

Curriculum Bulletin



Building Futures. Changing Lives.

Issue 2

Summer Term 2, 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 policy.

“ THE BEST WAY

TO PREDICT YOUR FUTURE,

IS TO CREATE IT .“

Aspiration ● Resilience ● Respect ● Responsibility ● Tolerance

Maths

This half term your child will learn about ...

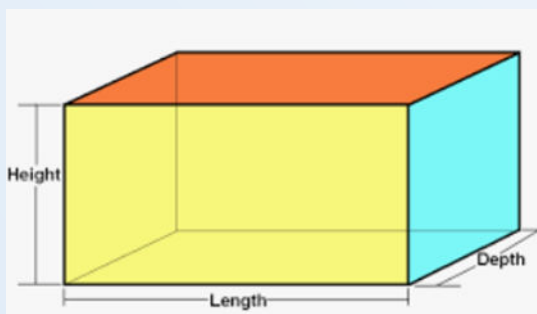


In year 7 we are learning how to recognise and draw nets of shapes and the volume of cuboids. In the final unit, students will explore probability. Students will use their knowledge of fractions, decimals, percentages, ratio, and equations to work with probability. Students begin to explore the nature of the probability scale and the fundamental rules regarding the sum of probabilities and mutually exclusive events.

In year 8 we are calculating the areas of cross sections of prisms, calculating volumes of cylinders, surface area and using Pythagoras theorem in these contexts. In the probability unit they will be sorting data into two-way tables and calculating probabilities.

In year 9 we are learning how to use Pythagoras Theorem in cuboids and volume of 3d shapes. We are also calculating speed distance and time, and using the relationship between density, mass and volume. In probability we will be comparing bias and sorting elements into Venn diagrams.

In year 10 students are calculating volumes of 3D shapes and their surface area. We are also calculating speed distance and time, and using the relationship between density, mass and volume. In probability we are learning the product rule for counting, using probability trees and frequency trees.



Homework

Homework is set weekly through Seneca.

English

This half term your child will learn about ...

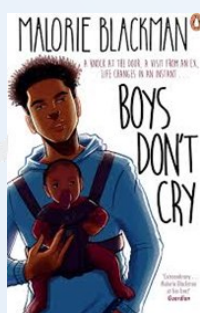
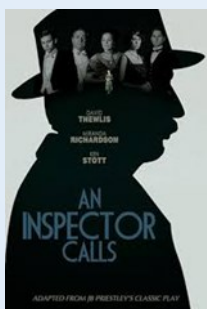


In year 7 we are studying Gothic Fiction. Students will explore a range of extracts from the gothic genre, identifying the conventions and exploring how writers have utilised their language and structure for effect. Students will also have the opportunity to apply the conventions of the genre themselves and create their own pieces of gothic fiction.

In year 8 we are studying Short Stories. Students will explore a range of diverse short stories, exploring the vocabulary and methods used by the writer to create impact within their narrative. Students will also have the opportunity to plan, craft and write their own short story using the methods that they have analysed.

In year 9 we are studying 'Survivor' creative writing. Students will explore a range of fictional extracts related to the topic of survival and craft their own writing based on this. Students will explore key elements of grammatical writing such as paragraphing, vocabulary choices and sentence forms in order to better understand how to craft their own writing effectively.

In year 10 students are studying 'An Inspector Calls' by J.B Priestley as part of their GCSE English Literature course. Students will read the play in full, understanding the plot, key events and characters. Students will analyse Priestley's use of themes, dramatic techniques and characterisation and his intended effect on the audience. Students will also explore key ideas with regards to the social, historical and political context of the time and how Priestley has utilised these ideas to communicate his wider message and intent.

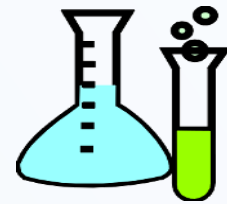


Homework

Homework is set through Seneca and ClassCharts.

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

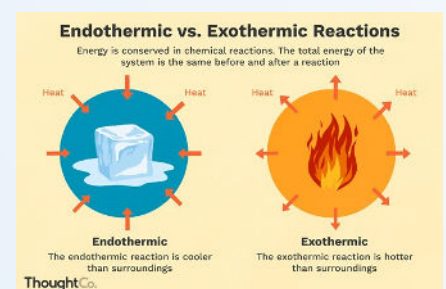
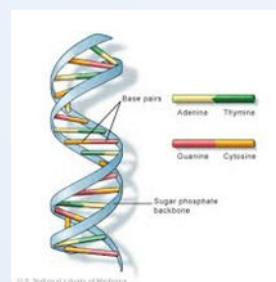
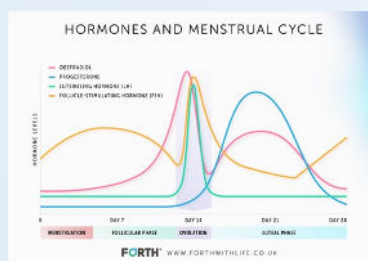


In year 7 students are learning about human health and nutrition. In this topic they are extending their knowledge about what health means and how to live healthy lives. They are dealing with nutrition, and what the body needs. Students are learning how to read food labels and use this information to make more informed food choices to suit their needs. They are also looking at the impact and harms of alcohol, drugs, and smoking on the human body.

In year 8 students are currently learning about plant and human reproduction. Students have learned about the meaning and differences between sexual and asexual reproduction, and have studied where these occur in the natural world. Students are then developing their knowledge of key changes in terms of hormones and the body during puberty, including how hormones affect the menstrual cycle.

In year 9 students are currently studying variation in their biology unit. They have studied genetic cross diagrams, and have used the skills from this to determine the chances of offspring having certain characteristics. Students are also studying what evidence there is for evolution, and the means by which this happens. They will be extracting DNA from fruit practically to be able to observe it under the microscope at the end of the unit.

In year 10 students are studying bioenergetics and energy changes. They are learning about photosynthesis and respiration in bioenergetics and are looking at why certain reactions give out heat and other take in heat with the energy changes topic. Students will be completing practical work across both of these units, investigating how intensity of light affects rate of growth of plants, and observing how mixing certain chemicals leads to changes in temperature of the solution.



Homework

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

Year 10 and 11 students will have a 60-minute assignment set weekly through Seneca learning. Additionally, year 11 students will be given past exam papers to complete.

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History

This half term your child will learn about ...



In year 7 we are studying the causes and consequences of migration through time. We start this study with a look at early invaders and settlers, for example the Celts, Romans, Anglo-Saxons, Vikings and Normans, the reasons for their settlement and impact on Britain. Our thematic study then progresses to the Renaissance period, during which we explore religious and economic reasons for migration. This is followed by a study of migration in the 19th and 20th century with a focus on the Irish and Afro-Caribbean communities, their reasons for migration and their impact on Britain in the short and long term. During this half-term students also complete an end of year summer assessment for which they are given a countdown to assessment which contains useful websites for revision.

In year 8 we are studying the Industrial Revolution c1750 – c1900, and its impact on Britain and people's lives at the time and over time. Through this study, students gain understanding of how developments may result in positive and negative impacts which affect people differently. For example, the impact of this period on children, workers and the new industrial middle class. We look at Britain's most valuable resource at this time; coal, and its significance to the development of transport, factories and the growth of cities. The negative impact of the growth of cities is explored as well as the positive impact. For example, crime and disease but a collective voice to petition the government for positive change.

In year 9 we are studying methods used in the past to bring about change. For example, students explore how moral outrage created change through the study of the work of Elizabeth Fry and Josephine Butler. War as a factor for change is analysed through the study of the American Civil War, the consequences and outcome of which is also studied to make judgements on the difference made by peaceful protests. The role of the media in influencing people's behaviour and way of thinking is also explored and governments' control of the media and use of propaganda to get people to conform or change behaviour as deemed necessary. Students complete this study by making their own substantiated judgements on the most effective method to bring about change.

In year 10 we are studying the American West, with a focus on the development of the Plains, c1862- c1876. This involves the study of the Homestead Act of 1862 which provided opportunity for many people to buy 160 acres of land at little economic cost although at great expense in other ways. Students also study the development of ranching and the cattle industry and the impact of the completion of the transcontinental railroad, 1869 on this industry as well as other areas. Furthermore, students study the impact of developments on the plains on law and order as well as changes in the way of life of the native Americans.



Homework

Homework is set through classCharts and consists of SENECA activities as well as useful websites on a countdown to the end of year summer assessment.

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Geography

This half term your child will learn about ...



In year 7 we are reviewing our learning in geography over this academic year through focusing on the threshold concept of 'Place'. This includes a review of the three big geographical questions which are assessed at the end of each year in KS3: How places differ across the earth, how life on earth is under threat and how life on earth is becoming more sustainable. This involves an evaluation of natural threats to life on earth, as well as how humans have interacted with the world to produce human induced threats. During this half-term students also complete an end of year summer assessment for which they are given a countdown of areas for revision and useful websites to support with their revision.

In year 8 we are reviewing our learning in geography over this academic year through focusing on the threshold concept of 'Place'. This includes a review of the three big geographical questions which are assessed at the end of each year in KS3: How places differ across the earth, how life on earth is under threat and how life on earth is becoming more sustainable. Areas of revision are river and coastal management, the impact of China's one child policy on sustainability, the power of transnational companies globally and the causes of transboundary water disputes. During this half-term students also complete an end of year summer assessment for which they are given a countdown of areas for revision and useful websites to support with their revision.

In year 9 we are reviewing our learning in geography over this academic year through focusing on the threshold concept of 'Place'. This includes a review of the three big geographical questions which are reviewed at the end of each year in KS3: How places differ across the earth, how life on earth is under threat and how life on earth is becoming more sustainable. During this half-term students will also complete an end of year assessment for which they are given a countdown of areas for revision and useful websites to support with their revision. This geography assessment will be the same for all year 9 students that attend an E-ACT school and will focus on 'energy' which was a focus last half-term.

In year 10 students are focusing on the physical fieldwork component of the GCSE course. This includes the study in lessons of how rivers change downstream, how to gather data for a rivers fieldtrip and how to complete a risk assessment for a fieldtrip of this nature. Students then visit the fieldwork site which is followed by a lesson on how to analyse and present the data gleaned on their trip. Finally, students evaluate the data from their visit making comparisons to their hypotheses before the visit.



Homework

Homework is set through classCharts and includes SENECA tasks and other tasks as appropriate.



Religious Studies

This half term your child will learn about ...

In year 7 we are studying Sikhism. This includes what Sikhs believe about God; Waheguru, and the significance of the Mool Mantar and Guru Granth Sahib and other sources of authority in these beliefs. Students learn about the gurdwara and common features that they all have, for example the langar, no matter where they are located. They study the life and times of the first guru, Guru Nanak and other leaders in the Sikh community.

In year 8 we are studying Hinduism. Students learn about the mandir and its significance in Hinduism. They explore how Hindu beliefs influence practice and the four stages of Hindu life and how Hindus strive to achieve oneness with God; moksha, through these stages. Students also learn about Gandhi and how he protested peacefully for social justice and analyse and debate whether it is ever acceptable to use violent methods to achieve aims.

In year 9 we are studying prejudice and religious attitudes and beliefs towards it. Students define prejudice, describe ways in which prejudice is shown in Britain and explain reasons why people face discrimination. The United Nations Declaration of Human Rights is explored for ways in which it protects people. Students then explore the teaching and attitudes of different religions towards prejudice and evaluate the extent to which they promote equality.

In year 10 students start the half-term preparing for and completing their end of year summer examination which focuses on Islam. This is followed by a review of their own progress and a targeted programme of intervention to improve in areas required. In the assessment students are required to; outline three Muslim beliefs about a focus given, explain the importance to Muslims of a given religious teaching and to evaluate a statement which considers arguments for and against it before reaching a justified conclusion, supported with Islamic teachings.



Homework

Homework is set through classCharts and includes links to tasks using SENeca as well as other additional tasks which reinforce and develop knowledge and understanding of the topics learned in lessons.

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



In year 7 students will experiment with clay imprinting inspired by natural forms. We will be collecting items found in nature and using them to create textures and compositions in clay. We will then practicing our painting skills and designing a purpose for our imprints, this may be a hanging decoration, a tile slab or a small jewellery bowl.

<https://www.cc-craft.co.uk/a-plate-from-self-hardening-clay-with-imprints-of-dried-flowers-v15888>
<https://www.youtube.com/watch?v=NpGtIDIU1n8>

In year 8 students will experiment with clay imprinting inspired by natural forms. We will be collecting items found in nature and using them to create textures and compositions in clay. We will then practicing our painting skills and designing a purpose for our imprints, this may be a hanging decoration, a tile slab or a small jewellery bowl.

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In year 9 we are continuing our investigation into the Circus theme and will now begin to create some relief surfaces with Modroc, cardboard and papier mâché. We will begin with some design ideas for masks and patterns and develop into our 3D skills from there.

https://www.youtube.com/watch?v=C30V_jEzU-s
<https://www.youtube.com/watch?v=0by6qyzR2Bs>

In year 10 In year 10 students should now be developing their extended project with a more personal response and extended their research to at least 2 artists. Students should be combining their research and experimentation and start to think about where their project is going ready for their mock exam.

[Responding to stimuli - Responding to stimuli - AQA - GCSE Art and Design Revision - AQA - BBC Bitesize](#)
[Starting a design brief - Creating a design brief - AQA - GCSE Art and Design Revision - AQA - BBC Bitesize](#)



Homework

Homework is set through ClassCharts only and students will be given hard copies, these hard copies will be available at the back of the classroom in the spare homework tray as usual. Homework will be set every 2 weeks.

Design and Technology

This half term your child will



In year 7 we are creating an earphone wrap. Students are learning how to use a sewing machine, the parts of the sewing machine and how to thread the machine as well as the health and safety.

Students complete a sewing machine test and get their sewing machine licence first and then go on to use these skills to create their own wrap product, they learn how to create a hem and a seam as well as how to add a Velcro fastening.

In year 8 we are learning to make a slot jointed jewellery stand using a range of specialist tools and equipment. Students learn and demonstrate health and safety in the shop and the correct practice of using specialist tools and machinery.

Students learn how to use the iterative design process to create a functioning product through the use of model making and evaluating well as how to create a functioning slot joint.

Students are researching biomimicry and how good design can be inspired by nature to create their own functional and innovative product.

In year 9 we are learning about food provenance, food safety and hygiene to create a range of dishes from around the world, students will make Italian marble cake, Greek lamb koftas, margarita pizza and many more dishes. Students are learning how to create a range of dishes from medium to high skill which will provide them with the skills to create a range of other more complex dishes at KS4. This year students have demonstrated skills such as; making a dough, shaping and filling, creating a batter, food presentation, handling and cooking raw meat.

In year 10 **food, Preparation and Nutrition** students are learning to create a range of high-quality dishes, how to adapt a dish for dietary requirements and how to demonstrate a range of high-level practical skills.

In year 10 students are starting their NEA (non-examination assessment). They will be provided with three contexts by the exam board and will be required to research and explore all three before deciding on what they wish to do. This is an exciting opportunity for them to design and make something both creative and complex.



Homework

Homework is set through SENeca to enable students to embed theory knowledge and revisit previous knowledge whilst addressing misconceptions.

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

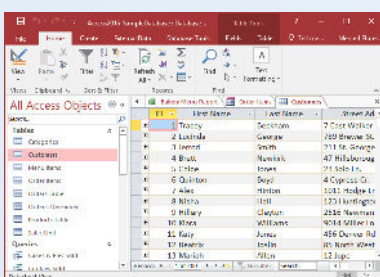


In year 7 we are learning about binary conversions. Students explore how text, images and colour are converted into binary format through mathematical calculations. Students learn about the differences between analogue and digital sound

In year 8 we are learning about advanced features of Microsoft Excel and Microsoft Access. In Excel students further develop their knowledge by being introduced to vLook ups and conditional formatting. In Access they are introduced to how tables are used to store data using field names and data types. Students explore how a database is used to search for information using complex query design.

In year 9 we are learning about text-based programming using python software. Students learn about how the two types of modes used to enter and run software programs. Python is one of the most popular text-based programming languages widely used in the industry and especially web development. Students learn about how variables are used to store values and are able to use the contents in different lines of code. Students further explore how to use a variety of functions to display parts of the code interactively.

In year 10 students have been completing parts of their second control assessment, that involves learning about different branding methods that are used in the business industry. Students will be in the process of creating a marketing campaign and presenting their ideas in front of an audience.



Row Labels	Sum of Amount	Category
Apple	381	=VLOOKUP(A2,Data!C3:D42,2,0)
Banana	555	=VLOOKUP(A2,Data!C3:D42,2,0)
Beans	216	
Broccoli	385	
Capsicum	132	
Carrots	151	
Grapes	472	
Orange	212	
Spinach	123	
Grand Total	2627	

128	64	32	16	8	4	2	1
1	0	0	1	0	1	1	

Homework

Homework is set on Seneca and monitored on Class Charts.

```
# Define a list of strings
list_1 = ["New York", "Tokyo", "Montreal", "Berlin"]

# List of integers
list_2 = list((1, 5, 8, 9))

# List of booleans
list_3 = [True, False, False, True]

# Mixed list
list_4 = list((True, 25, False, "hello"))
```

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Physical Education

This half term your child will learn about ...

In year 7 we are continuing to develop knowledge and understanding of summer activities. Girls are learning about cricket and softball; boys are learning about rounders and cricket and the mixed groups are participating in softball and athletics. In the activities, students are introduced to fundamental skills through practice and progression into competitive situations, where they develop their 3 aims of teamwork, self-management, and respect.

In year 8 we are extending our knowledge and understanding further for the activities of Cricket, rounders, softball, and athletics. Students should already have prior knowledge of skills required to participate so now they have the chance to develop their skills further and utilise them in more competitive / pressure-based activities. In addition, students are also given the opportunities to act as other roles in sport than that of the performer to promote the main aims of responsibility, compassion, and perseverance.

In year 9 students are being provided with more enhanced strategy and tactical awareness of the summer activities. They are using previous skills-based learning and embedding it into planning strategy and tactics to enable success in the activities that they are studying. In addition, students are completing teambuilding activities which are preparing them to utilise skills that they may require for life in KS4 (fundamentally aspiration and resilience).

In year 10 students are completing their mandatory coursework unit R185 in Sport studies, where students have evaluated their performances in 2 activities, created a sports session where they have had to lead peers and now creating a 6-week skills development programme to improve 2 areas of improvement that they have identified in their chosen sport. In core PE students are continuing to develop understanding of strategy and tactical awareness in Rounders, Cricket, Softball, Athletics and Teambuilding activities. This will link to students who are studying Sport studies and will be undertaking R187 – OAA unit of work.



Homework

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Subject	Contact
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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