



All Saints'
Academy
Cheltenham

Year 8

Cycle 2

Curriculum Organiser

Name : _____

Tutor : _____

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All Saints' Academy Home School Agreement – 2024/25

All Saints' Academy recognises that the successful development of its students depends on an effective partnership of the Academy, students and parents/carers.

All three parties share responsibility for the development and achievement of each student. Together we commit ourselves to the following:

The Academy will:	Parents/Carers will:	Students will:
<ul style="list-style-type: none"> • Provide a learning environment that is stimulating, safe and caring. • Treat everyone with respect. • Ensure that each student has the opportunities, <u>support</u> and guidance to achieve their full potential. • Report regularly on each student's progress. • Expect high standards, set clear rules, promote <u>mutual respect</u> and develop a sense of responsibility. • Keep parents informed about Academy matters, be welcoming to enquiries and responsive to concerns. • Set homework in line with the published timetable, and give feedback on tasks completed. • Record and reward good progress and performance. • Offer enrichment activities that will develop broader skills to prepare for life and the world of work. 	<ul style="list-style-type: none"> • Make sure their child attends in correct uniform, arrives on time and is properly equipped. • Encourage their child to work hard and support them in their homework. • Attend consultation evenings and discussions about their child's progress. • Support the Academy's policies and guidelines as published on the Academy website. • Allow their child to attend off-site visits during the day. • Agree to the sanctions system as set out in the Academy Ready to Learn Policy. • Ensure their child attends every day and that time out of school is not taken or requested, unless for an urgent reason. • Inform staff, if they have concerns about their child's <u>progress</u>, <u>well-being</u> or any other issues. • Encourage their child to participate in the enrichment opportunities offered by the Academy. 	<ul style="list-style-type: none"> • Be an ambassador for All Saints' Academy. • Work hard in class and at home to achieve their full potential. • Treat others as they would wish to be treated and live out the Academy values. • Attend the Academy in correct uniform, be on time and properly equipped. • Keep the Academy rules, behave responsibly and be polite to others in the Academy, and in the wider community. • Follow the Ready to Learn Policy, completing any sanctions set and striving to achieve rewards each week. • Understand that any misbehaviour in the community whether in uniform or not, will be treated as if the incident happened in the Academy. • Take part in enrichment activities offered by the Academy. • Care for the environment in and outside the Academy.

Signed by Form Tutor	Signed by Parent/Carer	Signed by Student
.....

*'Where every member of our extended family realises their God-given potential, inspired by John 10:10.
Jesus said 'I have come so you may have life in all its fullness'*

Independent homework timetable

Subject	Week 1 day	Week 2 day
English		
Maths		
Science		
Art		
Computing		
Performing Arts		
Design Technology		
Geography		
History		
Modern Foreign Languages		
Physical Education		
Religion and Ethics		

Why study?

All students study because they value opportunities to learn and improve.

All students understand that in order to make excellent progress towards bright futures, they need to take responsibility for their own success and study at home as well as at the Academy.

We want you to have the very best opportunities available to you when you leave the Academy. Achieving excellent exam results in Year 11 and Year 13 is one way to help you to do that.

To gain excellent exam results in Year 11 and Year 13, you need to work hard in school every single lesson, every day in Year 7, 8, 9, 10 and 11. If you are in the Academy every day for 5 years you will have 4,750 hours of study time.

We want to make it as easy as possible for you to complete your study away from the Academy. Completing one hour of study per evening at home adds up to an extra 950 hours over your five years with us – which is like having an extra year of learning.

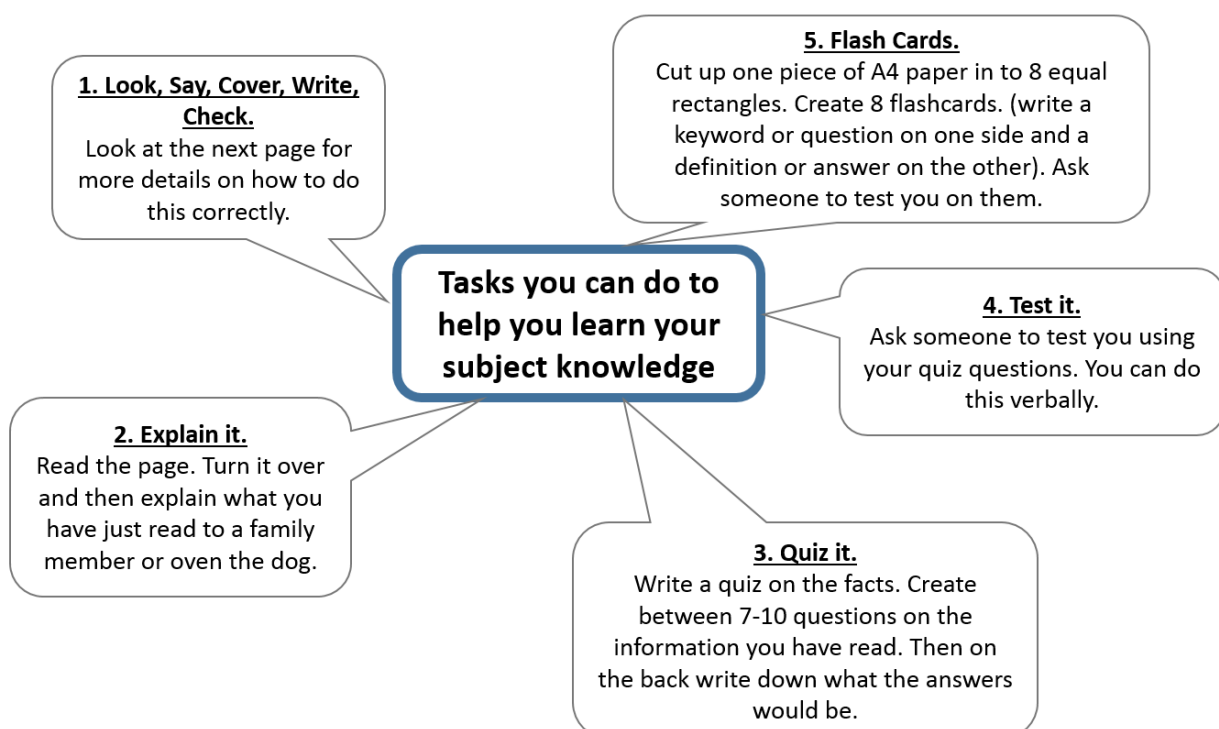
When and what should I study?

You should complete your Independent homework timetable on page 3, so that you know when to study.

Year 7, 8 and 9 should be completing one hour of homework each evening.

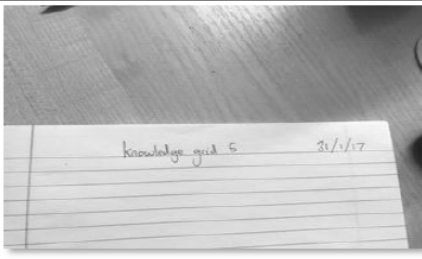
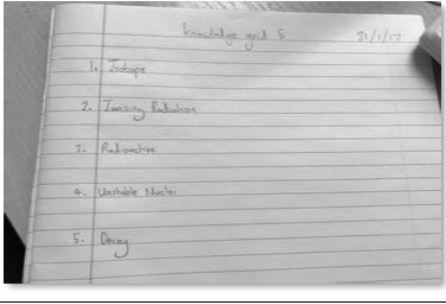



Year 10 and 11 should be completing two hours of homework each evening.

How should I use my Curriculum Organiser to study?



How should I use my Curriculum Organiser to study?

Look, Say, Cover, Write, Check

Step 1		1) Write the date and the title from the knowledge organiser. Underline them.
Step 2		2) Write out the keywords you have been asked to learn, leaving two lines between each word.
Step 3		3) Cover the definitions apart from the first: read it, cover it, say it in your head, check it until you are confident with it. Repeat this process with the other words and take your time.
Step 4		4) Cover up each definition in turn and write them out from memory. Avoid cheating as you need to know how much you can remember. Don't expect yourself to get it exactly right first time.
Step 5		5) Correct your answers in green pen. Repeat the process.

SPAG: Spelling, Punctuation and Grammar

Punctuation			Grammar rules	Homophones
<u>Sentence demarcation:</u>			<u>Sentence construction:</u> All sentences need a subject, verb and an object.	Their- belonging to them. There- a position or place. They're- contraction for they are.
Symbol	Name	Use	<u>Tense:</u> Past- Was/ Were Present- Is/Am Future- Will	Witch- a person with magic powers. Which- a question word.
A, N	Capital letters	To start a sentence.	<u>Singular and Plural:</u> I was... We/ they were....	Were- past tense of was. We're- contraction for we are.
.	Full stop	To show a point/ idea is finished.	<u>Capital Letter Rules:</u> Start to a sentence. Proper nouns. Titles of books, films etc. Days of the week. Months of the year. Religious deities. I/ I'm/ I'd/ I've. Historical periods/events.	Its- belonging to something. It's- contraction for it is.
!	Exclamation mark	To illustrate heightened emotions, either positive or negative		Toe- a part of the body. Tow- to pull something along.
?	Question mark	To illustrate a question is being asked.		Hole- a hollow place in a solid body. Whole- all of something.
...	Ellipsis	To build tension at the end of sentence or to leave a sentence unfinished for effect.		
<u>In sentence punctuation:</u>				
Symbol	Name	Use		
,	Comma	Following an adverb or connective which starts a sentence or to join a subordinate and main clause together.		
“ “	Speech marks	To indicate the start and end of direct speech.		
()	Brackets	To put additional information into a sentence.		
'	Apostrophe	To show a contraction (joining of two words) or omission (taking out of a letter).		
<u>Ambitious punctuation:</u>				
Symbol	Name	Use		
:	Colon	To show the start of a list or to show important information.		
;	Semi colon	To separate long items in a list or to join to simple sentences that are linked by meaning.		

	Year 7			Year 8			Year 9		
	Knowledge and skills	Enrichment	Cross-Curricular	Knowledge and skills	Enrichment	Cross-curricular	Knowledge and skills	Enrichment	Cross-curricular
Cycle 1	Creative Choices Creative/ descriptive Writing Genre analysis Assessment: Mid- Write a poem and present to the class. End- Write a story based on a picture. Careers: Author/Poet	AR Launch Creative Writing club Story writing competitions SPOZ-poetry	Skills- annotation: DT	In the Eyes of Adversity Author Study 3 Poetry Articles and documentary Graphic novel Assessment: Mid- Write an opinion article. End- Debate topic: In the eyes of adversity, who has the greatest responsibility? Careers: Police Officer/Researcher/Graphic designer/ Journalist	AR Launch Words that Burn	Content- Suffering: RE History	Defining Decisions Lear Othello Assessment: Mid- Identify and explore different ways of staging a key scene. Write and perform our director's notes. End- Compare how a character changes in the two extracts. Careers: Playwright/Director	BBC School News Report Battle of the Books	Skills- debating: RE
Cycle 2	Power and Privilege Author Study 1 Animal Farm Noughts and Crosses Assessment: Mid- Comprehension questions on the text. Debate which is your favourite character. End- Explore how a character is presented in this extract. Careers: Politician/Speech writer/ Civil rights lawyer.	Book club Carnegie shadowing World Book Day	Content- propaganda: History	Writers of the 19th Century Author Study 4 Sherlock Holmes short story Other short stories Oliver extracts Non-fiction extracts Assessment: Mid- Answering multiple choice questions and quote analysis. Context based presentation. End- How is the character of Sherlock presented in this extract and at other points during the story? Careers: Detective/ Doctor/ Police Officer.	Book club Carnegie shadowing		Injustice in History Author Study 6 To Kill a Mockingbird The Book Thief Assessment: Mid-Write a diary for one of the characters in the novel you are studying. End- How is the theme of injustice explored in the extract and the wider text? Careers: Lawyer/ Historian/ Foster Parent/ social worker.		Content- Holocaust: History
Cycle 3	Choices and Consequences Author Study 2 Journey's End Our Day Out Assessment: Mid- Analyse the theme of choice and consequences presented in the extract. End-Write an alternative scene using the correct layout and features. Careers: Soldier/ Teacher		Skills- Evaluation writing: DT	Family Feuds Author Study 5 Tempest Romeo and Juliet Assessment: Mid- Write and present a monologue as a character from the play. End-How is a key character presented throughout the play? Careers: Actor/ Stage Manager	Book club Carnegie shadowing Book club RSC watch live broadcasts. Globe project.	Skills-(c2) Graphics and Illustration: Art Content- Global concerns: Geo RE	The Art of Rhetoric Introduction to rhetoric Analysis of key speeches Speech writing Assessment: Mid- Analyse a speech that is presented in your assessment session. End- Write and present a speech on a societal issue. Careers: Politician/Speech Writer/Motivational speaker/ Political adviser/ Influencer.	Public Speaking Competition- CC	

Year 8 - English Cycle 2 – Writers of the Nineteenth Century	
Famous Nineteenth Century Writers	Context
<p>Charles Dickens (1812 – 1870)</p> <ul style="list-style-type: none"> Wrote: <i>Oliver Twist</i>, <i>A Christmas Carol</i>, <i>David Copperfield</i>, <i>Great Expectations</i>. When Dickens was a child, his father was sent to debtor's prison and Dickens had to leave school for a time to work in a shoe polish factory. This experience never left him. He had ten children. He was very famous and went on tours giving readings of his books. <p>Arthur Conan Doyle (1859-1930)</p> <ul style="list-style-type: none"> A Scottish writer best known for the creation of Sherlock Holmes. In later life, he was very interested in spiritualism (communicating with dead people). <p>Charlotte Perkins Gilman (1860-1935)</p> <ul style="list-style-type: none"> An American writer. She is most famous for her semi-autobiographical story "The Yellow Wallpaper" which she wrote after suffering from depression. <p>Oscar Wilde (1854-1900)</p> <ul style="list-style-type: none"> Irish poet and playwright. Wrote: <i>The Picture of Dorian Gray</i>, <i>The Importance of Being Earnest</i>, <i>The Ballad of Reading Gaol</i>. He became very famous and was known for saying shocking and witty things. He was sent to prison in the 1890s for being homosexual. <p>Charlotte Bronte (1816-1855)</p> <ul style="list-style-type: none"> Most famous as the author of <i>Jane Eyre</i>. She lived in Yorkshire with her siblings, two of her sisters also became famous writers. <p>Mary Shelley (1797-1851)</p> <ul style="list-style-type: none"> Most famous for writing <i>Frankenstein</i> when she was just nineteen years old. 	<p>Types of Context:</p> <ul style="list-style-type: none"> Historical and social Genre The life and concerns of the writer <p>Terms: The Nineteenth Century: 1800s The Victorian Era: 1837 – 1901</p> <p>Key Points:</p> <ul style="list-style-type: none"> Society had changed a lot because of the Industrial Revolution 1750-1900. Cities became heavily populated. There was a lot of poverty and disease. The gap between rich and poor became wider. There was a lot of discussion about how to deal with the large numbers of the poor. Some thought they were lazy and needed to be punished. They set up workhouses where poor people who could not house or feed themselves were made to do hours of manual labour and treated in a humiliating way. A new group of people became powerful in society: businessmen, factory owners, and professionals like doctors and lawyers. Respectability was very important. Most people were Christian and most people knew their Bible and believed in God. Women were expected to be good wives and mothers. Poorer women had to work. However, women were questioning their role in society and arguing for more rights. The Victorians were interested in many things including: ghosts, science, Christmas, psychology, madness, and the importance of childhood. There was no NHS or Welfare State (financial help from the government if you cannot work). The poor had very hard lives and the wealthy were encouraged to give to charity.

Subject Terminology	Key Words	Text Summaries
<p>Implicit information: information that we infer from a text, making an educated guess based on the clues we are given by the writer. E.g. Sarah is shivering – we can infer she is cold.</p> <p>Explicit information: things we are told directly in a text e.g. Sarah is cold.</p> <p>Emotive language - language that creates emotion.</p> <p>Figurative language - the use of non-literal words or phrases. Metaphors and similes are examples of figurative language.</p> <p>Hyperbole - exaggerated statements or claims, not meant to be taken literally.</p> <p>Assessments: Mid-Cycle Question based assessment based on the knowledge and skills learned in class. End-Cycle Extract based assessment. You will need to be able to consider the writer's purpose and demonstrate understanding and some analytical skills.</p>	<p>Philanthropy- giving charity to the poor.</p> <p>Orphan – a child without any parents.</p> <p>Antisemitism – prejudice against Jewish people.</p> <p>Innocence – being naive or being without responsibility or blame for something.</p> <p>Criticise: point out what is wrong with something</p> <p>Justice system: the network of police and the courts which deals with making and enforcing the law (making sure everyone in the country follows the rules).</p>	<p>Oliver Twist : Oliver Twist is the orphan protagonist of Charles Dickens' 1838 novel Oliver Twist. He is mistreated in a workhouse, becomes an apprentice to an undertaker, and joins a gang of thieves, but later finds his true identity and inheritance.</p> <p>The Yellow Wallpaper : A short story about a woman who becomes mentally ill and obsessed with the yellow wallpaper in a house where her husband has confined her.</p> <p>The Speckled Band: 'The Speckled Band', in summary, focuses on the case of Helen Stoner, a woman of thirty who lives with her bullying and domineering stepfather, Sir Grimesby Roylott, at Stoke Moran. She wants help investigating the death of her sister.</p> <p>Jane Eyre: The novel follows the story of Jane, a seemingly plain and simple girl as she battles through life's struggles. Jane has many obstacles in her life - her cruel and abusive Aunt Reed, the grim conditions at Lowood school, her love for Rochester and Rochester's marriage to Bertha. However, Jane overcomes these obstacles through her determination, sharp wit and courage. The novel ends with Jane married to Rochester with children of their own.</p> <p>Frankenstein: The novel follows the ambitious scientist Victor Frankenstein, who, driven by a desire to overcome death and unlock the secrets of life, creates a human-like creature from reanimated body parts.</p> <p>The Canterville Ghost: a short story by Oscar Wilde in which a girl befriends the ghost haunting Canterville Chase and helps him cross over into the afterlife.</p>

All Saints' Academy Mathematics KS3 Curriculum

Cycle	7			8			9		
	Knowledge & Skills	Enrichment	Cross-Curricular	Knowledge & Skills	Enrichment	Cross-Curricular	Knowledge & Skills	Enrichment	Cross-Curricular
1	Number Positive and Negative Integers; Place Value Algebra Simplifying and collecting terms; Simple equations <i>End of Module Assessment</i>	Fortnightly Number Challenge	Physics: Finding Potential Difference, Current and Resistance by rearranging $V=IR$	Number Factors & Multiples; Rounding & Estimation; Error Intervals; Percentage increase/decrease. Ratio Dividing ratio into parts; Scale factors & scale diagrams; Speed – distance – time. <i>End of Module Assessment</i>	Smoothies Project	LIFE Programme: Estimate the cost of a typical weekly shop by rounding to nearest pound Physics: Share the potential difference across two resistors in a series circuit	Algebra Factorising; Expanding double brackets; Rearranging formulae; Linear, quadratic, reciprocal and exponential graphs; Graphical solution of straight line equations; Geometric Sequences. <i>End of Module Assessment</i>	Frogs Project	PE: Look at the flight of a ball as a quadratic parabolic shape Art: Look at Art which can be generated by various number sequences
Careers	Accountancy Jobs			Architecture			Data Scientist		
2	Number Equivalence of fractions; Four operations on fractions; Percentages and FDP, simple percentage increase. Statistics Line and bar charts; Averages. <i>End of Module Test Assessment</i>	Showersave Project	Geography: Use examples of populations and demographic to consider bar charts	Algebra Substitution into formulae and expressions; Multiplying over a single bracket; Solving linear equations; Plotting and sketching linear functions; $y = mx + c$; Sequences and nth term. <i>End of Module Test Assessment</i>	Algebra Challenge	Physics: Look at the straight-line graph for Hooke's Law	Geometry Line segments; Constructions; Volume and surface area of prisms, cylinders and composite solids Transformations; Similar & Congruent triangles; Pythagoras' Theorem; Euler's Formula and Solid shapes. <i>End of Module Test Assessment</i>	UKMT Intermediate Maths Challenge	DT: Look at the strength of triangles. Technical drawing aspects of mathematical constructions
Careers	Financial Advisors Job			Research Scientist			Carpentry		

	Geometry Types of angle, angles in parallel lines & triangles; Transformations - translation, reflection, rotation; Symmetry & Congruence; <u>Perimeter & Area.</u> <i>End of Module Test Assessment</i>	UKMT Junior Maths Challenge	Business Studies: Look at use of farming space and profit and expenditure	Geometry <u>Quadrilaterals:</u> Polygons and angles; Area and perimeter of <u>quadrilaterals:</u> Circumference & Area of Circles Statistics <u>Pie charts:</u> Scatter graphs. <i>End of Module Test Assessment</i>	UKMT Junior Maths Challenge	Geography/ Physics: Circumference and radius of Earth and other planets Business Studies/ Geography: Look at % spend of GDP by Government	Probability Simple probability and experiments; Sum of outcomes; <u>Sample space diagrams:</u> Venn diagrams. Statistics Discrete, continuous and grouped <u>data:</u> Measures of Central Tendency. <i>End of Module Test Assessment</i>	LIFE Programme: Look at simple probabilities of gambling English: Text Analysis comparison of similar texts
3								
Careers	Computer Games Designer		Animator		Actuary			

Year 8 Cycle 2 Mathematics

LO: I can form expressions and formulae from real life problems.

Some instructions for cooking a chicken at a temperature of 180°C go as follows:

Cook for 30 minutes per pound (lb) and then for a further 20 minutes.

Write this as a formula.

- Pound is a unit of weight so we'll call it w . 30 minutes per w .
- The 20 minutes is fixed.
- So...
- $T = 30w + 20$

I can substitute numerical values into formulae and expressions, including scientific formulae.

The cost in £, of a monthly phone contract is made up of a £10 fixed line rental and 20p per minute.

a) Enter a formula for the cost.

b) Work out the cost of a 30 minute call.

a) Cost = 20 x m + Line rental

$$C = 20m + 10$$

b) $C = 20m + 10$

$$C = 0.2 \times 30 + 10$$

$$C = 6 + 10$$

$$C = 16$$

I can multiply a single term over a bracket.

Expand the following

$$5(2x + 3)$$

$$5(2x + 3) = 10x + 15$$

x	2x	3
5	10x	15

Hegarty: 155, 160

LO: I can solve linear inequalities

$$3m + 2 > -4$$

$$3m > -6$$

$$m > -2$$

m is greater than negative 2

Hint: Treat it like an equation.

I understand that the solution of an inequality represents a range of values and can represent on a number line

$$2m - 3 > 5$$

$$2m > 8$$

$$m > 4$$

$m > 4$ means m can be 3, 4, 5 or beyond

I can form inequalities from real-life situations

A school is holding a cake sale to raise money. They are selling cakes for £1 and soft drinks for 50p. Write an inequality to show how many cakes and drinks they must sell to make at least £100.

They make 50p on each drink. So 0.5d

They make £1 on each cake. So 1c

$$(0.5d) + (1c) \geq 100$$

Hegarty: 269 – 271

LO: I can use algebraic methods to solve linear equations with one variable.

Solve: $4x + 3 = 35$

$$4x = 32$$

$$x = 8$$

Hint: Use inverse operations

I can solve simple equations involving brackets.

Solve: $6(x - 2) = 6$

$$6x - 12 = 6$$

$$6x = 18$$

$$x = 3$$

Hint: expand first

Hegarty: 177 – 182

Year 8 Cycle 2 Mathematics

LO: I can generate terms of a sequence from either a term-to-term or a position-to-term rule

The n th term of a sequence is $4n + 2$
Write out the first 5 terms of the sequence.

1st term: $4 \times 1 + 2 = 6$

2nd term: $4 \times 2 + 2 = 10$

3rd term: $4 \times 3 + 2 = 14$

Can you work out the next two terms?

4th term: $4 \times \underline{\quad} + 2 = \underline{\quad}$

5th term:

I can recognise arithmetic sequences and find the n th term

Find an expression for n th term for the following sequence

$2, 5, 8, 11, 14$
+3 +3 +3 +3

It goes up in 3 therefore the n th term starts with $3n$

You then find the 0th term by finding out what comes before the 1st term.

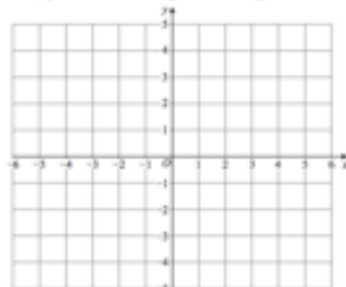
In this case -1

Therefore my n th term is: $3n - 1$

Hegarty: 196-198

LO: I can work with coordinates in all four quadrants

For each question 4-5 below, you will need copies of this grid.



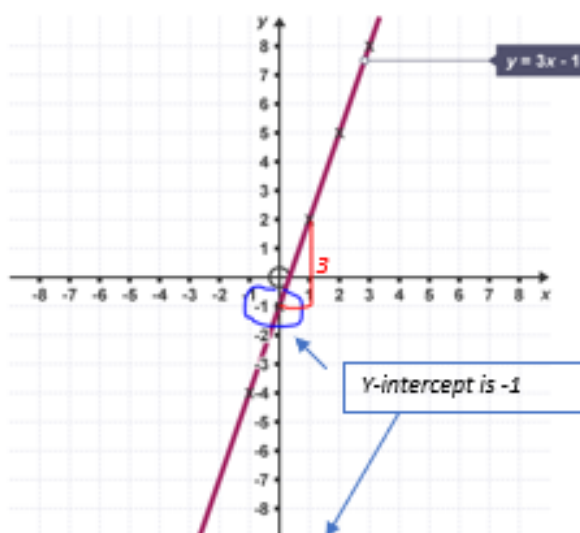
Question 4: (a) Plot the following coordinates

$(3, 0)$ $(-3, -2)$ $(1, -4)$ $(1, 2)$ $(-3, 0)$ $(-1, -4)$ $(3, -2)$ $(-1, 2)$

Hegarty: 199

LO: I can recognise, sketch and produce graphs of linear functions in one variable with appropriate scaling, using equations in x and y and the Cartesian plane

I can reduce a given linear equation in two variables to the standard form $y = mx + c$



This is the graph of $y = 3x - 1$.

Gradient is 3 therefore every 1 unit across I go 3 units up

LO: I can calculate coordinates of a linear graph from its equation $y = mx + c$

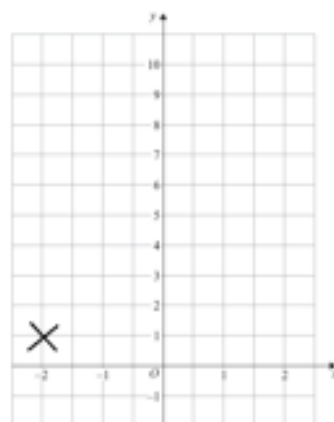
Complete the table of values for $y = 2x + 5$

x	-2	-1	0	1	2
y	1		5		

$y = 2 \times -2 + 5$
 $= -4 + 5$
 $= 1$

Plot the coordinates on your graph and join them up with a straight line.

The first coordinate is $(-2, 1)$ as shown on the graph, can you plot the rest?



Hegarty: 201-207

Science Curriculum 2024-2025

	Year 7			Year 8			Year 9		
	Knowledge and skills	Enrichment	Curriculum links	Knowledge and skills	Enrichment	Curriculum links	Knowledge and skills	Enrichment	Curriculum links
Cycle 1	<p>Topics - Cells, transport, movement, breathing, energy, reproduction, digestion, circulation.</p> <p>Assessment: End of topic, criteria-based questions/tasks to assess knowledge and skills.</p> <p>Careers – Medicine, Physiotherapy, Midwife</p>	<p>‘Street Science’ for students to take part in experiments at break and lunch.</p> <p>Science society, a club that takes part in events and competitions.</p>	<p>Maths – throughout all topics.</p> <p>PE – movement, circulation link to fitness</p> <p>DT – links to digestion and food groups.</p>	<p>Topics – Resistance, static, magnets, electromagnets, waves, sound, light.</p> <p>Assessment: End of topic, criteria-based questions/tasks to assess knowledge and skills.</p> <p>Careers – Electrician, sound engineer, light technician, power technician</p>	<p>‘Street Science’ for students to take part in experiments at break and lunch.</p> <p>Trips to the Cheltenham Science Festival.</p>	<p>Maths – throughout all topics.</p> <p>Geography – links to growth of plants</p>	<p>Topics – Earth structure, Earth atmosphere, water, carbon, resources, predictions, properties, nanotechnology.</p> <p>Assessment: End of topic, criteria-based questions/tasks to assess knowledge and skills.</p> <p>Careers – geologist, chemist, oceanographer, sustainability officer, nanotechnology researcher</p>	<p>‘Street Science’ for students to take part in experiments at break and lunch.</p> <p>Science society, a club that takes part in events and competitions.</p>	<p>Maths – throughout all topics.</p> <p>Geography – links to climate and sustainability.</p> <p>DT – links to using resources and properties.</p>
Cycle 2	<p>Topics – Matter, atoms, periodic table, movement of matter, separating substances, polymers.</p> <p>Assessment: End of topic, criteria-based questions/tasks to assess knowledge and skills.</p> <p>Careers – chemical engineer, chemist, product engineer</p>	<p>‘Street Science’ for students to take part in experiments at break and lunch.</p> <p>Science society, a club that takes part in events and competitions.</p>	<p>Maths – throughout all topics.</p> <p>Recognising patterns.</p>	<p>Topics – Diet, blood sugar, infection, treatments, plant reproduction, photosynthesis, plant transport, species.</p> <p>Assessment: End of topic, criteria-based questions/tasks to assess knowledge and skills.</p> <p>Careers – medicine, pharmacist, botanist, conservationist</p>	<p>‘Street Science’ for students to take part in experiments at break and lunch.</p> <p>Science society, a club that takes part in events and competitions.</p>	<p>Maths – throughout all topics.</p>	<p>Topics – Force, speed, energy transfer, acceleration, gravity, Universe, stars.</p> <p>Assessment: End of topic, criteria-based questions/tasks to assess knowledge and skills.</p> <p>Careers – engineer, design engineer, astronomer, astrophysicist</p>	<p>‘Street Science’ for students to take part in experiments at break and lunch.</p> <p>Trips to the Cheltenham Science Festival.</p>	<p>Maths – throughout all topics.</p> <p>DT – energy transfers, stress, strain and structures.</p> <p>Links to engineering.</p>
Cycle 3	<p>Topics – Density, pressure, energy, conservation laws, energy transfer, electricity.</p> <p>Assessment: End of topic, criteria-based questions/tasks to assess knowledge and skills.</p> <p>Careers – electrician, engineer, scuba diver, vehicle design</p>	<p>‘Street Science’ for students to take part in experiments at break and lunch.</p> <p>Trips to the Cheltenham Science Festival.</p>	<p>Maths – throughout all topics.</p> <p>Using equations.</p> <p>DT – energy transfers linked to cooking process.</p>	<p>Topics – Reactions, salts, products, acids and alkalis, energy transfer, compounds, metals, substances.</p> <p>Assessment: End of topic, criteria-based questions/tasks to assess knowledge and skills.</p> <p>Careers – chemical engineer, pharmacist, nanotechnologist</p>	<p>‘Street Science’ for students to take part in experiments at break and lunch.</p> <p>Science society, a club that takes part in events and competitions.</p>	<p>Maths – throughout all topics.</p> <p>DT – electricity, wiring and household skills.</p>	<p>Topics – Species, evolution, evidence, species distribution, biodiversity, energy transfer, climate.</p> <p>Assessment: End of topic, criteria-based questions/tasks to assess knowledge and skills.</p> <p>Careers – conservationist, climate change scientist, government advisor, zoologist</p>	<p>‘Street Science’ for students to take part in experiments at break and lunch.</p> <p>Science society, a club that takes part in events and competitions.</p>	<p>Maths – throughout all topics.</p> <p>Geography – links to climate and sustainability.</p> <p>Sampling techniques.</p>

Year 8 – Biology – Cycle 2

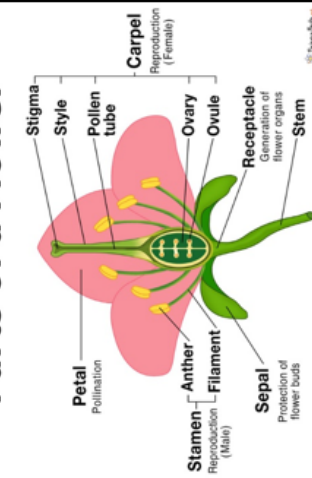
How do plants reproduce?

Achieving – Describe the structure of a plan from roots to flowers



Achieving – Describe the specific structure of flowers

Parts of a Flower



Achieving – Describe how different pollination methods work

There are two types of pollination:

- **Self-pollination:** The pollen grain lands on the same flower it originated from.
- **Cross-pollination:** The pollen grain lands on a different flower to the one it originated from.
- Wind-pollinated plants let their pollen blow in the wind and hope that their pollen grains reach another plant for pollination.
- Insect-pollinated plants use insects and other animals to carry their pollen grains to other plants.

Exceeding – Explain how different pollination methods lead to fertilisation

A pollen tube grows through the tissues of the flower until it reaches an ovule inside the ovary. The nucleus of the pollen grain (the male gamete) then passes along the pollen tube and joins with the nucleus of the ovule (the female gamete). This process is called **fertilisation**.

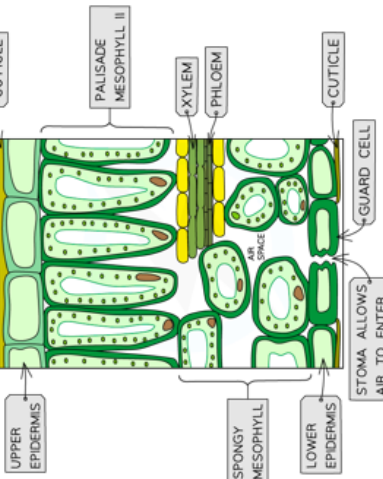


How do plants release energy?

Achieving – Describe, using a word equation, the process of photosynthesis



Achieving – Describe the structure of a leaf



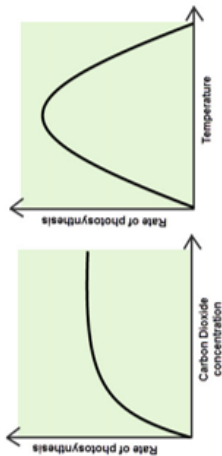
Exceeding – Explain why each factor can limit the rate of photosynthesis

Light intensity – as you increase the light intensity, the rate of photosynthesis will also increase. However, the rate will decrease and eventually 'level off' as something else has become the limiting factor.

Carbon dioxide – as you increase the amount of carbon dioxide, the rate of photosynthesis increases, but will still 'level off' for the same reason as above. Temperature – as you increase the temperature, the rate of photosynthesis will increase. However, at a point, the rate will drop to zero as enzymes become

Achieving – Describe the factors that limit photosynthesis

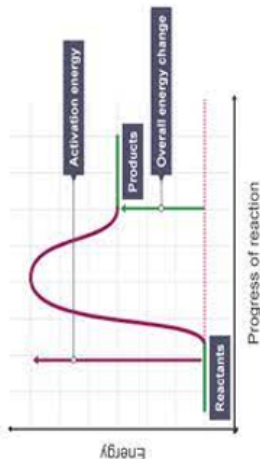
Light intensity, carbon dioxide levels and temperature can all affect the rate of photosynthesis.



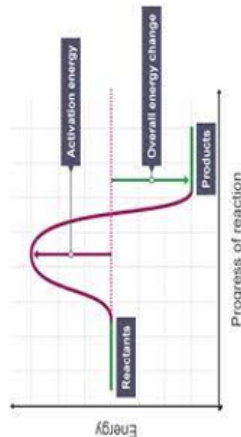
Year 8 – Chemistry – Cycle 2

How much energy is transferred in a reaction?

Achieving – Describe and label the reaction profile of an endothermic reaction
Endothermic reactions absorb energy from the surroundings. This energy is usually absorbed as heat, so the surroundings get



Achieving – Describe and label the reaction profile of an exothermic reaction
Exothermic reactions are chemical reactions which release energy from the chemicals into the surroundings.



Achieving – Describe a reversible reaction in terms of energy changes



Exceeding – Calculate the bond energies in a reaction

Example: Calculate the enthalpy change when water is formed from H_2 and O_2 .

$$\text{H}-\text{H} + \text{O}=\text{O} \rightarrow \text{H}-\text{O}-\text{H}$$

STEP 1 Bonds Broken
 $2 \times (\text{H}-\text{H}) = 2 \times 436 = 872$
 $1 \times (\text{O}=\text{O}) = 498$
 Total = $872 + 498 = 1370$

STEP 2 Bonds Made
 $4 \times (\text{O}-\text{H}) = 4 \times 464 = 1856$

STEP 3
 Enthalpy change = bonds broken – bonds made
 $= 1370 - 1856 = -486$

The negative sign means it's exothermic.

Bond	Bond Enthalpy
H-H	436
H-O	464
O=O	498

How are compounds formed?

Achieving – describe how a covalent bond forms

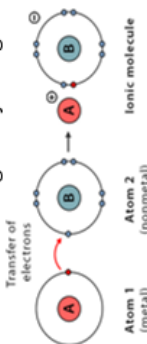


Covalent bonds form when the outer electrons between atoms are shared. This allows the atoms to behave as if they are now stable with a full outer shell.

Covalent bonds form between two or more non-metal atoms.

Achieving – describe how an ionic bond forms
Ionic bonds form when outer electrons are transferred or received from neighbouring atoms. The atoms do this so that they can form a stable structure with a full outer shell of electrons.

Atoms that lose electrons become positively charged, those who gain electrons become negatively charged.



Achieving – describe how some models represent bonding in atoms

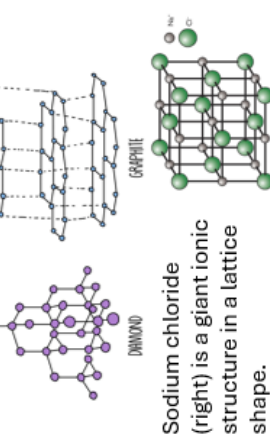
Fluorine - F_2 .

- ✓ Indicates the shape and symmetry of fluorine.
- ✓ Shows the 3D shape of the molecule.
- ✓ Shows how electrons are shared to create a bond.
- ✓ Focuses neatly on the electrons involved in bonding.

- ✗ Gives no information about the bonding in the molecule.
- ✗ Bond is shown to be longer than it really is.
- ✗ Unnecessary detail and does not show the 3D shape of the molecule.
- ✗ Does not show the 3D shape of the molecule.

Exceeding – explain some properties of giant structures

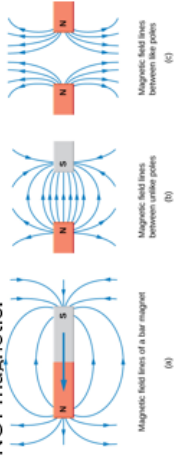
Diamond and graphite are made of carbon. Diamond makes four covalent bonds. Graphite makes three that allows layers to slide.



Year 8 – Physics – Cycle 2

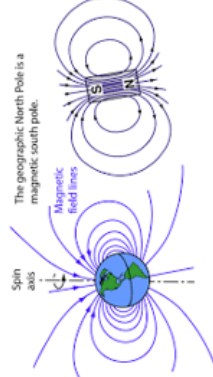
Why do objects attract or repel?

Achieving – Describe the interactions between magnetic materials
Magnetic materials are always made of metal, but not all metals are magnetic. Iron is magnetic, so any metal with iron in it will be attracted to a magnet. E.g. Steel contains iron. Most other metals, for example aluminium, copper and gold, are NOT magnetic.

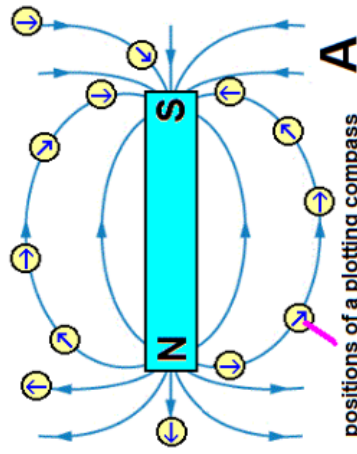


Achieving – Describe the magnetism and field of the Earth

The outer core of the Earth contains a lot of iron in a molten state. As the Earth spins this molten iron moves and creates the Earth's magnetic field. The Earth behaves as if there is a huge bar magnet at its centre



Achieving – Describe how to plot magnetic field lines



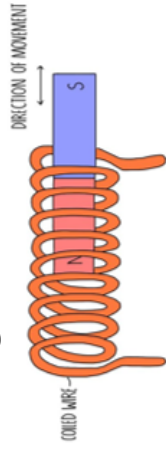
Exceeding – Explain how to induce magnetism

Unlike a permanent magnet, an induced magnet only becomes a magnet when it is placed in a magnetic field. The induced magnetism is quickly lost when the magnet is removed from the magnetic field.

All induced magnets: they are only attracted by other magnets, they are not repelled they lose most or all of their magnetism when they are removed from the magnetic field.

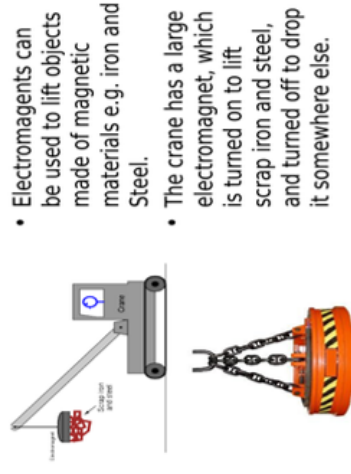
Why are electromagnets strong?

Achieving – describe how an electromagnet can be induced



A magnet and a coil of wire can be used to produce an electric current. A voltage is produced when a magnet moves into a coil of wire. This process is called electromagnetic induction. The direction of the induced voltage is reversed when the magnet is moved out of the coil again.

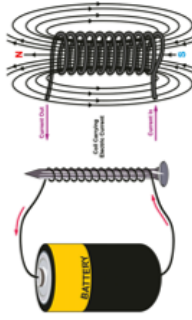
Achieving – describe some uses of electromagnets



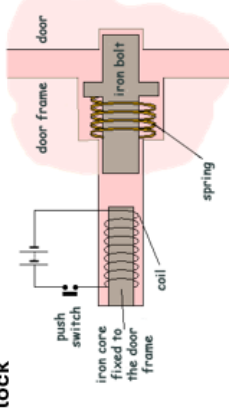
- Electromagnets can be used to lift objects made of magnetic materials e.g. iron and Steel.
- The crane has a large electromagnet, which is turned on to lift scrap iron and steel, and turned off to drop it somewhere else.

Achieving – describe how to increase the strength of an electromagnet

- The strength of an electromagnet can be increased by the following methods:
- Use an iron core
 - Increase the current
 - Increase the number of turns of the coil



Exceeding – explain how an electromagnet can be used as a door lock



When a current is in the coil, the iron core will become magnetised, attract the bolt and the door will lock.

Art Key Stage 3 Curriculum 2024-2025

	Year 7			Year 8			Year 9		
	Knowledge and skills.	Enrichment	Cross-Curricular	Knowledge and skills	Enrichment	Cross-curricular	Knowledge and skills	Enrichment	Cross-curricular
Cycle 1	Still Life Baseline test. Observational drawings in pencil, biro and other mixed media Assessment: Biro pepper study. Mixed media shell study	KS3 Art club. Various topics including reference to remembrance	Numeracy skills – symmetry, using rulers to draw a grid, geometric shapes	Body Art History of tattoos and Celtic design. Henna design and gutta pen outcome. Rose designs in mixed media. Skull and flower final piece. Assessment: Skull and flowers final piece.	KS3 Art club. Various topics including reference to Black history month.	Numeracy - using grid to draw skull. Geography - Cultures	Cultures/ beliefs-mask project. African mask- baseline tonal study. Polynesian mask- pencil crayon tonal and pen pattern work. African 4 way split mask- multimedia. Assessment: African 4 way split mask study.	KS3 Art club. Various topics including reference to Black history month.	DT- Culture, Year 8, Cycle Geography- Natural disasters. Year 8 Cycle 1. DT- World Food, Year 9, Cycle 2.
Cycle 2	Colour Theory Artist research page for Giorgio Morandi. Colour theory painting. Analysis of a Jasper Johns painting. Create own response to artist's work using colour pencil, and watercolour to investigate line,	KS3 Art club. Various topics.	Science – how our eyes perceive colour	Tim Burton and German Expressionism Tim Burton characters- pen. Lettering styles. German expressionism woodblock design. <u>Polyprinting</u> . Assessment: <u>polyblock prints</u> .	KS3 Art club. Various topics.	Film – animation, Tim Burton films, German Cinema	Food. Ron Magnes Artist research, including analysis. Food Collage. Felt tip development from Food Collage. Monoprint. Stippling and watercolour on monoprint. Assessment: Ron Magnes style study.	KS3 Art club. Various topics.	DT- World Food, Year 9, Cycle 2. Science- Diet Year 7 and 8, Cycles

	shape, pattern and colour. Assessment: Jasper John inspired number multi media final outcome.								
Cycle 3	Landscapes & Texture Georgia O'Keeffe watercolour artist copy. Van Gogh experiment samples, artist study and research Create landscape study from own photo using Van Gogh's techniques. Assessment: Georgia O'Keeffe <u>watercolour</u> copy. Post-Impressionist style landscape from own photo	KS3 Art club. Various topics including reference to sustainability, 'World Earth Day'.	DT and Maths – perspective drawing. Post-Impressionism in Art History	Architecture. 1 point perspective drawing. 2 point perspective drawing. Marc Allante <u>research</u> page. Marc Allante style painting. Cheism <u>research</u> page. Cheltenham cityscape collage. Drawing in the style of Cheism. Clay tile or building. Assessment: Perspective drawing.	KS3 Art club. Various topics including reference to sustainability, 'World Earth Day'.		Portraiture. Celebrity portrait-pencil tonal study. Continuous line biro study. Monoprint. Series of experimental studies. Assessment: Portraiture tonal study Experiments.	KS3 Art club. Various topics including reference to sustainability, 'World Earth Day'.	

Year 8 Art Curriculum Organiser – Cycle 2 – Tim Burton and German Expressionism

Key vocabulary to learn	
Composition	The placement or arrangement on a page.
Lettering	Lettering is an umbrella term that covers the art of drawing letters, instead of simply writing them.
Tone	The lightness or darkness of something. This could be a shade or how dark or light a colour appears. Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows .
Woodcut	The oldest form of printmaking, woodcut is a relief process in which knives and other tools are used to carve a design into the surface of a wooden block. The raised areas that remain after the block has been cut are inked and printed, while the recessed areas that are cut away do not retain ink and will remain blank in the final print.
Block and Polyblock printing	Block printing (also called Relief printing) is the process of carving patterns, shapes and designs into a 'block'. The 'block' could be made of wood, acrylic plastic sheet, polystyrene, lino or metal.
Animation	a simulation of movement created by a series of illustrations or photographs displayed in rapid succession.

Who is Tim Burton?



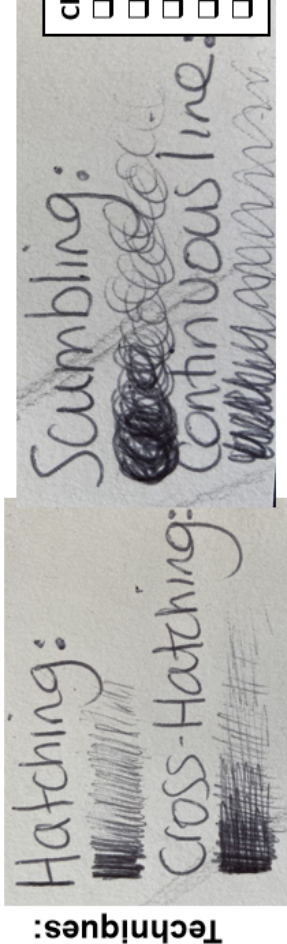
Tim Burton is an American film director, producer, writer, artist and former animator. He is known for his gothic fantasy and horror films such as Beetlejuice (1988), Edward Scissorhands (1990) The Nightmare Before Christmas (1993) and Corpse Bride (2005)

What is Tim Burton's style??

-
-
-
-

German Expressionism

German Expressionism happened in the Early 20th century. The term "**expressionism**" can be used to describe various art forms but it is most often used to describe any art that shows feeling and mood rather than making something look 'realistic'. In other words, the work aims to show the artist's state of mind rather than the reality.



Techniques:

Checklist for cycle 2:

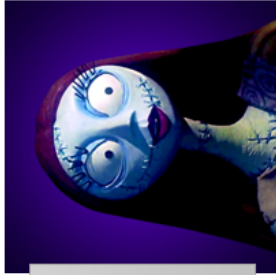
☐ Jack Skellington drawing

☐ Vincent drawing

☐ Lettering techniques

☐ Woodcut design

☐ Polyblock print



What are the similarities between German Expressionist woodcuts and Tim Burton's work?

Year 8 Art Curriculum Organiser – Cycle 2 – Homework tasks

Task 1:

Copy a Tim Burton character of your choice
You can copy a character from any film, book or artwork he has created.

Follow YouTube links if you prefer to follow step-by-step
EG search 'How to draw Jack Skellington'

Task 2:

Draw a Tim Burton STYLE character
You could turn a celebrity, person from a game, film or programme or completely make up your own character.

If you get stuck, you can use YouTube to help you!
<https://youtu.be/7E5QNqFKYKQ>

Task 3 & 4 will be quizzes to check your understanding of the topic and key terms



Success Criteria:

- **A4 page**
- **Take your time**
- **Sketched lightly first**
- **Rendered in pen or pencil**
- **Tone or colour applied where appropriate**
- **Shows Tim Burton's Style**

Polyblock printing

TIPS:

- Use a **pen** to draw/press into the polystyrene (polyblock)
- You must be **GENTLE** with your pen and build layers gradually, **DON'T PRESS HARD** or it will tear.
- Don't press all the way through!!!!
- Anything you want to be **WHITE** must be pressed down (coloured in pen)
- Anything you want to be **BLACK** must be raised (plain white polystyrene)

woodcut design

Polyblock print



Success Criteria:

- Sharp edges and block shadows showing the woodcut effect
- White areas pushed down to create relief
- Black areas left raised
- Outlines considered
- Ink evenly rolled to create a bold print



All Saints' Academy Computer Science Department KS3 Curriculum Overview - September 2024-25



Cycle	7	8	9	Enrichment
	<p>Cycle 1: Software Developer, Embedded System Engineer or STEM Educator</p> <p><u>Introduction to using a computer</u></p> <ul style="list-style-type: none"> - Be able to log in, create files and folders and manage your workspace effectively <p><u>Introduction to Micro: bits</u></p> <ul style="list-style-type: none"> - Introduction to the Micro: bit and familiarity with its interface and working(s) - Use a range of variables, loops, conditionals, and event driven programming - Navigate through a series of tutorials, enhancing knowledge of the micro: bit - Design and implement unique projects that demonstrate versatility and creative thinking - Work collaboratively on projects - Think widely and adopt further use for the micro: bit and getting it to integrate with Scratch too. <p><u>Game Maker using make code arcade</u></p> <p>The aim of this project is to introduce Year 7 students to game development using Game Maker Arcade. The students will learn the basics of game design, programming logic, and interactive storytelling while creating their own arcade-style games. The project will span a set duration and will be divided into several key phases:</p> <ul style="list-style-type: none"> - Introduction and Orientation - Game Design and Planning - Game Development - Game Refinement and Testing - Presentation and Showcase 	<p>Cycle 1: Graphics Designers, UI Interface designer or motion Graphics Designer</p> <p><u>Data Science – Spreadsheets (to DE in Maths?) & FLOWVOLA</u></p> <p>Introduce students to the purpose and capabilities of spreadsheet software.</p> <p>Develop essential skills in data entry, formatting, and formula creation.</p> <p>Promote critical thinking and problem-solving abilities through data analysis and modelling.</p> <p>Find ways to present data visually</p> <p>Enhance computational thinking skills using logic and functions</p> <p>Be prolific in SEQUENCING, SELECTION and ITERATION in a series of Controlled experiments using specialist software</p> <p><u>Introduction to JodelsCAD and/or Blender</u></p> <ul style="list-style-type: none"> - Might need a mini project and get started process. - Pen toppler outcome 	<p>Cycle 1: Computer Hardware Engineer, Software Tester or Memory Systems Architect</p> <p>Sep - Oct</p> <p><u>ECOL</u></p> <p>Become competent and fluent in 3 basic office applications (word, PowerPoint and excel), using tailored workbooks and skill-based learning techniques. All tested at the end, against criteria.</p> <p>Oct - Dec (GCSE Options push)</p> <p><u>App Lab – Mobile Phone Development</u></p> <p>Understanding of Programming Concepts: Understand fundamental programming concepts, including variables, loops, conditionals, and functions, enabling them to create simple applications and games.</p> <ul style="list-style-type: none"> • Development of Problem-Solving Skills: • Introduction to User Interface Design: • Collaboration and Communication: • App Development Process: <p><u>Creative Media – Pre-Production</u></p> <p>Understanding Pre-Production Documentation: Students will be able to create and understand key pre-production documents such as mood boards, storyboards, scripts, and visualizations, crucial for planning media projects.</p> <ul style="list-style-type: none"> • Time Management and Planning Skills: • Knowledge of Legal and Ethical Issues: • Risk Assessment and Management: • Client Requirement Analysis: • Students will develop skills to analyse and interpret client briefs and requirements. 	<p>Cyber and Coding Club Thursday 3:10 – 4:10</p> <p>Year 7 – Cyber Explorers Year 8 – BEBRAS Year 9 – Raspberry Pi Set up and configuration</p>
		<p>Cycle 2: Game Designer, Game Artist or Game Tester</p>	<p>Cycle 2: High Level Computer Programmer, Data Analyst or Logic Designer</p>	<p>Cyber and Coding Club Thursday 3:10 – 4:10</p>

2	<p><u>Cyber Security</u></p> <p>Introduce you to the fundamentals of cyber security and empower you with the knowledge and skills to protect yourself and others in the digital world.</p> <ul style="list-style-type: none"> -Introduction to Cyber Security -Online Safety and Privacy -Digital Footprint and social media -Cyber Security Tools and Techniques <p>+ Cyber Explorers www.cyberexplorers.co.uk</p>	<p><u>Vector Graphics in Inkscape</u></p> <ul style="list-style-type: none"> - Use Inkscape to draw and manipulate shapes - Group and manipulate objects - Combine paths - Convert, draw, and edit paths - Create a vector design based on a scenario 	<p><u>Website Development using Rocket cake to create digital portfolios</u></p> <p>Introduce you to the basics of website creation and design.</p> <ul style="list-style-type: none"> -Describe, use, and modify HTML -Display Images -Apply HTML tags to construct a Web Page -Describe, use, and assess the importance of CSS -Use Search technology effectively -Apply Hyperlinks to navigate between webpages 	<p>Year 7 - Year 8 – Game Development Competition Year 9 – Cyber Adventurers</p>
3	<p><u>Cycle 3: Social Media Manager, SOC Analyst, Cyber Security Awareness Trainer</u></p> <p><u>Graphics Designing using Canva</u></p> <ul style="list-style-type: none"> -Introduction to Canva - Graphic Design Principles and Elements - Designing Marketing Materials -Presentations and Infographics -Showcasing <p><u>Extension task Vector Graphics in Inkscape</u></p> <ul style="list-style-type: none"> - Use Inkscape to draw and manipulate shapes - Group and manipulate objects - Combine paths - Convert, draw, and edit paths - Create a vector design based on a scenario <p>** New end goal **</p> <p>Graphics based project: could do chocolate bar wrapper (have some resources in place for this already) Would include analysis of existing designs, what makes a good graphics product, logo design, wrapper design and development. – Print off best 5 – 10 in competition. End of year celebration.</p>	<p>** New end goal **</p> <p>Alessi inspired Phone holder: Working to a brief and identified client, product analysis, understanding of designers, plastics, working to specification, initial design ideas, evaluation against a specification, final CAD solution. Students will have the constraint of the holder must be able to be laser cut from 1 sheet of A4 acrylic, be able to hold a phone of specified maximum size and have minimal waste material.</p> <p>MP – to provide with understanding the Design. and evaluation process.</p> <p>Alessi SOW to follow.</p>	<p><u>Cycle 3: Game Develop, AI Engineer or Ethical Hacker</u></p> <p>** New end goal continuation **</p> <p>Ideally a project with 3D CAD work possible Tinker CAD or Google Sketch Up. Students identify a genuine need/problem to solve, write their own brief or specification, develop idea/s take to a client for feedback to develop into a final solution. Ideally a 3D printed outcome.</p> <p>Happy to discuss ideas for a suitable product.</p>	<p>Cyber and Coding Club Thursday 3:10 – 4:10</p> <p>Year 7 – VR Experience Year 8 – Web Design Contest Year 9 – App Development Challenge/ Competition</p>



Year 8 Graphics - Cycle 2

This cycle we will be looking at how graphics and logos are made.



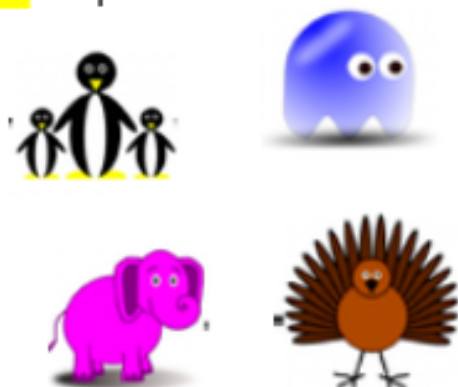
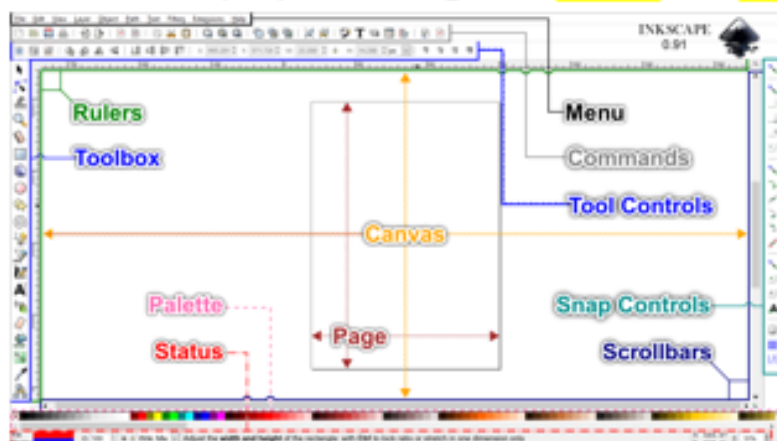
Two key terms you MUST know:

Raster: Bitmap graphics made with painting packages consist of many tiny dots called pixels.

Vector: A vector object is a shape made up of vector paths.



Focus for the Cycle - Logo development: We will spend time producing logos for different purposes using both **Raster** and **Vector** Graphics.



Knowledge Builder:

- Project 1: Penguin
- Project 2: Pac-man baddie
- Project 3: Elephant
- Project 4: Turkey



Keywords

Z-order, paths, operations, select, group, ungroup, align, distribute, union, difference, intersection, equidistant, Vector, raster, bitmap, paths, pixels, rectangle, ellipse, segment, arc, polygon, star, fill, stroke, select, move, resize, rotate, duplicate, flip, Object, path, node, freehand, path node, path segment, handles, monochrome

- ☐ **Draw** basic shapes (rectangle, ellipse, polygon, star) with different properties (fill and stroke, shape-specific attributes)
- ☐ **Manipulate individual objects** (select, move, resize, rotate, duplicate, flip, z-order)
- ☐ **Manipulate groups of objects** (select, group/ungroup, align, distribute)
- ☐ **Combine paths** by applying **operations** (union, difference, intersection)
- ☐ **Convert** objects to paths
- ☐ **Draw** paths
- ☐ **Edit** path nodes
- ☐ **Explain** what vector graphics are
- ☐ **Provide** examples where using vector graphics would be appropriate
- ☐ **Peer assess** another pair's project work
- ☐ **Improve** your own project work based on feedback
- ☐ **Complete** a **summative** assessment

Performing Arts KS3 Curriculum 2024-2025

	Year 7			Year 8			Year 9		
	Knowledge and skills	Enrichment	Cross-Curricular	Knowledge and skills	Enrichment	Cross-Curricular	Knowledge and skills	Enrichment	Cross-Curricular
Cycle 1	<p>The building blocks for performance</p> <p>Melody and Harmony Learning about melodies through singing British Music and playing simple tunes on the keyboard.</p> <p>Assessment: Mid: Singing assessment Final: Keyboard assessment</p> <p>Showcasing successful Silent Movie strategies Developing key performance skills through silent movies – Facial expression, body language, movement and mime.</p> <p>Assessment: Final: Silent Movie Showcase Careers: Actor/ Actress, Silent Movie Writer, Playwright, Music Engineer, Historian, Song writer, Lyricist, Vocalist, Historian, Leadership, Teaching.</p>	<p>Keyboard Club</p> <p>'One Body' Choir</p> <p>Rock Band Club</p> <p>Drama club</p> <p>KS3 Christmas Service</p> <p>Shakespeare School's Festival</p>	<p>Music: Composition</p> <p>Film: History of films</p> <p>English: Shakespeare stories: Mid assessment to write and perform a monologue.</p>	<p>Using suffering as a form of stimulus</p> <p>The Blues Blues music history and context, understanding the 12-bar blues and improvisation. Writing blues-style lyrics.</p> <p>Assessment: Mid: Keyboard assessment Final: Lyric writing and keyboard assessment</p> <p>Roles and responsibilities in the industry Evaluating and reviewing live theatre through Exploration of Set, lighting, and costume design.</p> <p>Assessment: Final: Designer Presentation Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer, Music producer, Song writer, History Teacher, Musician, Live Theatre Review Author.</p>	<p>Keyboard Club</p> <p>'One Body' Choir</p> <p>Rock Band Club</p> <p>Industry talks and 'Spill the Tea' career podcasts.</p> <p>Drama Club</p>	<p>English: Prejudice and Persecution</p> <p>RE: Suffering</p>	<p>Building emotion and dramatic tension in the Arts</p> <p>Film and Video game music Understanding the techniques used in Film and Video Game Music and composing a soundtrack to a film.</p> <p>Assessment: Mid: Appraising assessment Final: Film Soundtrack Composition</p> <p>Verbatim and Documentary Theatre Emotionally engaging an audience by responding to a factual event as a form of stimulus.</p> <p>Assessment: Final: Verbatim Showcase Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer, Videographer, Gaming Designer, Film Editor, Screenplay Writer, Music Producer, Music Editor, Music Engineer, Music Composer.</p>	<p>Rock Bands</p> <p>Fundraising for Breck's charity.</p> <p>Shakespeare School's Festival</p>	
Cycle 2	<p>Storytelling through Performing Arts</p> <p>Descriptive Music Performing an iconic piece of Music from the Western Classical Tradition and composing music to accompany a story.</p> <p>Assessment: Mid: Keyboard Assessment Final: Little Red Riding Hood Composition</p>	<p>Keyboard Club</p> <p>'One Body' Choir</p> <p>Rock Band Club</p>	<p>Art: Music and Art – creating art from <u>Music</u>.</p>	<p>Freedom of Speech</p> <p>Protest Songs and Reggae Music Understanding the key components of Protest throughout the eras. Developing student knowledge of the key attributes of Reggae Music</p> <p>Assessment: Mid: Appraising assessment Final: Keyboard assessment</p>	<p>Keyboard Club</p> <p>'One Body' Choir</p> <p>Rock Band Club</p>	<p>Art: Films and Festivals</p>	<p>The creation of original Verbatim Music and Theatre</p> <p>Dance Music and Hip Hop Understanding the context and conventions of Popular Music styles focusing on Dance Music and Hip Hop.</p> <p>Assessment: Mid: Keyboard assessment Final: Hip Hop Composition</p> <p>Verbatim theatre</p>	<p>Keyboard Club</p> <p>'One Body' Choir</p> <p>Rock Band Club</p>	<p>Art: Cultures, Beliefs and Masks</p>

Cycle 3	<p>Storytelling and Revolving Rhymes Applying key performance skills used in melodrama and pantomime to tell well-known fairy tales.</p> <p>Assessment: Final: Performance of Little Red Riding Hood</p> <p>Careers: Presenter, Storyteller, Author, Playwright, Performer, Theatre Manager, Pantomime Director, Pantomime Producer, Audience Interaction Officer, Film Composer, Music critic.</p>	<p>Drama Club</p> <p>Whole Academy Musical</p>	<p>Using the power of performance to voice the importance of freedom of speech Students explore basic Brechtian techniques to educate audiences on a topic of their choice, showcasing the power of freedom of speech.</p> <p>Assessment: Final: Freedom of speech performance</p> <p>Careers: Public Speaker, Politician, Lawyer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer, Songwriter, Lyricist, Composer, Musician.</p>	<p>Drama Club</p> <p>Whole Academy Musical</p>	<p>Develop basic devising techniques inspired by Theatre Company 'Paperbirds' to retell a serious event or incident in history. Option to specialise as both performer and design student.</p> <p>Assessment: Final: Paperbirds Performance or presentation</p> <p>Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer, DJ.</p>	<p>Drama Club</p> <p>Whole Academy Musical</p>	<p>Develop basic devising techniques inspired by Theatre Company 'Paperbirds' to retell a serious event or incident in history. Option to specialise as both performer and design student.</p> <p>Assessment: Final: Paperbirds Performance or presentation</p> <p>Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer, DJ.</p>	
	<p>The history of Drama and Music styles of performance African Music and Folk Music Learning the key traditions of Music from around the world and how it led to the Music that we experience today.</p> <p>Assessment: Mid: Appraising assessment Final: Folk Song Composition</p> <p>Exploration of traditional Theatre Styles Developing understanding of a range of theatre styles including Greek Theatre and Shakespearean Theatre.</p> <p>Assessment: Final: Performance in their style of choice.</p> <p>Careers: Author, Playwright, Performer, Director, Pantomime Producer, Audience interaction Officer, Musician, Ethnomusicologist.</p>	<p>Keyboard Club</p> <p>'One Body' Choir</p>	<p>Social context within the Performing Arts Rock Band Project Developing performance skills on a range of Popular Instruments to successfully apply techniques required to create a Rock Band.</p> <p>Assessment: Mid: Appraising assessment Final: Rock band showcase</p> <p>How long is forever? Exploring Stephanie Pearce's play text 'How long is forever' to raise awareness of online safety and the dangers of social media.</p> <p>Assessment: Final: Performance or design presentation</p> <p>Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Music Engineer, Stage Manager, Director and Producer, Musician, Roadie, Singer.</p>	<p>Keyboard Club</p> <p>'One Body' Choir</p> <p>Drama Club</p>	<p>Self-expression in the Performing Arts Song writing project Develop key song-writing skills including lyric writing and an understanding of harmonic progressions.</p> <p>Assessment: Mid: Appraising assessment Final: Song composition showcase</p> <p>Building blocks of Devising Exploring the key devising skills required to respond to a rock song or popular song writer as a form of stimulus.</p> <p>Assessment: Final: Performance or design presentation</p> <p>Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Music Engineer, Stage Manager, Director and Producer, Lyricist, Composer, Singer, Musician.</p>	<p>Keyboard Club</p> <p>'One Body' Choir</p> <p>Drama Club</p>	<p>Self-expression in the Performing Arts Song writing project Develop key song-writing skills including lyric writing and an understanding of harmonic progressions.</p> <p>Assessment: Mid: Appraising assessment Final: Song composition showcase</p> <p>Building blocks of Devising Exploring the key devising skills required to respond to a rock song or popular song writer as a form of stimulus.</p> <p>Assessment: Final: Performance or design presentation</p> <p>Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Music Engineer, Stage Manager, Director and Producer, Lyricist, Composer, Singer, Musician.</p>	

Year 8 Cycle 2 Performing Arts	Drama – Freedom of Speech	Exploring Protest Theatre
<p>Lesson 1 – What is Freedom of Speech? Freedom of Speech 'Freedom of speech is the right to seek, receive and impart information and ideas of all kinds, by any means without fear of getting in trouble. The categories of speech that fall outside of its protection are offensiveness, child pornography, insult, motivation to cause violence and true threats of violence. It is also important to know that even though we all have a right to freedom of speech, there are certain things that are punishable by law to support our democratic society such as:</p> <ul style="list-style-type: none"> - In the interest of national security - Public safety - Prevention of disorder and crime - Protection of health or morals - Protection of reputation and rights of others 	<p>Lesson 3 – Why do people protest? A way of publicly making their opinions heard in an attempt to influence public opinion or government policy.</p> <ul style="list-style-type: none"> • Is there anything you feel strongly enough about that you would protest? • Is a 'peaceful protest' ever possible? • Do you think they work? • What are the pros and cons of protesting? • What do we usually see at protests? 	<p>Big Picture: To understand the importance of freedom of speech through devising techniques and to use the stage as a safe space to form and debate moral opinions.</p> <p>Lesson 4 – Staging a protest Using everything you have learnt about protests, it is time to stage a protest to compliment or contrast your work in Music. In your group you need to pick a topic to protest about. This can be one we've looked at or a different one your group are passionate about. You should think about:</p> <ul style="list-style-type: none"> • How you can use placards (what will they say, how can they be moved in an interesting way amongst your group) • How you enter the space (are you peaceful or rioting?) • Do you use voice (chants, call and repeat) or do you use elements of silence • Pace of your work (is slow motion effective or do you need more fast paced movements) <p>If your work is aimed at a more violent protest, safety of your group is CRUCIAL and all movements and ideas should be carefully choreographed – this is where slow motion and exaggerated movement can be more effective.</p> <p>Lesson 2 – Controversial opinions We all have our own opinions – which is a good thing! It is good to discuss and debate certain topics whilst still remaining respectful and listening to others. What are your opinions about the following and why?</p> <ul style="list-style-type: none"> - Covid vaccinations will kill you - Everyone should be vegan - If we don't change, we will die from global warming - Abortion is wrong - Men cannot become women - Black and white people aren't equal - Britain should be 'British' - Men aren't the problem, women should be careful

Year 8 Cycle 2 Performing Arts	Drama – Freedom of Speech	Exploring Protest Theatre														
<p>Lesson 5 – Preparing your protest showcase</p> <p>Your work in Music will compliment your practical protest. In preparation for your assessment, you should rehearse your work with your music to ensure it works and doesn't need extending (might mean you need to slow a sequence down or repeat a movement)</p> <p>Remember – it can compliment OR contrast</p> <p>Your practical work should show:</p> <ul style="list-style-type: none">- A clear message on the topic you are protesting about- A clear indication if it is peaceful or rioting- Maturity and sensitivity to the content- Well-choreographed and controlled movements effectively portraying a protest- Originality and creativity to 'make a statement'- Clear aim and intention		<p>Lesson 7 and 8 – Showcase</p> <p>You will be combining your Music and Drama work to communicate what you have learnt about Freedom of Speech, Riots and Protesting. You will showcase your version of 3 Little Birds along with your protest drama showcase.</p> <p>Your teachers are looking for you to showcase your work with confidence, creativity and to show good teamwork throughout your rehearsal time.</p>														
<p>Lesson 6 – What will I be assessed on?</p> <p><i>Your assessment will be one of two options:</i></p> <ul style="list-style-type: none">- Performance Assessment – You take part in a whole ensemble protest where you stage the topic that is of high importance to you and you showcase and debate arguments for and against the protest.- Performance Assessment – You add in challenging monologues and moments of thought-tracking to share your character's true inner-feelings to the audience amongst the chaos of the protest.- Set Design Assessment – On a laptop, you design a stage design for your protest that focuses on decorating the stage flats in an eye-catching and engaging way that prompts the audience to ask questions about your topic of choice. For example, a set design about abortion could have a fourth wall of baby Barbie doll lined up and bunting with dummies hanging from the audience – this could prompt questions like 'What is that doing there?' and 'Is this performance about children?' and 'Are we meant to feel safe in this performance?'.		<p>Key words</p> <table><tr><td>Freedom of speech</td><td>Exaggeration</td></tr><tr><td>Controversial</td><td>Slow motion</td></tr><tr><td>Protest</td><td>Portray</td></tr><tr><td>Compliment</td><td>Peaceful</td></tr><tr><td>Contrast</td><td>Riot</td></tr><tr><td>Placards</td><td>Pace</td></tr><tr><td>Choreograph</td><td>Aim and intention</td></tr></table>	Freedom of speech	Exaggeration	Controversial	Slow motion	Protest	Portray	Compliment	Peaceful	Contrast	Riot	Placards	Pace	Choreograph	Aim and intention
Freedom of speech	Exaggeration															
Controversial	Slow motion															
Protest	Portray															
Compliment	Peaceful															
Contrast	Riot															
Placards	Pace															
Choreograph	Aim and intention															
		<p>Useful stimuli that provoke protest:</p> <p>Topics and issues such as these can often cause huge audience debate which is a great basis for Protest Theatre:</p> <ul style="list-style-type: none">- Abortion- The Death Penalty- Gay Marriage- Black Lives Matter- Educate Your Sons- Claire's Law- Elon Musk's Views- The response to Meghan Markle														

Lesson 1 – Reggae Music

Some genres of music choose to fight injustice with love. Songs are written to boost morale and give minority groups hope for the future and to continue spreading their message peacefully.

**Lesson 6 – Famous Riffs**

Riff: Short, repeated, catchy musical pattern. Often used in rock and pop songs to make them memorable. You will play a selection of famous riffs to be able to understand how they are made and what makes them effective.

Lesson 2 – Three Little Birds

Syncopated Chords:

Playing the chords on the off-beat or in-between the beats

Chorus

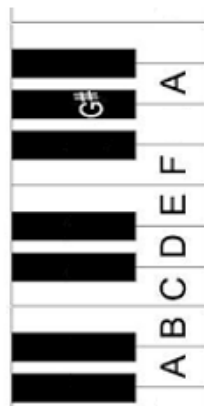
C Don't worry, about a thing
F Cause' every little thing, gonna be alright
C Singin' don't worry, about a thing
F Cause' every little thing, gonna be alright

Verse

C Rise up this mornin'
G Smile with the rising sun
C Three little birds perch by my doorstep
F Singin' sweet songs
G of melodys pure and true
C sayin', this is my message to you-oo-oo

Lesson 7 – Composing a catchy riff

You will channel your inner composer and create a catchy riff that uses the scale of A minor. You must be able to repeat it 4 times accurately and fluently.



You also need a second riff that follows the same rules but is completely contrasting. Use Am / Dm / Em triads to accompany these riffs.

Lesson 3 – Accompaniment

	1	2	3	4	1	2	3	4
Chords		X		X		X		X
Bassline (C)	C	C	C			G	E	G
Hook			CD	C	G	E	DC	

Lesson 8 – Creating a full composition

Complete a short piece of music that you have composed yourself that contains:

- A rock style drum beat using loops or playing your own drum pattern
- 2 different riffs using the A minor scale (use an electric guitar or bass guitar sound)
- Triad chords (Am / Dm / Em)
- Exceeding challenge – contrasting section using C major

Lessons 4 and 5: Mid-Cycle Assessment and Feedback

For your mid-cycle assessment, you will be performing the chords, bassline and hook To prepare for this, you should make sure that you can play all of the parts accurately and fluently throughout.

Lessons 9 and 10: End of Cycle Assessment and Feedback

For your end of cycle assessment you will be showcasing your finished riff-based composition. You will be assessed on your musical content including how effective your riffs are and if they are in time with drums and/or triads.

Food/Catering Key Stage 3 Curriculum 2024-2025

	Year 7			Year 8			Year 9		
	Knowledge and skills	Enrichment	Additional information e.g. Cross-Curricular	Knowledge and skills	Enrichment	Additional information e.g. Cross-Curricular	Knowledge and skills	Enrichment	Additional information e.g. Cross-Curricular
Cycle 1	Introduction to food skills and nutrition Hygiene and safety. Risk assessments Eatwell Guide How to write a dish proposal <i>Practical work: Vegetable cuts Pizza toast</i> Assessment: Pizza toast proposal Knife skills	Gardening club Ready steady cook competition	Annotation: English Communication: annotation of proposal. Verbal communication in kitchens Collaborative working: practical lessons Careers: chef	Diet and life stage Dietary needs at different life stages Protein Pizza proposal <i>Yeast based dough Pizza Sausage rolls</i> Assessment: Pizza proposal and practical outcome	Gardening club	Communication: annotation of proposal. Verbal communication in kitchens Collaborative working: practical lessons Careers: food manufacturing inspector	Introduction to the industry Role of EHO Job roles/customer service. Vitamins. <i>Practical work: Fajitas Samosas</i> Assessment: Exam style questions Samosas practical outcome	Gardening club Watch episode of the Chefs Table or similar program. Design and/or cook a dish inspired by their work	Communication: terminology related to job roles Verbal communication in kitchens Collaborative working: practical lessons Careers: wait staff front of house staff
Cycle 2	Ethical and social issues Ethical issues/animal welfare Introduction to production plans <i>Practical work: Chicken nuggets Scones</i>	Gardening club Red Tractor challenge task – creative menu design	Communication: writing step-by-step plans, being able to follow a plan. Verbal communication in kitchens Collaborative working: practical lessons Careers: baker	Environmental issues Food packaging and meat production Process of gelatinisation Standard components in food. <i>Pasta Bake Turkey burgers</i>	Gardening club Reduce your carbon footprint competition	Communication: writing step-by-step plans, being able to follow a plan. Verbal communication in kitchens Collaborative working: practical lessons	World foods Writing dish proposals Environmental issues Consumer choice <i>Enchiladas Pastry (short crust)</i> Assessment:	Gardening club	Food and environmental issues/Food security: Science Communication: annotation of proposal. Verbal communication in kitchens Collaborative working:

	Assessment: Chicken nuggets Production plan	Gardening club	Carbohydrates: Science (cycle 1)	Assessment: Sausage rolls practical outcome and evaluation	Gardening club Cooking club	Careers: chef de partie	Dish proposal	Gardening club Cooking Skills Showcase competition (internal competition)	practical lessons Careers: street food trader
Cycle 3	Consumer choice and healthy eating Carbohydrates Seasonal foods Re-think your drink <i>Practical work:</i> <i>Sizzling stir fry.</i> <i>Koftas</i> Assessment: Carbohydrates End of year test	Gardening club	Carbohydrates: Science (cycle 1)	Religion and diet Function of Fats Religion and diet Evaluation <i>Practical work:</i> <i>Muffins</i> <i>Mini Frittatas</i> Assessment: Function of fats End of year test	Gardening club Cooking club	Vocab & Pancakes: MFL Religion: RE Communication: writing step-by step plans, being able to follow a plan. Verbal communication in kitchens Collaborative working: practical lessons Careers: EHO	Future of food Local v global social & environmental issues. Allergens <i>Savoury rice</i> <i>Pasties</i> Assessment: Production Plan End of year exam style questions	Gardening club Cooking Skills Showcase competition (internal competition)	Food Practical skills: MFL Communication: application of key terminology in correct context. Verbal communication in kitchens Collaborative working: practical lessons Careers: food scientist

Year 8 – Cycle 2: Food

Fats

Fat can be a good source of energy and are a source of essential fatty acids the body can not make by itself. Fats help absorb fat soluble vitamins (A, D, E, K). There are two types of fats:

Saturated fats: mainly from animal sources and can lead to health conditions such as high cholesterol, high blood pressure,, obesity and higher risk of heart attack. These fats should be eaten in smaller amounts.

Unsaturated fats: is the healthier type of fat and is where we should have most of fats from. Often these are plant based such as oils like olive oil or nuts but can also come from fish such as salmon.

Generally unsaturated fats are liquid at room temperature and saturated fats are solid.

Oils and spreads are the only fats within the Eatwell Guide. All other fats such as cream, chocolate, butter are outside of the guide in the section for foods we should eat infrequently.

Nutritional needs of young adults

- Starchy carbohydrates for energy (pasta, bread, rice etc)
- Low fat protein for growth and repair men need more than women (meat, poultry, eggs beans, Quorn etc)
- Calcium for strong bones women need more than men
- Iron for red blood cells women need more than men
- Vitamin C for immunity and healthy skin
- Vitamin D works with calcium for strong bones

Standard Components

A standard component is a pre-prepared ingredient that is used in the production of a food product.

Examples of standard components are:

- pizza bases
- ready-made sauces
- ready-made cake mixes
- frozen pastry
- ready-made icing
- stock cubes



Some advantages of standard components:

- ensuring consistency within the product
- saves time and effort
- less skill required by staff to make product
- less specialist equipment needed on site
- can reduce costs of manufacture

Disadvantages to using standard components:

- less reliable - one manufacturer depends on another
- components can be more expensive
- sensory qualities may not be as good as fresh ingredients
- large amount of storage space needed
- time needed for ordering and delivery



Key Words

Food Assurance Schemes - There are a number of organisations in the UK that recognise high standards of animal welfare along with strict food safety standards and care of the environment.

Gelatinisation – The process of turning a liquid into a gel using starch

Food miles – the distance your food travels to reach your plate

Food processing – the processing food has to go through to be able to be eaten e.g. pasturing cows milk, slaughter and butchery of meats

Carbohydrate – macro nutrient needed for energy

SMSC – ethical and environmental issues related to food production and consumption.

Literacy – Know how to spell the names of wide range of nutrients including vitamins and minerals.

Numeracy – Learn key temperatures for gelatinisation.

Independent Study

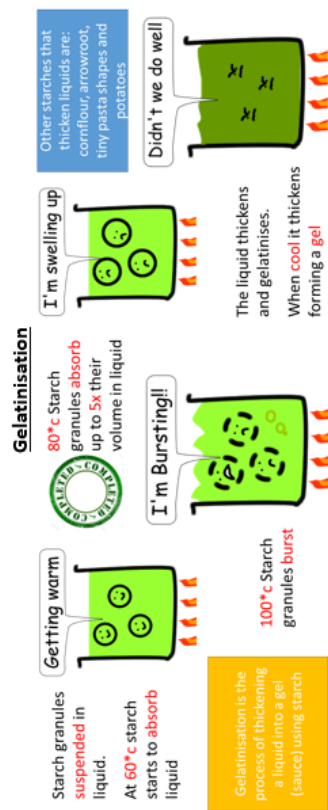
Week 1 – research ideas for your bistro burger for young adults.

Week 2 – plating up – take a photo of your pasta bake plated up at home. Rewards for creativity!

Week 3 – the ‘refuse’ challenge – Look at the packaging of any meat based products you eat this week... What can you say no to or swap? how can you reduce your carbon footprint?

Production Planning: Special points

‘Special points’ are things you will do whilst making to ensure your product is both safe to eat and of a good quality. Some points might be: safe storage of ingredients (“keep ingredients in fridge until needed”), hygiene points (“wash hands after handling raw meat”, dry with a paper towel), Food Safety: “Use a red chopping board to prevent cross contamination” “wash hands after handling raw meat” Quality Checks “have ingredients been cut evenly”



Geography Curriculum 2024-25

	Year 7		Year 8		Year 9	
	Knowledge and skills	Enrichment	Knowledge and skills	Enrichment	Knowledge and skills	Enrichment
Cycle 1	What is Geography? -Human and Physical Geography -Field sketches -Map skills -Understanding atlases Extreme Environments: Antarctica and Sahara -Distribution of biomes -Comparative case studies: Antarctica and the Sahara Assessment: End of cycle test	Contour mapping Biome diorama Careers GIS Surveyor	Hazardous World: Natural hazards: -Tectonics -Eyjafjallajökull – The Icelandic Volcano case study -Haiti – earthquake case study -Japan - tsunami case study Human hazards – conflict: -The Sudan -Afghanistan Assessment: End of cycle test	Making volcanoes Careers Volcanologist Aid worker Relief Worker Oceanographer Geologist	Weather and Atmospheric Systems: -Biomes and global air circulation -The UK as a case study -Microclimates -Hurricane Katrina, USA (2005) case study -Cyclone Nivar, India (2020) case study Assessment: End of cycle test	Microclimate investigation around the Academy Careers GIS Climatologist Meteorologist
Cycle 2	Rapid Rivers: -The water cycle and drainage basin -River processes -Long profile and cross profile -Features of each course -UK flooding case study: Tewkesbury Floods -Global case study: Nile -Flood management Assessment: End of cycle test	GA Photography competition Careers Flood Management Engineer	Crumbling Coasts: -Why is the coast important? -Coastal processes: erosion, weathering, transportation -Erosion landforms -Deposition landforms -Coastal management -UK case study – The Holderness Coastline -Global case study - Maldives Assessment: End of cycle test	Coastal diorama GA Photography competition Careers Flood Management Engineer	Global Issues: -Types of pollution Plastic pollution -What is climate change? Impacts of climate change -Sustainable management goals -‘The Hunger Games’ -Food -Sustainable cities Assessment: End of cycle test	GA Photography competition Careers Flood Management Engineer Climatologist Meteorologist
Cycle 3	Exploring China: -Background and History -Climate -Population -One Child Policy -‘Made in China’ -Modern slavery -Pollution -The Three Gorges Dam -Tourism in China Assessment: End of cycle test	RGS Young Geographer of the Year competition – details released May Careers Town planner Data analyst Consultant	Exploring India: -An introduction to India -Climate -Population -Mumbai and Dharavi -India’s Industries: Primary, Secondary, Tertiary and Quaternary -Tourism Assessment: End of cycle test	RGS Young Geographer of the Year competition – details released May Careers Town planner Data analyst Consultant	Start GCSE: Q3) The Challenge of Resource Management The Living World: Hot Deserts and Rainforests -Ecosystems -Tropical rainforest characteristics -Case study: Malaysia’s Rainforests -Managing tropical rainforests -Hot desert characteristics -Case study: The Thar Desert -Desertification Assessment: End of cycle test	RGS Young Geographer of the Year competition – details released May Careers Geologist Data analyst Consultant Oil rigger Renewable energy specialist

What is the coast?

The coast is where the land meets the sea.

Coasts are important for many different reasons and for different groups of people. The UK is an island and therefore surrounded by coastline. This makes coast important to us. The also provide:

- places to live
- Jobs in fishing and tourism
- beautiful scenery
- educational value, e.g. geology and natural history
- wildlife habitats

How do waves form?

Waves are created by wind blowing over the surface of the sea. As the wind blows over the sea, friction is created - producing a swell in the water.

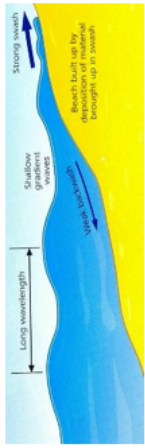

The size of waves depend on 3 things:

Fetch: The distance of open water that a wave travels. The bigger the fetch, the bigger the wave.

Wind strength: How powerful the wind is

Time: How long the wind has been blowing for.

2 different types of waves:

Constructive waves	Destructive waves
	
Strong Swash	Weak Swash
Weak Backwash	Strong Backwash
Long Wavelength	Short Wavelength
Short in height	Tall in height
Low frequency	High frequency
Deposition	Erosion

Coastal processes

Erosion: The break down and wearing away of rocks, there are 4 types of erosion, these are:

Attrition – rocks that bash together to become smooth/smaller.

Solution – a chemical reaction that dissolves rocks such as limestone and chalk.

Abrasion – sandpapering effect of pebbles grinding over a rocky platform and wearing it away.

Hydraulic action - water enters cracks in the cliff, air compresses, causing the crack to expand.

**Weathering:** The break down of rocks where they are, there are 3 different types of weathering:

- **Freeze-thaw weathering** – water enters cracks in the rock, when temperatures drop, the water freezes and expands causing the crack to widen. The ice melts and water makes its way deeper into the cracks. The process repeats itself until the rock splits entirely.



- **Chemical** – rain water is slightly acidic. Over time a coastline made up of rocks such as limestone or chalk can become dissolved by the acid in the water.
- **Biological** – Due to the actions of plants and animals. Plant roots grow in cracks in the rock.

Transportation: The movement of eroded material in water. There are 4 ways that material/sediment can be transported:

- **Solution** - minerals dissolve in water and are carried along.
- **Suspension** – light sediment is carried along in the flow of the water.
- **Saltation** - pebbles that bounce along the sea/river bed.
- **Traction** – bold boulders that roll along a river/sea bed by the force of the flowing water.

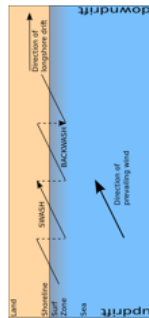
Deposition: The waves lose energy and drop sediment so it is no longer moving.

Longshore drift:

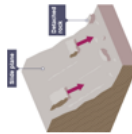
the movement of sediment along the coastline. This happens in a 'zigzag'.

Mass movement:

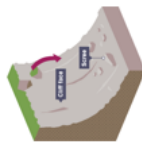
A large movement of soil and rock that moves down slopes because of gravity.

**Landslide**

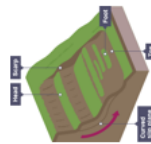
Large blocks of rock and smaller sediment slide downhill, normally at great speeds.

**Rock fall:**

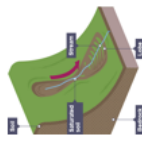
Bits of rock fall off the cliff face, in one large chunk, usually due to freeze-thaw weathering. And steep cliffs.

**Slumping/rotational slip**

Saturated soil and rock (normally clays) because heavy with water. The weight causes it to sink downhill (slumps downhill) leaving behind a curved surface.

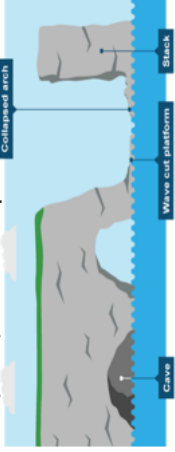
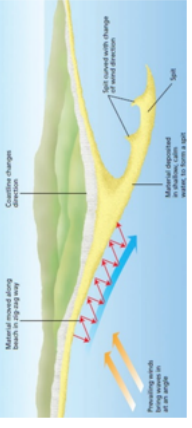
**Mudflow:**



Saturated soil (soil filled with water) flows down a slope, at quick speed. Requires lots of rainfall



Year 8 GCSE Geography

Cycle 2: Crumbling Coasts

<p>Landforms created by erosion:</p> <p>Headlands and bays</p> <p>A headland is a part of the land that sticks out to sea. They are made from hard rock.</p> <p>A bay is an inlet where the land curves inwards. They are made from soft rock.</p> <ol style="list-style-type: none"> 1) Waves attack the coastline. 2) If there are bands of hard and soft rock they will erode at different rates by hydraulic action and abrasion. 3) Softer rock (clay) is eroded quicker than the harder rock (granite), and this forms a bay. 4) The harder (more resistant rock) is left jutting out to sea, this is a headland. <p>Caves, arches, stacks and stumps</p> 	<p>Wave cut platform (erosional landform)</p> <p>A wave-cut platform is gently sloping platform of rock which extends out to sea).</p> <ul style="list-style-type: none"> • The sea attacks the base of the cliff between the high and low water mark. • A wave-cut notch is formed by erosional processes such as abrasion and hydraulic action - this is a dent in the cliff usually at the level of high tide. • As the notch increases in size, the cliff becomes unstable and collapses, leading to the retreat of the cliff face. • The backwash carries away the eroded material, leaving a wave-cut platform. • The process repeats. The cliff continues to retreat. <p>Beaches (depositional landform)</p> <p>Constructive waves build up a beach, longshore drift moves the material. When the sea has low energy it deposits material, in a bay this creates a beach.</p> <p>Spits (depositional landform)</p> <p>Spits</p> <p>A spit is a long, narrow finger of sand and sediment that juts out from the coast.</p> 								
<ol style="list-style-type: none"> 1) Hydraulic action widens cracks in the cliff face over time. 2) Abrasion widens the crack to form a cave. 3) Further erosion (hydraulic action and abrasion) in the cave causes the back of the cave to erode through forming an arch. 4) Biological weathering on the top of the arch and erosion at the base continues, the top of the arch is unsupported and the arch collapses leaving a stack. 5) Further weathering and erosion at the base causes the stack to collapse, leaving a stump. 	<ol style="list-style-type: none"> 1) Swash moves up the beach at the angle of the prevailing wind. 2) Backwash moves down the beach at 90° to coastline, due to gravity. 3) Zigzag movement (Longshore Drift) transports material along beach. 4) Deposition causes beach to extend, until reaching a river estuary. 5) Change in prevailing wind direction forms a hook. 6) Sheltered area behind spit encourages deposition, salt marsh forms. 								
<table border="1"> <thead> <tr> <th>Erosional Landforms</th><th>Depositional Landforms</th></tr> </thead> <tbody> <tr> <td>1. Headland and Bays</td><td>1. Beach</td></tr> <tr> <td>2. Cave, arch, stack, stump</td><td>2. Spit</td></tr> <tr> <td>3. Wavecut platform</td><td>3. Sand Bar</td></tr> </tbody> </table>	Erosional Landforms	Depositional Landforms	1. Headland and Bays	1. Beach	2. Cave, arch, stack, stump	2. Spit	3. Wavecut platform	3. Sand Bar	
Erosional Landforms	Depositional Landforms								
1. Headland and Bays	1. Beach								
2. Cave, arch, stack, stump	2. Spit								
3. Wavecut platform	3. Sand Bar								

<p>Case study: Lyme Regis</p> <p>Located in the South coast of England, the town is a popular sea resort for tourists to visit. It's been built on unstable cliffs and is eroding rapidly.</p>	<p>Hard Engineering Defences</p> <p>Groynes</p> <p>Wood barriers prevent longshore drift, so the beach can build up.</p> <p>Sea Walls</p> <p>Concrete walls (usually curved) which reflect wave energy back out to sea.</p> <p>Gabions or Rip Rap</p> <p>Cages of rocks absorb the waves energy, and prevent erosion at the base of a cliff.</p> <p>Rock Armour</p> <p>Piles of large boulders (normally granite), they absorb wave energy to prevent erosion.</p>	<p>✓ Beach still accessible. ✗ No deposition further down coast = erodes faster.</p> <p>✓ Long life span and protects from flooding ✗ Curved shape encourages erosion of beach deposits.</p> <p>✓ Cheap ✓ Local material can be used to look less strange. ✗ Will need replacing.</p> <p>✓ Cheap and easy to maintain ✓ Used for fishing ✗ Rocks from abroad are expensive to transport</p>
<p>Management schemes:</p> <p>Phase 1: 1990s = new sea wall and promenade, cliff stabilisation – hundred of large nails used to hold cliff together, they also improved drainage and re-profiled the beach slope</p> <p>Phase 2: 2005-2007 = improvements to sea front costing £22 million, creation of wide sand and shingle beaches to absorb wave energy, more rock armour at The Cobb to absorb wave energy</p> <p>Phase 3: Not undertaken, decided to leave this stretch of coast as costs outweigh benefits</p> <p>Phase 4: 2013-2013 = final phase, cost £20 million, 390 metre new sea wall in front of existing sea wall, extensive nailing, piling and drainage to provide cliff stabilisation</p> 	<p>Soft Engineering Defences</p> <p>Beach Nourishment</p> <p>Beaches built up with sand, so waves have to travel further before eroding cliffs.</p> <p>Dune Regeneration</p> <p>Sand dunes are buffers to the sea, marram grass is used to stabilise the dunes.</p> <p>Dune fencing</p> <p>Fences built on sandy beach along existing dunes to encourage new sand dunes to grow.</p>	<p>✓ Cheap and creates a beach for tourists. ✗ Storms = need replacing.</p> <p>✓ Keeps the coast looking natural and cheap ✗ Damaged by storms</p> <p>✓ Minimal impact on nature ✗ Broken easily and can look ugly</p>
<p>Managed Retreat</p> <p>Managed Retreat</p> <p>Low value areas of the coast are left to flood & erode.</p> <p>Dealing with sea level rise and flooding</p> <ul style="list-style-type: none"> • Collecting more rainwater • Building infrastructure on higher land • Building houses on stilts 	<p>✓ Reduce flood risk and creates wildlife habitats. ✗ Compensation for land.</p>	

Maldives
Location: India Ocean

Issues

- Sea level rise is causing flooding
- Coral bleaching
- Environmental refugees as many live on the coast
- Saline intrusion is polluting water supply



KS3 Curriculum 2024-2025: History

Year 7			Year 8		Year 9	
	Knowledge and skills	Enrichment	Knowledge and skills	Enrichment	Knowledge and skills	Enrichment
Cycle 1	Migration through Time <i>How has migration shaped England today?</i> <ul style="list-style-type: none">o Roman Englando Jewish migrationo The impact of empireo The impact of war Including a local study of Cheltenham 1000-2000CE	Local History Project: voices of our community Careers: Archaeologist, Museum Curator	The Industrial Revolution <i>Did the Industrial Revolution change the world for the better?</i> <ul style="list-style-type: none">o The Agricultural Revolutiono Technological advancementso Living and working conditionso Attitudes to povertyo The development of democracy	Extra challenge: using the archives Careers: Law, Social Work	World War One <i>How and why should World War One be remembered?</i> <ul style="list-style-type: none">o Causes of the waro Recruitment and propagandao Trench warfareo The Home Fronto Armistice	Poetry competition Battlefields Trip Careers: Military, Editing, Politics
	Assessment focus: change and continuity, narrative writing		Assessment Focus: evaluating interpretations, analysing consequences		Assessment Focus: change and continuity, analysing consequences	
Cycle 2	Medieval England <i>Who had power in Medieval England: the church or the state?</i> <ul style="list-style-type: none">o Thomas Becketto The Crusadeso The Magna Cartao The Black Deatho The Peasants' Revolt	Competition: Black Death Diorama Careers: Police Force	The British Empire <i>How has the British Empire shaped the world we live in today?</i> <ul style="list-style-type: none">o How Britain built an empireo The impact of the British Empireo Resistance and revolt: the Indian Rebellion and the Mau Mau Uprisingo The decline of empire Taught using case studies including India, Kenya, Australia and Ireland	Virtual tour of the British Museum Debate: Repatriation of artefacts in the British Museum Careers: Diplomacy	Nazi Germany and the Holocaust <i>How do tyrants achieve and hold onto power?</i> <ul style="list-style-type: none">o The rise of Hitlero Life in Nazi Germanyo World War Twoo The Holocaust	Interview with Zigei Schipper, a Holocaust Survivor Holocaust Remembrance Day Assembly Careers: Military , Law
	Assessment Focus: analysing consequences, source analysis		Assessment Focus: change and continuity, narrative writing		Assessment Focus: source analysis, narrative writing	
Cycle 3	Early Modern England <i>How did the power of the church and the state change?</i> <ul style="list-style-type: none">o The Reformationo The Religious Rollercoastero Elizabethan Englando The English Civil War	Trip: Tintern Abbey – cross-curricular with Geography Careers: Historian, Politics	The Transatlantic Slave Trade <i>What is the legacy of the Transatlantic Slave Trade in the modern world?</i> <ul style="list-style-type: none">o The Triangular Tradeo The Middle Passageo Conditions for enslaved peopleso Resistance and Rebelliono Abolitiono The legacy of slavery	Trip to M Shed museum in Bristol Careers: Law, Civil Service, Politics	Changing 20th Century Society <i>What are the drivers for change?</i> <ul style="list-style-type: none">o Why did women get the vote?o Why was the 1960s a more 'permissive society'?o How did workers achieve greater rights?	Debate: were the Suffragettes terrorists or freedom fighters? Careers: Charity, Politics, Law
	Assessment Focus: evaluating interpretations, analysing causation		Assessment Focus: source analysis, causation		Assessment Focus: interpretations, analysing causation	



Year 8 History Cycle 2: The Slave Trade



Primary Source: Documents from the period studied that give 'first-hand' evidence

Secondary Source: 'Second-hand' information created using primary sources

Interpretation: A historian's opinion of an event or topic

Slavery: When somebody is owned like property

Triangular Trade: The system of trading between Europe, Africa and America, including the transport of slaves

Middle Passage: The journey where slaves were transported from Africa to the Americas

Auction: A way of selling where things go to the highest bidder.

Scramble: A form of auction where buyers would try to buy as many slaves as possible in a short amount of time.

Plantation: A large farm on which slaves were forced to work

Shackles: Metal rings around the wrists or legs used to stop people escaping

Campaigner: Someone who tries to bring about changes

Boycott: Refusing to buy something as a form of protest

Dehumanise: To view someone as less than human, and try to take away their identity

Abolition: Completely getting rid of something

Rebellion: To fight against something

Revolution: A large and significant change to a government or way of life

Week 1: Pre-Colonial African Civilisations

Many Europeans thought that Africa's history was not important. They argued that Africans were inferior to Europeans and they used this to help justify slavery. However, the reality was very different. There were great and rich empires across the continent: Mali, Songhay, Benin, Gao to name a few.



Mansa Musa was the richest person in history! He was emperor of Mali in the 12th century, a country that had a lot of gold.

He conquered 20 major cities in his lifetime, and his empire was a centre of learning, art and culture.



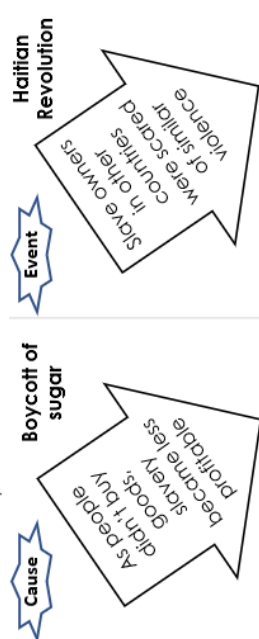
The Great Mud Mosque of Djenné in Mali is the largest mud-brick building in the world. It has stood since the 13th century and can hold 3000 people.

Think Like A Historian!

Cause and Consequence

A **cause** is a reason **why** something happens. A **consequence** is something that happens **as a result** of the event.

Try to focus on what **links** it to the event.



Abolition of slavery

Event

Abolition

Consequence

Week 5: Conditions on Plantations

Enslaved Africans were forced to engage in a variety of hard work, all of them back-breaking. The work in the fields was grueling, with long hours spent in the hot sun, supervised by overseers who were quick to use the whip. Tasks included:

- Clearing land
- Planting cane
- Harvesting canes by hand
- Manuring and weeding.



Inside the plantation works, the conditions were often worse, especially the heat of the boiling house. Additionally, the hours were long, especially at harvest time.



Weeks 2-4: The Triangular Trade

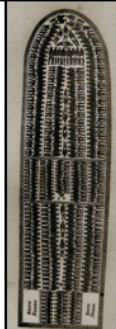


Middle Passage

Conditions on the ships were terrible: extremely cramped, unhygienic and cruel.

The journeys lasted from six weeks to several months, depending on the weather. The ships were often too small to carry the hundreds of enslaved Africans on board, who were tightly packed into cramped spaces below deck with one person's right leg chained to the left leg of another person.

Around 10-20% of enslaved people may have died on the journey.



Triangular Trade

- Ships leave from England for Africa taking manufactured goods
- In Africa, they sell the goods and buy slaves.
- They transport the slaves across the Middle Passage to the Americas.
- Slaves are forced to work on plantations growing crops such as sugar and tobacco.
- These goods are taken to England where they are sold for profit.

Weeks 6-7: Resistance

Passive resistance means using non-violent methods to fight back. This could include...

- Breaking tools
- Refusing to work
- Escaping
- Continuing their culture as a way to resist **dehumanisation**

One famous example is Harriet Tubman, who established the Underground Railroad to help enslaved people escape.

Active resistance meant using violence to fight back. This could include...

- Hurting the slave owners
 - Burning down plantations
 - Stealing weapons
- This was much riskier than passive resistance.

On the ship the Amistad, 53 kidnapped Africans killed the captain and changed the ship's course.

The Haitian Revolution

Toussaint L'Ouverture led a slave revolt in the country that is now Haiti. The enslaved people in Haiti managed to overthrow the slave owners and burn down the plantations: after a difficult war, they managed to make Haiti an independent country founded by ex-slaves!

Haiti was the first independent black republic, and scared France and Britain into abolishing slavery.

Think Like A Historian!

Content:
Find something relevant you spot in the source – a detail or quote.

What can you **infer** (figure out)?

Analysing Sources
What makes a source useful?



How useful is this source?

Provenance:
Nature:
What kind of source is it?
A diary?
Photo?

Origin:
Who made it?
Where?
When?

Purpose:
Why was it made?
Would they be honest?

Weeks 8-9: Abolition

Key Individuals

Oulaudah Equiano: Freed slave who wrote a book about conditions for slaves
William Wilberforce: Important politician who fought for slavery to be abolished in parliament

Religious groups such as Quakers called for abolition

Economics

Sugar was selling for less money, so the slave trade didn't make people as rich. People started to believe that slaves would work harder if they were paid, and make people more money.

Elizabeth Heydrich started boycotting goods produced using slavery

Resistance

Toussaint L'Ouverture led a successful revolt in Haiti, proving that resistance could be successful.

Other resistance meant that plantations made less money, and running plantations would be dangerous.



Week10: The Legacy of Slavery

Even after slavery was abolished, attitudes were slow to change. The government thought the slave owners deserved **compensation** and paid £20 million – not to the slaves but to their old 'owners'. In modern money that's about £17 billion.



In recent years there has been lots of focus on how we remember slavery. In 2020 in Bristol, the statue of a slave owner called Edward Colston was pulled down in a protest. There is still a lot of debate about whether statues like this should be removed.

Key Stage 3 MFL Curriculum Plan

Year 8 One Year	Topic	Core grammar	Core phonics
Autumn	Around Town & Let's Go Out! Geography of Spain [1,2] (e) Description of my town/city [1,2] (c) Good/bad in my town/city [1,2] (c) Where I can go out in my town/city [1,2] (b) Where to live in the future [1,4] (b) What can you do in town [5] (a) Plans to go out [1,4,6] (d) Weekend plans [1,7] (c) Life in la Habana [6, 7] (h)	1. Definite / indefinite articles 2. SER & HABER (Present tense) – él/ella 3. Verb subject agreement 4. Conditional – yo, tú, él/ella 5. Se puede + infinitive 6. Present tense regular -ar, -er & -ir verbs - yo 7. Near future - yo, tú, él/ella, nosotros	a. soft/hard [c] b. soft/hard [g] c. silent [h] d. [j] e. [ñ] f. [l] / [ll] g. [r] / [rr] h. vocales (e, i)
Spring	Last Summer & Let's Travel! Where I went on holiday [1,5] (a) What I did on holiday [1,2,5] (h) What I did on the last day [2,3] (d) What the weather was like [3] (h) Past tense opinions [1, 4] (b) Presentation of Past Holidays [1,2,3] (f) Future Holiday Plans [6] (c) Ideal Holidays / Easter [7]	1. Preterite tense (llr) – yo, tú, él/ella, nosotros 2. Preterite tense -ar, -er & -ir – yo, nosotros 3. SER + HACER (preterite tense) – él/ella 4. Past tense opinion verbs + indirect object pronoun 5. Prepositions – en, a 6. Near future tense - yo, él/ella, nosotros 7. Conditional – yo, tú, él/ella	b. Soft/hard [g] c. [e], [i] d. [l] / [ll] e. [ñ] f. [v] g. [r vs rr] h. silent [h]
Summer	Media Around Me & Free Time Compare television programmes [2] (g) What I usually do on my mobile [1] (e) What I am going to do on my smartphone [3] (d) Learn about famous Hispanic singers [7, 8] (c) Getting ready to go out [5] Activities yesterday [3, 7] Favourite sports [2,3,7] (b) Film study: 'Viva Cuba' [4]	1. SOLER (Present tense) – yo, tú 2. AR + IR verbs (Present tense) – yo, tú, él/ella 3. Near future tense – yo, tú, él/ella, nosotros 4. Opinion verbs + indirect object pronoun 5. Reflexive verbs (Present tense) – yo, tú 6. Comparatives 7. Preterite tense – yo, él/ella, nosotros	a. [a], [e], [i] b. [j] c. [l] / [ll] d. [r] / [rr] e. [que] f. [gue]/[gui] g. [v], [b]

SPR 2 'Let's go out' Wk 1 '¿Qué vas a hacer?' (What are you going to do?)

	Essential				
	Spanish	English		Spanish	English
<i>Chunks</i>	¿Qué vas a hacer? Voy a hacer... Vamos a jugar... Sin embargo no voy a hacer/jugar...	What are you going to do? I am going to do... We are going to do... However I am not going to do/play...	<i>Sequencers</i>	Primero Luego Finalmente	Firstly Then Finally
<i>Nouns</i>	El fútbol El baloncesto El cine El internet La bicicleta La bolera La televisión Los artes marciales, Los deberes Los videojuegos	Football Basketball Cinema The internet Bicycle The bowling alley The television Martial arts Homework Videogames	<i>Opinions</i>	¡Qué + adjetivo!	How + adjective!
			<i>Infinitives</i>	Jugar Hacer Ir Salir Ver Ser Montar Quedar Navegar Descansar	To play To do/make To go To go out To see To be To ride To meet To surf (the internet) To relax
<i>Time phrases</i>	El sábado El domingo Por la tarde Por la mañana A las tres de la tarde Este fin de semana	On Saturday On Sunday In the afternoon/evening In the morning At three in the afternoon This weekend	<i>Adjectives</i>	Divertido Interesante Guay Genial Emocionante Educativo Entretenido Social	Fun Interesting Cool Great Exciting Educational Entertaining Social
<i>Conjunctions</i>	Pero Sin embargo	But However			

SPR 2 'Let's go out' Wk 1 '¿Qué vas a hacer?' (What are you going to do?)

	Stretch				
	Spanish	English		Spanish	English
<i>Chunks</i>	Si hace buen tiempo Si hace mal tiempo Voy a (+ inf.) si llueve Vamos a (+ inf.) si nieva Nunca jamás voy a + inf.	If it is good weather If it is bad weather I am going to (+ inf.) if it rains We are going to (+ inf.) if it snows I am never ever going to (+ inf.)	<i>Sequencers</i>	Después de eso	After this
<i>Nouns</i>	La pista de hielo La casa de mi mejor amigo El club juvenil	The ice rink My best friend's house The youth club	<i>Opinions</i>	A mi modo de ver ¡Qué miedo! ¡Qué lástima! ¡Qué pena!	From my point of view How scary! What a shame! What a pain!
			<i>Infinitives</i>	Explorar Viajar	To explore To travel
<i>Time phrases</i>	Pasado mañana	The day after tomorrow	<i>Adjectives</i>	Impresionante Fascinante Sano Maravilloso Asombroso	Impressive Fascinating Healthy Marvellous Amazing
<i>Conjunctions</i>	No obstante Además	Nevertheless Furthermore / in addition			
			<i>Idiom</i>	Un error grande como una casa	To go from bad to worse

SP1 'Last Summer & Let's Travel' Wk 4 '¿Adónde fuiste de vacaciones?' (Where did you go on holiday?)

	Essential				
	Spanish	English		Spanish	English
<i>Chunks</i>	¿Adónde fuiste de vacaciones? El año/verano pasado fui a... Fui con mi(s) (+ person(s)) Fui en (+ transport) Me quedé en casa Fue	Where did you go on holiday? Last year/Summer I went to... I went with my... I went by... I stayed at home It was	<i>Adjectives</i>	Tranquilo Bonito Hermoso Histórico Emocionante	Peaceful Pretty Beautiful Historic Exciting
<i>Nouns</i>	CARDINAL POINTS Escocia Italia España Francia Grecia Inglaterra La familia La clase El avión El coche El tren El metro El autobús El barco Los padres	Scotland Italy Spain France Greece England Family Class Plane Car Train Tube Bus Boat Parents	<i>Intensifiers</i>	Bastante Muy Sumamente	Quite Very Really
			<i>Opinions</i>	¡Qué + adjective!	How + adjective!
			<i>Sequencers</i>	Luego...	Then...
			<i>Question word</i>	Adónde	Where to
<i>Time phrases</i>	El año pasado El verano pasado Durante una semana	Last year Last Summer During one week			
<i>Conjunctions</i>	Y También Además	And Also Furthermore			

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SP1 'Last Summer & Let's Travel' Wk 4 '¿Adónde fuiste de vacaciones?' (Where did you go on holiday?)

	Stretch				
	Spanish	English		Spanish	English
<i>Chunks</i>	Fuimos hasta (+ place) En el (+ cardinal point) de (+ country) Aunque no fuimos a (+ place) Fuimos en (+ transport) Hasta (+ place)	We made our way to... In the (+ cardinal point) of (+ country) Although we did not go to... We went by... Until (+ place)	<i>Adjectives</i>	Turístico Pintoresco	Touristic Picturesque
<i>Nouns</i>	El sureste El suroeste El noreste El noroeste Chipre Los Estados Unidos Gales El helicóptero El autocar La moto	The southeast The southwest The northeast The northwest Cyprus The United States Wales Helicopter Coach Motorbike	<i>Intensifiers</i>	Súper Verdaderamente	Super Really
<i>Time phrases</i>	Hace (+ time expression) El mes pasado	For (+ time expression) Last month			
<i>Conjunctions</i>	Aunque	Although			

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SP1 'Last Summer & Let's Travel' Wk 5 '¿Qué hiciste durante tus vacaciones?' (What did you do during your holidays?)

	Essential				
	Spanish	English		Spanish	English
<i>Chunks</i>	¿Qué hiciste durante tus vacaciones? Durante mis vacaciones Hice deportes Fui a la playa	What did you do during the holidays? During my holidays I did sports I went to the beach	<i>Adjectives</i>	Bueno Bonito Chulo* Genial* Cubano	Good Pretty Cool Great Cuban
<i>Nouns</i>	De vacaciones Los monumentos Las fotos En bicicleta La playa La costa SMS En coche El mar El sol De compras Miedo* Asco*	On holiday Monuments Photos By bicycle The beach The coast Texts By car The sea The sun Shopping Fear Disgust	<i>Intensifiers</i>	Muy Bastante	Very Quite
			<i>Opinions</i>	¡Qué + adjective!	How...!
			<i>Sequencers</i>	El primer día Luego Después Más tarde	On the first day Then After Later
			<i>Exclamations</i>	¡Qué + noun!	What + noun!
			<i>Infinitives</i>	Ir Visitar Comprar Sacar Montar Descansar Mandar Bailar Nadar Tomar	To go To visit To buy To take (photos) To ride To relax To send To dance To swim To take
<i>Time phrases</i>	El año pasado El verano pasado	Last year Last summer			
<i>Conjunctions</i>	Y Pero Donde	And But Where			

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SP1 'Last Summer & Let's Travel' Wk 5 '¿Qué hiciste durante tus vacaciones?' (What did you do during your holidays?)

	Stretch				
	Spanish	English		Spanish	English
<i>Chunks</i>	¿Qué hiciste en tus últimas vacaciones? No compramos nada	What did you do last holiday? We didn't buy anything	<i>Adjectives</i>	Alucinante Entretenido Encantador	Amazing Entertaining Charming
<i>Nouns</i>	De paseo El centro histórico de la ciudad El parque acuático	A stroll The historic centre of the city. The water park	<i>Intensifiers</i>	Verdaderamente	Really
			<i>Opinions</i>	¡Qué + irregular adjective!	How...!
			<i>Sequencers</i>	Primero de todo Después de todo	First of all After everything
			<i>Exclamations</i>	¡Qué susto! ¡Qué sorpresa! ¡Qué pena!	How scary! What a surprise! What a pain!
<i>Time phrases</i>	La última vez que fui de vacaciones	The last time that I went on holiday			
<i>Conjunctions</i>	Además	Furthermore			

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Sp1 'Last Summer' Wk 6 '¿Qué tiempo hizo?' (What was the weather like?)

	Essential				
	Spanish	English		Spanish	English
<i>Chunks</i>	Cuando fui de vacaciones Cuando nadé Cuando visité monumentos Hizo + weather Luego hizo + weather Pero el último día llovió / hizo + weather	When I went on holiday When I swam When I visited monuments It was + weather Then it was + weather But on the last day it rained / it was + weather	<i>Sequencers</i>	Después	After
<i>Nouns</i>	Frio Calor Sol Viento	Cold Hot Sunny Windy	<i>Adjectives</i>	Buen Mal	Good Bad
			<i>Intensifiers</i>	Bastante Muy Sumamente	Quite Very Really
<i>Time phrases</i>	Siempre Todos los días Cada día	Always Everyday Everyday	<i>Question words</i>	Qué	What
<i>Conjunctions</i>	También Además	Also Moreover			

12

Sp1 'Last Summer' Wk 6 '¿Qué tiempo hizo?' (What was the weather like?)

	Stretch				
	Spanish	English		Spanish	English
<i>Chunks</i>	Cuando nadamos Cuando visitamos los monumentos + weather El cielo estaba despejado El último día hubo tormenta Nevó	When we swam + weather When we visited monuments + weather The sky was clear On the last day it was stormy It snowed	<i>Sequencers</i>	Un día Otro día	One day On another day
<i>Nouns</i>	Una tormenta La niebla	A storm Fog			
<i>Time phrases</i>	Durante la semana A menudo De vez en cuando	During the week Often From time to time			
<i>Conjunctions</i>	Encima	Moreover			

13

Sp2 'Let's travel!' Wk 1 '¿Cómo lo pasaste el último día?' (How did you spend the last day?)

	Essential				
	Spanish	English		Spanish	English
<i>Chunks</i>	¿Cómo lo pasaste el último día? El último día comí paella Salí con mis amigos Mandé SMS Vi monumentos Bebí una limonada Conocí a nuevos amigos Dormí en la playa	How did you spend the last day? The last day I ate paella I went out with my friends I sent text messages I saw monuments I drank a lemonade I met new friends I slept on the beach	<i>Sequencers</i>	Por la mañana Por la tarde Luego	In the morning In the afternoon Then
<i>Nouns</i>	La paella La hermana Un castillo Una limonada Un chico Un té Un barco Un sombrero Una tortuga Una chocolatina El mar El bar El sol La televisión De compras La medianoche	Paella Sister A castle A lemonade A boy A tea A boat A hat A tortoise A chocolate bar The sea The bar The sun The television Shopping Midnight	<i>Adjectives</i>	Divertido Animado Enorme Rico Horrible Flipante Genial Importante Emocionante	Fun Lively Enormous Rich Horrible Great Great Important Exciting
<i>Opinions</i>	(no) Me gustó Me encantó	I liked / (did not like) I loved	<i>Intensifiers</i>	Un poco Bastante Muy Sumamente	A little Quite Very Really
<i>Conjunctions</i>	donde	Where			

15

Sp2 'Let's travel!' Wk 1 '¿Cómo lo pasaste el último día?' (How did you spend the last day?)

	Stretch				
	Spanish	English		Spanish	English
<i>Chunks</i>	En verano (no) voy de vacaciones Mi padre ganó un crucero Fuimos en avión hasta Buenos Aires	In Summer I (do not) go on holiday My father won a cruise We went by plane to Buenos Aires	<i>Sequencers</i>	Después de eso Para terminar	After this To finish
<i>Nouns</i>	La música Los libros El avión El fútbol El barco El helicóptero La bici La moto de agua Un concierto de música Un crucero Un delfín Una excursión	Music Books Plane Football Boat Helicopter Bike Jet ski A music concert A cruise A dolphin A trip	<i>Adjectives</i>	Estupendo Guapo Bonito Guay Dramático	Great Good looking Pretty Cool Dramatic
<i>Opinions</i>	Me chifló Me moló	I loved it I loved it	<i>Exclamations</i>	¡Qué suerte! ¡Qué increíble!	How lucky! How incredible!
<i>Conjunctions</i>	Así que	So			
<i>Time phrases</i>	Normalmente Hace dos años Todos los días	Normally Two years ago Every day	<i>Infinitives</i>	Ir Leer Escuchar Salir Jugar Montar	To go To read To listen To go out To play To ride

16

Sp2 'Let's travel!' Wk 2 '¿Cómo te fue?' (How did it go?)

	Essential				
	Spanish	English		Spanish	English
Chunks	¿Cómo te fue? El verano pasado fui/fuimos a... Y fue... Porque hizo buen/mal tiempo Visité monumentos Descansé mucho Conocí a (+ person) Comí algo malo y vomité ¿Cómo fue ayer?	How did it go? Last Summer I/we went... And it was... Because it was good/bad weather I visited monuments I relaxed a lot I met (+ person)	Time expressions	El verano pasado El año pasado	Last Summer Last year
			Sequencers	El primer día El último día	On the first day On the last day
Nouns	Un desastre WEATHER expressions Los monumentos El pasaporte El móvil Un refresco La playa La costa	A disaster WEATHER expressions Monuments Passport Mobile phone A soft drink The beach The coast	Adjectives	Guay Histórico Divertido Genial Regular Raro Horrible Flipante	Cool Historic Fun Great Alright Strange Horrible Great/amazing
Opinions	No me gustó Me gustó Me gustó mucho Me encantó	I did not like it I liked it I liked it a lot I loved it	Intensifiers	Un poco Muy Sumamente	A little Very Really
Conjunctions	Pero Sin embargo También Porque Ya que	But However Also Because Since/because	Question words	Cómo	What

18

Sp2 'Let's travel!' Wk 2 '¿Cómo te fue?' (How did it go?)

	Stretch				
	Spanish	English		Spanish	English
Chunks	Lo pasé super bien/fatal Lo pasamos super bien/fatal El tercer día perdí/perdimos... El quinto día visitamos... Vimos muchos... Y fueron + adj ¿Cómo lo pasaste ayer?	I had a great/awful time We had a great/awful time On the third day I lost/we lost On the fifth day we visited We saw a lot... And they were... How did you spend yesterday?	Time expressions	Hace (+ time expression)	Number + time expression ago
Nouns	Los sitios de interés Los lugares de interés Las ruinas Las vistas El monedero	Places of interest Places of interest Ruins Views Purse	Adjectives	Precioso Turístico Cosmopolita Maravilloso Asombroso	Beautiful Touristic Cosmopolitan Marvellous Amazing
Opinions	Me chifló Me interesó	I loved it I found it interesting	Intensifiers	Verdaderamente Extremadamente	Really/truly Extremely
Conjunctions	Dado que Puesto que	Given that As	Idioms	Quien fue a Sevilla, perdió su silla	Finders keepers, losers weepers

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KS3 PE Curriculum 2024-2025



	Year 7		Year 8	Year 9	Enrichment	Curricular links
	Knowledge and skills development		Outwitting opponents and implementing rules	Game play and tactical development		
Cycle 1	<ul style="list-style-type: none"> Developing technique and performance Replicate accurate movement To develop precision, control and accuracy To understand basic rules and use them within a game Basic leadership skills with teachers support <p>Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, <u>exercising safely</u>.</p> <p>Careers – sports judges/officials, referees, PE teacher</p>		<ul style="list-style-type: none"> Outwitting opponents Encouraging team work To develop fluency of the skills learnt Adhere to the rules within a condition/ competitive game Leadership skills with clarity, volume and presence. Decision making <p>Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, <u>exercising safely</u>.</p> <p>Careers – sports judges/officials, referees PE teacher</p>	<ul style="list-style-type: none"> Analysing performance Embedding technique into a competitive game Focus on developing tactics, set play Developing skills as a leader and official – officiating games with support <p>Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, <u>exercising safely</u>.</p> <p>Careers – sports judges/officials, referees PE teacher</p>	Football Netball Rugby Trampolining Fitness club Dance Basketball	HRE links Science
Cycle 2	<ul style="list-style-type: none"> Developing technique and performance Replicate accurate movement To develop precision, control and accuracy To understand basic rules and use them within a game Basic leadership skills without teachers support with accurate demonstration <p>Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, <u>exercising safely</u>.</p> <p>Careers – Coaches, personal trainers, managers</p>		<ul style="list-style-type: none"> Outwitting opponents Encouraging team work To develop fluency of the skills learnt Adhere to the rules within a condition/ competitive game Leadership skills – teacher to direct a leadership role within the activity Decision making <p>Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, <u>exercising safely</u>.</p> <p>Careers – Coaches, personal trainers, managers</p>	<ul style="list-style-type: none"> Analysing performance Embedding technique into a competitive game Focus on developing tactics, set play Developing skills as a leader and official – leading own activities and feeding back. <p>Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, <u>exercising safely</u>.</p> <p>Careers – Coaches, personal trainers, managers</p>	Football Netball Rugby Trampolining Fitness club Dance Basketball	

Cycle 3	<ul style="list-style-type: none"> Developing technique and performance Replicate accurate movement To develop precision, control and accuracy To understand basic rules and use them within a game Basic leadership skills with clarity, volume and presence. <p>Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely. Careers – Health safety officer, officials, umpires, athletes</p>	<ul style="list-style-type: none"> Outwitting opponents Encouraging team work To develop fluency of the skills learnt Adhere to the rules within a condition/ competitive game Leadership skills – to lead a starter activity Decision making <p>Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely. Careers – Health safety officer, officials, umpires, athletes</p>	<ul style="list-style-type: none"> Analysing performance Embedding technique into a competitive game Focus on developing tactics, set play Leadership skills - To be able deliver aspects of the lesson and to officiating with clarity and presence <p>Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely. Careers – Health safety officer, officials, umpires, athletes</p>	Cricket Rounders Athletics	Measurements – Maths
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Year 8 PE– Outwitting opponents

Girls Football

- Moving with the ball
- Movement to outwit
- Attacking play
- Defending
- Creating space
- How to outwit
- Finishing

Netball skills

- Passing/Receiving
- Ball handling
- Footwork
- Shooting
- Marking
- Intercepting /Dodging

Table Tennis

- Grip and stance
- Push – Backhand/Forehand
- Drive – Backhand/Forehand
- Topspin
- Serve

Boys football

- 2 v 1 attacking focus (passing)
- Dribbling past a defender & turning
- Attack Crossing high and low
- Attacking patterns of play (1,2's etc)
- Defensive strategies
- Game play

Trampolining

- Tuck, Pike, Straddle
- Twisting movements
- Seat landing with progressions
- Front landing with progressions
- back landing with progressions
- routine development

OAA/Problem Solving

- Social skills such as co-operation and confidence
- Map reading and orientation skills
- Leadership skills
- Problem solving
- Cardiovascular endurance and fitness requirements

Rugby

- 2 v 1 attacking focus
- Side step
- 2 v 1 defending focus
- Tackling
- Offload
- Positioning (playing in a

Health Related Exercise (HRE)

- Circuit movements
- Tests for components of fitness
- Boxercise techniques
- Difference in running for speed/endurance
- Exercise to music

KS3 Curriculum 2024-2025

	Year 7		Year 8		Year 9	
	Knowledge and skills	Enrichment, careers and Cross curricular links	Knowledge and skills	Enrichment, careers and Cross curricular links	Knowledge and skills	Enrichment, careers and Cross curricular links
Cycle 1	<p><u>Symbolism – Inner and outer worlds</u></p> <p>In this topic we look at the importance of symbolism in society and in religion and how this relates to our inner and outer worlds.</p> <p><u>Assessment –</u></p> <p>Mini assessments in lessons and an end of cycle assessment. The assessments look at skills of recall and evaluation, in terms of application of knowledge to explanation and discussion styles of questioning.</p> <p><u>Hinduism</u></p> <p>This topic looks at the basis of Hinduism and issues linked to Hindu way of life, in particular, with reference to life as a Hindu in 21st Century Britain</p> <p><u>Assessment –</u></p> <p>Mini assessments in lessons and an end of cycle assessment</p>	<p>It is the intent at the beginning of every new world religion topic that a representative of that faith would be invited into the Academy to talk about that religion from their perspective.</p> <p>Food <u>iqq</u> food laws</p> <p>Public sector, HR, NGO's, journalism</p>	<p><u>Suffering</u></p> <p>This topic looks at the idea of suffering, and asks questions like who is to blame: suffering from freewill, or suffering as a test of faith or as character <u>development</u></p> <p><u>Assessment –</u></p> <p>Mini assessments in lessons and an end of cycle assessment. The assessments look at skills of recall and evaluation.</p> <p><u>Introduction to Judaism</u></p> <p>We look at how Judaism started in addition to looking at the influence that Judaism had upon other world religions. We look how Kosher rules impact life in Britain today. We address misconceptions and any prejudices that may exist in society.</p> <p><u>Assessment –</u></p> <p>Mini assessments in lessons and an end of cycle assessment</p>	<p>It is the intent at the beginning of every new world religion topic that a representative of that faith would be invited into the Academy to talk about that religion from their perspective.</p> <p>History looking at the Holocaust and English war poets</p> <p>Public sector, HR, NGO's, journalism</p>	<p><u>Religion and Society</u></p> <p>This topic looks at the relationship between people, state and religion. How government is formed and how decisions are made as well as looking at the UK as a multi-ethnic/multi-faith society. We ask questions such as why Christians should promote racial harmony or help asylum seekers.</p> <p><u>Assessment –</u></p> <p>Mini assessments in lessons and an end of cycle assessment. The assessments look at skills of recall and evaluation.</p> <p><u>What is humanism?</u></p> <p>This topic looks at humanism as a world view, including practices and beliefs, famous humanists and humanist views of key areas, such as the environment, animal testing etc.</p> <p><u>Assessment –</u></p> <p>Mini assessments in lessons and an end of cycle assessment</p>	<p>It is the intent at the beginning of every new world religion topic that a representative of that faith would be invited into the Academy to talk about that religion from their perspective.</p> <p>History democracy and English literature</p> <p>Hist – humanism</p> <p>Public sector, HR, NGO's, journalism</p>
Cycle 2	<p><u>Assessment –</u></p> <p>Mini assessments in lessons and an end of <u>iq</u> assessment.</p> <p><u>Sikhism</u></p> <p>This topic looks at the basis of Sikhism, founders and important festivals, and issues linked to Hindu way of life, in particular, with reference to life as a Hindu in 21st Century Britain.</p>	<p>See <u>above</u></p> <p>Food <u>iqq</u> food laws</p> <p>Public sector, HR, NGO's, journalism</p>	<p><u>The life of Jesus and the early Church</u></p> <p>This topic looks at the life of Jesus, including questions about the historical Jesus and the Son of God. We look at significant events in His life and the last days of His life.</p> <p><u>Assessment –</u></p> <p>Mini assessments in lessons and an end of cycle assessment</p>	<p>See <u>above</u></p> <p>History the foundation of the GafEagad, Food-Kosher</p> <p>Public sector, HR, NGO's, journalism</p>	<p>An introduction to Philosophy and Ethics</p> <p>We look at basic arguments about existence and associated belief. Ideas such as Free Will and Determinism, Political Philosophy: role of the state and then apply ethical theories such as Utilitarianism and Situation Ethics to the Environment and animal Rights.</p> <p><u>Assessment –</u></p> <p>Mini assessments in lessons and an end of cycle assessment</p>	<p>See <u>above</u></p> <p>History – Kolbe English- speeches and poetry</p> <p>Public sector, HR, Social policy design, law, medical ethics.</p>



Cycle 3	<p>Buddhism - This topic explores what Buddhism is and how it is seen in the world, including famous people who are Buddhists.</p> <p><u>Assessment</u> - Mini assessments in lessons and an end of topic assessment.</p>	<p>It is the intent to take each year group to a place of worship in the summer term, so that at the end of their time at the academy, they will have seen each of the main world religions place of worship.</p> <p>Art - Mandalas</p> <p>Public sector, HR, NGOs, journalism</p>	<p><u>Stewardship</u> - Experiencing God in the world</p> <p>This topic builds on previous learning and looks at the place of the trinity in the world today, with the focus being the natural world and stewardship.</p> <p><u>Assessment</u> - Mini assessments in lessons and an end of topic assessment.</p>	<p>It is the intent to take each year group to a place of worship in the summer term, so that at the end of their time at the academy, they will have seen each of the main world religions place of worship.</p> <p>Geography. evolution big bang Science, History, the development of the early church - Tudors</p> <p>Public sector, HR, Social policy design, law.</p>	<p><u>Global concerns</u></p> <p>Building on previous learning this topic looks at the ideas linked to a divided world, poverty, and how to make a difference through fundraising for Christian charities. Pupils plan a campaign and raise funds for a charity of their choice.</p> <p><u>Assessment</u> - Mini assessments in lessons and an end of topic assessment.</p>	<p>It is the intent to take each year group to a place of worship in the summer term, so that at the end of their time at the academy, they will have seen each of the main world religions place of worship.</p> <p>Geography - global evolution big bang Science, History, the development of the early church - Tudors</p> <p>Public sector, HR, Social policy design, law, environmental work, International development</p>
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Year 8 PRE - Cycle 2 - Jesus and the Church			
<p>Who was Jesus?</p> <p>Christians believe that Jesus Christ was the Son of God, given as a sacrifice so that humans would have the possibility of eternal life in Heaven.</p> <p>Christians believe that Jesus is the second party of the Trinity sent to earth to save humanity.</p> <p>They believe he will do this in two ways:</p> <ul style="list-style-type: none"> Christians believe that through his teachings and by setting an example of selfless love, Christians believe that Jesus guides people to live less sinful lives. Through his sacrifice of dying on the cross, Christians believe that Jesus atoned for the sins of human beings. This means that he paid the penalty for the sins committed by humans and made it possible for God to forgive them. 	<p>Who did Jesus choose to be his followers?</p> <p>The word disciple means follower or learner. All rabbis (Jewish teachers) had disciples. People at the time of Jesus chose which rabbi to follow, listen to and learn from.</p> <p>Jesus taught his followers to be like salt. He uses an everyday object so that people would clearly understand his meaning. At the time of Jesus salt was very important. It preserved meat (before there were any fridges salt was used) and it added flavour to food. Jesus adds that if salt loses its saltiness it cannot be restored, so it becomes useless and is thrown away. Jesus uses this image to show that if Christians have lost their dedication to God then their effect on others is useless.</p> <p>Bearing this mind:</p> <ul style="list-style-type: none"> What disciples did he choose? Why did he choose them? What characteristics make a good disciple? What is the cost of discipleship- what followers of Jesus have to give up? 	<p>Parables of Jesus</p> <p>Jesus tried to show people how to enter the Kingdom of God. His teachings were challenging in his own time, and to this day.</p> <ul style="list-style-type: none"> The Kingdom of God is a mystery (it grows secretly). It is present in the lives of those who believe. People respond differently to the message of the Kingdom of God. For example the Parable of the Sower. 	<p>Jesus the miracle maker</p> <p>A miracle is an extraordinary event that goes against nature, cannot be explained by science and that Christians believe is caused by God. In Jesus' day, people would have believed in miracles and did not need any scientific explanations or proof.</p> <p>Jesus performed FOUR different types of miracles that tell believers a lot about who he was.</p> <ul style="list-style-type: none"> HEALINGS EXORCISMS (Getting rid of evil spirits) NATURE MIRACLES RAISING THE DEAD <p>Miracles showed the compassion Jesus had for people. He did not want to see them suffering unnecessarily. For example, when he healed a leper. This can be seen when Jesus healed the paralysed man because of the faith of his friends. This teaches us to have faith.</p> <ul style="list-style-type: none"> Miracles demonstrated the close relationship Jesus had with God, his Father. It is through the power of God that Jesus is able to perform miracles. Miracles proved that Jesus' teachings were true. Jesus was who he said he was.
<p>The last days of Jesus- Good Friday and resurrection</p> <ul style="list-style-type: none"> The soldiers take his clothes and gamble to decide who gets what. Jesus is crucified in the morning alongside two criminals, who are nailed to crosses either side of him. Many passers-by insult and mock Jesus. At noon, darkness settles over the land. Then, at three o'clock in the afternoon, Jesus cries out, 'Eloi, Eloi, lama sabachthani?' meaning 'My God, my God, why have you forsaken me?' At the moment of Jesus' death, the curtain of the Temple rips in two from top to bottom. A Roman soldier who witnesses Jesus' death exclaims, 'Surely this man was the Son of God!' <p>For Christians, the resurrection is the belief that Jesus came back to life three days after he died on the cross.</p> <p>Belief in the resurrection is central to Christianity. It shows that Jesus defeated death, and it is considered by many Christians to be proof of life after death. Many Christians also think of Jesus' resurrection as evidence of God's omnipotent and omnibenevolent nature.</p>	<p>Ascension and Great commission</p> <p>Christians believe that after Jesus rose from the dead, he did not die a second time. Instead, 40 days after his resurrection, Jesus left the Earth by being taken up, body and soul, to Heaven to re-join God the Father. This event is called the ascension, and it was witnessed by Jesus' eleven remaining apostles.</p> <p>The ascension is important to Christians because:</p> <ul style="list-style-type: none"> It shows that Jesus really had overcome death - he wasn't just resurrected to die again, but to live forever. For many Christians, the fact that Jesus' followers witnessed him ascending into the clouds leaves no doubt that Jesus is alive and with God the Father in Heaven, and is no longer limited to living on Earth. The ascension demonstrates God's omnipotence. <p>The Great Commission is the direct instruction Jesus gave to his disciples to spread his teachings. In the Gospel of Mark Jesus says:</p> <p>"Go and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything that I have commanded you."</p> <p>The disciples began their missionary work in spreading the good news about Jesus and obeying his instructions from the Great Commission. Christians are also called to follow these instructions as disciples of Jesus. Some people do this by:</p> <ul style="list-style-type: none"> carrying out missionary work across the globe giving themselves to religious life (perhaps by becoming a priest or a minister) living a Christian life as an example to others 	<p>Was Jesus a revolutionary?</p> <p>Though Jesus refrained from armed, political opposition to Roman authority, he was indeed a revolutionary in another sense. He proclaimed the kingdom of God, hailing God alone as the one true King over heaven and earth.</p> <p>He called his followers, as citizens of God's kingdom, to live in a radically different way on earth. Rather than hating their enemies, they were to love them. Rather than seeking revenge, the disciples of Jesus were to turn the other cheek. No ordinary revolutionary would say things like this. But Jesus was advancing a deeper and revolution, the overthrow of the kingdom of evil and the victory of</p> <p>This was demonstrated by Jesus in his teaching. In the Sermon on the Mount, Jesus explains to his followers what kinds of human lives are blessed by God. The statements he made are known as the Beatitudes.</p> <ul style="list-style-type: none"> the meek - meaning humble people those who make peace those who show mercy to others Jesus also mentioned that people who are persecuted because of their faith will be blessed and find reward in Heaven 	<p>Pentecost: the birth and development of the Church</p> <p>Pentecost is celebrated 50 days after Easter and is when Christians remember the gift of the Holy Spirit. The Holy Spirit is the third part of the Trinity - Father, Son and Holy Spirit. The Trinity is how Christians understand God, and is the means by which God is active on Earth.</p> <p>In Acts 2:3 it says that after the Ascension, Jesus' disciples were gathered together when the Holy Spirit descended on them like "tongues of fire". It was after this event that the disciples began to preach Jesus' message throughout the world. For this reason Pentecost is viewed as the birthday of the Christian Church and the start of its mission to the world.</p> <p>Over time the Church has divided into different denominations (groups) as different Christians have interpreted the life of Jesus in different ways. This has led to Christians practising their faith in different ways</p>
<p>Stretch and Challenge - Would Jesus be believed if He came down to earth today? What could have happened to the body? How was Jesus a revolutionary?</p>			

Revolutionary:
A person who brings about a big or important change

Divine:
Of or like God

Son of God:
A title given to Jesus to show his connection with God

Disciples:
Follower/learner

Parable:
a simple story used to illustrate a moral or spiritual lesson

Miracle:
an extraordinary event that is not explicable by and is therefore attributed to a divine

Resurrection:
to rise from the dead

Sacrifice:
to give up something valued for the sake of others

Messiah:
a leader regarded as the saviour