

External Suspension – Student Work

Year 7

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths	Unit 1 Analysing and displaying data Unit 2 Number skills https://sparxmaths.com/	Unit 3 Expression, functions and measure Unit 4 Decimals and measures https://sparxmaths.com/	Unit 5 Fractions Unit 6 Probability https://sparxmaths.com/	Unit 7 Ratio and proportion Unit 8 Lines and angles https://sparxmaths.com/	Unit 9 Sequences and graphs https://sparxmaths.com/	Unit 10 Transformations https://sparxmaths.com/
Science	Cells https://classroom.thenational.academy/units/cells-u2b1h4c	Particles https://www.bbc.co.uk/bitesize/topics/z9r4jxs/articles/zqpv7p3	Forces https://www.bbc.co.uk/bitesize/topics/z4brd2p/articles/zs3896f	Organ Systems https://www.bbc.co.uk/bitesize/topics/znvycdm/articles/zrp3ydm?course=zng3ydm	Energy https://classroom.thenational.academy/lessons/energy-stores-and-transfers-q4rg3i	Elements https://classroom.thenational.academy/units/atoms-and-the-periodic-table-9q9t0p6
English	Descriptive writing https://classroom.thenational.academy/	Language skills – Fiction	Poetry https://classroom.thenational.academy/units/	Skills https://classroom.thenational.academy/units/recapping-the-basics-/	Writing skills - https://classroom.thenational.academy/units/introduction-to-rhetoric-fd1d	A Midsummer Night's Dream: Act 1 Oak Academy Act 2: Oak Academy Act 3: Oak Academy

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	units/creative-writing-short-stories-cb59	https://classroom.thenational.academy/units/creative-writing-short-stories-cb59	ts/introduction-to-poetry-335c	simple-sentences-statements-paragraphs-capital-letters-and		Act 4 and 5: Oak Academy
French					<p>Food & Healthy Living Use pages 17 & 19 of the knowledge organiser to create a poster about food and healthy living in French. https://www.dcea.org.uk/site-deanery/assets/files/2377/year_7_knowledge_organiser_2022_2023.pdf</p>	<p>Dans Ma Ville Use page 20 of the knowledge organiser to create a map of an imaginary town and label it in French. https://www.dcea.org.uk/site-deanery/assets/files/2377/year_7_knowledge_organiser_2022_2023.pdf</p>
History	<p>Who lived in England before 1066?</p> <p>Complete lessons: 1-4</p> <p>https://classroom.thenational.academy/units/how-dark-</p>	<p>Abbasid Caliphate</p> <p>Complete Lessons 1-4</p> <p>https://classroom.thenational.academy/units/how-was-baghdad-connected-to-the-wider-world-a4bd</p>	<p>Norman Conquest</p> <p>Complete lessons 1-4</p> <p>https://classroom.thenational.academy/units/how-did-a-norman-become-king-of-england-ccc3</p>	<p>Norman Conquest</p> <p>Complete lessons 1-6</p> <p>https://classroom.thenational.academy/units/how-much-did-england-change-during-the-norman-conquest-e464</p>	<p>Crime and Punishment</p> <p>Part 1: Causes of crime Watch: https://www.bbc.co.uk/bitesize/guides/zy7nqh/video</p> <p>Answer:</p>	<p>Elizabeth I</p> <p>Complete lessons 1-6</p> <p>https://classroom.thenational.academy/units/why-was-the-world-opening-up-to-elizabeth-i-and-her-people-c1a3</p>

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

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	<p>Draw a labelled diagram to show how the volcanoes are made.</p> <p><u>Task 3: Breaking news!</u> Film news report or write a newspaper article about the 2015 Nepal earthquake. Include how it happened and the damages it caused to people and places.</p> <p><u>Task 4 - Topicality task</u> In the next Half term any major event that has a geographical theme that hits the news may capture your imagination. Collect information about;</p> <ol style="list-style-type: none"> 1. Where is this happening? 2. When has it happened? 3. What has happened? 4. Why has it happened? 5. Who has been affected? <p>Produce a Power-Point/ leaflet/</p>	<p>Find a climate graph and link it to the global circulation model.</p> <p><u>Task 3: Clouds</u> Create a could guide and link it to types of weather.</p> <p><u>Task 4 - Topicality task</u> In the next Half term any major event that has a geographical theme that hits the news may capture your imagination. Collect information about;</p> <ol style="list-style-type: none"> 1. Where is this happening? 2. When has it happened? 3. What has happened? 4. Why has it happened? 5. Who has been affected? <p>Produce a Power-Point/ leaflet/ information pack/ video news report on this topical issue, which has a section on each of the five questions above.</p>	<p>and human and physical geography.</p> <p>Task 3: Create a phone case/ brochure.</p> <p>Create a phone case cover summarising where we live (Swindon/Wiltshire)</p> <p><u>Task 4 - Topicality task</u> In the next Half term any major event that has a geographical theme that hits the news may capture your imagination. Collect information about;</p> <ol style="list-style-type: none"> 1. Where is this happening? 2. When has it happened? 3. What has happened? 4. Why has it happened? 5. Who has been affected? <p>Produce a Power-Point/ leaflet/ information pack/ video news report on this topical issue, which has a section on each of the five questions above.</p>	<p>must be included. E.G. contours to show the height of your theme park. Any keys do not count to your word limit. Remember to include directions to your theme park.</p> <p><u>Task 3 - Topicality task</u> In the next Half term any major event that has a geographical theme that hits the news may capture your imagination. Collect information about;</p> <ol style="list-style-type: none"> 1. Where is this happening? 2. When has it happened? 3. What has happened? 4. Why has it happened? 5. Who has been affected? <p>Produce a Power-Point/ leaflet/ information pack/ video news report on this topical issue, which has a section on each of the five questions above.</p>	<p>Find a famous landmark for as many countries as you can.</p> <p><u>Task 4 - Topicality task</u> In the next Half term any major event that has a geographical theme that hits the news may capture your imagination. Collect information about;</p> <ol style="list-style-type: none"> 1. Where is this happening? 2. When has it happened? 3. What has happened? 4. Why has it happened? 5. Who has been affected? <p>Produce a Power-Point/ leaflet/ information pack/ video news report on this topical issue, which has a section on each of the five questions above.</p>	<p>Compare two countries in Africa.</p> <p><u>Task 3: A tourist in Africa.</u> Imagine you are visiting an African city for a week. Make a plan of your week. Where would you go? How would you get there?</p> <p><u>Task 4 - Topicality task</u> In the next Half term any major event that has a geographical theme that hits the news may capture your imagination. Collect information about;</p> <ol style="list-style-type: none"> 1. Where is this happening? 2. When has it happened? 3. What has happened? 4. Why has it happened? 5. Who has been affected? <p>Produce a Power-Point/ leaflet/ information pack/ video news report on this topical issue, which has a section on each of the five questions above.</p>
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	information pack/ video news report on this topical issue, which has a section on each of the five questions above.					
<p>RE</p> <p>Knowledge organisers are available on the school website: https://www.dcea.org.uk/parent-information/our-curriculum/subjects/religious-education/</p>	<p>The big story – where did Christianity come from?</p> <p>Using the Oak Academy lessons, complete the lesson about The Church and Pentecost</p> <p>https://classroom.thenational.academy/lessons/the-church-and-pentecost-6dh3gd</p> <p>Answer the following question, showing you have considered more than one point of view: <i>Would Christianity exist today if Pentecost did not happen?</i></p>	<p>If God is Trinity, what does this mean for Christians?</p> <p>Using the Oak Academy lessons, complete lessons 1, 2 and 3</p> <p>https://classroom.thenational.academy/lessons/the-nature-of-god-cmwk2c</p> <p>Answer the following question, showing you have considered more than one point of view: <i>How would you explain the Trinity to a Year 5 student? Design a logo or a symbol to help you. Make sure you are clear that Christians believe in ONE God and Not three!</i></p>	<p>What is good/challenging about being a teenage Muslim in Britain today?</p> <p>Watch the following video and make a timeline of all the key events in the early days of Islam: https://www.youtube.com/watch?v=PDxKnVZtgo&t=217s</p> <p>Then, complete some research on the following and create an information poster: The 5 pillars of Islam; What do Muslims believe about God?; Why is Muhammad special?</p>	<p>Creation – should Christians be greener than everyone else?</p> <p>Using either a Bible or the video here, create a storyboard of the seven days of creation in the book of Genesis: https://www.truecube.co.uk/resource/in-the-beginning/</p> <p>Then, do the same for the Hindu version of the story: https://youtu.be/Y9yWwFWpbRo</p> <p>If both Christians and Hindus believe the world was created by God (even if the stories are different), how should humans treat our planet? Why? Write a response to this question, making sure you have explained</p>	<p>A history of Christianity – How did Christianity survive?</p> <p>Watch the following video and make a timeline of all the key events in the early History of the Christian Church: https://youtu.be/RQjS6NGvIQ0</p> <p>Extension: <i>on your timeline, highlight the times of difficulty and how they were overcome</i></p>	<p>Religious expression through art & music</p> <p>Using the <i>Spirited Arts</i> criteria, create a competition entry which showcases one of the themes</p> <p>https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2023/</p>

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				your reasons. You could use the BBC Bitesize website to help you by searching ‘stewardship’.		
DT	Research Typography . Produce your own drawing of a word using one point perspective . This can be using tonal pencil or coloured pencils. This will need to be on a minimum of A5, maximum of A4 sized paper.	Select a design movement that interests you and produce a fact file about the main designers and their work. Choose your favourite designer and produce either a copy of the designer’s work or design a product in their style.	Research Totem Poles . Produce your own Totem Pole which is personal to you. This can be made using any suitable materials that you have at home. Document the different stages of your make!	Research Fibres (in Textiles) and where they come from . Produce a fact file or poster which contains this information. Think creatively about how you display your work and draw or include relevant images.	Research woods, metals and plastics and where they come from . Produce a fact file or poster which contains this information. Think creatively about how you display your work and draw or include relevant images.	Research Healthy Eating and produce a fact file that includes key information about healthy eating and The Eatwell Guide. Research and choose your favourite healthy dish. Create the dish if you can, documenting the different stages of the dish as you make it.
Art	Produce an observational drawing of a trainer or shoe using tonal pencil. This will need to be on a minimum of A5, maximum of A4 sized paper.	Select an art movement that interests you and produce a fact file about the main artists and their work. Choose your favourite artist and produce either a copy of the artist’s work or a piece of work in their style.	Produce a piece of artwork based on the subject of Insects and minibeasts . You may use any suitable materials that you have available to you at home. This will need to be in a minimum of A5, maximum of A4 size.	Design your own Insect or minibeast. Spend time thinking about its shape, details and any specific characteristics that it has. It could even be a hybrid of existing insects! Write a fact file to accompany your ‘new insect or minibeast’.	Research an artist from the Fauvist art movement and produce a fact file about them and their work. Produce either a copy of the artist’s work or a piece of work in their style.	Produce a tonal pencil portrait of either yourself (using a mirror or photo) or a family member (from direct observation or a photo) This will need to be either A5 or A4 in size
VIP	Transition and safety https://classroom.thenational.academy/	Developing skills and aspirations Create a ‘mood board’ of all your	Diversity https://classroom.thenational.academy/units/respectful-	Health and puberty https://classroom.thenational.academy/units/changing-adolescent-	Building relationships https://classroom.thenational.academy/units/respect	Financial decision making Using the Natwest MoneySense website for teens, spend some time

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	units/internet-safety-and-harms-relationships-and-social-media-0799	skills and aspirations, and where you would like to go with your life. You could cut up pictures from magazines or use other materials to create a collage to represent you and your aspirations.	relationships-stereotypes-and-bullying-caac	body-puberty-and-menstrual-wellbeing-4d0d	ful-relationships-respect-and-friendship-447f	looking around and learning about financial decision making: https://natwest.mymoneyense.com/students/students-8-12/ There are lots of interactive games, quizzes and videos to introduce you to this topic.
IT	https://classroom.thenational.academy/lessons/account-security-68rkee	https://classroom.thenational.academy/lessons/cyberbullying-6cwkge	https://classroom.thenational.academy/lessons/sequencing-ctipcd	https://classroom.thenational.academy/lessons/variables-65gpdc	https://classroom.thenational.academy/lessons/getting-to-know-a-spreadsheet-61k3jd	https://classroom.thenational.academy/lessons/quick-calculations-ccrk2d
Music	https://classroom.thenational.academy/units/stomp-and-sing-a4d4	https://classroom.thenational.academy/units/stomp-and-sing-a4d4	https://classroom.thenational.academy/units/the-power-of-the-pentatonic-608b	https://classroom.thenational.academy/units/the-power-of-the-pentatonic-608b	https://classroom.thenational.academy/units/band-musicianship-1-the-four-chord-trick-3b3f	https://classroom.thenational.academy/units/band-musicianship-1-the-four-chord-trick-3b3f

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

Year 8

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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<p>Maths</p>	<p>Unit 1 Number</p> <p>Unit 2 Area and volume</p> <p>https://sparxmaths.com/</p>	<p>Unit 3 Statistics, graphs and charts</p> <p>Unit 4 Expressions and equations</p> <p>https://sparxmaths.com/</p>	<p>Unit 5 Real-life graphs</p> <p>Unit 6 Decimals and ratio</p> <p>https://sparxmaths.com/</p>	<p>Unit 7 Lines and angles</p> <p>Unit 8 Calculating with fractions</p> <p>https://sparxmaths.com/</p>	<p>Unit 9 Straight-line graphs</p> <p>https://sparxmaths.com/</p>	<p>Unit 10 Percentages, decimals and fractions</p> <p>https://sparxmaths.com/</p>
<p>Science</p>	<p>Acids/Alkalis</p> <p>https://www.bbc.co.uk/bitesize/topics/zn6hvcw/articles/z38bbqt?course=zhkkkty</p>	<p>Electricity</p> <p>https://www.bbc.co.uk/bitesize/topics/zgy39i6/articles/zshqgr?course=zrhvwx</p>	<p>Plants</p> <p>https://www.bbc.co.uk/bitesize/topics/zvrrd2p/articles/zjqfsk7?course=zdcg3i6</p>	<p>Digestion</p> <p>https://www.bbc.co.uk/bitesize/topics/zf339i6/articles/zv8m7yc?course=zng3ydm</p>	<p>Earth Science</p> <p>https://www.bbc.co.uk/bitesize/topics/z3fv4wx/articles/zpygcmn</p>	<p>Waves</p> <p>https://www.bbc.co.uk/bitesize/topics/zw982hv/articles/zh28jsg?course=zn7qwnb</p>

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<p>English</p>	<p>Descriptive writing grammar https://classroom.thenational.academy/units/grammar-for-writing-c6ed</p>	<p>The Short Story – reading for meaning https://classroom.thenational.academy/units/the-short-story-a89b</p>	<p>Grammar skills https://classroom.thenational.academy/units/the-short-story-a89b</p>	<p>Rhetoric: Oak Academy</p>	<p>Grammar skills https://classroom.thenational.academy/units/paragraphing-non-fiction-writing-including-presenting-a-balanced-argument-38cc</p>	<p>Poetry https://classroom.thenational.academy/units/introduction-to-the-sonnet-4e50</p>
<p>Spanish</p>				<p>En Mi Casa https://www.bbc.co.uk/bitesize/topics/zfgt6v4/articles/zf43t39</p>	<p>En Mi Ciudad https://www.bbc.co.uk/bitesize/topics/zfgt6v4/articles/znrxyx</p>	<p>Las Vacaciones https://www.bbc.co.uk/bitesize/topics/zg9mhyc/articles/z63n7nb https://www.bbc.co.uk/bitesize/topics/zg9mhyc/articles/zhgfmfr https://www.bbc.co.uk/bitesize/topics/zg9mhyc/articles/zf9bhbk</p>

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<p>History</p>	<p>English Civil War</p> <p>Task 1 https://teachers.thenational.academy/lessons/why-did-the-civil-war-break-out-in-1642-6grk6r?from_query=english+civil+war</p> <p>Task 2 https://teachers.thenational.academy/lessons/civil-war-divisions-75h64d?from_query=english+civil+war</p>	<p>West Africa</p> <p>Task https://www.youtube.com/watch?v=9vG312xkXvQ</p> <p>Watch the video (00:00 – 23:40) Make notes on: What were people doing in Africa before they were taken to America?</p> <p>Task 2 https://www.bbc.co.uk/bitesize/topics/zj4fn9q/articles/zs4ptrd Take notes on each topic. Complete the test</p>	<p>Transatlantic Slave Trade</p> <p>https://www.bbc.co.uk/bitesize/topics/z2qj6s/articles/zfkfn9q</p> <p>Make notes on the key headings.</p> <p>Complete the quiz</p>	<p>Transatlantic Slave Trade</p> <p>Task 1 https://www.bbc.co.uk/bitesize/topics/z2qj6s/articles/z6cptrd</p> <p>Make notes on the key headings.</p> <p>Complete the quiz</p> <p>Task 2 https://teachers.thenational.academy/lessons/the-abolition-movement-c9gkgd</p> <p>Complete the lesson</p>	<p>Britain's Empire</p> <p>Task 1 https://teachers.thenational.academy/lessons/the-british-empire-1776-1900-61j66c?from_query=British+empire</p> <p>Complete the lesson</p> <p>Task 2 https://www.bbc.co.uk/bitesize/topics/z7kvf82/articles/zx8sf82 Make notes on the key headings.</p> <p>Complete the quiz</p>	<p>Industrial Revolution</p> <p>https://www.youtube.com/watch?v=yXtxqmFg-6c</p> <p>Watch the video and complete the tasks in the video</p>
<p>Geography</p>	<p>Climate change</p> <p><u>Task 1: The Pacific garbage patch</u> (Literacy/ creative Task)</p> <p>Task: Use the links below to either; Write a paragraph (350 words) to describe and explain the formation of the Pacific garbage patch. or</p>	<p>Rainforests</p> <p><u>Task 1: Animal adaptations.</u> Create/make a new animal that could live in the Amazon rainforest. Explain how is your animal adapted for the rainforest?</p> <p><u>Task 2: The future of the Amazon Rainforest.</u> Create a game on the Amazon rainforest and</p>	<p>Population</p> <p><u>Task 1; Population picture gallery.</u> The world's population is a fascinating mixture of races and cultures. Collect images of different races and cultures from all over the world, from magazines and display them around a map of the world. Label each one and perhaps link it</p>	<p>Coasts</p> <p><u>Task 1: Waves leaflet</u> Create a leaflet based on constructive and destructive waves. You must include a diagram and explanation on how each wave affects beaches.</p> <p><u>Task 2: Create a song/poem.</u> Explain how the 4 types of erosion affect</p>	<p>Rivers</p> <p><u>Task 1: Waterfalls</u> Find out how Nigeria falls and Angel falls was created. What are the similarities and differences between the two?</p> <p><u>Task 2: What is Victoria falls?</u> What is Victoria falls? How was it created? Create a 3d model or</p>	<p>China</p> <p><u>Task 1: Physical features of China.</u> Find the location of 10 physical features in China. Show them on a map and describe the map.</p> <p><u>Task 2: The history of China.</u> Create a timeline showing the key historical facts about China.</p>

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<p>Create an annotated model of an idea that you think could solve the problem. <u>Task 2: Why is Arctic sea ice decreasing (Numeracy/ICT Task)</u> Task: Using your ICT skills create a graph to present the following data on the extent of Arctic Sea ice, Make sure that you have labelled all axis and given your graph a title. <u>Task 3 - Topicality task</u> Task: In the next half-term a major event that has a geographical theme will hit the news. Collect information about this topical issue and present this any way you wish to. You could use Power-Point, a leaflet, an information pack or video news report to present your research. One recent environmental issue is the Arctic River that</p>	<p>the future of the rainforest. <u>Task 3: News from the Amazon.</u> Find two news stories about the Amazon Rainforest. Make sure the news stories are from the last 12 months. <u>Task 4 - Topicality task</u> In the next Half term any major event that has a geographical theme that hits the news may capture your imagination. Collect information about; 1. Where is this happening? 2. When has it happened? 3. What has happened? 4. Why has it happened? 5. Who has been affected? Produce a Power-Point/ leaflet/ information pack/ video news report on this topical issue, which has a section on each of the five questions above.</p>	<p>to the country or continent by leader lines or threads. <u>Task 2; Population density differences.</u> 1. Choose two locations in the world. One must be densely populated. One must be sparsely populated. 2. Find a photograph of each location. Title each photograph. 3. ANNOTATE around each photograph at least 5 reasons why this location is either sparsely or densely populated. When you annotate you are explaining (giving reasons) in full sentences. Try to add some ideas of your own. Remember to use lots of because..."There are few people living here because..." <u>Task 3: The world's most populated countries.</u> 1. Which countries have the most people (as opposed to highest population densities)? Find out the world's</p>	<p>cliffs. Use Old Harry as an example. <u>Task 3 - Topicality task</u> In the next Half term any major event that has a geographical theme that hits the news may capture your imagination. Collect information about; 1. Where is this happening? 2. When has it happened? 3. What has happened? 4. Why has it happened? 5. Who has been affected? Produce a Power-Point/ leaflet/ information pack/ video news report on this topical issue, which has a section on each of the five questions above.</p>	<p>bake a cake to show Victoria falls. <u>Task 3: River long profile.</u> Create a poster showing how rivers change from source to mouth. This must include features, such as, Waterfalls, Meanders and floodplains. <u>Task 4 - Topicality task</u> In the next Half term any major event that has a geographical theme that hits the news may capture your imagination. Collect information about; 1. Where is this happening? 2. When has it happened? 3. What has happened? 4. Why has it happened? 5. Who has been affected? Produce a Power-Point/ leaflet/ information pack/ video news report on this topical issue, which has a section on each of the five questions above.</p>	<p><u>Task 3: Create a Chinese landmark.</u> Create a famous landmark from China. Describe in no more than 100 words. Why do people visit it? What do different people think about it? <u>Task 4 - Topicality task</u> In the next Half term any major event that has a geographical theme that hits the news may capture your imagination. Collect information about; 1. Where is this happening? 2. When has it happened? 3. What has happened? 4. Why has it happened? 5. Who has been affected? Produce a Power-Point/ leaflet/ information pack/ video news report on this topical issue, which has a section on each of the five questions above.</p>	<p><u>Task 3: Create a Chinese landmark.</u> Create a famous landmark from China. Describe in no more than 100 words. Why do people visit it? What do different people think about it? <u>Task 4 - Topicality task</u> In the next Half term any major event that has a geographical theme that hits the news may capture your imagination. Collect information about; 1. Where is this happening? 2. When has it happened? 3. What has happened? 4. Why has it happened? 5. Who has been affected? Produce a Power-Point/ leaflet/ information pack/ video news report on this topical issue, which has a section on each of the five questions above.</p>
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External Suspension – Student Work

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

External Suspension – Student Work

<p>Knowledge organisers are available on the school website: https://www.dcea.org.uk/parent-information/our-curriculum/subjects/religious-education/</p>	<p>In the modern world, who stands out as someone who makes a positive change in the world? Greta Thunberg? Martin Luther King Jr? In the Old Testament God chose special people to pass on his messages and share things with His people, such as Amos and Isaiah. Learn about Amos here: https://youtu.be/mGgWaPGpGz4 Do we need more people like Amos today? Write a persuasive argument about why we do or do not need prophets today.</p>	<p>Using BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/zmx8bdm create a mind map of the important issues surrounding this question.</p> <p>Then, create a poster to answer the question: should religious buildings be sold to feed the starving? You could divide your page into 2 sections to show both sides of the argument and demonstrate your understanding.</p>	<p>Complete the Oak Academy lesson about the incarnation and the life of Jesus: https://classroom.thenational.academy/lessons/the-incarnation-68vk4t</p> <p>Choose one of the following stories from Jesus' life (you may need to use a Bible or search the story on the internet): The feeding of the 5,000 The calming of the storm Jesus turning water into wine The resurrection</p> <p>How does the story you have chosen show Christians that Jesus was both HUMAN and DIVINE (God)? Write a response to this question, using examples from the story to justify your points.</p>	<p>Using the Oak Academy lessons, work through from lesson 1 (A brief History of India) to lesson 6 (Recap and practice), completing the activities as directed: https://classroom.thenational.academy/units/buddhism-beliefs-and-teachings-9bab</p> <p>Q. If Buddhists do not believe in Heaven or God, what is the purpose of life? Write a response to this questions, using the knowledge you have gained from the Oak Academy lessons</p>	<p>Using the Oak Academy lessons about non-religious worldviews: https://classroom.thenational.academy/units/non-religious-world-views-137b and the Humanists UK website: https://humanists.uk/humanism/ make a judgement about whether or not religion helps people to be good.</p> <p>Think about the following: religious books, rules (e.g. The 10 commandments), religious leaders – does society need these in order to be 'good'? Why? Why not?</p> <p>Write a response to the question, using examples from what you have learnt about non-religious worldviews.</p>	<p>Without doing any research or looking online, try to answer this question: <i>"Why does He eat with tax collectors and sinners?"</i></p> <p>You might have questions about the question! Who is 'HE'? Who is asking the question?</p> <p>'HE' is Jesus and it is the Pharisees (respected Jewish elders and priests) asking the question. Why would Jesus choose to eat with tax collectors (not a very well looked-upon job) and sinners (people who do bad things) and not the respected elders and priests?</p> <p>Using this link: https://www.gotquestions.org/Jesus-with-sinners.html can you write an answer about why Jesus would choose to eat with outcasts in society? What was He trying to achieve? And what can Christians</p>
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External Suspension – Student Work

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

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	smoking-and-alcohol-7cb7	https://barclayslifeskills.com/i-want-to-choose-my-next-step/school/wheel-of-strengths/	stereotypes-and-bullying-caac	talking-about-emotions-468e	relationships-respect-and-friendship-447f	
IT	https://classroom.thenational.academy/lessons/get-in-gear-6wuket	https://classroom.thenational.academy/lessons/under-the-hood-60t36r	https://classroom.thenational.academy/lessons/first-steps-6ctk4d	https://classroom.thenational.academy/lessons/crunching-numbers-6gtked	https://classroom.thenational.academy/lessons/binary-mosaic-6dhk8t	https://classroom.thenational.academy/lessons/a-splash-of-colour-c8w3ge
Music	https://classroom.thenational.academy/units/west-african-music-373e	https://classroom.thenational.academy/units/west-african-music-373e	https://classroom.thenational.academy/units/the-beauty-of-the-baroque-10cd	https://classroom.thenational.academy/units/the-beauty-of-the-baroque-10cd	https://classroom.thenational.academy/units/band-musicianship-2-the-blues-6049	https://classroom.thenational.academy/units/band-musicianship-2-the-blues-6049
Drama	https://classroom.thenational.academy/units/approaching-text-acting-drama-conventions-for-devising-2ca5	https://classroom.thenational.academy/units/using-drama-conventions-for-devising-2ca5	https://classroom.thenational.academy/units/a-devising-unit-a8ae	https://classroom.thenational.academy/units/acting-shakespeare-hamlet-0524	https://classroom.thenational.academy/units/live-performance-understanding-roles-and	https://classroom.thenational.academy/units/live-performance-understanding-roles-and

External Suspension – Student Work

	bringing-it-to-life-c00e				responses-evaluating-stagecraft-fdb7	responsibilities-of-the-creative-team-c5d2
PE	<p>Research the physical benefits of doing physical activity on the body and produce an information leaflet.</p> <p>https://www.bbc.co.uk/bitesize/guides/zpmq6fr/revision/2</p>	<p>Research the emotional and mental benefits of doing physical activity on the body and produce an information leaflet.</p> <p>https://www.bbc.co.uk/bitesize/guides/zpmq6fr/revision/2</p>	<p>Research the social benefits of doing physical activity on the body and produce an information leaflet.</p> <p>https://www.bbc.co.uk/bitesize/guides/zpmq6fr/revision/2</p>	<p>Create your own warm-up for a year 7 lesson of your choice. It must include:</p> <ul style="list-style-type: none"> - A pulse raiser -Stretching -Skill rehearsal (a skill practice you would do before a game) 	<p>Watch a sport of your choice on youtube.</p> <p>Create a table to collect and analyse data from that sport.</p> <p>E.g. passes completed, shots made, forehands hit, baskets scored etc.</p>	<p>Create a circuit training session for fitness lesson. It must include at least 8 different stations/exercises with teaching points for each one.</p>

Year 9

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths	<p>Unit 1 Indices and standard form</p>	<p>Unit 3 Dealing with data</p> <p>Unit 4 Multiplicative reasoning</p>	<p>Unit 5 Construction</p>	<p>Unit 7 Circles, Pythagoras and prisms</p>	<p>Unit 9 Probability</p> <p>https://sparxmaths.com</p>	<p>Unit10 Comparing shapes</p>

External Suspension – Student Work

	Unit 2 Expressions and formulae https://sparxmaths.com/	https://sparxmaths.com/	Unit 6 Sequences, inequalities, equations and proportion https://sparxmaths.com/	Unit 8 Graphs https://sparxmaths.com/		https://sparxmaths.com/
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External Suspension – Student Work

<p>Science</p>	<p>Genetics</p> <p>https://www.bbc.co.uk/bitesize/topics/zpffr82</p>	<p>Materials</p> <p>https://www.bbc.co.uk/bitesize/topics/zggbkqt/articles/zphthcw</p>	<p>Motion</p> <p>https://www.bbc.co.uk/bitesize/topics/z4brd2p/articles/zw9qwn</p> <p>b</p>	<p>GCSE – B1 – Cells</p> <p>https://www.bbc.co.uk/bitesize/topics/z2mttv4</p>	<p>GCSE – C1 – Atomic Structure</p> <p>https://www.bbc.co.uk/bitesize/guides/z3sg2nb/revision/1</p>	<p>GCSE – P3 – Energy Resources</p> <p>https://www.bbc.co.uk/bitesize/guides/z7mfwtv/revision/1</p> <p>And density</p> <p>https://www.bbc.co.uk/bitesize/guides/zqjv6yc/revision/1</p>
<p>English</p>	<p>Gothic Literature</p> <p>https://classroom.thenational.academy/units/gothic-literature-8196</p>	<p>Reading for meaning</p> <p>https://classroom.thenational.academy/units/</p>	<p>Poetry</p> <p>https://classroom.thenational.academy/units/</p>	<p>Reading for meaning</p> <p>https://classroom.thenational.academy/units/language-skills-</p>	<p>Writing</p> <p>https://classroom.thenational.academy/units/</p>	<p>Shakespeare</p> <p>https://classroom.thenational.academy/units/</p>

External Suspension – Student Work

		fiction-reading-and-descriptive-writing-7cc5	if-we-must-die-claude-mckay-f815	non-fiction-reading-665d	anguage-skills-fiction-writing-53fd	sonnet-18-shakespeare-8cea
French					Music, Cinema, TV https://www.bbc.co.uk/bitesize/guides/zhhvd6f/revision/1	Sports https://www.bbc.co.uk/bitesize/guides/zbg8t39/revision/1
History	Causes of WW1	Events and people WW1	Holocaust: https://classroom.thenational.academy/units/what-was-the-holocaust-9d03 Make notes on the 2 lessons on the Holocaust.	Holocaust: https://classroom.thenational.academy/units/what-was-the-holocaust-9d03 Make notes on the 2 lessons on the Holocaust.	Russia: https://classroom.thenational.academy/units/what-were-the-bolsheviks-trying-to-achieve-87ba Go through each of the lessons making notes on each one.	Civil Rights Movement USA 54-68
Geography	Hot Deserts Task 1: Create/make a new animal that could live in the Sahara desert. Challenge: How is your animal adapted for the desert. <u>Task 2: Sahara desert documentary.</u> Imagine you are the new David Attenborough create a Planet Earth episode (either film it, write a script or design a story	Resource management. <u>Task 1: How was the UAE become so rich?</u> Research and create a poster/ leaflet about the use of oil to develop the UAE. <u>Task 2: How does Birmingham get their water?</u> Research the Elan Valley water transfer scheme and explain how this impacts Birmingham.	World economy <u>Task 1: Sweatshop Experience (Literacy Task)</u> Write a diary of someone who is working in sweatshop. Describe and explain your experiences of a day's work, and geographical observations you make during the shift. This section can be presented in three	Geographical Skills <u>Task 1: 4 and 6 figure grid references.</u> Create a game based on map skills such as	Awe and Wonder <u>Task 1: Exploring Macchu Picchu</u> Imagine you are on holiday in Macau Picchu write a paragraph describing what you would see. <u>Task 2: Waterfalls</u>	

External Suspension – Student Work

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

<p>1. Where is this happening?</p> <p>2. When has it happened?</p> <p>3. What has happened?</p> <p>4. Why has it happened?</p> <p>5. Who has been affected?</p> <p>Produce a Power-Point/ leaflet/ information pack/ video news</p>	<p>2. When has it happened?</p> <p>3. What has happened?</p> <p>4. Why has it happened?</p> <p>5. Who has been affected?</p> <p>Produce a Power-Point/ leaflet/ information pack/ video news report on this topical issue, which has a</p>	<p>information about this topical issue and present this any way you wish to. You could use Power-Point, a leaflet, an information pack or video news report to present your research.</p>	<p>contours to show the height of your theme park. Any keys do not count to your word limit. Remember to include directions to your theme park.</p> <p><u>Task 3 - Topicality task.</u></p> <p>In the next Half term any major event that has a geographical</p>	<p>2. When has it happened?</p> <p>3. What has happened?</p> <p>4. Why has it happened?</p> <p>5. Who has been affected?</p> <p>Produce a Power-Point/ leaflet/ information pack/ video news report on this topical issue, which has a section on each of the five questions above.</p>
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External Suspension – Student Work

	<p>report on this topical issue, which has a section on each of the five questions above.</p>	<p>section on each of the five questions above.</p>		<p>theme that hits the news may capture your imagination.</p> <p>Collect information about;</p> <ol style="list-style-type: none">1. Where is this happening?2. When has it happened?3. What has happened?	
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External Suspension – Student Work

				<p>4. Why has it happened?</p> <p>5. Who has been affected?</p> <p>Produce a Power-Point/ leaflet/ information pack/ video news report on this topical issue, which has a section on each of the five questions above.</p>	
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External Suspension – Student Work

<p>RE</p> <p>Knowledge organisers are available on the school website: https://www.dcea.org.uk/parent-information/our-curriculum/subjects/religious-education/</p>	<p>Do we need to prove God's existence?</p> <p>Using the BBC Bitesize resources, go through and make notes on the The First Cause Argument and The Design Argument: https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/2</p> <p>Once you understand how these arguments are used to try and prove that God exists, what do you think? Are you convinced? Write a response to address any flaws or good points in these arguments. Extension: what might disprove the existence of God?</p>	<p>Why are people good and bad?</p> <p>Watch the video of The Fall here: https://www.youtube.com/watch?v=IKuL00eBSFA</p> <p>Make sure you know the story really well and the characters involved.</p> <p>Answer the following questions:</p> <ol style="list-style-type: none"> 1. Who was the first human to 'sin', according to the story? 2. What 'sin' did they commit? 3. What was their punishment? 4. If this story is a metaphor (not literally true but represents bigger truths) then who might the different characters represent in our lives today? For example, Adam and Eve might represent...? What about God? The snake? 	<p>Is death the end? Does it matter?</p> <p>Using the Oak Academy lessons, complete the lesson about Christian beliefs about the afterlife: https://classroom.thenational.academy/lessons/afterlife-6xgpad</p> <p>Then, using the Humanist UK website, read through and create a knowledge organiser about Humanist beliefs about what happens when we die. https://understandinghumanism.org.uk/resources/one-life-live-it-well/</p> <p>What do you think? Do you agree with either of these worldviews, or believe something different? Create either a piece of artwork or a poem or a story about what your personal beliefs about</p>	<p>Salvation</p> <p>Using the BBC Bitesize resources, go through and make notes about what salvation means to Christians. The knowledge organiser is also available on the school website.</p> <p>Answer the following questions:</p> <ol style="list-style-type: none"> 1. What is salvation? 2. Why do Christians believe we need to be saved? 3. How can Christians be saved? 4. Why was Jesus able to take away the sins of the world? 	<p>Is religion a power for peace or cause of conflict?</p> <p>Using the internet, research Bhagat Purat Singh. You could start here: http://www.discoversikhism.com/sikhs/bhagat_puran_singh.html</p> <p>Create a fact file about this Sikh hero, and what he did to promote peace in the world.</p> <p>Then, try to find one other person who worked to promote peace in the world but also had a religious belief. You could choose a Christian, a Hindu, a Muslim, a Buddhist, or any other religious worldview. Q. How did their religious beliefs influence their life and their actions?</p>	<p>Wisdom: what do we do when life gets hard?</p> <p>Watch this video about 'wisdom' in the Bible: https://www.youtube.com/watch?v=Gab04dPs_uA and use https://www.bible.com/en/ to have a look around what the Bible says. You might want to use the search function to look up specific stories or topics.</p> <ol style="list-style-type: none"> 1. What makes a person 'wise'? 2. What makes someone 'foolish'? 3. How might the Bible help someone who is struggling with a personal problem? 4. The Bible was written thousands of years ago, so of it is almost 5,000 years old. Is the Bible still relevant for today's world?

External Suspension – Student Work

			what happens when we die are.			
DT	Research Typography . Produce your own drawing of a word using one point perspective . This can be using tonal pencil or coloured pencils. This will need to be on a minimum of A5, maximum of A4 sized paper.	Select a design movement that interests you and produce a fact file about the main designers and their work. Choose your favourite designer and produce either a copy of the designer's work or design a product in their style.	Research Fibres (in Textiles) and where they come from . Produce a fact file or poster which contains this information. Think creatively about how you display your work and draw or include relevant images.	Produce an observational drawing of a subject linked to the theme of Identity . This will need to be on a minimum of A5, maximum of A4 sized paper. You may find working from an image helpful.	Research Healthy Eating and produce a fact file that includes key information about healthy eating and The Eatwell Guide. Research and choose your favourite healthy dish. Create the dish if you can, documenting the different stages of the dish as you make it.	Research woods, metals and plastics and where they come from . Produce a fact file or poster which contains this information. Think creatively about how you display your work and draw or include relevant images.
Art	Produce an observational drawing of a Matryoshka doll using tonal pencil. This will need to be on a minimum of A5, maximum of A4 sized paper. Please work directly from an image sourced on the internet.	Produce a piece of artwork based on the subject of Natural forms . You may use any suitable materials that you have available to you at home. This will need to be in a minimum of A5, maximum of A4 sized paper.	Produce a 3D sculpture of a Matryoshka doll. You can choose either a traditional or contemporary design. You may use any suitable materials that you have available to you at home. Record and photograph the different stages of the make.	Produce an observational drawing of your eye(s) using tonal pencil. This will need to be on a minimum of A5, maximum of A4 sized paper. This will need to be first hand observations, so working from a photo or mirror.	Research the Surrealist art movement and produce a fact file about the main artists and their work. Choose your favourite artist and produce either a copy of the artist's work or a piece of work in their style.	Select an art movement that interests you and produce a fact file about the main artists and their work. Choose your favourite artist and produce either a copy of the artist's work or a piece of work in their style.
VIP	Peer influence, substance abuse and gangs https://classroom.thenational.academy/units/	Setting goals https://www.youtube.com/watch?v=FeozjbXSt24	Respectful relationships https://classroom.thenational.academy/units/respectful-	Healthy lifestyles https://classroom.thenational.academy/units/healthy-lifestyles-	Intimate relationships https://classroom.thenational.academy/units/online-and-media-	Employability skills Using the BBC Bitesize website, work through the employability section, watching the

External Suspension – Student Work

	drugs-and-alcohol-dangers-of-recreational-drug-use-c73b	Set 3 SMART goals: 1. For this year 2. By the end of secondary school 3. For your career beyond school	relationships-recognising-and-reporting-criminal-behaviour-within-rel	choices-approaching-adulthood-e1cb https://classroom.thenational.academy/units/mental-wellbeing-impact-of-our-actions-on-mental-health-82cc	dangers-of-viewing-explicit-material-6a7c	videos about employability skills and the world of work: https://www.bbc.co.uk/bitesize/topics/zvbcjxs/resources/1
IT	https://classroom.thenational.academy/lessons/you-and-your-data-c4t30t	https://classroom.thenational.academy/lessons/social-engineering-6cr68r	https://classroom.thenational.academy/lessons/warm-up-70tkae	https://classroom.thenational.academy/lessons/playlist-6nhkgr	https://classroom.thenational.academy/lessons/website-building-blocks-68v66e	https://classroom.thenational.academy/lessons/words-are-not-enough-cr3it
Music	https://www.bbc.co.uk/bitesize/topics/z3dqhy/articles/z7bphbk	https://www.bbc.co.uk/bitesize/topics/z3dqhy/articles/z7bphbk	https://classroom.thenational.academy/units/fusions-b6e5	https://www.bbc.co.uk/bitesize/guides/zk-jw7p3/revision/1 https://classroom.the	https://classroom.thenational.academy/units/using-technology-musically-film-music-2371	https://classroom.thenational.academy/units/using-technology-musically-film-music-2371

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			https://www.bbc.co.uk/bitesize/topics/z3dqhy	ts/using-technology-musically-edm-1013	https://www.bbc.co.uk/bitesize/guides/zmyf3k	https://www.bbc.co.uk/bitesize/topics/z3dqhy
			c/articles/zr4fscw		7/revision/1	c/articles/z7bphbk
Drama	https://classroom.thenational.academy/units/commedia-dellarte-an-introduction-vd6drq2	https://classroom.thenational.academy/units/topical-issues-through-drama-ut6d7p4	https://classroom.thenational.academy/units/devising-from-an-image-narrative-approaches-ee0e	https://classroom.thenational.academy/units/alone-a-devising-unit-fd37	https://classroom.thenational.academy/units/practising-physical-and-vocal-skills-a8c1	https://classroom.thenational.academy/units/live-theatre-responses-becoming-a-critic-d7a4
PE	Create your own PE lesson for a rugby, netball or table tennis lesson. Make sure to include: -a warm-up -a drill/practice working on a skill -a game with set rules/conditions	Same as term 1 but choose a different sport.	Create your own PE lesson plan for a basketball, football or hockey lesson. Make sure to include: -a warm-up -a drill/practice working on a skill -a game with set rules/conditions	Same as term 1 but choose a different sport.	Create your own PE lesson for an athletics, cricket or rounders lesson. Make sure to include: -a warm-up -a drill/practice working on a skill -a game with set rules/conditions	Same as term 1 but choose a different sport.

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Year 10

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
M a t h s	Unit 1 Number https://sparxmaths.com/	Unit 2 Algebra https://sparxmaths.com/	Unit 3 Graphs, tables and charts https://sparxmaths.com/	Unit 4 Fractions and percentages https://sparxmaths.com/	Unit 5 Equations, inequalities and sequences https://sparxmaths.com/	Unit 6 Angles https://sparxmaths.com/
Sc i e n c e	See Below for each Science.	See below for each Science	See below for each Science	See below for each Science	See below for each Science.	See below for each Science.
Bi o l o g y	GCSE B3 & B4 Organisation https://www.bbc.co.uk/bitesize/to pics/zwi22nb	GCSE B2 – Cell Division https://www.bbc.co.uk/bitesize/g uides/z2kmk2p/revision/1	GCSE B5 - Communicable Disease https://www.bbc.co.uk/bitesize/g uides/zcqs2nb/revision/1	GCSE B6 & B7 - Treating & Preventing Disease	GCSE B8 – Photosynthesis https://www.bbc.co.uk/bitesize/g uides/zs4mk2p/revision/1	Review https://www.physicsandmathstut or.com/biology-revision/gcse-aqa/

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				https://www.bbc.co.uk/bitesize/guides/zxcmk2p/revision/1	& B9 – Respiration https://www.bbc.co.uk/bitesize/guides/zp4mk2p/revision/1	
C h e m ist ry	GCSE C2 – Periodic Table https://www.bbc.co.uk/bitesize/topics/zcckk2p	GCSE C3 – Structure & Bonding https://www.bbc.co.uk/bitesize/topics/z33rrwx	GCSE C5 – Chemical Change https://www.bbc.co.uk/bitesize/topics/zt6ppbk	N/A	GCSE C6 – Electrolysis & C7 - Energy Changes https://www.bbc.co.uk/bitesize/topics/z27xxfr	Review https://www.physicsandmathstutor.com/chemistry-revision/gcse-aqa/
P h ys ic s	N/A	GCSE P1 – Energy https://www.bbc.co.uk/bitesize/topics/z89ddxs	GCSE P2 – Heating https://www.bbc.co.uk/bitesize/guides/zy8g3k7/revision/1	GCSE P7 – Radioactivity https://www.bbc.co.uk/bitesize/topics/zshsrd	GCSE P4 – Circuits & P5 – Mains Electricity https://www.bbc.co.uk/bitesize/guides/zw8n2nb/revision/1	GCSE P6 – Matter https://www.bbc.co.uk/bitesize/topics/z3ybb82 Review https://www.physicsandmathstutor.com/physics-revision/gcse-aqa/

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E n g l i s h	Macbeth https://www.bbc.co.uk/bitesize/topics/zgq3dmn	A Christmas Carol https://www.bbc.co.uk/bitesize/topics/zwhkxsg	Paper 2 Literature: Poetry anthology	Paper 1 Language: BBC Bitesize	Paper 1 Language: BBC Bitesize	Paper 2 Literature: An Inspector Calls
Fr e n c h						
S p a n i s h						
Hi s t	Cold War Topics 1 & 2 Find topic, make notes, complete questions	Cold War Topics 3 & 4 Find topic, make notes, complete questions	Nazi Germany Topics 1 & 2 Find topic, make notes, complete questions	Nazi Germany Topics 3 & 4 Find topic, make notes, complete questions	Medicine Make notes of latest topic using revision guide.	Medicine Make notes of latest topic using revision guide.

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<p>o r y</p>	<p>(Challenge: try the exam questions)</p> <p>https://www.cranbourne.hants.sch.uk/wp-content/uploads/2019/03/Cold-War-Revision.pdf</p>	<p>(Challenge: try the exam questions)</p> <p>https://www.cranbourne.hants.sch.uk/wp-content/uploads/2019/03/Cold-War-Revision.pdf</p>	<p>(Challenge: try the exam questions)</p> <p>https://www.cranbourne.hants.sch.uk/wp-content/uploads/2019/03/Germany-Revision.pdf</p>	<p>(Challenge: try the exam questions)</p> <p>https://www.cranbourne.hants.sch.uk/wp-content/uploads/2019/03/Germany-Revision.pdf</p>	<p>Or find exam question in guide to complete</p> <p>https://parkwoodacademy.e-act.org.uk/wp-content/uploads/sites/5/2020/03/Paper-1-Medicine-through-Time-Revision-Guide1.pdf</p>	<p>Or find exam question in guide to complete</p> <p>https://parkwoodacademy.e-act.org.uk/wp-content/uploads/sites/5/2020/03/Paper-1-Medicine-through-Time-Revision-Guide1.pdf</p>
<p>G e o g r a p h y</p>	<p>Urban issues and challenges</p> <p>https://www.internetgeography.net/aqa-gcse-geography/urban-issues-and-challenges/</p>	<p>Physical landscapes of the UK – Coasts and Rivers</p> <p>https://www.internetgeography.net/aqa-gcse-geography/physical-landscapes-in-the-uk/</p>		<p>The Challenges of Natural Hazards – Tectonic and Climatic</p> <p>https://www.internetgeography.net/aqa-gcse-geography/the-challenge-of-natural-hazards/</p>	<p>Resource management -</p> <p>https://www.internetgeography.net/aqa-resource-management/</p>	
<p>R E K n o w l e d</p>	<p>Islam: beliefs & teachings</p> <p>https://www.bbc.co.uk/bitesize/guides/zdxdqhv/revision/1</p> <p>https://classroom.thenational.academy/units/islam</p>	<p>Islam: beliefs & teachings</p> <p>https://www.bbc.co.uk/bitesize/guides/zd6w7p3/revision/1</p> <p>https://classroom.thenational.academy/units/islam</p>	<p>Islam: practices</p> <p>https://www.bbc.co.uk/bitesize/guides/zhbpcfw/revision/1</p> <p>https://classroom.thenational.academy/units/islamic-practices-690d</p>	<p>Christianity: beliefs & teachings</p> <p>https://www.bbc.co.uk/bitesize/guides/zrpqmsg/revision/1</p> <p>https://classroom.thenational.academy/units/christianity</p>	<p>Christianity: beliefs & teachings</p> <p>https://www.bbc.co.uk/bitesize/guides/z683rwx/revision/1</p> <p>https://classroom.thenational.academy/units/christianity</p>	<p>Christianity: practices</p> <p>https://www.bbc.co.uk/bitesize/guides/znqck2p/revision/1</p> <p>https://classroom.thenational.academy/units/christian-practices-173f</p>

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ge or ga ni se rs ar e av ail a bl e o n th e sc h ool we bs ite: http://www.dcea.org	mic-beliefs-and-teachings-aea9	mic-beliefs-and-teachings-aea9		stian-beliefs-and-teachings-700f	stian-beliefs-and-teachings-700f	
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<p><u>u</u> <u>k/</u> <u>p</u> <u>ar</u> <u>e</u> <u>nt</u> : <u>in</u> <u>fo</u> <u>r</u> <u>m</u> <u>at</u> <u>io</u> <u>n/</u> <u>ur</u> : <u>cu</u> <u>ri</u> <u>cu</u> <u>lu</u> <u>m</u> <u>/s</u> <u>u</u> <u>bj</u> <u>ec</u> <u>ts</u> <u>/r</u> <u>eli</u> <u>gi</u> <u>o</u> <u>us</u> : <u>e</u> <u>d</u> <u>uc</u> <u>at</u></p>						
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io n/						
<p>D</p> <p>T</p>	<p>Create a leaflet for the NHS to educate patients on the importance of nutrition. Use the Eatwell Guide within your work.</p>	<p>Create a PowerPoint/ written work on each life stage and Special Dietary Needs (SDN) requirements.</p>	<p>Know and understand different cooking methods. Create a PowerPoint / Poster / Leaflet on the different cooking methods.</p>	<p>Create a newspaper article(s) on findings and make links to;</p> <ul style="list-style-type: none"> •Food labelling laws •Food safety legislation •Food hygiene 	<p>Know and understand how ill health is caused by the following;</p> <ul style="list-style-type: none"> • Allergies • Bacteria • Chemicals • Intolerances 	<p>Research the following topics and how they relate to ill health:</p> <ul style="list-style-type: none"> • Different food allergies • Different food intolerances • Different food packages and how food

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					Produce revision resources on the topic.	tolerances/ allergies are labelled • Different Restaurant menus and how food tolerances/ allergies are labelled Produce revision notes.
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<p>Art</p>	<p>Produce a piece of your own artwork based on the theme of Portraiture.</p> <p>https://www.bbc.co.uk/bitesize/subjects/z6hs34j</p>	<p>Produce a piece of your own artwork based on the theme of Portraiture. Explore different materials and various scales within your work.</p> <p>https://www.bbc.co.uk/bitesize/subjects/z6hs34j</p>	<p>Produce a piece of your own artwork based on the theme of Portraiture. Explore different materials and various scales within your work.</p> <p>https://www.bbc.co.uk/bitesize/subjects/z6hs34j</p>	<p>Produce a piece of your own artwork based on the theme of Identity. Explore different materials and various scales within your work. Look at the work of relevant artists and produce work in their style.</p> <p>https://www.bbc.co.uk/bitesize/subjects/z6hs34j</p>	<p>Produce a piece of your own artwork based on your theme of Identity. Explore different materials and various scales within your work. Look at the work of relevant artists and produce work in their style.</p> <p>https://www.bbc.co.uk/bitesize/subjects/z6hs34j</p>	<p>Produce a piece of your own artwork based on your theme of Identity. Explore different materials and various scales within your work. Look at the work of relevant artists and produce work in their style.</p> <p>https://www.bbc.co.uk/bitesize/subjects/z6hs34j</p>
<p>VI P</p>	<p>Mental health</p> <p>https://classroom.thenational.academy/units/mental-wellbeing-impact-of-our-actions-on-mental-health-82cc</p> <p>https://classroom.thenational.academy/units/mental-wellbeing-recognising-problems-and-seeking-support-aefc</p>	<p>Financial decision making</p> <p>Using the Natwest MoneySense website for teens, spend some time looking around and learning about financial decision making: https://natwest.mymoneysense.com/students/students-8-12/</p> <p>There are lots of interactive games, quizzes and videos to introduce you to this topic.</p>	<p>Healthy relationships</p> <p>https://classroom.thenational.academy/units/internet-safety-and-harms-gambling-debt-and-targeted-advertising-7061</p>	<p>Exploring influence</p> <p>https://classroom.thenational.academy/units/online-and-media-dangers-of-viewing-explicit-material-6a7c</p>	<p>Addressing extremism and radicalisation</p> <p>https://classroom.thenational.academy/units/internet-safety-and-harms-online-relationships-and-harmful-behaviour-8074</p>	<p>Work experience</p>

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IT	https://classroom.thenational.academyl/lessons/computer-systems-and-system-software-cmuk4r	https://classroom.thenational.academyl/lessons/the-fde-cycle-68w3ct	https://classroom.thenational.academyl/lessons/main-memory-cthkjd	https://classroom.thenational.academyl/lessons/secondary-storage-6cv3jt	https://classroom.thenational.academyl/lessons/what-is-representation-ccrpar	https://classroom.thenational.academyl/lessons/number-bases-c4rkac
Music	https://dbatschools-my.sharepoint.com/personal/debora_matthews_dcea_org_uk/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fdebora%5Fmatthews%5Fdcea%5Forg%5Fuk%2FDocuments%2F2022%2FPlanning%2FKO%2FMAD%2DT%2DSHIRT%2DKnowledge%2DOrganiser%2Epdf&parent=%2Fpersonal%2Fdebora%5Fmatthews%5Fdcea%5Forg%5Fuk%2FDocuments%2F2022%2FPlanning%2FKO&ct=1679328687202&or=OWA%2DNT&cid=15884e53%2D9526%2D0646%2De101%2D6f71af1f671e&ga=1 https://www.teoria.com/L https://www.onlinepianist.com/virtual-piano	https://dbatschools-my.sharepoint.com/personal/debora_matthews_dcea_org_uk/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fdebora%5Fmatthews%5Fdcea%5Forg%5Fuk%2FDocuments%2F2022%2FPlanning%2FKO%2FMAD%2DT%2DSHIRT%2DKnowledge%2DOrganiser%2Epdf&parent=%2Fpersonal%2Fdebora%5Fmatthews%5Fdcea%5Forg%5Fuk%2FDocuments%2F2022%2FPlanning%2FKO&ct=1679328687202&or=OWA%2DNT&cid=15884e53%2D9526%2D0646%2De101%2D6f71af1f671e&ga=1 https://www.teoria.com/L https://www.onlinepianist.com/virtual-piano	https://dbatschools-my.sharepoint.com/personal/debora_matthews_dcea_org_uk/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fdebora%5Fmatthews%5Fdcea%5Forg%5Fuk%2FDocuments%2F2022%2FPlanning%2FKO%2FMAD%2DT%2DSHIRT%2DKnowledge%2DOrganiser%2Epdf&parent=%2Fpersonal%2Fdebora%5Fmatthews%5Fdcea%5Forg%5Fuk%2FDocuments%2F2022%2FPlanning%2FKO&ct=1679328687202&or=OWA%2DNT&cid=15884e53%2D9526%2D0646%2De101%2D6f71af1f671e&ga=1 https://www.teoria.com/L https://www.onlinepianist.com/virtual-piano	https://dbatschools-my.sharepoint.com/personal/debora_matthews_dcea_org_uk/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fdebora%5Fmatthews%5Fdcea%5Forg%5Fuk%2FDocuments%2F2022%2FPlanning%2FKO%2FMAD%2DT%2DSHIRT%2DKnowledge%2DOrganiser%2Epdf&parent=%2Fpersonal%2Fdebora%5Fmatthews%5Fdcea%5Forg%5Fuk%2FDocuments%2F2022%2FPlanning%2FKO&ct=1679328687202&or=OWA%2DNT&cid=15884e53%2D9526%2D0646%2De101%2D6f71af1f671e&ga=1 https://www.teoria.com/L https://www.onlinepianist.com/virtual-piano	https://dbatschools-my.sharepoint.com/personal/debora_matthews_dcea_org_uk/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fdebora%5Fmatthews%5Fdcea%5Forg%5Fuk%2FDocuments%2F2022%2FPlanning%2FKO%2FMAD%2DT%2DSHIRT%2DKnowledge%2DOrganiser%2Epdf&parent=%2Fpersonal%2Fdebora%5Fmatthews%5Fdcea%5Forg%5Fuk%2FDocuments%2F2022%2FPlanning%2FKO&ct=1679328687202&or=OWA%2DNT&cid=15884e53%2D9526%2D0646%2De101%2D6f71af1f671e&ga=1 https://www.teoria.com/L https://www.onlinepianist.com/virtual-piano	https://dbatschools-my.sharepoint.com/personal/debora_matthews_dcea_org_uk/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fdebora%5Fmatthews%5Fdcea%5Forg%5Fuk%2FDocuments%2F2022%2FPlanning%2FKO%2FMAD%2DT%2DSHIRT%2DKnowledge%2DOrganiser%2Epdf&parent=%2Fpersonal%2Fdebora%5Fmatthews%5Fdcea%5Forg%5Fuk%2FDocuments%2F2022%2FPlanning%2FKO&ct=1679328687202&or=OWA%2DNT&cid=15884e53%2D9526%2D0646%2De101%2D6f71af1f671e&ga=1 https://www.teoria.com/L https://www.onlinepianist.com/virtual-piano

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D r a m a	https://www.bbc.co.uk/bitesize/topics/z4cphbk	https://www.bbc.co.uk/bitesize/topics/zk9snrd	https://www.bbc.co.uk/bitesize/topics/zjw3vk7	https://www.bbc.co.uk/bitesize/topics/z7qgbdm	https://www.bbc.co.uk/bitesize/topics/zm2crj6	https://burtsdrama.com/2019/07/03/the-most-important-key-terms-for-gcse-drama/
P E	The bones of the body and their function https://www.bbc.co.uk/bitesize/guides/zxc34j6/revision/1 Make notes, complete quiz	The muscles of the body and what they control https://www.bbc.co.uk/bitesize/guides/zct2hv4/revision/1 Make notes, complete quiz	The cardiovascular system https://www.bbc.co.uk/bitesize/guides/zwvn39q/revision/1 Make notes, complete quiz	The respiratory system https://www.bbc.co.uk/bitesize/guides/zy7d2p3/revision/1 Make notes, complete quiz	Movement analysis in sport https://www.bbc.co.uk/bitesize/guides/z24b9qt/revision/1 Make notes, complete quiz	Components of fitness https://www.bbc.co.uk/bitesize/guides/z8j87hv/revision/1 Make notes, complete quiz
B u s i n e s						
M e				Luther	The Sweeney	Seneca

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di						
a						

Year 11

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths	https://sparxmaths.com/	https://sparxmaths.com/	https://sparxmaths.com/	https://sparxmaths.com/	https://sparxmaths.com/	https://sparxmaths.com/
Science	See Below for each Science.	See below for each Science-Combined do not complete for Chemistry/Physics – move on to next topic	See below for each Science	See below for each Science	See below for each Science.	See below for each Science.
Biology	GCSE B16-B18 Ecology	GCSE B13-B14 Genetics	GCSE B10-B11 COMBINED SCIENCE:	Combined Science – REVISION skills https://www.youtube.com/playli	Revision	

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

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	https://www.bbc.co.uk/bitesize/topics/z82j97h	https://www.bbc.co.uk/bitesize/guides/zp2fcj6/revision/1 P11 – Pressure https://www.bbc.co.uk/bitesize/guides/z93dxfr/revision/1	https://www.bbc.co.uk/bitesize/topics/zcwkgdm P13 - Electromagnetic waves https://www.bbc.co.uk/bitesize/topics/z39ry4j	https://www.bbc.co.uk/bitesize/guides/zw42ng8/revision/1 P15 Electromagnetism https://www.bbc.co.uk/bitesize/topics/z39ry4j	https://www.bbc.co.uk/bitesize/topics/zsbyh39 Revision	
English	Paper 1 Language: BBC Bitesize	Paper 2 Language: https://www.bbc.co.uk/bitesize/topics/z34dycw	Language Writing: https://www.bbc.co.uk/bitesize/topics/zs3chv4	Language Writing: https://www.bbc.co.uk/bitesize/topics/zs3chv4	Revision	
French						
Spanish						
History						

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Geography	The Living world - https://www.internetgeography.net/aqa-gcse-geography/the-living-world/	The Changing economic world - https://www.internetgeography.net/topics/the-changing-economic-world/		Skills - https://www.internetgeography.net/geographical-skills-2/ Revision - https://www.internetgeography.net/aqa-gcse-geography/		
RE Knowledge organisers are available on the school website: https://www.dcea.org.uk/parent-information/our-curriculum/subjects/religious-education/	Religion, crime and punishment https://classroom.thenational.academy/units/crime-and-punishment-b900 https://www.bbc.co.uk/bitesize/guides/z9c4srd/revision/3	Religion, human rights and social justice https://classroom.thenational.academy/units/human-rights-2ff3	Religion and life https://classroom.thenational.academy/units/matters-of-life-and-death-da6c	Religion, peace and conflict https://classroom.thenational.academy/units/peace-and-conflict-c461		
DT	n/a	n/a	n/a	n/a	n/a	n/a
Art	Produce a piece of your own artwork based on your theme of Identity . Explore different materials and various scales within your work. Look at	Produce a piece of your own artwork based on the theme of Objects . Explore different materials and various scales within your work. Look at the work of relevant artists and	Produce a piece of your own artwork based on YOUR CHOSEN EXAM STARTING POINT . Explore different materials and various scales within your work. Look at the work of	Produce/develop a piece of your own artwork based on YOUR CHOSEN EXAM STARTING POINT . Explore different materials and various scales within your work.	Produce/develop a piece of your own artwork based on YOUR CHOSEN EXAM STARTING POINT . Explore different materials and various scales within your work. Look at the work of	n/a

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	<p>the work of relevant artists and produce work in their style.</p> <p>https://www.bbc.co.uk/bitesize/subjects/z6hs34j (AQA)</p>	<p>produce work in their style.</p> <p>https://www.bbc.co.uk/bitesize/subjects/z6hs34j (AQA)</p>	<p>relevant artists and produce work in their style.</p> <p>https://www.bbc.co.uk/bitesize/subjects/z6hs34j (AQA)</p> <p>https://www.bbc.co.uk/bitesize/guides/zf7yrmn/revision/1</p>	<p>Look at the work of relevant artists and produce work in their style.</p> <p>https://www.bbc.co.uk/bitesize/subjects/z6hs34j (AQA)</p> <p>https://www.bbc.co.uk/bitesize/guides/zf7yrmn/revision/1</p>	<p>relevant artists and produce work in their style.</p> <p>https://www.bbc.co.uk/bitesize/subjects/z6hs34j (AQA)</p> <p>https://www.bbc.co.uk/bitesize/guides/zf7yrmn/revision/1</p>	
VIP	Building for the future	<p>Next steps</p> <p>Using your careers portal, continue to explore the options for your next steps beyond school. Have you made any applications? Attended any open evenings? What are your aims?</p>	<p>Next steps</p> <p>Using your careers portal, continue to explore the options for your next steps beyond school. Have you made any applications? Attended any open evenings? What are your aims?</p>	<p>Communication in relationships</p> <p>https://classroom.thenational.academy/units/internet-safety-and-harms-online-relationships-and-harmful-behaviour-8074</p>	<p>Families</p> <p>https://classroom.thenational.academy/units/families-stable-relationships-and-marriage-84b3</p>	
IT	<p>Complete all lessons</p> <p>https://www.thenational.academy/teachers/programmes/computing-secondary-</p>	<p>Complete all lessons</p> <p>https://www.thenational.academy/teachers/programmes/computing-secondary-ks4- /units/algorithms-a118/lessons</p>	<p>Complete all lessons</p> <p>https://www.thenational.academy/teachers/programmes/computing-secondary-ks4-</p>	<p>Complete all lessons</p> <p>https://www.thenational.academy/teachers/programmes/computing-secondary-ks4- /units/programming-6-</p>	<p>Complete all lessons</p> <p>https://www.thenational.academy/teachers/programmes/computing-secondary-ks4-l/units/impacts-on-society-fb09/lessons</p>	

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	ks4-l/units/security-a5e3/lessons		l/units/databases-and-sql-73d9/lessons	dictionaries-and-datafiles-b91f/lessons		
Music						
Drama						
PE	<p>Socio-cultural issues in sport & Commercialisation</p> <p>https://www.bbc.co.uk/bitesize/guides/zy62hv4/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zsx7tyc/revision/1</p> <p>Make notes, complete quiz</p>	<p>Ethical issues in sport</p> <p>https://www.bbc.co.uk/bitesize/guides/zq9r82p/revision/1</p> <p>Make notes, complete quiz</p>	<p>Mental Preparation techniques</p> <p>https://www.bbc.co.uk/bitesize/guides/z3hxnbk/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zy7wmnb/revision/1</p> <p>Make notes, complete quiz</p>	<p>Health, Fitness, Well-being</p> <p>https://www.bbc.co.uk/bitesize/guides/zpmq6fr/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zxqd2p3/revision/1</p> <p>Make notes, complete quiz</p>	<p>Diet & Nutrition</p> <p>https://www.bbc.co.uk/bitesize/guides/zgvsbk7r/revision/1</p> <p>Make notes, complete quiz</p>	
Business						
Media		<p>Exam Walkthrough for Component 1 and component 2</p> <p>https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rId=1526</p>	<p>Knowledge Organisers</p> <p>https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rId=1439</p>	<p>A collection of Student focused media studies resources</p>	<p>Glossary of terms</p> <p>https://resource.download.wjec.co.uk/vtc/2016-17/gft/edugas/mediastudies/GCSE%20media%20studies%20Glossary.pdf</p>	<p>Image Analysis & Exploring Media Texts</p>

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				https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=1412		https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=441
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