

Year 9 Subject Information

Subject	Art and Design (Includes a small taster of Photography.)
<p>Main Topics Covered During Year 9</p> <p>All students will have one hour of Art/Photography this year.</p> <p>Art Textiles will be delivered in DT Textiles lessons.</p>	<p>Identity/Portrait Drawing Assessment - Covers drawing skills and the Art Elements; shape, form, line, tone, texture, and composition leading to a portrait/self-portrait observational drawing outcome. Analysis of the elements that make a good drawing. Students analyse a range of artist's work, including Van Gogh and Carne Griffith and will take inspiration from their preferred Artist's style. The art language/artist analysis/evaluating own and work of others is covered in this project.</p> <p>Quick/Lino Printing - Students will design, impress, or cut and print a background that complements student's portraits and deals with student's individual identity and interests/role models. Research and presentation skills will be taught. Students analyse a range of artist's work, including Orla Kiely and will take inspiration from their preferred Artist's style. The art language/artist analysis/evaluating own and work of others is again covered in this project.</p> <p>Dragon Project – Students first work in teams to create their own dragon games which are assessed by peers whilst playing the game. Students will be taught to draw with mixed media based on both Chinese and Western Artists. Where Batik/Photoshop will be taught to help develop their work further. The art language/artist analysis/evaluating own and work of others is covered in this project. Students will also refine presentation skills in their sketchbooks. 2022- Students will be taught how to model clay tiles using appropriate techniques. Painting them using previous colour theory and painting skills.</p> <p>Photography- Students will learn how take a good photo and will be taught basic editing skills. If possible, students will work in Art 1 with the photography screen and hand develop photography, combining portraits and the dragon project. There is a strong focus on creative thinking and innovative experimentation.</p> <p>Summer 2022- Students will return to the Calder V Van Gogh Mural work from Year 8. Links to mathematics explored. We hope that some students will get the opportunity to work on the final mural.</p>
How Are Students Grouped?	Students are taught in mixed ability classes.
Home Learning Plans	<p>One formal set home learning differentiated task will be set once every half term with small collecting homework tasks given as required. (Home learning tasks may include collecting materials, finding relevant artists/adverts/learning about the colour wheel etc...) Formal Home learning tasks will focus on drawing and Artist analysis.</p> <p>KS3 Students are encouraged to join us after school. Details of which staff/room are available will be displayed weekly on each Art classroom door. These sessions run between 3.05 pm till 4.05 pm. This is an opportunity for students to complete Home Learning or extend class work/catch up on missed work/learning or access 1:1 advice.</p> <p>Resources will often be shared via group email/class charts and be added to the Art Department twitter (@ArtTrinityCA1) e.g. Carne videos for Year 9. We do also at times share good examples of students work on our twitter account and share work via the displays in class/school.</p>
Main Knowledge, Understanding and Skills to Develop	<p>Understanding the art elements: Line, Tone, Texture, Pattern, Colour, Shape and Form. To analyse artists' use of media, art elements, ideas, and intentions. To write about their own work and that of others, analysing and evaluating key words. To improve and extend a range of practical skills including drawing, painting, printmaking, 2D relief work, collage, colour mixing, and for some- photography. To make progress based on peer assessment and next step feedback provided by your Art teacher. Students are taught to use materials and equipment safely.</p> <p>To learn the key words, appropriate for our subject - Students will refer to our Department Literacy Mat which will be referred to in student's sketchbooks.</p> <p>We promote spiritual, moral, social, and cultural development in our subject by exploring different Artists and Cultures interpretations of life experiences and events.</p> <p>Students explore how Art works reflect different moral attitudes/beliefs and explore their own feelings and responses to those artworks. Portraiture encourages students to explore their own identity and how that might differ in other cultures.</p> <p>We develop team skills and respect for the learning environment, resources, and peers and teaching staff alike.</p> <p>Students work together to evaluate and review each other's work; helping each other to succeed. We encourage students to explore and contrast different beliefs and ways of living in Britain and abroad. Students develop aesthetic and critical awareness of artwork from around the world. We also encourage students to enter competitions both locally, nationally, and internationally.</p>

Year 9 Subject Information

Subject	Design and Technology - Cooking and Nutrition
Main Topics Covered During Year 9	<p>Food Safety - understand food spoilage and contamination. Develop an understanding of how to be a safe food handler and practice safe food storage, preparation and cooking.</p> <p>Nutrition and Health – understand the functions and foods sources of micronutrients eg vitamins and minerals and the nutritional needs of different individuals. Nutritional analysis using software.</p> <p>Food Choice – evaluate foods using sensory testing eg star profiles and tasting panels. International cuisine and the factors which influence food choice.</p> <p>Food Science – investigate the process pf fermentation eg yeast in breadmaking and caramelisation, gelatinisation in sauce making and as a setting agent.</p> <p>Food Commodities - investigate basic food materials and ingredients, know how to uses them in recipes eg milk and how it is processed into products such as yogurt and cheese.</p> <p>Food Provenance – understand how food is processed eg flour making, pasta making, milk and yogurt/cheese making.</p> <p>Skills focus - students will cook a range of healthy recipes including some of the following; bread, pastry, sauces and dishes of their own choice. The may also develop and cook dishes for themed practical work eg Trinity Bake Off and Food Around the World. Develop the high-level skills to present food in a contemporary way using molecular gastronomy techniques.</p> <p>Careers in Food – be aware of the range of careers and jobs in the Hospitality and Catering industry</p> <p>3* Chef Award - a certificate can be achieved for the 3* Chef award. Students research their chosen task. They demonstrate their knowledge and skills through planning, preparing and making a range of healthy, quality dishes</p> <p>There will be regular topic tests followed by an end of year assessment. to track student progress.</p>
How Are Students Grouped?	<p>Mixed ability</p>
Home Learning Plans	<p>There will be a series of home learning tasks that will support ongoing project work during the year.</p> <p>Students will bring their own ingredients.</p>
Main Knowledge, Understanding and Skills to Develop	<p>Have a broad understanding of the main topics covered. Know how to develop recipes to meet specific criteria. Carry out relevant research and use this to develop a range of original dishes. Nutritional analysis. Be able to work safely, hygienically and independently. Developing a range of practical skills.</p>

Year 9 Subject Information

Subject	Design and Technology
Main Topics Covered During Year 9	In Year 9, we have decided not to allow student to opt due to the pandemic and students not being in workshops for the last 18 months. Starting in September students will return to workshops in order to build their skills they have been missing. Pupils will work on 2 or 3 context-based challenges. Students will be encouraged to find and research a problem relating to the given context and then develop and prototype ideas to solve it. Themes for the context of projects are linked to healthy lifestyles, sustainability and the environment, and mechanical /electrical systems.
How Are Students Grouped?	Mixed.
Home Learning Plans	<p>There will be a series of home learning tasks that will support ongoing project work during the year. This work will form part of students' assessment and will be used to determine the progress that they are making. A student version of 2D Design can be downloaded for free from the school website (students should ask their teacher about this) this is the CAD/CAM software which is used by all year groups.</p> <p>www.technologystudent.com is a useful and student friendly site which is interactive. Homework can also include attending workshops to complete practical tasks where needed, revision for tests and literacy and numeracy tasks linked to the subject.</p>
Main Knowledge, Understanding and Skills to Develop	Communication and presentation techniques Substantial design and make tasks Identifying and investigating design possibilities Producing a design brief and specification Generating design ideas Developing design ideas Realising design ideas Analysing & evaluating.

Year 9 Subject Information

Subject	English
<p>Main Topics Covered During Year 9</p>	<p>Across Key Stage Three each year group will cover a Novel, Play and Poetry Anthology. Within each unit of work analysis of fiction, non-fiction and writing skills will be interleaved linked by a theme.</p> <p>The Year 9 course focuses on the following texts and themes:</p> <ul style="list-style-type: none"> • Of Mice and Men - American Society; • The Tempest - Power and Conflict; • Poetry Anthology (ranging from 1900's to Modern-day) - Victorian and Gothic. <p>Each week students will also complete a 300 word writing challenge, based on a variety of non-fiction and fiction tasks, in order to develop literacy and creative writing skills.</p>
<p>How Are Students Grouped?</p>	<p>Students will be organised into mixed ability groups based on their KS2 reading results. Students are tracked against the KS3 threshold skills, echoing those required at KS4, and moved between groups, if necessary. Groups are reviewed at key points in the year based on students' progress.</p>
<p>Home Learning Plans</p>	<p>There are unit specific homework tasks which are set by the class teacher on an individual basis, but these reflect the department's development of 'flipped learning'.</p>
<p>Main Knowledge, Understanding and Skills to Develop</p>	<p>English Language Reading and Writing Threshold Skills:</p> <p>C01 Structure and Coherence: to develop an understanding that texts are put together with intent.</p> <p>C02 Spelling, Punctuation and Grammar: to use a range of vocabulary and sentence structures for clarity, purpose and effect, with an accurate spelling and punctuation.</p> <p>C03 Awareness of Impact: to develop an understanding that writing is shaped by the priorities of a writer and the needs of a reader, it will include the teaching of genre, audience and purpose.</p> <p>C04 Understanding Context: to explore and develop an understanding of the relationships between texts and the contexts in which they were written.</p> <p>C05 Using Evidence: to develop and shape a critical response by interpreting the thoughts of the writer directly.</p> <p>C06 Analysing Technique: to develop an understanding that writers use a variety of linguistic and structural techniques to achieve their ends.</p>

Year 9 Subject Information

Subject	Geography
Main Topics Covered During Year 9	<p>Conflict Australia Catastrophes OS Map Skills Geography and Sport Russia Migration</p>
How Are Students Grouped?	<p>Students are in mixed ability groups.</p>
Home Learning Plans	<p>All Year 9 students will be given homework fortnightly involving a range of tasks and skills to reinforce our learning in lessons, and through research, to boost our understanding and knowledge. This could differ if students are given a larger home learning task that may take a long time to complete.</p>
Main Knowledge, Understanding and Skills to Develop	<p>Our Year 9 Geography students will further practice their map skills and atlas skills. They will continue to use OS Map skills, typically looking at their local area. They will continue to add to their geographical vocabulary of specialist terms for each unit. They will in addition be increasingly aware of the choices that we face in each country and each part of the world about how we use our resources. We hope that students will become more aware of what is going on in the world that we are living in and the relationships between countries. Students will also begin to develop the skills that enables them to assess a situation and try to make a judgement, using whatever information they have been given.</p>

Year 9 Subject Information

Subject	History
<p>Main Topics Covered During Year 9</p>	<p>The Black Peoples of the Americas: Africa; The Slave Trade, Slavery, Resistance and Rebellion, Abolition in the British Empire and the USA, Life after Slavery, Civil Rights.</p> <p>The Great War: Causes, Trench warfare, weapons, the Battle of the Somme, the Wider war, the War in the Air/Sea, the Home Front, why the war ended.</p> <p>The Inter War Years: the Treaty of Versailles, Democracy and Dictatorship in Europe, the League of Nations, the Rise of Hitler, Nazi Germany.</p> <p>The Second World War: Causes, major events (Battle of Britain, Dunkirk, D Day) the Home Front, the Holocaust, Hiroshima.</p> <p>The Cold War; Origins, the Berlin Blockade, the Berlin wall, the Cuban Missile Crisis, the fall of the USSR.</p> <p>Terrorism: definition, types of terrorism, Ireland, Palestine, Al-Qaeda.</p>
<p>How Are Students Grouped?</p>	<p>Classes are currently being taught in form groups.</p>
<p>Home Learning Plans</p>	<p>As appropriate, but usually set once a week alternating written tasks with research or extra reading or revision. Sometimes a longer project will be set for example research into WWI or WWII.</p>
<p>Main Knowledge, Understanding and Skills to Develop</p>	<p>Communication Skills - Describing and explaining in paragraphs.</p> <p>Using sources - Comprehension, comparison and evaluation of reliability.</p> <p>Causation - Why events happen in history.</p> <p>Change - What changes took place and who was affected.</p> <p>Interpretations - Understanding there are different views about history and how these views come about.</p>

Year 9 Subject Information

Subject	Maths
Main Topics Covered During Year 9	We will study Number, Ratio, Algebra, Geometry, Data and Probability.
How Are Students Grouped?	Students are set into 9 groups at the start of the year based on their performance in Years 7 and 8. They will work in these groups for four hours of mathematics per week.
Home Learning Plans	<p>Maths homework is set regularly by the class teacher. Pupils should expect to receive one homework assignment per week. This will be set as a written exercise or an online task. They will also begin to receive more exam practice using past GCSE exam papers.</p> <p>The main online resource on which homework will be set is Hegarty Maths. www.hegartymaths.com</p>
Main Knowledge, Understanding and Skills to Develop	<p>Students will practice written and mental calculations throughout the year involving decimals, fractions and percentages. They will also work on proportional reasoning and approximations and be introduced to surds.</p> <p>In algebra we will begin to manipulate more complex expressions, equations, inequalities, formulae and identities.</p> <p>We will learn about angle facts and their application to shape, and explore perimeter, area, volume and similarity. We will also learn about the different types of transformations.</p> <p>We will look at the way data can be analysed within tables and charts and the way in which probability can be calculated for different events.</p>

Year 9 Subject Information

Subject	MFL – Spanish
Main Topics Covered During Year 9	<ul style="list-style-type: none"> • Self and others, family, relationships, home and free time. • Town, local area and the environment. • School, jobs and future plans. <p>These topics are taken from the GCSE topic banks and students will begin using assessments that are in line with the new GCSE demands.</p>
How are Students Grouped?	<p>Students are grouped according to data received via summative and formative assessments on the four skill areas. Students are regularly assessed by the teacher and via departmental monitoring to ensure that they are in the correct set.</p>
Home Learning Plans	<p>Students are given regular homework tasks that focus on key linguistic skills. They are also asked to learn new vocabulary/structures/tenses prior to the lesson as part of flipped learning homework.</p> <p>Learning of vocabulary on the current topic to establish spellings and accuracy over gender.</p> <p>Using a tutorial, you tube clip online to extend grammar knowledge/ vocabulary - flip learning.</p> <p>Extension homework activities could look like the following: Sentence manipulation, changing the tense, register, person, adjectives and gender.</p> <p>Differentiated (red/ yellow/ green) translation activities.</p> <p>Reading activity asking students to gist read, read for main points of detail to show good comprehension skills and use the model as a source of creating their own writing.</p> <p>Written task criteria - in 50 - 150 words write a paragraph about a particular area of study. Criteria given to students to ensure they know the success ingredients.</p> <p>Listening homework from various websites or the Active teach on the VLE. Answers checked in class.</p>
Main Knowledge, Understanding and Skills to Develop	<p>Pronunciation patterns.</p> <p>Dictionary skills and using it for the correct use of the word.</p> <p>Identifying their own targets and strengths through regular peer and self-assessment opportunities.</p> <p>Improved understanding of the literacy terms in language and employment of these in discussion.</p> <p>Grammatical Accuracy (using different tenses).</p> <p>Translation techniques from the Target language into English and vice versa.</p> <p>Identify points of view.</p> <p>Listening to longer passages for main points of detail including opinions, reasons, justifications and tenses.</p> <p>Reading longer passages for main points of detail and being able to manipulate and replace the language.</p> <p>Recall of vocabulary and strategies for learning answers. Develop writing and speaking using a range of tenses, connectives, opinions, reasons and justifications.</p>

Year 9 Subject Information

Subject	MFL - French
Main Topics Covered During Year 9	<p>Self and others, family, relationships, home and free time.</p> <p>Town, local area and the environment.</p> <p>School, jobs and future plans.</p>
How are Students Grouped?	<p>Students are grouped according to data received via summative and formative assessments on the four skill areas. Students are regularly assessed by the teacher and via departmental monitoring to ensure that they are in the correct set.</p>
Home Learning Plans	<p>Students are given regular homework tasks that focus on key linguistic skills. They are also asked to learn new vocabulary/structures/tenses prior to the lesson as part of flipped learning homework.</p> <p>Learning of vocabulary on the current topic to establish spellings and accuracy over gender.</p> <p>Using a tutorial, you tube clip online to extend grammar knowledge/vocabulary - flip learning.</p> <p>Extension homework activities could look like the following; Sentence manipulation, changing the tense, register, person, adjectives and gender.</p> <p>Differentiated (red/ yellow/ green) translation activities.</p> <p>Reading activity asking students to gist read, read for main points of detail to show good comprehension skills and use the model as a source of creating their own writing.</p> <p>Written task criteria - in 50 - 150 words write a paragraph about a particular area of study. Criteria given to students to ensure they know the success ingredients.</p> <p>Listening homework from various websites or the Active teach on the VLE. Answers checked in class.</p>
Main Knowledge, Understanding and Skills to Develop	<p>Pronunciation patterns.</p> <p>Dictionary skills and using it for the correct use of the word.</p> <p>Identifying their own targets and strengths through regular peer and self-assessment opportunities.</p> <p>Improved understanding of the literacy terms in language and employment of these in discussion.</p> <p>Grammatical Accuracy (using different tenses).</p> <p>Translation techniques from the Target language into English and vice versa.</p> <p>Identify points of view.</p> <p>Listening to longer passages for main points of detail including opinions, reasons, justifications and tenses.</p> <p>Reading longer passages for main points of detail and being able to manipulate and replace the language.</p> <p>Recall of vocabulary and strategies for learning answers.</p> <p>Develop writing and speaking using a range of tenses, connectives, opinions, reasons and justifications.</p>

Year 9 Subject Information

Subject	Music
Main Topics Covered During Year 9	<p>Through a variety of practical and theoretical activities students learn about music notation, performance, composition and develop skills in singing and keyboard. Students will study a variety of different projects throughout the course of the year including.</p> <ul style="list-style-type: none"> • Popular music styles • Fusion • Stomp • Protest Songs • Musical Theatre • Songs that changed the world
How Are Students Grouped?	In Year 9 Music classes are streamed in half year groups with History and Geography.
Home Learning Plans	Students receive one homework project each half term and this research work is in preparation for the following half-term's topic. Students will show their research through the appraising task and the appraising task will be either teacher, peer or self-assessed with G and I feedback.
Main Knowledge, Understanding and Skills to Develop	<p>Keyboard skills.</p> <p>Guitar and drum skills.</p> <p>Composition Skills.</p> <p>Performance Skills.</p> <p>Context of the Music.</p> <p>Musical Language.</p> <p>Working as an ensemble.</p> <p>Music technology skills</p>

Year 9 Subject Information

Subject	Physical Education
<p>Main Topics Covered During Year 9</p>	<p>Students will take part in a variety of the following activities:</p> <ul style="list-style-type: none"> • Athletics • Badminton • Basketball • Cricket • Dance • Fitness • Football • Gymnastics • Hockey • Netball • Rounders • Rugby • Short Tennis • Swimming • Tennis • Trampolining <p>The activities will be dependent on availability of facilities.</p>
<p>How Are Students Grouped?</p>	<p>Ability groups based on assessment of performance and attitude during Year 7 and Year 8.</p>
<p>Home Learning Plans</p>	<p>Homework is not set BUT we do expect students to:</p> <ul style="list-style-type: none"> • Develop skills/fitness outside of lessons where possible. • Take up opportunities to join extra-curricular clubs. • Pack PE kit the night before the lesson.
<p>Main Knowledge, Understanding and Skills to Develop</p>	<p>Aims: Develop previous skills and tactics, becoming more competent and confident in their techniques. Apply these across a range of different sports and physical activities.</p> <p>Understand what makes a performance effective and how to apply these principles to their own and others' work.</p> <p>Continue to develop confidence and interest. Get involved in exercise, sports and activities outside of school.</p> <p>Be physically active for sustained periods of time.</p> <p>Understand and apply the long term health benefits of physical activity.</p> <p>Further develop knowledge and understanding of the activities covered, through work in lessons, extra-curricular activities, watching/reading.</p> <p>Develop ability to lead others.</p> <p>Expectations To bring full/correct Trinity kit to every lesson. To try my best in all activities.</p> <p>Remember Healthy Body = Healthy Mind. Attitude and Effort = Achievement.</p>

Year 9 Subject Information

Subject	Religious Studies
Main Topics Covered During Year 9	<p>Festivals – Pupils study a range of religious and secular festivals and the value and importance of celebrating these events.</p> <p>Philosophy of Religion – A unit of work studying a range of philosophical views, starting in Ancient Greece, with Plato and Aristotle, and finishing with modern day Western philosophers, such as Dawkins and Hitchens.</p> <p>Ethics – Pupils will get the opportunity to study some of the modern-day debates about how we should live our lives. Is there a best way to live? Are some actions right or wrong, or does it depend on the situation or consequences?</p>
How Are Students Grouped?	Year 9 are currently taught in Form groups
Home Learning Plans	Year 9 students will be set Home Learning once a fortnight. There will be a range of tasks including research tasks, extended pieces of writing, extension pieces to consolidate learning.
Main Knowledge, Understanding and Skills to Develop	<p>Religious Studies takes a distinctive issues-based approach to the study of religious and non-religious beliefs, (Humanist ad Atheist) philosophical and ethical studies in the modern world.</p> <p>AO1 Demonstrate knowledge and understanding of religion and belief*, including:</p> <ul style="list-style-type: none"> • Beliefs, practices and sources of authority. • Influence on individuals, communities and societies. • Similarities and differences within and/or between religions and beliefs. <p>AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence.</p> <p>* The term 'belief' includes religious and non-religious beliefs.</p>

Year 9 Subject Information

Subject	Science
<p>Main Topics Covered During Year 9</p>	<p>Due to covid restrictions and the lack of practical science last year, students will begin with a reintroduction to practical science. Then we will use the rest of the first term to complete the teaching of KS3 including the following topics: – Evolution and Inheritance – Types of Reactions and Chemical Energy - Potential Difference and Resistance and Magnetism.</p> <p>GCSE content will start after Christmas and will cover the topics: Biology – Infection and Response Chemistry – Chemistry of the Atmosphere Physics – Atomic Structure</p>
<p>How Are Students Grouped?</p>	<p>Students are taught in mixed ability groups.</p>
<p>Home Learning Plans</p>	<p>Students are set regular homework - this may be questions using the educake website (students are provided an individual username for this site), learning, research, reading or a written homework designed to consolidate or extend learning in class. Longer homework tasks may be set over number of weeks.</p>
<p>Main Knowledge, Understanding and Skills to Develop</p>	<p>Knowledge and understanding of key facts from topics listed above.</p> <p>Application of knowledge.</p> <p>Experimental technique.</p> <p>Analysis of data.</p> <p>Maths skills.</p>

Year 9 Subject Information

Subject	Textiles
<p>Main Topics Covered During Year 9</p>	<p>Students will study a project based on the concept of Contrast. Students will be taught a variety of textiles skills including hand sewing, machine sewing, tie dyes, block printing, embellishing and create their own personal response as a hanging. Students will decide if this outcome has a function for example pockets or if it is purely decoration and has a visual message or both. They will work in sketchbooks and explore the Design & Art Elements, shape, form, line, tone, texture, and composition in their textiles work. They will study a range of art and textiles artists and consider the differences and similarities of these areas.</p> <p>Students will take inspiration from their preferred Artist's or designer style. There is a strong focus on creative thinking and innovative experimentation.</p>
<p>How Are Students Grouped?</p>	<p>Students are taught in mixed ability classes.</p>
<p>Home Learning Plans</p>	<p>One formal set home learning differentiated task will be set once every half term with small collecting homework tasks given as required. (Home learning tasks may include collecting materials, finding relevant artists/designers etc...) Formal Home learning tasks will focus on finding inspiration for student's wall hangings including photography.</p> <p>KS3 Students are encouraged to join us after school. Details of which staff/room are available will be displayed weekly on each DT/Art classroom door. These sessions run between 3.05pm till 4.05pm. This is an opportunity for students to complete Home Learning or extend class work/catch up on missed work/learning or access 1:1 advice.</p> <p>Resources will often be shared via group email/class charts. We do also at times share good examples of students work via the displays in class/school.</p>
<p>Main Knowledge, Understanding and Skills to Develop</p>	<p>Understanding the drawing elements: Line, Tone, Texture, Pattern, Colour, Shape and Form and manufacturing processes. To analyse artists/designers use of media, art elements, ideas, and intentions. To write about their own work and that of others, analysing and evaluating key words. To improve and extend a range of practical skills. To make progress based on peer assessment and next step feedback provided by your Textiles teacher. Students are taught to use materials and equipment safely.</p> <p>To learn the key words, appropriate for our subject.</p> <p>We promote spiritual, moral, social, and cultural development in our subject by exploring different Artists, designers and Cultures interpretations of life experiences and events.</p> <p>Students explore how Art/designers works reflect different moral attitudes/beliefs and explore their own feelings and responses to those artworks.</p> <p>We develop team skills and respect for the learning environment, resources, and peers and teaching staff alike.</p> <p>Students work together to evaluate and review each other's work; helping each other to succeed. We encourage students to explore and contrast different beliefs and ways of living in Britain and abroad. Students develop aesthetic and critical awareness of artwork from around the world. We also encourage students to enter competitions both locally, nationally, and internationally.</p>