

27 April 2022

Dear Parents / Carers

At The Farnley Academy we take great pride in ensuring that all of our students are fully prepared for life beyond the end of their compulsory secondary education. To this end, we constantly strive to achieve the following in terms of our curriculum:

- Our curriculum is designed to be **inspiring and engaging** for students so that they develop a passion and enthusiasm for learning not just in the classroom, but beyond;
- Our curriculum is designed and organised to ensure that students are **constantly learning and consolidating knowledge** in a coherent structure so that it is retained year on year;
- Our curriculum is designed to give students access to a **full range of subjects** so that they can determine their interests and make informed choices about study at Key Stage 4 and beyond;
- Our curriculum ensures that students are **routinely exposed to challenging and difficult concepts** and ideas where they are required to apply the knowledge they have acquired to different and challenging contexts;
- Our curriculum develops the **skills of independence and autonomy** so that students are not over reliant on the support of others, including their teachers;
- We place the development of literacy and numeracy at the centre of our work so that students have a **mastery of the key skills needed to be successful in further education and employment**;
- Our curriculum is designed to ensure that students are **well prepared for their future lives** both personally, and professionally.

We believe that conversations that take place at home with your child surrounding their learning are a crucial factor in their development. As such, it is our intention to write to you every half-term to provide you with a brief overview of what your child will be learning in each subject. Having an understanding of the topics / skills being taught can help facilitate conversations around classwork, homework and your child's general understanding of the Curriculum that we provide.

Please find attached to this letter an overview for this half-term. If you would like any more detail, please visit <https://www.farnley.leeds.sch.uk/academy-life/curriculum/> to see a more in depth overview of each of the subjects / topics taught.

Yours faithfully



Miss C Hart  
**Senior Assistant Principal: Quality of Education and Standards**

### Half-term 5 – Overview of Topics

| Subject      | Year 9                                                                                                                                                                                                                                                                                                                      | Year 10                                                                                                                                                                                                                                                                                                              | Year 11                                                                                                                   |
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| Art & Design | <p>Topic: Human Form</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>• To develop student independent thinking skills</li> <li>• To continue to develop understanding of the GCSE assessment objectives</li> </ul>                                                                              | <p>Topic: Sea life (Major Project)</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>• To develop ideas through investigations, demonstrating critical understanding of sources</li> <li>• To record ideas, observations and insights relevant to intentions as work progresses</li> </ul> | <p>Personalised delivery based on the needs of each class. Class teachers can provide specific overview if requested.</p> |
| Business     | <p>Topic: Component 3- Cashflow and profit</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>• Developing evaluation skills to assess the effectiveness of market research method</li> </ul>                                                                                                      | <p>Topic: Component 1 (Coursework) – Market Research methods</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>• The students will develop analytical and evaluation skills when applying their knowledge of topics to exam style questions</li> </ul>                                     | <p>Personalised delivery based on the needs of each class. Class teachers can provide specific overview if requested.</p> |
| BTEC Sport   | <p>Topic: Unit 1 Learning Aim A &amp; Unit Learning Aim C.</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>• Components of physical fitness &amp; components of skill related fitness.</li> <li>• Fitness test methods.</li> <li>• Requirements for administration of fitness tests.</li> </ul> | <p>Topic: Cardiorespiratory System Structures</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>• To design a personal fitness training programme</li> </ul>                                                                                                                               | <p>Personalised delivery based on the needs of each class. Class teachers can provide specific overview if requested.</p> |
| Citizenship  | <p>Topic: Rights and Responsibilities</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>• To understand the roles of judge, jury and magistrates</li> </ul>                                                                                                                                       | <p>Topic: Consolidation of both Paper 1 and 2.</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>• Personalised support based on gaps in</li> </ul>                                                                                                                                        | <p>Personalised delivery based on the needs of each class. Class teachers can provide specific overview if requested.</p> |

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|                  | <ul style="list-style-type: none"> <li>To evaluate both judges and magistrates</li> </ul>                                                                                                                                                                         | knowledge identified from mock exams.                                                                                                                                                                                                                                                |                                                                                                                    |
| Computer Science | <p>Topic: Network Security</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>Threats to computer systems and networks</li> <li>Forms of attack</li> <li>Identifying and preventing vulnerabilities</li> <li>Prevention</li> </ul>       | <p>Topic: Boolean Logic</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>Logic gates(NOT, AND, OR)</li> <li>Truth Tables</li> <li>Combinations of Boolean operators</li> <li>Applying logical operators in solving problems in truth tables</li> </ul>    |                                                                                                                    |
| DIT              | <p>Topic: Component One and Component Three</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>Internal threats and impact of breaches</li> <li>User restrictions and finding weaknesses</li> </ul>                                      | <p>Topic: Component Three Revision</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>Programme to prepare pupils for external examination.</li> </ul>                                                                                                      | Personalised delivery based on the needs of each class. Class teachers can provide specific overview if requested. |
| Drama            | <p>Topic: Line Review</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>To study and evaluate a live performance</li> <li>Explore how to structure an evaluation through commenting on social, moral and cultural background</li> </ul> | <p>Topic: Blood Brothers</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>Understanding characters, staging, context and design</li> <li>Students work as an actor, director and designer to explore the text and its portrayal in performance</li> </ul> | Personalised delivery based on the needs of each class. Class teachers can provide specific overview if requested. |
| English Language | <p>Topic: Transactional Writing</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>Understand the different types of transactional writing</li> <li>Re-visit how to plan and write with</li> </ul>                                       | <p>Topic: Report Writing</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>Understand how to adapt register appropriately</li> </ul>                                                                                                                       | Personalised delivery based on the needs of each class. Class teachers can provide specific overview if requested. |

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|                        | purpose and persuasion                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Consider how format and vocabulary can be used to convey formality</li> </ul>                                                                                                                                                                                                                   |                                                                                                                    |
| English Literature     | <p>Topic: Romeo and Juliet by William Shakespeare</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>Make thoughtful links between the extract and whole play</li> <li>To understand how to form a well-structured essay</li> </ul>            | <p>Topic: Poetry Anthology and Unseen Poetry</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>To build analytical skills in both seen and unseen poetry</li> <li>To develop the use of making multiple inferences from a text</li> </ul>                                                                    | Personalised delivery based on the needs of each class. Class teachers can provide specific overview if requested. |
| EPR                    | <p>Topic: Religion Peace and Conflict through Christianity</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>Christian worship</li> <li>The nature and purpose of prayer</li> <li>Pilgrimage: where Christians go and what they do</li> </ul> | <p>Topic: Religion and Ethics through Islam</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>Muslim teachings about origins and value of the universe: scientific explanations for the origins of the universe and Muslim responses to them</li> <li>Muslim teachings about the sanctity of life</li> </ul> | Personalised delivery based on the needs of each class. Class teachers can provide specific overview if requested. |
| Geography              | <p>Topic: River landscapes in the UK</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>Overview of major upland/lowland areas.</li> <li>Processes of erosion, transport and deposition. Long and cross profile of a river.</li> </ul>         | <p>Topic: Urban Issues and Challenges</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>Understand urban regeneration project in Leeds</li> <li>Features of sustainable urban living and transport strategies</li> </ul>                                                                                     | Personalised delivery based on the needs of each class. Class teachers can provide specific overview if requested. |
| Health and Social Care | <p>Topic: To understand Human Lifespan Development</p> <p>Key skills and knowledge:</p>                                                                                                                                                                                 | <p>Topic: To understand Health and Social Care Services and Values</p> <p>Key skills and knowledge:</p>                                                                                                                                                                                                                                | Coursework improvements/resits where necessary.                                                                    |

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|             | <ul style="list-style-type: none"> <li>• To understand unexpected life events</li> <li>• To understand how these can impact a person's health and well-being</li> </ul>                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Care values you be explored, such as how to demonstrate respect, independence and antidiscrimination, confidentiality and safeguarding within a care setting</li> <li>• The skill of effective communication will be regularly visited with both verbal and non-verbal methods being discussed.</li> </ul>                                                                                                                                                                          |                                                                                                                    |
| History     | <p>Topic: Elizabethans 1580-1603</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>• The contrasting lives of the rich, middling and poor Elizabethans.</li> <li>• Family life: husbands and wives, parents &amp; children, wider kinship.</li> <li>• Poverty: its causes, Elizabethan explanations and responses.</li> </ul> | <p>Topic: The Making of America, 1789- 1900</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>• Explain why people (homesteaders) moved to the Plains in the 1860s and 1870s.</li> <li>• Explain the challenges faced by homesteaders as they lived and farmed on the Plains, and how they overcame these.</li> <li>• Explain the causes, events and consequences of the Indian Wars between 1861 and 1877, with a focus on Little Crow's War, Red Cloud's War and the Great Sioux War.</li> </ul> | Personalised delivery based on the needs of each class. Class teachers can provide specific overview if requested. |
| Hospitality | <p>Topic: Sauces (to be able to cook and make them)</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>• Use techniques in preparation of commodities • Assure quality of commodities to be used in food preparation</li> </ul>                                                                                                | <p>Topic: Hospitality and Catering Provision</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>• Review options for hospitality and catering provision</li> <li>• Recommend options for hospitality provisions</li> </ul>                                                                                                                                                                                                                                                                          | Personalised delivery based on the needs of each class. Class teachers can provide specific overview if requested. |

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|              | <ul style="list-style-type: none"> <li>• Use techniques in cooking of commodities</li> <li>• Use food safety practices</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                    |
| Maths        | <p>Foundation:</p> <ul style="list-style-type: none"> <li>• Substitute into and rearrange scientific/mathematical formulae</li> <li>• Recognise and extend sequences</li> <li>• Work out and use the nth term of a sequence</li> </ul> <p>Higher:</p> <ul style="list-style-type: none"> <li>• Draw and use quadratic and cubic graphs to solve equations</li> <li>• Reciprocal and circle equations</li> <li>• Perimeter and area of compound shapes</li> </ul>                                                                   | <p>Foundation:</p> <ul style="list-style-type: none"> <li>• Properties of 3D shapes</li> <li>• Nets of 3D shapes</li> <li>• Plan and elevation of 3D shapes</li> <li>• Measuring and drawing angles and triangles</li> </ul> <p>Higher:</p> <ul style="list-style-type: none"> <li>• Similar shapes (including area &amp; volume scale factors)</li> <li>• Change the subject of a formula</li> <li>• Algebraic fractions (simplifying, 4 operations with algebraic fractions, and solving)</li> </ul>                            | Personalised delivery based on the needs of each class. Class teachers can provide specific overview if requested. |
| MFL - French | <p>Topics:</p> <p>Boyfriends and girlfriends what makes a good friend, Shared interests/ Pressures and problems, Pollution in local area, Local area voluntary projects to combat pollution, How green is my school? How could it be better?</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>• modal verbs linked to behaviours (must do/can do/should do/could do etc)</li> <li>• si clauses using imperfect and conditional</li> <li>• si sentences revised for outlining consequences of</li> </ul> | <p>Topics:</p> <p>School rules, Opinions on school rules, Ideal school rules - what I would change, Old age problems and care, Raising money for different types of charity - chores revisit with raising money, National charity/ fundraising events</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>• transfer devoir / pouvoir / il faut / vouloir to school context Conditional and future tense focus to express ideal school rules</li> <li>• quantity words beaucoup/trop/assez/pas</li> </ul> | Personalised delivery based on the needs of each class. Class teachers can provide specific overview if requested. |

|               | actions                                                                                                                                                                                                                                                                                                                                                                                                                                                      | assez + de (including with plurals)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                    |
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| MFL - German  |                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Topics:</p> <p>School rules, Opinions on school rules, Ideal school rules - what I would change, Old age problems and care, Raising money for different types of charity - chores revisit with raising money, National charity/ fundraising events</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>•dieser, jeder in all cases    •wenn clauses of type wenn ich wäre, würde ich...</li> <li>•dative indirect object</li> <li>•revisiting adjectives to describe people</li> <li>•more on adjective endings to describe buildings, facilities of old people's home etc</li> </ul> | Personalised delivery based on the needs of each class. Class teachers can provide specific overview if requested. |
| MFL - Spanish | <p>Topics:</p> <p>Boyfriends and girlfriends what makes a good friend, Shared interests/ Pressures and problems, Pollution in local area, Local area voluntary projects to combat pollution, How green is my school? How could it be better?</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>• Revisiting (uncommon) adjectives to describe ideal partner</li> <li>• Use of relative pronouns to enhance descriptions</li> </ul> | <p>Topics:</p> <p>School rules, Opinions on school rules, Ideal school rules - what I would change, Old age problems and care, Raising money for different types of charity - chores revisit with raising money, National charity/ fundraising events</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>• Cuando clauses. E.g. si yo fuera... / si yo tuviera</li> </ul>                                                                                                                                                                                                               | Personalised delivery based on the needs of each class. Class teachers can provide specific overview if requested. |

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|                    | <ul style="list-style-type: none"> <li>• Conditional tense, could include 'we' form.</li> <li>• Subjunctive phrases.</li> </ul>                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Revisiting higher quality adjectives to describe people / facilities of old people's home etc</li> <li>• Expressing obligation using modals; hay que..., tenemos que..., debemos....</li> </ul>                                                                                                    |                                                                                                                                                                                                                                                                                                                                             |
| Music              | <p>Topic: Personal Study of a Genre</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>• Demonstration of the study</li> <li>• Planning the investigation</li> </ul>                                                                                                                                               | <p>Topic: Introduction to Performance</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>• Understanding core music skills</li> <li>• Understanding performance skills</li> </ul>                                                                                                                                  | Personalised delivery based on the needs of each class. Class teachers can provide specific overview if requested.                                                                                                                                                                                                                          |
| Physical Education | <p>Topic: Rotation of Sport (each class partakes in a different sport)</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>• Striking and fielding</li> <li>• Techniques and tactics</li> <li>• Health related fitness</li> <li>• Building social skills</li> <li>• Understanding mental health benefits</li> </ul> | <p>Topic: Rotation of Sport (each class partakes in a different sport)</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>• Striking and fielding</li> <li>• Techniques and tactics</li> <li>• Health related fitness</li> <li>• Building social skills</li> <li>• Understanding mental health benefits</li> </ul> | <p>Topic: Rotation of Sport (each class partakes in a different sport)</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>• Striking and fielding</li> <li>• Techniques and tactics</li> <li>• Health related fitness</li> <li>• Building social skills</li> <li>• Understanding mental health benefits</li> </ul> |
| PSHE               | PSHE is delivered through Empowerment days and form time for this year group. Topics are contextual.                                                                                                                                                                                                                                        | PSHE is delivered through Empowerment days and form time for this year group. Topics are contextual.                                                                                                                                                                                                                                        | PSHE is delivered through Empowerment days for this year group. Topics are contextual.                                                                                                                                                                                                                                                      |
| Science            | <p>Topic: Chemical Changes</p> <p>Key skills and knowledge:</p> <ul style="list-style-type: none"> <li>• Metal Oxides</li> <li>• The reactivity series</li> <li>• Extraction of metals by reduction</li> <li>• OILRIG</li> </ul>                                                                                                            | <p>Topic: Forces</p> <p>Key skills and knowledge:</p> <p>Describe the energy transfer involved in work done</p> <ul style="list-style-type: none"> <li>• Explain how frictional forces acting on an object rises the temperature</li> </ul>                                                                                                 | Personalised delivery based on the needs of each class. Class teachers can provide specific overview if requested.                                                                                                                                                                                                                          |

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|  | <ul style="list-style-type: none"> <li>• Reactions of acids</li> <li>• RP- Making salts</li> <li>• pH and neutralisation</li> <li>• Strong and Weak acids</li> <li>• Electrolysis</li> </ul> | <ul style="list-style-type: none"> <li>• Able to give examples of forces involved in elasticity</li> <li>• Explain why more than one force is needed to change the shape of a stationary object</li> <li>• Describe the difference between elastic and inelastic deformation</li> </ul> |  |
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