

# Halewood Academy THE WEEKLY NEWSLETTER

WB MONDAY 10TH MAY 2021

Halewood  
Academy  
Wade Deacon Trust



## This week...

- Future Female Leaders
- School environment
- 12 Tips to support mental health
- Unifrog
- Business extra-curricular
- Humanities Seneca
- Maths challenge
- Careers in Nursing
- Espanol
- Humanities
- Science champions
- Aspiring Writers
- Year 9 and 10 Revision Mats

## NOTICE

**Any students receiving a grade 3 in their lessons will be expected to stay for a 20-minute resolution after school with their class teacher to resolve the issue.**

Dear Parents and Carer,

On Monday 10 May the Government announced further details regarding the lifting of COVID-19 restrictions. The Department for Education have confirmed that face coverings are no longer required to be worn by students, in the classroom or in communal areas around the school. The guidance states:

From the 17 May, in line with Step 3 of the roadmap, face coverings will no longer be recommended for students in classrooms, in all schools and FE providers. Face coverings will also no longer be recommended for staff in classrooms. In all schools and FE providers, we continue to recommend that face coverings should be worn by staff and visitors in situations outside of classrooms where social distancing is not possible (for example, when moving around in corridors and communal areas).

After careful consideration, we have decided to follow the guidance set out by the Department for Education, and so from the 17 May students will no longer be required to wear face coverings in the classroom or in the communal areas around school. If students wish to continue wearing their face covering in class or around the building, we will fully support their decision.

I would just like to signpost all parents/carers to the uniform section of the school website. Please read this and ensure you are supporting your son/daughter to adhere to the basic expectations.

<https://www.halewoodacademy.co.uk/parents/school-uniform/>

Also, I have included a link to the Behaviour for Learning policy. This is to ensure that this is understood and followed by all students.

[https://www.halewoodacademy.co.uk/downloads/2020-21/policies\\_documents/behaviour\\_for\\_learning\\_policy\\_20-21.pdf](https://www.halewoodacademy.co.uk/downloads/2020-21/policies_documents/behaviour_for_learning_policy_20-21.pdf)

Thank you to those parents and students who have completed the survey so far. We have done a lot of work with the learning environment inside the building. We have Wall Art in each of the Homebases, and on the ground floor in P.E, Performing Arts/Art and in the Atrium. We are continuing to make small changes and for one change in particular, we would like your input too. Below is a link to a stakeholder survey which we are asking parents, students, staff and governors to complete. It shouldn't take too long.

We have given prompts and are only asking for your top 5. Please ask your son/daughter to complete this too. This will enable us to work with you in collaboration, to continue to improve the school. We also would like to use some of your quotes, especially the ones regarding what makes Halewood Academy unique.

[https://forms.office.com/Pages/ResponsePage.aspx?id=DQSIKWdsW0yxEjajBLZtrQAAAAAAAAAAAAa\\_YxCUMRUMTLGUK5NVENBWFC0STRYQ1pKN0RGRFZBSC4u](https://forms.office.com/Pages/ResponsePage.aspx?id=DQSIKWdsW0yxEjajBLZtrQAAAAAAAAAAAAa_YxCUMRUMTLGUK5NVENBWFC0STRYQ1pKN0RGRFZBSC4u)

**Please note: You may need to copy the links and open in a new tab.**

I'm going to leave you with this. I observed something wonderful this week. At lunch time when 11/12 Year olds are normally chatting away, and moving from one group to another; two boys in Year 7 were sitting in the middle of the Atrium, playing chess. After engaging in a conversation with the boys, they are now trying to create a chess club for both students and staff. For me, moments like this make Halewood Academy unique. From all at Halewood Academy, take care and continue to follow the guidance.

Ms Gallagher  
Interim Principal



# FUTURE FEMALE LEADERS

This week the Future Female Leaders (FFL) have been busy organising some upcoming fundraisers and events. I also had the pleasure of meeting our FFL mentors;



- Claire Morton
- Daniella Flynn
- Emma Tyler
- Lesley Martin-Wright - *Chief Executive of Knowsley Chamber of Commerce*
- Lisa Marsh-Glifoyle
- Louise Gillespie
- Rachele Morris
- Ruth Hartnoll
- Scarlet Whitfield

Jessie & Co.

matchstick creative



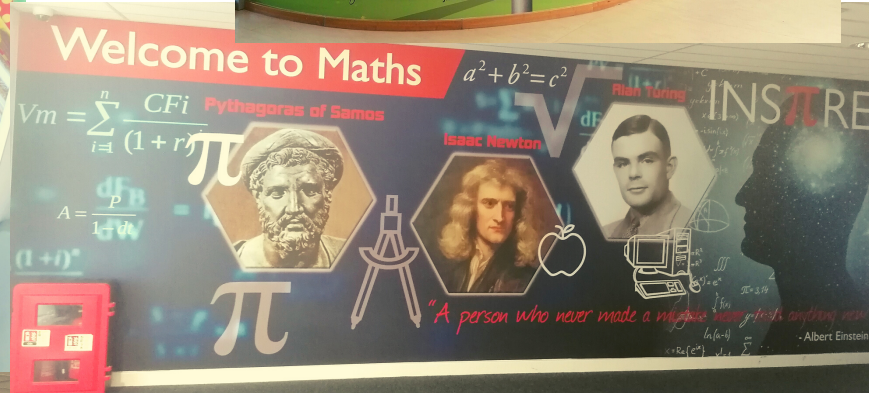
It was lovely to virtually catch up with our fantastic FFL mentors and start to plan our next steps, hopefully we will be able to meet face to face soon, thank you for your continued support ladies.



Next week our FFL will be selling orange ribbons around school in memory of Megan Hurley.



## Check out some of the new wall designs around the building...





# 12 Top Tips TO SUPPORT MENTAL WELLBEING THROUGH NATURE

## Online and Offline

### 1 Give something back to nature

A swift internet search should bring up details of any local conservation projects you could volunteer for, or litter-picking events that you could enrol the family in. It doesn't have to be a long-term commitment: most schemes are grateful for every bit of help!

### 2 Tranquil streams

Search your preferred music player for some soothing natural sounds. A few minutes' gentle audio of rainfall, ocean waves or birdsong are all great ways of unwinding at the end of the day to get you ready for an excellent night's sleep.

### 3 Give geocaching a go

If you've not heard of it, geocaching is a modern twist on the traditional treasure hunt. Participants look for items hidden in outdoor locations, using a GPS-enabled device like a mobile phone or tablet. We'd recommend that an adult accompanies young adventurers!

### 4 Share what you see

While you're out exploring nature, take a photo or video of anything you find that inspires you. Not only will it be a nice memory for you to look back on, but you could also share it safely on social media and maybe motivate others to engage with the natural world!

### 5 Watch the stars

Looking at the night sky can be incredibly calming. There are some comprehensive stargazing websites and apps to help you locate and recognise different stars. It can take 20 minutes or so before you can see stars fully in the dark, even on clear nights, so allow your eyes time to adjust.

### 6 Wildlife on the web

A Google search will bring up lots of sites that stream webcam footage of nature. From seals to barn owls, rabbits to badgers, you can get an intimate, heart-warming view of all kinds of animal communities from inside the comfort of your own home.

### OFFLINE

### 1 Ditch the phone

Now the weather's improving, go for a walk in a green space nearby. If you're already familiar with your chosen route, you could always leave your phone at home to be completely free of the usual distractions and notifications.

### 2 Put down some roots

Planting flowers, shrubs, herbs or vegetables can be extremely rewarding. Not only does it help us to connect with nature – it also provides an ongoing project to draw pleasure from. If your home doesn't have a garden, no problem: a window box will do the job just as well!

### 3 A different kind of tweet

Most gardens in the UK attract a wonderful variety of birds, and just watching them for a few minutes can be immensely therapeutic. There are some excellent apps and sites to help you name any species you don't already know or even play a game: identifying bird song, like bird song bingo!

### 4 Feed your feathered friends

Hang a bird feeder where you can easily see it from a window. Then enjoy the feelgood factor of satisfied avian visitors perching where you can see them. For something more advanced, you could try building a nesting box to fix onto a fence or under a window sill.

### 5 Park your worries

If you're lucky enough to live within easy travelling distance of a park, you'd benefit from using it. Whether it's to play ball games, get on your bike, walk the dog or just get some fresh air into your lungs, the potential bonuses for mental health are enormous.

### 6 Art and soul

Younger children will enjoy drawing or painting animals or nature scenes, or writing a poem or song lyrics about nature. For extra art or crafting fun, you could collect natural materials – leaves, feathers, tree bark or seeds, for example – to use in your creations.

## Meet Our Expert

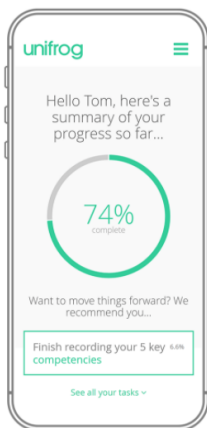
Anna Bateman is passionate about placing prevention at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department for Education, advising them on their mental health green paper.



National  
Online  
Safety

#WakeUpWednesday





# unifrog

## The Complete Destinations Platform



Unifrog is a FREE online platform that brings into one place further education and training opportunities across the UK, and even explore exciting prospects further afield in Europe and the USA. Unifrog also offers other benefits, such as online courses and support with CV and application writing with guidance throughout.

This makes it easy for students to compare and choose the best college courses, apprenticeships or university courses for them.

These are just some of the wonderful things Unifrog has to offer, please visit the school website for more information.

**All Year 10, 11 and HAT Students have all received a welcome email with details of how to log in.** Please take some time to explore Unifrog and have a go at some of the tasks you have been set.

If you would like to get involved in Unifrog, please let Mrs Jones know.

We have also set up a parent login so that you can use Unifrog as if you were a student yourself, allowing you to truly support your child and reap the benefits of Unifrog too. The form code you need is: **halewoodparent** and you can sign up here: [www.unifrog.org/code](http://www.unifrog.org/code)

For more information, please visit the school website (Students- Unifrog) or contact Mrs C Jones via email: [cjones@halewoodacademy.co.uk](mailto:cjones@halewoodacademy.co.uk)



## Business Extra-Curricular Club

***We had over 20 students attend the business extra-curricular club on Tuesday. These Year 11 students are all working hard to finish their business and enterprise coursework. Well done!***

### Humanities Seneca Champions:

Wb 3rd May

#### Year 7 Champions of the week

Poppy Roberts  
Richard Shields  
Maja Dziemonowicz

#### Year 8 Champions of the week

Jack Crowder  
Hannah Leader  
Elliot Thomas

#### Year 9 Champions of the week

Heidi Carberry  
Joe Taylor  
Ethan Power

### Humanities Seneca Champions:

Wb 10th May

#### Year 7 Champions of the week

Poppy Roberts  
Joe Cannon  
Louise Warrender

#### Year 8 Champions of the week

Sam Skidmore  
Hannah Leader  
Alexander Beadsmoore

#### Year 9 Champions of the week

Chloe Emakpor  
Joe Taylor  
Dominic O Rourke



WE SEEK THE BEST



## Maths Challenge of the Week

N

Liz buys packets of coloured buttons.

There are 8 red buttons in each packet of red buttons.  
There are 6 silver buttons in each packet of silver buttons.  
There are 5 gold buttons in each packet of gold buttons.

Liz buys equal numbers of red buttons, silver buttons and gold buttons.  
How many packets of each colour of buttons did Liz buy?

This half term's challenges are all past exam questions.

Send your answers in to Miss Devonshire  
[adevonsire@halewoodacademy.co.uk](mailto:adevonsire@halewoodacademy.co.uk) or to your  
progress leader

NUMERACY

## Last Week's Answer

N

Peter makes a large amount of pink paint by mixing red and white paint in the ratio 2 : 3.

Red paint costs £80 per 10 litres.

White paint costs £5 per 10 litres.

Peter sells his pink paint in 10-litre tins for £60 per tin.

Calculate how much profit he makes for each tin he sells.

Red = £8 a litre White = 50p a litre

R:W = 2:3 = 4:6 10 litres = 1 tin = £60

Red  $4 \times 8 = £32$  White  $6 \times 50p = £3 = £35$

Profit =  $60 - 35 = £25$

NUMERACY



## Creating Careers: Ask Us Anything Careers in Nursing



Are you interested in a  
career in nursing?

This webinar allows you to  
ask key questions, hear  
from professionals and  
develop your  
understanding of the  
sector.

Find out more about  
careers in nursing [here](#).

Thursday 20<sup>th</sup> May 2021

4.30 pm - 5.30 pm

Open to Year 11-13 Students  
Parents, Carers or Guardians are welcome

Sign up [here](#)

For further support, you can find out  
more about the 350+ exciting careers  
in the NHS [here](#).

Additionally, watch our [Creating  
Careers](#) video series to learn about  
the interesting health and social care  
career pathways that Liverpool City  
Region has to offer.

Don't forget to check out the  
pre-work and Creating Careers  
Roadmap that accompany each  
episode!

For the latest careers updates &  
events, follow our Twitter page  
[@LCRCareersEnt](#)



[https://docs.google.com/forms/d/e/1FAIpQLSfpkxeWAKd7h6O0\\_4lIkDR7YpE70rjBW09Kxy8rRaGGWaeeg/viewform](https://docs.google.com/forms/d/e/1FAIpQLSfpkxeWAKd7h6O0_4lIkDR7YpE70rjBW09Kxy8rRaGGWaeeg/viewform)



#ORANGEFORMEGAN

May 22nd marks the anniversary of the Manchester Arena attack, to  
mark this day and remember Megan Hurley we will be fundraising  
for The Megan Hurley Foundation by selling orange ribbons for £1.



Fundraising will be a fundamental part of keeping funds & income going into 'The Megan Hurley Foundation' and will  
help toward our cause. The Megan Hurley Foundation will aim to provide initial short-term help and support to self-  
employed families, unable to attend work (and therefore have no income), due to the sudden and unexpected loss of a  
child. The Megan Hurley Foundation may also provide help and support to other good cause that will benefit children.  
The Trustees will agree eligibility for those requiring help and support.

Reg. Charity No.1179487

Ribbons will be  
sold during form  
time, please  
ensure you have  
correct change.

WE SEEK THE BEST





# ESPAÑOL

**Top Tip: Learn a little every week.**

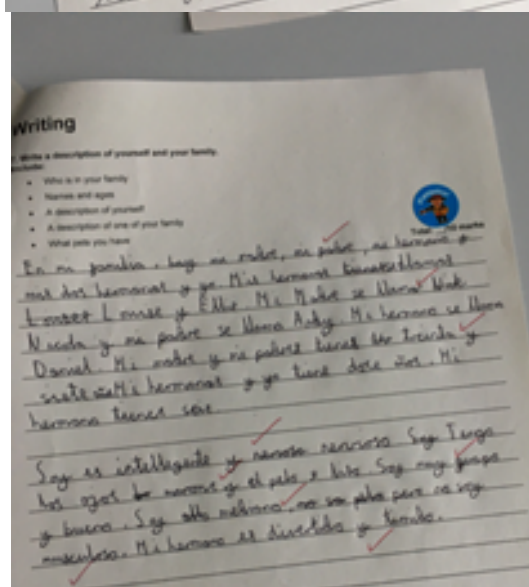
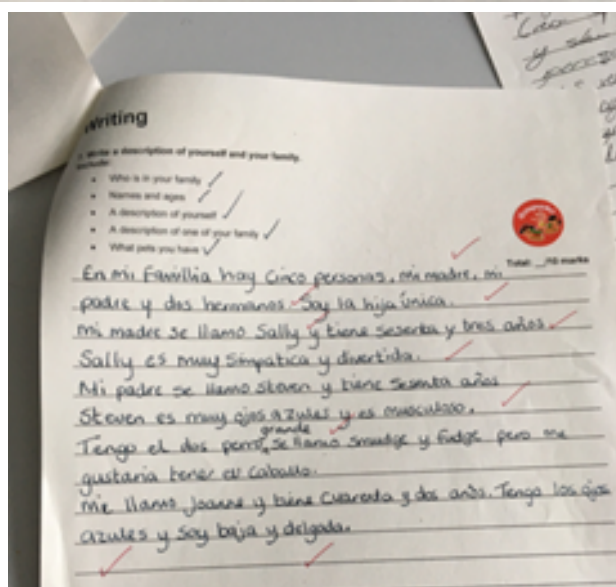
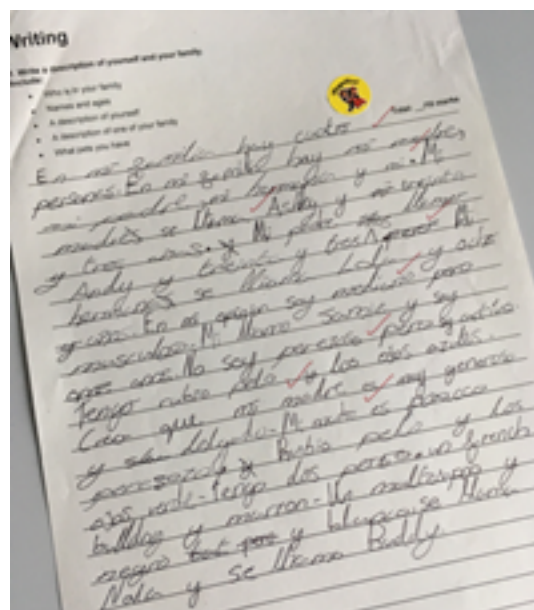
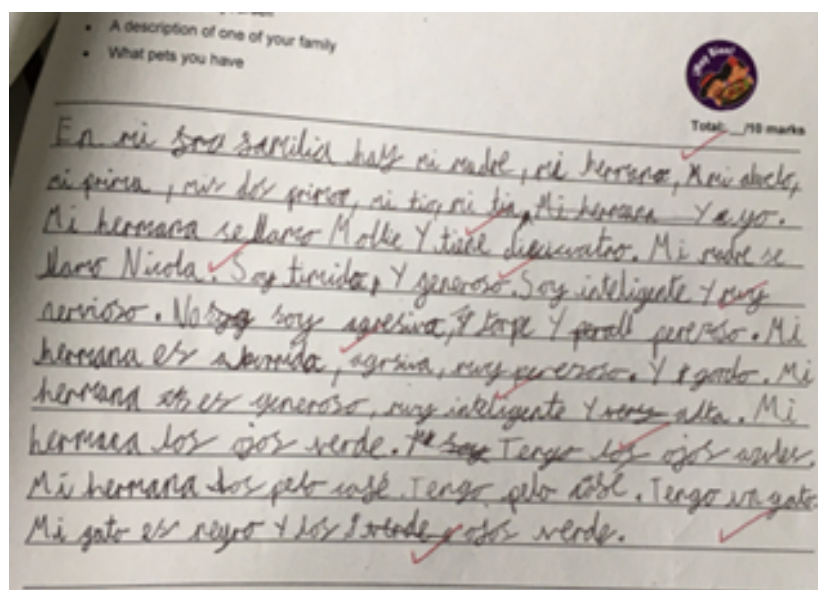
Cross-Curricular Words in Spanish  
This week try to learn these words which are useful in geography and for travelling.



To learn more useful Spanish phrases for school or holidays, follow [SPANISH POD 101](#) why not follow Spanish Pod 101 on Instagram.



**Well done to Chloe, Jamie, Charlie on their Spanish writing about their families. ¡Fue estupendo!**







### Duolingo Spanish Codes

Remember to keep using Duolingo to make more and more progress with your Spanish!

**Important: If you are creating a new account please use your school e-mail address to create it.**

#### Class

Year 7 Spanish

Year 8 Spanish

Year 9 Spanish

Year 10 Spanish

Year 11 Spanish

#### Class Names

El Año Siete de Halewood Academia

El Año Ocho de Halewood Academia

El Año Nueve de Halewood Academia

El Año Diez de Halewood Academia

El Año Once de Halewood Academia

The Year 7 Humanities club was superb this week, we had 28 students and their enthusiasm was brilliant. Can't wait to see them for the second session in week 1.

If you are interested and would like more information or are confirming your attendance please email [lholliday@halewoodacademy.co.uk](mailto:lholliday@halewoodacademy.co.uk) or [Hdavidson@halewoodacademy.co.uk](mailto:Hdavidson@halewoodacademy.co.uk). Or speak to Mr Holliday or Mr Davidson! Year 7 every Wednesday on Week 1! Year 8 Every Wednesday on Week 2!







KS3 Scientist of the Week



**Sidney Doukanaris**

## KS3 Science Core Value Champions

	Respect	Aspiration	Collaboration	Excellence	Resilience
Y7	Harry Kenealy	Harvey Hancock	Dylan Sunners	Aidan Ingham	Chloe Warrender
Y8	Brandan Edwards	Lillie Howard	Paige Cross	Mia Oliver	Waniva Mirza
Y9	Mason Stevenson	Lewis Reed	Chloe Emakpor	Jolie Cargill	Daniel Hughes



**Halewood Academy**

*We Seek The Best*



KS4 Scientist of the Week



**Abi Redmond**

## KS4 Science Core Value Champions

	Respect	Aspiration	Collaboration	Excellence	Resilience
Y10	Jack Ellis	Sebastian Zaboly	Isla Cannon	Josh Sumner	Nathan Orr
Y11	Lewis Boyes	Diana Stepan	Joseph Allen	Demi-Lea Miller	Nathan Volante



**Halewood Academy**

*We Seek The Best*



# ASPIRING WRITERS CLUB

This week, Halewood Academy Aspiring Writers have been working together on a story. It was written by Ellie W (7LTR) with suggestions and edits by Louise W (7MWL) and Chloe W (7NST).

## Liberated

I am Code Phoenix: A goddess of all things that spark and glow like flames. I control the stories of survivors and change them to my liking. The show should always go on.

This story is of triumph or tragedy. The answer is in the eye of the beholder that reads this sorrowful tale.

Russia in the year (ERROR): plagued by corruption and the pursuit of advancement. The ignorance of its Totalitarian government looking the other way while different, yet special, human beings were exploited and experimented on with no remorse.

Enjoy if you like. I'm not making promises that this is a happy fable...

Code Phoenix.

несмотр (Reconsideration)

The glowing lights are dimming in the bunker. The walls are lined with candles and the scent of burning ash rises. Each room is designated by a plaque of gold writing on cobbled signs. Rogue members hurry to a meeting and the last girl to go in waves her hand and the lanterns smoke out. There is silence. The banging of shields against the protected door stops and the relief in the air is like sunlight calming as it sweeps over the room. It could have been so much worse than just a bang of the concrete walls. The band of misfits was safe again.

The chaos continues in their meeting. Two members start arguing about the future of their group. Some even call out about handing themselves over. But they all know death lingers above their heads if they give up now.

"Do you ever think we should just stop doing this?"

"You really think that we should stop!? After what we've been through, the torture we had to go through?"

"We can't just stop now... We can stop once we are free, and to all the others who aren't here now."

"We'll deliver them their freedom."

BANG! BANG! BANG! The argument ended in tragedy. An alarm rang like a million bells in the hallway. They knew what it meant. There was a security breach. All but two left for the safe room... All but our protagonists.

Победители и злодеи (Victors and Villains)

Colette and Uri had only met 5 months back, on the run. Powerful beings in a powerless situation. Uri had pyrokinesis: a magic only few could obtain, and she was the only one who didn't hurtle into insanity with the might of a god. The only survivor of a dangerous experiment. One that would cause terrible hallucinations for her entire life. Colette had the power of flight, giant blackened wings from a demon itself. The only person left with this particular powerful ability. She was handy with a knife or crossbow: one a modern alternative and the other, a skill only a couple could successfully master.

It was only a second before a fight started. It seemed like an army was here for them but felt like they were in the arena of Hades himself, forced to fight monster upon monster for eternity. It was a fight that was unbeatable... A fight or flight situation they had solemnly missed their opportunity on. As everybody caught their breath, knowing they had lost, Uri dropped to her knees. Tears rushed like the heavy rain; she was hallucinating again.

"No... don't do this. I'm sorry!"

"Take me only! They don't deserve this."

"Just leave them alone!"

"DON'T."

And she fell unconscious. Out cold. It wasn't long until they scouted the others out. Death Row was their path forward, they all knew it, the darkness gloomed under the base of their fight for liberty.

But not now will our little game be finished so early...

# Year 9 P2S3 Revision Mat

Your P2S3 assessment window is between **7th - 18th June.**

Use the information to guide your revision. You should make sure you understand each topic listed for each subject area. See your class teacher for more support. Good luck!



## Maths

- Using  $y=mx+c$  Congruent & Similar Shapes
- Ratios in Triangles
- The Tangent Ratio
- The Sine Ratio
- The Cosine Ratio
- Using Trigonometry to find angles
- Straight Line Graphs
- Simultaneous Equations
- Graphs of Quadratic Functions
- More Non Linear Graphs
- Mutually Exclusive Events
- Experimental & Theoretical Probability
- Sample Space Diagrams
- Two Way Tables
- Venn Diagrams



## RE

### Ethics:

- Abortion and pro-life choices
- Euthanasia
- Organ donation
- Death penalty



## Geography

- Nigeria
- Populations
- Glaciation
- India and Geology



## Drama

Exploring the topic Blood Brothers, students will need to understand how the actors convey a range of physical and vocal skills by evaluating a live performance.

## Dance

- To learn about physical skills and their importance.
- To understand the importance of the use of levels in dance.
- To learn and explore Free running/Parkour



## History

- Interwar period 1919-39
- The main events of World War II (excluding the Holocaust)
- Britain since 1945



## Spanish

- Describing what you wear
- Talking about shopping on the high street
- Visiting a shopping centre
- Dealing with problems when shopping



## PE

- Components of fitness
- Methods of training
- Aerobic and anaerobic
- Benefits of exercise
- Fitness testing
- The Principles of Training



## English

Reading: Analysis of a poem focusing on the change and growing up.  
Writing: Transactional Writing -Write an article on giving advice on how to cope with the pressures of being a teenager.



## Computer Science

- Education for a connected world – E-safety
- Privacy and Security
- Copyright and Ownership
- Algorithms
- Pattern recognition
- Abstraction
- Decomposition
- Reading Flow charts
- Algorithm writing
- Finding mistakes in Algorithms
- Data Storage
- Binary and Denary
- Converting between Binary and Denary
- Binary addition
- Networks
- Network Threats



# Year 9 P2S3 Revision Mat

Your P2S3 assessment window is between **7th - 18th June.**

Use the information to guide your revision. You should make sure you understand each topic listed for each subject area. See your class teacher for more support. Good luck!



## Science

- Pressure and moments
- Rocks
- Diet and Digestion
- Breathing
- Genes and Species
- Plant Reproduction
- Reactivity series
- Metal Extraction Ceramics, Polymers and Composites
- Matter
- Physical and Chemical Reactions
- Plant and Animal Cells
- Bioenergetics
- DNA and Genes
- Reproduction
- Respiration and Photosynthesis
- The Earth's Atmosphere and Sustainability
- Weight and Mass
- The Solar System
- Energy Stores and Transfers
- Forces
- Transverse and Longitudinal Waves
- Reflection and Refraction



## Food Technology

- Health and Safety in the Kitchen
- Food hygiene and the 4C's
- HACCP
- Nutrients and their function
- Deficiencies and excesses of nutrients



## Technology

- Developing effective design solutions
- Isometric projection
- Free hand sketching
- Evaluating ideas



## Art

**Personal Project -** developing drawing skills, exploring scale, tone and detail.  
**Research skills -** evidence of independent learning to promote personal theme.



- Identifying the Elements of Music in Film Music
- Rhythm Performance

<b>Analyse</b>	Break down into its fundamental parts and examine each in detail, stating its significance.		<b>Key point 1:</b> This shows/operates/ gives/illustrates... Name and describe each key point.
<b>Compare</b>	Identify differences and similarities between two or more sources of evidence.		however, whereas, larger than, greater, smaller, more than....
<b>Describe</b>	Write about the features of a source of evidence using factual details.		patterns, trends, characteristics, distributions, effects, relationships
<b>Discuss</b>	Build up a balanced argument with supporting details.		<b>Text:</b> this is supported by... shown by... you can see that... exemplified by... an example of this is...
<b>Evaluate</b>	Make a judgement about or give an opinion on a source of evidence, backed up by supporting details.		This shows that... I believe that... In my opinion... The evidence shows us that...
<b>Explain</b>	Give reasons or causes for. Show an understanding of how or why something has occurred.		This happened and this shows... caused a reaction... shows how it can/will
<b>Summarise</b>	Draw your key ideas and key points on a source of evidence together in one short section of writing.		That is... Concise, accurate, objective. Condenses information into key points



# Year 10 P2S3 Revision Mat

Your P2S3 assessment window is between **7th - 18th June**.

Use the information to guide your revision. You should make sure you understand each topic listed for each subject area. See your class teacher for more support. Good luck!

## PE

**Full Paper 1** - Muscular system, Skeletal system, Cardiovascular system, Respiratory system, Methods of training, Principles of training, Risk and Hazard, Warm ups and Cool downs.

**Full Paper 2** - Factors effecting participation, Participation trends, Strategies to improve participation, Commercialisation and sponsorship (Golden Triangle), Ethics and Behaviours in Sport including Sportsmanship, Gamesmanship and Deviance, SMART targets, Skilful movement characteristics, Skill Continuum, Feedback, Guidance, Diet.

## Science

**Biology:** Cells & Microscopy, Organisation & Digestion, Disease & Infection, Respiration & photosynthesis.

**Chemistry:** Atomic, Structure & Periodic table, Bonding, structure & properties of matter, Quantitative chemistry, Chemical Changes (excluding electrolysis).

**Physics:** Energy, Electricity, Particle model of matter, Atomic structure.

## Drama

- To explore developing a devised performance in relation to a stimuli.
- To use a range of physical and vocal skills in order to develop a character.

## Maths

- The four transformations
- Profit and Loss
- Compound Measures
- Best Buys
- Expanding, Factorising and Solving
- Quadratic Graphs
- Standard Form
- Congruency in triangles
- Column Vectors
- Setting up and solving
- Notation
- Rearranging formulae
- Direct and Inverse proportion
- Understand, write and use ratios
- Recall and use Pythagoras' theorem
- Tree Diagrams
- Trigonometric Ratios
- Calculate and use probability

## Business

- Legal structures
- Organisational structures
- Stakeholders and stakeholder engagement
- Marketing mix, Market Research and Market Types
- Product life cycle Extension strategies in the product life cycle
- Boston matrix
- Factors affecting location choice and distribution channels

## Art/Graphics/Photography

Pupils will use their previous research to explore AO3 - Reflective Recording and AO4 Personal Presentation. This will support the planning and development of final outcomes.

## English

Full Component One Paper.  
Reading and Creative Writing.

# Year 10 P2S3 Revision Mat

## History

**Paper 1 -**

- USA 1920-73: The 1920s: American people and the boom
- The 1930s: Depression and the New Deal
- America during WWII
- Post-war America



**Paper 2 -**

- The Health and the People: Medicine in Middle Ages c1000CE-1500CE
- Renaissance Medicine 1500-1750CE
- Revolution in Medicine 1750-1900
- The Twentieth Century-present day

## Technology

- The industrial revolution
- Automation
- New and emerging technologies
- Scales of production
- Energy generation
- The work of past and present designers
- Product analysis
- 1 and 2 point perspective
- Mechanisms- motion, cams, levers, linkages, gears
- Materials- Woods, metals, plastics



## Computer Science

**Paper 1**

- 1.1 Systems Architecture
- 1.2 Memory & Storage
- 1.3 Computer networks, connections and Protocols
- 1.4 Network security

**Paper 2**

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.4 Boolean Logic



## Media

**Advertisement**  
CSP: OMO, Galaxy and NHS adverts.



## Food Technology

- Recipe revision
- Independent practical
- Evaluation including nutritional analysis



## Geography

- Natural Hazards
- Urban Issues and Challenges
- Rivers and Coasts
- Changing Economic World



## Dance

- To explore Rosas Danst Rosas using expressive and physical skills.
- To understand the importance of expressive and physical skills in dance and the impact they have on your performance.
- To explore your chosen stimuli through R.A.D.S.



## Spanish

- Food and drink
- House and home town
- Holidays and tourism



## Health and Social

Please be aware of coursework deadlines, as this will be used for your P2S3 grades.

