



# St Benedict's Catholic School

*The Catholic Secondary School for West Suffolk*

**ORA ET LABORA**

**END OF TERM MAGAZINE**

**JAN-APRIL 2022**

**Welcome to the second edition of Ora et Labora end of term magazine, taken from the motto of St Benedict and meaning 'Prayer and Work' this is a termly collection of some of the very best work of our students.**

**We hope that you enjoy this collection of students achievements from this past term and look forward to sharing an insight into the exciting things that they will be working on and learning next term.**

DT



**Coffee table by Dominik Otto**

Coloured resin was poured between two pieces of Yew hardwood and allowed to set.



**Nightscope by Paula Ratcliffe**

A low cost telescope to encourage children in developing countries develop an interest in astronomy.



**Vending machine for body building by Kacper Karcz**

An electro/mechanical machine that dispenses a protein powder which enhances the performance of body builders.

History

13/3/22  
A1W

## CHARLES THE FIRST EXECUTED!

On 30 January 1649, King Charles I was convicted of treason and executed outside Banqueting Hall, Whitehall, causing shock and horror across England.

10 days before his execution (on 20 January) King Charles was brought to trial in Westminster Hall. Charles refused to answer the charges, arguing that he did not recognise the authority of the High Court. The judge, chief judge, John Bradshaw, accused Charles of treason after hearing the witnesses and the King was sentenced to death on 27 January.

On 29 January, two of Charles's children, Elizabeth and Henry, were allowed to visit him, under the control of the parliamentarians. On the morning of his execution, King Charles called for two shirts to prevent the cold weather causing any noticeable shivers that the crowd may have mistaken for fear. He declared "the season is so sharp as probably may make me shake, which some observers may imagine proceeds from fear: I would have no such imputation!"

Charles walked under guard from St. James's Palace, where he had been imprisoned, to the Palace of Whitehall, where an execution scaffold awaited his arrival in front of Banqueting house. Whilst the King handed over his St. George medal, he said "I go from a corruptible to an incorruptible Crown, where no disturbance can be, no disturbance in the world. Remember!"

At approximately 2pm, King Charles I said to the disguised executioner (it is thought to have been Richard Brandon): "stay for the sign!"

With that, Charles put his head on the block and said a prayer. Then he stretched out his arms as a signal and Charles I was executed in one clean stroke.

An eyewitness, Philip Henry, stated "there was a man as I never heard before and desire I may never hear again" that rose from the assembled crowd, many of whom rushed to dip their handkerchiefs in the King's blood and take hairs from his head as a memento. Charles's head was held up before the large crowd but the usual words "behold the head of a traitor!" were not uttered. Some think this was because the executioner did not want his voice to be recognised.

Later that day, the king's head was sewn back onto his body, which was then embalmed and placed in a coffin. The commission refused to allow Charles's burial at Westminster Abbey so instead, he was buried in private on 9 February 1649 in the Henry VIII vault in the chapel's choir, alongside the coffins of Henry VIII and Jane Seymour in St. George's Chapel, Windsor castle.

*Now - How Claudia - this is super exact independent research and extremely well-written info!*

# EXISTENT NEWS

30 JAN 1649  
by Maxim Zak

Earlier this morning, our beloved King Charles was executed for treason.

On 22 August 1642, Charles declared war against Parliament after they attempted to take power various times. He was put on trial, many argue it was unfair because you can't commit a crime against the monarchy if you are the monarchy.

Before the execution, Charles strolled around the Banqueting House, looking at the final interior he would see. He wore two shirts because if he shivered due to the cold people would be in fear.

The first executioner backed down in fear. He was replaced by Richard Brandon. He did the job quick.

Few people fainted, people were in shock. They had just witnessed the King die. Oliver Cromwell is now the 'Protector' of Britain.

CHARLES IS DEAD. YOU ALL NOW LISTEN TO CROMWELL.

Articles about Charles I  
Above by Claudia Scott Y8  
opposite by Maxim Zak Y8.


History

# CIVIL WAR & MURDER

Topic Sentence  
Charles I executed, Tuesday 30 January 1649 outside Banqueting house in Whitehall

Causes  
The execution was the culmination of political and military conflicts between the Royalists and the parliamentarians in England during the English Civil War leading to the capture and trial of Charles I. On Saturday 27 January 1649, the parliamentarian high court of justice had declared Charles guilty of attempting to 'uphold in himself an unlimited and tyrannical power to rule according to his will, and to overthrow the rights and liberties of the people' and he was sentenced to death.

Executioners  
Richard Brandon was one common hangman of London in 1649, it is debatable as to whether he beheaded Charles I as his identity was concealed on the staff cut and his confession published posthumously.



The Execution  
Charles I was marched across by soldiers to St James park to the palace of Whitehall, he gave his few last words to Juxon, claiming his 'incorruptible crown' in heaven and put his head on the block, there he was beheaded. The people were shocked at the sight. Some people fainted and were scared - people men put

# CHARLES I EXECUTION


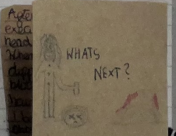
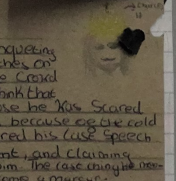
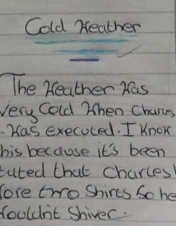
Causes  
The cause of Charles I going to court is that he had a disagreement regarding religion, economics and how he rules the country. Many people thought that Charles I had a fair trial many thought that he didn't. Additionally the cause was how he broke the rules and got beheaded for treason on January 30<sup>th</sup>, 1649.

The execution  
Charles I died with one blow of the executioners axe. He then sentenced the kings head from his body killing him instantly. Then the executioners held up Charles I head for people to see. Many people were intrigued to see Charles I head.

Executioners  
The execution of Charles I beheading occurred on 30<sup>th</sup> January 1649 outside the Banqueting House in Whitehall. Oliver Cromwell was convicted as being the leader of the execution with his colleague Richard Brandon. The executioners hid their identities by wearing higs and a gate mask to the public.

Cold Weather  
The weather was very cold when Charles I was executed. I know this because it's been stated that Charles I wore two shirts so he wouldn't shiver.

Charles's Last morning  
Charles I walked into Banqueting House with extra clothes on because he thought the crowd would be mistaken and think that he was shivering because he was scared. Although he was cold it was because of the cold weather Charles I declared his last speech declaring he was innocent, and claiming Parliament had accused him. The last thing he mentioned was that he would become a martyr.

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# History



Year 9 First World War recruitment posters.

Zoe Harvey



Patryk Bancyr

## THE SOLDIERS AT LARUO

Young are like dead  
Like babies they lie  
The words they bleed once  
Not healed dry  
And yet - too soon  
Into each spear  
A cold earth falls  
On colder space  
Quest still they lie  
These fresh - cut heads  
Stretched in earth  
Like winter seeds  
But they will not bloom  
When called spring  
To burst with leaf  
And blossoming  
They sleep on  
In silent dust  
As crosses rot  
And helmets rust.


By Spike Milligan

Section A - George Davis William J

Section A

### Project on a Poet - Spike Milligan

I have chosen Spike Milligan because the humour in his poems really appeals to me. I also find him a really interesting character with a fascinating history.



Spike Milligan was born on the 16th of April 1918 in Ahmednagar, India and attended schools in Poona and Rangpur, in 1931, when Spike was 13, his family moved to South London in England where he went to secondary school. It was said that he was not a good student as he was always pulling mischievous pranks!

When world war 2 began, Spike was called up for military service. He served as a signaller and later a lance bombardier. During this time, he performed comedy sketches to entertain the troops and it was at this time that he met Harry Secombe who he would go onto work with in later life. Spike also had musical talent and played guitar and trumpet as well as being a jazz vocalist. Sadly, he was wounded in combat and began to struggle with a manic depressive illness that lasted his whole life.

After the war, he teamed up with Harry Secombe again along with Michael Bentle and Peter Sellers and started spending time at the Grafton Arms Pub in London where they began to develop their comedy routines. The BBC started broadcasting the group's work in 1951 as Crazy People and in 1952 it was renamed as the Goon Show which continued until 1960. Spike Milligan had now become a household name.

During this time he married his first wife, June Malloy in 1952. They had 3 children, Laura, Sean and Sile. They then divorced in 1960 and he then married Patricia Ridgeway in 1962, they had 3 daughter, Jane Milligan.

Above by William Jeffries

Left by Lindali Jayaneth

# WILLIAM WORDSWORTH

## WILLIAM WORDSWORTH

### EARLY LIFE

William Wordsworth was born on the 7th of April 1770 in Cockermouth (Cumbria). He was the second of the four children born to John Wordsworth and Ann Cookson. His mother - Dorothy Wordsworth was a poet and diarist whom had been close to him all his adult life. His three other siblings were Richard Wordsworth (the eldest), John Wordsworth and Christopher Wordsworth (the youngest).

### EDUCATION

At first, Wordsworth attended a small, poor quality school in Cockermouth but then moved to a school in Hawkshead after the death of his mother. He was sent to Hawkshead Grammar School in Cumbria.

### CAREER

In 1795, Wordsworth departed for England with Samuel Taylor Coleridge in Somerset together they published the 'Lyrical Ballads', a collection of poems including Coleridge's 'The Rime of the Ancient Mariner' and Wordsworth's 'Tintern Abbey' in 1798. This book includes thirty-three poems; four by Coleridge and the rest by Wordsworth. Then Wordsworth and Dorothy decided to visit Germany settling down in dove cottage.

### MARRIAGE & CHILDREN

In 1802, Wordsworth married Mary Hutchinson and got into to four children - Dora Wordsworth, Catherine Wordsworth, Thomas Wordsworth, William Wordsworth and Richard John Wordsworth. Unfortunately, only three of them survived. Sadly however, Wordsworth was still writing poetry including the notable 'I Wandered Lonely as a Cloud' (Commonly known as Daffodils) which he wrote in Dove Cottage and 'Ode: Intimations of Immortality'.

## I Wandered Lonely as a Cloud

I wandered lonely as a cloud  
That floats on high o'er  
valley and hills  
When all at once I saw a crowd,  
A host of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

Continuous as the stars that shine  
and twinkle on the Milky Way,  
They stretched in never ending line  
Along the margin of a bay:  
Ten thousand saw I at a glance  
Tossing their heads in sprightly dance.

The waves beside them danced; but they  
Outdided the sparkling waves in glee:  
A poet could not but be gay in such  
a crowd, comparing  
I gazed and gazed, but little thought  
What wealth the show to me had brought:

For oft, when on my couch I lie, in vacant  
or in pensive mood,  
They flash upon that inward eye,  
Which is the bliss of solitude,  
And then my heart with pleasure  
fills,  
And dances with the daffodils.

## The Arrival of Spring

I awoke one morn to hear the birds,  
- a singing in the trees,  
Such triumphant songs they sang,  
Such gayous melodies!

The reason for their burst of joy,  
I surely did not know,  
Yet their blithe, unceasing warblings,  
Soon rid me of my woe.

As on they warbled sweetly,  
They seemed to speak with me,  
Merrily they chirped and sang,  
Fluttering about in glee.

# ALFRED LORD TENNYSON

Alfred Lord Tennyson's Biography  
(1809-1892)



Alfred Lord Tennyson was one of the most prominent poets of the Victorian Era in England. Everyone loved and understood his work greatly.

Alfred was born in Somersby, Lincolnshire, on August the 12th, 1809. He was the fourth of 12 children. His grandfather was a member of Parliament and Alfred's father was the rector of Somersby parish. At the age of twelve young Tennyson wrote an epic poem which contained 5,000 lines.

In 1827 he and his brother Charles published a volume of their early poetry which was so highly praised at Cambridge. The next year Alfred went to study with Arthur Holmes. In 1829 he was awarded a medal after his poem "Turbid Waters".

Tennyson's father died in 1831 and he was named as coar. Comptroller. In 1833 he published a volume of poems that included "The Lady of Shalott" and "The Charge of the Light Brigade". That same year Holmes died. Great sadness Tennyson turned to questions of death, religious faith, and immortality in English in the great story "In Memoriam" published in 1850. By 1837 Tennyson's financial affairs were in such poor shape that he had to give up his post as poetry secretary.

"In Memoriam" was somewhat success and brought him to show in and he was able to marry Elizabeth in 1850. They bought a home and born in the late of 1850 and had three children.

Tennyson was named poet laureate in 1850 and lived in Whitehall's chambers for nearly two years. As poet laureate he wrote memorable poems for special occasions such as "Ode on the Death of the Duke of Wellington" and "The Charge of the Light Brigade".

In 1850 Tennyson reluctantly accepted a barony bestowed by Queen Victoria. William Gladstone, and he succeeded the Duke of Devonshire as the chief English writer so far so high a title yet his work alone.

In 1850 he published questions that were then important to his country. He was poet so when he published "Demeter" and other poems in 1859. Tennyson died in October the 10th, 1892. He was buried in the south corner of Westminster Abbey.

The Lady of Shalott  
The Lady of Shalott is a short poem because it was written and arranged. It is telling us what was during the days of King Arthur. King Camelot is the name of Shalott. A woman beautiful young maiden is imprisoned. She might not look at Camelot but can only see what is reflected in a mirror. In the end of the poem a magical visit of the Lady of Shalott, she will be visited.



Break, Break, Break  
This poem describes the feeling of loss. Alfred was writing about the loss of his father when he was writing about the poem. I think the poem would be for young children and to be read in a school setting of memory and nostalgia.

Break, Break, Break  
by Alfred Lord Tennyson

Break, break, break,  
On the cold gray stones, O sea!  
And I would that my tongue could utter  
The thoughts that arise in me.  
O well for the fisherman's boy,  
That he shouts with his sister at play!  
O well for the sailor's boy,  
That he sings in his boat on the bay!  
And the wretched ship goes on,  
To their haven under the hill,  
But O for the touch of a vanish'd hand,  
And the sound of a voice that is still!  
Break, break, break,  
At the foot of the Cross, O sea!  
But the wretch springs and drowns that is dead,  
Till near-come back to me.

The Charge of the Light Brigade  
The Charge of the Light Brigade is an amazing and historical poem. The poem suggests that the British were just about winning but were shot down.



In Memoriam  
This poem is an amazing poem and it was considered to be one of the greatest poems of the Victorian era. This poem is an account of the death of Alfred's friend and neighbor as a young man. The death of a young man. The original title of the poem was "The Holy of the Sea".



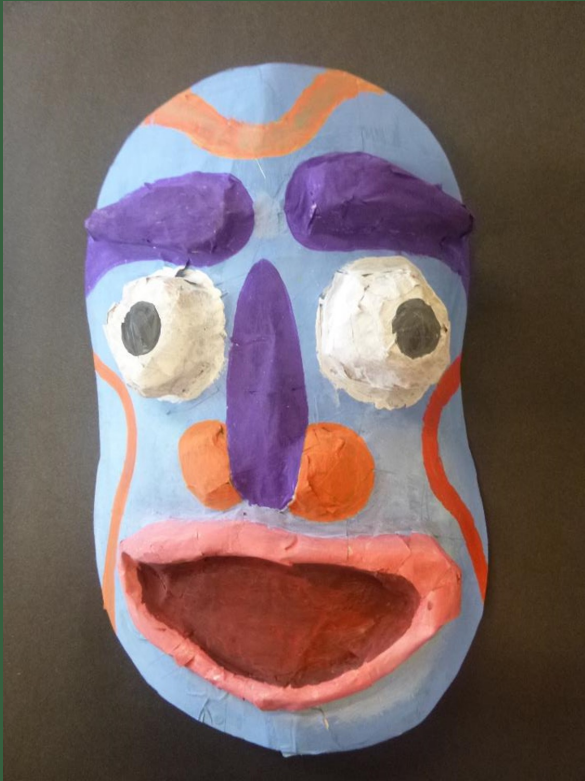
My own room  
Alfred's room was a simple, modest room. He had a desk and a chair. The room was a place where he could think and write.



IN MEMORIAM

By Leonor Jardim

Art



Mask by Niamh Keating Y7



Clay Bug Sculpture by Rosie Pullen Y8



Clay Creature by Eva Torfinn Y8



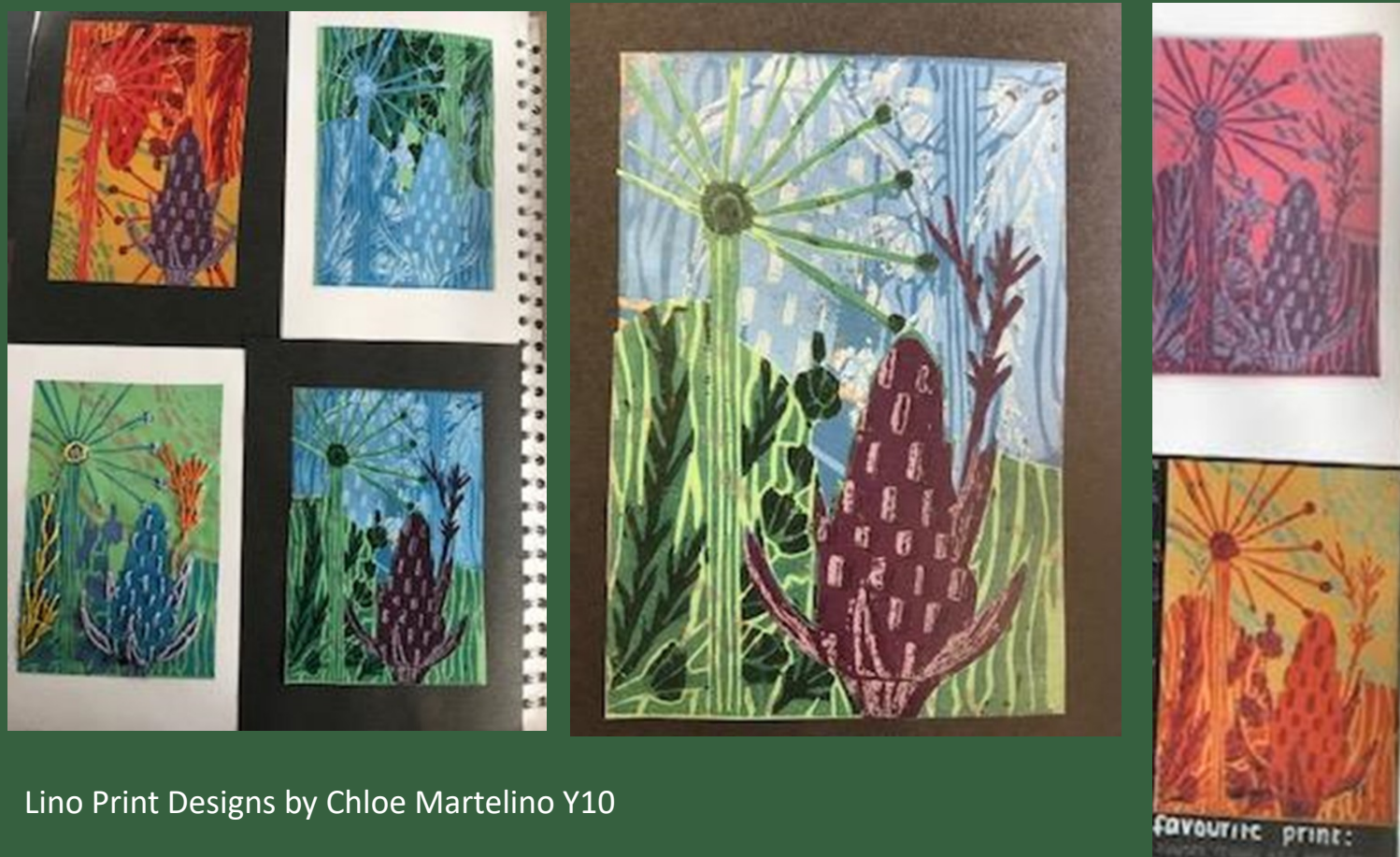
Pop Art Mural by Amy John and Christine Chua Y9



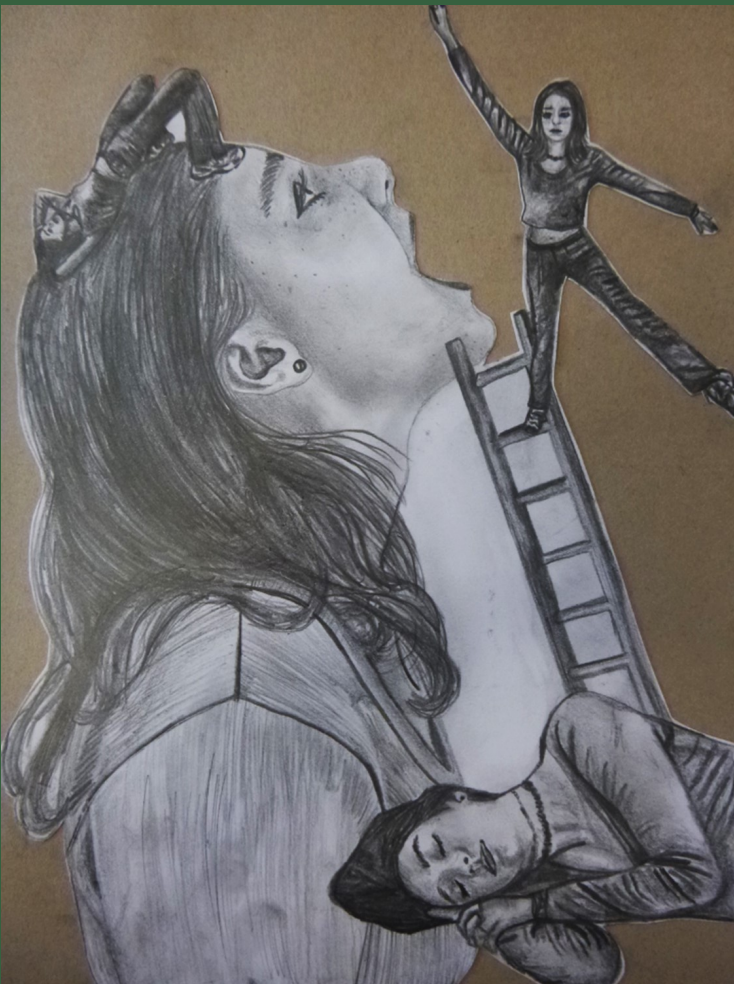
Picasso One Hour Self Portrait  
by Jess Dive Y9



Clay Cake Sculpture by Arianne Fabian Y9



Lino Print Designs by Chloe Martelino Y10




Top Left Angie Lewin Inspired Design by Sandra Nastor y10

Top Right Development work for exam by Will Hurry Y11

Opposite Surrealism Experiment by Valentina Creffield Y11

# EDUCATION MENTAL-HEALTH PRACTITIONER



**Why Is This Job Important?**

Many Mental health disorders can be distinguished by excessive anxiety, guilt, sadness and/or mood swings.

Often mental health disorders cannot be recognized from the appearance of the person suffering from it. Sometimes, not even the person suffering with it cannot detect that they have it either. Mental health in young adults and teenagers from ages 14-24 has increased significantly over the last 5 years. However, this can dramatically effect their lives in the future. This is why we need more E.M.H.P.s so that these numbers can hopefully decrease. E.M.H.P.s seek out the symptoms of mental health in school students and help them battle their problems so that they can have the chance of a brighter future.

**Brighter Futures for Children**

**Fun facts**

- When you are an EMHP there is no specific uniform and you are allowed to wear what ever you like.
- The training for full time (37.5 hrs) for 12 months in duration and will consist of some academic and supervised practice learning across educational settings.

**What EMHPs Do**

Education mental health practitioners (EMHPs) are professionally trained to assess and show support to children and young people (CYP) with common mental health difficulties, particularly mild to moderate symptoms of anxiety, depression, as well as behavioural difficulties. EMHPs also offer services for the purpose of improving an individual's mental health or to treat mental disorders.


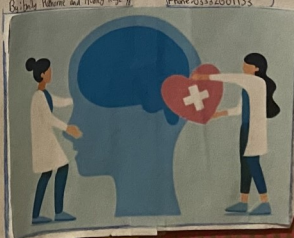
**How do I become one?**

The education mental health practitioner training is open to people with a range of experience. Those with a degree - postgraduate diploma. Those without a degree will have to undergo the equivalent of an undergraduate level qualification to become an Education Mental Health Practitioner.

**Times and Wages**

Trainee education mental health practitioners are appointed at an NHS band 4 (or equivalent) level with starting salaries from £21,892. Once qualified, EMHPs move up into the NHS band 5 where salaries start at £24,907. EMHPs work all year round. Some services require that you work your holiday during the school holiday period, but other services work normal which will let you have it whenever you like.

**Contact Details**  
 Email: info@nhs.uk  
 Phone: 03332001133

By Emily Hawthorne and Aubrey Hays Y8

In their own time they created this poster as a submission for the NHS Careers Competition.

## It matters who you read.

By Bethinn Feely

Of course, it is indubitable that any reader should seek books they enjoy, and of course, reading for pleasure should not be a punishment but a way to absorb a story in ostensibly the 'fullest' most encumbering sense. This endeavour should therefore be undertaken in terms of personal enjoyment and preferences; however, one cannot overstate the importance of absorbing intersectional materials in a world that is so profoundly multi-cultural and for which people are so often oppressed due to the ignorance of others. Therefore, indeed it is logical to state that there is value to reading and experiencing for even a few pages the experience of someone who lives an existence very different to yours, especially in a world so divided and misunderstanding.

Concerning the recent occurrence of Women's Day on March 8th, I wish to acknowledge that consistently men do not read female authors, whilst the opposite phenomenon does not occur. An article by the Guardian published in July of last year found that only 19% of their readership was male for top ten bestselling female novelists. On the contrary, there is an equal division of viewership for bestselling male authors as 55% of their audience is male whilst 45% is female. This discrepancy is indeed so significant that it cannot simply be eschewed. Within a patriarchal society, one must consider the effect that engrained chauvinistic prejudices would have on the audience of a novel concerning the author's gender. 'Why should this matter?' One might ask. Arguably reading a variety of authors, considering this article – female authors, is for a similar reason to the existence of Women's Day at all. This day exists as not merely a celebratory day but one to spread awareness and encourage discourse to promote reducing the sexist oppression women experience within a patriarchy. Therefore, reading female authors is indubitably a way that this can be achieved. Of course, this is not always relevant hate often springs from ignorance, and therefore to open oneself to learning about the experience of others indeed is a salient practice in reducing misunderstandings. It is evident how important this understanding is, especially for those typically in a position of power, whether that be due to gender, sexuality, race, religion, or wealth, to become aware of how oneself may be contributing unwittingly to the hardships another group may face, and how these are felt and experienced by oppressed groups that are so often silenced. This encouragement of empathy would not remove systemic issues; however, surely, it is a start to making those aware of how their actions and words can directly influence a person's existence negatively.

The poignant fact that female authors emerged first around the 1750s due to the movement of literature into the public sphere (only due to the increased accessibility of literary education of young women), demonstrates the oppression women have suffered in line with their academic ability being stifled. This oppression cannot be forgotten in the discourse of female authors today. Though in the UK, women now legally have equal access to education, the systemic silencing occurs with dehumanisation and over-sexualisation of women - such as apparent even in the Met, wherein the modern art section 85% of the nude portraits are of women. The patriarchy is still a very apparent thing in women's lives, and this cannot be ignored in its effect on the public perception of female voices. As a society, surely, we must encourage all genders to read female authors so as not to succumb victim to the pitfall that women are viewed as 'less intelligent than men inherently as seems to be apparent in the reading patterns found by the Guardian. Especially with the movement of the Taliban in denying girls the right to an education, we must attempt to uproot any ingrained belief that women are any less academic. Women today are still denied the right to an education, though this will not be fixed by reading female authors. In reading, for example, Malala Yousafzai communicates ideologies of equality to oppose this chauvinism can be strengthened and an understanding of women's experiences forged so that these victims we as a society do not allow to be silenced.


There may be a criticism that 'men just don't enjoy books by women' the sexist undertones of this view aside, this is not true. The average rating men award women's books on Goodreads is 3.9, as for books by men, this falls marginally – though it does fall- to 3.8. Therefore, there is another reason for this bias, which sadly can be attributed to a conscious or subconscious bias against female authors from a male perspective. This sadly only reduces readers' worldviews who are not aware of the importance of the perspectives they consider or maybe are not even aware of the bias they are falling prey to. In bringing awareness to how reading a myriad of perspectives can expand one's understanding of hardships different groups face. Hopefully, readers may be encouraged to expand their library; so that awareness and respect can be built in some small way.

Any attempt to dismantle the systematic prejudices, no matter how small, is worthwhile, in line with the horrors, one can observe across the globe and in the UK itself, a factor that, on this women's day, we should not overlook. Therefore, encouraging an increased focus not just on 'what we are reading' but 'whom we are reading' should be considered vital in creating a more considerate world. Exploring new authors widens our perspectives in a way that enables us to listen to those who are often silenced and hopefully aid those who are oppressed through opposing the prejudices that are exacerbated into systemic sexism.

## Geography

**M**  
**A**  
**N**  
**C**  
**H**  
**E**  
**S**  
**T**  
**E**  
**R**

- Where is Manchester?  
Manchester is located in the north west of England near Liverpool being connected together by river.



- What type of settlement was Manchester?  
Manchester began with the romans as a Crossing point, a Crossing point known as Mamucium around 79 AD. In 13<sup>th</sup> century, a while after the Romans left, a settlement grew around the fort and Manchester had become a market town.
- What has allowed Manchester to grow at various times?  
By 1780, Manchester's population was about 17000. Then two things happened:  
- The Industrial Revolution came along, and many of the new machines that were invented were for spinning and weaving fibres to make cloth  
- Cotten fibre began to be imported into Liverpool, wich was connected by river to Manchester. So cotten could be brought to Manchester by boat.

**M**  
**A**  
**N**  
**C**  
**H**  
**E**  
**S**  
**T**  
**E**  
**R**

Was the growth of Manchester a good thing?  
Though some may argue yes because of the economy in some causes no because with the rise of the cotten industry and how popular Manchester was with the industry many people started to move there and with not enough food to go around it caused a terrible famine, and their working condision where people worked became worse for the want to make more money.

What are the positive things?

Manchester because of it's big industry and amount of money expanded enough to become a city.

What are the negative things that happened there?

Because of the want for money more people where higher and the working condision became worse and things that came with industrial revolution with global warming.



Though Manchester was not alone anther places in the UK like Lond Liverpool, Brimingham, Glasgow changed like this and fast and developed slums-as industries flourished.



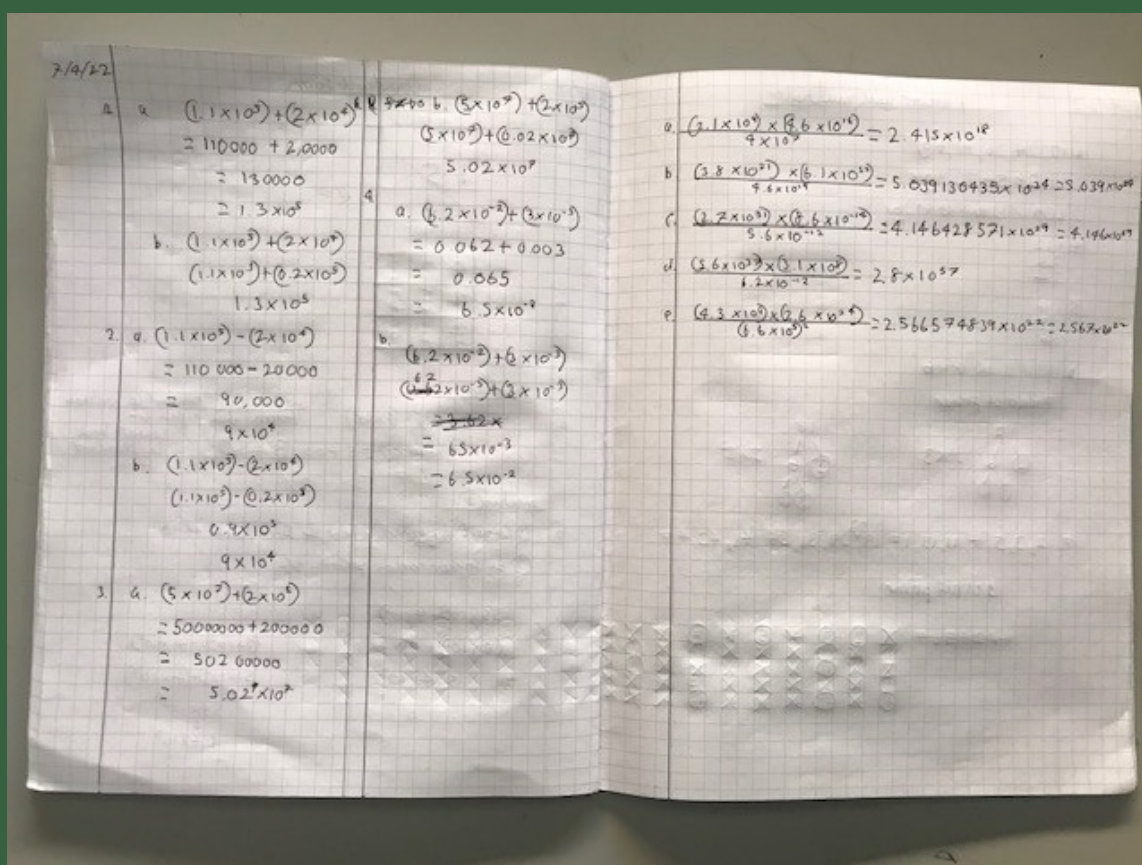
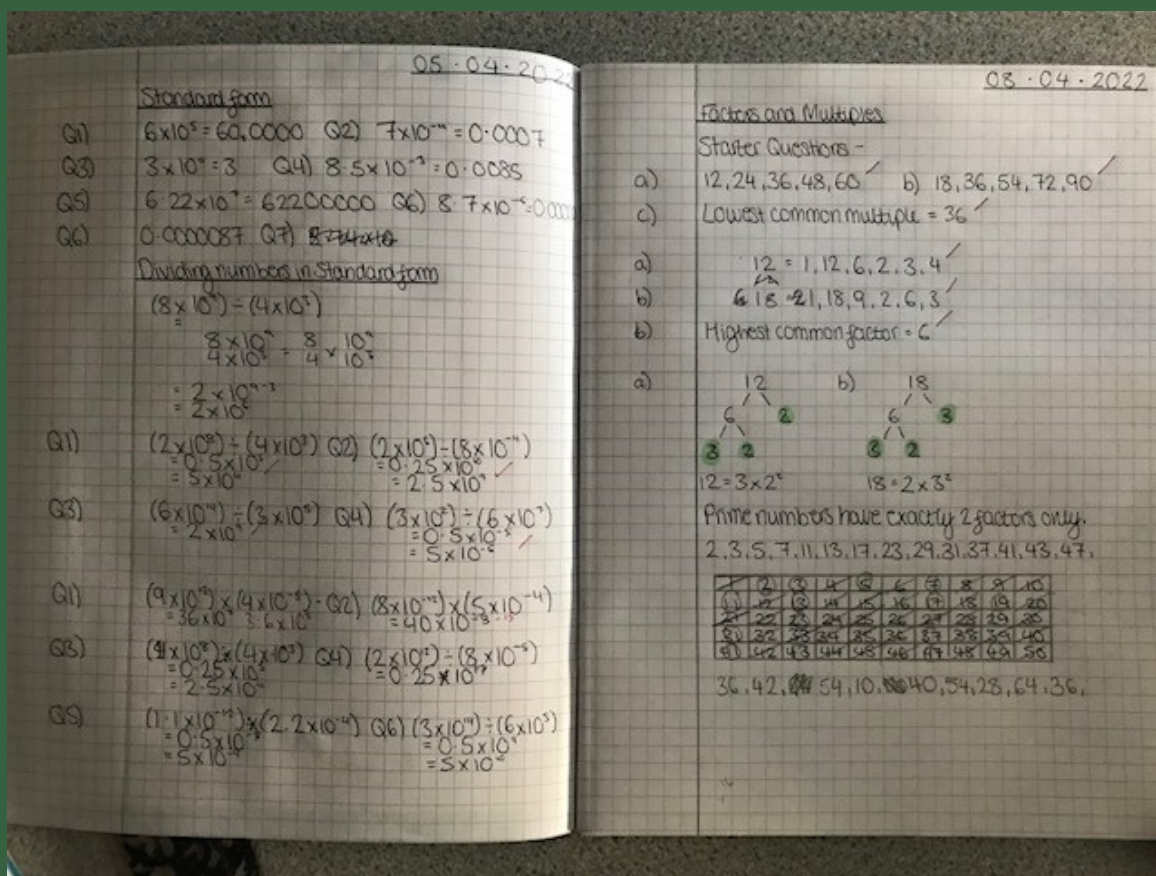
Our Under 13's Basket Ball Team won their first fixture this year.!

The boys played fantastically well, coming away with a 25-10 win!



Our Under 15's Girls Rugby Team competed in a tournament with other Suffolk schools. Despite this being their first rugby match & against opposition, they did incredibly well! Winning 4 games from 4 and scoring some fantastic tries!

Maths


























French

Friday

le

MON ALPHABET FRANÇAIS

A pour...  les ananas	MON ALPHABET FRANÇAIS		B pour...  les baskets bombes
C pour...  un cassette le chocolat	D pour... 2 deux	E pour...  écharpe	F pour...  la grenouille
G pour...  un gomme	H pour...  harpe	I pour...  insecte	J pour...  un jeep
K pour...  kangourou	L pour...  la livre	M pour...  la maison	N pour... 9 neuf
O pour...  orange	P pour...  les pommes	Q pour... 15 quinze	R pour...  la robe
S pour...  soulier	T pour...  la table	U pour...  union	V pour...  vélo
W pour...  wagon	X pour...  xylophone	Y pour...  yeux	Z pour...  zèbre

3) Qu'est-ce que les aimés ?

le 7 janvier 2022

Ecrire - les petit Nicolas

Il s'appelle  
Il s'appelle Agnan et il a huit ans. Il a les yeux bleus et les cheveux blonds et courts. Il porte des lunettes. Il est assez petit. Il adore l'école et les maths, surtout les fractions. Il aime les livres mais il déteste le sport. Il est très intelligent mais il n'est pas sportif. Il n'est pas branché. Il a ni pas des amis et des un frère mais il a une mère. Super! (7.5) wow. A high level of accuracy - well done hand!

EP1. for now extend your work through adding additional details. Try to le 12 janvier 2022

re-use previously learnt structures and language in Les Matières

Il porte des lunettes et il assez petit. Au collège il son matière préférée les maths, surtout la fractions. En plus

- 1) Le français - French ✓
- 2) L'espagnol - Spanish ✓
- 3) Le sport / L'EPS - PE ✓
- 4) Le dessin / Les arts plastiques - Art ✓
- 5) Le théâtre - Drama ✓
- 6) L'anglais - English ✓
- 7) L'histoire - History ✓
- 8) Les sciences - Science ✓
- 9) La musique - Music ✓
- 10) La technologie - Computer studies IT DT ✓
- 11) Les maths - maths ✓
- 12) Les la géographie - Geography ✓
- 13) L'informatique - ~~IT~~ ICT ✓
- 14) L'éducation religieuse - RE ✓

## French

Ecrire! - La Musique  
 J'écoute de la musique tous les jours sur le bus parce que c'est génial! De temps en temps, j'écoute de la musique rock avec un padlock sur le vélo, parce que j'aime le rock. Je télécharge <sup>de la</sup> musique sur Spotify. C'est mon app de musique préférée.  
 J'aime K-pop parce que je trouve leur voix reposante. Mon groupe préféré c'est Blackpink et Itzy, car j'aime <sup>leurs</sup> mélodies. J'aime aussi Juice, mais je n'aime pas BTS parce que je n'aime pas ses chansons - ils sont nul et pénible!  
 Je n'aime pas la musique Classique, surtout Mozart, c'est vraiment, vraiment ennuyeux. Je préfère le pop parce que ça me donne envie de chanter.  
 Ces derniers temps, quelquefois, j'écoute la musique française, j'adore ça parce que c'est vraiment cool et inspirant. Mon amie adore le hip-hop et le jazz. Elle déteste le rap parce que elle trouve ça ~~peut~~ ennuyeuse et nul, surtout Central Cee. Elle chanteuse préférée c'est Taylor Swift.  
 Un jour, je voudrais aller au concert avec ma mère et mes amies.

**Summer Term  
Curriculum 2022**

Subject	Summer Term Topics
R.E.	<ul style="list-style-type: none"> <li>• Creation of the Church</li> <li>• Animal Rights</li> <li>• Sex Education</li> <li>• Meaning of Love</li> <li>• Positive Relationships</li> <li>• Negative Relationships</li> <li>• Hinduism</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Place value and Calculations Factors,</li> <li>• Multiples and primes</li> <li>• Transformations</li> <li>• Functions and Graphs</li> <li>• Probability Investigations and enrichment material</li> </ul>
English	<p><b>Shakespeare in Context</b> Students are gain an understanding of the context of Elizabethan theatre, the conventions of a play and the different genres of comedy, tragedy and history, as well as build on their knowledge of poetry when looking at some of Shakespeare’s sonnets</p> <p><b>Travel Writing:</b> Building on from the skills of analysing non-fiction extracts when students studied speeches. It also provides a specific focus for practising writing for a particular purpose and audience.</p>
Science	<ul style="list-style-type: none"> <li>• Variation</li> <li>• Human Reproduction</li> <li>• Earth Structure</li> <li>• Universe</li> <li>• Sound</li> <li>• Light</li> </ul>
French	<ul style="list-style-type: none"> <li>• Ma Zone ( where I live), vocabulary , il y a,</li> <li>• Question answering and asking</li> <li>• Further opinions about where you live</li> <li>• Asking directions, giving directions, designing your own theme park or town.</li> <li>• Frequency adverbs</li> <li>• Giving and accepting invitations</li> <li>• Les vacances ( holidays) , countries, and other holiday vocabulary</li> <li>• Activities</li> <li>• Introduction to the reflexive</li> <li>• Numbers</li> <li>• Ordering food and drink in a café</li> <li>• Holiday plans ( futur proche= near future tense)</li> <li>• The conditional ( je voudrais + infinitive)</li> </ul>

Subject	Summer Term Topics
PSHE	<ul style="list-style-type: none"> <li>• Staying safe and well = Strategies to help you to protect yourself from harm.</li> <li>• The Values Game = Reflecting on admirable values.</li> <li>• Relationships to last = Identifying different examples of positive and negative relationships.</li> <li>• Resilient relationships = Assessing the impact which outside factors can have on a relationship.</li> <li>• Me as a consumer = Knowing the responsibilities you have as a consumer.</li> </ul>
History	<p>Medieval Realms:</p> <ul style="list-style-type: none"> <li>• Who rules?</li> <li>• Matilda the forgotten queen</li> <li>• Crown v Church: the story of Henry II and Thomas Becket</li> <li>• King John: Good or bad?</li> <li>• Where did our Parliament come from?</li> <li>• The Black Death</li> <li>• Why were peasants so angry in 1381?</li> <li>• The Wars of the Roses</li> </ul> <p>Life in the Middle Ages Religious beliefs:</p> <ul style="list-style-type: none"> <li>• A day in the life of a monk</li> <li>• Was it fun to be a nun?</li> <li>• What was life like in a medieval village?</li> <li>• What was life like in a medieval town?</li> <li>• How smelly were the Middle Ages?</li> <li>• Could you have fun in the Middle Ages?</li> </ul>
Geography	<p><b>Glaciation</b></p> <p>Pupils study glaciation after the UK as much of the UK's distinctive landscapes have been formed through glaciation. Pupils employ their map skills and knowledge of the UK to explain how glaciation has changed the appearance of the UK and Europe. It builds on key physical processes such as weathering, erosion, transportation and deposition. Glaciation also introduces pupils to climate change which is revisited later in various topics.</p>

Subject	Summer Term Topics
PE	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Handball</li> <li>• Gymnastics</li> <li>• Cricket</li> <li>• Rounders</li> <li>• Tennis</li> </ul>
Art	<p>This term will also involve working outdoors producing artworks in response to and for the local environment. The students will start the summer term looking at the work of Van Gogh to enable them to understand different ways of mark making using pencil, ink, paint and oil pastel media.</p> <p>Students will have the opportunity to work 'en plein air' in the school grounds to study the way that Van Gogh captured the movement and quality of natural forms such as trees and plants. Still life set ups will also inspire the students to deepen their knowledge of colour theory by creating their own studies inspired by Van Gogh's use of brushstrokes in paint.</p> <p>Students will learn how to critically analyse the work of Van Gogh using subject specific vocabulary when talking about and writing about his paintings.</p>
Computer Science	<p>Computational Thinking – This is a problem solving technique used to find efficient solutions to a wide range of real world problems. It includes four stages; decomposition, pattern recognition, abstraction, and algorithms.</p> <p>Flowcharts (assessed work) – A commonly used design tool in software development, students will learn to use the British Computer Society (BCS) standard symbols to design algorithms with flowcharts.</p>
D&T: Food	<p>Working safely in a food environment.</p> <p>Students will be involved in the Safe preparation of vegetable and fruit rich dishes, using hand held equipment, the grill and the hob.</p> <p>Choosing, using, and preparing fruits and vegetables to demonstrate ways of achieving a number of healthy eating targets on the Eatwell guide.</p> <p>Carbohydrate rich dishes enabling us to introduce this macro nutrient and its role in meeting healthy eating targets on the Eat well guide.</p> <p>Protein dishes, and high risk foods that provide an understanding of microbiological food safety considerations when preparing, processing, storing and cooking protein rich dishes.</p> <p>In addition they also provide an introduction to the concepts of Quality control and Health and safety in food preparation.</p>

Subject	Summer Term Topics
DT: Resistant Materials	<p><u>Acrylic charging/docking unit for a mobile phone</u></p> <p>Pupils are presented with the challenge of designing and making a functioning phone stand from acrylic sheet. The project begins with a consideration of how and why we store items. They will generate a range of potential ideas and go on to model the best of these using card.</p> <p>They will acquire practical skills, such as using the line bender, shaping their acrylic using hand tools and workshop machinery. and will be introduced to CAD/CAM to help them make smaller decorative parts. There is a strong emphasis placed on safe and appropriate working practices in the workshop.</p> <p>They will develop an understanding of key design issues such as sustainability, meeting the needs of potential users and the impact of plastic use on our lives.</p>
DT: Product Design	<p><u>Torch and packaging project</u></p> <p>Most pupils will have received or bought gifts, products or consumables which are packaged within a 'blister' package. They will consider the different reasons for packaging goods in different ways. They will develop, and apply, knowledge surrounding key elements within Graphics; such as typography, image, layout and colour considerations.</p> <p>They will acquire practical skills, such as using the vacuum former and will be introduced to CAD/CAM to help them develop professionally finished end products.</p> <p>They will develop an understanding of the 'bigger picture' with regard to materials development, use and disposal; with a focus on Sustainability which is presently at the forefront of the worldwide concern over our impact and carbon footprint on the earth.</p> <p>They will also foster and demonstrate an understanding of customer needs and wants; recognising that what their Target Market Group values is vital to a products success.</p>
Music	<p><b>Percussive Jungle</b></p> <p>On tuned percussion (glockenspiels and xylophones) we learn the various parts to 'In the Jungle'. We learn how to arrange a piece of music. Students are assessed on a group arrangement of 'In the Jungle'.</p> <p><b>Ariba!!</b></p> <p>On tuned percussion (glockenspiels and xylophones) students perform the chords sequences and melodies to 'Tequillq' and 'Ariba'. The unit will extend improvisational skills.</p>
Enrichment	<p>Classics: What is the ancient world?, Greek Gods, What makes a hero, Trojan War, The Odyssey, How the classical world left its mark.</p> <p>Latin: Pompeii and Vesuvius, the Roman household, Roman Food, Latin word order, Nominative and accusative case, Present tense of the verb to be.</p> <p>First Aid: Allergies, Asthma, Basic life support, bleeding, choking, head injuries, first aid positions.</p>

Subject	Summer Term Topics
R.E.	<ul style="list-style-type: none"> <li>• Sacrifice</li> <li>• Big Questions/Philosophy</li> <li>• Islam</li> <li>• Environmental Issues</li> <li>• Liturgical Calendar</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Calculations</li> <li>• Equations, Functions &amp; Graphs</li> <li>• Geometrical reasoning</li> <li>• Ratio and Proportion</li> <li>• Planning and processing data</li> </ul>
English	<p><b>19th Century Fiction</b> Students look at extracts of 19th Century fiction linked by the theme of family to practise the skills of language analysis, and to prepare them for the study of a complete 19th Century novel in Year 9.</p> <p><b>Poetry</b> A Journey Through Life: exploration of poetry covering the seven stages of man. Students develop skills of how to analyse poetry, use poetic techniques and manipulate grammar for effect.</p>
Science	<ul style="list-style-type: none"> <li>• Evolution</li> <li>• Inheritance</li> <li>• Climate</li> <li>• Earth Resources</li> <li>• Practical Investigations</li> </ul>
French	<ul style="list-style-type: none"> <li>• Ma région et ma ville – area and town .</li> <li>• Vocabulary on town, house, area.</li> <li>• Comparatives.</li> <li>• Present tense revision.</li> <li>• Cookery vocabulary.</li> <li>• Quel talent ! (talents and culture).</li> <li>• Modal verbs.</li> <li>• Reading, listening and speaking activities .</li> </ul>
Spanish	<ul style="list-style-type: none"> <li>• Present tense structure.</li> <li>• Regular –AR –IR –RE verbs.</li> <li>• Irregular verbs conjugation.</li> <li>• Food - ordering snacks / drinks.</li> <li>• Restaurant expressions.</li> <li>• Shopping for food.</li> <li>• Culture - Spanish food specialities.</li> <li>• Expressing opinion structure using singular and plural noun.</li> <li>• Nouns / Articles.</li> </ul>

Subject	Summer Term Topics
Geography	<p><b>Development</b></p> <p>This topic builds upon understanding gained in the Asian topic to really explore in depth what development is, how it measured and provide contemporary case studies to demonstrate the differences between LEDC's and MEDC's and the concept of urbanisation and sustainable development. Pupils have a range of decision-making activities and opportunities for critical thinking which lead to a synoptic style assessment which draws on aspects of the previous topics taught in year 8.</p> <p><b>Ecosystems</b></p> <p>Pupils learn about the climatic factors that influence biomes and ecosystems and they have an opportunity to develop fieldwork skills by investigating whether developers should be allowed to develop the school field. This requires pupils to undertake a biodiversity survey and present their finding and recommendations.</p>
History	<ul style="list-style-type: none"> <li>• What do you already know about the French Revolution?</li> <li>• What was life like before the Revolution?</li> <li>• The 3 Estates What were the long-term causes of the French Revolution?</li> <li>• What were the short-term causes of the French Revolution?</li> <li>• Did the Revolution make France a fairer country?</li> <li>• The Declaration of the Rights of Man (Thomas Paine)</li> <li>• What was Louis' reaction to the Revolution?</li> <li>• What should be done with the King?</li> <li>• The execution of King Louis</li> <li>• What was 'The Terror'?</li> <li>• Was the terror necessary?</li> <li>• Who were the sans-culottes?</li> <li>• Why was there a counter-revolution?</li> <li>• Robespierre: Hero or Villain?</li> <li>• Why did Napoleon become the most powerful man in France?</li> <li>• To what extent did France change under Napoleon?</li> <li>• In what ways is the execution of a French king linked to Britain?</li> <li>• Little Boney will get you!</li> <li>• How did Nelson's touch win the Battle of Trafalgar?</li> <li>• What was it like on board HMS Victory?</li> <li>• Napoleon's last stand Why did Wellington win?</li> </ul>

Subject	Summer Term Topics
PSHE	<ul style="list-style-type: none"> <li>• Your place in the world = Assessing good and bad places which make you feel important.</li> <li>• The British Values Game = Knowing how to live out the British Values.</li> <li>• Make a difference = Considering how you can make a positive difference.</li> <li>• The Budget Game = Practicing making wise money choices.</li> </ul>
Art	<p>Students begin the term by exploring the theme of the 'Figure in Art'. Students will learn different ways to measure when drawing the human form enabling them to understand rules of proportion and ways that the movement of a figure can be conveyed when capturing a sporting or active figure. Students explore a range of different artists who have been inspired by the human form, Giacometti, Gormley, Akuniylli, Da Vinci.</p> <p>Tasks will enable students to complete a range of drawings and collage based outcomes to work in the style of different artists whilst also looking at different techniques when drawing the human form. Students will learn from investigating Manga characters and Fashion drawings to analyse the different styles of working.</p> <p>Selecting from these different styles, students will produce a longer study using water-colour media of a human figure that will enable them to focus on their skills for accuracy and precision when drawing whilst also learning about the importance of the figure in art history.</p>
Computing	<p>Programming using App Lab students will create a mobile app. App Lab is a blockbased programming language but it also allows students to view/write the underlying text-based JavaScript code. This will help students to progress their programming skills from Year 7 Scratch to year 9 Python.</p> <p>Development Lifecycles and Project Management help developers to produce high quality, efficient, robust and easily maintained software. Students will learn about the importance of formal processes to ensure these characteristics are met in every software development project.</p>
DT: Food Nutrition	<p>Food Safety</p> <ul style="list-style-type: none"> <li>• Pathogens and the causes of cross contamination,</li> <li>• Cleaning, Cooking, Chilling and Cross Contamination.</li> <li>• Vitamin C</li> <li>• Fruit and Oxidisation.</li> <li>• Food sources, and traditional meals from around the world,</li> <li>• The function of carbohydrates.</li> </ul>

Subject	Summer Term Topics
DT: Resistant Materials	<p>Festival Hand Held Device</p> <ul style="list-style-type: none"> <li>• Creating a 3D model of an electronic device,</li> <li>• How designers meet physical, intellectual, emotional or social needs,</li> <li>• Using the line bender,</li> <li>• Shaping acrylic using hand tools and workshop machinery,</li> <li>• CAD/CAM,</li> <li>• Sustainability and the use of plastic.</li> </ul>
DT: Product Design	<p>Pup-Up Card and Drawing Techniques</p> <ul style="list-style-type: none"> <li>• Target Markets,</li> <li>• Simple yet distinctive graphic design skills,</li> <li>• Types of Motion and different mechanisms,</li> <li>• Levers and Linkages,</li> <li>• 1 and 2 Point Perspective,</li> <li>• Isometric Drawing</li> <li>• Orthographic drawing.</li> </ul>
Drama	<p>Physical theatre and the work of Frantic assembly.</p> <ul style="list-style-type: none"> <li>• Movement</li> <li>• Physicality</li> <li>• Storytelling</li> <li>• Form and structure</li> </ul> <p>Stanislavski and his style of naturalism.</p> <ul style="list-style-type: none"> <li>• Magic if</li> <li>• Naturalism</li> <li>• Characterisation</li> </ul>
Music	<p><b>It's time to Uke</b></p> <p>Students will extend their Ukulele playing from Year 7 and learn more chords and different strumming patterns. Songs will be performed in full.</p>
P.E	<p>Skills and Tactics</p> <ul style="list-style-type: none"> <li>• Rounders</li> <li>• Basketball</li> <li>• Cricket</li> <li>• Tennis</li> </ul>
Enrichment	<p>Conservation— Ecosystems, Human/Animal conflict, Conservation Island, Ugly Animals, Local conservation &amp; jobs/careers.</p> <p>Migration— Migration in the middle ages, Black Britain and the road to emancipation, Eminent Indians in Britain, The First and Second World Wars, and Empire Windrush.</p> <p>Oracy— Talk &amp; Discuss, Logos, Ethos, Pathos, Speaking, Public Speaking, Debate</p>

Subject	Summer Term Topics
R.E.	<ul style="list-style-type: none"> <li>• Judaism</li> <li>• Blood and Organ donation</li> <li>• Human Rights and Social Justice</li> <li>• Sexuality and Gender Equality</li> <li>• FGM</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Transformations</li> <li>• Compound measures</li> <li>• Pythagoras's theorem</li> <li>• Percentages</li> <li>• Financial capability &amp; Investigations</li> <li>• distance/time/speed graphs</li> <li>• Similarity &amp; basic trigonometry</li> <li>• Types of number &amp; Investigations</li> </ul>
English	<p><b>Poetry from Different Cultures:</b></p> <p>Students complete a unit on poetry from other cultures, enabling students to expand their cultural literacy by exploring a range of texts. This unit is designed to emphasise the importance and impact of culture on writers and what they produce.</p>
Science	<p><b>Biology</b></p> <ul style="list-style-type: none"> <li>• Diffusion &amp; Osmosis</li> <li>• Mitosis</li> <li>• Specialised cells</li> <li>• Circulatory system</li> <li>• Transport in Plants</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>• Speed &amp; Velocity</li> <li>• Forces</li> <li>• Equations of motion</li> <li>• Newton's Laws</li> </ul>
French	<ul style="list-style-type: none"> <li>• Bien dans sa peau- healthy living , food and exercise vocabulary.</li> <li>• Reading, listening, speaking, writing and translation.</li> <li>• Moi dans le monde, my place in the world, what's important to us, what makes us happy and sad.</li> <li>• Vocabulary related to these topics , Reading, listening, speaking, writing and translation .</li> <li>• Developing complex structures.</li> </ul>

Subject	Summer Term Topics
Spanish	<ul style="list-style-type: none"> <li>• Present tense structure</li> <li>• Past tense structure – regular and irregular formation; daily routine, free time activities</li> <li>• Future tense – holiday plans</li> <li>• Question formation</li> <li>• Photo card description</li> <li>• Expressing opinion structure using singular and plural noun</li> <li>• Culture – introduction to some GCSE cultural topics</li> </ul>
Geography	<p><b>Coastal Landscapes</b></p> <p>This unit teaches pupils about coastal processes and landforms and applies them to a new case study of the Dawlish Warren spit. Pupils also learn about coastal management, adaptation and mitigation. In year 10 this topic is revisited as pupils visit Walton-on-the-Naze to complete coastal fieldwork.</p> <p><b>Rivers</b></p> <p>Pupils develop their understanding of key processes and landforms and apply their understanding to the River Dee. Pupils also learn about river management, flood hydrographs and the impacts of flooding.</p>
History	<p><b>Inter War Years</b></p> <p>Paris Peace Conference, League of Nations, Successes and failures of the League, Did nationalism or internationalism triumph in the 1920s, Manchurian Crisis, The failure of disarmament, Abyssinian crisis, Actions of Adolf Hitler, Appeasement and Nazi Soviet Pact.</p> <p><b>Holocaust</b></p> <p>What was the Holocaust and who were its victims? How and why were the Jews of Germany persecuted before 1939? How did Britain respond? How and why did the Nazis persecute different groups of people? How did this increase during the war? When and how was the Holocaust perpetrated? How did some Jews and non-Jews resist the Holocaust? What happened after the holocaust? How should we remember the Holocaust?</p> <p><b>WWII and the Home Front Living</b></p> <p>Through the War: Part One: Evacuation, Dunkirk: Triumph or Disaster? The Battle of Britain: a turning point? The Blitz, Dad's Army, Rationing, Hitler invades the USSR: the turning point? The Battle of the Atlantic: 'The only thing that ever frightened me' and Why did the Japanese attack Pearl Harbor?</p>

Subject	Summer Term Topics
Art	<p>The summer term enables students to develop an understanding of modern sculpture using a range of found, recycled and 3D materials. They will develop awareness of the principles of sculpture learning about key conceptual and abstract sculptures produced during the twentieth century such as works by Naum Gabo, Louise Nevelson, Barbara Hepworth, Henry Moore and Anthony Caro. There will be an opportunity for students to work collaboratively where possible to produce outcomes using card, modroc and industrial materials.</p> <p>Students investigate the work by the Surrealist artists, learning how to analyse the symbols and motifs used in key artworks and generating their own imaginative surrealist portraits and landscapes. They will learn about the role of the unconscious mind in the making of images and deepen their understanding of the notion of an artworks composition.</p>
Computing	<p><b>Data Science:</b></p> <ul style="list-style-type: none"> <li>• How Visualisation can provide insight (Joseph Minard's visualisation and John Snow's visualisation)</li> <li>• Using Large Data Sets (making Predictions)</li> <li>• The Investigative Cycle (PPDAC)</li> <li>• Data Capture and Data Sources</li> <li>• Data Cleansing</li> <li>• Drawing Conclusions from data</li> </ul> <p><b>Half-term 6</b></p> <ul style="list-style-type: none"> <li>• Boolean, Logic Gates and Truth Tables</li> <li>• Cyber Security</li> </ul>
D&T: Food	<p><b>The Cooking Process</b></p> <ul style="list-style-type: none"> <li>• Frying, Simmering, Boiling &amp; Baking,</li> <li>• Convection, Conduction and Radiation,</li> <li>• Taste, Texture and Smell,</li> <li>• How food is farmed,</li> <li>• Using raw meat,</li> <li>• Seasonal vegetables.</li> </ul>
D&T: Resistant Materials	<p><b>Shampoo Bottles</b></p> <ul style="list-style-type: none"> <li>• Market evaluation,</li> <li>• Design and selections,</li> <li>• Identifying different parts of the item,</li> <li>• Using Styrofoam, acrylic sheets and rods,</li> <li>• Using the laser cutter,</li> <li>• Using workshop tools including vinyl cutter and hot wire cutter.</li> </ul>

Subject	Summer Term Topics
D&T: Product Design	<p><b>Architecture &amp; Biomimicry</b></p> <ul style="list-style-type: none"> <li>• Real life buildings and biomimicry,</li> <li>• Using drawing skills to communicate ideas,</li> <li>• Understanding customer need,</li> <li>• Interacting with our living and working environments.</li> </ul>
Drama	<p>A piece of theatre based on an influential practitioner.</p> <p>Drama skills focus:</p> <ul style="list-style-type: none"> <li>• Drama devices</li> <li>• Group work</li> <li>• Structure</li> <li>• Style</li> <li>• Characterisation</li> </ul> <p>Theatre history and the style of Soap Operas</p> <p>Drama skills focus:</p> <ul style="list-style-type: none"> <li>• Acting style</li> <li>• Plot lines</li> <li>• Characters</li> <li>• Performance style</li> </ul>
Music	<p><b>Famous Riffs and Covers</b></p> <p>Students will have the opportunity to learn those famous riffs and how to perform a cover of a song.</p>
P.E	<p><b>Analysis, Evaluation and Development</b></p> <ul style="list-style-type: none"> <li>• Rounders</li> <li>• Basketball</li> <li>• Cricket</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>• Ethical spending = Knowing how you can make ethical spending choices.</li> <li>• Knowing you = Being more self-aware and learning more about you.</li> <li>• Achieving your goals = Reflecting on how you can achieve your future goals.</li> <li>• Using your gifts = Knowing the importance of resilience in helping you to achieve.</li> </ul>

Subject	Summer Term Topics
R.E.	<ul style="list-style-type: none"> <li>• Creation</li> <li>• Abortion</li> <li>• Incarnation</li> <li>• The 7 Sacraments</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Sequences</li> <li>• Coordinates &amp; Linear graphs</li> <li>• Real-life graphs Accuracy and Bounds</li> <li>• 3D forms and volume</li> <li>• Statistics and questionnaires</li> <li>• Financial capability, Inc. AER Using Excel</li> <li>• Ratio and Proportion</li> <li>• Averages</li> <li>• Using Autograph</li> <li>• Transformations Circle Theorems</li> </ul>
English	<p><b>Language Paper 2:</b> Students revisit and develop the skills for Language Paper 2 of summarising, analysing language and making comparisons between writers' ideas and perspectives, as well as producing a piece of transactional writing, in preparation for the Year 10 language exam.</p> <p><b>A Christmas Carol and Macbeth</b> Students revise both literature texts in preparation for the Year 10 literature exam.</p> <p><b>Spoken Language Endorsement</b> Students plan, prepare and deliver a Speaking and Listening presentation for the compulsory GCSE English Language Spoken Language Endorsement.</p>
Science Combined	<p>Biology—Natural selection • Evolution • Classification systems</p> <p>Chemistry—Equilibria • Percentage Yield &amp; Atom Economy</p> <p>Physics— Electromagnetic waves</p>
Science Separate	<p>Biology—Variation • Meiosis • Genetic crosses • Natural selection • Evolution • Classification systems</p> <p>Chemistry—Rate of Reaction • Equilibria • Theoretical &amp; Percentage Yield • Titrations</p> <p>Physics—Wave properties • Waves speed • Sound and Hearing • Electromagnetic waves • Lenses • Colour</p>

Subject	Summer Term Topics
PSHE	<ul style="list-style-type: none"> <li>• Being a parent = Knowing the responsibilities associated with parenting.</li> <li>• Talking cancer = Knowing more about cancer and some of its symptoms and effects.</li> <li>• Addicted parents = Reflecting on the responsibilities of parenting and the dangers of taking harmful substances.</li> </ul>
Core PE	<p><b>Teamwork</b></p> <ul style="list-style-type: none"> <li>• Rounders</li> <li>• Cricket</li> <li>• Tennis</li> </ul>
French	<ul style="list-style-type: none"> <li>• Free time – TV and film, other leisure activities</li> <li>• Revision of all tenses</li> <li>• Restaurants and going out, making dates with friends</li> <li>• Speaking, Reading and Listening, Translation</li> <li>• Reading and understanding leaflets</li> <li>• Shopping, complaining</li> <li>• Travel and Tourism- types of holiday , revision from year 9, weather</li> <li>• Accommodation and pros and cons</li> <li>• Describing your holidays in several tenses</li> </ul>
Spanish	<ul style="list-style-type: none"> <li>• Healthy living, food- categorisation, healthy and unhealthy eating habits</li> <li>• Good and bad habits-smoking, drugs etc , effects</li> <li>• Revision for Assessment point 3 – speaking mock</li> <li>• Relationships, description of character</li> </ul>
Geography	<p><b>GCSE Physical Fieldwork</b></p> <p>Pupils visit Walton-on-the Naze to investigate coastal management techniques. Pupils decide what surveys to complete and collect their own data which they later present, analyse, conclude and evaluate.</p> <p><b>GCSE Resource Management and Water Management</b></p> <p>Pupils learn about the future of energy and the difficulties MEDCs and LEDCs have in managing the energy available to them and the amount they consume. Pupils learn about the effect of energy use around the world and the effect climate change will have on the energy resources used.</p>

Subject	Summer Term Topics
History	<ul style="list-style-type: none"> <li>• Personal Rule to Restoration 1629-1660 (J410/13)</li> <li>• Relationship between Parliament and Charles I 1629–1642</li> <li>• The political and religious impact of war 1642–1649</li> <li>• The nature and extent of political and religious change 1649–c.1660</li> <li>• Castles: Form and Function c.1000-1750 (J410/13)</li> </ul>
Art	<p>In the summer term students complete a mock exam to help them learn how to respond to an exam paper. A trip to Moyse’s Hall Museum provides the students with opportunities to draw from observation of the collection of artefacts and is the starting point of the term long project.</p> <p>This sustained project developed in response to a theme of their choice from the museum enables the students to realise their intentions in the creation of a final outcome. This gives students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study. The students will sit a ten hour sustained mock exam period to create a final response having developed their ideas and selected artists of their own choice to help inspire their work.</p> <p>Students can choose to work in whichever media they prefer, having learnt basic skills in the main artistic media and working to complete their final piece in either 2D or 3D</p>
Business Studies	<p><b>Putting a Business idea into Practice</b></p> <ul style="list-style-type: none"> <li>• Making a business idea happen</li> <li>• Identifying aims and objectives</li> <li>• Concentrating on the financial aspects</li> </ul> <p><b>Making the Business Effective</b></p> <ul style="list-style-type: none"> <li>• Factors impacting on the success of a business</li> <li>• Location</li> <li>• Marketing Mix</li> <li>• The Business Plan</li> </ul>

Subject	Summer Term Topics
Computer  Science	<p><b>Python Programming Part 2:</b></p> <p>Lists</p> <ul style="list-style-type: none"> <li>• Allowing students to store data and explore the differences between variables, constants, 1D lists and 2D lists.</li> </ul> <p>Subroutines</p> <ul style="list-style-type: none"> <li>• Understanding the differences between functions and procedures to create programs that call back to blocks of code.</li> </ul> <p>File handling</p> <ul style="list-style-type: none"> <li>• Exploring the use of the read, open, write and close functions to create programs that make use of separate text files.</li> <li>• Students will also gain experience of debugging and testing their programs.</li> </ul> <p><b>Data Representation, System Architecture:</b></p> <p>Binary and Hexadecimal</p> <ul style="list-style-type: none"> <li>• Understanding the purpose of binary/machine code and gaining experience in both binary and hexadecimal conversion, binary addition and binary shift.</li> </ul> <p>Data Representation</p> <ul style="list-style-type: none"> <li>• Understanding the purpose and processes behind how computers represent characters, images and sounds and how data is compressed .</li> </ul> <p>System Architecture</p> <ul style="list-style-type: none"> <li>• Exploring the importance of the CPU within a computer system, its components</li> </ul>
Drama	<p>Students will complete a mock of component 2. Building on prior learning of script work, interpreting characters and the playwright’s intentions. Using prior skills for performance. Linking in with previous knowledge of style, genre, and characterisation. mock.</p> <p>Drama skills:</p> <ul style="list-style-type: none"> <li>• Style</li> <li>• Genre</li> <li>• Staging terms</li> </ul> <p>In the second half of this term students will begin their examination of component 1 devising. they will explore the stimuli released by the exam board and begin planning their performance in groups.</p>

Subject	Summer Term Topics
Design and Technology	Students take part in a shorter project which will enable them to develop their appreciation of packaging and the role it plays in marketing products. Starting with a set of wheels students have to design and make a push-along toy for a younger child. By identifying the needs and wants of a younger target market group they generate a creative and working final product.
Food Nutrition	<p>Students will have about four weeks of commodity-based theory and practical focussing on a different product, or group of products. They will investigate the use of food types below by researching provenance, how the commodity is processed, its nutritive values and dietary considerations.</p> <ul style="list-style-type: none"> <li>• Butter, oils, margarine, sugar and syrup</li> <li>• Soya, tofu, beans, nuts, seeds</li> </ul>
Music	<ul style="list-style-type: none"> <li>• Extracts,</li> <li>• Afro Celt System,</li> <li>• Bach Brandenburg</li> <li>• Free composition coursework</li> <li>• Ensemble and solo performances</li> </ul>
GCSE P.E	<ul style="list-style-type: none"> <li>• The short-term effects of exercise.</li> <li>• The long-term effects of exercise.</li> <li>• Athletics-skills in isolation and recording at the track.</li> <li>• Basketball-skills in isolation</li> </ul>



# St Benedict's Catholic School

*The Catholic Secondary School for West Suffolk*

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