0646%2De101%2D6f71	D0646%2De101%2D6f71	D0646%2De101%2D6f71	D0646%2De101%2D6f71
	af1f671e&ga=1	af1f671e&ga=1	af1f671e&ga=1	af1f671e&ga=1	af1f671e&ga=1	af1f671e&ga=1
	https://www.teoria.com	https://www.teoria.com	https://www.teoria.com	https://www.teoria.com	https://www.teoria.com	https://www.teoria.com
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Dr	https://www.bbc.co.uk/	https://www.bbc.co.uk/	https://www.bbc.co.uk/	https://www.bbc.co.uk/	https://www.bbc.co.uk/	https://burtsdrama.com/
a m	bitesize/topics/z4cphbk	bitesize/topics/zk9snrd	bitesize/topics/zjw3vk7	bitesize/topics/z7qgbdm	bitesize/topics/zm2crj6	2019/07/03/the-most-
а						important-key-terms-for-
						gcse-drama/
P	The bones of the body and their function https://www.bbc.co.uk/bitesize/guides/zxc34j6/revision/1 Make notes, complete quiz	The muscles of the body and what they control https://www.bbc.co.uk/bitesize/guides/zct2hv4/revision/1 Make notes, complete quiz	The cardiovascular system https://www.bbc.co.uk/bitesize/guides/zwvn39q/revision/1 Make notes, complete quiz	The respiratory system https://www.bbc.co.uk/bitesize/guides/zy7d2p3/revision/1 Make notes, complete quiz	Movement analysis in sport https://www.bbc.co.uk/bitesize/guides/z24b9qt/revision/1 Make notes, complete quiz	Components of fitness https://www.bbc.co.uk/bitesize/guides/z8j87hv/revision/1 Make notes, complete quiz
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Year 11

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths	https://sparxmaths.	https://sparxmaths.com	https://sparxmaths.com	https://sparxmaths.com	https://sparxmaths.com/	https://sparxmaths.co
	com/	L	L	L		<u>m/</u>
Calamaa	See Below for each	See below for each	See below for each	See below for each	See below for each Science.	See below for each
Science	See Below for each	See below for each	see below for each	See below for each	see below for each science.	see below for each
	Colones	Science-Combined do not	Science	Science		Saignes
	Science.	Science-combined do not	Science	Science		Science.
		complete for				
		complete for				
		Charaista / Dhuaisa an acca				
		Chemistry/Physics – move				
		on to payt tania				
		on to next topic				
Diala	GCSE B16-B18 Ecology	GCSE B13-B14 Genetics	GCSE B10-B11	Combined Science – REVISION	Revision	
Biology	GCSE BIO-BIO ECOLOGY	GCSF P13-P14 GELIEUCS	GCSL DIO-DII	Combined Science - NEVISION	REVISION	
			COMBINED SCIENCE:	skills		
				https://www.youtube.com/playli		

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	COMBINED SCIENCE:	COMBINED SCIENCE:	https://www.bbc.co.uk/bitesize/	st?list=PLidqqIGKox7X5UFT-			
	https://www.bbc.co.uk/bite	https://www.bbc.co.uk/bitesize/	topics/zyybb82	expKluR-i-BN3Q1g			
	size/topics/zxxhh39	topics/zxyggdm	TRIPLE SCIENCE:				
	TRIPLE SCIENCE:	TRIPLE SCIENCE:	https://www.bbc.co.uk/bitesize/	Triple Science (B12)			
	https://www.bbc.co.uk/bite	https://www.bbc.co.uk/bitesize/	topics/zy468mn	https://www.bbc.co.uk/bitesize/			
	size/topics/zxfd3k7	topics/zyh9fcw		topics/zy468mn			
Chemistry	GCSE – C8 Rates of Reaction	GCSE – C10 Organic Reactions	GCSE – C4 – Calculations	GCSE C12 – Analysis	C14 – Earth's Resources		
	https://www.bbc.co.uk/bite	GCSE – C11 Polymers	https://www.bbc.co.uk/bitesize/	https://www.bbc.co.uk/bitesize/	https://www.bbc.co.uk/bitesize/g		
	size/topics/zs3gfcw	https://www.bbc.co.uk/bitesize/	topics/z87mw6f	topics/z2tpmsg	uides/zgqhcj6/revision/1		
	GCSE – C9 Crude Oil	topics/ztsyh39		GCSE C13 – Earth's Atmosphere	C15 – Using our Resources		
	https://www.bbc.co.uk/bite			https://www.bbc.co.uk/bitesize/	https://www.bbc.co.uk/bitesize/g		
	size/topics/ztsyh39			topics/zw2xjty	uides/ztrwng8/revision/1		
					Revision		
Physics	P8 and P9 – Forces in action	P10 – Motion	P12 – Waves	P14 - Light	P16 – Space		

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	https://www.bbc.co.uk/bite	https://www.bbc.co.uk/bitesize/	https://www.bbc.co.uk/bitesize/	https://www.bbc.co.uk/bitesize/	https://www.bbc.co.uk/bitesize/to	
	size/topics/z82j97h	guides/zp2fcj6/revision/1	topics/zcwkgdm	guides/zw42ng8/revision/1	pics/zsbyh39	
	<u>5.26/ (5/6.65/ 262/57)</u>	8414-05/2021-03-07-1-01-15-17-2	copies/20wingam	garaco, zw. iznigo, revision, z	<u>p.es/252/1155</u>	
		D44 - D	D42 Floring and the same	DAE Electronical de	D. John	
		P11 – Pressure	P13 - Electromagnetic waves	P15 Electromagnetism	Revision	
		https://www.bbc.co.uk/bitesize/	https://www.bbc.co.uk/bitesize/	https://www.bbc.co.uk/bitesize/		
		guides/z93dxfr/revision/1	topics/z39ry4j	topics/z39ry4j		
English	Paper 1 Language:	Paper 2 Language:	Language Writing:	Language Writing:	Revision	
English	Paper 1 Language:	Paper 2 Language:	Language Writing:	Language Writing:	Revision	
English	Paper 1 Language:	Paper 2 Language:	Language Writing:	Language Writing:	Revision	
English	Paper 1 Language:	Paper 2 Language:	Language Writing:	Language Writing:	Revision	
English					Revision	
English	Paper 1 Language: BBC Bitesize	Paper 2 Language: https://www.bbc.co.uk/	Language Writing: https://www.bbc.co.uk/	Language Writing: https://www.bbc.co.uk/	Revision	
English					Revision	
English					Revision	
English		https://www.bbc.co.uk/	https://www.bbc.co.uk/	https://www.bbc.co.uk/	Revision	
English					Revision	
English		https://www.bbc.co.uk/	https://www.bbc.co.uk/	https://www.bbc.co.uk/	Revision	
English		https://www.bbc.co.uk/	https://www.bbc.co.uk/	https://www.bbc.co.uk/	Revision	
English		https://www.bbc.co.uk/	https://www.bbc.co.uk/	https://www.bbc.co.uk/	Revision	
		https://www.bbc.co.uk/	https://www.bbc.co.uk/	https://www.bbc.co.uk/	Revision	
English French		https://www.bbc.co.uk/	https://www.bbc.co.uk/	https://www.bbc.co.uk/	Revision	
		https://www.bbc.co.uk/	https://www.bbc.co.uk/	https://www.bbc.co.uk/	Revision	
		https://www.bbc.co.uk/	https://www.bbc.co.uk/	https://www.bbc.co.uk/	Revision	
French		https://www.bbc.co.uk/	https://www.bbc.co.uk/	https://www.bbc.co.uk/	Revision	
		https://www.bbc.co.uk/	https://www.bbc.co.uk/	https://www.bbc.co.uk/	Revision	
French		https://www.bbc.co.uk/	https://www.bbc.co.uk/	https://www.bbc.co.uk/	Revision	
French		https://www.bbc.co.uk/	https://www.bbc.co.uk/	https://www.bbc.co.uk/	Revision	
French		https://www.bbc.co.uk/	https://www.bbc.co.uk/	https://www.bbc.co.uk/	Revision	
French Spanish		https://www.bbc.co.uk/	https://www.bbc.co.uk/	https://www.bbc.co.uk/	Revision	
French		https://www.bbc.co.uk/	https://www.bbc.co.uk/	https://www.bbc.co.uk/	Revision	
French		https://www.bbc.co.uk/	https://www.bbc.co.uk/	https://www.bbc.co.uk/	Revision	

External Susp	<u>External Suspension – Student Work</u>						
Geography	The Living world -	The Changing economic v	vorld -	Skills -			
	https://www.intern		1	https://www.internetgeography.net/geographical-			
	etgeography.net/aq	https://www.internetgeo		skills-2/			
	a-gcse-	changing-economic-world	<u>17</u>	Revision -			
	geography/the-			torres II			
	living-world/			https://www.internetgeo	grapny.net/aqa-gcse-		
				geography/			
			T				
RE	Religion, crime and	Religion, human rights	Religion and life	Religion, peace and			
IZ I. I	punishment	and social justice	haran Halanan and haran	conflict			
Knowledge	latter at 11 al a como a contin	hatta a Mala assa assa ah assa	https://classroom.thena	bethe of Halanana and the ana			
organisers	https://classroom.th	https://classroom.thena	tional.academy/units/m	https://classroom.thena			
are available	enational.academy/ units/crime-and-	tional.academy/units/h	atters-of-life-and-death- da6c	tional.academy/units/p eace-and-conflict-c461			
on the	punishment-b900	uman-rights-2ff3	<u>uabc</u>	eace-and-connict-c461			
school	punisiment-b900						
website:	https://www.bbc.co						
https://ww	.uk/bitesize/guides/						
w.dcea.org.	z9c4srd/revision/3						
uk/parent-	230 131 0/10 131011/3						
informatio							
n/our-							
curriculum/							
subjects/re							
ligious-							
education/							
DT	n/a	n/a	n/a	n/a	n/a	n/a	
Art	Produce a piece of	Produce a piece of your	Produce a piece of your	Produce/develop a	Produce/develop a piece	n/a	
	your own artwork	own artwork based on	own artwork based on	piece of your own	of your own artwork		
	based on your	the theme of Objects.	YOUR CHOSEN EXAM	artwork based on YOUR	based on YOUR CHOSEN		
	theme of Identity.	Explore different	STARTING POINT.	CHOSEN EXAM	EXAM STARTING POINT.		
	Explore different	materials and various	Explore different	STARTING POINT.	Explore different		
	materials and	scales within your work.	materials and various	Explore different	materials and various		
	various scales within	Look at the work of	scales within your work.	materials and various	scales within your work.		
	your work. Look at	relevant artists and	Look at the work of	scales within your work.	Look at the work of		

External Suspe	<u>ension – Student Work</u>					
	the work of relevant	produce work in their	relevant artists and	Look at the work of	relevant artists and	
	artists and produce	style.	produce work in their	relevant artists and	produce work in their	
	work in their style.		style.	produce work in their	style.	
		https://www.bbc.co.uk/		style.		
	https://www.bbc.co	bitesize/subjects/z6hs3	https://www.bbc.co.uk/		https://www.bbc.co.uk/b	
	.uk/bitesize/subject	<u>4j</u>	bitesize/subjects/z6hs3	https://www.bbc.co.uk/	itesize/subjects/z6hs34j	
	<u>s/z6hs34j</u>	(AQA)	<u>4j</u>	bitesize/subjects/z6hs3	(AQA)	
	(AQA)		(AQA)	<u>4j</u> (AQA)		
					https://www.bbc.co.uk/b	
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			bitesize/guides/zf7yrmn	bitesize/guides/zf7yrmn	evision/1	
			/revision/1	/revision/1		
VIP	Building for the	Next steps	Next steps	Communication in	Families	
	future	•	-	relationships		
		Using your careers	Using your careers	•	https://classroom.thenat	
		portal, continue to	portal, continue to	https://classroom.thena	ional.academy/units/fam	
		explore the options for	explore the options for	tional.academy/units/in	ilies-stable-relationships-	
		your next steps beyond	your next steps beyond	ternet-safety-and-	and-marriage-84b3	
		school. Have you made	school. Have you made	harms-online-		
		any applications?	any applications?	relationships-and-		
		Attended any open	Attended any open	harmful-behaviour-		
		evenings? What are	evenings? What are	8074		
		your aims?	your aims?			
IT	Complete all lessons	Complete all lessons	Complete all lessons	Complete all lessons	Complete all lessons	
	https://www.thenational.ac	https://www.thenational.acade	https://www.thenational.acade	https://www.thenational.acade	https://www.thenational.academy	
	ademy/teachers/programm	my/teachers/programmes/comp	my/teachers/programmes/comp	my/teachers/programmes/comp	/teachers/programmes/computing	
	7, 33 37, 38	77	77	77		
	es/computing-secondary-	uting-secondary-ks4-	uting-secondary-ks4-	uting-secondary-ks4-	-secondary-ks4-l/units/impacts-	
	es/computing-secondary-	utilig-5ct0fludiy-K54-	utilig-secondary-K54-	utilig-secolludi y-K54-	-secondary-ks4-i/units/impdCts-	
		Liverite /algorithms a110/laccons	1	I/units/programming-6-	I on-cocioty-th00/loscons	
		<u>l/units/algorithms-a118/lessons</u>		iyumcay programming-o-	on-society-fb09/lessons	

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	ks4-I/units/security-		l/units/databases-and-sql-	dictionaries-and-datafiles-		
	a5e3/lessons		73d9/lessons	<u>b91f/lessons</u>		
Music						
Drama						
Diama						
PE	Socio-cultural issues	Ethical issues in sport	Mental Preparation	Health, Fitness, Well-	Diet & Nutrition	
	in sport &		techniques	being		
	•		techniques	Dellig		
	Commercialisation	https://www.bbc.co.uk/			https://www.bbc.co.uk/b	
		bitesize/guides/zq9r82p	https://www.bbc.co.uk/	https://www.bbc.co.uk/	itesize/guides/zgvsbk7/r	
	https://www.bbc.co	/revision/1	bitesize/guides/z3hxnbk	bitesize/guides/zpmq6f	evision/1	
		7101131011/1			<u>CVISION/ I</u>	
	.uk/bitesize/guides/		/revision/1	<u>r/revision/1</u>		
	zy62hv4/revision/1	Make notes, complete			Make notes, complete	
		quiz	https://www.bbc.co.uk/	https://www.bbc.co.uk/	quiz	
	https://www.bbc.co	4	bitesize/guides/zy7wmn	bitesize/guides/zxqd2p	4	
	.uk/bitesize/guides/		<u>b/revision/1</u>	3/revision/1		
	zsx7tyc/revision/1					
			Make notes, complete	Make notes, complete		
	Make notes,		quiz	quiz		
	· ·		quiz	quiz		
	complete quiz					
Business						
Dusiness						
Media		Exam Walkthrough for	Knowledge Organisers		Glossary of terms	
		Component 1 and		A collection of		Image Analysis &
		1			11.	
		component 2	https://resources.eduqa	Student focused	https://resource.downlo	Exploring Media
			s.co.uk/Pages/Resource	media studies	ad.wjec.co.uk/vtc/2016-	Texts
		https://resources.eduga	Single.aspx?rlid=1439	resources	17/gft/edugas/mediastu	
			Jingle.aspx:Tilu=1435			
		s.co.uk/Pages/Resource			dies/GCSE%20media%20	
		Single.aspx?rlid=1526			studies%20Glossary.pdf	
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	https://resources.eduqa s.co.uk/Pages/Resource Single.aspx?rlid=1412	https://resources.eduq as.co.uk/Pages/Resourc eSingle.aspx?rlid=441				