

# Hawking 7

## Term 5 Curriculum Overview

<p><b>Cooking</b></p>	<p><b>What we are doing:</b> This term H7 will be preparing and completing their BTEC Level 2 practical assessment.</p> <p><b>How school will do this:</b> Lessons will build towards the practical assessment where students will be preparing and cooking a two course meal for two. This will be enjoyed for their lunch on the day of the assessment.</p> <p><b>How you can help at home:</b> Discuss the recipes your child has chosen to make and do a practise run with them at home if possible.</p>
<p><b>Design Technology</b></p>	<p><b>What we are doing:</b> Students are working on either their own GCSE Controlled Assessment (50% of their final grade) or another CAD-based project from a select choice. Projects will begin with investigation work before moving on to design with a Computer Aided Design (CAD) emphasis.</p> <p><b>How school will do this:</b> Using a series of worksheets (supported by videos in the case of Non-GCSE coursework) students will work to build an understanding of a product through investigation work, including User profiles, Information gathering and analysis of similar products</p> <p><b>How you can help at home:</b> Please show an interest and encourage GCSE students to allocate some time to working on their controlled assessments at home.</p> <p><b>Keywords:</b> in analysis we use ACCESSFM: aesthetics, cost, customer, size, safety, function, materials, methods,</p>
<p><b>English</b></p>	<p><b>What we are doing:</b> <b>GCSE English Language (AQA).</b> Students will be revisiting and revising all content on the course to aim for at least a grade 4 in the subject when they take their examinations this summer.</p> <p><b>How school will do this:</b> Students will be taught the skills needed to read and analyse an unseen fiction extract independently. They will practise answering exam style questions: 1. comprehension, 2. language analysis, 3. structure analysis, 4. evaluation, 5. writing creatively from a visual stimulus. They will also be taught how to read unseen non-fiction extracts independently, including</p>

	<p>texts from the 19th Century. They will learn how to compare modern day texts to texts from the 19th century.</p> <p><b>How you can help at home:</b>  Encourage your child to read independently (fiction and/or non-fiction) for at least 20 minutes a day and help them to keep their yellow reading record up to date.  Help students to revise their flashcards for the key language and structure terms.  Check that students have completed all the necessary classwork and homework that has been set by their teacher.  Watch the news and discuss current affairs.</p> <p><b>Keywords:</b> alliteration, metaphor, simile, personification, facts, opinion, fiction, non-fiction</p>
<p><b>RE</b></p>	<p><b>What we are doing:</b>  We have now finished the AQA GCSE RE (short course) content and therefore we have started to revise.  Exam date: 16<sup>th</sup> May 2024</p> <p><b>How school will do this:</b>  We will revise  Christianity  Islam  Peace and Conflict  Relationships and Families</p> <p><b>How you can help at home:</b>  Use BBC Bitesize  Encourage short but often revision, closer to the exam I will create a revision timetable</p>
<p><b>Maths</b></p>	<p><b>What we are doing:</b>  In term 5 we will be focussing on revision for the summer GCSE examinations</p> <p><b>How school will do this:</b>  Students will work through a past paper each week and use this to plan areas that they need to focus their independent revision work on. This individualised revision will then take place using the independent learning resource through Sparx maths, alongside more traditional online question booklets.</p> <p>Revision lessons will be planned around the needs of the class based on the areas that are identified as requiring the most support.</p> <p><b>How you can help at home:</b> Homework will continue to be set on Sparx maths, to work alongside the independent tasks that they will have identified in class. Encouraging your child to engage as much as possible with completing tasks on Sparx maths will be the simplest way to ensure that they</p>

	<p>are actively revising. All topics have full explanations and video support. There will inevitably be topics that individuals find harder to comprehend and I will support them with these both in lesson time and at lunch and break times.</p> <p><b>Key words:</b> Revision is the work that you complete on Sparx maths or using other online support such as Maths Genie and Corbett maths.</p>
<p><b>PE</b></p>	<p><b>What we are doing:</b> This Term in PE students will be working on their ability to work in teams linked to Orienteering and problem solving.</p> <p><b>How school will do this:</b> Students will be doing this by identifying key places around the school and solving problems. They will be working in teams and working on the ability to work together and take roles within them. The problems will involve using their basic range of movement and incorporating fundamental movement skills. Students will be starting to develop leadership skills and qualities such as: effective communication, delegation and giving other team members simple instructions. Students will be identifying ways to implement tactics into the problem solving or orienteering activity to best achieve. They will also be identifying the strengths and weaknesses within their own team and figure out a way to best use each student's strengths for the team. Students will then identify the opposition's strengths and weaknesses and think of a tactic to best exploit weaknesses in the other team to better their team's chances of winning.</p> <p><b>How you can help at home:</b> At home encourage your student to lead an activity. This could be taking a pet out for a walk and deciding which direction/route to go. This also could be when shopping, finding a grocery independently.</p> <p><b>Keywords:</b> Direction, Communication, Leadership, Teamwork, Problem Solving</p>
<p><b>PSHE</b></p>	<p><b>What we are doing:</b> The students are studying the topic Your Future, Relationships, and the Law- looking at building healthy relationships, including intimate relationships. We will also be looking at the detrimental effects of knife crime, including its risks and consequences, emphasising its profound impact on families and communities, during #KnifeCrimeAwarenessWeek.</p> <p><b>How school will do this:</b> The students will explore through activities and discussion, their future aspirations, linked to relationships; how decisions and consequences can affect these. Students will explore their understanding of the laws surrounding sex, about various forms of relationship abuse, in particular unhealthy, exploitative and abusive relationships, with guidance about how to access support in abusive relationships and how to overcome challenges in seeking support.</p>

	<p><b>How you can help at home:</b>          Be prepared to answer any questions that the students may have or suggest that they ask them in the next PSHE lesson.          When reading or watching the television, draw out the characteristics mentioned above.</p> <p><b>Keywords:</b>          aspirations; consequences; consent; exploitation; domestic abuse.</p>
<p><b>Swimming</b></p>	<p><b>What we are doing:</b>          This term students will be learning about water safety and what we need to be aware of when we are at the beach and around the community.</p> <p><b>How school will do this:</b>          Students will be learning about the different types of flags they may see around the beach and what they mean. They will also be looking at different situations they may find themselves in when in the water. Some of these situations include cold water shock and a rip tide.</p> <p><b>How you can help at home:</b>          Encourage students to have a positive experience in and around water.          Discuss the importance of water safety.</p>