



# Lower School Curriculum



TRENT  
COLLEGE

Year 7, 8 & 9  
2023/2024





Starting life at secondary school is a major milestone in a young person's life. Often one of the main differences between junior school and secondary school is the transition to lessons being taught by subject specialist teachers located in separate departmental areas around the school campus.

We want Lower School pupils to enjoy and engage in our curriculum because, besides all the fun, friendship and enrichment activities on offer, our principal objective is, of course, academic learning. With this in mind, we aim to provide a supportive and nurturing environment where all our pupils are able to flourish and fulfil their potential.

Academic staff at Trent College care deeply about teaching and learning and strive to give engaging lessons that will enable pupils to achieve to the best of their ability. This booklet provides an overview of our academic approach within the Lower School, alongside an insight into each subject offered.

At the beginning of this academic journey, pupils experience a broad range of subjects that build

on previous experiences, spark curiosity and most importantly promote a passion for learning that lays foundations for future academic endeavours further up the school. The core curriculum subjects include Maths, English and the Sciences, together with a selected language choice.

There is also a portfolio of creative and humanities subjects, which are initially compulsory but will become optional as pupils move up the school and shape their own academic journey. These include Art, Classics, Computer Science, Design & Technology, Drama, Food & Nutrition, Geography, History, Music, Physical Education, Psychology and Religious Studies.

I hope you find this booklet useful and please do contact the school should you have any questions relating to the curriculum.

**Mr S Wood**  
**Head of Lower School**  
stephen.wood@trentcollege.net

# Contents

	Page
<b>Personal, Social &amp; Health Education</b>	<b>03</b>
<b>Academic Structure</b>	<b>05</b>
<b>Prep (Homework)</b>	<b>05</b>
<b>Learning Support</b>	<b>05</b>
<b>Reporting System</b>	<b>06</b>
<b>English</b>	<b>08</b>
<b>Maths</b>	<b>09</b>
<b>Art</b>	<b>10</b>
<b>Biology</b>	<b>11</b>
<b>Chemistry</b>	<b>12</b>
<b>Classical Civilisation &amp; Latin</b>	<b>13</b>
<b>Computer Science</b>	<b>14</b>
<b>Design &amp; Technology</b>	<b>15</b>
<b>Drama</b>	<b>16</b>
<b>Food &amp; Nutrition</b>	<b>17</b>
<b>Geography</b>	<b>18</b>
<b>History</b>	<b>19</b>
<b>Modern Foreign Languages</b>	<b>20</b>
<b>Music</b>	<b>21</b>
<b>PE</b>	<b>22</b>
<b>Physics</b>	<b>23</b>
<b>Psychology</b>	<b>24</b>
<b>Religious Studies</b>	<b>25</b>





# Personal, Social & Health Education

The 'Personal, Social & Health Education' programme at Trent College has been developed in accordance with the principles of Positive Education with a commitment to enabling our pupils to flourish. The PSHE programme is unique to Trent College and as a result we believe our programme is one of the best offered in any school in the country. The programme reflects our reputation for strong pastoral care and is made up of age-appropriate lessons which are specifically designed to meet the emerging needs of students.

We assess and understand these needs through our internal student voice process and in collaboration with our team of welfare professionals. The programme is very flexible and is quick to react to local and national issues as they arise. Unlike in many schools, tutors personally deliver the PSHE programme to their tutees. This enables tutors to gain a real depth of understanding of their tutees in matters that extend much further than the academic sphere. Professionals such as the school nurse, counsellor and safeguarding lead are also important contributors to the programme which also includes a range of external speakers. Informative talks to parents make up a further essential component. We endeavour to ask our students 'What is right with you?' and focus not just on what can go wrong, although this is explored.

The PSHE sessions have an academic feel with key objectives and learning challenges, as well as informative and fun tasks to challenge and engage. It is our mission to give our students the tools they need to thrive. Our programme is joined up, holistic and rooted firmly in contemporary issues suited to a rapidly changing world.

Our programme reflects the latest national and local guidance for schools, and we have developed it to promote values, understanding and acceptance in every area. Equality, inclusion and diversity are fully considered, and we commit significant time to ensuring that the pupils receive a first-class education in relation to Relationships, Health and Sex Education.

Online Safety is an important consideration for all schools and parents. We offer a free subscription to the National Online Safety App for all our parents, which has proved to be of great value in providing an insight into the risks and rewards of the online world that children explore with such enthusiasm.

In our most recent school inspection, the report included the following findings:

- Pupils' natural tolerance, understanding and sensitivity towards those from different cultural backgrounds, and for the diverse individual needs or characteristics of other pupils, is a strength of the college and supports the rapid personal development that takes place.
- Pupils have outstanding levels of tolerance and understanding for those from other faiths or cultural backgrounds and are committed participants in a range of activities to promote equality, diversity and inclusion including a willingness to sign a pledge to uphold the belief that 'We All Belong'.
- Pupils have developed a strong commitment to equality within society promoted by leaders and governors through pastoral programmes that were revised to strengthen this ethos well before the current international focus on racial and gender issues.
- Lesbian, gay, bisexual and transsexual (LGBT) groups and pupils that are affirming their gender identity, feel free to go about their daily business in an atmosphere of equality and normality supported by the well-embedded relationships and sex education (RSE) programme that challenges all gender stereotypes.







# Academic Structure

All pupils follow a two week timetable which has a spread of subjects throughout the week. From year 9 pupils have three 60 minute periods of lessons on a Saturday morning.

Pupils will be set for Maths from Year 7, and for English usually from Year 9. The timetable will be provided at the beginning of Michaelmas term and this is typically fixed for the whole year.

## Prep (Homework)

Pupils are expected to undertake prep in out-of-class time. There is the option for pupils to join supervised prep sessions at school between 16.15 and 17.30, Monday to Friday.

Prep is regarded as a vital part of a pupil's education and it must always be the aim to produce high quality work. Each pupil is provided with a diary in which to record preps as they are set and prep is published online. Parents are encouraged to check that their child is being set prep regularly and is doing the appropriate amount of work.

## Learning Support

At Trent College we recognise that students learn at different rates and have different individual needs. It is important to us that all students are provided with the opportunity to work to the best of their ability at KS3. Conversations between parents and Learning Support often start before a student arrives at Trent College. Information is gathered in order to gain an understanding of how an individual learns, communicates and responds to interactions so that we are able to identify any difficulty and implement appropriate action. All students are screened within the first term of Year 7 to obtain a clear understanding of every student's learning. Individual student profiles are shared with staff to help manage, support and develop identified areas of difficulty and enable the student to access the curriculum more effectively. Quality first teaching is of paramount importance to us as is pastoral and academic staff working together to offer personalised support.

1:1 Learning Support lessons are available to those students who would benefit from a planned programme of support and intervention to meet their individual needs. Students may work on developing working memory strategies, word reading fluency and accuracy, reading comprehension, intelligent spelling strategies, writing composition, mathematics skills and on gaining an understanding of study skills and revision techniques. Small group literacy lessons, reading buddies and touch typing sessions are timetabled for identified students. Small group and 1:1 EAL lessons are available to help our students who have English as an Additional Language access the school curriculum by increasing their confidence and competence in English through reading, writing, speaking and listening activities. Students study to B1 and B2 Levels on the Common European Framework.

Learning Support provides information to parents and liaises with outside agencies regarding diagnoses and support. Students, parents and the school work together to enable individual success.

## Reporting System

Reports, along with parent-teacher and parent-tutor consultation evenings, are the main way in which Trent informs parents of the progress and attitude of their children. Perhaps most significantly, they allow teachers to suggest how pupils can improve their performance. A timetable of reporting schedules is available on the Parent Portal, and more details are provided in the Handbook, but the following provides an overview of our approach.

Parents will receive interim reports, a short report and / or a long report. These contain attainment grades and teacher comments.









# Subjects



# English

## Head of Department:

Mrs P Padley

## Year 7

Compulsory

## Year 8

Compulsory

## Year 9

Compulsory

## GCSE Subject

Yes, Compulsory

## A Level Option

Yes

### Year 7 Subject Overview

In Year 7 pupils begin thematic study of English, exploring the concepts of 'Magic' and 'Dissent', as well as ending the year studying literature 'Beyond our shores'. They study *Harry Potter and the Philosopher's Stone* alongside Shakespeare's *A Midsummer Night's Dream* to explore how 'Magic' is presented in Literature through the ages. Pupils then move on to explore powerful speeches, to form their own voice of dissent, arguing against subjects such as animal testing and age discrimination. At the end of the year, Year 7 journey across the shores in English lessons in exploring poetry from other cultures and then analysing and discussing travel writing.

#### Example lesson activities

- Pupils will perform their speeches on a variety of issues, from animal testing to gendered discrimination.
- Pupils will perform their speeches on a variety of issues, from animal testing to gendered discrimination.

### Year 8 Subject Overview

In Year 8 pupils build on their thematic study of literature, moving on to explore 'Stories of Struggle and Survival', to the lighter theme of 'Comedy', then 'The Gothic' and finally 'BBC School Reporting'. They look at a multiplicity of text types from Shakespearean plays (*Much Ado About Nothing*), Hill's *The Woman in Black*, to modern newspaper and media reports. Pupils continue to build their skills of analysis and writing creatively throughout the year.

#### Example lesson activities

- Pupils create their own masks for the masked ball in Shakespeare's *Much Ado*, considering the use of disguise as a comic element.
- Pupils create their own news reports at the end of the year, becoming 'reporters' themselves.



### Year 9 Subject Overview

In Year 9 pupils begin to look across texts, beginning with Malorie Blackman's *Noughts and Crosses* play and comparing it to *Romeo and Juliet* on the presentation of 'Forbidden Love'. Students then move on to explore the dystopian genre, exploring a variety of popular and classic texts from Orwell's *1984* to Collins' *Hunger Games* trilogy. Pupils then focus on the challenging but provoking novel by Zusak, *The Book Thief*, exploring how narratives of war and language are used to shape meaning, providing a strong challenge and step up in preparation for GCSE study.

#### Example lesson activities

- Pupils create their own dystopian film trailer using conventions of the genre.
- Pupils research the context of *The Book Thief* to help build their understanding of the key characters and their struggles in Germany of 1940-1945.





# Mathematics

**Head of Department:**

**Mrs C Howat**

**Year 7**

**Compulsory**

**Year 8**

**Compulsory**

**Year 9**

**Compulsory**

**GCSE Subject**

**Yes, Compulsory**

**A Level Option**

**Yes, with additional Further Maths option**

## Year 7 Subject Overview

The first few weeks of Year 7 are spent in mixed ability teaching groups before all pupils sit two common assessments. Teachers cover some basic numeracy ideas to establish a clearer understanding of what pupils have previously studied. Once pupils are set in their ability banded groups, they continue to build on their Key Stage 2 learning by focusing on the key curriculum areas of Number, Algebra, Ratio, Geometry and Statistics.

### Example lesson activities

- Receive logins for the Mymaths website and learn how to complete online prep using this resource.
- Bingo games.
- Card sorting activities.
- Mathematical investigations.

## Year 8 Subject Overview

During Year 8, the learning from Year 7 is further extended so all pupils meet topics that underpin further mathematical study such as Pythagoras' Theorem. Work on Percentages, Fractions, Decimals and Ratio is given more real life context and pupils meet concepts of scale drawing and loci. Key algebraic concepts such as simplifying expressions and equation solving are extended to a more complex level.

### Example lesson activities

- Discover how a pair of compasses can be used to accurately construct straight lines.
- Learn how algebra can be used in a more practical context to solve real life problems.
- Lessons on scatter graphs give opportunities for pupils to collect and investigate real life data.



## Year 9 Subject Overview

Pupils in Year 9 begin to follow a three year GCSE scheme of work. They will meet concepts such as Trigonometry, Quadratics and Cumulative Frequency and extend their work on Percentages, Angles and Equation Solving even further. The development of problem solving skills becomes a key focus so that pupils can answer questions that use their mathematical understanding in a less familiar context or with less structure given.

### Example lesson activities

- Problem solving activities and challenges.
- Investigating real world data.

## Year 7 to 9 Additional Opportunities

All top set pupils are entered for the UK Mathematics Trust Mathematics Challenges. These are nationally recognised competitions where we see many pupils achieve Gold, Silver and Bronze certificates. Those who do well can qualify for follow on rounds.

Pupils always enjoy the House Mathematics Challenge where teams can win points for their House.



# Art

**Head of Department:**  
Mrs K O'Hare

<b>Year 7</b> Compulsory	<b>Year 8</b> Compulsory	<b>Year 9</b> Optional
-----------------------------	-----------------------------	---------------------------

<b>GCSE Subject</b> Yes, Optional	<b>A Level Option</b> Yes, plus A Level in Photography
--------------------------------------	--

## Year 7 Subject Overview

Pupils are introduced to the visual elements which underpin all we do in Art. Two projects are delivered across the year, with the visual elements being taught in a structured way, to allow pupils to develop their specialist vocabulary in the subject and to understand the 'building blocks' of artwork.

Two Art History sessions take place, introducing pupils to the reasons why art looks the way it does, and how it has changed through history and across different cultures.

Each of the projects is designed to teach pupils about good practice in Art, how to develop and create artwork in a meaningful way, and are structured around the department's 'Process of Working'. This involves beginning with observational drawing and research into artists, then progressing into the use of different media and materials, then into creative and developmental pieces and finally towards a final outcome which draws all of the project elements together. Themes change each year but in the past have included 'Natural World', 'Insects' and 'Belongings'.

### Example lesson activities

- How to draw and make your drawings look 3D.
- How to use paint and further media such as mono prints, inks, collage, wax resist etc.
- How to create a design, invert it on the photocopier and create a scraper board image from it, using a scribe.

## Year 8 Subject Overview

Pupils consolidate their learning in Year 7, developing their understanding of the visual elements but in different contexts. Two further projects, each with an Art History session, are carried out across the year, but with a specific element of perspective and ellipses being learnt by pupils. The two projects will be very different from the Year 7 projects but still follow the department's 'Process of Working', which again reinforces the stages involved in any meaningful art project.



Pupils develop their practical skills in both drawing and painting, and further media, which may include dark room techniques, mixed media, pastel, card relief etc. Previous themes have included 'Graffiti', 'Seashore' and 'Landscape'.

### Example lesson activities

- How to use further media such as wire, Posca Pens, watercolour, acrylic.
- How to create a tube out of paper to blow ink across your paper to create expressive effects.
- Create a wooden pizza with slices representing the visual elements. Decorate the pizza box.

## Year 9 Subject Overview

Pupils are now equipped to work on a larger scale, creating more ambitious and personal pieces. Drawing and painting continue to be re-visited in two further major projects, each with the Art History sessions integral to them. Pupils will learn how to create a photogram, and develop it, using the dark room chemicals. Further media such as 3D card relief, printing, oil pastel will be explored. Examples of themes are: 'All About Me', 'Fantastic and Strange', 'Identity' and 'Architecture'.

### Example lesson activities

- How to make a photogram and develop it in the dark room.
- How to make a large 3D mask.
- How to work on a larger scale such as A2.

## Year 7 to 9 Additional Opportunities

The Art Department is open every lunchtime and after school for pupils to work on their artwork. Mini class competitions take place throughout the year. Every year there is an Art Competition for Years 7 and 8, and an End of Year Show which Year 9 pupils take part in, along with Years 10-13.



# Biology

**Head of Department:**

**Dr S Wastie**

**Year 7**

**Compulsory**

**Year 8**

**Compulsory**

**Year 9**

**Compulsory**

**GCSE Subject**

**Yes, Compulsory**

**A Level Option**

**Yes**

## Year 7 Subject Overview

Introducing Biology to students we first study the basic building blocks of life by exploring animal cells (including our own) and plant cells. We regularly use microscopes to examine different types of cells. We then discover how our skeleton, muscles and joints work together to protect, support and enable us to move, followed by studying 'variation' where we look into the differences between members of the same species and importantly why we have these differences. Finally, we study the fascinating world of plants and photosynthesis. Throughout the year students carry out many practicals, enabling them to apply their knowledge to new and exciting experiments.

### Example lesson activities

- Examining your own cheek cells
- Designing your own photosynthesis investigations

## Year 8 Subject Overview

Pupils cover a number of topics and continue to develop their knowledge and understanding of fundamental processes involved in Biology. Starting with Reproduction, pupils explore important concepts including how twins form and how to clone plants. Next as part of the 'Breathing and Respiration' topic pupils explore these vital processes physiologically but also in the production of food. Finally, we look at habitats and life cycles, including in our very own pond. The emphasis continues to be focussed on practical work where possible and relating ideas to pupils' own experiences.

### Example lesson activities

- Plant cloning by vegetative propagation.
- Making food such as yoghurt and bread using micro-organisms.
- Hatching butterflies.



## Year 9 Subject Overview

In Year 9 pupils begin their GCSE Biology course by focussing in greater depth on Cells and Classification. We continue to engage with practical work wherever possible, developing investigative skills as we discover enzymes and other vital biological molecules. Increasing importance is placed on good exam technique in order to thoroughly prepare our pupils for the GCSE exams. We then focus on discovering the importance of our diet, what happens when our diet is unbalanced and the workings of the digestive system. Finally, we turn to plants and how their nutrition differs vastly from our own.

### Example lesson activities

- Identifying exhibits in the department's menagerie.
- Determining how much catalase is in different food items by recording the height of foam produced.
- Creating a model to demonstrate human digestion.

## Year 7 to 9 Additional Opportunities

The Department runs a number of 'hands-on' societies such as 'Beastly Biology' which is aimed at pupils in Year 7 and Year 8. Year 8 will enjoy a field trip to study ecological techniques in the Trinity term. Pupils in Year 9 and Year 10 are eligible to enter the annual national 'Biology Challenge' competition.



# Chemistry

## Head of Department:

**Dr C Wakerley**

<b>Year 7</b> <b>Compulsory</b>	<b>Year 8</b> <b>Compulsory</b>	<b>Year 9</b> <b>Compulsory</b>
------------------------------------	------------------------------------	------------------------------------

<b>GCSE Subject</b> <b>Yes, Compulsory</b>	<b>A Level Option</b> <b>Yes</b>
---	-------------------------------------

### Year 7 Subject Overview

Chemistry is introduced via practical activities and will include use of the Bunsen burner and other laboratory equipment. Basic principles are introduced and will build on primary school Science knowledge. We want the pupils to enjoy discovering new concepts and become confident in handling apparatus.

#### Example lesson activities

- Using a Bunsen burner to heat a variety of chemicals.
- Making rainbow tubes with indicators.

### Year 8 Subject Overview

Chemistry continues to be taught via practical activities where appropriate. The idea of atoms and compounds is introduced along with displacement reactions of metals and separation techniques. We want the pupils to gain understanding of key terms and be able to apply this to practical tasks.

#### Example lesson activities

- Exploring campus on a “rust mission”.
- Distilling their own sample of water from ink.



### Year 9 Subject Overview [4 lessons per fortnight]

The foundations of GCSE are introduced with pupils doing a variety of practical tasks and investigative work. Topics are discussed in more depth with analytical skills being further developed. We also want the pupils to have a thorough background knowledge of key terms and concepts.

#### Example lesson activities

- Jelly investigation.
- Making various salt crystals.

### Year 7 to 9 Additional Opportunities

Attendance at Science festivals and competitions where possible for selected pupils.







# Classical Civilisation & Latin

**Head of Department:**  
**Mrs C Applegate**

Year 7	Year 8	Year 9
No	Optional (Class. Civ.)	Optional (Class. Civ. or Latin)

GCSE Subject	A Level Option
Yes, Optional (Class. Civ. or Latin)	Yes (Class. Civ.)

### Year 8 Subject Overview

We aim to offer an awareness of our Western cultural heritage through understanding when and where the Greeks and Romans exerted their influence, and exploring aspects of their history, societies and cultures. Religion, entertainment, slavery, invasions, Pompeii and the eruption of Vesuvius are touched upon. Pupils also have a taste of the Latin language and start to see where many of our own words come from.

### Example lesson activities

- Explore days out at the gladiator shows and chariot racing.
- Imagine being caught up in the eruption of Vesuvius.
- Write your name in ancient Greek

### Year 9 Subject Overview

Classical Civilisation - in this course we focus on the Greek world, exploring the Bronze Age societies of the Minoans and Mycenaeans, touching on the legends of Theseus and the Minotaur and the Trojan War, understanding the reasons for the Persian invasions and battles such as Marathon and Thermopylae and comparing the lives of the Athenians and Spartans. The course develops pupils' skills of using evidence.

Latin - in this course pupils develop their knowledge of Latin vocabulary, understanding of the grammar and ability to translate. We use the Cambridge Latin Course which provides a good foundation if pupils are interested in taking the subject at GCSE.

### Example lesson activities

- Meet the legendary heroes of the Greek world such as Theseus, Agamemnon and Achilles.
- Perform your own version of a Greek tragic storyline.
- Understand why 300 Spartans could hold back a Persian army.
- Debate how far you think Athenian democracy was democratic.



### Year 9 Additional Opportunities

In Year 9 all pupils, either of Classical Civilisation or Latin, visit the Roman Baths Museum at Bath for a first hand experience of this popular Roman leisure activity. As one of the best-preserved Roman sites in easy reach it is a valuable opportunity. In Year 10, all Classics Department pupils visit the British Museum in London which houses a number of artefacts relevant to the classical civilisation specification. The Department also run one trip abroad every two years to sites of interest, usually alternating between a tour of Greece and Pompeii. This trip is offered to pupils taking a Classics subject in Year 9 alongside being available to any pupil in Year 10 upwards.





# Computer Science

## Head of Department:

**Mr S Reynolds**

<b>Year 7</b> <b>Compulsory</b>	<b>Year 8</b> <b>Compulsory</b>	<b>Year 9</b> <b>Compulsory</b>
------------------------------------	------------------------------------	------------------------------------

<b>GCSE Subject</b> <b>Yes, Optional</b>	<b>A Level Option</b> <b>Yes</b>
---	-------------------------------------

### Year 7 Subject Overview

The aim during Phase 1 is to enthuse, to inspire, to introduce the fundamental concept of a computer and to teach basic computational thinking and coding skills. We look inside the computer and give an orientation of the parts inside. We introduce pupils to the use of mobile devices and the coding of apps. In addition to this academic Computer Science work, we have a (whole-school) duty to ensure that Trent pupils are equipped with a solid awareness of e-safety and that basic ICT skills are in place for other subjects. We use group work and practical tasks to ensure that pupils are able to communicate verbally with a computer presentation, produce word-processed written work of a good standard and conduct internet-based research.

#### Example lesson activities

- Taking a computer apart and looking at the pieces inside.
- Learning to code mobile apps on our tablets.
- Understanding binary codes.
- Practical computer research, group presentation and communication.

### Year 8 Subject Overview

This phase is largely expanding on the insight given last year. Pupils will increase their app coding skills in a flexible course and extend their ideas to robotics. The course then moves to higher order theory concepts, building on the foundation given last year by introducing concepts such as encryption and cyber security. The year culminates in an introduction to written programming through the Python language.

#### Example lesson activities

- Further stripping down of computer components and a look at the Trent College network infrastructure.
- Learning how to keep safe in a world of cyber attacks.
- Coding apps to control robots.
- Learning how we keep information safe through encryption.



### Year 9 Subject Overview

Phase 3 will involve more advanced concepts, deeper thinking and more challenging/mathematical coding problems through the Python language.

#### Example lesson activities

- Full course in Python coding.
- HTML and PHP web development lessons.
- Discussion and case studies on cybercrime/ethics issues.

### Year 7 to 9 Additional Opportunities

Pupils will have the chance to participate in Computer Science trips and challenges (cyberfirst competition). There are also opportunities to attend talks by visiting expert speakers (normally one dedicated Computer Science-based talk per year). Pupils will have the opportunity to participate in 'coding club', where they will have the chance to learn more about programming and robotics. Encouragement to attend external courses such as those run by the Smallpiece Trust.



# Design & Technology

## Head of Department:

Mr J Prince

### Year 7

Compulsory

### Year 8

Compulsory

### Year 9

Optional

## GCSE Subject

Yes, Optional

## A Level Option

Yes

### Year 7 Subject Overview

Year 7 starts with a Workshop Safety Course / Construction Safety Award. Pupils will then complete two projects aimed at covering specific course elements.

1. Wooden Toy Car Project: the design process, woods as a material, basic hand tools, drilling machines, sketching skills, CAD drawing, finishing woods, testing and evaluating.
2. Micro:bit Door Hanger Project: basic microcontroller programming, soldering, plastics as a material, working thermoplastic materials, drilling and finishing plastics, use of CAD CAM for logo production.

#### Example lesson activities

- Evaluating modern car design for design inspiration.
- The basic skills of marking, planing, cutting and drilling timber.

### Year 8 Subject Overview

At the beginning of Year 8 we do the Machine Safety Course / Construction Safety Award, followed by several projects.

1. Copper Dish Project: metals as a material, marking out, cutting, filing, annealing, pickling, hollowing, planishing, drilling and polishing metals to produce a copper dish. Cutting, shaping and finishing man-made boards using machinery to produce a base for the dish.
2. Personal Branding Project.
3. Further use of CAD CAM for logo production.

#### Example lesson activities

- How to mark, cut, anneal and shape copper from flat sheet into a dish.
- The basics of Computer Aided Design drawing in 2D.



### Year 9 Subject Overview

In Year 9 pupils do the Risk Assessment Safety Course / Construction of Safety Award. The projects are:

1. Art deco inspired vacuum-formed Clock Project: plastics theory, designing with electronic portfolios, the vacuum forming process, gerbil trimming, CAD CAM production, rendering.
2. Electronic Moodlight Project: programming microcontrollers, constructing a PCB, sketch modelling.
3. Completion of the Moodlight project: working compliant materials, constructing a moodlight casing using polypropylene.

#### Example lesson activities

- Vacuum forming 3D forms in plastic.
- Programming a microcontroller with simple music and lights sequence.

### Year 7 to 9 Additional Opportunities

Pupils currently have the chance to attend regular gifted and talented days with Nottingham University Robotics courses, the Go4set eco-challenge and the Big Bang celebration day.



# Drama

## Head of Department:

Mrs D Ward

## Year 7

Compulsory

## Year 8

Compulsory

## Year 9

Optional

## GCSE Subject

Yes, Optional

## A Level Option

Yes

### Year 7 Subject Overview

Drama in Year 7 aims to introduce the principle of the 'ensemble' and the study of how drama is made by working together effectively with trust and respect within a safe and immersive learning environment. To begin with pupils are introduced to the ethos of 'collaboration' and are taught to use key explorative strategies and drama terminology. Our active and inclusive way of working is developed further during the rest of Term 1 and into Term 2 through the study of topics chosen from: 'Darkwood Manor', 'Oliver Twist' and 'Harry Potter'. The year culminates in the study of Greek Theatre where pupils are encouraged to explore the style of this fascinating classical theatre form.

### Example lesson activities

- Use 'Bodies as Objects' in drama pieces.
- Watch musical theatre scenes to reflect on how characters and relationships develop.
- Collaborate together to create an ensemble performance of a short scripted extract.

### Year 8 Subject Overview

Pupils explore further how to collaborate effectively using drama, and its specialist terminology, to explore and reflect the wider world through the consideration of texts, topics and genres. To begin we tackle collaborative skills and interpret extracts from a variety of scripts. Next how drama is created via topics chosen from a range including: 'Narnia' 'Masked Theatre' and 'The Mysteries'. Pupils also explore the skills of slapstick and physical theatre. During this key year where pupils decide whether to continue their study of Drama they will be encouraged to devise their own drama pieces using provocative stimulus including imagery, themes, text, poetry and music.

### Example lesson activities

- Perform a polished scene as a character.
- Use set, props, costumes, and sound to enhance scripted and devised work.
- Create non-verbal scenes.



### Year 9 Subject Overview

Pupils are encouraged to support each other in order to foster an inclusive and secure learning environment. They work practically and evaluate in writing a variety of challenging topics. Pupils explore themes, play texts and characters and also will begin to consider how Drama Mediums are used to communicate with and impact on an audience. To begin with pupils will refine their collaboration skills via the performance of scripted pieces and will explore the dynamic topic 'Warden X'. Pupils will then tackle Non-Naturalistic Theatre using a variety of stimulating texts. Next comes Improvisation and Comedy before tackling the art of writing GCSE exam style responses based on the acting of key scenes from a drama text. Pupils will also create their own theatre pieces using the influence of a key practitioner, theatre style or real life event.

### Example lesson activities

- Work in character with the teacher 'in role.'
- Watch and create stimulating non-naturalistic drama scenes.
- Analyse key scenes from a chosen text and answer GCSE style reports.

### Year 7 to 9 Additional Opportunities

Co-Curricular Drama at Trent is a thriving hub of creativity. We offer a range of productions each year including performing, technical and back stage roles. The Drama Department offer workshops from staff and outside practitioners and a range of theatre trips each year. Lower School students also have the opportunity to perform in their own dedicated junior performance.

# Food & Nutrition

**Head of Department:****Ms J Rigley****Year 7****Compulsory****Year 8****Optional****Year 9****Optional****GCSE Subject****Yes, Optional****A Level Option****No****Year 7 Subject Overview**

Students will learn about health and hygiene and how to prepare and store food correctly. They study the Eatwell Guide to understand the importance of healthy eating, as well as learning where our food comes from, concentration on fruit, vegetables, fish, chicken and eggs. We look at food provenance, including organic, free range and fair trade products and processes. Sensory analysis and tasting are key areas of focus. Students will be expected to progress their skills during practical sessions culminating in an independent assessment for each module.

**Example lesson activities**

- Knife skills (Batonnet, Macedoine, Julienne, Brunoise)
- Investigation into sugary drinks
- Wake the Yeast Beast experiment
- Sensory analysis/Taste tests and evaluation
- Practicals: Healthy Wrap, Fruit Fusion, Pasta Salad, Chicken Nuggets, Pizza, Fish Fingers, Chicken Tikka Kebabs, Flapjacks, Cookies

**Year 8 Subject Overview**

Students will continue to show good practice in health, hygiene and food preparation. The focus in Year 8 is on the wider world and researching multicultural dishes. Culture and religion will influence the dishes made during the practical sessions, with students being assessed during 3 independent assessments throughout the year. Students will learn about protein in the diet and how it can affect different dietary needs including vegetarian and vegan diets. We also look at future food and how meat can be grown from a single cell and the students get a chance to taste some crunchy critters! The science of food features in module 2 with research and an experiment into molecular gastronomy. Designing and making a meal that fits the School Food Standards is the final practical assessment that tests a range of practical skills.

**Example lesson activities**

- Future Food – Bush Tucker Trial
- Molecular Gastronomy – Balsamic Pearls
- Practicals: Samosas, Burritos, Spaghetti Bolognese, Tuna Pasta Bake, Frittatas, Turkey Burgers, Chicken Biryani, Rogan Josh

**Year 9 Subject Overview**

Students continue to apply the principles of nutrition and healthy eating, including energy, nutrients, water and fibre, diet and health throughout life. Students should become competent in a wider range of cooking techniques such as: independently selecting and preparing ingredients; using more advanced utensils and electrical equipment; applying heat in different ways; using awareness of texture, taste and smell to decide how to season dishes and combine ingredients by adapting and using their own recipes. Students carry out research into festival food and independently design and make their own festival dish during a practical assessment. In addition to advancing their practical skills, they will learn about dietary excess and the causes and effects of obesity. In preparation for the GCSE in Year 10, skills are advanced to making a lasagne from dough to plate, and understanding gluten formation.

**Example lesson activities**

- Festival food sampling
- Pasta dough practise – tagliatelle
- Practicals: Lamb Burgers, Vegetable Pad Thai, Chicken Stir Fry, Tomato Soup, Couscous and Halloumi, Mediterranean Tart, Macaroni Cheese, Lasagne

**Year 7 to 9 Additional Opportunities**

We will run various competitions throughout the year for students to be able to practise their culinary skills at home.

Students who cook or bake at home have the chance to earn extra merits.

We take part in the BSA Boarders' Bake Off each year.

We run a baking club after school.

There will be a 'Star Baker' and 'Master Chef' chosen from each practical lesson.



# Geography

## Head of Department:

Mr D Hartley

Year 7	Year 8	Year 9
Compulsory	Compulsory	Compulsory

GCSE Subject	A Level Option
Yes, Optional	Yes

### Year 7 Subject Overview

Year 7 Geography is designed to give pupils a sense of what Geography is. To build upon pupils' own experiences of the world and the technology they use in their lives to introduce the pupils to spaces and places that they are connected to around the world. We extend this into considering what these places were in the past, are like at present and could be like in future. Pupils will then start to develop ideas of exploring China the world's largest country in terms of population, followed by a final unit exploring the climates of today and how climates differ across the globe. We finish the year introducing pupils to fieldwork through a microclimate study, they experience the investigation process of collecting data, analysing data, formulating conclusions and evaluating their fieldwork.

#### Example lesson activities

- Microclimate fieldwork in the school grounds – measuring of wind speed & temperature.
- Classroom debate on the case for HS2.
- OS Map skills for finding grid references, symbols, relief.

### Year 8 Subject Overview

Pupils will tackle a number of topics starting with rivers, which will form the basis of the Year 8 field trip. We then move on to development and trade, with a focus on class debate and discussion including the inequalities in resources and development as well as the ethics of the global supply chain and the importance of Fairtrade. Returning to physical geography, the year culminates with a unit on fragile environments, investigating climate change and plastics in the ocean.

#### Example lesson activities

- River study investigation – measuring river depth, velocity, width & sediment size/roundness.
- The trade game – teams of pupils work together as a country with resources they have to develop.
- Use of Gapminder to investigate differences in development.



### Year 9 Subject Overview

We start the GCSE specification in Year 9 with the intention that pupils will have detailed and precise knowledge and understanding of the course by the end. Pupils study the urban challenges of low income countries, with a focus on Rio de Janeiro, an important world and mega city. We explore the challenges and opportunities of living there and how this may impact upon the people's quality of life. In the Lent term we move onto tectonic hazards, discovering the terrible power of earth-shaping forces through the study of earthquakes and volcanoes. We finish the year studying ecosystems on a range of scales from local to global biomes, concentrating on rainforest characteristics and adaptations.

#### Example lesson activities

- Pupils model the movement of plates – in ridge push & slip pull.
- Pupils create models of squatter settlement favela buildings.

### Year 7 to 9 Additional Opportunities

Trent runs a Geography Society which invites guest speakers into school. A team of pupils from Year 9 & 10 take part in the "Worldwise Quiz", hosted at Trent, in which they test their knowledge against around 10 other schools. All pupils in Year 8 travel to the Peak District to undertake a day of Geography fieldwork. Once in Year 9, pupils can join the bi-annual Geography overseas trip.

# History

**Head of Department:**  
**Mr D Gervis**

<b>Year 7</b> <b>Compulsory</b>	<b>Year 8</b> <b>Compulsory</b>	<b>Year 9</b> <b>Compulsory</b>
------------------------------------	------------------------------------	------------------------------------

<b>GCSE Subject</b> <b>Yes, Optional</b>	<b>A Level Option</b> <b>Yes, plus A Level Politics</b>
---	--

## Year 7 Subject Overview

The Year 7 course enables the first foray into British History with a wide ranging focus on issues relating from religion to pestilence and their impact on medieval and early-modern royal authority. This course provides pupils with key skills such as source analysis and essay structure to enable them to develop the ability to flourish as future historians.

### Example lesson activities

- This course is taught using *Invasion, Plague and Murder, 1066-1588* by Aaron Wilkes.
- Pupils will engage in numerous role-play activities to bring the events of the Middle Ages to life. They will look at differing pieces of evidence and be introduced to the concept of judging their relative value.

## Year 8 Subject Overview

In Year 8 pupils continue the academic rigour, starting with a study of Queen Elizabeth, before moving on to look at English Civil War, followed by the Industrial Revolution. The course then becomes more global, looking at slavery and creation of Empire. Pupils not only examine the events that happen, but also discuss the impact of these events on the modern day, and how history should be remembered.

### Example lesson activities

- This course is taught using *Renaissance, Reformation and Revolution, 1509-1745* by Aaron Wilkes and other topic specialist resources.

## Year 9 Subject Overview

In Year 9, pupils focus on twentieth century history starting with a study of social British society including life in Britain and the Suffragettes. When studying the First World War, pupils learn about the causes of the conflict, as well as the contribution made by soldiers from across the Commonwealth. This is followed by the Second World War where students explore questions should as 'How should Dunkirk be remembered?' and



how history should remember Sir Arthur Harris. Pupils then learn about the Holocaust and the Final Solution before looking at the decline and impact of the British Empire. The final topic is 'Multicultural Britain' looking at the contribution made by a variety of groups since migrating to the UK.

### Example lesson activities

- This course is taught using *Technology, War and Independence, 1901-present day* by Aaron Wilkes.
- It involves developing key literacy and thinking skills reflected in extended writing tasks, source evaluation, class presentations, group and individual project work.
- Lessons make good use of a range of online and archive resources, of music and documentaries, of film and current affairs to ensure the relevance of the topics is clear and that the pupils are inspired by these remarkable historical events.

## Year 7 to 9 Additional Opportunities

As well as the wide variety of learning experiences offered in class, the History Department values the ability of pupils to carry out independent project work which has seen some pupils produce first-class research. In recent years we have taken a wide variety of trips outside of the classroom including an experience of the Civil War Centre, a trip to the Imperial War Museum and a residential trip to the First World War Battlefields.



# Modern Foreign Languages (French/German/Spanish)

## Head of Department:

Mr N Burns

### Year 7

One MFL is compulsory

### Year 8

One MFL is compulsory, a second is optional

### Year 9

One MFL is compulsory, a second is optional

### GCSE Subject

Yes, Optional

### A Level Option

Yes

## Year 7 Subject Overview

In Year 7 the aim of the Modern Languages Department is to enthuse and motivate pupils to appreciate other languages and cultures by introducing them to basic language skills and ways of life in the countries where the language is spoken. By the end of the year, pupils should have a foundation in their chosen language, having developed skills in listening, speaking, reading and writing, with a strong grammar base.

### Example lesson activities

- Surveys, speed-dating, role-plays to practise speaking.
- Use of tablets for interactive learning.
- Spelling Bee.

## Year 8 Subject Overview

We build on the foundation of Year 7, with a focus on more complex themes and structures. Pupils will grow in confidence when dealing with longer passages of language, develop their comprehension skills and become more grammatically aware.

### Example lesson activities

- Use of websites to practise vocabulary and grammar (Linguascope, Languages Online, Quizlet Live, Seneca Learning).
- Creative writing.

## Year 9 Subject Overview

The aim is to prepare pupils for the GCSE course, building on their language knowledge. During this year, the language encountered will be more sophisticated, and pupils should develop a grasp of the different time frames and tenses. In addition, there will be a strong emphasis on translation skills, and expressing and justifying personal opinions.



### Example lesson activities

- Translation Skills (including Translation Bee).
- Poetry and Literary Texts.

## Year 7 to 9 Additional Opportunities

Pupils in Lower School will have the opportunity to participate in a trip to France and Germany. Past trips have included visits to Strasbourg & the Black Forest, Paris, and Normandy. In Year 9 pupils may take part in the Main School trip to Spain. In addition, pupils choosing German have the option to participate in the German Exchange with Long Eaton's twin town, Langen, near Frankfurt. In addition, Trent is involved in various Business Language Champions challenge events.

Past examples have been organising an international music festival, debating competitions, and a Japanese taster day. We also offer pupils the chance to enter competitions such as Language Perfect and the Spelling and Translation Bees, organised by Routes Into Languages. We are also fortunate to have native speakers as language assistants, who wherever possible will work with individuals or small groups to practise speaking.



# Music

**Head of Department:**  
**Mr N Parrans-Smith**

<b>Year 7</b> <b>Compulsory</b>	<b>Year 8</b> <b>Compulsory</b>	<b>Year 9</b> <b>Optional</b>
------------------------------------	------------------------------------	----------------------------------

<b>GCSE Subject</b> <b>Yes, Optional</b>	<b>A Level Option</b> <b>Yes</b>
---	-------------------------------------

### Year 7 Subject Overview

Music’s wide range of challenges and interdisciplinary approach means that Year 7 Music is, in effect, a foundation year for the study that lies ahead. Rhythm and pitch notation both feature, but the emphasis is on their practical application in composition, and they are subservient to the fundamental Elements of Music: core themes and ideas found universally in Music.

#### Example lesson activities

- Ensemble composition and performance projects include a rhythmic ostinato task, descriptive graphic score task and a Three in One melodic ostinato task in which pupils are required to write using appropriate notation.
- Whole-class exploration of the elements of music, vocal technique when singing and the instrumental families.

### Year 8 Subject Overview

Heavily skewed towards practical work, Year 8 Music focuses on giving pupils the tools to compose and express themselves through their own music. Technical composition exercises build on melody-writing skills, and accompaniment styles are explored to add interest. A cross-disciplinary study of the origins of The Blues provides opportunities for improvisation and keyboard facility, as well as highlighting Music’s significant political role. A challenging composition task ends the year, composing music in binary, ternary and rondo form using Sibelius notation software.

#### Example lesson activities

- Pupils explore melodic composition and harmony, composing and performing in pairs, an 8-bar melody, a piece in binary, ternary and rondo form, and a fanfare, to be written down using appropriate notation.
- Ensemble composition and performance projects include a study of Blues music, in which pupils learn to play the 12-bar Blues sequence, walking bass line, and then create improvisatory ‘licks’ using the Blues scale.



### Year 9 Subject Overview

As preparation for further musical study, Year 9 Music gives pupils an exploration of the philosophy of music, encompassing social, historical and cultural contexts, and the changing musical landscape over the last 400 years. Through practical performance, compositional experimentation, listening and group discussion, pupils embark on a musical journey through time and across the globe, discovering the musical traditions of Europe, Africa and India.

#### Example lesson activities

- Pupils explore Concerto through the eyes of Baroque composers, composing and performing a solo section for a Concerto, to be written down using appropriate notation. A study looking at the integration of Music and Drama encompasses a composition project in which pupils compose a soundtrack for a film trailer using Sibelius notation software.
- Whole-class exploration of the changing musical landscape from the Baroque period through to the 21st Century, and across the globe through composition and performance projects encompassing European, African and Indian traditions.

### Year 7 to 9 Additional Opportunities

In addition to the extensive Co-curricular programme of ensembles and concerts that the Department runs, there are opportunities for concert trip attendance. The Department also gives guidance for pupils entering local and national competitions in essay writing, composition and performance, as well as supporting music-making in external organisations. Provision is also made for theory tuition if and when required/desired.



# Physical Education

## Head of Department:

Miss N Charsley (Girls), Mr R Mahony (Boys)

## Year 7 - Year 13

### Games Programme

#### Year 7 Subject Overview

Pupils are introduced to a broad spectrum of skills. The subject has an individual focus with an emphasis upon personal achievement. A 'health' theme runs throughout all aspects of the taught curriculum, along with social interaction. The skills and tactical ideas introduced complement the Sports programme and in particular the Performance Sports of the school. The importance of sportsmanship and fair play is also developed. Through reciprocal teaching, in areas like gymnastics and athletics, pupils are encouraged to reflect upon their work in order to develop greater understanding.

#### Example lesson activities

- Personal survival skills and techniques as well as stroke development.
- Movement, through travel, and body management skills, through balance extending into routines.
- Introduce touch rugby and develop core skills and understanding.
- Running, jumping and throwing in athletics.

#### Year 8 Subject Overview

Pupils continue to build upon and develop the skills, techniques and tactical ideas introduced in Year 7. Game-related modules will begin to focus upon certain sports where more advanced skills and techniques can be developed. A 'games for understanding' approach allows pupils to become more tactically proficient. Running throughout the programmes of study is a theme of health and fitness. It is not specifically taught as an activity at this stage, but in each separate module of work the positive relation between exercise and health will be investigated and simple concepts of how to and why we should undertake exercise are investigated.

#### Example lesson activities

- Life-saving skills and techniques as well as swimming stroke development.
- 'Core' gymnastic skills within rotation and inversion.
- Continuous activity, heart rate, strength and flexibility concepts running through all activities.
- Learning how to pace your run and set achievable targets.



#### Year 9 Subject Overview

The subject modules focus on more specific rules and regulations and the need for fair play and sportsmanship within specific game situations where competition is enhanced. The role of individuals in team situations is explored in relation to participants, but also as a coach, captain, leading a warm up and refereeing or umpiring.

#### Example lesson activities

- Gymnastics and Dance focus upon vaulting skills and routine construction.
- Specific concepts of fitness are more formally taught in the fitness suite - Cardio-Vascular fitness, strength and muscular endurance.
- Athletics explores specific events and offers personal challenge as well as peer competition.
- Leadership will focus on basic leadership skills and pupils will deliver a small session to a group of pupils from The Elms.

#### Year 7 to 9 Additional Opportunities

The Sport Programme runs through the week and pupils will receive two sessions; a dedicated PE lesson and an afternoon of Games each week. Sport-specific activities are also on offer throughout the week that are optional for pupils to attend as part of the co-curricular programme.

# Physics

**Head of Department:**  
**Mr B Hayton**

<b>Year 7</b> <b>Compulsory</b>	<b>Year 8</b> <b>Compulsory</b>	<b>Year 9</b> <b>Compulsory</b>
------------------------------------	------------------------------------	------------------------------------

<b>GCSE Subject</b> <b>Yes, Compulsory</b>	<b>A Level Option</b> <b>Yes</b>
---	-------------------------------------

### Year 7 Subject Overview

The course focuses on developing the fundamentals of the subject and the practical experimental skills needed for the study of all sciences. The course covers Electric Circuits, Motion, the behaviour of Light, Sound Waves, Energy and Space.

#### Example lesson activities

- A major part of this course is performing experiments whether powering a light bulb with a lemon or seeing sound waves. Practical work is at the heart of Physics.

### Year 8 Subject Overview

The course builds on what is learned in Year 7 as well as exploring new areas of the subject. The focus on discovery through practical work guides our students through a course covering: Magnetism, Thermal Physics, Forces, Pressure, Optics and the Universe.

#### Example lesson activities

- The experiments involved in Year 8 further develop practical skills while building in mathematical skills of data handling and problem solving. Making electromagnets and working with hydraulics all adds to the fun.

### Year 9 Subject Overview

The Year 9 course is designed to introduce pupils to the key topics they will meet during their GCSE course. Michaelmas term is concerned with electrical circuits and pressure. Lent term focuses on optics and energy and Trinity term revisits Newton's Laws and Astrophysics.

#### Example lesson activities

- The mathematical aspects of Physics start to come to the fore during the year and pupils begin to see that they can use theories and ideas to not only solve problems, but predict outcomes. The historical aspects of Physics are not forgotten and the relevance of the imagination of great scientists to the evolution of Physics is emphasised.



### Year 7 to 9 Additional Opportunities

Physics should never just be limited to the classroom and we encourage students to watch scientific programmes and attend science open days and shows. Developing a passion for Physics through STEM activities and clubs will broaden students' horizons, help their understanding and will spark a life-long love of science.





# Psychology

## Head of Department:

**Mrs P Gandhi**

### Year 7

**Not  
Available**

### Year 8

**Not  
Available**

### Year 9

**Optional**

## GCSE Subject

**Yes, Optional**

## A Level Option

**Yes**

## Year 9 Subject Overview

This course aims to engage students in an interesting approach to the study of well-being and social responsibility. The first part of the course will be devoted to the theories of well-being, character strengths and identity. With this backdrop, we will then turn to the science of stress and consider how enhancing positive emotions, engagement with work and mindfulness impacts on the stress response. Next, we will study ethics of social living, in which we will explore social psychological experiments about obedience and de-individuation. We will discover that well-being and happiness are deeply intertwined with social connections and positive relationships.

## Example lesson activities

- Analysing how character strengths can be used to achieve goals.
- Discovering about concepts such as mindfulness that may help with focus and enhancing well-being.
- Re-enacting experiments.
- Keeping a gratitude journal and examining whether this makes a difference to feelings of well-being.

## Year 7 to 9 Additional Opportunities

We plan to go to the Science versus Pseudoscience conference which features interactive presentations by university lecturers about the Psychology of Dance, Psychology of Magic and Hypnosis.

Most importantly, it is hoped that this course will allow students to get an understanding of their behaviour and the behaviour of those around them and use the concepts of positive psychology to enhance well-being.





# RS: Philosophy & Ethics

## Head of Department:

Mrs T Ford

<b>Year 7</b> Compulsory	<b>Year 8</b> Compulsory	<b>Year 9</b> Compulsory
-----------------------------	-----------------------------	-----------------------------

<b>GCSE Subject</b> Yes, Optional	<b>A Level Option</b> Yes
--------------------------------------	------------------------------

### Year 7 Subject Overview

Pupils will begin to contextualise issues within RS through engaging and relevant lessons. They will begin to deepen their knowledge and understanding of the six world religions. The foundations for examining RS are introduced through using sources of authority and debating the ethics of religious belief. Each new topic will begin with P4C (Philosophy for Children) where pupils will begin to learn how to create their own philosophical questions and work as a community to answer their questions.

#### Example lesson activities

- 'Windows to Your Soul' is an opportunity for pupils to create their own windows to their soul using multi-medium.
- Guerrilla Prep - Pupils have 15 activities to choose from to reinforce and deepen their understanding of our topics in RS as well as build skills for independent learning.

### Year 8 Subject Overview

Pupils use 'Philosophy for Children' to create their own philosophical questions about Islam. They will examine the challenges of being a Muslim through close study of the beliefs and practices in Islam. Pupils will continue to explore diverse ideas and begin to make connections between the beliefs and practices of different religions through an enquiry into death and the afterlife. In Lent, we explore the role of Jesus in religion and history using varied disciplines. The Trinity term brings an introduction to Judaism which allows pupils to appreciate and express their own ideas about identity and the role of religion in the lives of the Jewish people. Finally, pupils compete as teams to discover which person of faith has done the most to change the world through independent learning.

#### Example lesson activities

- 60 Minute Mosque Makeover!
- Dia de los Muertos - Pupils use found poetry and art to explore this religious festival.
- Reading Manga Messiah.
- Fat Tuesday - Pupils explore this religious celebration in a mock New Orleans setting. The lesson is a fusion of foreign language, art and RS.

- CelebRE Big Brother - Pupils explore influential people of faith to compete against each other to find out who has done the most to change the world.

### Year 9 Subject Overview

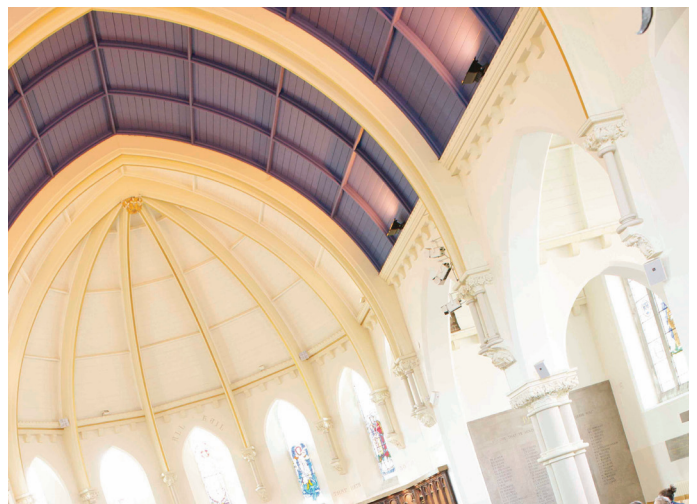
Pupils will be evaluating and analysing big philosophical questions about war and love whilst using sources of authority to support their judgements. This is followed by a unit exploring everything from the sanctity of life to genetic engineering through the use of class debate and current events. During Lent, pupils will revisit and expand their subject knowledge of Judaism by reflecting on the events of the Holocaust and investigating the impact of the absence of existence on the Jewish individual, community and globally. In addition, pupils will study the diverse beliefs and perspectives on the nature of evil. This topic provides opportunity to use a creative approach to answer one of life's great questions. The Trinity term brings a close examination of crime and punishment using current events and independent learning. It is followed by a unit in which pupils synthesise their research on capital punishment and analyse the way it is portrayed in the media.

#### Example lesson activities

- Pop Up Art Gallery examining the absence of existence.
- Using art to express meaning in a metaphorical approach to answering the question of why evil exists.
- Close analysis of religion and the media using film.

### Year 7 to 9 Additional Opportunities

- Visit to the National Holocaust Centre.
- RS Faith Trail.
- Interfaith Week.
- Spirited Arts Competition.











TRENT  
COLLEGE

# Lower School Curriculum

Published September 2023