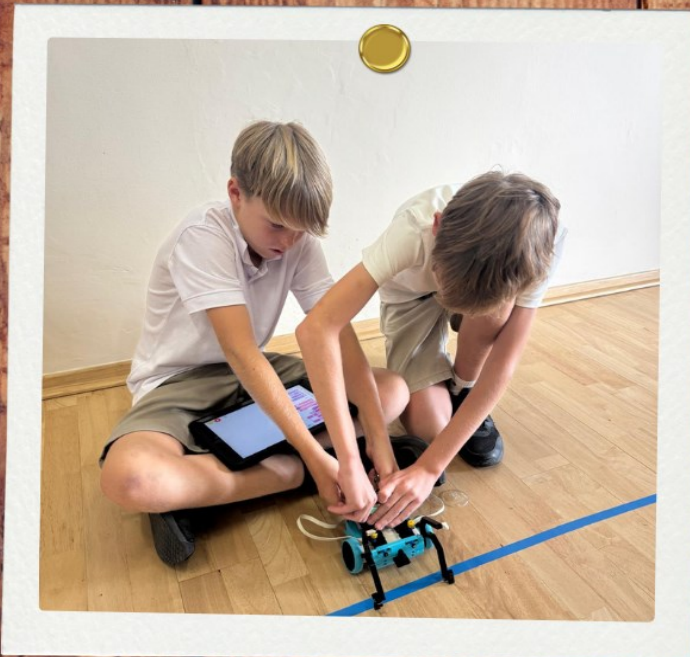


Merry Christmas



The lionheart 2025

www.kingrichardschool.com

Welcome

FROM THE HEADTEACHER



As we draw the Autumn term to a close, I would like to extend a very warm welcome to the 4 SCOTS Regiment and thank them sincerely for the support they have shown our school community. Their involvement has played a significant role in making the transition to Dhekelia such a positive and successful experience for our families, staff, and most importantly our students. We are grateful for the sense of partnership and stability they have brought, and we look forward to strengthening these connections further in the year ahead.

Christmas is a time for reflection and giving, and this edition of our newsletter captures the very best of King Richard School through the lens of our core values: Confidence, Equity, and Curiosity. In this copy of The Lionheart, you will see confident learners who are proud to share their achievements, whether through performances, leadership opportunities, or classroom successes. You will see equity in action through inclusive practices, teamwork, and the way our students support and celebrate one another. Curiosity shines through in the questions our learners ask, the investigations they pursue, and the enthusiasm they bring to learning both inside and beyond the classroom.

These values underpin our school priorities of digitalisation, happiness, and metacognition. This term, students have continued to develop their digital skills, using technology creatively and responsibly to enhance

learning. We as a school have worked hard to hone our own use of technology in terms of our communication and using emerging technologies to give the very best to our students. Our commitment to happiness is reflected in the strong relationships across the school, the care shown for wellbeing, and the joyful moments captured in events, trips, and everyday school life. Metacognition, or thinking about how we learn has been embedded through reflection, goal-setting, and opportunities for pupils to take ownership of their progress. Together, these priorities ensure that our learners are not only achieving academically but also growing as thoughtful, resilient individuals.

I feel incredibly fortunate to work alongside such a dedicated and talented staff team. Our teachers and support staff go above and beyond every day to provide the very best learning experiences in a supportive environment. Their professionalism, creativity, and care make King Richard School a truly special place. I am equally proud of our wonderful students, whose kindness, enthusiasm, and determination continue to inspire us, and of our supportive wider community, whose encouragement and partnership make such a difference.

I would also like to remind families to stay connected with us by visiting and following our school Facebook page, where we regularly share news, celebrations, and updates from across the school.

As the festive season begins, I wish everyone a safe, happy, and restful period spent with your nearest and dearest. May it be a time filled with warmth, laughter, and precious moments together. We look forward to welcoming everyone back refreshed and ready to learn on Tuesday 6th January.



SMSC-RE

SMSC:

We have had a busy term in our SMSC lessons, covering Citizenship themed topics to Careers. Our Sixth Form students have also been exploring all things “Careers” and even had the opportunity to interview staff members for a range of job opportunities in preparation for the Careers trip to Manchester in 2026.

We also acknowledged “Anti-Bullying Week” and created our own anti-bullying campaign to be used across the school.



RE:

We have been exploring a range of topics in our RE lessons; from what it means to be non-religious to Crime and Punishment. Our year 7s have applied philosophical thinking to big questions and have been working on their own versions of Plato’s Cave. Classes have allowed students to ask challenging questions and reflect on some of the bigger issues across the world.



Big splash at the KRS Swimming Gala 2025!



On Friday 3rd October we held the whole school Swimming Gala. It was a fantastic event that produced some outstanding individual performances. The number of participants was a wonderful spectacle; KS3 were excellent as always, but the KS4 students absolutely 'nailed it' this year.



The scores remained close throughout the competition, but in the end, POSEIDON were the overall HOUSE WINNERS. Well done to all the participants and a huge thank you to the Sixth Form and staff for their help and support.



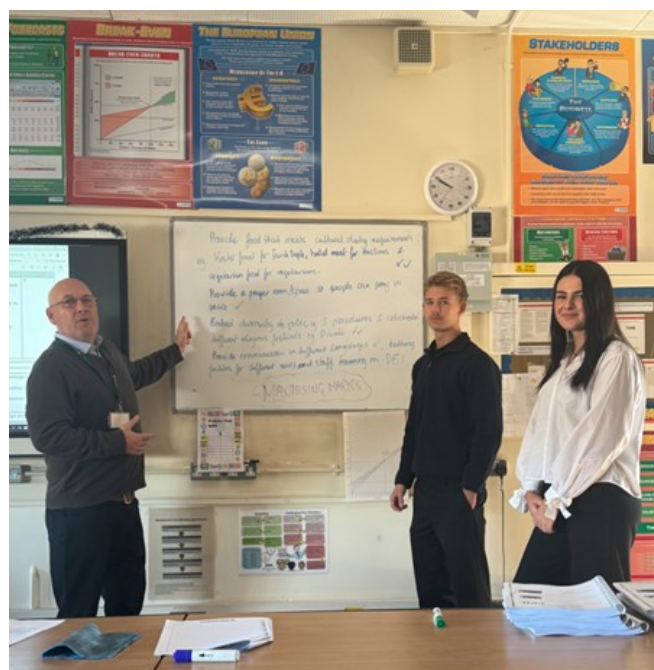
BTEC Health & Social Care and BTEC Business

The Autumn Term has flown by and in both subjects the students have been working hard on the Pearson Edexcel.

BTEC Business:

The Year 11s are almost through Theme 2: Building a Business, and are in the middle of Mocks, while Y10 students have made fantastic headway in Unit 1: Investigating Small Business. They have, just this week been looking at Break-Even Charts and learning Business Formulae.

Year 12 are working on Unit 1 Exploring Business assignments, to be completed by the middle of January. At present we are focusing on understanding the relationship between supply, demand and price. Year 13 are revising hard for the Business Finance Exam in January.



BTEC Health and Social Care:

Year 10 have just completed Component 1: Human Lifespan Development coursework, and have begun the 4 class-based tasks, set by Pearson Edexcel, which will be completed by the end of January.

Year 11 have just completed the 5 class-based tasks, set by Pearson Edexcel, for Component 2: Health and Social Care Services and Values, with the work completed demonstrating a super understanding by the students and have been submitted.

Year 12 Students are currently undertaking weekly mocks in the build up to their Unit 1: Human Lifespan Development Exam in January that will account for 25% of their final grade.

Year 13 Students are currently undertaking weekly mocks in the build up to their Unit 2: Working in Health and Social Care Exam in January, that will account for 33% of their final grade. In preparation we have been recapping on the skills required to work successfully in health and social care roles, including demonstrating the legal requirement of a "Duty of Care".

Year 12 and 13 Students, as seen above, have been focusing on exam technique and maximising their scoring in the 8 point questions.



RAF STEM Team Returns to KRS!

This week, we were thrilled to welcome back the RAF STEM team! Our Year 7, 8, and 9 students had an absolute blast building and programming LEGO robots. The challenge? To design vehicles capable of navigating a simulated natural disaster zone!

The students worked incredibly hard, problem-solving and collaborating to create robots that could handle the terrain and complete their missions. The highlight of each session was the race to see which robot could reach the "danger zone" and return the quickest! The competition was fierce, and the creativity on display was truly impressive.

A massive thank you to the RAF STEM team for providing such an engaging and educational experience. It's fantastic to see our students getting hands-on with technology and exploring the exciting world of STEM!



Climate Club

Students from the STEM Climate Club have been actively involved in excavating turtle nests alongside local conservation experts, gaining hands-on experience in wildlife protection. Through this work, they are learning about the life cycles of sea turtles, the challenges they face, and the importance of habitat conservation. By collecting and analysing data from the nests, such as hatching success rates and environmental conditions, the students are deepening their scientific understanding and contributing to broader conservation efforts. This knowledge empowers them to educate others in their communities, raising awareness and inspiring action for environmental sustainability.



STEM Climate Club carried out our second turtle nest excavation, and while we learned so much, we were also met with a heartbreaking reminder of why our work matters.

One of the turtles we discovered had tragically suffocated, most likely after mistaking a plastic bag for a jellyfish — a sobering example of how plastic pollution continues to harm marine life. Despite the sadness, this experience deepened our understanding and strengthened our resolve to protect these incredible creatures and our oceans.

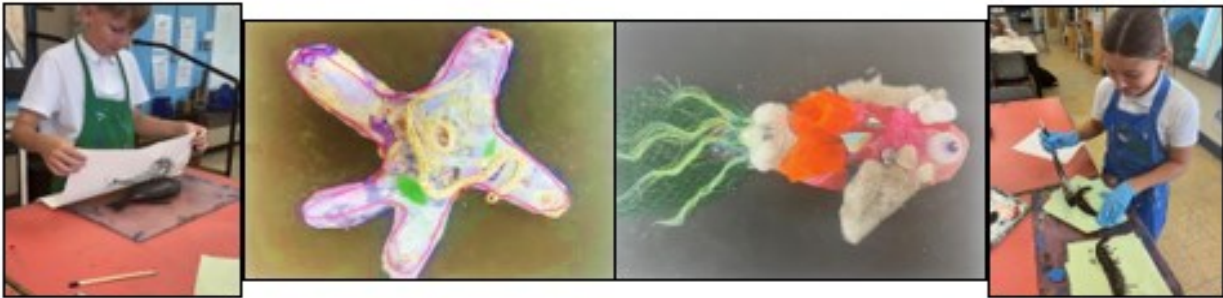
A huge thank you to Roj Moore for sharing his time, knowledge, and expertise — your guidance helped our students gain invaluable hands-on experience and awareness.

Let's all do our part: reduce single-use plastics and keep our beaches clean. Every small action makes a difference.



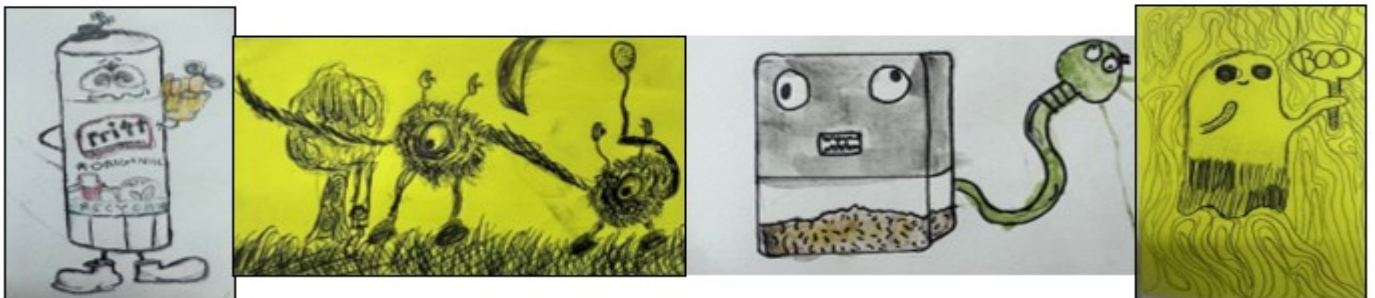
ART

This term has been a period of exploration, creativity and skill building. Year 7 'Washed Ashore' project, started with observational drawing of shells, collage techniques inspired by artist Peter Clark to produced intricate fish. The traditional Gyotaku Japanese fish printing technique inspired curiosity, followed by students discovering mixed media using recycled materials that reflect the intricate work by Sue Perkins. Their final outcomes fuse both artists styles whilst capturing the beauty and detail of their relief sea creature.



Year

Year 8 have been learning about illustration and two very contrasting artists styles. John Burgerman's colourful anthropomorphic characters and Jon Kenn Mortesens gothic dark monsters. to conclude the project a tunnel book illustration has been created using a mixture of drawing styles to reflect the students' ideas.



Year 9 are currently finishing their animal/human hybrid portraits. Students have been inspired by the vintage collage technique of artist Katie MacCann and the paint technique by Charlotte Caron to embed these skills and techniques into their own outcomes.



GCSE/A level students have had the opportunity to work alongside a local talented artist Pascalis Anastasi. Pascalis shared valuable insights into composition and creative process, inspiring everyone to see the landscape through an artist's eye. The work produced will be used within the first unit of coursework.

Y11 are busy working on finalising their two coursework units before they venture into the exam series which begins January, we wish them all the best!



HISTORY



The term has finished with a group project in which students have to find an imaginative way to educate the class about a particular battle from the Civil War.

Year 9 have been investigating World War 1. They started the year by studying an array of factors that caused the war, and explained which factor was the most significant, and how the factors link together that ultimately led to war. The students have studied the horrors of trench warfare, and many have been able to identify ancestors that fought in the Great War. In recent weeks, we have had a class debate as to whether it is fair to call Haig the 'Butcher of the Somme'. Each student had to choose whether to defend or prosecute Haig, which has resulted in some articulate and well considered arguments, that has helped to improve their oratory skills.

GCSE

Students began the course by studying Germany after WWI, and how it coped with a new democratic government, crippling war debts and an international treaty to punish them. The students explored how the country quickly collapsed into the chaos of revolutions and hyperinflation. Students had the opportunity to record radio news broadcasts that emphasised the problems at the time. Students then studied how Germany was able to improve their plight, and many of the students wrote entertaining cabaret songs celebrating Germany in this period. However, the students are now investigating how Hitler dismantled the democratic system in order to create his dictatorship.

Year 7 have made a fantastic start to History at King Richard School. They have been studying the Ancient Greek World. The year started with our students undertaking a research project about the 7 Wonders of the World and producing models to explain how and why the buildings were constructed. The term has culminated in the Year 7s investigating how the Ancient Greeks have used mathematics and science to understand their world, and how skills such as geometry, displacement and forces are still used today.

Year 8 have been studying early modern history. They started the year learning about the Guy Fawkes plot, but rather than why he tried to blow up parliament, rather the intrigues as to whether he was framed. In recent lessons, they have re-enacted the causes of the English Civil War, and analysed how political, religious, social and economic factors are often the catalysts for war. This culminated in a heated debate trying to ascertain which factor was the most significant.



'Epi Races' Cross Country Competition -



The annual 'Epi races' took place on Monday 24th November at Happy Valley, Episkopi. It was a 2.6km course, starting and finishing on the rugby field next to the athletics track. We had a range of students from Y7 to Y9, the majority being Y7.

We were up against some strong opposition, securing second place overall as a team. All participants tried their very best and relayed a commendable attitude towards the event. They displayed excellent core values and were a credit to the school.

Fantastic effort...huge well done to everyone!



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SCHOOL



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Biology

Introduction:

My name is Dan Shephard, and it has been a genuine pleasure to join King Richard School this year. I previously taught in a large, rural 11–19 school and Sixth Form College, where I served as Learning Leader in Biology. It is with great enthusiasm that I bring the knowledge and experience gained in that role to my teaching of Science at GCSE and Biology at A Level here at KRS. The welcome I have received from staff, students, and the wider community has been outstanding, and I am grateful for how warmly I have been supported as I settle in. I have thoroughly enjoyed learning from the expertise already within the department and look forward to contributing positively to our students' continued success.

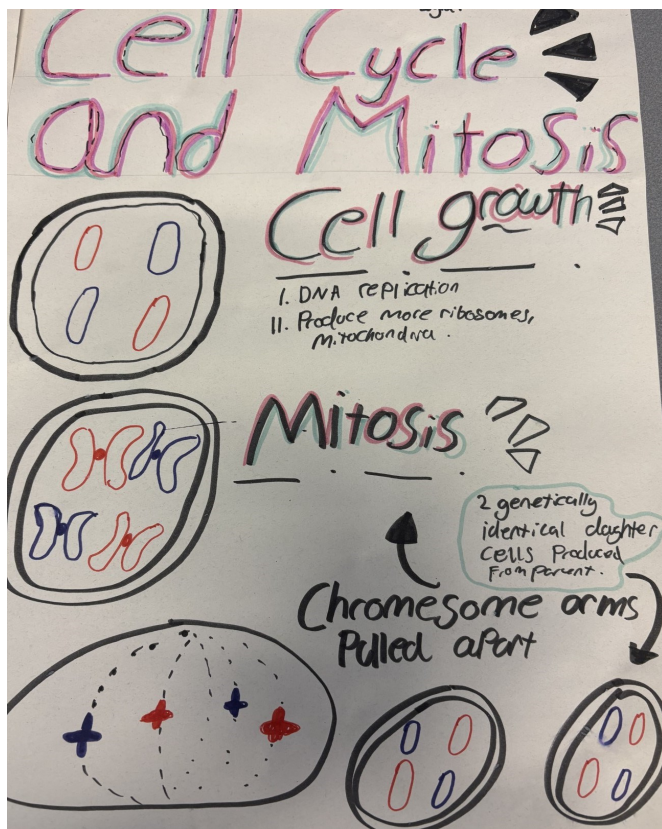
Year 7 – KS3 AQA Science

Our Year 7 students have made an excellent start to their science journey by following the KS3 AQA Science curriculum. They have been developing their foundational knowledge and scientific enquiry skills through a mixture of practical investigations and theory-based lessons. Their enthusiasm has been fantastic, and we look forward to building on these strong foundations as the year progresses.



Year 9 – Transition to GCSE Content

Year 9 students have begun engaging with the first units of the AQA GCSE Sciences, covering Biology 1 Topic 1, Chemistry 1 Topic 1, and Physics 1 Topic 1. They have also been completing the relevant required practicals, helping them gain familiarity with GCSE-level experimental methods. This early exposure is designed to build confidence and secure key skills as they make the transition from KS3 to KS4.



Year 10 – AQA Trilogy & Separate Biology

Our Year 10 Biologists have successfully completed the Cell Biology and Infection and Response units as part of the AQA Trilogy & Separate specification(s). After Christmas, they will continue with the remaining Biology 1 content, covering the Organisation and Bioenergetics topics. Students will also sit a mock exam, with dates to be confirmed for the summer term. Their effort and maturity this term have been excellent, putting them in a strong position for continued success.



Biology

Year 11 – Preparation for GCSE Success

Year 11 have been incredibly hardworking and focused. They have now completed the Homeostasis topic and begun the Inheritance unit from Biology 2. Since September, students have been preparing thoroughly for their mock exam, revising Biology 1 content through homework tasks, independent study, and targeted revision activities. Only two topics remain before we begin a structured period of exam preparation leading into their final summer GCSE exams. Their commitment is clear, and we are very proud of their progress.

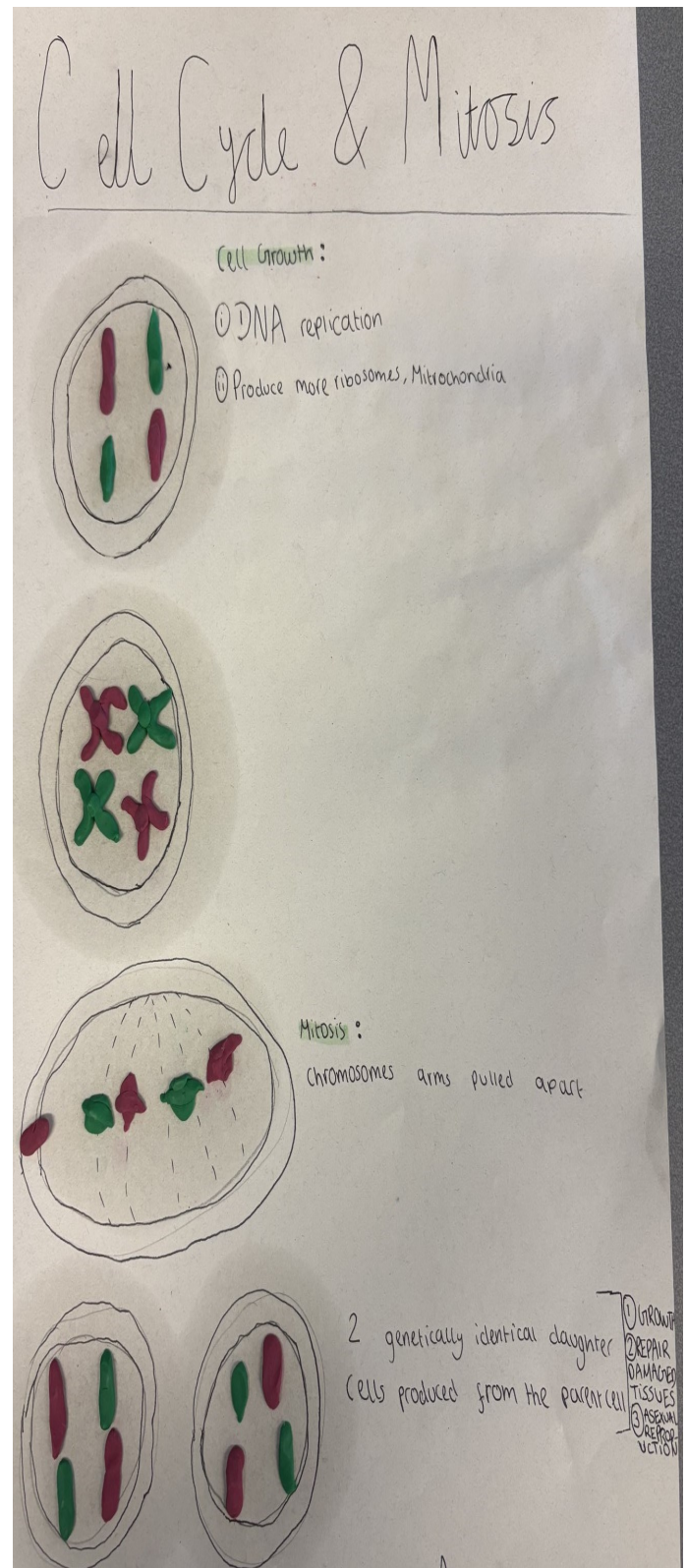
Year 12 – Developing Advanced Scientific Skills

Year 12 students have shown impressive commitment to their A-level studies. They are demonstrating growing confidence in both their theoretical understanding and their practical skills, particularly through the completion of their Core Practicals. Their ability to apply knowledge to unfamiliar or novel contexts is developing rapidly, reflecting strong engagement with the demands of post-16 science.

Year 13 – Preparing for Final A-Level Assessments

Our Year 13 scientists are continuing to excel. Their grasp of advanced content and their proficiency in Core Practical techniques are evident in lessons and assessments. Students are now applying their knowledge with greater independence and confidence as they prepare for their final examinations. Their

maturity and focus set a strong example for the school community, and we look forward to celebrating their achievements later in the year.



Maths Buddy Support

Our maths intervention programme, led by dedicated Sixth Form students, is designed to boost confidence and improve understanding in maths for younger pupils. Through weekly sessions, Sixth Formers provide tailored support in a relaxed and friendly environment, helping students tackle tricky topics, build essential skills, and develop a more positive attitude towards maths. The initiative not only strengthens academic progress but also fosters a supportive school community where older students act as mentors and role models



Food Preparation and Nutrition

Year 7

Year 7 have just completed their first unit – Skills in Food. They have learnt about food safety and hygiene, tools and equipment and sensory analysis. Dishes they have cooked are couscous salad, spicy chicken stir fry, cheesecake and pizza rolls.



Year 8

Year 8 have been working with Mrs Floyd on a unit called Bread and Cheese. They have made a range of recipes from a basic bread recipe, including bread rolls, pizza and cinnamon rolls. Yum!

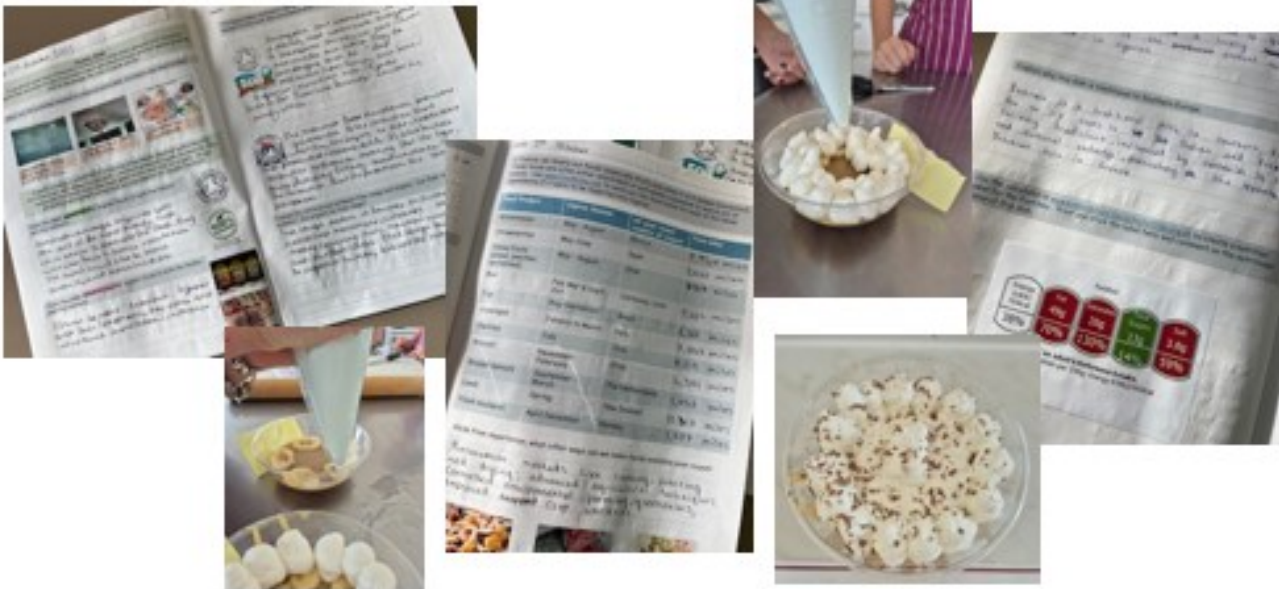
They also visited Frenaros Flour Mill to see how wheat is processed into flour.



Food Preparation and Nutrition

Year 9

Year 9 have been learning about sustainability of food including Fairtrade, organic farming, free range and food miles. They have made a selection of dishes which illustrate these concepts including banoffee pie, pastitsio and chicken and mushroom crepes.



Year 10



Croque Madame

– demonstrating food science processes of dextrinization, denaturation, coagulation and gelatinisation.



Breaded chicken, potato wedges and mayonnaise



– demonstrating food science processes of emulsification, denaturation and coagulation.



Take every opportunity that a teacher gives you...



Public speaking is something that everybody fears, and I'm no exception. It's scary, nerve wracking, and it rarely gets much easier; but it can also take you so much further than you could ever imagine if you can build the courage to step out of your comfort zone. Two years ago, my GCSE history class was completely captivated by the UK general election and we had the opportunity to create our own KRS Mock Election where each of us represented a different political party and held hustings events, debates and even some propaganda to promote our party. It involved giving a speech in assembly in front of the school, paired with posters and banners around the school. That speech was my first time ever really doing any public speaking and I was extremely nervous and I didn't think I would be able to do it. But nevertheless, the assembly rolled around and with shaky hands and a trembling voice, I gave my speech alongside my (equally as anxious) classmates. The feeling afterwards was a feeling of accomplishment that completely inspired me to keep pushing myself out of my comfort zone, and at that moment I had no idea that two years later I would've taken the opportunity to speak in the House of Commons.

In early October, the Sixth Form was given an opportunity to go to London and participate in a Youth Parliament event that involved a debate around 5 different topics, giving opinions on each matter. At first, I thought this was way out of my depth and I immediately shut the door to the opportunity. However, with some much needed encouragement and support from my parents I changed my mind and decided to take the jump. I then had a month of preparation and anticipation ahead of me, which actually felt like two minutes! I spent the time writing speeches for each of the 5 topics and also participated in a few zoom meetings with fellow Members of Youth Parliament which really helped me set out my ideas and plan for the event. About 2 weeks before the adventure, I was given the opportunity to write a 2 minute speech for Remembrance Day, honouring the 80th anniversary of World War II and also giving a perspective from an Armed Forces child. I was delighted to take the offer and made sure to incorporate the viewpoint of someone who grew up on a military base into the speech.



you never know, you could end up speaking in the UK Parliament!



Before I knew it, the day had come and I was on the plane to London. To say I was excited would be an understatement - I was absolutely thrilled and it's no surprise that I had trouble sleeping that night! In the morning, we made our way down to the Houses of Parliament and began spotting other excited young people around. Eventually, it was our time to go in and we were escorted into Westminster hall (definitely the grandest hall I've ever been in!). As we stood in the hall, we first had the privilege of meeting Sir Lindsay Hoyle, and then we were even shown into his home which was absolutely magnificent! Even before entering the chamber, the day had been so special and we felt so fortunate to have been given these opportunities. Then came 10:00, and we were taken straight from Mr Speaker's dining room to the House of Commons which was breathtaking from the moment we walked in. As we took our seats, we excitedly watched everyone fill this historic room with chatter echoing through the Chamber.

The event started with a collection of Remembrance speeches (including ours) and then soon moved on to the 5 debate topics, one being crime which I had the privilege of speaking about. Five hours goes by quickly when you're filled with adrenaline and excitement, so at 16:00 we were led out of the Houses of Parliament and back to Covent Garden for some well earned sight-seeing. This experience has been inspiring, exhilarating, and wonderfully intense and I couldn't be more grateful to have had the opportunity to go on this adventure. It has taught me to take every opportunity I'm given no matter how scared or nervous I am, and it has reminded me that nerves will only last a few minutes while the memories will last a lifetime.

Erin, Year 12



English



On Tuesday 9th December Year 9 were treated to an Oracy Workshop by DCS Oracy Lead, Paul Simpson. The session was based around their recent study of William Golding's novel, *Lord of the Flies*.

Students were guided through a number of tasks discussing and debating the moral issues in the text. They were invited to practise using their voices to clearly express their points of view, as well as being encouraged to challenge each other in a sophisticated and academic way. There was also the opportunity to use empathy skills in 'becoming' certain characters from the text and answering questions from their peers 'in role'.

This was a great opportunity for students to be supported in finding their voices - we look forward to more oracy activities in the future!



The UK Bebras Computing Challenge



We were thrilled to announce an exciting opportunity for all our Computing students last term: the UK Bebras Computational Thinking Challenge!

What was the Bebras Challenge? The Bebras Challenge was an engaging, online competition designed to introduce students to the core concepts of computational thinking. It focused on problem-solving, logic, and creativity – essential skills for success in computing and beyond. Participants tackled a variety of fun, interactive tasks that tested their computational thinking abilities, with no prior coding experience required.

Who participated? This challenge was open to all Key Stage 3 and Key Stage 4/5 Computing students. Whether they were already coding enthusiasts or new to the world of computing, there were challenges suitable for everyone.

When did it take place? The UK Bebras Challenge ran from November 10th to November 21st, 2024.

Why participate?

Fun and Engaging: The tasks were crafted to be both enjoyable and intellectually stimulating.

Develop Essential Skills: Students significantly enhanced their problem-solving, logical reasoning, and computational thinking capabilities.

Boost Confidence: Successfully navigating the challenges offered a great sense of achievement.

Enhance Profiles: Participation was a valuable addition to their CVs or personal statements, demonstrating their interest and aptitude in computing.

How did students get involved? All Key Stage 3 students automatically participated during their regular Computing lessons. Similarly, KS 4/5 students who had opted for Computing as a subject were already signed up. For any other students eager to take part, they contacted Mr. Lau to receive a login. They completed the challenge in their own time or during homework club.

Now, the anticipation is building! Students are eagerly awaiting their results to see how they compared against the rest of the UK schools. The results are expected to be released before the Christmas break. Fingers crossed for everyone!



HALLOWEEN

Students at KRS celebrated the end of the first half-term with a Halloween theme party organised by Madame Meura. There were many fantastic costumes from staff and students alike!



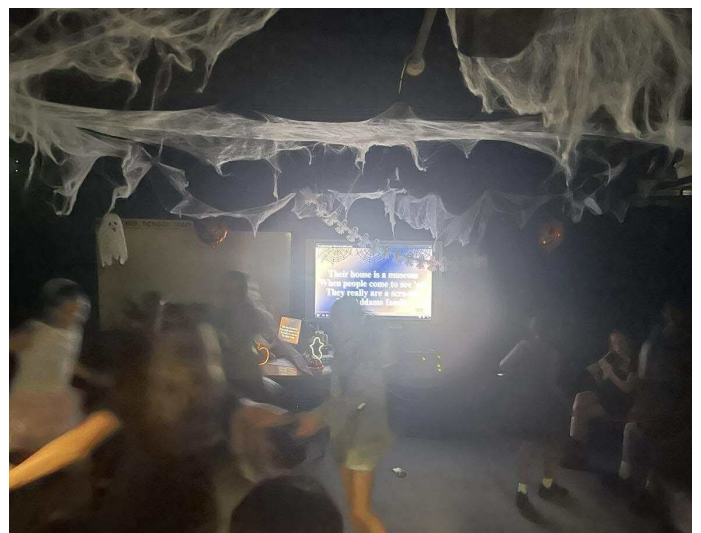
Special thanks to Mrs Graham and Mrs Ferris for helping decorating (and un-decorating) the drama studio! It looked spooktacular!



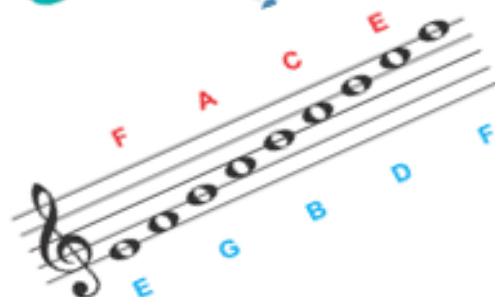
Every year group was able to enjoy slices of pizza, sweets and spooky games such as Apple Bobbing, a Zombie quiz, a Mummy wrapping contest and creepy crawler obstacle course. Lots of Epraise points were won and it was clear to see that students had a lot of fun too!



Mr G-C and Mr Lau helped hosting the karaoke and many students showed their best move on the dance floor.



MUSIC



Our Year 7 started the year learning the foundation of music, the musical elements, using the acronym **MADTSHIRT**.

The students can now describe music more accurately using this musical knowledge.

After the half term we have started to learn to both read and write **music notation** to play songs using the keyboard. We learned a song to identify the placement of the note C, helping us to find all the other notes on the keyboard.

Year 8 started the term with **Hooks and Riffs**, learning ostinatos (repeating musical patterns) using famous riffs from Queen and Bolero (made famous by Torvill and Dean's ice-skating Olympic Gold medal winning routine).



After half term it was all about **Reggae**. We studied the development of Reggae from Ska, Mento and Rock Steady, identifying the well-known rhythmic features we recognise as Reggae today. We read about Bob Marley and how his Rastafarian beliefs were shared through his music.



Our GCSE have had a tough term, with Year 11 finishing the year with their GCSE Mock exams. Alongside revision, they have completed compositions and rehearsed for the performance elements of their final exam.

In Year 10, we have gone back to basics with the musical elements (using MADTSHIRT) to evaluate music from different genres. We have started to experiment with music software to compose our own music.

In Year 9, we started the year looking at how **Dance Music** has developed over time. We enjoyed learning the 3/4 timing for the Waltz by dancing with a partner, the steady beat of the American Line Dance all the way through to Techno Dance. We were able to use computer software (Band lab for Education) to create our own Dance Tracks.

After half term, we have moved our focus to **film music**. We have listened to many film tracks to identify how the music affects how we feel about the action on screen. We have added to our musical vocabulary with Diegetic, Non-Diegetic and Leitmotif making the ever-growing list!



SPANISH

Year 7 Mi vida (My life)

This term students have been learning how to introduce themselves in Spanish and how to have a conversation using basic greetings and personal information. Students have learned techniques on how to learn, apply and retain new vocabulary. They have expressed themselves through songs, poems and even tongue twisters! Students are now moving on to develop sentences and create paragraphs, using connectives, and to become independent learners. ¡estupendo!

Year 8 ¡Nos fuimos de vacaciones! (We went on holiday!)

This term, our Year 8 linguists have been packing their virtual suitcases and jetting off to explore the exciting topic of Holidays. It has been a busy and productive term, with a major focus on expanding our ability to speak about events that have already happened. Students started the term by building a rich vocabulary bank to describe their ideal trips. We moved beyond simple lists and learned how to describe:

Countries and Cities: discussing where we went, from España to los Estados Unidos.

Transport: debating the pros and cons of traveling by plane (en avión), boat (en barco), or train (en tren).

Accommodation: describing where we stayed, whether it was a luxury hotel, a campsite, or a youth hostel.

The biggest achievement for Year 8 this term has been mastering a brand-new time frame: The Preterite (Past) Tense. Moving from talking about what we do usually to what we did last summer is a significant jump in language learning. ¡Buen trabajo, chicos!

Year 9 Spanish: Mi Vida Digital (My Digital Life)

In a world where we are all constantly connected, our Year 9 students have been mastering the language to describe their digital world. This term, we have been studying the topic “Mi vida digital”,



covering everything from social media habits to the pros and cons of the internet.

However, this term hasn't just been about learning lists of apps; the students have also tackled applying three time frames together with increasing success. Manipulating three tenses is a high-level skill. It requires students to think critically about grammar rules and verb endings in real-time. Mastering this now sets them up perfectly for the transition into GCSE, where using multiple time frames is essential for higher grades.

Students can now confidently discuss their online habits in Spanish. They have explored vocabulary related to:

Activities: Descargar música (downloading music), subir fotos (uploading photos), and chatear (chatting).

Opinions: Debating whether technology is útil (useful), adictiva (addictive), or peligrosa (dangerous).

Frequency: explaining how often they use different devices.

! ¡Muy bien hecho!

Year 10 Spanish: La Vida Sana (Healthy living)

This term, our Year 10 students have been tackling one of the most vital modules of the GCSE course: Health and Wellbeing (La salud y el bienestar). While discussing diet and exercise is essential, the linguistic focus this term has been on precision. Specifically, students have been learning to apply the Imperfect Tense accurately to describe their past habits.



SPANISH

At GCSE level, accuracy with the Imperfect tense is crucial. Confusing "I ate" (Preterite) with "I was eating" or "I used to eat" (Imperfect) can change the meaning of a sentence entirely. We have been impressed by the attention to detail Year 10 has shown in mastering these subtle differences.

Students are also busy comparing tenses and becoming more independent from relying on grammar mats. ¡Buen esfuerzo, Year 10! Keep up the hard work towards your GCSEs.

Year 11 Spanish: Pioneering the "New Style" GCSE

This is a crucial year for our Year 11 linguists. As you may be aware, this cohort will be the first to sit the brand-new Edexcel GCSE Spanish specification. This term, our focus has shifted from general language learning to targeted exam preparation. We have been equipping students with the specific strategies needed to tackle the new exam format, which places a stronger emphasis on vocabulary knowledge, phonics, and clear communication.

While learning new exam techniques across the four skill areas, we have been revisiting and deepening our knowledge of the core themes:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future

Travel and tourism

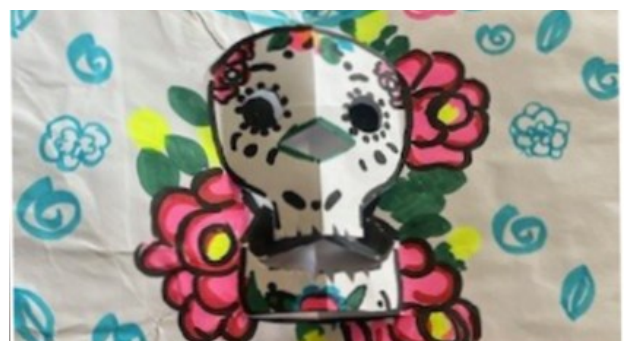
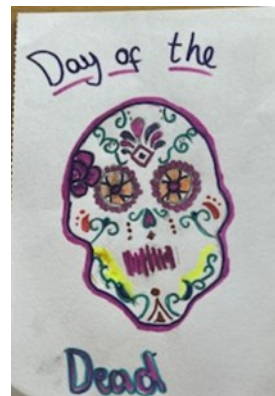
At home: The new exam is very vocabulary-driven.

Flashcards are King: Encourage your child to test themselves on the "Edexcel High Frequency" word list for 10 minutes a day.

Read Aloud: Ask your child to read a paragraph of Spanish out loud to you. Even if you don't speak the language, you can ask them: "Did that feel fluent? Did you stumble?"

¡Ánimo, Year 11! (Keep it up!)

The Spanish curriculum this term has been supplemented by competitions such as "European Day of Languages" and "Day of the Dead" to enrich cultural understanding alongside language acquisition and development.





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