

## Art Curriculum Overview 2021-22

<b>Head of Department</b>	E. Money
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What will students learn in each year?

<b>Year 7</b>	
<b>Term 1</b> <u>Natural Forms</u>	<p><u>Knowledge (A01):</u></p> <ul style="list-style-type: none"> <li>Students will develop research skills through looking at the work of Peter Randall-Page. Students will learn how to develop a critical understanding of artists work.</li> <li>They will learn to how to develop their own ideas through investigations into artists work (by using the mirroring technique).</li> </ul> <p><u>Observational Skills (A03):</u></p> <ul style="list-style-type: none"> <li>Students will learn how to create a tonal ladder by varying pencil pressure. They will learn how to apply this to their drawings of natural forms in order to make them more realistic.</li> <li>Students will use a variety of drawing techniques to develop their observational skills, making them look in detail at the objects they are drawing; drawing without looking at the page, using the other hand, continuous line, negative space.</li> </ul> <p><u>Refining Skills (A02):</u></p> <ul style="list-style-type: none"> <li>Students will using a variety of drawing media to create observational natural form drawings; Charcoal and chalk, watercolour and wax, Fine line pen and water wash, Graphite stick and eraser.</li> </ul> <p><u>Realising intentions (A04):</u></p> <ul style="list-style-type: none"> <li>Students will realise intentions to create a personal response for the natural forms unit</li> <li>Students will use view finders to select a section of their previous drawings, enlarging onto one quarter of an A2 sheet</li> <li>Students will use mirroring and tracing techniques to</li> <li>Create a personal, symmetrical design.</li> </ul> <p>Students will use watercolour and wax resist, completing their a2 image. These images will then be displayed.</p>
<b>Term 2</b> <u>Colour/Still Life</u>	<p><u>Knowledge (A01):</u></p> <ul style="list-style-type: none"> <li>Students will develop research skills through looking at the work of Henry Matisse. Students will learn how to develop a critical understanding of artists work.</li> </ul>

	<ul style="list-style-type: none"> <li>• They will learn to how to develop their own ideas through investigations into artists work (by using colour theory, colour mixing and collage).</li> </ul> <p><u>Observational Skills (A03):</u></p> <ul style="list-style-type: none"> <li>• Students will learn how to identify different tones and colour values within a still life.</li> <li>• Students will learn to observe shadows, mid-tones and highlights within a still life.</li> <li>• Students will learn to accurately transcribe shapes from initial studies to collage outcomes.</li> </ul> <p><u>Refining Skills (A02):</u></p> <ul style="list-style-type: none"> <li>• Students will learn how to mix colours using the double primary colour system.</li> <li>• Students will apply colour mixing skills to render shadows, mid-tones and highlights using acrylic paint.</li> <li>• Students will use collage techniques and an understanding of colour theory to create collage still life outcomes.</li> </ul> <p><u>Realising intentions (A04):</u></p> <ul style="list-style-type: none"> <li>• Students will realise intentions to create a personal response for the colour unit</li> <li>• Students will use the double primary colour system to create accurate still life paintings</li> <li>• Students will transcribe their still life paintings onto coloured paper to create a collage still life outcome that demonstrates and understanding of colour theory.</li> </ul>
<p><b>Term 3</b> <u>Portraiture</u></p>	<p><u>Knowledge (A01):</u></p> <ul style="list-style-type: none"> <li>• Students will develop research skills through looking at the work of a range of modern and contemporary portrait artists. Students will learn how to develop a critical understanding of artists work.</li> <li>• They will learn to how to develop their own ideas through investigations into artists work (by using measuring, close observation and the rules of portraiture).</li> </ul> <p><u>Observational Skills (A03):</u></p> <ul style="list-style-type: none"> <li>• Students will learn how to draw each of the facial features using basic shapes and guidelines with progressive examples.</li> <li>• Students will learn how to use measuring and guidelines to establish the correct position for the facial features.</li> <li>• Students will combine new knowledge to create an accurate portrait outline.</li> </ul> <p><u>Refining Skills (A02):</u></p>

	<ul style="list-style-type: none"> <li>• Students will learn how to observe and mix a range of flesh tones using the double primary colour system.</li> <li>• Students will learn how to paint a portrait using shadow, mid-tones and highlights.</li> </ul> <p><u>Realising intentions (A04):</u></p> <ul style="list-style-type: none"> <li>• Students will realise intentions to create a personal response for the portrait unit</li> <li>• Students will use acrylic paint to create an accurate portrait or self-portrait using a range of skin tones, shadows, mid-tones and highlights.</li> </ul>
<p><b>Term 4</b> <u>Identity</u></p>	<p><u>Knowledge (A01):</u></p> <ul style="list-style-type: none"> <li>• Students will develop research skills through looking at the work of Grayson Perry. Students will learn how to develop a critical understanding of artists work.</li> <li>• They will learn to how to develop their own ideas through investigations into artists work (by using mind maps, 3-d design, coiling and glazing techniques).</li> </ul> <p><u>Observational Skills (A03):</u></p> <ul style="list-style-type: none"> <li>• Students will create designs for identity pots using observational drawing skills.</li> <li>• Students will learn how to identify strong and less strong pot shapes</li> <li>• Students will use incising and relief to add well observed detailed elements from their designs to their pots.</li> </ul> <p><u>Refining Skills (A02):</u></p> <ul style="list-style-type: none"> <li>• Students will a range of clay tools including kidneys to smooth coils.</li> <li>• Students will add relief and incised designs and detail.</li> <li>• Students will use glazes to apply a finish to biscuit fired pots before they are re-fired at a higher temperature.</li> </ul> <p><u>Realising intentions (A04):</u></p> <ul style="list-style-type: none"> <li>• Students will realise intentions to create a personal response for the identity unit.</li> <li>• Students will make a glazed relief pot that represents their identity.</li> </ul>
<p><b>Term 5/6</b> <u>Landscape</u></p>	<p><u>Knowledge (A01):</u></p> <ul style="list-style-type: none"> <li>• Students will develop research skills through looking at the work of David Hockney and Hastings artist Ben Fenton. Students will learn how to develop a critical understanding of artists work.</li> </ul>

	<ul style="list-style-type: none"> <li>• They will learn to how to develop their own ideas through investigations into artists work (by using a range of techniques and processes to create a digital and a hand stitched collage landscape).</li> </ul> <p><u>Observational Skills (A03):</u></p> <ul style="list-style-type: none"> <li>• Students will learn how to use a range of mark making techniques to record textures in the landscape.</li> <li>• Draw landscapes from real life and photos.</li> <li>• Take their own landscape photos for use in the studio.</li> <li>• Use ipads to create observational landscape drawings.</li> <li>• Create a collage landscape from own photos.</li> </ul> <p><u>Refining Skills (A02):</u></p> <ul style="list-style-type: none"> <li>• Students will use one point perspective to create the illusion of distance.</li> <li>• Use warm and cool colours to add a sense of depth.</li> <li>• Use a range of marks and sizes of marks to add texture and depth.</li> <li>• Create ipad landscape drawings.</li> <li>• Create hand stitched collage landscape.</li> </ul> <p><u>Realising intentions (A04):</u></p> <ul style="list-style-type: none"> <li>• Students will realise intentions to create a personal response for the landscape unit.</li> <li>• Students will collage and hand stitching to create a textiles outcome based on their own photos/observation.</li> </ul>
<b>Term 6</b>	The first 5 projects will be spread over the 6 terms. From past experience, this allows us to cover all topics in sufficient depth and achieve final outcomes.

**Year 8**

**Term 1**  
Street Art

Knowledge (A01):

- Students will develop research skills through looking at the work of Banksy, Shepherd Fairy and Ben Eine.
- Students will learn how to develop a critical understanding of artists work.
- They will learn to how to develop their own ideas through investigations into artists work (by using stencils and spray painting).

Observational Skills (A03):

- Students will use the deep thinking challenge to interrogate artworks by street artists and justify opinions.
- Students will create accurate drawn studies of street art.

Refining Skills (A02):

- Students will plan and make own stencil designs using typographic rules (serifs, islands, bridges).
- Students will use watercolour pencils to create blended colour typography.
- Students will use craft knives to accurately cut out stencil designs.

Realising intentions (A04):

- Students will realise intentions to create a personal response for the graffiti unit.
- Students will use a spray paints to create a blended tonal graffiti/protest poster outcome.

**Term 2**  
Mexican Art

Knowledge (A01):

- Students will develop research skills through looking at the work of The Linares family and Diego Rivera. Students will learn how to develop a critical understanding of artists work.
- They will learn to how to develop their own ideas through investigations into artists work (by using pinch moulding to create a highly decorated clay skull (Calvera)).

Observational Skills (A03):

	<ul style="list-style-type: none"> <li>• Students will learn to identify and design symbolism in Mexican art.</li> <li>• Students will observe the intricate patterns and designs used to create artwork for The Day of the Dead.</li> <li>• Students will create their own Calvera designs.</li> </ul> <p><u>Refining Skills (A02):</u></p> <ul style="list-style-type: none"> <li>• Students will create a detailed colour Calvera design.</li> <li>• Students will use pinch moulding to create a Calvera.</li> <li>• Students will use slip and score and incision to add detail.</li> <li>• Students will use acrylic paint to add intricate patterns to Calvera once fired.</li> </ul> <p><u>Realising intentions (A04):</u></p> <ul style="list-style-type: none"> <li>• Students will realise intentions to create a personal response for the Mexican Art unit.</li> <li>• Students will use pinch moulding to create detailed individual Calvera.</li> </ul>
<p><b>Term 3</b> <u>Figure</u></p>	<p><u>Knowledge (A01):</u></p> <ul style="list-style-type: none"> <li>• Students will develop research skills through looking at the work of Anthony Gormley and Alberto Giacometti.</li> <li>• Students will learn how to develop a critical understanding of artists work.</li> <li>• They will learn to how to develop their own ideas through investigations into artists work (by using modelling wire to create figure sculptures).</li> </ul> <p><u>Observational Skills (A03):</u></p> <ul style="list-style-type: none"> <li>• Students will learn how to draw the figure from observation using measuring and proportional rules.</li> <li>• Create painted studies using monochrome.</li> <li>• Use wire modelling to create a figure sculpture with accurate proportions.</li> </ul> <p><u>Refining Skills (A02):</u></p> <ul style="list-style-type: none"> <li>• Students will use monochrome painting techniques.</li> <li>• Use wire modelling and papier-mâché to make figure sculptures.</li> </ul> <p><u>Realising intentions (A04):</u></p>

	<ul style="list-style-type: none"> <li>• Students will realise intentions to create a personal response for the figure unit.</li> <li>• Using their acquired understanding the proportion of sections of the body in relation to each other, students will create accurate wire figure sculptures.</li> </ul>
<p><b>Term 4</b> <u>Pop Art</u></p>	<p><u>Knowledge (A01):</u></p> <ul style="list-style-type: none"> <li>• Students will develop research skills through looking at the work of Peter Blake, Claes Oldenburg and Lucy Sparrow Students will learn how to develop a critical understanding of artists work.</li> <li>• They will learn to how to develop their own ideas through investigations into artists work (by using textiles to create a soft sculpture).</li> </ul> <p><u>Observational Skills (A03):</u></p> <ul style="list-style-type: none"> <li>• Students will create observationally accurate studies of pop art works.</li> <li>• Students will create observational drawing of food packaging.</li> <li>• Students will transcribe their designs onto fabric.</li> <li>• Students will use applique to stitch details and lettering.</li> </ul> <p><u>Refining Skills (A02):</u></p> <ul style="list-style-type: none"> <li>• Students will transfer their designs onto coloured felt.</li> <li>• Use back stitching to combine sections of their sculpture.</li> <li>• Use applique to add text and detail.</li> <li>• Stuff and stitch up soft sculptures.</li> </ul> <p><u>Realising intentions (A04):</u></p> <ul style="list-style-type: none"> <li>• Students will realise intentions to create a personal response for the Pop Art unit.</li> <li>• Students will use felt to create an individual soft sculpture based on their own observational drawings.</li> </ul>
<p><b>Term 5/6</b> <u>Surrealism</u></p>	<p><u>Knowledge (A01):</u></p> <ul style="list-style-type: none"> <li>• Students will develop research skills through looking at the work of Hannah Hoch. Students will learn how to develop a critical understanding of artists work.</li> <li>• They will learn to how to develop their own ideas through investigations into artists work (by using collage and acrylic painting).</li> </ul> <p><u>Observational Skills (A03):</u></p>

	<ul style="list-style-type: none"> <li>• Students will create accurate observational studies of surrealist artworks.</li> <li>• Students will use compositional skills to create a surreal collage.</li> <li>• Students will transcribe and render their collage design as an acrylic painting.</li> </ul> <p><u>Refining Skills (A02):</u></p> <ul style="list-style-type: none"> <li>• Students will transcribe collage designs using tracing paper.</li> <li>• Mix their own colours using the double primary colour system.</li> <li>• Render tones with shadows, mid-tones and highlights.</li> </ul> <p><u>Realising intentions (A04):</u></p> <ul style="list-style-type: none"> <li>• Students will realise intentions to create a personal response for the Surrealism unit.</li> <li>• Students will use collage and acrylic painting to create their own surrealism outcome.</li> </ul>
<b>Term 6</b>	The first 5 projects will be spread over the 6 terms. From past experience, this allows us to cover all topics in sufficient depth and achieve final outcomes.



<p><b>Term 1</b></p> <p><u>Photography</u> The Everyday</p> <p><u>Fine Art</u> Natural Forms</p> <p><u>Art Sculpture</u> (3-d design) Natural Forms</p> <p><u>Art Textiles</u> (Textile design) Natural Forms</p>	<p>'The everyday' focuses on students using the world around them as a starting point for photography projects. Students attend a school trip to Brighton in Term 1 to establish a solid working methodology. Students are given task sheets that enable them to meet all the assessment objectives and develop the key manual and digital editing skills required. Students are also taught how to research photographers, analyse their work in their own words and apply this knowledge to create their own original photography work.</p> <p>In Fine Art, students use natural forms as a starting point to develop a skills based portfolio of work. Students work in a variety of media including drawing, painting, photography, ceramics, sculpture, collage, printmaking and textiles. Students are introduced to natural forms artists such as Georgia O'Keefe and are taught how to research the wider Fine Art context. This is an extended project over 4/5 terms.</p> <p>In Sculpture, students use natural forms as a starting point to develop a skills based portfolio of work. Students work in a variety of media including drawing, photography, ceramics, wire modelling, mod-rock, relief collage, cardboard construction, papier-mâché and junk sculpture. Students are introduced to natural forms artists such as Kate Malone and are taught how to research the wider sculpture context. This is an extended project over 4/5 terms.</p> <p>In Art Textiles, students use natural forms as a starting point to develop a skills based portfolio of work. Students use a variety of media including drawing, painting, printmaking, hand and machine sewing, applique, Batik, Beading, Couching, embroidery, felting, weaving and knitting. Students are introduced to Textile artists such as Carolyn Saxby and Angie Lewin and are taught how to research the wider Textiles and Fashion context. Students will complete a cushion or bag as an outcome for this unit. This is an extended project over 4/5 terms.</p>
<p><b>Term 2</b></p> <p><u>Photography</u> The Everyday</p> <p><u>Fine Art</u> Natural Forms</p> <p><u>Art Sculpture</u> (3-d design) Natural Forms</p>	<p>Project Continues. Students create a final piece outcome that concludes their project.</p> <p>Project Continues.</p> <p>Project continues.</p>

<p><u>Art Textiles</u> (Textile design) Natural Forms</p>	<p>Project Continues</p>
<p><b>Term 2/3</b> <u>Photography</u> Close Up</p> <p><u>Fine Art</u> Natural Forms</p> <p><u>Sculpture</u> Natural forms</p> <p><u>Art Textiles</u> Natural Forms</p>	<p>'Close up' is a similarly structured project with clear links between Photographers, contacts and edits. This enables students to cement their understanding of how to structure a creative photography project.</p> <p>Project continues.</p> <p>Project continues.</p> <p>Project continues.</p>
<p><b>Term 3/4</b> <u>Photography</u> Close Up</p> <p><u>Fine Art</u> Natural Forms</p> <p><u>Sculpture</u> Natural forms</p> <p><u>Art Textiles</u> Natural Forms</p>	<p>Project continues.</p> <p>Project Continues. Students create a final piece outcome that concludes their project (usually a canvas or sculpture).</p> <p>Project Continues. Students create a final piece outcome that concludes their project (must be a 3-d outcome).</p> <p>Project continues. Students create a bag or a cushion.</p>
<p><b>Term 5</b> <u>Photography</u> Close Up</p> <p><u>Fine Art</u> 'Messages' (Political Art)</p>	<p>Project Continues. Students create a final piece outcome that concludes their project.</p> <p>At this point, Fine Art students are given the topic of 'Messages' to enable them to develop a more personal and conceptual approach to the development of their work. Students consider a wide range of issues with Street art including FGM, ME2, Extinction rebellion, Brexit etc. Students select their own themes and issues to develop a personal response to street art. Skills development is supported through lessons that develop key skills such as collage, printmaking, stencil design and spray painting. This is an extended project over 5 terms.</p>

<p><u>Sculpture</u> Landmarks Project</p>	<p>At this point, Sculpture students are given the topic of 'Landmarks' to develop a more personalised and independent project based on their own interpretation of landmarks. Students identify landmarks in the local area such as the East Hill lift, Fishing Huts, Hastings Seafront, Old Town or Bexhill's De La Warr Pavillion. Students take their own photographs either as homework or on a school trip. They then use various processes such as pen and ink illustration, printmaking and Photoshop to create designs for 3-d outcomes. Students then begin making maquettes using a variety of 3-d processes including cardboard construction, paper cutting and wire modelling. Students will be given a variety of contextual starting points such as Lubna Chowdharry, David Moreno, Matthew Simmonds and Rachael Whiteread.</p>
<p><u>Art Textiles</u> Texture</p>	<p>At this point, Textiles students are given the topic of Texture to develop a more personalised and independent project based on their own interpretation of texture. Students use a variety of drawing media and printmaking to create observational studies of textures. These studies are then used to make textile samples using felting, applique and embroidery. Students research textile artists and designers such as Alexander McQueen, Louise Watson and Cas Holms.</p>
<p><b>Term 6</b> <u>Photography</u> Fantastic and Strange</p>	<p>In the final term of Year 9, Photography students choose from a range of four themes (scale/distorted portraits/distorted landscapes/strange behaviour) within the overall topic of 'Fantastic and strange'. This gives the students greater autonomy and begins the process of diversification and independent study while still maintaining the benefits of a supportive project structure. Students visit The De La Warr Pavilion, Bexhill seafront and Egerton park to build up a portfolio of contacts to use for their projects. Starting the project in this term also allows students to take photos over the summer while the weather is better.</p>
<p><u>Fine Art</u> Political Art/Street Art</p>	<p>Project Continues.</p>
<p><u>Graphics</u> Landmarks Project</p>	<p>Project Continues.</p>
<p><u>Art textiles</u> Texture</p>	<p>Project Continues.</p>

**Year 10**

**Exam Board: AQA**

**Term 1**

Photography  
Fantastic  
and Strange

Project Continues for those that have decided to continue with Photography as a GCSE.

Fine Art  
'Messages'  
(Political  
Art)

Project Continues for those that have decided to continue with Fine Art as a GCSE.

Sculpture  
Landmarks  
Project

Project Continues for those that have decided to continue with Sculpture as a GCSE.

*In 2021/2022, this will be starting point for this project for all endorsements. This is due to the impact of January school closures and self-isolating students in Term 6 in 2020/2021.*

**Term 2**

Photography  
Fantastic  
and Strange

Project Continues. Students Visit London Bridge, Borough Market, the Tate Gallery and London Southbank to build up a portfolio of contacts to use for their projects.

Fine Art  
'Messages'  
(Political  
Art)

Project Continues.

Sculpture  
Landmarks  
Project

Project continues.

**Term 3**

Photography  
Fantastic  
and Strange

Project Continues. Students create a final piece outcome that concludes their project.

Fine Art  
'Messages'  
(Political  
Art)

Project Continues. Students create a final piece outcome that concludes their project (usually a canvas or sculpture)

Sculpture  
Landmarks  
Project

Project Continues. Students create a final piece outcome that concludes their project (must be 3-d)

**Term 4**

Photography

In term 4/5, Students choose from a selection of 5 topics. Students now have greater independence to create individual projects. The previous three projects

<p>Independent project (Free choice from 5 themes)</p> <p><u>Fine Art</u> Independent project (Free choice from 5 themes)</p> <p><u>Sculpture</u> Independent project (Free choice from 5 themes)</p>	<p>have taught them the technical skills required to meet the assessment objectives and construct a coherent conceptual photography project.</p> <p>In Term 4/5, Students choose from a selection of 5 topics. Students now have greater independence to create individual projects. The previous three projects have taught them the technical skills required to meet the assessment objectives and construct a coherent conceptual Fine Art project.</p> <p>In Term 4/5, Students choose from a selection of 5 topics. Students now have greater independence to create individual projects. The previous three projects have taught them the technical skills required to meet the assessment objectives and construct a coherent conceptual sculpture project.</p>
<p><b>Term 5</b> <u>Photography</u> Independent project (Free choice from 5 themes)</p> <p><u>Fine Art</u> Independent project (Free choice from 5 themes)</p> <p><u>Sculpture</u> Independent project (Free choice from 5 themes)</p>	<p>Project Continues.</p> <p>Project Continues.</p> <p>Project Continues</p>
<p><b>Term 6</b> <u>Photography</u> Independent project (Free choice from 5 themes)</p> <p><u>Fine Art</u> Independent project (Free choice from 5 themes)</p>	<p>Students Visit Rye Harbour to build up a portfolio of contacts to use for their projects.</p> <p>Project Continues.</p>

<p><u>Sculpture</u> Independent project (Free choice from 5 themes)</p>	<p>Project Continues.</p>
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<p style="text-align: center;"><b>Year 11</b></p> <p><b>Exam Board: AQA</b></p>	
<p><b>Term 1</b> <u>Photography</u> Independent project (Free choice from 5 themes)</p> <p><u>Fine Art</u> Independent project (Free choice from 5 themes)</p> <p>Year 11 students in 2021/2022 are completing the Messages Project as their second project. Students completed a 'Details' Project for Project 1. This was due to the impact of C19.</p> <p><u>Sculpture</u> Independent project (Free choice from 5 themes)</p> <p>Not until 2022/2023 (New course)</p>	<p>Students Visit Dungeness to build up a portfolio of contacts to use for their projects.</p> <p>Project Continues.</p> <p>Project Continues.</p>
<p><b>Term 2</b> <u>Photography</u> Independent project (Free choice from 5 themes)</p>	<p>Project Continues. Students create a final piece outcome that concludes their project.</p>

<p><u>Fine Art</u> Independent project (Free choice from 5 themes) <b>Messages in 2021/2022</b></p> <p><u>Sculpture</u> Independent project (Free choice from 5 themes) <b>Not until 2022/2023 (New course)</b></p>	<p>Project Continues. Students create a final piece outcome that concludes their project.</p> <p>Project Continues. Students create a final piece outcome that concludes their project.</p>
<p><b>Term 3</b></p> <p><u>Photography</u> Exam Projects (AQA Exam topics)</p> <p><u>Fine Art</u> Exam Projects (AQA Exam topics)</p> <p><u>Sculpture</u> Exam Projects (AQA Exam topics)</p>	<p>Students begin their exam projects. Exam papers are given to students on 3<sup>rd</sup> January. They then commence choosing and undertaking a practical project from one of the seven themes on the exam paper.</p> <p>Students Visit Hastings Old Town to build up a portfolio of contacts to use for their projects.</p>

	<p>Students begin their exam projects. Exam papers are given to students on 3<sup>rd</sup> January. They then commence choosing and undertaking a practical project from one of the seven themes on the exam paper.</p> <p>Students begin their exam projects. Exam papers are given to students on 3<sup>rd</sup> January. They then commence choosing and undertaking a practical project from one of the seven themes on the exam paper.</p>
<p><b>Term 4</b> <u>Photography</u> Exam Projects (AQA Exam topics)</p> <p><u>Fine Art</u> Exam Projects (AQA Exam topics)</p> <p><u>Sculpture</u> Exam Projects (AQA Exam topics)</p>	<p>Students visit Alexandra Park to build up a portfolio of contacts to use for their projects. The 10 hour controlled assessment period takes place either side of the Easter holiday after which all exam projects are locked away.</p> <p>The 10 hour controlled assessment period takes place either side of the Easter holiday after which all exam projects are locked away.</p> <p>The 10 hour controlled assessment period takes place either side of the Easter holiday after which all exam projects are locked away.</p>
<p><b>Term 5</b> <u>Coursework</u> Completion/Exams</p>	<p>Once Exams are complete, students are given any remaining time to complete outstanding coursework tasks before the final submission of marks at the end of term 5.</p>
<p><b>Term 6</b> <u>Y11 Finished</u></p>	