

# The Ripley Academy and Sixth Form



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13 September 2021

**Dear Parents** 

I am writing to share our curriculum plans for the first half term. I'd also like to take this opportunity to share our lesson structure. Our diamond lesson structure is designed to offer a consistent approach to teaching and learning across the school, and give students the best possible environment within the classroom to achieve their potential.

Each lesson at The Ripley Academy includes the following elements:

# Connect/Reflect

An opportunity to link the lesson to prior learning. This time could also be used to respond to teacher feedback.

# Big Picture

A chance to share the lesson objectives and discuss how the lesson fits into the wider curriculum.

#### Activate

This is where the new learning begins; it can be teacher-led or student-led.

#### Demonstrate

The middle of our diamond structure and the most important part of the lesson. This is where students are active within the lesson, completing tasks and demonstrating their learning with the teacher supporting and guiding.

### • Progress Check

An activity to check the lesson objectives have been understood. This may take place on more than one occasion.

## Consolidate

A round up of the learning that has taken place during the lesson and a review of whether the objectives have been met.

Attached to this letter is a brief summary of topics to be covered in our Year 10 curriculum during the Autumn term. I hope both you and your child find this information useful. Should you have any queries or concerns then please do not hesitate in contacting the school.

As always, many thanks for your continued support in the education of your child.

Yours sincerely

Mrs J Thawley

**Deputy Headteacher** 

The Ripley Academy, Peasehill, Ripley, Derbyshire, DE5 3JQ.



# Year 10 Curriculum Autumn Term 1

| Intr              | oduction to GCSE English literature, starting with Macbeth as the set text   |
|-------------------|--|
|                   | Shakespeare.   |
|                   |  |
|                   | asures - Perimeter, Area and Volume  |
|                   | shapes and their properties  |
|                   | les and angle properties of lines and shapes   |
| Maths Rat         |  |
|                   | eases  |
|                   | ctrolysis  |
| Science           | emical Reactions   |
| Foo               | tball, rounders and Netball  |
| PE GCS            | SE Unit 6 Healthy Lifestyles   |
| History The       | American West: Settlement.   |
| Wo                | rld ecosystems (biomes) - particular focus on tropical rainforest - reason   |
|                   | their location, climate, soils, deforestation issues.  |
|                   | istian Beliefs and Teachings   |
|                   | istiali bellets and Teachings  |
| MFL - Spanish ¡De | sconéctate! (Local, national, international and global areas of interest)  |
| MFL - French Qui  | suis-je? (Identity and culture)  |
| DT and Art Cou    | rse introductions for Art, Photography, Arts and Crafts, DT and Food.  |
| Intr              | oduction to Programming / Unit 1 - The Inside of a Computer -> Unit 2 -  |
|                   | workings of the CPU. Students will begin to discover the inner workings  |
|                   | he Computer and connect their knowledge of this hardware to the ability  |
|                   | program their own algorithms.  |
| Business Bus      | iness in the Real World.   |
|                   |  |
|                   | initial tradella according to the control of the co |
| _                 | rsical, intellectual, emotional and social development across six life   |
| noc Stag          | ges. Types of HSC services and the help they provide service users.  |
| Intr              | oduction to the play text 'DNA'. Exploring the themes in this play.  |
|                   | ponding to a stimulus.   |
|                   | SE Music Vocabulary in relation to the elements. Introduction to solo  |
| Music per         | formance - accuracy, fluency and performing with stylistic awareness.  |
| PSHE Per          | sonal financial choices and consumer rights.   |