



All Saints'
Academy
Cheltenham

Year 9

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 <u>guidance</u> 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 <u>timetable</u>, 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.

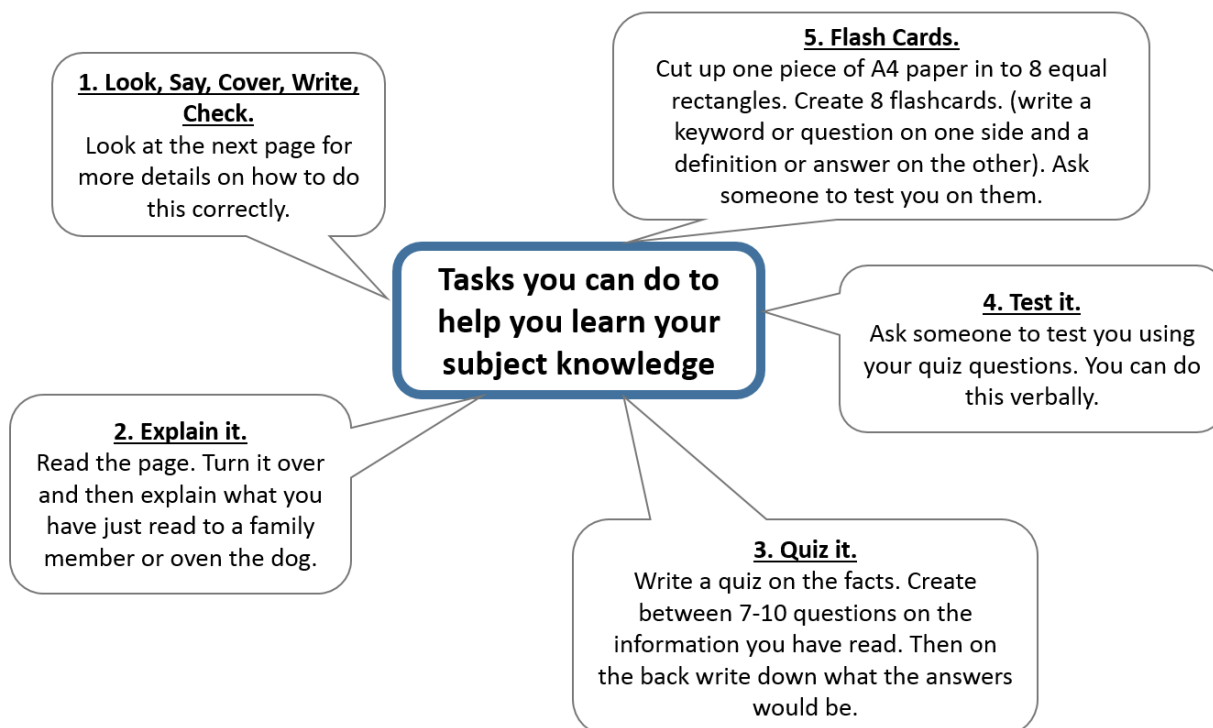
When and what should I study?

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.

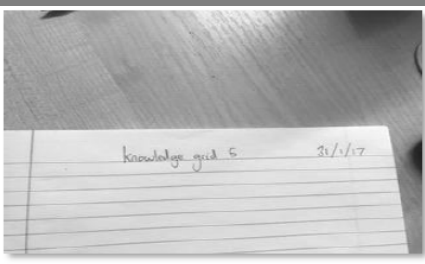
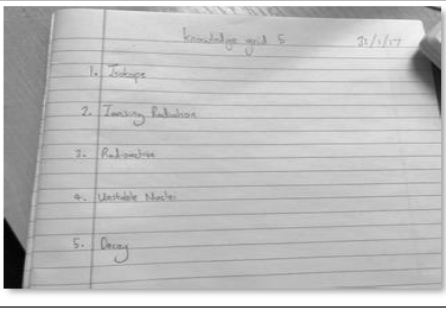


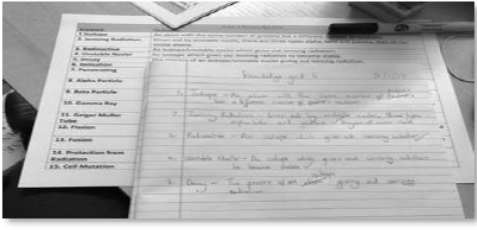
Year 10 and 11 should be completing two hours of homework each evening.

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

Sentence demarcation:

Symbol	Name	Use
A, N	Capital letters	To start a sentence.
.	Full stop	To show a point/ idea is finished.
!	Exclamation mark	To illustrate heightened emotions, either positive or negative
?	Question mark	To illustrate a question is being asked.
...	Ellipsis	To build tension at the end of sentence or to leave a sentence unfinished for effect.

In sentence punctuation:

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).

Ambitious punctuation:

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.

Grammar rules

Sentence construction:

All sentences need a subject, verb and an object.

Tense:

Past- Was/ Were
Present- Is/Am
Future- Will

Singular and Plural:

I was...
We/ they were....

Capital Letter Rules:

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.

Homophones

Their- belonging to them.

There- a position or place.

They're- contraction for they are.

Witch- a person with magic powers.

Which- a question word.

Were- past tense of was.

We're- contraction for we are.

Its- belonging to something.

It's- contraction for it is.

Toe- a part of the body.

Tow- to pull something along.

Hole- a hollow place in a solid body.





Whole- all of something.

	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 9 – English Cycle 2 – Injustice - To Kill a Mockingbird		
Characters	Plot Summary	Key Quotations
<p>Scout Finch- The tomboy narrator who grows up as the novel progresses.</p> <p>Atticus Finch-Scout and Jem's father, a kind, respectful lawyer.</p> <p>Jem Finch- Scout's older brother who she is close to. He matures throughout the novel.</p> <p>Aunt Alexandra- Atticus' sister. A proud, <u>prejudiced</u> and traditional character.</p> <p>Calpurnia- A black woman who works for the Finches. She cares about the children. She is the link between the black and white communities.</p> <p>Dill- Visits Maycomb for the summer and is the imaginative friend of Scout and Jem.</p> <p>Boo Radley- An isolated, mysterious character who the town talk about.</p> <p>Tom Robinson- A hard-working, <u>polite</u> and respectful man accused of raping Mayella because he is black.</p> <p>Mayella Ewell- Daughter of Bob. Shares many of the same character traits as her father. Abused by her father.</p> <p>Bob Ewell- An unpleasant, <u>rude</u> and abusive character. He is arrogant and vindictive. He forces Mayella into lying about Tom.</p>	<p>Part 1: Chapters 1-11/ Part 2: Chapters 12-End</p> <p>Chapters 1-3: Jem, <u>Scout</u> and Dill are interested in Boo Radley. Scout starts school and dislikes her teacher (Miss Caroline).</p> <p>Chapters 4-6: The Finch children find gifts in the tree outside the Radley's. They try to get Boo to come out. Miss Maudie is introduced.</p> <p>Chapters 7-9: It snows for the first time in years. Miss Maudie's house burns down. They spend Christmas with Aunt Alexandra. Scout and Jem discover Atticus is defending Tom and Scout gets into a fight at school.</p> <p>Chapters 10- 12: Mrs Dubose makes comments about the trial and Jem kills her flowers. Jem is made to read to her. Atticus kills a mad dog. The children go to church with Calpurnia. Summer arrives with no Dill.</p> <p>Chapters 13-15: Aunt Alexandra comes to live with the Finches to help Scout become a lady. Dill arrives- he has run away from home. Atticus gets threatened but Scout stops them attacking him.</p> <p>Chapters 16-21: The children sneak in to watch the trial. Bob is revealed to be aggressive. Tom is proven innocent. The jury find him guilty.</p> <p>Chapters 22-24: The children are upset by the unfairness, but Atticus tells Tom to focus on the appeal. Alexandra hosts a lunch where Scout is forced to dress and behave like a 'lady'. They hear that Tom has been killed trying to escape from prison.</p> <p>Chapters 25-27: Ewell continues to threaten the Finches and people in the black community. Scout and Jem take part in school Halloween pageant.</p> <p>Chapters 28-31: The children are attacked by Ewell on their way home but saved by Boo who kills Ewell. Heck Tate states he fell on the knife and died accidentally. Scout walks home with Boo and never sees him again.</p>	<p>"You never really understand a person until you consider things from his point of view . . . until you climb into his skin and walk around in it" Atticus Ch 3</p> <p>"Remember it's a sin to <u>kill a mockingbird</u>." Scout Ch 10</p> <p>"I <u>seen</u> that black n***** yonder <u>ruffin'</u> on my Mayella!" Bob Ewell Ch 17</p> <p>"She did something that in our society is unspeakable: she kissed a black man." Atticus Ch 20</p> <p>"In our courts, when it's a white man's word against a black man's, the white man always wins." Atticus Ch 23</p> <p>"Seventeen bullet holes in him. They didn't have to shoot him that much." Atticus Ch 24</p>

Subject Terminology	Themes	Context	Key words
<p>Sentence Moods: Declarative: A statement of a fact or feeling. Interrogative: A sentence that is a question. Imperative: A sentence that is a command/ instruction and contains an imperative verb. Exclamative: A sentence that ends with an exclamation mark.</p> <p>Literary Features: Symbol- where a material object in the text represents a more complex idea. Motif- a distinctly repeated feature or idea within the text. Foil- a character that is the direct opposite of another in terms of personality or actions.</p> <p>Genre-specific Terms: Bildungsroman: a genre of non-fiction literature which follows the protagonist as from childhood to adolescence. Historic fiction: A novel which is inspired by real events from history. Cyclical structure: Where a novel begins and ends with the same idea or at the same time and place.</p>	<p>Death- Tom Robinson is shot dead by guards when trying to escape from prison. Ewell is killed by Boo when he saves Jem. The dog is shot by Atticus.</p> <p>Racism- Tom Robinson is racially discriminated against when he is found guilty despite the evidence indicating he is innocent.</p> <p>Growing up- As Scout and Jem get older, they become more aware of the racial discrimination around them.</p> <p>Social Class/ inequality- The Ewell children mostly absent from school because they need to help their parents on the farm.</p> <p>Family- Different types of family are explored throughout the novel.</p> <p>Education- Differs inside and outside the classroom. Atticus teaches Scout to read and teaches the children how to be morally upholding individuals.</p>	<p>Biographical: Harper Lee was born in Alabama in 1926. Lee studied Law at university. The novel was inspired by the Scottsboro Boys' Trials.</p> <p>Society at the time: Slavery was abolished in America in 1865 but there was still racial segregation.</p> <p>The Ku Klux Klan (a group of white extremists) who attacked and killed people of colour.</p> <p>Economic Events: In 1929 the Wall Street Crash happened causing a massive financial collapse and the ruin of many Americans. Many lost <u>money</u> and their homes.</p> <p>The Great Depression. In 1932 Roosevelt came into office and aimed to improve conditions with his New Financial Reforms, which worked but very gradually.</p>	<p>Lawyer- someone whose job is to give advice to people about the law and speak for them in court. Ramshackle- in poor or broken-down condition. Ambidextrous- able to write with both hands equally well. Pageant- a procession of people in costumes. A form of carnival. Recluse- someone who stays indoors and doesn't socialise. Scout- a person sent to observe and gain information. Rabid- something that is suffering from rabies.</p> <p>Assessments:</p> <p>Mid-Cycle: Write a diary for one of the characters in the novel you are studying.</p> <p>End of Cycle: How is the theme of injustice explored in the extract and the wider text?</p>

Year 9- English Cycle 2 – Injustice – The Book Thief	
Plot Overview	Characters
<p>Part 1: The Gravedigger's Handbook. Liesel, her mother and brother travel through Nazi Germany to their new foster parents. Her brother dies. She steals a book and meets death. Liesel struggles with nightmares.</p> <p>Part 2: The Shoulder Shrug. Liesel writes to her mother but gets no reply. The Hitler Youth and Nazi propaganda are perpetuated and there is the Burning of the Books. The mayor sees Liesel steal a book.</p> <p>Part 3: Mein Kampf. Isla Hermann invites Liesel into her library. She finds out they lost a child in WW1. We are also introduced to Max Vandenberg who is begins hiding in Stuttgart and travels to the Hubermann home.</p> <p>Part 4: The Standover Man. A flashback to Hans in WW1 with Max's father with whom he was great friends. He has his accordion they played together. He hides Max in the basement. Max writes The Standover Man for Liesel.</p> <p>Part 5: The Whistler. Death tells us Rudy will die soon. Max improves and the friendship between him and Liesel grows. Rosa loses work as times get hard. Rudy struggles with his role in the Hitler Youth. He remains loyal to Liesel.</p> <p>Part 6: The Dream Carrier. Max becomes ill and unconscious. Liesel reads to Max, and he wakes up. The Nazi Party are checking basements and Liesel warns Hans before they arrive and find Max.</p> <p>Part 7: The Complete Idiot's Guide to the Holocaust. Rudy competes in the carnival and Liesel finds a letter from Isla. A raid happens. Jews parade through the town. Max leaves. The Gestapo arrive and take Rudy.</p> <p>Part 8: The Word Shaker. Rudy is wanted for his athleticism, but his parents refuse to let him go. Hans and Alex (Rudy's father) are sent to war. Back home, the Jewish parades continue, and Liesel is given a book by Rosa from Max: The Word Shaker.</p> <p>Part 9: The Last Human Stranger. Rudy and Liesel take another book from the library and find cookies. Michael Holtzapfel (a local) has returned from war injured and his brother died. Hans is injured and returned home.</p> <p>Part 10: The Book Thief. Himmel Street is bombed and many die. Liesel realises she loves Rudy. Isla gives Liesel a book to write her story in- this is what she is doing in the basement when the bomb hits. She is pulled from the rubble and Death rescues her book.</p>	<p>Liesel Meminger- The protagonist. An angry and isolated child who develops and grows as the story progresses.</p> <p>Death- The narrator. Witty with a dark sense of humour. By the end, very reflective about the number of souls he collects during the war.</p> <p>Hans Hubermann- Liesel's foster father. A kind man with a strong sense of right and wrong.</p> <p>Rosa Hubermann- Liesel's foster mother. A caring woman with a tough exterior.</p> <p>Ruby Steiner- Liesel's best friend who is also in love with her.</p> <p>Max Vandenberg- The Jewish lodger. He is angry at Hitler and the situation. He is close to Liesel having many similar experiences.</p>
Key Quotations:	Themes
<p>"That's the sort of thing I'll never know or comprehend—what humans are capable of."</p> <p>"It kills me sometimes, how people die."</p> <p>"She was saying goodbye, and she didn't even know it."</p> <p>"A small fact: You are going to die.... does this worry you?"</p> <p>"They were French, they were Jews, and they were you."</p> <p>"I guess humans like to watch a little destruction. Sandcastles, houses of cards, that's where they begin. Their great skill is their capacity to escalate."</p> <p>"But anything was better than being a Jew."</p> <p>"I've seen so many young men over the years who think they're running at other young men. They are not. They're running at me."</p>	<p>Injustice – The author highlights the injustice of the world. Zusak wants us to consider how Nazism was the cause of so much injustice across the world.</p> <p>The Power of Words – Zusak makes us consider how we can find safety in imaginary worlds. Words, books and stories help us to cope with difficult situations.</p> <p>Death – Markus Zusak comments that Death itself is afraid of humanity and our capacity to both love and destroy each other.</p>

Subject Terminology	Key Words		Context
<p><u>Literary Features</u></p> <p>Foreshadowing: giving clues in a text about something that will happen later.</p> <p>Personification: Giving inanimate objects or ideas human qualities.</p> <p>Symbolism: where a material object in the text represents a more complex idea.</p> <p><u>Genre Features</u></p> <p>Motif-a distinctly repeating feature or idea within the text.</p> <p>Bildungsroman – a story that explores the experience of growing up as a child.</p> <p>Epiphany – the protagonist of a bildungsroman will eventually realise what the real world is like</p> <p><u>Diary Layout Features:</u></p> <p>Date: when the diary entry was written.</p> <p>'Dear Diary': a greeting which humanises the diary itself.</p> <p>First-person perspective: as demonstrated by personal pronouns (e.g. 'I').</p> <p>Emotive language: emotional words used to reflect the narrator's feelings.</p> <p>Sensory language: five senses</p>	<p>Communism- a system of social organisation in which all property is owned by the community and each person contributes and receives according to their ability and needs.</p> <p>Mein Kampf-Hitler's autobiographical manifesto focusing on his political ideas and plans.</p> <p>Accordion- a box shaped musical instrument that is bellows driven. Created in Germany.</p> <p>Hitler Youth- A Nazi organisation for young people promoting Hitler's propaganda and extreme views.</p> <p>Aryan- A race of people valued by the Nazis. Their outward appearance would be tall, slim with blond hair and blue eyes.</p> <p>Survivors' guilt- a mental condition that occurs when a person believes that have done something wrong by surviving a traumatic or tragic event when others died.</p>	     	<p>Author: Markus Zusak is an Australian writer with German and Austrian roots. He was born in 1976 and published his first book in 1999. He writes for children and adults and has won many awards. His most famous book to date is the historical fiction book, The Book Thief. He grew up listening to his parents' stories of their childhoods in Vienna and Munich during World War II. One story his mother often told was about watching a group of Jews being marched down the street on their way to the concentration camp in Dachau and someone trying to help them. It is this memory from his mother that inspired him for the book.</p> <p>Society: Zusak wanted to write in a way that was sympathetic to Germans during the Nazi regime and show that not all of them supported Hitler or believed in what he stood for. The book begins in 1939, after Hitler had been ruler of Germany for years but just before the start of WWII.</p> <p>War: The Book Thief is set in Germany during World War II and the time of the Holocaust, where six million Jews were killed. The leader of the Nazi party, Adolf Hitler, rose to national power in 1934 and started enforcing his anti-Semitic policies and German aggression, which led to World War II. Some of the events that directly affect the story are the invasion of the Soviet Union by Germany in 1941 and the Allied fire-bombings of Munich, Stuttgart, and the fictional town of Molching in 1942 and 1943.</p> <p>Assessments:</p> <p>Mid-Cycle Create a diary entry from the point of view of any character in The Book Thief.</p> <p>End-Cycle How is the theme of injustice presented in the extract and the wider text?</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		

3	Geometry Types of angle, angles in parallel lines & triangles; Transformations - translation, reflection, rotation; Symmetry & <u>Congruence</u> ; Perimeter & Area. <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 Pie <u>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 <u>experiments</u> ; Sum of <u>outcomes</u> ; Sample space <u>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
Careers	Computer Games Designer			Animator			Actuary	

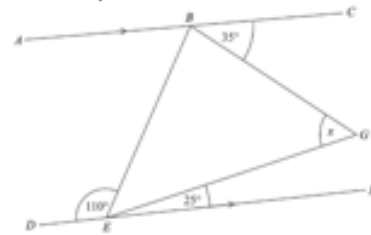
Year 9 Cycle 2 Mathematics

LO: I can use a ruler and protractor to measure



Hegarty: 458,459,460

LO: I can label the sides and angles of triangles, and other shapes, in conventional format (2 & 3 character)



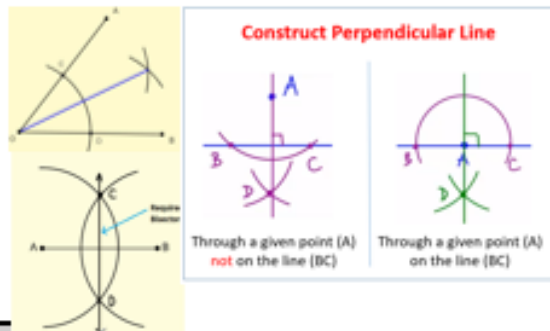
Highlight

- Line AB in red
- Angle BEG in green
- Angle ABG in yellow

Hegarty: 456

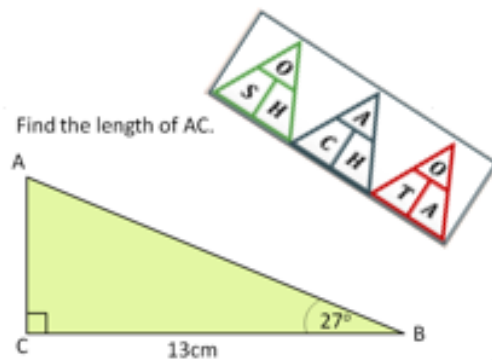
LO: I can use a ruler, protractor and pair of compasses to construct

- Polygons
- Bisectors of angles and lines
- Perpendicular to lines
- Locus of points



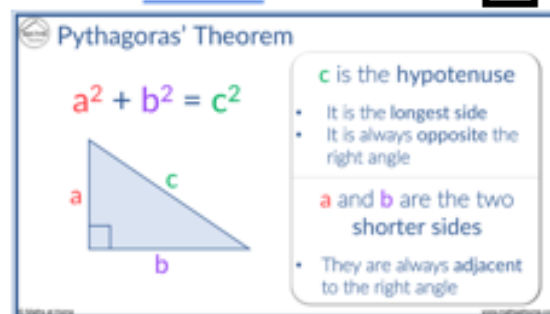
Hegarty: 660,661

LO: I can label sides of right angled triangles to use trigonometry
I can use trigonometry to find angles
I can use trigonometry to find missing sides



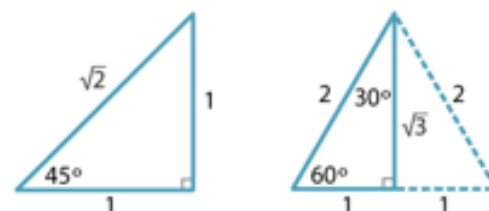
Hegarty: 508,509,511

LO: I can use Pythagoras' Theorem to find the length of a missing side in a right angled triangle



Hegarty: 497,498,499

LO: I can use a unit triangle and Pythagoras to identify the sin, cos and tangent of 30, 45 and 60

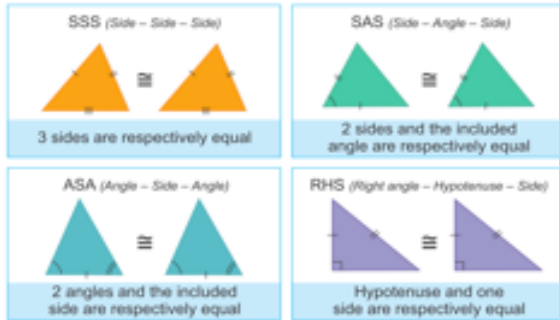


	0°	30°	45°	60°	90°
sin(θ)	0	$\frac{1}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{\sqrt{3}}{2}$	1
cos(θ)	1	$\frac{\sqrt{3}}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{1}{2}$	0
tan(θ)	0	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$	undefined

Hegarty: 852,853

Year 9 Cycle 2 Mathematics

LO: I understand and can use the notation of AAA, SSS, ASA, SAS and RHS to identify similar and congruent triangles

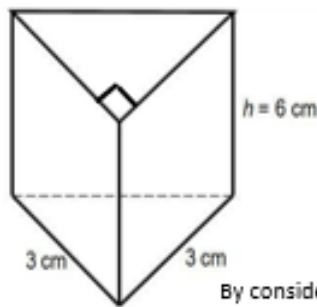


What is the rule for similarity?

Hegarty: 680,681

LO: I can find the volume of cubes, cuboids and other prisms

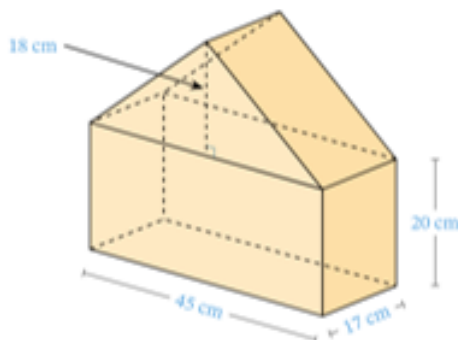
Volume of any prism
= cross-sectional area x length(height)



By considering the area of a triangle, find the volume of this solid

Hegarty: 570,571

LO: I can find the volume of composite solids by breaking the shape into known solids



By considering the 2 solids that make up this shape, find the TOTAL volume of this prism

Hegarty: 571

LO: I know and can use Euler's formula for polyhedrons



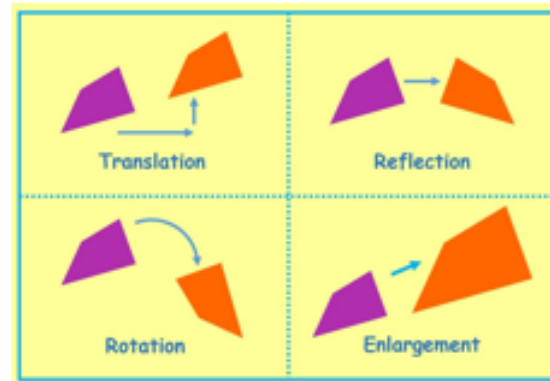
Euler's formula for Polyhedrons
(fill this in!)

= _____

[Polyhedrons \(mathsisfun.com\)](http://mathsisfun.com)

LO: I can reflect, rotate, enlarge and translate a 2D shape

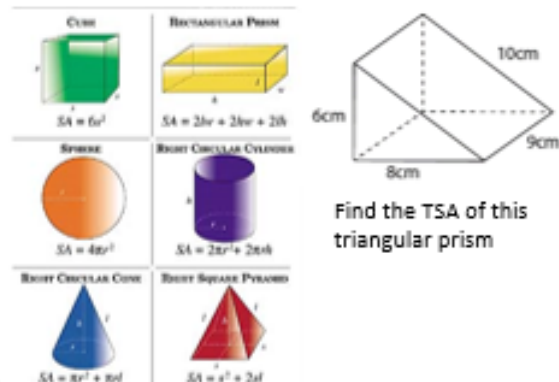
- Without co-ordinate axes
- On co-ordinate axes



Hegarty: 639,642,648

LO: I can find the total surface area of a prism

- by considering its net
- by using their formula



Hegarty: 584,585,586,587

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

Year 9 – Biology – Cycle 2

Why do we need evidence?

Achieving – describe how to peer-review

We peer-review scientific work to check that the conclusions are valid and that there is minimal uncertainty in the results.

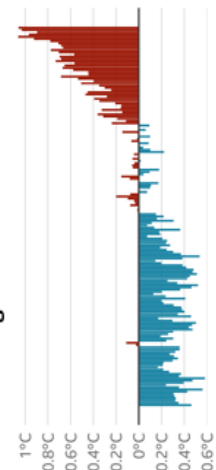
F – Falsifiable – can the theory/data be disproved?

E – Evidence – is the evidence valid? Is it real evidence? Can it be trusted?

E – Evaluate – what further work could be done? What data could be collected to add evidence?

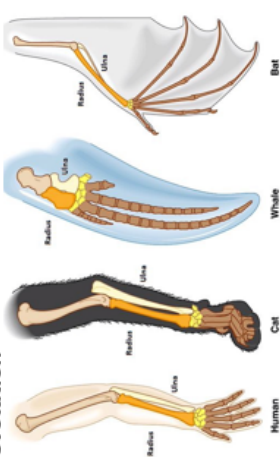
R – Reproducible – is the data reproducible? Can we get the same pattern of results?

Achieving – peer-review the evidence for climate change



Use the **FEER** method to peer-review the data in the graph above. Does this data support the theory that climate change is occurring?

Achieving – peer-review the evidence for evolution



Use the **FEER** method to peer-review the data in the picture above. Does this image support the theory of evolution?

Exceeding – explain some further work that could be done to add evidence for these theories

Further evidence for evolution

- DNA and the links between genetics
- Antibiotic resistance
- Fossils

But what are the problems with this theory?

Further evidence for climate change

- Satellite data
- Extreme weather/lack of rain/forest fires
- Sea/land temperature data

But what are the problems with this theory?

Why do species live in certain places?

Achieving – define and identify biotic and abiotic factors

Biotic factors are living factors that affect the distribution of species. Abiotic are non-living factors.

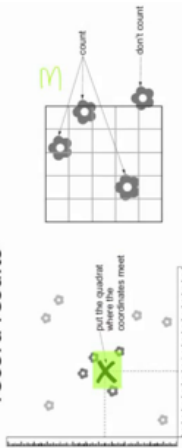
Some examples:

Biotic factors: predators, ecosystems, diseases, food availability

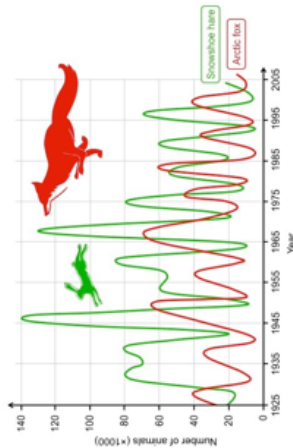
Abiotic factors: temperature, light, carbon dioxide, oxygen, water

Achieving – describe how to sample an area using a quadrat

1. Measure area and form a grid
2. Take 2 random numbers and use these as coordinates on your grid
3. Lay your quadrat down
4. Count the number of a species and record results



Exceeding – explain the relationship between different species



As the prey population increases, the predator population will then increase. The prey will then decrease as they are eaten.

Achieving – calculate the mean, median, mode and range for some given data



Year 9 – Biology – Cycle 2

Why is biodiversity important?

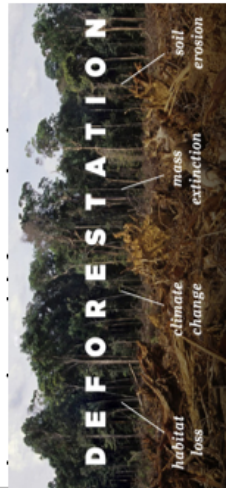
Achieving – define biodiversity and identify examples of biodiversity

Biodiversity is the variety of all the different species of organisms on earth, or within an ecosystem.

A rainforest or coral reef are examples of highly biodiverse areas. The more biodiverse an area, the better the chances of survival and the greater the resistance to disease or destruction.

Some areas with low biodiversity are farms or deserts.

Achieving – describe how habitat



When habitats are destroyed, this can lead to a loss in biodiversity. Homes are destroyed, food sources can be depleted, plants and producers can be removed from

Achieving – describe how fish stocks can be conserved



To conserve fish stocks we can introduce fish quotas, reduce net sizes, change net production, protect areas and reduce plastic or waste pollution.

Exceeding – explain some solutions to prevent fish stocks from being depleted

Fishing quotas – these limit the number or weight of fish that can be caught. Or limit the number of reproductively mature fish that can be caught.

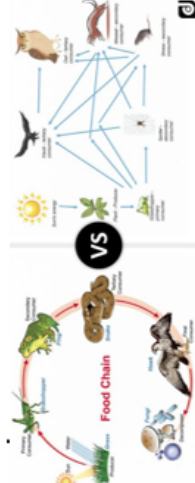
Reducing net sizes – this can reduce numbers caught or prevent bycatch (those species not intended to be caught).

Redesigned nets – some nets contain small holes with lights in, so bycatch or young fish can escape and replenish stocks.

Reduce pollution – fish can choke or starve because of plastic pollution.

How is energy transferred between organisms?

Achieving – draw a food chain and food



A food chain is a linear way of representing how energy transfers from organism to organism.

A food web shows the interactions with the other species involved.

All arrows represent the transfer of energy.

Achieving – describe the process of



Bioaccumulation is when substances such as toxins are passed between trophic

Achieving – describe how energy transfers through a food web

Producers use the Sun and photosynthesis to provide the glucose needed for respiration.

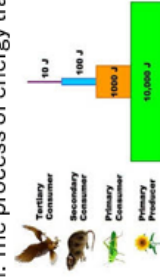
Consumers will eat the species on the 'lower level'. For example, secondary consumers will prey on the primary consumers.

This energy is then transferred for that species to perform important functions such as respiration, movement and reproduction.

Exceeding – explain how energy can be lost between trophic levels

When an organism consumes another, not all of the energy is passed on.

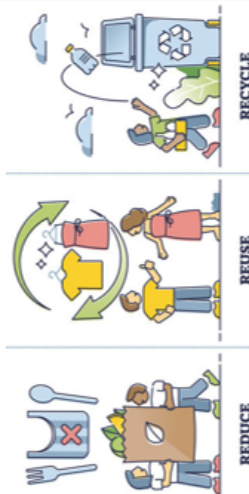
Some is not consumed (in bones etc.), some energy is lost by movement or respiration. The process of energy transfer is now



Year 9 – Chemistry – Cycle 2

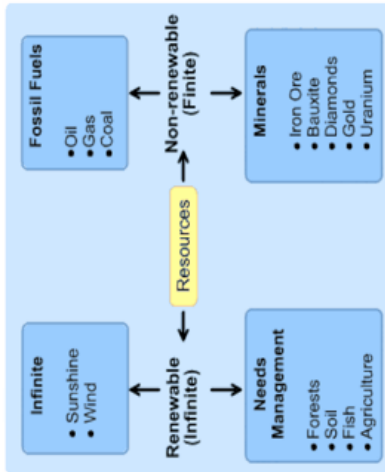
How do we use resources sustainably?

Achieving – describe the concepts of reduce, reuse and recycle



Reduce – our use of materials
Reuse – products more than once
Recycle – and use the products or materials again

Achieving – describe and identify the use of finite resources



Achieving – describe the problems of pollution

Pollution can come from a variety of sources including overuse of plastic.

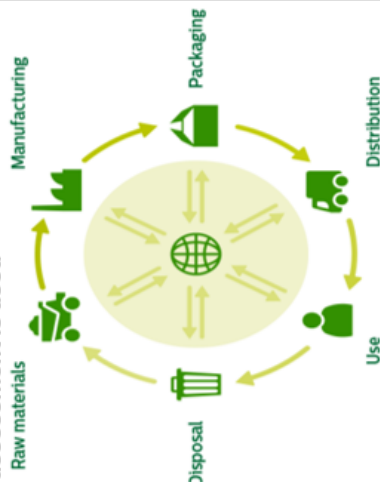
Sulphur dioxide can lead to acid rain.

Carbon dioxide can lead to global warming.

Toxins in plastic can poison species.

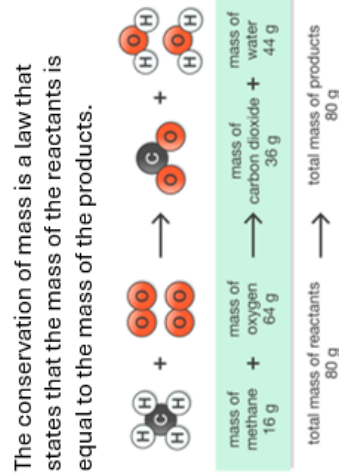
Particulates can lead to global dimming.

Exceeding – explain how a life cycle assessment is used

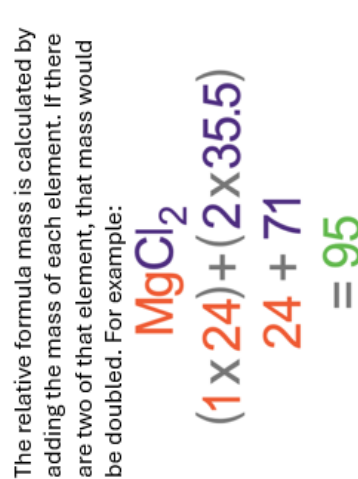


How do we predict using Chemistry?

Achieving – show that mass is conserved in a reaction

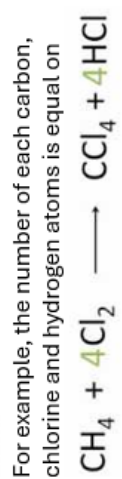


Achieving – calculate the relative formula mass of a compound



Exceeding – balance some symbol equations to represent reactions

To balance an equation, we must make sure that the number of each reactant atom is equal to the number of each product atom.



C = 1
H = 1
Cl = 35.5

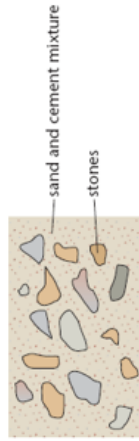
Year 9 – Chemistry – Cycle 2

What are the properties of some everyday products?

Achieving – describe the structure and properties of concrete

Concrete is used for a wide range of products, particularly in the building industry.

We use concrete for its strength and



Achieving – describe how to increase the strength and use concrete

Metal structures in concrete can add strength, especially when building tall structures, or structures that undergo a lot of stress and strain.



Engineers will frequently test and

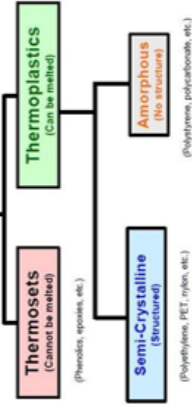
Achieving – describe and identify different polymers and plastics

Common Uses for Polymeric Materials

Packaging	Paint
Bottles	Automotive parts
Surgical sutures	Housewares: tupperware, plates, cups
Electric components	Fabric
Contact lenses	Rubber
Adhesive	Pipes
Medical supplies: bone cement, blood bags	Plastic bags

Exceeding – explain how the properties of polymers link to their function

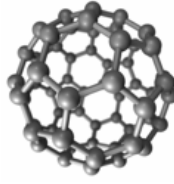
Polymer products form a lot of products that we use every day! Some are strong, flexible, durable and cheap to manufacture but there are lots of variations.



Why are nanotechnologies in development?

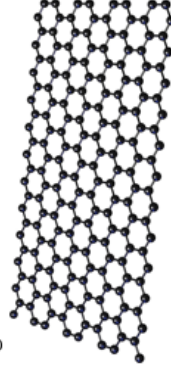
Achieving – describe the properties of a nanotechnology/smart material

Nanoparticles are structures, 1-100 nanometres (nm) in size, that usually contain only a few hundred atoms. This means that nanoparticles are around 100 times larger than atoms and simple molecules.



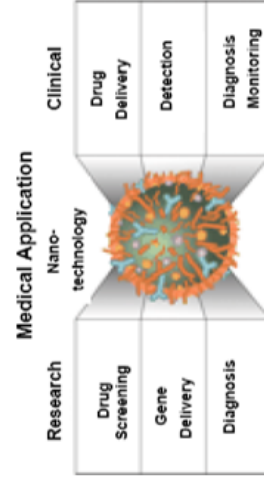
Achieving – describe the properties and uses of graphene

- Some properties of graphene are:
- High thermal conductivity.
 - High electrical conductivity.
 - High elasticity and flexibility.
 - High hardness.
 - High resistance.



Achieving – describe how nanotechnology can be used in medicine

Nanotechnology has the potential to do many things in medicine.

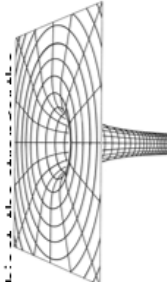

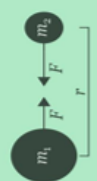
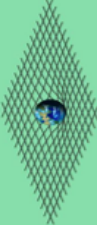
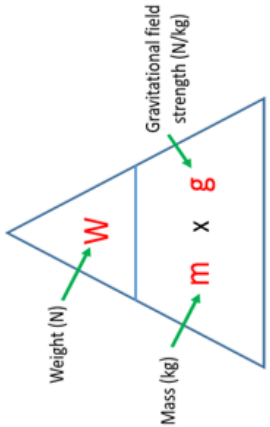


Exceeding – give a balanced argument for an ethical issue

Ethics refers to moral guidelines that distinguish what is right and wrong. Ethics is a concern in scientific research. Ethical issues come up in regard to humanity, honesty and controversy.

However, right and wrong is difficult to define in some scenarios. A good scientist will judge all evidence before making a judgement, these means evidence for both sides.

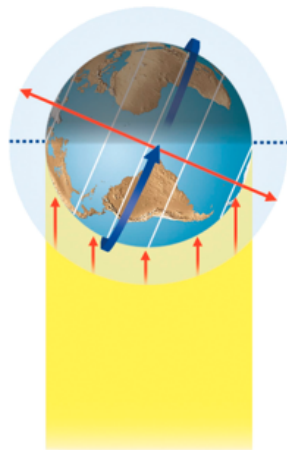
Year 9 – Physics – Cycle 2

What is gravity?		How big is the Universe?	
<p>Achieving – calculate the weight when given the equation</p> <p>To calculate weight we use the equation</p> $\text{Weight} = \text{mass} \times \text{gravitational field strength}$ <p>(N) (kg) (N/kg)</p> <p>The gravitational field strength is different in different places depending on the mass of the location.</p> <p>Mass is a constant in the Universe.</p>	<p>Achieving – describe the properties of gravity</p> <p>Gravitational forces are exerted and exist between any objects with mass.</p> <p>All matter has a <u>mass</u>, therefore all matter will experience the force of gravity.</p> <p>The heavier the object, the greater the force of gravity will be.</p> 	<p>Achieving – Describe the structure of the solar system</p> <p>Planets – Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune</p> <p>A planet is an object that orbits a star.</p> <p>A satellite is an object that orbits a planet.</p> <p>Our solar system also has the asteroid belt and dwarf planets like Pluto and Ceres.</p> <p>Our Moon is a natural satellite, the ISS is an artificial satellite.</p>	<p>Achieving – Describe the structure of the Milky Way</p> <p>Our galaxy is called the Milky Way. It contains an estimated 200 billion stars. Our galaxy is a spiral galaxy that is thought to rotate around a supermassive black hole.</p> 
<p>Achieving – describe the basic theories of gravity</p> <div> <div> <p>NEWTON'S LAW OF UNIVERSAL GRAVITATION</p>  <p>Explains gravity as a force. Simpler and less accurate. But still gives sufficiently accurate results for most applications on Earth.</p> </div> <div> <p>EINSTEIN'S GENERAL RELATIVITY</p>  <p>Explains gravity as a result of space-time curvature. More accurate and more complex. Used in applications involving very large masses or speeds.</p> </div> </div>	<p>Exceeding – rearrange the equation to find mass/gravity</p> <p>Weight and Gravity</p>  <p>Weight (N) = Mass (kg) x gravitational field strength (N/kg)</p> <p>The gravitational field strength is the measure of the force of gravity in a particular location. It is also called gravitational acceleration.</p>	<p>Achieving – Describe the properties of some celestial objects</p> <p>Nebula – a cloud of gas and dust in outer space.</p> <p>Neutron star - a celestial object of very small radius (typically 30 km) and very high density, composed predominantly of closely packed neutrons.</p> <p>Black hole - a region of space having a gravitational field so intense that no matter or radiation can escape.</p>	<p>Exceeding – Convert units to represent distances</p> <ul style="list-style-type: none"> Speed of light = 300,000,000 m/s = 3×10^8 m/s. 1 light year = 3×10^8 m/s x 31,536,000 s = 9.46×10^{15} metres. 1 light year = 9.46×10^{15} m. <p>An astronomical unit (AU) is the distance from the Earth to the Sun.</p> <p>1 AU = about 150,000,000,000 metres</p>

Year 9 – Physics – Cycle 2

How do we understand the Universe from Earth?

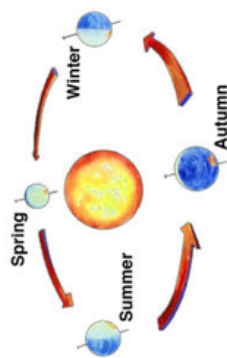
Achieving – describe how night and day occur on Earth



The Earth rotates on its axis, once every 24 hours. This means that we point towards or away from the Sun at different times.

Achieving – describe how the seasons occur on Earth

The Earth is tilted on its axis at 23.5° . As the Earth rotates around the Sun, once a year, the different hemispheres are either tilted towards or away, giving us seasons.



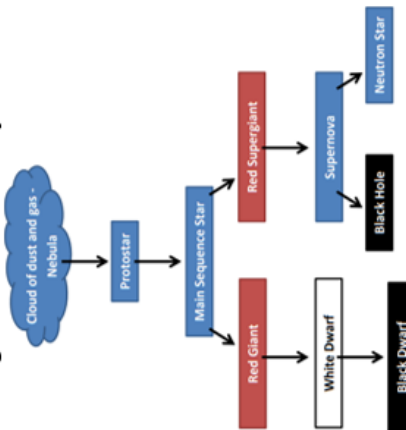
Achieving – describe the role of satellites in their motion



Satellites can be put into space and follow a circular orbit, held in place by gravity. Satellites can be used to transmit signals, distribute internet or collect data about the Earth, such as weather, or look at other parts of the Universe.

What is the life cycle of a star?

Achieving – describe the life cycle of a star



Achieving – describe the properties of nebulae and supernovae

A nebula is a cloud of gas and dust, the left over remains of stars that have exploded or interstellar dust. This contracts under gravity to begin to form a new star.



If a star is massive enough, it could collapse at the end of its life and become a supernova, an exploding star.

Achieving – describe the properties of neutron stars and black holes

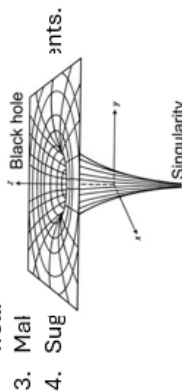
At the end of a star's life, and after a supernova explosion, a star could collapse to form a neutron star (made of neutrons). These are very heavy and have a strong gravitational field.

Even bigger stars at the end of their life can collapse further and become a black hole. They are called black holes because the gravitational pull is so strong that not even light can escape!

Exceeding – evaluate models of a black hole

When you evaluate a model or theory:

1. Look for positives or ways in which the model displays the theory well.
2. Look for negatives or ways in which the model does not represent the theory well.



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

Monoprints & Developments.

Task 1:
Create 1 monoprint
Photocopy and develop using different materials and techniques →

Extension: Choose a material of your choice to develop a final print (colour pencil, collage?)



Original line print.



Stippling.



Watercolour.



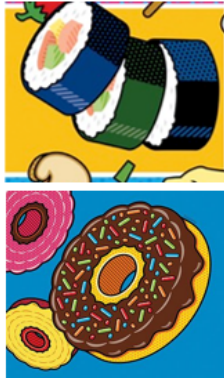
Abstract colour.

Key vocabulary to learn

Texture	This is to do with the surface quality of something, the way something feels or looks like it feels. There are two types of texture: actual texture and visual texture.
Line	Line is the path left by a moving point. For example, a pencil or a brush dipped in paint.
Form	Form is a three-dimensional shape , such as a cube, sphere or cone. In a two-dimensional composition, the objects constitute the positive forms , while the background is the negative space.
Shape	A shape is an area enclosed by a line. It could be just an outline, or it could be shaded in.

Ron Magnes inspired collage.

- Task 2:**
Create a Food collage – inspired by Ron Magnes’s work.
- ☐ Dynamic, overlapping imagery.
 - ☐ Use of different scales and angles.
 - ☐ Neat and well presented collage.
 - ☐ Swatches of colour – using different materials.



Class work activity:	Tick once completed:
Monoprint- wrappers/cans and development.	
Ron Magnes Artist research & analysis.	
Ron Magnes inspired Food collage & work in the style of.	
Mixed-media food outcome.	

Year 9 Art and Design

Cycle 2 - Food project



Homework Activities: All homework tasks must be completed to your highest standard.

1. Produce an artist research page on the artist Ron Magnes.

Success Criteria:

- At least an A4 page.
- Artist name.
- Images related to his work on food.
- Describe a piece of his work using key words.
- Give your opinion of his work using key words.

Optional: Consider background and presentation. If you create a background it should link to the artists' style.

Key words:

Complete in lesson

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.



Literacy link:

Analytical writing.

Numeracy link:

Scale and Proportion.

Stretch and challenge:

Take photos of food arranged in a Ron Magnes's style composition.

2. Create a tonal drawing of a food item.

Success Criteria:

- About A5 size.
- Sketched lightly with accurate proportions.
- A range of tones applied including black for shadows and white for highlights.
- Accurate detail.



3. Key words Quiz.

The timed quiz is in Satchel it will test how well you know and understand Art key words and their meaning from Cycle 1 and 2.

4. Produce a copy study of a section of one of Ron Magnes digital drawings.

Success Criteria:

- About A5 size.
- Drawn with accurate proportions.
- All outlines neat and precise.
- Colour has been added smoothly, creating blocks of even colour.





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>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: Cyber Security Analyst or Data Scientist</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>** 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>Cycle 3: Game Develop, AI Engineer or Ethical Hacker</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>

Binary to Denary

Complete these conversions:

8	4	2	1	Denary
1	0	1	0	10
0	1	1	1	7
1	0	1	1	11
1	1	1	1	15
0	1	0	1	5
0	1	1	1	7

Hexadecimal to Binary

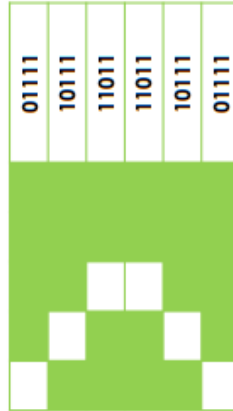
Complete this table:

0	1	2	3	4	5	6	7	8	9	A	B	C	D	E	F
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
D		E		1		B									
1101		1110		0001		1011									
1011		0111		1000		1010									
B		7		8		A									

Representing Images

Explain how images are represented by a computer:
To store an image on a computer, the image is broken down into tiny elements called pixels. A pixel (short for picture element) represents one colour. An image with a resolution of 1024 by 798 pixels has 1024 x 798 pixels (817,152 pixels). each pixel is represented by a binary value

Create the image below using the codes to the right:

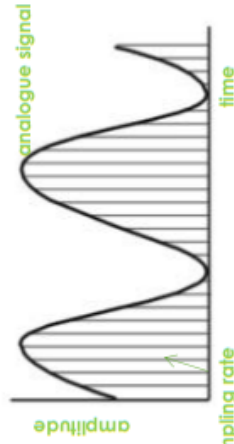


DATA REPRESENTATION

Representing Sounds

Explain how sounds are represented by a computer:
Sound needs to be converted into binary for computers to be able to process it. To do this, sound is captured - usually by a microphone - and then converted into a digital signal. An analogue to digital converter will sample a sound wave at regular time intervals

Label the amplitude, sampling rate, analogue signal and time on the diagram below:



Explain how the sampling rate affects the size and quality of a sound file:

The sample rate is how many samples, are taken each second. The more samples that are taken, the higher the quality of the audio

ASCII:

ASCII stands for American Standard Code for Information Interchange.
There are 128 standard ASCII codes, each of which can be represented by a 7 digit binary number from 0000000 through to 1111111
The letter 'A' is represented by the code: 01000001
The letter 'B' is represented by the code: 01000010

Representing Characters

Explain each system and the differences between them.

Unicode:

Unicode uses between 8 and 32 bits per character, so it can represent characters from languages from all around the world. It is commonly used across the internet. As it is larger than ASCII, it might take up more storage space when saving documents.

Instructions

Explain how instructions are encoded as bit patterns:
Machine code instructions are binary numbers and are coded as bit patterns, for example, a 16 bit machine code instruction could be coded as 001010101101001011.
In machine code the instructions are usually made up of 2 parts, an operator (op code) and an operand (typically a memory address). The CPU decodes the operator (for example, the bit pattern 001 could be the code for ADD) to decide what action to take with the operand

Binary Addition

Rules:

Write the rules:
There are four rules that need to be followed when adding two binary numbers. These are:

$$0 + 0 = 0$$

$$1 + 0 = 1$$

$$1 + 1 = 10 \text{ (binary for 2)}$$



$$1 + 1 + 1 = 11 \text{ (binary for 3)}$$

$$\begin{array}{r} 0 \ 0 \ 1 \ 1 \\ + \ 0 \ 1 \ 0 \ 1 \\ \hline 1 \ 1 \ 0 \ 0 \ 0 \\ \\ 1 \ 1 \ 1 \ 1 \ 1 \\ + \ 0 \ 0 \ 0 \ 1 \\ \hline 1 \ 0 \ 0 \ 0 \ 0 \end{array}$$

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 <i>Melody and Harmony</i> 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><i>Showcasing successful Silent Movie strategies</i> 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>	Keyboard Club 'One Body' Choir Rock Band Club Drama club KS3 Christmas Service Shakespearian School's Festival	<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 <i>The Blues</i> 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><i>Roles and responsibilities in the industry</i> 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>	Keyboard Club 'One Body' Choir Rock Band Club Drama Club Industry talks and 'Spill the Tea' career podcasts. Drama Club	<p>English: Prejudice and Persecution</p> <p>RE: Suffering</p>	<p>Building emotion and dramatic tension in the Arts <i>Film and Video game music</i> 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><i>Verbatim and Documentary Theatre</i> 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>	Rock Bands Fundraising for Breck's charity. Shakespearian School's Festival	
Cycle 2	<p>Storytelling through Performing Arts <i>Descriptive Music</i> 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>	Keyboard Club 'One Body' Choir Rock Band Club	<p>Art: Music and Art – creating art from Music.</p>	<p>Freedom of Speech <i>Protest Songs and Reggae Music</i> 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>	Keyboard Club 'One Body' Choir Rock Band Club	<p>Art: Films and Festivals</p>	<p>The creation of original Verbatim Music and Theatre <i>Dance Music and Hip Hop</i> 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><i>Verbatim theatre</i></p>	Keyboard Club 'One Body' Choir Rock Band Club	<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>	Drama Club Whole Academy Musical		<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>	Drama Club Whole Academy Musical	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. Assessment: Final: Paperbirds Performance or presentation Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer, DJ.	Drama Club Whole Academy Musical
	<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>	Keyboard Club 'One Body' Choir		<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>	Keyboard Club 'One Body' Choir Drama Club	<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>	Keyboard Club 'One Body' Choir Drama Club

Year 9 Cycle 2 Performing Arts	Drama – Transforming a script from page to stage	Blood Brothers
Lesson 1 – Part A: What is the plot of Blood Brothers? <i>Blood Brothers</i> is a musical by Willy Russell that tells the story of two brothers, Mickey and Eddie, who are separated at birth due to their mother Mrs. Johnstone's decision to give one of them away to a wealthier family. The play explores themes of class, fate, and the impact of social circumstances, as the two brothers grow up unaware of their sibling relationship. Their lives tragically intertwine as they form a close friendship, but the truth of their birth eventually comes to light, leading to a heartbreaking conclusion.		
Lesson 1 – Part B: Interpreting Mickey as a monologue Monologue – A one person speech that reveals the character's deeper feelings and emotions whilst directly addressing the audience. (Root word: Mono : Meaning One).		
Lesson 2 – Explore a duologue between Mickey and Eddie. Edward is a friendly, generous character. He searches out Mickey to play with and perhaps naively offers him sweets to impress him. He is raised in a middle-class home and is educated at a private school. He feels restricted and this is one of the reasons he likes the company of Mickey. He revels in Mickey's liveliness, bad language and risky games.		
Key acting skills you want to apply on stage:		
 Vocal skills: F acial E xpressions M ovement P osture/ Proxemics I nteraction G estures	 Physical skills: V olume T one A ccent P itch/ P ace E mphasis	
Lesson 3 and 4 – Costume Designs Costume Design is a vital part of bringing a play to life. When exploring key design ideas, you need to be really specific with the level of detail that you provide. <ul style="list-style-type: none">- Style, cut and fit- Colour, fabric (cotton, lace, leather, denim, plaid, chord, silk, tweed) decorative features (buttons, trim, ribbons etc)- Condition (worn or new, neat or wrinkled, clean or stained etc)- Footwear (in keeping with the time Year 7, 8 and 9)- Accessories (Pearls, Wooden Sling Shot, Baby Pram, Meccano Set)- Makeup and hairstyle (Scruffy, wild, slick, gelled side comb over, Pigtails etc)		
Lesson 5 – Showing a contrast in education through staging school scenes. In order to successfully stage this moment, it is integral that the clear class divide and the different approaches to the secondary school setting are shown to highlight the stark different between the Independent and State School sector. <u>Key definitions to retrieve:</u> Proxemics: The distance between performers on stage. Emphasis: Putting focus on and highlighting a key word/ phrase/ moment. Interaction: How performers act and react with one another on stage. Impact: What effect or emotion do you want to achieve from the audience?		
Lesson 6 – Exploring the role of the Narrator He reveals that the brothers die at the very start of the play and from then on constantly reminds the audience of the twins' fate. He presents the themes of fate, destiny and superstition throughout the play, but at the end, he asks the audience to consider if it was social forces rather than 'fate' that caused the tragedy. <i>The role of the Narrator is to move the plot along and to act as a constant reminder to the audience that the social divide will always inevitably impact a key character's life.</i>		

Lesson 1 – Features of Film and Video Game Music

Video Games and Films would not be what they are without a highly impactful soundtrack that adds atmosphere and reflects the action of a scene. Composers like John Williams and Hans Zimmer have created some of the most iconic film scores of all time, that include features like:

- A full symphony orchestra
- Lots of different layering and changes of texture
- Major or Minor keys to suit the mood
- Sound effects that match things that are happening
- Repetition to build tension
- A range of different pitches to reflect the action



Scan for the 50 best film soundtracks of all time

Lesson 2 – Creating a Leitmotif

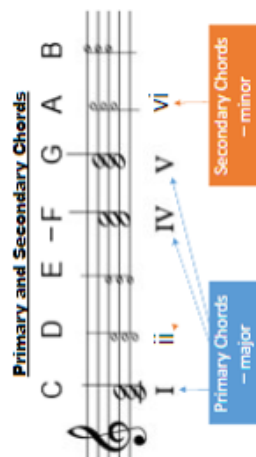
A leitmotif is a short musical idea that represents a character or theme. Leitmotifs are adapted and developed throughout a piece of music to reflect what is happening to that character at the time.

Lesson 3 – Creating the Harmony

Harmony and chords are one of the most important ways that film music composers use to change the mood of a piece of music. You need to decide whether you are using major or minor chords, and what type of harmony you want.

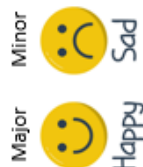
Consonant Harmony – the notes sound nice together

Dissonant Harmony – the notes sound clashy together



Lesson 4 – Changing the Mood

You will need to be able to create musical ideas that represent a variety of different characters, moods and situations – think how a motif that represents a hero might be different to a motif that represents a villain.



Lessons 7 and 8 – Building Tension

The use of specific compositional devices in your work can have a big impact on the changes of mood needed throughout the film scene.

Ostinati – Repeated musical patterns to create a sense of pace

Polyrhythms – Layers of different rhythms that are built up to create a thicker texture and a sense of chaos

Pedal note – a low pitch sustained note that builds tension

Augmentation - Making the musical patterns bigger

Diminution - Making the musical patterns smaller

Chromaticism - Using notes from outside of the key

Lessons 9 and 10 – How do you end a piece of film music?

You need to choose a **Cadence** to end your piece of music with – think about whether you want your piece to have a mysterious "unfinished" feel or whether you want it to have a clear "finished" feeling.

Cadence – a specific pattern of chords from the key, used to end a phrase, section or piece of music.

Perfect Cadence – a pattern of chords that sounds finished, Chord V to I

Imperfect Cadence – a pattern of chords that sounds unfinished, Chord I to V

Lessons 5 and 6: Mid-Cycle Assessment and Feedback

For your mid-cycle assessment, you will be listening and analysing pieces of film music, and answering appraising questions about them. To prepare for this, you should revise the Musical Elements and keywords we have learned throughout Key Stage 3.

Lessons 11 and 12: End of Cycle Assessment and Feedback

For your end of cycle assessment you will be showcasing your finished piece of film music. You will be assessed on your musical content including your use of leitmotifs and ability to change mood to suit what is happening the clip.

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 Careers: wait staff front of house staff	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 9 – Cycle 2: Catering

Intensive Farming



The aim of intensive farming is to produce as much food as possible in the space available, as quickly and as efficiently as possible.

Intensive arable farms spray their crops with chemical pesticides, herbicides and fertilisers. These chemicals can cause water pollution and get into the food chain, affecting animals that have eaten poisoned fish. When pesticides kill minibeasts, there is less food for birds and mammals in the area. This results in a loss of biodiversity. Some types of pesticides have been shown to be harmful to bees and are contributing to a decline in their numbers. Without bees pollination of crops is not possible.

Animals which eat grass that has been sprayed with chemicals will absorb them into their bodies. Globally, the agricultural sector consumes about 70% of the planet's available freshwater. 2,350 litres of fresh water = 30 bath tubs is used to manufacture just 1 beef burger. Loss of rainforests to make space to farm and graze the animals 1/3 of all crops grown are for animal feed not human consumption.

Key Words

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
Life stage – childhood, adolescence, adult, elderly. Our nutritional needs change at each of these stages, sometimes we will need more of a nutrient, sometimes less.

Special Dietary need – when someone has a specific need related to their diet this might be due to an intolerance or allergy, medical need such as diabetes, religious belief or moral belief.

Street Food Proposal	
Savoury Rice Planning	
Samosas	
Farming and the environment	

Contract and outdoor catering

Provide food and drink at places where it is not normally provided

Food depends on the event

Also used at public events e.g. burger vans

Food is either cooked before or at venue

Caterers organise the menu and food

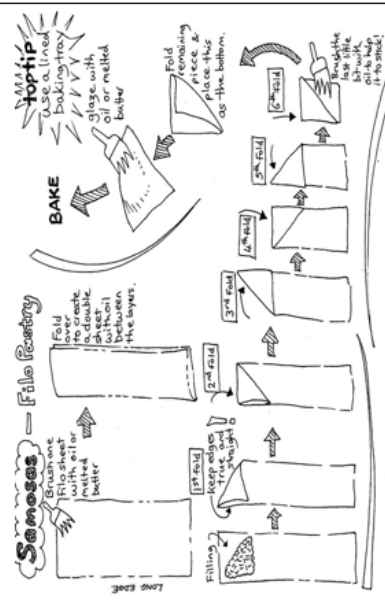
Serve and feed guests

Clear up

Customer can enjoy the event and not worry about the food



How to make Samosas



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". They should also include contingencies – what you will do if something goes wrong/doesn't go as planned. This could be something as simple as if something is cut too big cut it smaller or if meat isn't fully cooked cook it for longer.

Environmental Issues: Research shows that food production has a major effect on climate change. Many greenhouse gases are produced during food production, packaging, transportation, cooking and food waste. This contributes to climate change.

Climate change is leading to many problems that affect the supply and production of foods across the world.

3R's and Food Industry

- **Reuse** – How can we reuse food?
- **Reduce** – How can we reduce food waste?
- **Recycle** – How can we reduce pollution?
- **Recycle** – How can I recycle food?



Food production uses very large amounts of non-renewable energy from fossil fuels and produces a lot of carbon dioxide. The term carbon footprint is used to measure the amount of carbon dioxide and other greenhouse gases are released through out the whole process of food production and consumption.

Meat, dairy and egg production has the **highest carbon footprint**
 Vegetable, fruit, nut, bean and cereal production has the **lowest carbon footprint**.

SMSC – success factors and customer needs related to successful food production companies.

Literacy – to be able to follow a step by step plan to make a dish with independence.

Numeracy – Learn key temperature zones.

Independent Study

Week 1 – research the function /nutrients of the ingredients chosen for your street food item

Week 2 – research vegetables to use in your savoury rice dish and how you will make it

Week 3 – finish your savoury rice plan

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



Year 9 Geography

Cycle 2: Global Issues



Pollution is anything that enters the environment and has a negative impact such as litter or oil spills. Other types of pollution include:

Air pollution- Contamination of the air by smoke and gases.

Water pollution- The contamination of any body of water.

Land pollution-Degradation of the Earth's surface caused by a misuse of resources and improper disposal of waste.

Visual pollution-What you would call anything unattractive or visually damaging to the nearby landscape.

Thermal pollution-The increase of temperature caused by human activity.

Effects of plastic pollution

- There are 51 trillion pieces of plastic in the ocean.
- Only 11% of plastic is recycled globally.
- 260 pieces of plastic were found in one shearwater bird.
- Plastics have pores that can transport pathogens (bacteria which causes disease).
- The number of fish species living in the Citarum has reduced by 60% due to plastic pollution.

Climate change:

A change in climate patterns, due to increased levels of atmospheric carbon dioxide produced by the use of fossil fuels.

- The atmosphere allows the heat (radiation) from the sun to pass through to heat the Earth's surface.
- Some of this radiation is absorbed by the earth and some is reflected back out to space.
- More and more of this heat/radiation is getting trapped by greenhouse gases (eg methane and carbon dioxide)
- This process heats up the Earth.

Fossil fuels:

- Coal
- Oil
- Natural gas

Greenhouse gases:

- Carbon dioxide- from factories, and cars
- Methane- from cattle farming and landfill
- Nitrous oxide -from cars animal waste

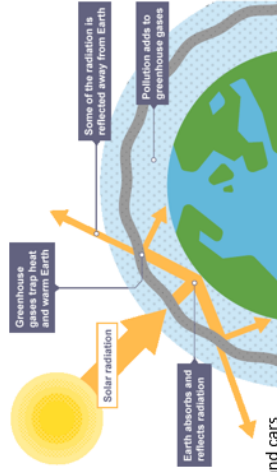


Weather- The conditions in the atmosphere on a day to day basis.

Climate- The average weather conditions in an area over a long period of time (normally 30 years)

Climate change: The change in global climates mainly due to increase greenhouse gas emissions.

Sustainability: Meeting the needs of today without impacting the future.



Human causes of climate change:

- Burning fossil fuels, eg coal, gas and oil - these release carbon dioxide into the atmosphere.
- Deforestation - trees absorb carbon dioxide during photosynthesis. If they are cut down, there will be higher amounts of carbon dioxide in the atmosphere.
- Dumping waste in landfill - when the waste decomposes it produces methane.
- Cattle farming - cattle release methane when they burp and defecate (poo). In rainforest regions trees are also burnt to clear space for cattle farming.



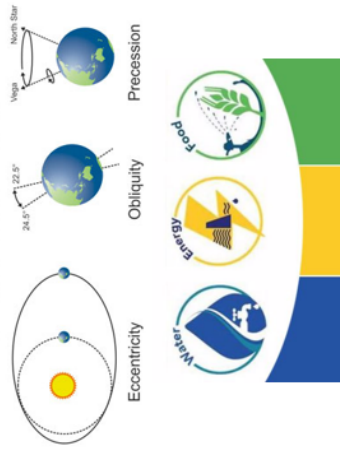
Issues of climate change:

- Flooding**- Bangladesh and the UK
- Drought**- Edge of the Sahara desert
- Desertification**-Areas of fertile land becoming infertile. Normally on the edge of existing deserts.
- Hurricanes**- there is evidence of climate change creating more powerful hurricanes, while also increasing the length of the hurricane season.
- Wildfires**- Australia
- Melting of the permafrost**- Siberia
- Coral bleaching**- Australia (Great Barrier Reef)
- Ski resorts**- Alps, fake snow is being used of ski slopes due to low snowfall.

Cause of climate change (Natural/physical)

Volcanic Eruptions	Volcanoes release large amounts of dust containing gases. These can block sunlight and results in cooler temperatures.
Sun Spots	Dark spots on the Sun are called Sun spots. They increase the amount of energy Earth receives from the Sun.
Orbital Changes (Milankovitch Cycles):	Some argue that climate change is linked to how the Earth orbits the Sun, and the way it wobbles and tilts as it does it. These are known as 'Milankovitch Cycles'.

Milankovitch Cycles



How to answer a 9 mark exam question (balanced argument)

1. Introduction:

Show you have understood the questions. Location, introduce case study etc.

2. On one hand...

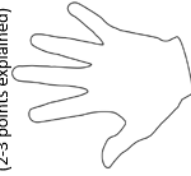
Opinion 1 (2-3 points explained)

3. On the other hand...

Opinion 2 (the opposite opinion) (2-3 points explained)

4. In conclusion...

(Give your own opinion and a reason why? You think that.



Explain- Give a reason as to why something is the case

Historic Evidence for climate change

Recent Evidence for climate change

Global temperature	Average global temperatures have increased by more than 0.6°C since 1950.
Ice sheets & glaciers	Many of the world's glaciers and ice sheets are melting. E.g. the Arctic sea ice has declined by 10% in 30 years.
Sea Level Change	Average global sea level has risen by 10-20cms in the past 100 years. This is due to the additional water from ice and thermal expansion.
Seasonal changes	Studies show that the timings of natural seasonal events such as migration of birds, flowering of trees are changing

Ice cores

When snow falls it traps air into the ice. When scientists take a sample of ice it reveals the atmospheric gas concentrations at the time the snow fell. This is used to calculate temperature at that time.



KS3 Curriculum 2024-2025: History

	Year 7			Year 8			Year 9	
	Knowledge and skills	Enrichment	Assessment Focus: change and continuity, narrative writing	Knowledge and skills	Enrichment	Assessment Focus: evaluating interpretations, analysing consequences	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 England o Jewish migration o The impact of empire o The impact of war Including a local study of Cheltenham 1000-2000CE	Local History Project: voices of our community Careers: Archaeologist, Museum Curator	Assessment focus: change and continuity, narrative writing	The Industrial Revolution <i>Did the Industrial Revolution change the world for the better?</i> <ul style="list-style-type: none"> o The Agricultural Revolution o Technological advancements o Living and working conditions o Attitudes to poverty o The development of democracy 	Extra challenge: using the archives Careers: Law, Social Work	Assessment Focus: evaluating interpretations, analysing consequences	World War One <i>How and why should World War One be remembered?</i> <ul style="list-style-type: none"> o Causes of the war o Recruitment and propaganda o Trench warfare o The Home Front o Armistice 	Poetry competition Battlefields Trip Careers: Military, Editing, Politics
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 Beckett o The Crusades o The Magna Carta o The Black Death o The Peasants' Revolt 	Competition: Black Death Diorama Careers: Police Force	Assessment focus: change and continuity, narrative writing	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 empire o The impact of the British Empire o Resistance and revolt: the Indian Rebellion and the Mau Mau Uprising o 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	Assessment Focus: evaluating interpretations, analysing consequences	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 Hitler o Life in Nazi Germany o World War Two o The Holocaust 	Interview with Zigei Schipper, a Holocaust Survivor Holocaust Remembrance Day Assembly Careers: Military, Law
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 Reformation o The Religious Rollercoaster o Elizabethan England o The English Civil War 	Trip: Tintern Abbey – cross-curricular with Geography Careers: Historian, Politics	Assessment Focus: analysing consequences, source analysis	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 Trade o The Middle Passage o Conditions for enslaved peoples o Resistance and Rebellion o Abolition o The legacy of slavery 	Trip to M Shed museum in Bristol Careers: Law, Civil Service, Politics	Assessment Focus: change and continuity, narrative writing	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	

<p>Year 9 History Cycle 2: The Holocaust</p>	<p>Week 1-2: Jewish Life before the Holocaust</p> <p>The Nazis did not invent anti-Semitism:</p> <ul style="list-style-type: none"> Jews were persecuted in the Middle Ages for religious reasons. <ul style="list-style-type: none"> In England, all Jews were expelled in 1290. In many European countries Jews were blamed for spreading the Black Death. In towns they were usually confined to certain areas—ghettos and subject to restrictions such as curfews. In the 1800s, millions of Jews fled the Russian Empire because of pogroms against them — immigrants often ended up in Britain or the USA. <p>In the 1930s in Germany, many Jewish people were assimilated: many were not religious and identified primarily as German.</p> <p>In countries such as Poland, many Jewish people lived in <u>steils</u> and were fairly separated from non-Jewish communities.</p>	<p>Week 3: Defining the Holocaust</p> <p>The term 'The Holocaust' refers to the systematic murder of 6 million Jews by Nazi Germany and their collaborators.</p> <p>The word literally means 'burnt sacrifice' – some Jewish people prefer the word 'Shoah'</p> <p>Though 'The Holocaust' refers only to the killing of the Jews, many other minorities were targeted and persecuted.</p> <p>This includes Roma and Sinti, homosexuals, communists, disabled people and Eastern Europeans. The total number of those murdered by the Nazis is around 11-12 million people.</p>	<p>Key terms</p> <p>Primary Source: Documents from the period studied that give 'first-hand' evidence</p> <p>Secondary Source: 'Second-hand' information created using primary sources</p> <p>Interpretation: A historian's opinion of an event or topic</p> <p>Dehumanise: To view someone as less than human, and try to take away their identity</p> <p>Anti-Semitism: Racism against Jewish people</p> <p>Holocaust: The systematic murder of 6 million Jews by the Nazis and their collaborators</p> <p>Genocide: A mass killing of a certain group</p> <p>Pogrom: An antisemitic riot</p> <p>Steil: A Jewish village in Eastern Europe</p> <p>Assimilate: To fit in and join a culture</p> <p>Ghetto: A closed off area where a certain group of people are forced to live</p> <p>Synagogue: A Jewish holy temple</p> <p>Kristallnacht: A night of violence carried out by Nazis and the German public against the Jews in 1938</p> <p>Concentration Camp: A prison in which a large number of people are kept in poor conditions</p> <p>Death Camp: A prison camp designed to murder a group of people</p> <p>Liberation: Setting free</p> <p>Collaborator: Someone who works with a perpetrator to commit a crime</p> <p>Perpetrator: Someone who commits a crime</p> <p>Einsatzgruppen: Nazi death squads</p> <p>Aryan: The Nazi's idea of a 'perfect race' of people, often with blond hair and blue eyes</p>	<p>Weeks 4-5: Experiences of the Holocaust</p> <p>The most famous image of the Holocaust is the concentration and death camps. In a death camp victims would arrive in train carts and were sorted into two lines: those to work, and those to die.</p> <p>Those sent to die were told they were showering and where sent to gas chambers. Their bodies were burnt in huge ovens called crematoria.</p> <p>Anka Bergman, Prague: When we got into our barrack, [my friend] asked the women already there, "Where are my parents? When will I see them again?" And they all started screaming with laughter, "You stupid idiot, they are in the chimney by now!" We thought they were mad, and they thought we were mad...</p> <p>Gena Turgel, Kraków: 'At Auschwitz-Birkenau, every last remnant of respect and dignity was squeezed out of us. In our loose, insect-ridden clothing and with our hair cropped or shaved, we felt completely dehumanised.'</p> <p>Those sent to work had their heads shaven, their clothes replaced with a striped uniform, and a number tattooed on their arm.</p> <p>They were given almost no food, slept 10 to a bunk, and were given hard labour. Most would die from the terrible conditions.</p>	<p>1933: 1935: 1938: 1939: 1940: 1942: 1945:</p> <p>Boycott Nuremberg Laws Kristallnacht WW2 Begins Lodz Ghetto Wannsee Conference Liberation</p>
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Weeks 6-7: Responses to the Holocaust

The people of Germany and the occupied countries, both Jewish and non-Jewish, had to decide whether to be bystanders, perpetrators or resisters.

Resistance included armed fighting, such as in the Warsaw Ghetto and the Jewish partisans, but could also include hiding people from the Nazis, spreading propaganda against them, or even keeping your culture alive to resist being dehumanised.

However, some people **collaborated** and were **persecutors**. Some may have done this because they agreed with the Nazis, while others may have done it out of fear or to improve their own lives – for example, by taking a job driving the trains to Auschwitz.

However, most people were **bystanders** – meaning they saw what was happening but didn't act.

Who do you think holds some responsibility for the Holocaust?

Weeks 8-10: Global Genocides

The Holocaust in Germany is far from unique:

Cambodia:

Between 1975 and 1979, a communist political group called the Khmer Rouge killed between 1.5 and 3 million people: nearly 1/4 of Cambodians.

They wanted to reorganise society so that there were no classes: people were moved from the city to the country and forced to work, with families split up. Religious and ethnic minorities were persecuted, and anyone considered an 'intellectual' was targeted. Teachers, doctors, and even those who wear glasses were persecuted.

Rwanda:

Rwanda was a country divided down ethnic lines – the Tutsi had traditionally been more powerful than the Hutu, until a revolution put the Hutu in charge in the early 1960s.

Between April – July 1994, extremists among the majority Hutu ethnic population planned and carried out a genocide of the minority Tutsi ethnic group.

More than 800,000 civilians were killed, and 2,000,000 Rwandans fled the country.

The genocide lasted only 100 days, but the impact is still felt today.



The Ten Steps to Genocide:

1. **Classification:** A group of people are made to seem different
2. **Symbolisation:** The persecuted group are visibly marked out as different
3. **Discrimination:** Rights are taken away from the persecuted group
4. **Dehumanisation:** The group are treated with no human rights or dignity
5. **Organisation:** The government plan how to carry out violence against the group
6. **Polarisation:** Propaganda is used to spread hatred against the group
7. **Preparation:** The genocide is officially planned
8. **Persecution:** Lists of victims are drawn up, and people are separated
9. **Extermination:** The group are systematically killed
10. **Denial:** People deny the existence of any crime

Think Like A Historian!

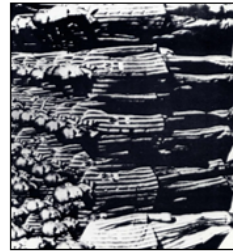
Content:

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?

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.

Economic Problems

People were desperate and wanted a saviour to turn to.

Event

Hitler's Rise to Power

Hitler used his position to introduce racist laws

Event

Consequence

Persecution of Jews

Hitler's Rise to Power

Key Stage 3 MFL Curriculum Plan

Year 9 One Year	Topic	Core Grammar	Core Phonics
Autumn	Me, People in my Life & Stay Connected! <ul style="list-style-type: none"> describing family members [1, 2, 3] (a, c) passions [4, 6] (b, d) family and relationships [1, 2, 3, 4, 5, 7] (d) activities with family [4, 5, 6] (d, f) describing how you used to be [4, 5, 6] (d, f) social media and devices [4, 5, 6] (d, f) internet [1, 7] (g, e) 	<ol style="list-style-type: none"> 1. Adjectival agreement 2. Present tense of SER and TENER 3. Comparatives 4. Present tense (including reflexives) 5. Structures + INFINITIVE 6. Verb subject agreement 7. Preterite and imperfect tenses 	<ol style="list-style-type: none"> a. [e], [i], [a], [o], [u] b. [ll] c. Hard [c], Soft [c] d. Hard [g], Soft [g] e. [ñ] f. [v] g. [qu]/[gu]
Spring	My Current, Past & Future Studies <ul style="list-style-type: none"> school subjects and studies [1, 2, 3] (a) school rules [5] (c) school facilities [4] (h) Spanish school system [2, 3, 4] (b) school exchange [8] (g) primary school [6] (e) extra-curricular activities [7] (e) what did you do at school [6] (f) 	<ol style="list-style-type: none"> 1. Definite articles and indefinite articles 2. Superlatives 3. Comparatives 4. Present tense 5. Infinitive structures (obligation) 6. Preterite and imperfect tenses 7. Desde hace 8. Near future tense 	<ol style="list-style-type: none"> a. Silent [h] b. Hard [c], Soft [c] c. [qu], [gu] d. [ll] e. Hard [g], Soft [g] f. [ñ] g. [v] h. [rr]
Summer	Holiday Memories, Future Travels <ul style="list-style-type: none"> holiday activities [3, 2] (a) past holidays [3, 4] (i) holiday accommodation [3] (c) past holiday activities [3, 4, 6] (c, f) disastrous holidays [5, 5] (d) booking accommodation [2, 6] (f) future holidays [7, 5] (e) los san fermines [8] (h) 	<ol style="list-style-type: none"> 1. Cuando + impersonal verb 2. Present tense 3. Past tenses (preterite and imperfect) 4. Hace + time 5. Sequencers 6. Question structures 7. Near future tense 8. Conditional (including reflexive verb) 	<ol style="list-style-type: none"> a. [o], [i], [e] b. Silent [h] c. [ll] d. Soft [c] e. [qu], [gu] f. Hard [c], [g] g. [v] h. [rr] i. [j]

Essential			Stretch		
	Spanish	English		Spanish	English
Adjectives	viejo(s)/ vieja(s) severo(s)/ severa(s) aburrido(s)/ aburrida(s) serio(s)/ seria(s) simpático(s)/ simpática(s) práctico(s)/ práctica(s) creativo(s)/ creativa(s) trabajador(es)/ trabajadora(s) joven (plur: jóvenes) útil(es) fácil(es) difícil(es) tolerante(s) impaciente(s) paciente(s) interesante(s) importante(s)	old strict boring serious nice/friendly practical creative hard-working young useful easy difficult easy-going impatient patient interesting important	Adjectives	gracioso(s)/ graciosa(s) antipático(s)/ antipática(s)	funny unfriendly
			Opinion phrases	(no) me interesa (+ sing noun)/ me interesan (+ plur) odiar/ odio preferir/ prefiero lo bueno/ lo malo es que lo que más me gusta es/son lo que menos me gusta es/son	I am (not) interested in to hate/ I hate to prefer/ I prefer the good thing/ bad thing is that what I like the most is/ are... what I like the least is/ are...
			Chunks	¿Qué día tienes (inglés)? (en) el recreo (a) la hora de comer ¿Cuál es tu día favorito? mi día preferido es el día que tengo (inglés)	What day do you have (English)? (at) break time (at) lunch time what is your favourite day? my favourite day is the day when I have (English)
Opinion phrases	me encanta/chifla (+ sing noun)/ me encantan/chiflan (+ plur) (no) me gusta (+ sing noun)/ me gustan (+ plur)	I love I (don't) like			
Conjunctions	porque/ya que	because			
Intensifiers	demasiado muy bastante poco	too very quite not very			

Autumn 2 'Stay connected!' Week 4 - ¿Qué hiciste en línea el fin de semana pasado?' (What did you do online last weekend?) - Essential


	Spanish	English		Spanish	English
Chunks	¿Qué hiciste en línea el fin de semana pasado? ¿Te gustó? usé mi móvil para... subir y ver videos compartir fotos o imágenes pasar el tiempo contactar con mi familia descargar música/ canciones chatear aprender idiomas publicar/mandar mensajes hablar con el fin de semana pasado el (day) pasado	What did you do online last weekend? Did you like it? I used my mobile to... upload and watch videos share photos or images pass the time contact my family download music/ songs chat learn languages post/send messages talk to last weekend last (day)	Verbs	usé/ usó pasé/ pasó me gustó + infinitive tuiteé/ tuiteó contacté/ contactó chateé/ chateó mandé/ mandó hablé/ habló descargué/ descargó publiqué/ publicó subí/ subió comparti/ compartió (no) fue pude (+ infinitive)	I used/ he ,she used I spent/ he, she spent I liked to (+ infinitive) I tweeted/ he, she tweeted I contacted/ he, she contacted I chatted/ he, she chatted I sent/ he, she sent I talked/ he, she talked I downloaded/ he, she downloaded I posted/ he, she posted I uploaded/ he, she uploaded I shared/ he, she shared it was (not) I could (+inf)
Adjectives	cómodo(s)/cómoda(s) divertido(s)/divertida(s) peligroso(s)/peligrosa(s) práctico(s)/práctica(s) rápido(s)/rápida(s) adictivo(s)/adictiva(s) caro(s)/cara(s) fácil(es) (de usar) popular(es) útil(es) gratis	handy / convenient fun dangerous practical quick addictive expensive easy (to use) popular useful free	Opinion phrases	lo bueno fue que... lo (único) malo fue que... me gustó usar... porque pudo...	the good thing was that... the (only) bad thing was that... I liked to use... because I could...
			Conjunctions		
			Prepositions	para	(in order) to
			Intensifiers	muy	very
Adverbs	ayer también	yesterday also, too	Question word		



	Spanish	English		Spanish	English
Chunks	ver mis series favoritas organizar las salidas con mis amigos controlar mi actividad física / las calorías buscar y descargar música pasar el tiempo / el rato sacar / editar / personalizar fotos conocer a nueva gente lo que fue ... (+ adj or noun) gasté/ gastó dinero comprando (+ noun) con mi móvil/portátil/ tableta	watch my favourite series organise to go out with my friends monitor my physical activity / my calorie intake looking for and downloading music passing the time taking / editing / personalising photos meeting new people which was.. (+ adj or noun) I/ he, she spent money buying (+ noun) with my mobile/laptop/tablet	Adjectives	cuanto(s)/cuanta(s) necesario(s)/necesaria(s) enganchado(s)/enganchada(s) (a) varios/ varias	all necessary hooked (on) many
			Verbs	usamos usaron comprobé/ comprobó organisé/ organizó controlé/ controló conocé/ conoció busqué/ buscó saqué/ sacó les gustó fui fue dijo que vi/ vio	we used they used I checked/ he, she checked I organised/ he, she organised I controlled/ he, she controlled I met/ he, she met I looked for/ he, she looked for I took/ he, she took (photos) they liked I was he/she/it was he/she said that I watched/ he, she watched
Nouns	me/te/le (gustó/gustaron)	to me/to you/ to him, her, it	Adverbs	demasiado donde	too much where (in a sentence, not in a question)
Opinion phrases	me/le chiflé (chiflaron) fue una aplicación buena para...	I/he, she liked it (them) it was a good app for...	Question word		
Idiom	fue como echar agua al mar	it was pointless	Prepositions	desde (mi móvil) sin	from/on (my mobile) without
Conjunctions	así que	so	Comparative/superlative	el más/ la más (+ adj) que más me gustó	the most (+ adj) that I liked the most

Autumn 2 'Stay connected!' Week 5 - '¿Cuáles son las ventajas y desventajas de las redes sociales?' (What are the advantages and disadvantages of social networks?)

	Essential	
	Spanish	English
Adjectives	peligroso(s)/peligrosa(s) práctico(s)/práctica(s) rápido(s)/rápida(s) adictivo(s)/adictiva(s) caro(s)/cara(s) fácil(es) (de usar) popular(es)	dangerous practical quick addictive expensive easy (to use) popular
Adverbs	al menos (des)afortunadamente siempre nunca a menudo todos los días	at least (un)fortunately always never often every day
Opinion phrases	lo bueno es que... lo (único) malo es que... me gusta usar... porque puedo... creo que pienso que	the good thing is that... the (only) bad thing is that... I like to use... because I can... I believe that I think that
Question word	¿para qué? ¿por qué? ¿cuál(es)?	what for? why? which (one(s))?

Stretch		
	Spanish	English
Adjectives	amplio(s)/amplia(s) necesario(s)/necesaria(s) enganchado(s)/enganchada(s) (a) varios/ varias útil(es) gratis	extensive necessary hooked (on) many useful free
Verbs	usamos usan soy es estoy está te engancha(n) recomiendo dice que	we use they use I am he/she/it is I am (temporarily) he/she/it is ((temporarily)) it (they) get you hooked I recommend he/she says that
Adverbs	es más además por eso casi constantemente completamente antes ahora	furthermore, moreover besides, furthermore therefore, that's why almost all the time completely before now
Question word	¿desde hace cuánto tiempo?	since when?

Autumn 2 'Stay connected!' **Week 2 '¿Cuáles son tus redes sociales favoritas?' (What are you favourite social networks?)**

	Essential				
	Spanish	English		Spanish	English
Chunks	¿Qué aplicaciones usas? ¿Tiene algún inconveniente? uso mi móvil para... subir y ver videos compartir fotos o imágenes pasar el tiempo contactar con mi familia descargar música chatear aprender idiomas publicar/mandar mensajes hablar con estoy adicto/a a estoy en contacto con mi red social preferida	What apps do you use? Does it have any disadvantage? I use my mobile to... upload and watch videos share photos or images pass the time contact my family download music chat learn languages post/send messages talk to I am addicted to... I am in contact with my favourite social network	Adjectives	cómodo(s)/cómoda(s) divertido(s)/divertida(s) peligroso(s)/peligrosa(s) práctico(s)/práctica(s) rápido(s)/rápida(s) adictivo(s)/adictiva(s) caro(s)/cara(s) fácil(es) (de usar) popular(es) útil(es) gratis	handy / convenient fun dangerous practical quick addictive expensive easy (to use) popular useful free
			Verbs	uso (no) es puedo (+ infinitive) me gusta + infinitive tuiteo	I use it is (not) I can I like to (+ infinitive) I tweet
			Adverbs	al menos (des)afortunadamente siempre nunca	at least (un)fortunately always never
			Opinion phrases	lo bueno es que... lo malo es que... me gusta usar... porque puedo...	the good thing is that... the bad thing is that... i like to use... because i can...
			Conjunctions		
			Prepositions	para	(in order) to
Nouns	una red social la (mejor) app	a social network the (best) app	Intensifiers		
			Question word	¿para qué? ¿por qué?	what for? why?

Autumn 2 'Stay connected!' **Week 2 '¿Cuáles son tus redes sociales favoritas?' (What are you favourite social networks?)**

	Stretch				
	Spanish	English		Spanish	English
Chunks	ver mis series favoritas organizar las salidas con mis amigos controlar mi actividad física / las calorías La tengo desde hace ... meses. Es una aplicación buena para... buscar y descargar música pasar el tiempo / el rato sacar / editar / personalizar fotos conocer a nueva gente es la red social/app más importante en mi vida no puedo estar sin...	watch my favourite series organise to go out with my friends monitor my physical activity / my calorie intake I've had it for ... months It's a good app for... looking for and downloading music passing the time taking / editing / personalising photos meeting new people it is the most important social network/app in my life I can't live without...	Adjectives	amplio(s)/amplia(s) necesario(s)/necesaria(s) enganchado(s)/enganchada(s) (a)	extensive necessary hooked (on)
			Verbs	soy es estoy está te engancha(n) recomiendo	I am he/she/it is I am (temporarily) he/she/it is ((temporarily)) it (they) get you hooked I recommend
			Adverbs	es más casi constantemente	furthermore, moreover almost all the time
Nouns	un canal (de comunicación) un inconveniente una pérdida (de tiempo)	a channel / means (of communication) a disadvantage a waste (of time)	Conjunctions	así que	so
Opinion phrases			Intensifiers		
Idiom	ser/es la leche ponerme al día	to be/it is the best/ the worst to catch up/ to keep updated	Comparative /superlative	el más/ la más que más me gusta	the most that I like the most

Spring 1 'My current studies **Week 4** '¿Qué sistema educativo prefieres?' (What school system do you prefer?)



	Essential				
	Spanish	English		Spanish	English
Chunks	En España hay... escuelas públicas/ concertadas/ privadas los alumnos (no) se deben llevar uniforme escolar (no) hay que llevar uniforme escolar (hay) no hayasistentes o ayudantes del profesor ...muchos recursos en las clases ... un examen para pasar a bachillerato ... un examen para entrar en la universidad (la Selectividad) las clases empiezan/ terminan a las... (+ time) el horario es más razonable el colegio te da los cuadernos	In Spain there are.. state schools/ academies/ private schools pupils (don't) have to wear a school uniform you have (not) to wear a school uniform there is/are (not) teaching assistants lots of resources in class an exam to sit A-levels an exam to get into university (university entrance exam) classes start/ end at (+ time) the timetable is more reasonable the school gives you books	Adjectives	razonable	reasonable
			Verbs	(no) se debe + infinitive (no) hay que + infinitive hay/ no hay empieza(n) termina(n) llevar (te) da	you must (not) you (don't) have to there is/ are (no) it starts/ (they start) it ends/(they end) to wear (it) gives you
			Adverbs		
			Opinion phrases	prefiero estudiar en el sistema español/ británico	I prefer to study in the Spanish/ British system
			Conjunctions	porque/ ya que	because
			Intensifiers		
			Question word		
Nouns	el uniforme escolar el examen (los exámenes) el bachillerato el horario los asistentes/ayudantes del profe los alumnos los recursos los cuadernos (la) asamblea la(s) clase(s) la(s) escuela(s) pública(s) la(s) escuela(s) concertada(s) la(s) escuela(s) privada(s)	the school uniform the exam(s) A-levels the timetable teaching assistants pupils resources books assembly the lesson(s) state schools academies private schools	Comparative	más menos	more less
			Idiom		

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Spring 1 'My current studies **Week 4** '¿Qué sistema educativo prefieres?' (What school system do you prefer?)



	Stretch				
	Spanish	English		Spanish	English
Chunks	llevar tus propios materiales a clase comprar libros de texto para todas las asignaturas y llevarlos a clase cada día. el director (no) imparte clase los alumnos (no) cambian de aula los profesores (no) tienen una aula asignada hay escasos recursos/ apenas decoración en las clases se usan los libros del colegio o fotocopias que el profe hace	carry your own equipment to the lesson buy textbooks for all subjects and bring them to class everyday. the headteacher (doesn't) teach pupils (don't) change classrooms teachers have their own classroom there are few resources/ barely any decoration in the classrooms they use school books or photocopies done by the teacher	Verbs	(no) tengo/ tenemos/ tienen que + infinitive (no) imparte cambia/ cambian se usa(add n if the following noun is plural) hace preferiría	I/ we/ they (don't) have to he/she doesn't teach (he/she/it) changes/ they change they use he/she does/ makes I would prefer
			Adverbs	apenas	barely
			Time phrases	cada día	every day
			Opinion phrases	preferiría estudiar en	I would prefer to study in
Nouns	el director los materiales (los) libros de texto una aula asignada la fotocopia	the headteacher/ principal equipment textbooks an allocated classroom the photocopy	Conjunctions	mientras que	while, whereas
			Intensifiers		
			Question word		
Adjectives	propio/a(s) escaso/a(s)	own rare	Comparative		
			Idiom	ser un rollo clavar los codos	to be a pain to hit the books
			Adjectives		

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Spring 2 'Past & Future Studies' **Week 5 '¿Adónde vas a ir de intercambio con tu instituto? (Where are you going to go for your school exchange?)**

	Essential				
	Spanish	English		Spanish	English
Chunks	¿Adónde vas a ir de intercambio con tu instituto? el mes que viene voy a... vamos a.... va a ser... ir de excursión hacer turismo hacer una visita guiada ver los edificios	Where are you going to go for your school exchange? next month I'm going to... we're going to... it's going to be.... go on a trip see the sights do a guided tour see the buildings	Verbs	participar en... viajar conocer visitar llegar ser estar comer asistir a... ir ir a pie alojarse	to take part in... to travel to meet/to get to know to visit to arrive to be (traits) to be (location, temporary) to eat to attend... to go to walk to stay (in accommodation)
			Adjectives	fácil(es) guay(es) entretenido/a(s) divertido/a(s)	easy cool entertaining fun/ funny
Nouns	un intercambio (los) edificio(s) mi ropa de calle la excursión la trompeta una visita	an exchange the building(s) my own clothes a trip trumpet a visit	Adverbs	juntos	together
			Prepositions	con	with

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Spring 2 'Past & Future Studies' **Week 5 '¿Adónde vas a ir de intercambio con tu instituto? (Where are you going to go for your school exchange?)**

	Stretch				
	Spanish	English		Spanish	English
Chunks	el próximo mes/ trimestre el año que viene esta semana el primer día el resto de la semana primero luego ir en coche ir andando pasar todo el día en... practicar el español tener una programación variada	next month/ term next year this week on the first day the rest of the week first later to go by car walk spend the whole day in... (to) practise Spanish (to) have a varied programme	Adjectives	divertido(s)/divertida(s) creativo(s)/creativa(s) variado(s)/variada(s)	entertained creative varied
			Opinion phrases	para mí... lo mejor/ lo peor es que pienso que/ creo que...	for me... the best/ worst thing is that... I think that...
Nouns	un albergue juvenil una programación	a youth hostel programme			
Verbs	ir voy / vas / vamos a... practicar el/la/los/las (+ noun) olvidar pasar tener	to go I am/ you are/ we are going to... to practise to forget to spend time to have	Intensifiers	muy	a lot
			Idiom	echar una cabezada	to take a nap

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Spring 2 'Past & Future Studies' **Week 1 '¿Cómo era tu escuela primaria?' (How was your primary school?)**



Essential					
	Spanish	English		Spanish	English
Chunks	¿Cómo era tu escuela primaria? (En mi escuela primaria... Los edificios eran... (No) había... lo bueno / malo era que... lo mejor / peor era que...	How was your primary school? In my primary school... The buildings were... there was/were (not any)... the good / bad thing was that... the best / worst thing was that...	Adjectives	nuevo(s)/nueva(s) antiguo(s)/antigua(s) moderno(s)/moderna(s) amplio(s)/amplia(s) pequeño(s)/pequeña(s) feo(s)/fea(s) atractivo(s)/atractiva(s)	new old modern spacious small ugly attractive
			Opinion phrases	me encantaba/chiflaba(+ sing noun)/ me encantaban/chiflaban (+ plur) (no) me gustaba (+ sing noun)/ me gustaban (+ plur)	I loved I (didn't) like(d)
Nouns	el exam /los exámenes los deberes la educación infantil la educación primaria las instalaciones (deportivas) las actividades extraescolares	exam/exams homework pre-school education primary education (sport) facilities extra-curricular activities	Conjunctions	porque/ya que	because
			Intensifiers	demasiado muy bastante poco	too much very quite not very
			Comparative		
			Question word	cuál era/cuáles eran	which or what was; which or what were
			Verbs	era/eran	(he/she it) was/ (they) were

Spring 2 'Past & Future Studies' **Week 1 '¿Cómo era tu escuela primaria?' (How was your primary school?)**



Stretch					
	Spanish	English		Spanish	English
Chunks	mi escuela primaria tenía... las clases eran... donde jugar poco espacio el día escolar...	my primary school had... the lessons were somewhere to play little space the school day...	Adjectives	(in)adecuado(s)/(in)adecuada(s) corto(s)/corta(s) largo(s)/larga(s)	(in)adequate short long
			Opinion phrases	(no) me interesaba (+ sing noun)/ me interesaban (+ plur) odiar/ odiaba preferir/ prefería lo bueno/ lo malo era que lo que más me gustaba era(n) lo que menos me gustaba era(n)	I was (not) interested in to hate/ I hated to prefer/ I preferred the good thing/ bad thing was that what I liked the most was (were)... what I liked the least was (were)...
Nouns	el exam/los exámenes los deberes el alumno(s) el edificio el colegio el mueble(s) el espacio(s) verde(s) mi tiempo libre la alumna(s) la(s) oportunidad(es) las instalaciones las pizarras interactivas la clase(s) la aula(s) de informática	exam/exams homework pupil(s) (masc.) the building school furniture green space/green spaces my free time pupil(s) (fem.) opportunity (opportunities) facilities interactive whiteboards lesson(s) ICT room	Comparative	más ... que menos ... que	more ... than less ... than
			Adverbs	antes ahora	before now
Verbs	ser/era/éramos tenía/teníamos había/habían	I was/I, he, she, it was/we were I, he, she, it had/we had there was/were			

KS3 PE Curriculum 2024-2025

N35 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 performanceReplicate accurate movementTo develop precision, control and accuracyTo understand basic rules and use them within a gameBasic leadership skills with teachers support <p>Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, <u>exercising safely</u>. Careers – sports judges/officials, referees, PE teacher</p>	<ul style="list-style-type: none">Outwitting opponentsEncouraging team workTo develop fluency of the skills learntAdhere to the rules within a condition/ competitive gameLeadership skills with clarity, volume and presence.Decision making <p>Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, <u>exercising safely</u>. Careers – sports judges/officials, referees PE teacher</p>	<ul style="list-style-type: none">Analysing performanceEmbedding technique into a competitive gameFocus on developing tactics, set playDeveloping 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>. 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 performanceReplicate accurate movementTo develop precision, control and accuracyTo understand basic rules and use them within a gameBasic leadership skills without teachers support with accurate demonstration <p>Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, <u>exercising safely</u>. Careers – Coaches, personal trainers, managers</p>	<ul style="list-style-type: none">Outwitting opponentsEncouraging team workTo develop fluency of the skills learntAdhere to the rules within a condition/ competitive gameLeadership skills – teacher to direct a leadership role within the activityDecision making <p>Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, <u>exercising safely</u>. Careers – Coaches, personal trainers, managers</p>	<ul style="list-style-type: none">Analysing performanceEmbedding technique into a competitive gameFocus on developing tactics, set playDeveloping 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>. 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 9 PE – Tactical awareness

Girls Football

Attacking:

- Finishing
- Passing
- Receiving
- Turning
- Moving with the ball

Defending:

- Intercepting
- Pressing
- Marking
- Challenging
- Covering and recovering

Netball skills

- Passing/Receiving
- Ball handling
- Footwork
- Shooting
- Marking/covering
- Intercepting
- Dodging
- Tactical development
- Game play – positional tactics

Boys football

- Recap outwitting opponents in attack
- Pressing
- One touch passing v long ball
- Counter attack
- Defending tactics
- Small sided games with tactical focus

Trampolining

- Seat landing progressions
- Swivel hips
- Front landing progressions
- Back landing progressions
- Hands and knees turnover
- Somersaults
- Routine development

Rugby

- Passing and use of space
- Outwitting opponents
- Tackling and rucking
- Line outs
- Scrum (play an active role)
- Game play

Health Related Exercise (HRE)

- Interval training
- Fartlek training
- Safe and effective use of resistance machines
- Planning, conducting and evaluating a fitness programme in the Fitness Suite

Table Tennis




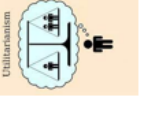

- Push – Backhand/Forehand
- Backhand Drive – Slice
- Forehand Drive – Slice
- Serve – doubles tactics
- Tactical play

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 ig 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 ig 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 ig 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 GofEand 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>Stewardship - 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> 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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Edexcel – Year 9 RE – Cycle 2 – Philosophy and Ethics

<p>What is philosophy and ethics? Philosophy can be defined as critical thinking about almost anything.</p> <p>The topics in Philosophy are the study of knowledge, reality, right and wrong, and meaning. Philosophers use logic and arguments to prove their ideas.</p> <p>Ethics is a topic in philosophy and is critical thinking about right and wrong, good and bad.</p> <p>Ethical questions include:</p> <ul style="list-style-type: none"> -Is capital punishment wrong? -Is eating <u>meat</u> right? 	<p>Plato's Cave</p> <p>The Cave tells us to imagine a dark, large cave, connected to the outside world by a long passage. In the cave, with their backs to the entrance, is a row of prisoners, with their hands tied down, unable to move. Behind them is a bright fire. People move to and for, behind them, all day, so that their shadows are projected onto the wall of the cave and voices are echoed. Plato says that all the prisoners ever experience in their reality are the shadows and their echoes, this is their reality.</p>	<p>Descartes Scepticism</p> <p>French philosopher Rene Descartes thought it was possible to doubt the world around him was real. But he could not doubt that he was a thinking or doubting thing.</p> <p><u>Therefore</u> he realised there was one thing he could not be sceptical about: his own existence. His famous saying was "I think therefore I am"</p>	<p>The Design Argument</p> <p>William Paley (1743 – 1805) argued that the complexity of the world suggests there is a purpose to it. This suggests there must be a designer, which he said is God.</p> <p>Paley used a watch to illustrate his point. If he came across a mechanical watch on the ground, he would assume that its many complex parts fitted together for a purpose and that it had not come into existence by chance. There must be a watchmaker.</p>	<p>Applied Ethics: The environment and animal rights</p> <p>Use the theories and apply to the following:</p> <p>How are animals sometimes used by humans?</p> <p>Why do some people support the use of animals?</p> <p>Why are some against it?</p> <p>Can I apply situation ethics and utilitarianism to this problem?</p> 	<p>Key terms for this topic:</p> <p>Philosophy: critical thinking using arguments and logic</p> <p>Ethics: critical thinking about right and wrong, good and bad</p> <p>Utilitarianism: the theory that says the right action is the one that the most people happy</p> <p>The Forms Plato's realm of abstract ideas</p> <p>Allegory a story that can reveal a hidden meaning</p> <p>Scepticism The view that true knowledge is impossible</p> <p>Agape Selfless Christian love</p> <p>Analogy a comparison between one thing and another</p> <p>Determinism the view that all of our actions are caused by events outside of our control</p> <p>Liberalism the view that individuals should be free and have human rights</p> <p>Sentience the ability to feel things, including pain and pleasure</p> <p>Evolution the process by which living things change over long periods of time</p> <p>Doubt the attitude that asks us to challenge and question accepted knowledge</p> <p>Climate change: the change in average temperatures over time</p>
<p>Free Will and Determinism</p> <p>The history of philosophy has been dominated by competing arguments around the ideas of Free Will and Determinism.</p> <p>Simply stated, the issue hangs on whether human beings should be thought of as fundamentally free to choose their actions and mould their lives – or whether they should be deemed as being at heart determined by forces beyond their control, be they fate, biology, politics or class.</p> <p>The debate has been long-running and hugely vicious. It began in Ancient Greece, was picked up by the Romans, dominated Christian philosophy and rumbles on to this day among philosophers, psychologists and neuroscientists.</p> 	<p>Political Philosophy: The role of the state</p> <p>Thomas Hobbes thought humans need a strong government –strong laws protect people from themselves and each other.</p> <p>He thought humans were naturally selfish. He said that government was a social contract: people gave up their freedoms and allowed themselves to be controlled in return for their own safety from their neighbours.</p> <p>J.S. Mill thought adults should be free to do whatever they like so long as no one else is damaged in the process.</p> <p>Even if we make mistakes and harm ourselves, we can learn from mistakes if we are free.</p> <p>So government should not tell us what we can and can't say, and only interfere with our lives when our actions cause others to suffer harm, but not offence.</p>	<p>Utilitarianism</p> <p>Is a way of figuring out how to make moral decisions.</p> <p>It is a theory based on the writings of English philosopher Jeremy Bentham: 1748-1832.</p> <p>Utilitarianism holds that actions are right to do if they produce happiness or pleasure, and they are wrong if they cause pain.</p> <p>Key term – Utilitarianism – The right thing to do is the thing that produces the greatest amount of happiness for the greatest number of people.</p> 	<p>Situation Ethics</p> <p>In situation ethics, right and wrong depend upon the situation.</p> <p>There are no universal moral rules or rights – each case is unique and deserves a unique solution.</p> <p>Situation ethics rejects 'prefabricated decisions and prescriptive rules'.</p> <p>It teaches that ethical decisions should follow flexible guidelines rather than absolute rules, and be taken on a case by case basis.</p> 	<p>Stretch and challenge: Should utilitarians count future generations that haven't been born yet as people?</p>	<p>Key terms for this topic:</p> <p>Philosophy: critical thinking using arguments and logic</p> <p>Ethics: critical thinking about right and wrong, good and bad</p> <p>Utilitarianism: the theory that says the right action is the one that the most people happy</p> <p>The Forms Plato's realm of abstract ideas</p> <p>Allegory a story that can reveal a hidden meaning</p> <p>Scepticism The view that true knowledge is impossible</p> <p>Agape Selfless Christian love</p> <p>Analogy a comparison between one thing and another</p> <p>Determinism the view that all of our actions are caused by events outside of our control</p> <p>Liberalism the view that individuals should be free and have human rights</p> <p>Sentience the ability to feel things, including pain and pleasure</p> <p>Evolution the process by which living things change over long periods of time</p> <p>Doubt the attitude that asks us to challenge and question accepted knowledge</p> <p>Climate change: the change in average temperatures over time</p>