

# Curriculum Bulletin



Building Futures. Changing Lives.

Issue 1

Summer Term 1, 2024

## Our Curriculum Year 7-11

Curriculum is at the heart of what we do at Shenley Academy. Our curriculum is underpinned by our academy values of aspiration, resilience, respect, responsibility and tolerance.

The pillars of our curriculum are:

Subject specific and Knowledge Rich

Character Development

Literacy and Mathematics across the curriculum

Inclusion

Challenge

Our curriculum model is designed to enable students to experience a broad and diverse range of subjects, whilst ensuring that every student gains the high quality qualifications they need for the future.

## Key Stage 3

In years 7, 8 and 9 students study maths, English, Science, geography, history, religious education, French or Spanish, art, computer science, technology and physical education.

## Key Stage 4

In years 10 and 11 students continue to study an academic core which includes maths, English language, English literature, statistics, science and physical education. Students are then able to personalise their curriculum by selecting three additional subjects from geography, history, French, Spanish, art, product design, religious education, health and social care, enterprise and marketing, sports studies, child development and food preparation and nutrition.

## Homework

Homework is an important part of our curriculum. It is used to help students to consolidate their past learning, to prepare for new learning and to develop the revision and recall skills required for examination success. Students are set regular homework in accordance with the Academy's homework

### Home Learning Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Year 11	Option B	English	Mathematics	Option C	Science
	Mathematics	Science	English	Option A	Sparx
Year 10	Science	Mathematics Sparx	Option C	English Sparx	Option A
	English	Option B	Science	Mathematics	
Key Stage 3	Mathematics	Science	Computer Science	History	MFL
	Art	Technology	English	RE	Geography

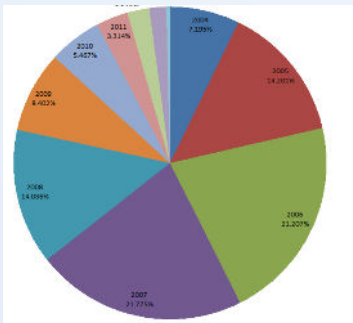
Aspiration ● Resilience ● Respect ● Responsibility ● Tolerance

# Maths

This half term your child will learn about ...

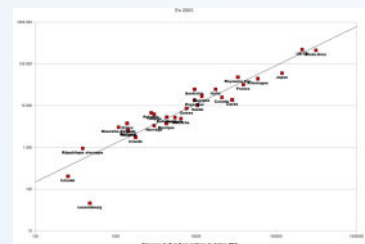


**In year 7** we are learning about plotting coordinates, functions and plotting linear graphs. We will be learning about representing data using the averages mean, mode, median and range and constructing bar and pie charts. Homework is set on Seneca weekly.



**In year 8** we are plotting line graphs and representing and interpreting data. This is using the mean mode median and range, pie charts, bar charts, frequency polygons and stem and leaf diagrams. We will also be learning about the transformation of shapes, reflecting, rotating along mirror lines and enlargement of shapes. Homework is set on Seneca Weekly.

**In year 9** we are learning about linear functions, plotting line graphs and quadratic graphs. We are also learning about the transformation of shapes; reflecting rotating and enlarging them. The representing and interpretation of data extends to frequency polygons, stem and leaf diagrams and scatter graphs, with further comparisons of data using these methods. Homework is set on Seneca each week.



**In year 10** we are learning about linear functions, plotting line graphs and quadratic graphs and reciprocal functions. We are also learning about the transformation of shapes; reflecting rotating and enlarging them. The representing and interpretation of data extends to frequency polygons, stem and leaf diagrams, scatter graphs and cumulative frequency graphs. Homework is set on Seneca, but revision can also be done using GCSEPod and MathsGenie.

## Homework

Homework is set on Seneca weekly. Links to these will be posted on classcharts,

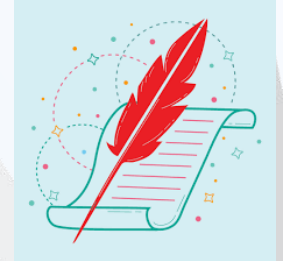
# English

This half term your child will learn about ...



**In year 7** we are studying nature poetry. During this topic, we will be reading and exploring a variety of poems based on the theme of nature. This will include learning about key contextual ideas behind particular poems, as well as identifying and analysing poetic techniques used by poets and the effect they have.

**In year 8** we are studying prejudice poetry. During this topic, we will be reading and exploring a variety of poems based on the theme of prejudice. This will include learning about key contextual ideas behind particular poems, as well as identifying and analysing poetic techniques used by poets and the effect they have.



**In year 9** we are studying unseen poetry. During this topic, students will apply the poetry skills they have learnt in year 7 and 8, and apply them to unseen poems, preparing them for their studies in key stage 4. This will involve identifying bigger ideas in the poems, analysing the writer's craft and students being able to create their own voice as opposed to teacher taught interpretation.

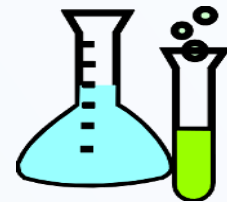
**In year 10** we are studying Macbeth by William Shakespeare – this is a key text from students' GCSE English Literature course. Students will read and understand the plot of the play; they will learn key contextual ideas to help them understand Shakespeare's message and wider intent; they will explore and analyse Shakespeare's characterisation and will learn to structure and write a GCSE style essay.

## Homework

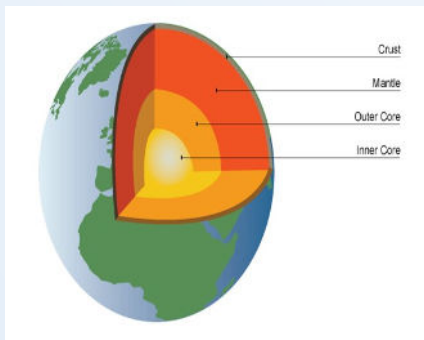
For years 7-9, all homework will be set on SENECA.



# Science This half term your child will learn about ...



**In year 7** we are learning how to use a variety of separatory techniques (to separate an unknown mixture). These techniques will include filtration, evaporation, distillation and chromatography. Students will have the opportunity to select the most appropriate techniques to separate unknown mixtures. Students will learn about rocks and Earth's structure. Students will be able to identify different types of rocks and explain the processes of their formation. This will help students understand current events such as the earthquake in Taiwan.



**In year 8** we are learning about acid and alkaline solutions in chemistry. Students will identify examples of acids and alkalis, test the pH of different acids and alkalis and investigate neutralisation experiments. They will also investigate the universe in physics. Students will learn about the origin of the universe, the structure of the solar system and how different off-planetary objects are classified. We will also look at how the position of the Earth results in the seasons. .

**In year 9** we are learning about different types of chemical reactions. This chemistry unit allow students to investigate the properties of different chemical reactions. Students will explain why some chemical reactions feel warm and others feel cold. They will look at the chemical reactions inside ice packs and heat packs. Students will also investigate the impact of human activity on the environment. This will help students to understand the impact of current the water pollution crisis on Birmingham waterways.



**In year 10** we are learning all about how plant use photosynthesis and how aerobic respiration occurs in different organisms. Students will explain the process of photosynthesis, identify the reactants and products in word and symbol form and explain why the rate of this reaction varies. Year 10 students will also learn about chemical changes that take place in chemical reactions. This involves identifying reactions, drawing energy change diagrams and explaining how new products are formed. Students will then use data to make predications about the chemical bonds inside the reactants.

## Homework

KS3 (year 7-9) are issued with a weekly, 30-minute, homework assignment via Seneca learning.

All homework. Year 10 students will have a 60-minute assignment set weekly through Seneca learning.

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# History

This half term your child will learn about ...



**In year 7** we are learning about life in the Middle Ages with a focus on 1348, when many parts of the world were devastated by a mysterious and terrifying disease – the Black Death. Students will explore what the Black Death was, where it came from and how it spread. They will study contemporary sources to explain what medieval people thought caused this terrible illness and how they tried to treat and prevent it. This includes reasons for supernatural and logical ideas. This unit of study culminates in students evaluating the impact of the Black Death in the short term and long term for different people and the extent of change brought about because of

**In year 8** we are learning about the development of the British Empire in the 17<sup>th</sup> and 18<sup>th</sup> centuries. Students explore the origins of the British Empire and early British colonies in North America, the development of the British Empire in the Caribbean and its link to the Transatlantic slave trade. Students develop their enquiry by investigating the impact of the British Empire. This primarily focuses on India and looks at how and why India became part of the British Empire, who gained and who lost out and different historians' views of the impact of British rule in India. Students also learn about resistance to the British Empire, for example the Indian rebellion of 1857 and the Zulu and Boer Wars. All homework is on class charts and will consist of tasks relating to this topic of study and the Transatlantic Slave Trade studied last half-term in preparation for the summer assessment.

**In year 9** we are learning about the long-term causes of conflict in the Middle East. This starts with students learning where the term 'Middle East' comes from, the rich and diverse history of the area, for example; it is where farming, cities and writing all began and it is also where three world religions were founded: Judaism, Christianity, and Islam. Students learn about the different causes of conflict in the area including the role of the West, conflicts over resources, wider conflicts such as the First World War, Cold War and The War on Terror and tensions between peoples in the Middle East. Students also study different views about causes of conflict in the Middle East. All homework is on class charts and primarily consists of Seneca tasks which relate to this topic of study. There will be a minority of tasks that cover prior learning from this academic year to prepare students for the summer assessment. One conflict led to another. For example, how the consequences of WWI led to conflict in the Middle East.

**In year 10** we are learning about Norman England from 1066 to 1088. Students study the different methods used by William to establish control of England after winning the Battle of Hastings. This includes the creation of the Marcher earldoms and the development of castles. They explore Anglo-Saxon resistance to Norman rule and how this culminated in the Harrying of the North. Students develop their enquiry by looking at change and continuity in Norman England, this covers a study of the feudal system, the Church and Domesday Book. Students culminate this topic of study with analysis of the character and personality of William I, his relationship with his sons;



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# Geography

This half term your child will learn about ...

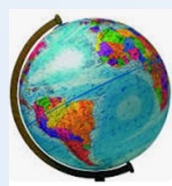
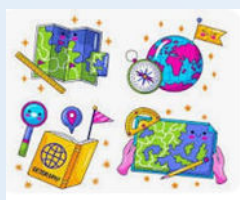


**In year 7** we are learning about life in Birmingham, this includes; the main attractions, the reasons behind Birmingham's location and how Birmingham is becoming a more sustainable city. For example, they will learn to describe Birmingham's location at a global, national, regional/local scale and will assess the key human attractions to the city in terms of the benefits and challenges they bring to Birmingham. Students will explore what makes Birmingham distinctive, including features formed through the process of regeneration. Students will know how to apply their knowledge of regeneration schemes to explain how they would improve a deprived region of Digbeth, giving reasons for their choices. All homework is shown on Class Charts and involves Seneca tasks which primarily focus on the current topic of study. There is, however, some coverage of topics studied earlier in the year to prepare students for the end of summer assessment

**In year 8** we are learning about the different types of conflict occurring around the world. Students will be able to give specific examples of where such conflicts are currently occurring or have previously occurred. They will apply this knowledge to consider which types of conflict they deem the most destructive in their own opinion and why. For example, students will explore the causes of the transboundary water dispute between Iran and Afghanistan and the impact of it. They will then compare this with transboundary water disputes between other countries. This will give them a deeper understanding of the effects of several types of conflicts to enable a more detailed evaluation of the most destructive. All homework is shown on Class Charts and involves Seneca tasks which primarily focus on the current topic of study. There is, however, some coverage of topics studied earlier in the year to prepare students for the end of summer assessment.

**In year 9** we are learning about the impacts of uneven resource distribution. For example, students will learn about the importance of food, water, and energy to human wellbeing. They will explore the impact of a developing world and rapidly increasing population on these resources and subsequently why it is necessary to tackle resource distribution to ensure the global population can thrive. Students will study different methods to deal with the situation, for example hydroponics, aeroponics and genetic modification to increase food supplies and the advantages and disadvantages of them. This unit is being studied across all E-Act schools and the end of unit assessment will be the same for all year 9 students. All homework tasks are shown on Class Charts and include a range of activities using Seneca, GCSE Pod, gcse bitesize and knowledge organisers.

**In year 10** we are learning about how different levels of development effect how countries change from a Low-Income Country (LIC) to a High-Income Country (HIC) with the use of the demographic transition model. Within this module, students will study Nigeria in depth to identify the social, economic, and environmental issues which are helping and hindering their development. Through this study students will be able to explain why Nigeria is not a HIC, yet Shell Oil is a major export to the world. Homework in year 10 focuses on a range of tasks, for example, Seneca activities, examination practice, research and pieces of work requiring the use of gcse bitesize and GCSE Pod. All homework is shown on Class Charts.



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# Religious Studies

This half term your child will learn about ...

**In year 7** we are learning about Hindu beliefs and teachings. This includes the Trimurti, three forms of God; Brahma – the creator, Vishnu – the preserver and Shiva – the destroyer. Students learn why Hindus use images to describe God and explore the Hindu understanding of the cycle of life; birth, death, and rebirth (reincarnation) and how ideas about karma and reincarnation are linked to living a life which thinks of others and helps others rather than focusing on self. This links to the study of the Hindu path. Students study Mohandas (Mahatma) Gandhi as an example of a Hindu role model. All homework is set on Class Charts and involves Seneca activities linked to Hindu beliefs and teachings. Some tasks will link to previous topics

**In year 8** we are learning about Buddhist belief and what it teaches about life; the Dharma, meaning the ‘laws of life’. Students learn about the Three Marks of Existence, The Four Noble Truths, and the Noble Eightfold Path. They explore how practising the Dharma is believed by Buddhists to lead to the attainment of Nibbana; a state of happiness and peace created when craving and hatred has been overcome. Students study how and why Buddhists meditate for example its role in achieving control of mind and body and subsequently helping them focus on the Dharma. All homework is set on Class Charts and involves Seneca activities linked to Buddhist beliefs and teachings. Some tasks will link to previous topics studied in RE this academic year to support students with retention of subject knowledge in preparation for the summer assessment.

**In year 9** we are learning about wealth and equality. Students learn the difference between absolute and relative poverty and compare poverty in the UK (United Kingdom) with poverty in other countries. They explore the causes of poverty around the world and the extent to which aid improves the situation. Students develop their enquiry by looking at social inequality and how UK law deals with it. They complete this unit of study by looking at Christian and Muslim views and actions towards poverty and equality. All homework is set on Class Charts and involves Seneca activities linked to this topic of study and previous topics studied in RE this academic year to prepare students for the summer assessment.

**In year 10** we are learning about Christian beliefs. This includes the Creation, the Trinity, the life, death and resurrection of Jesus and Christian eschatology. For example, students gain an understanding of the nature and significance of the Trinity as expressed in the Nicene Creed; the nature and significance of the oneness of God and the nature and significance of each of the Persons individually. Student study sources of authority to find out how Christian teachings are reflected in worship today. All homework tasks are set on Class Charts and involve a range of activities that help to prepare students for the RE GCSE examination. For example, Seneca tasks linked to the units of study, practice exam questions, revision mind maps and other activities involving the use of GCSE Pod and gcse bitesize.



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# Art This half term your child will learn about ...



**In year 7** we are learning – Students will be creating a poster based on ‘let’s save the bugs’ where they will be learning and including skills in Japanese Notan art, zentangles patterns and typography. They will build knowledge on Ecosystems, habitats and insects. They will develop skills in symmetry with the research into positive and negative space and will be filling the space with an introduction to zentangle patterns.



**In year 8** students will be researching the artist Sarah Graham and the use of observational drawing with shape and colour. They will be applying their knowledge of complimentary colours and the food industry to produce a mixed media piece of artwork that will be eye-catching and influenced by their artist.

Students will be practicing media such as, watercolour, coloured pencil and oil pastel. Developing skills in layering, blending and combining media.



**In year 9** we are learning about the Circe De Soliel/circus and their use of design in costumes and masks. We will be creating masks by developing skills in 3D modelling and texture by using papier Mache, Modroc and plaster cast.



**In year 10** we are learning- Mono-printing, press printing and refining ideas and experimentation.

[GCSE Art and Design - AQA - BBC Bitesize](#)

[Printing techniques - Printmaking - AQA - GCSE Art and Design Revision - AQA - BBC Bitesize](#)

[Using annotation - Annotating your work - AQA - GCSE Art and Design Revision - AQA - BBC Bitesize](#)



## Homework

All homework set on class charts.

Year 10- Homework will be individualised, and students should be completing work at home, some tasks may be set on classCharts.

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# Design and Technology

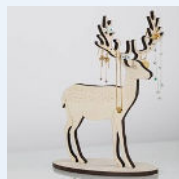
This half term your child will



**In year 7** we are learning how to use the sewing machine safely, how to sew a hem and a seam, how to create a functional product in response to a design brief.



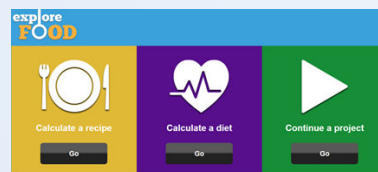
**In year 8** we are learning joining methods to create a slotted jewellery stand inspired by biomimicry. We will learn about iterative design, how to create a prototype and how to use a range of tools & equipment.



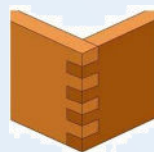
**In year 9** we are learning food provenance, cooking methods, food hygiene and safety. We will cook a range of dishes as well as learn about where food comes from.



**In year 10** **food, Preparation and Nutrition** we are learning about food around the world, how to create and present a range of dishes as well as how to undertake a nutritional analysis of foods.



**In year 10** Product Design we are learning about types of woods; their categories, properties and uses. In addition, the students will learn how to make a jointed box, how to apply a finish and how to make a lid.



**Homework** will be set on SENECA for all students.

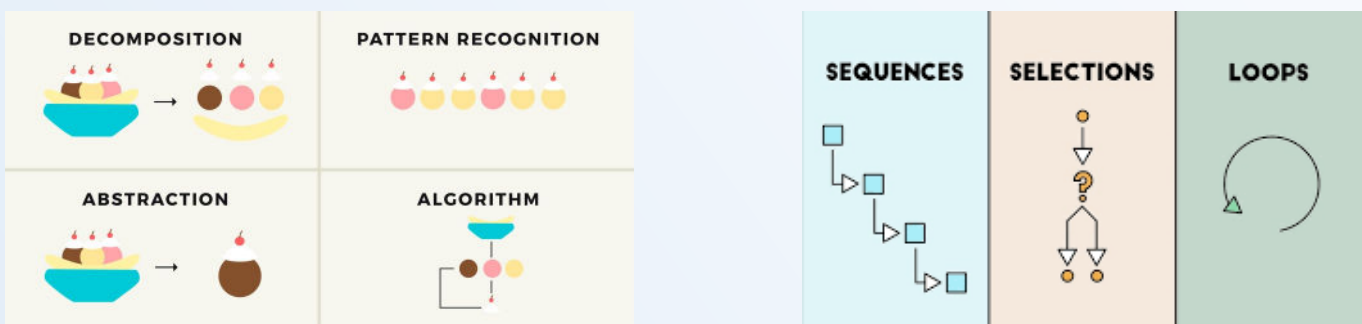
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# Computer Science This half term your child will learn about ...

**In year 7** we are learning about the four corner stones of Computational Thinking which will allow our students to take a complex problem, understand what the problem is and develop possible solutions.

The four key techniques to computational thinking explored will be:

- *decomposition* - breaking down a complex problem or system into smaller, more manageable parts
- *pattern recognition* – looking for similarities among and within problems
- *abstraction* – focusing on the important information only, ignoring irrelevant detail
- *algorithms* - developing a step-by-step solution to the problem, or the rules to follow to solve the problem



**In year 8** we are learning about how Spreadsheets are used to store information and data. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells



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**In year 9** we are learning about how a flat-file database can be used to organise data in records. Students will use tools within a database to order and answer questions about data. They will be able to interrogate and search for records using complex query algorithms as well as producing reports to display records.

A primary key identifies each car uniquely

The Primary Key

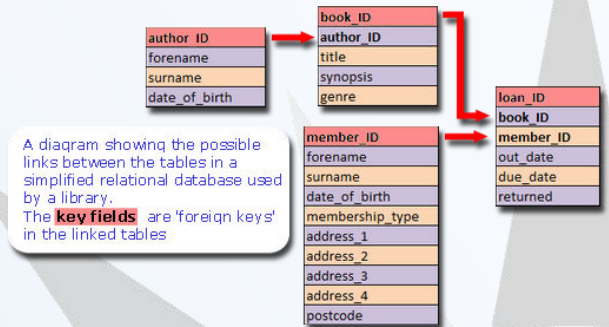
A record describes each car in the table – such as a Peugeot

A record

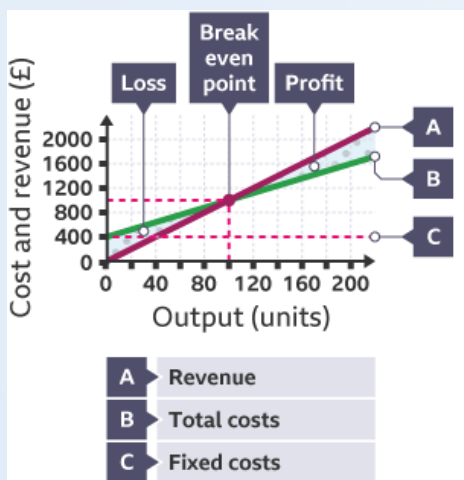
Car ID*	Make	Model	Class	Seats	Price	Date
356	Kia	Picanto	Mini	4	£29.80	18/01/2013
357	Vauxhall	Corsa	Economy	4	£31.50	24/04/2013
358	Peugeot	308 Estate	Compact	5	£94.79	20/11/2013
359	BMW	E-Class	Luxury	5	£150.56	22/11/2013

A field describes a shared characteristic of every car – such as the date.

Cars are a distinct **entity**. Every car is stored in the same table because all cars share common characteristics such as a model and make, and number of seats.



**In year 10** we are continuing with the R068 Control Assessment which the final deadline is 25<sup>th</sup> April 2024. They will be looking at financial costs that are involved in producing products and using 'break even' analysis to calculate minimum sales targets.



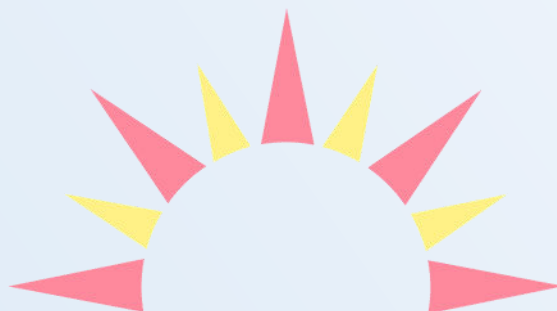
## Homework

Homework is set on Seneca and can be accessed using Class Charts. This is set once a week.



Subject	Contact
Maths	<a href="mailto:Matthew.Toseland@she.E-ACT.org.uk">Matthew.Toseland@she.E-ACT.org.uk</a>
English	<a href="mailto:Laura.Valente@she.E-ACT.org.uk">Laura.Valente@she.E-ACT.org.uk</a>
Science	<a href="mailto:ryan.mayes@she.e-act.org.uk">ryan.mayes@she.e-act.org.uk</a>
Geography	<a href="mailto:Lynne.Murphy@she.E-ACT.org.uk">Lynne.Murphy@she.E-ACT.org.uk</a>
History	<a href="mailto:Lynne.Murphy@she.E-ACT.org.uk">Lynne.Murphy@she.E-ACT.org.uk</a>
Religious Education	<a href="mailto:Lynne.Murphy@she.E-ACT.org.uk">Lynne.Murphy@she.E-ACT.org.uk</a>
French or Spanish	<a href="mailto:Zoe.Benson@she.E-ACT.org.uk">Zoe.Benson@she.E-ACT.org.uk</a>
Computer Science	<a href="mailto:Harjeet.Assess@she.E-ACT.org.uk">Harjeet.Assess@she.E-ACT.org.uk</a>
Technology and Product Design	<a href="mailto:Ruby-mai.Ellis@she.E-ACT.org.uk">Ruby-mai.Ellis@she.E-ACT.org.uk</a>
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Enterprise and Marketing	harjeet.assee@she.e-act.org.uk
Health and Social Care and Child Development	<a href="mailto:Julia.Wcezek@she.E-ACT.org.uk">Julia.Wcezek@she.E-ACT.org.uk</a>
Sports Studies	rebecca.blakey@she.e-act.org.uk

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## More information

If you require further details about the curriculum, please contact Mrs Housden on 0121 464 5191 or [Emma.Housden@she.E-ACT.org.uk](mailto:Emma.Housden@she.E-ACT.org.uk)