

A Year

CURRICULUM BOOKLET



2025 -2026

Freman
COLLEGE

THE A YEAR CURRICULUM 2025 – 2026

In the A Year the curriculum broadens for all students with the introduction of some new subjects, which they will not have encountered in Years 7 & 8. The curriculum we offer to students is designed to enable each student to achieve to the very best of their ability and to prepare them for the demands of study in Key Stage 4.

The role of parents

At Freman College we believe that students achieve the greatest success when the college and parents work closely together. There is much that parents can do to support their child's learning, such as:

- regularly talking to your child about what they are studying in lessons.
- looking at your child's work, discussing it with them and giving praise and encouragement whenever possible.
- discussing with your child the marks and comments they receive for their work.
- looking at Satchel:one every evening, making sure homework is being done and discussing homework with your child.
- contacting teachers if you have concerns about your child's work.
- Attending the information evenings in September and June
- attending online consultation evenings and college events.
- ensuring that family holidays are not taken in term time
- planning family outings and trips to museums, galleries and plays, which are linked to your child's studies.

We hope that this curriculum booklet will give you a greater insight into what your child is studying at college and enable you to support them with even greater confidence. We will also run an Information Evening for A Yr parents in September to go through some of the key information in more detail.

Homework

Two subjects are set most days. Each subject should take around 30 minutes, but this length of time is flexible. Also, please note that a written homework is not always given. It may be reading, learning or project work that may be spread over several sessions.

We need to work together to ensure that homework is done. You will receive a password for the website below to check your child is fully aware of all the homework tasks he or she has been set and when they are due in:

<https://fremancollege.satchelone.com/school/home>

Information on your child's progress

Teachers will monitor how your child is progressing in each subject through the assessment of class work, homework and tests. We believe that keeping students and their parents well informed about how they are getting on with their studies is essential in helping students to do their very best. For that reason, you will receive information about your child's progress over the course of the academic year through:

Progress Reports in October, February and July
Online Parents' Evening in late February / early March

However, should you have concerns about your child's progress in any subject, feel free to contact their tutor, subject teacher or the relevant Head of Department to discuss your concerns at any time.

Key Stage 4 Options Choices

In the spring term, students are asked to consider which subjects they wish to study in the I Year and the E Year. All students must study certain subjects – English, Mathematics, Science and a Humanity subject, but beyond these core subjects there is a great deal of choice and flexibility.

Key Stage 4 options influence which courses of study and careers are open to students in the future. Consequently, we put a great deal of time and care into helping students to make sensible, well-informed decisions.

Your child will bring home a Key Stage 4 Options Booklet giving you information about the different subjects on offer so that you can discuss with them the decisions that need to be made. There will also be an A Year Options evening for you to find out more about each subject. You will also be invited to make an interview with a senior member of staff to discuss and finalise your child's decision about the subjects he or she wishes to take.

What is special about the A Year curriculum at Freman?

The A Year curriculum is designed to prepare students for their Key Stage 4 courses. In all subjects, students will be encouraged to become more independent learners and to develop important thinking skills and study skills. In many subjects, students will actually begin their Key Stage 4 courses. There are different pathways operating in modern foreign languages depending on a student's ability on entry. Some students study Latin and French and some study French only.

How will we assess students?

Students are assessed each half-term on the work they have covered and given an indicative GCSE grade for this piece of work. As students may be stronger on some topics than others, their latest assessment grade may fluctuate to take into account their strengths and weaknesses in a particular subject.

The college uses data from the **Fischer Family Trust** to provide target grades for students in each subject.

It is important to note that students are constantly receiving feedback in lessons on how to improve their understanding in each subject. This will involve targeted questioning, oral feedback, using exemplar answers and teacher modelling.

Where do target grades come from?

The Fischer Family Trust uses the results from Key Stage 2 SATS and other factors to predict performance **at the end of Key Stage 4** based on what students with similar results have achieved in the past.

In college, these target grades are shared with students in the first term of A Year.

It is important to note the target grade is **not** a predicted grade. Predicted grades are shared with students and parents during the I Year.

It is important to note than in A Year in particular, there may be a huge discrepancy between a student's latest assessment GCSE grade and their target grade as they have only just begun KS4 courses.

Information about what each grade means will accompany each progress report via a booklet and a video.

Courses

ART & DESIGN

The Course

Students join A Year with different skills, needs and aspirations. We see it as our job to increase those skills and their confidence and to open students' eyes generally to the wider world of art.

This is achieved through building up a framework of the formal elements of art; line, tone, colour and perspective, from which students start to express themselves visually.

The work this year is concerned with teaching drawing using a variety of media, improving observational skills, colour theory, learning how to research using the internet and libraries for students' own benefit, collecting and storing information and learning how to organise their time efficiently. Students also learn how to evaluate their work using specialist vocabulary, including terms such as composition, texture, tonal value, concepts, figurative, abstract, landscape, foreground, middle ground, depth and hue.

There are two units of work throughout the year, designed to improve the students' knowledge and skills in a variety of areas and approaches.

In the first term all students will follow a **still-life** project which is designed to build up their observational drawing skills and improve their confidence with a variety of materials. In the time remaining, a **portrait** project is designed to extend these skills, and also introduce them to the work of a number of artists and ideas – most notably symbolism and expressionism. Homework reinforces what is taught in the studio and will always relate in some way to that work.

Assessment

Students are assessed at the end of each unit of work using GCSE marking criteria. This gives equal weighting to observational drawing, connections with artists, planning and development work, and final finished pieces.

Further Information

Students are always welcome to come in and work on any of their artwork at lunchtimes in a relaxed and sociable environment.

DRAMA

The Course

The aim of the A Year course is to develop students' skills in preparing, performing and evaluating drama. Throughout the year, students will learn devising techniques to equip them with the knowledge to create their own drama. They will explore a wide range of stimuli from poems to photographs not only developing their imaginations and creativity but also crucially their teamwork skills. As well as devising their own drama, students will study various play texts enhancing their analytical skills and understanding of how to bring text to life on stage. The structure of the drama course requires students to practice their performance and evaluation skills each lesson.

Assessment

Students will be assessed each half-term using GCSE criteria, either through practical lessons with results recorded on Seesaw to allow students to track their progress or through written/evaluative tasks. It is important to note that this will be very challenging for many students as they are studying Drama for the first time.

Other Information

All A year students will be offered the opportunity to attend a lunchtime drama club in addition to their weekly lessons. Frequent visits to the theatre are recommended to enhance their understanding of live performance and an optional theatre trip will be organised for A year students during the course of the year. There will also be a whole school play or musical, which is open to all students and will give them the opportunity to develop their performance skills and be part of something special.

ENGLISH

The Course

During the A Year, students will develop the skills and knowledge required for GCSE English language and literature. Over the course of the year, students will investigate and analyse language in depth, produce a range of imaginative and engaging pieces of original writing and learn how to make insightful responses to a variety of texts. Students will study a range of poetry and short stories from different periods and perspectives as well as the novel *Animal Farm* by George Orwell. We will also introduce students to non-fiction texts including speeches, articles and letters on contemporary issues.

There will be a focus on improving and perfecting core skills required for the GCSE examinations which will include the importance of grammatical accuracy, an extensive vocabulary, an understanding of different cultures and contexts and how to write a concise and well-structured essay. Students will also take part in a number of discursive tasks to enable them to develop the skills and confidence required to present and communicate their ideas to the class.

Assessment

Students will be assessed each half term to GCSE criteria, allowing teachers to check understanding of the skills and texts completed. Classroom tasks will provide opportunities for self and peer assessment, giving students an understanding of the success criteria they are marked against and helping them to develop the independence required to continuously improve.

Useful Resources

We would recommend that students read a wide range of texts, both fiction and non-fiction, looking at the use of language for effect throughout. Reading newspapers and magazines, as well as fiction and non-fiction books will enhance students' ability to understand and analyse language.

Literature

Students who do not study Latin have an extra English lesson once a week. This will be in a different grouping and the focus will be on **reading**. Students will work on building their academic reading skills, developing reading stamina as they move to working with more complex texts across all subjects and developing strategies to support vocabulary development.

FINANCIAL EDUCATION

Students who do not study Latin have a lesson a week in this subject.

The course prepares students to take their place in society as responsible citizens by providing them with the skills and knowledge to manage their money well and make sound financial decisions. It also provides students with an understanding of the economy and of how small businesses operate.

Students study:

Finance, the Individual and Society

This examines the role of the citizen in the UK and the impact that the values held by citizens have on their personal finance. This will also provide students with an understanding of the:

- Difference between money and income
- Personal financial life cycle and contribution of individuals and organisations to the economy
- External factors that can impact on personal financial plans

Practices of Managing Money

Students will look at financial planning and personal financial budgets, along with the:

- Link between personal financial budgets and spending choices
- Impact of spending and borrowing on both the individual and society
- Tools used in managing money
- The true cost of borrowing and spending

Financial Capability, Work and Enterprise

This provides students with an understanding of the relationship between personal money management and business money management, along with the ability to understand:

- The characteristics of a successful entrepreneur
- The impact of an individual on a business, & vice versa
- How business decisions have an impact on society.

FOOD PREPARATION AND NUTRITION RESISTANT MATERIALS

The Courses

The courses are designed to prepare students for making informed choices of options to study at GCSE. They will be introduced to:

- Food Preparation and Nutrition
- Design Technology

Students spend 10 weeks on each course during the year. They are assessed at the end of each course.

In Food Preparation and Nutrition there will be a chance to develop cooking skills, understand what makes up a healthy diet and evaluate dishes using sensory descriptors.

The Design Technology course offers students the opportunity to develop their design skills and understand the design process. This will include learning how to use a range of hand tools and machines in the workshop.

Assessment

In Food Preparation and Nutrition students will gain a greater understanding of nutrition and food science while developing their practical and designing skills.

Similarly, student will develop their design and practical skills in Design Technology by working to a design brief and working through the production process for their chosen design. Students are expected to keep a record of the various stages of the design process. Details of the GCSE marking criteria for each area and required tasks are given to students at the beginning of each course. This record of work along with practical outcomes will be assessed using GCSE marking criteria.

Useful resources

The Internet is very useful for research into past and current market products.

www.nutrition.org.uk - the British Nutrition Foundation site. - A “key player”, in supporting food studies in schools and colleges. A wealth of information, recipes, and downloads.

www.bbc.co.uk/food – good for tried and tested recipe ideas that work.

Further information

Each area encourages independent thinking and learning and aims to fit the courses to individual student needs. Health and Safety awareness features strongly in the way we expect our students to conduct themselves as individuals and as a team within the technology area. Students will be expected to bring their own ingredients for Food Preparation and Nutrition lessons as they get to take their products home. Parents should contact finance@freman.org.uk if this is difficult.

FRENCH

The Course

A Year students will start the GCSE French course covering the theme of *identity and culture* through the following modules:

Term 1: My personal world

- Yourself, family and relationships, friends and role models
- Outings

Term 2: Lifestyle

- Sport, ICT, reading and music, TV and film

Term 3: Everyday life and celebrations

- Food and shopping
- Routine
- Celebrations and traditions

Students will be given many opportunities to develop their writing, grammar comprehension and speaking skills with a strong emphasis on pair work.

Assessment

Students are assessed in Listening and dictation, Reading, reading aloud and translation at various times throughout the year.

Further Information

The course is based around the STUDIO Foundation Level textbook. Students have an exercise book but are not allocated a textbook. Homework examples include listening and reading comprehension, short written passages, vocabulary learning, preparing for assessments and various ICT based assignments.

GEOGRAPHY

The Course

In this Geography course, A Year students will begin to develop the skills necessary for studying Geography at GCSE and begin to study some of the new GCSE specification topics. This will allow us as a department to spend more time delivering content in an accessible and interactive way and allow those students who continue to study Geography at GCSE more time to embed the skills and content needed for the more challenging examinations at the end of the E Year. The GCSE topics students will begin to study in the A Year will include:

Why are some countries richer than others?	Plate Tectonics
Climate Change	Geography in the News

There is an emphasis on some of the key global issues of today. This makes it relevant, stimulating and interesting. The course will offer many opportunities to develop ICT and other transferable skills.

Assessment

Students are assessed throughout the year, based on GCSE criteria. GCSE assessment materials will be used each half-term to allow students to track their progress towards target grades. In addition to this, students will regularly complete shorter assessed exam questions which they will self and peer assess. Student will also complete short assignments to help develop their learning skills, including oral presentations, written reports and display work.

The GCSE grading system in the A Year is clarified in a student information and progress booklet. Each student keeps this booklet for reference so that grading is interpreted clearly, and students are aware of their personal targets for future improvement. All students continuing Geography at GCSE will use this booklet up to the end of the E Year.

Useful resources

Textbooks are not regularly used in Geography, due to the ever-changing nature of the subject content. The internet is extremely rich with geographical resources; students are directed to some specific sites during the course but many students use their initiative to collect information in textual and visual form to enhance their work.

Further information

It is vital that students get into the habit of bringing the right equipment to geography lessons. Every student will be provided with a ring binder, which will be stored in their geography classroom. Students must bring a pen, pencil, ruler and rubber as the absolute minimum requirement in lessons, although many students choose to bring additional stationery. A calculator will also be useful at times.

HISTORY

The Course

We would like students to enjoy learning about the past, but above all we would like them to learn to think for themselves and understand the world we live in today. In History, students will study the development and impact of the British Empire around the world. This is followed by an examination of twentieth century warfare and its impact on society and will cover the First and Second World Wars. Students will learn to make reasoned inferences from a range of sources, explain the reasons for or the impact of a particular event and be able to support or challenge an historical statement using relevant own knowledge of the topic.

Students will have the opportunity to use ICT, discuss in small groups and work individually. Examining artefacts and role play also form part of the learning experience in History.

Assessment

Formal assessment takes place every half term with a focus on historical skills such as using historical evidence and concepts, such as causation. We will give students a GCSE grade and some advice for improvement which they will record on a feedback sheet or sticker. Teachers will also make judgments based on students' overall performance in several different activities at the end of the year. All assessment questions will be GCSE focused and will be marked accordingly.

Useful resources

We do not use one single textbook. Of course, students will be given advice throughout the year, but we recommend using the BBC Bitesize website for homework guidance.

ICT and Computer Science

The Course

This course will build upon students' skills, knowledge and understanding of Computer Science and Information Technology.

The A year topics covered will help students decide whether to pursue Creative iMedia IT or Computer Science at GCSE level, as well as provide the opportunity to develop transferable skills that can be used across the curriculum and in the real world.

Students will:

- Develop skills, knowledge and understanding of Digital Applications used in Creative environments.
 - Create interactive multi-media products
 - Create, edit and manipulate graphics
 - Create and edit moving image products
- Develop skills, knowledge and understanding used in the application of Computer Science.
 - Analyse problems in computational terms through practical experience of solving problems, including designing, writing and debugging programs
 - Understand the components that make up digital systems, and how they communicate with one another and with other systems
 - Understand how data is represented in a computer using the binary number system to encode images
- Develop digital literacy skills using technology safely, respectfully, responsibly and securely:
 - Communicate and collaborate online
 - Find and use information on the internet
 - Understand the impact of AI on society

Assessment

Assessment will take place every half term and assess students on their understanding and application of the skills and knowledge covered that half term. Students will use practical skills and knowledge to produce IT solutions based on real world scenarios.

LATIN

The Course

Students follow the Suburani Book 1 Course (Chapters 1-13). The A Year Latin course is designed to develop an understanding of the basic features of the Latin language and provides the foundation for study of Latin at KS4 as well as grammatical features applicable to English and modern Romance languages such as French, Spanish or Italian. Alongside the language, the course also aims to develop students' knowledge and understanding of the ancient world, with a particular focus on the topics prescribed by the exam board to cover the Civilisation papers.

Assessment

There are 4 formal internal assessments carried out over the course of the A year. These assessments reflect the balance of the course by focusing both on translation and comprehension of Latin and on the understanding of the cultural background in which the language was spoken. These assessments will be graded according to GCSE criteria, but it is important to note that using GCSE grades at this early stage of the course will not be the only way of measuring progress, as they are learning Latin for the first time and GCSE grades will not reflect students' full potential at this stage.

Further information

Classes make use of a wide range of DVDs and internet sites, especially the website www.hands-up-education.org. It would be helpful for homework if students had access to this website.

MATHEMATICS

The Course

The course is divided into 5 strands:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and Measures
- Probability and Statistics

Thinking and Functional Skills

As well as learning the content described above for their GCSE course, students are also taught both thinking skills and functional skills. The thinking skills of information processing, reasoning, enquiry, creativity and evaluation arise naturally within problems and are developed through specific tasks. Functional skills such as selecting appropriate methods, planning multi-step answers, applying Mathematics in context and communicating their Mathematics effectively are essential for GCSE and are developed throughout our A year course using a variety of activities. There is an emphasis on problem-solving, engagement and enjoyment of Mathematics, through puzzles and competitions, presentations and mini-projects.

Setting and Assessment

Within each half of the year-group, the students are divided into five classes, which are sets 1, 2 and 3 together with two equivalent mixed-ability classes. All A year students sit an initial test, which, together with previous performance, informs this grouping process. Movement between classes is possible following each of the students' half-termly assessments.

Calculators

It is essential that all A year students bring a scientific calculator to every Maths lesson. These are widely available from high street retailers and we recommend the model below. Parents should contact finance@freman.org.uk if this is difficult.

[Casio FX-83GTX Scientific Calculator, Black : Amazon.co.uk: Stationery & Office Supplies](https://www.amazon.co.uk/dp/B000060100)

Useful website:

www.mymaths.co.uk

Login: freman

Password: reflect

MUSIC

The Course

In this Music course students study a wide range of topics including:

- Rock Music History
- Music Technology
- Film Music
- Western Classical Music
- Ensemble Skills

There is an emphasis on the role of music in societies, including our own. During the course students have the opportunity to perform and compose on keyboards, guitars, computers and with their voices.

Assessment

Formal assessment takes place at the end of each half term using GCSE criteria; assessment activities include listening, performing and composing.

Throughout the course students are given precise information on what they need to do to improve their performance; this will enable individuals to make suitable progress.

Further Information

The Music Department offers a wide range of activities for students to participate in during A Year and beyond including bands, choirs, musicals and percussion ensembles. Music enriches the lives of those who participate in numerous ways, and A Year is an excellent time to become involved. We host a full range of instrumental lessons in school; information about this is available from the Music Department or the College Office.

PHYSICAL EDUCATION

The Course

Areas of activity followed are major games, trampoline, handball, table tennis, athletics, Outdoor Education, badminton, swimming, fitness for life activities. Students work to extend their own abilities and to gain knowledge of fitness, techniques, tactics, rules, laws and scoring systems and how these may be applied. Students also have the opportunity to participate in extra-curricular activities outside of lesson time.

Assessment

We take into account prior achievement in Years 7 and 8. Assessment takes place throughout the A Year across a range of activities using OCR Sports Studies assessment criteria. This supports students' progress and provides continuity into the I and E Year.

Further Information

It is recommended that students participate fully in extra-curricular activities to enable them to reinforce and improve their skills, knowledge and understanding. Involvement in outside sports clubs is also beneficial. Information regarding extra-curricular activities can be found on the college website.

PSHRE and CITIZENSHIP

Education for citizenship equips young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages them to take an interest in topical and controversial issues and to engage in discussion and debate. They learn to take part in decision-making and different forms of action.

PSHE is split into three different sections:

- Health Education, which covers personal well-being, confidence issues, coping with anxiety and stress and self-reflection.
- Relationships Education focuses on types of relationships, spotting unhealthy relationships, dealing with conflict and sex-education.
- Careers Education that concentrates on economic well-being and financial capability, different career and education paths, work-related learning and enterprise.

Both Citizenship and PSHE are delivered in a variety of ways to ensure that students receive a well-enriched programme, in accordance with the statutory framework:

- It is naturally embedded within the curriculum so that relevant skills, topics and themes are delivered in lessons to cover many issues, e.g. money matters in maths, bullying in drama, and critical thinking in English.
- A sequence of lessons on Personal Development, which form part of the Technology carousel in the A year, focusing on Health and Relationships.
- Four one-off PSHCRE days, often with outside experts coming in to present particular topics, such as contraception, money management and careers interviews.
- Work shadowing for the I Year.
- A careers fair where students have the opportunity to meet experts in their respective fields.
- Opportunities to take part in responsibility roles, such as House Council and Sports Leadership.
- Assemblies at college, house and year group levels.
- Tutor sessions and discussions on current affairs throughout the year.
- Day-to-day, week-to-week involvement in on-going themes, e.g. future careers planning, advice and decision-making.

RELIGIOUS EDUCATION

The Course

In the A Year, students develop their knowledge and understanding of the key concepts and skills associated with Religious Studies. They will learn about the beliefs and values of others as well as being asked to reflect upon their own. There will be a particular emphasis on thinking skills and how these can be used to evaluate different opinions and teachings about moral issues; this is done within the context of the major world religions.

Unit One: The Nature of God
Unit Two: Life after Death
Unit Three: Prejudice and Discrimination
Unit Four: Ethics
Unit Five: Philosophical Questions

Homework is set once per two week cycle.

Assessment

Assessment takes place on a continuous basis through the monitoring of class work and homework. In addition, students undertake a formal assessment every half term, which is awarded a GCSE grade, the mark scheme will be included in a coversheet received before each assessment.

Further Information

Depending upon availability, students may be visited by representatives from various faith communities. Should students be set research homework, there are a number of useful websites specifically aimed at Religious Studies; these include:

- www.bbc.co.uk/religion
- www.bbc.co.uk/schools/gcsebitesize/

THE SCIENCES

BIOLOGY / CHEMISTRY / PHYSICS

The Course

Students entering the A year will take a short introductory course for each of Biology, Chemistry and Physics, covering a broad introduction to each subject, including science specific skills such as: data collection, measurement, basic mathematical requirements, graph drawing skills, and completing experiment write-ups. They will then take short assessments on the introductory courses in the first half term. By Christmas, all students will have started each of their three Edexcel GCSE Science courses, and this will continue throughout the rest of the A year, and on into subsequent years. The A year covers topics such as disease and cells in Biology, mixtures and the periodic table in Chemistry, and energy and motion in Physics, and lessons will include a range of practicals and experiments.

[Note: throughout A year no decision is taken about whether students will follow the “Separate” Science (3 GCSEs) or the “Combined” Science (2 GCSEs) routes, nor the “Higher” or “Foundation” level courses. These decisions are only made once sufficient assessment data has been collected for the department to determine the most appropriate tier of entry that will enable the best possible grade outcome for the student. This is usually informed by their I Year exams.]

Assessment

Students will sit end of topic tests throughout their first year. These will be marked by teachers using board set mark schemes and will form the latest assessment grades that are provided to students to allow them to track their progress.

Further information

Though not essential, students tell us that the revision guides and workbooks that support this course are invaluable and advice will be given on which to purchase. Seneca and an on-line resource, www.pearsonactivelearn.com, are also very useful resources and will be available to all. These give access to support material, tests and all the relevant text books via the internet. Individual student Active Learn accounts are set up early in the A year and are used throughout the course.

Homework timetable

A Year Homework Timetable 2025/26											
	9L	9A	9C	9U	9S	9T	9R	9I	9N	9E	
Day1	Art	English	RE	English	Art	Maths	Maths	Maths	Maths	Maths	Day1
Day1	Latin	Latin	Latin	Biology	History	Art	French	French	French	Art	Day1
Day2	Geography	French	History	Food	Food	History	Chemistry	RE	History	Geography	Day2
Day2		Physics			RE	Biology		Art			Day2
Day3	Food	Food	French	French	English	English	Biology	English	English	English	Day3
Day3	RE			Physics			RE	Biology	Geography		Day3
Day4	English	RE	Food	History	French	Geography	English	Food	Art	French	Day4
Day4			English				Art		Chemistry	Physics	Day4
Day5	Maths	Maths	Maths	Maths	Maths	French	Latin	Latin		RE	Day5
Day5	French	History	Biology	Latin	Latin	Latin			Latin	Latin	Day5
Day6	Latin	Latin	Latin	English	Geography	Maths	Maths	Maths	Maths	Maths	Day6
Day6	Biology	English		RE		Chemistry	French	Physics	French		Day6
Day7	History	French	Physics	French	Biology	Food	Food	French	Biology	History	Day7
Day7	Chemistry	Geography	Geography	Geography		Physics	Geography		Physics	Chemistry	Day7
Day8		Art	French	Art	English	English	History	English	English	English	Day8
Day8		Chemistry	Chemistry		Chemistry			History		Biology	Day8
Day9	English	Biology	English	Chemistry	French	RE	English	Geography	Food	Food	Day9
Day9	Physics		Art		Physics		Physics		RE	French	Day9
Da10	Maths	Maths	Maths	Maths	Maths	French	Latin	Chemistry	Latin	Latin	Da10
Da10	French			Latin	Latin	Latin		Latin			Da10

Drama/Music/Resistant Materials and IT will set occasional homework. This will be clearly flagged on Satchel One when it is set.

Food Homework is only set in the terms when students have food lessons.