



All Saints'
Academy
Cheltenham

Year 7

Cycle 3

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

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

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

Independent homework timetable

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

Why study?

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

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

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

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

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

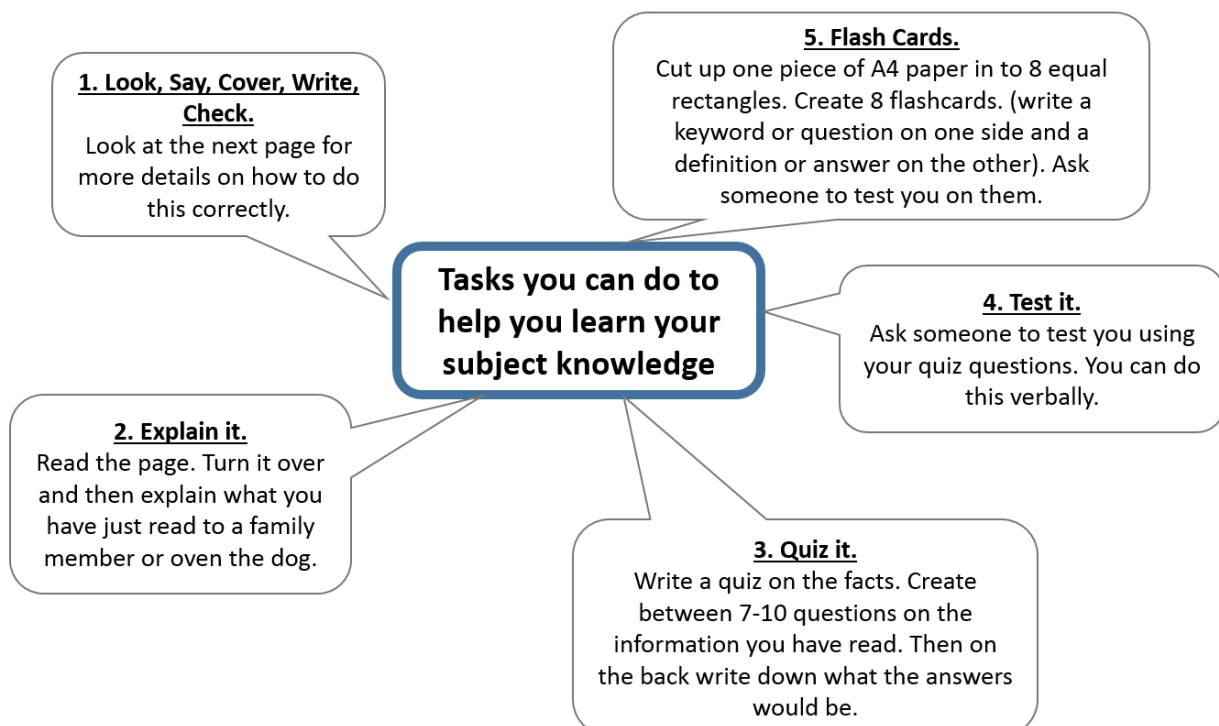
When and what should I study?

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

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

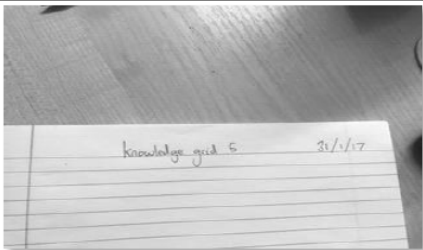
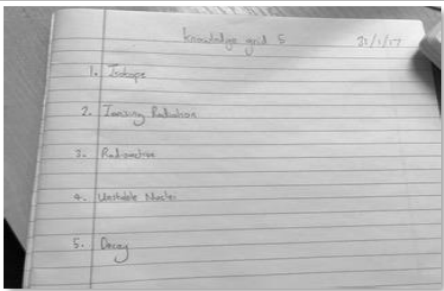

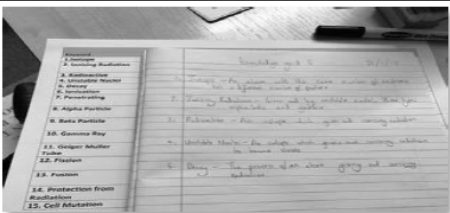
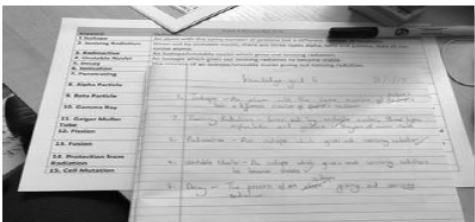
Year 10 and 11 should be completing two hours of homework each evening.

How should I use my Curriculum Organiser to study?



How should I use my Curriculum Organiser to study?

Look, Say, Cover, Write, Check

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

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

	Year 7			Year 8			Year 9		
	Knowledge and skills	Enrichment	Cross-Curricular	Knowledge and skills	Enrichment	Cross-curricular	Knowledge and skills	Enrichment	Cross-curricular
Cycle 1	Creative Choices Creative/ descriptive Writing Poetry form analysis 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 7 - Cycle 1: Tyranny and Strife: Animal Farm		
Character/Theme	Plot Summary	Context
<p>Old Major: Inspires the dream that leads to revolution.</p> <p>Napoleon: Powerful and controlling.</p> <p>Squealer: Spokes-pig, very persuasive.</p> <p>Snowball: Idealistic, wants everyone involved.</p> <p>Boxer: Hard working and loyal.</p> <p>Clover: Kind and loving, the mother figure.</p> <p>Benjamin: Grumpy and pessimistic.</p> <p>Mollie: Vain and stupid.</p> <p>Moses: Spreads lies and discontent.</p> <p>Dogs: The pigs' henchmen.</p> <p>Sheep: Stupid and easily led.</p> <p>Mr Jones: The original owner of Manor Farm.</p> <p>Mr Frederick and Mr Pilkington: owners of the neighbouring farms.</p> <p>Mr Whymper: the solicitor representing the animals.</p> <p>Themes</p> <p>Power</p> <p>Napoleon uses his power to control</p> <p>Corruption</p> <p>The pigs became like the humans</p> <p>Education</p> <p>The animals lack education and can be controlled easily by Napoleon</p>	<p>Chapter 1: <i>Old Major's Vision</i></p> <p>Old Major tells the animals of his dream in which all animals are equal.</p> <p>Chapters 2 and 3: <i>Revolution and Utopia</i></p> <p>The animals take over the farm and rename it Animal Farm. They set out the rules of Animalism. The animals bring in the harvest and divide the labour. The milk is taken.</p> <p>Chapters 4 and 5: <i>Battle of the Cowshed and Napoleon seizes power</i></p> <p>Led by Snowball, the animals fight to defend the farm against the humans. After the fight, Snowball is driven out and Napoleon takes more control.</p> <p>Chapters 6 and 7: <i>Death of Utopia and the Terror</i></p> <p>The animals work hard, the pigs move into the farmhouse, and they begin to trade with the humans. Some animals rebel against the pigs and are punished.</p> <p>Chapters 8 and 9: <i>Battle of the Windmill and Boxer is taken ill.</i></p> <p>The windmill is built but attacked by the humans. Boxer is taken ill.</p> <p>Chapter 10: <i>Nothing's Changed and No One Remembers</i></p> <p>Time has passed and most of the original animals have died. The pigs invite the farmers to dinner and announce that the farm has reverted back to the name, Manor Farm.</p>	<p>George Orwell</p> <ul style="list-style-type: none"> -Born in India in 1903, died 1950. -British writer who is best known as being the voice of the and the poor. -Orwell's writing sought to expose the realities of oppressive governments and how citizens have a responsibility to seek and speak the truth. -Orwell's political allegiance was to left-wing ideas centered around values such as: equality, opportunity and human rights. <p>Allegory of Russian History</p> <ul style="list-style-type: none"> -Animal Farm has been written as a political allegory. - It is a satire. - The events and characters in the story represent events and figures in Russian history – the first 30 years of the Soviet Union to be exact. -1917: The Tsar forced to resign and the October Revolution, led by Lenin, supported by Stalin and Trotsky, succeeds. Communists in power. -1924: Lenin dies



Subject terminology	Presentational Features	Key Words	Assessments
<p>Word Classes:</p> <p>Adjective: a word that describes a noun. Example: There is a <u>big</u> tree.</p> <p>Adverb: a word that describes how, when and where a verb happens. Example: He ran <u>quickly</u>.</p> <p>Noun: A person, place or thing. Example: The table was <u>full</u>.</p> <p>Verb: The action in a sentence. Example: He <u>ate</u> the cake.</p> <p>Determiner: A word that proceeds a noun to specify quantity. Example: <u>The</u> boy went fishing.</p> <p>Preposition: The relationship between two objects in time or space. Example: The dog sat <u>under</u> the table.</p> <p>Genre Features:</p> <p>Allegory: A story with two different meanings. The straightforward meaning on the surface is used to reveal a deeper meaning underneath.</p> <p>Extended Metaphor- A metaphor that runs throughout a text.</p> <p>Symbolism- Where an object is used to represent an idea.</p>	<p>Every good presentation will include the four strands of Oracy:</p> <ul style="list-style-type: none"> - Cognitive – Choice of content to convey meaning, structuring your presentation effectively, summarising, keeping the focus of the task, giving reasons and explanations. - Linguistic – using the appropriate language, using language devices where useful to engage your audience. - Physical – pace of your speech, your body language, facial expressions and eye contact, variation of the tone of your voice. - Social/Emotional – Turn-taking, listening and responding appropriately, speaking in a lively and fair way, taking into account the level of understanding of your audience. <p>Ethos:</p> <ul style="list-style-type: none"> - Establishes the speaker's expertise, character, and trustworthiness. - Can be built by sharing relevant experience, qualifications, or citing respected sources <p>Logos:</p> <ul style="list-style-type: none"> - Uses logical reasoning, data, statistics, and clear arguments to persuade. - Focuses on presenting facts and evidence to support a claim. <p>Pathos:</p> <ul style="list-style-type: none"> - Aims to evoke emotional responses in the audience to connect with them on a personal level. - Can use storytelling, vivid imagery, and language that triggers specific emotions. 	<p>Totalitarianism: A government that has total control over its citizen's lives.</p> <p>Capitalism: System in which companies run for profit for private owners, not the state.</p> <p>Socialism: System in which the government redistributes wealth equally among its citizens.</p> <p>Communism: Everyone treated exactly the same, no private ownership.</p> <p>Tyrant: A cruel ruler who doesn't let people do what they want.</p> <p>Satire: the use of humour, irony, exaggeration, or ridicule to expose and criticize others</p> <p>Fable: a short story, typically with animals as characters, conveying a moral.</p>	<p>Mid-Cycle Question-based assessment.</p> <p>End of Cycle Presentation on a choice of theme from the novella.</p> <p>Stretch and Challenge: Research the key people involved in the Russian Revolution and link them to characters in the novel.</p> <p>Write a newspaper article set at the end of the novel, persuading people to go and visit Animal Farm.</p> <p>Watch two persuasive speeches and evaluate what makes them effective.</p> <p>Read another dystopian text and make links to Animal Farm.</p>

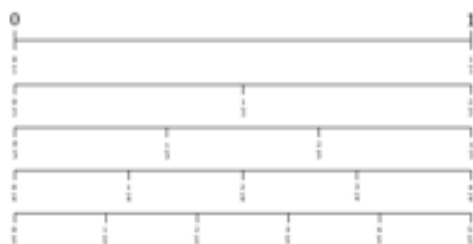
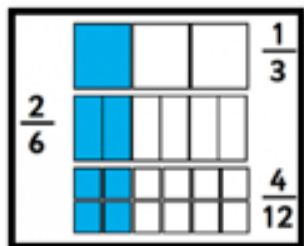
All Saints' Academy Mathematics KS3 Curriculum

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 <u>angle</u> , angles in parallel lines & triangles; Transformations - translation, reflection, <u>rotation</u> ; 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 <u>angles</u> ; 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 7 Cycle 3 Mathematics

LO: I can recognise and use equivalence between simple fractions and mixed numbers. ☐



Improper fractions
(top heavy, greater
than one)

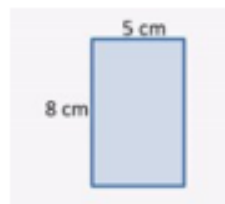
$$\frac{3}{3} = 1$$

$$2\frac{1}{3} = \frac{7}{3}$$

I can add and subtract simple fractions
(proper and improper) ☐

$$\begin{aligned} &\frac{1}{3} + \frac{1}{5} \\ &= \frac{5}{15} + \frac{3}{15} \\ &= \frac{8}{15} \end{aligned}$$

LO: I can calculate area and perimeter of rectangles, parallelograms and triangles. ☐



Perimeter
 $8 + 8 + 5 + 5 = 26\text{cm}$

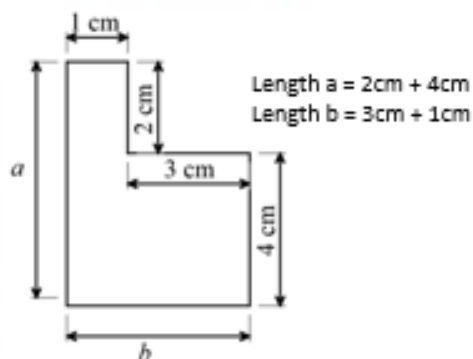
Area
 $8 \times 5 = 40\text{cm}^2$



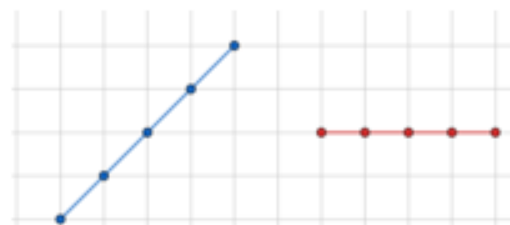
Perimeter
 $5 + 12 + 13 = 32\text{cm}$

Area
 $12 \times 5 \div 2 = 30\text{cm}^2$

LO: I can calculate the missing lengths in rectilinear shapes ☐

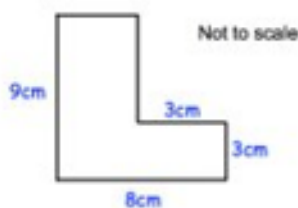


LO: I can measure the length of line segments ☐



Year 7 Cycle 3 Mathematics

LO: I can calculate the perimeter and area of rectilinear shapes



Missing length = cm
Area = + = cm²

LO: I can calculate the reciprocal of numbers

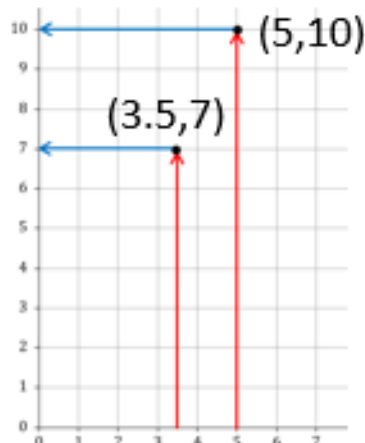


Two numbers with a product of 1 are called **reciprocals** of each other.

For example, $\frac{3}{2}$ is the reciprocal of $\frac{2}{3}$, and $\frac{2}{3}$ is the reciprocal of $\frac{3}{2}$, because $\frac{3}{2} \times \frac{2}{3} = 1$.

The reciprocal of any number (except zero) is equal to $\frac{1}{\text{the number}}$

LO: I can plot points on a coordinate grid



LO: I can use multipliers to solve proportion problems

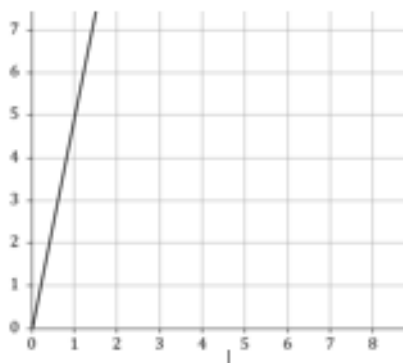


a $2 \times \text{---} = 8$
c $2 \times \text{---} = 11$

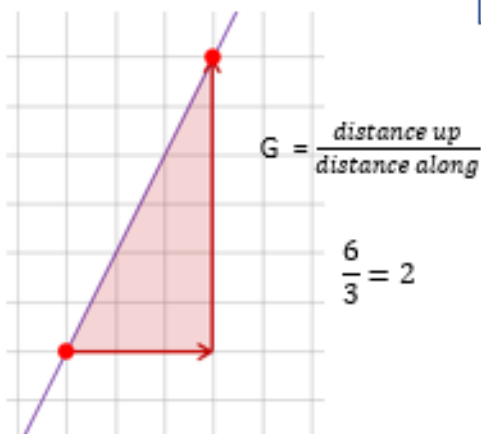
b $2 \times \text{---} = 9$
d $3 \times \text{---} = 6$

Rhyl and Zara earned £4 for every 5 km that they walked. The amount earned was **proportional** to the distance walked. If they walked twice as far, they would earn twice as much.

LO: I can plot coordinates following a multiplicative pattern and join them with a line



LO: I can calculate gradient of a line

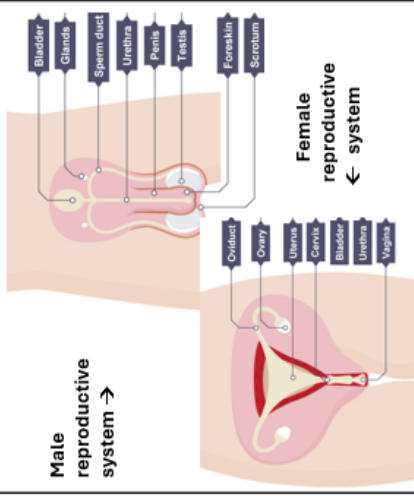
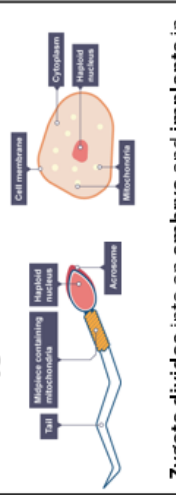
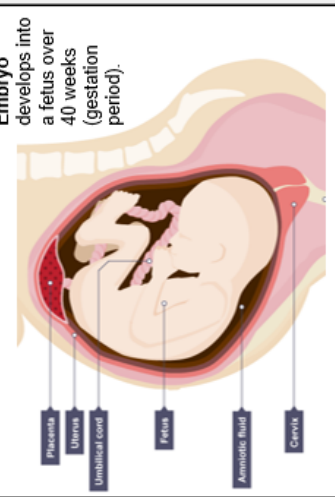
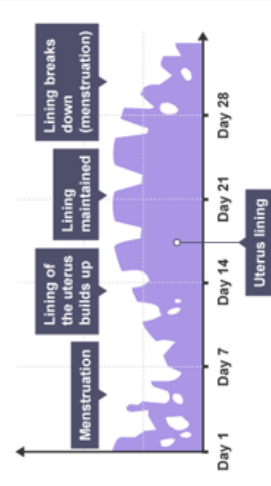
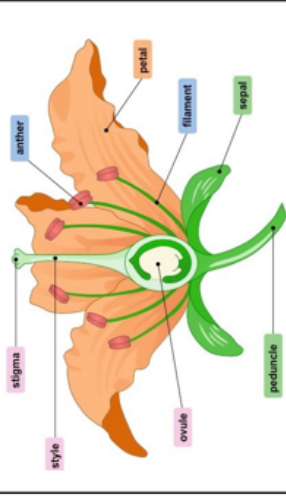


KS3 Science Curriculum 2024-25

	Year 7			Year 8			Year 9		
	Knowledge and skills	Enrichment	Knowledge and skills	Enrichment	Knowledge and skills	Enrichment			
Cycle 1	<p>Science skills How to be safe in a lab. Key skills.</p> <p>Biology - Cells Plant and animal cells.</p> <p>Chemistry - Particle model States of matter and changes of state.</p> <p>Physics - Forces Types of forces. Balanced and unbalanced forces.</p>	Science club	<p>Biology - Health & lifestyle Effects of diet and smoking</p> <p>Chemistry - The periodic table How we organise the <u>elements</u>.</p> <p>Physics - Electricity & magnetism Circuits, electrical components and <u>magnets</u>.</p>		<p>Biology - Inheritance Genes, DNA and natural selection.</p> <p>Chemistry - The Earth The structure of the Earth, rocks and climate.</p> <p>Physics - Motion How and why do things <u>move</u>. Measuring speed.</p>				
Cycle 2	<p>Biology - Body systems The parts of the body and their functions.</p> <p>Chemistry - Atoms, elements and compounds, and chemical reactions What everything is made from and how certain chemicals <u>combine</u>.</p> <p>Physics - Sound and Light Sound and light as waves and their properties.</p>	Science club British Science Week	<p>Biology - Biological processes Respiration and photosynthesis.</p> <p>Chemistry - Separation techniques Filtration, evaporation and <u>chromatography</u>.</p> <p>Physics - Energy Energy stores and transfers. Energy resources.</p>	British Science Week	<p>Biology - Biological processes Aerobic and Anaerobic respiration Factors affecting photosynthesis.</p> <p>Chemistry - Chemical reactions Word and symbol equations. Conservation rules.</p> <p>Physics - turning forces Force multipliers and moments</p>	<p>FameLAB Academy (Science presentation competition)</p> <p>British Science Week</p>			
Cycle 3	<p>Biology - Reproduction How animals and plants reproduce. The menstrual cycle.</p> <p>Chemistry - Acids and alkalis The pH scale. <u>Neutralisation</u> and making salts.</p> <p>Physics - Space What's out there. Why we have day and night and the <u>seasons</u>.</p>	Science club	<p>Biology - Ecosystems and adaptation Organisation of ecosystems. Importance of biodiversity.</p> <p>Chemistry - Metals and other materials Properties and uses of metals and other materials.</p> <p>Physics - Pressure Pressure in solids, liquids and <u>gases</u>. Calculating pressure.</p>	Oxford museums trip	<p>GCSE Biology introduction - cells and organisation Organelles in cells, <u>complexity</u> of the body.</p> <p>GCSE Chemistry introduction - atomic structure Protons, neutrons and electrons</p> <p>GCSE Physics introduction - energy Energy stores, transfers and equations</p>				







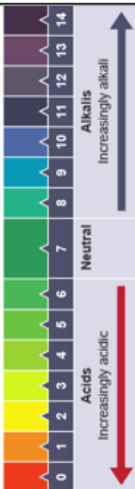
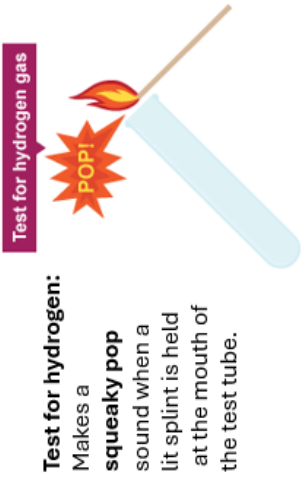



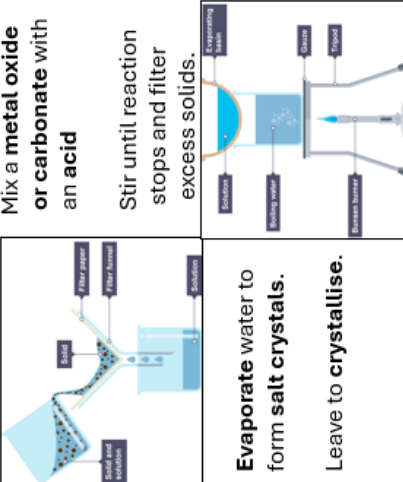
Year 7 – Science – Cycle 3

Biology – Reproduction

<p>Adolescence</p> <p>Adolescence = the transition from childhood to adulthood</p> <p>Puberty is triggered by sex hormones (testosterone in males, oestrogen in females).</p> <p>Males: Voice deepens, facial hair grows, testes produce sperm.</p> <p>Females: Breasts develop, hips widen, menstruation starts.</p> <p>Both sexes: Growth spurts, body hair, emotional changes.</p>	<p>Reproductive Systems</p>  <p>Male reproductive system →</p> <p>Female reproductive system ←</p>	<p>Fertilisation and implantation</p> <p>Gametes: reproductive cells. Males = sperm Females = eggs.</p> <p>Fertilisation: Sperm (left) and egg (right) fuse to form a zygote.</p>  <p>Zygote divides into an embryo and implants in the uterus lining.</p>	<p>Development of a Foetus</p>  <p>Embryo develops into a fetus over 40 weeks (gestation period).</p> <p>Amniotic sac protects the fetus with fluid</p> <p>Placenta provides oxygen and nutrients via the umbilical cord.</p>	<p>The Menstrual Cycle</p>  <p>Day 1: Menstruation begins (shedding of uterine lining).</p> <p>Day 14: Ovulation occurs (egg release).</p> <p>If fertilisation does not occur, cycle restarts.</p> <p>Contraception methods prevent pregnancy.</p>	<p>Flowers and Pollination</p> <p>Pollination: Pollen moves from anther to stigma.</p> <p>Insect-pollinated: Bright petals, nectar, sticky pollen.</p> <p>Wind-pollinated: Small flowers, light pollen.</p> 	<p>Seed Dispersal</p> <p>Reduces competition for resources.</p> <p>Methods:</p> <p>Wind: Lightweight, winged seeds (e.g., dandelion).</p> <p>Animal: Eaten fruits or hooked seeds (e.g., berries, burdock).</p> <p>Water: Floating seeds (e.g., coconut).</p> <p>Explosive: Pods burst open (e.g., pea plant).</p>	<p>Insects and Food Security</p> <p>Threats to food security:</p> <ul style="list-style-type: none"> An increase in human population changing diets new pests and pathogens attacking crops and farm animals climate change making farming more difficult increased costs of farming armed conflicts affect how available food is
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Year 7 – Science – Cycle 3

Chemistry – Acids and Alkalis

<h3>Acids and Alkalis</h3> <p>Acids have a pH less than 7 and taste sour (e.g., lemon juice, vinegar):</p> <table><tr><th>Image</th><th>Source</th><th>Acid</th></tr><tr><td></td><td>Vinegar</td><td>Ethanoic acid</td></tr><tr><td></td><td>Fizzy drinks</td><td>Carbonic acid</td></tr><tr><td></td><td>Tea</td><td>Tannic acid</td></tr></table> <p>Alkalis are bases that dissolve in water and have a pH greater than 7 (e.g., soap, bleach, sodium hydroxide).</p>	Image	Source	Acid		Vinegar	Ethanoic acid		Fizzy drinks	Carbonic acid		Tea	Tannic acid	<h3>Indicators and pH</h3> <p>Indicators are substances that change colour in acids or alkalis.</p> <p>Universal Indicator shows a range of colours to measure pH scale (0–14).</p>  <p>Litmus paper: Blue litmus paper turns red in acid Red litmus paper turns blue in alkali.</p>	<h3>Testing Unknown Samples Method</h3> <ol style="list-style-type: none">Use Universal Indicator or litmus paper to test unknown solutions.Record colour change and compare to a pH chart.Determine if the solution is acid, neutral, or alkali.	<h3>Chemical Reactions: Acids and Metals</h3> <p>Acid + Metal → Salt + Hydrogen gas</p> <p>Test for hydrogen: Makes a squeaky pop sound when a lit splint is held at the mouth of the test tube.</p>  <p>Test for hydrogen gas POP!</p>
Image	Source	Acid													
	Vinegar	Ethanoic acid													
	Fizzy drinks	Carbonic acid													
	Tea	Tannic acid													
		<h3>Making Salts</h3> <p>Salts are made by reacting acids with metals, alkalis, or carbonates.</p> <p>The type of salt depends on: The acid used (e.g., hydrochloric acid → chloride salt).</p> <p>The base used (e.g., copper oxide → copper salts).</p> <p>Steps: React → Filter → Evaporate → Crystallise.</p>	<h3>Making Salts Practical Method</h3> <p>Mix a metal oxide or carbonate with an acid</p> <p>Stir until reaction stops and filter excess solids.</p>  <p>Evaporate water to form salt crystals. Leave to crystallise.</p>												

Year 7 – Science – Cycle 2

Physics – Space

Space and the Night Sky

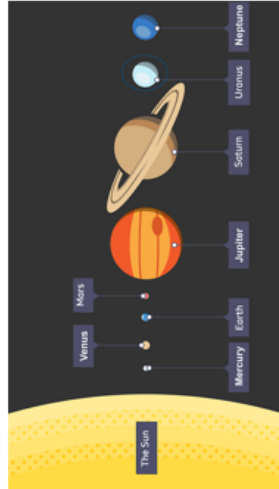
The **Universe** contains **billions of galaxies**, each with **billions of stars**.

Our **galaxy** is called the **Milky Way**. **Telescopes** allow us to observe distant objects in space.

The **night sky** is divided into **constellations**, which are patterns of stars.

The **Sun's gravity** holds the planets in orbit, and due to its high **gravitational force** because it is so heavy.

The Solar System



The **Solar System** consists of the **Sun**, **Mercury**, **Venus**, **Earth**, **Mars** (which are rocky), **Jupiter**, **Saturn**, **Uranus**, **Neptune** (which are gas giants).

Day and Night

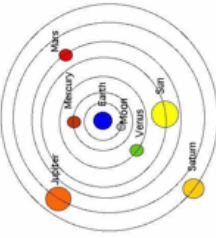
Planets **spin on their axes**, causing **day and night**. Earth **rotates** on its **axis** every **24 hours**.

Day occurs when a part of Earth faces the **Sun**; **night** occurs when it faces away. Different places on Earth experience **different time zones** due to rotation.

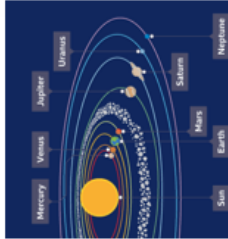


Changing Ideas about the Solar System

Geocentric model (ancient belief): Earth is the centre, and everything orbits around it.



Heliocentric model (proposed by Copernicus and proven by Galileo): The Sun is at the centre, and planets orbit it.



The Moon's Phases

The Moon orbits Earth every **28 days**.

Phases of the Moon occur as sunlight reflects off different parts of the Moon.

The **lunar cycle**:



Lunar and Solar Eclipses

Solar eclipse: The **Moon** moves **between the Sun and Earth**, blocking sunlight.



Lunar eclipse: Earth moves **between the Sun and the Moon**, shadowing the moon.



Art Key Stage 3 Curriculum 2024-2025






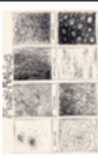


	Year 7			Year 8			Year 9		
	Knowledge and skills.	Enrichment	Cross-Curricular	Knowledge and skills	Enrichment	Cross-curricular	Knowledge and skills	Enrichment	Cross-curricular
Cycle 1	Still Life Baseline test. Observational drawings in pencil, biro and other mixed media Assessment: Biro pepper study.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

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

Year 7 Art Knowledge Organiser – Cycle 3 – Landscapes



Key vocabulary to learn

Texture	The feel or appearance of a surface smooth, rough, slimy or prickly are examples. The feel or appearance of a surface smooth, rough, slimy or prickly are examples.	
Expressive	Effectively conveying thought or feeling.	
Movement	Create visual movement in a piece of art using paint to capture wind, trees or grass.	
Landscape	Rural or countryside view and the direction of your paper	
Collage	A work of art in which pieces of paper, photographs or fabric are arranged and stuck down onto a supporting surface.	
Juxtaposition	Surrealist artists paired unrelated objects or ideas to create surprising and thought-provoking compositions.	
Scale	scale and proportion to create a dreamlike, supernatural effect by distorting the size of objects.	
Mark-Making	Mark making describes the different lines, dots, marks, patterns, and textures we create in an artwork. It can be loose and gestural or controlled and neat.	
Perspective	Perspective in art usually refers to the representation of three-dimensional objects or spaces in two dimensional artworks.	
Layering	Layering in art means letting one application of paint dry before adding another. In some painting the layers are translucent, typically with watercolours but oils and acrylics can both be translucent, and so the layers beneath affect the colour of the outcome.	

Stretch and challenge

Draw Landscapes at home using different **mark-making** techniques & media (biro, paint, colour pencils etc)

Wider Thinking

Which artists and designers have used Landscapes to inspire their art and design work? **Vincent Van Gogh** & **Salvador Dali** for example.

What am I looking for in your mixed-media painting and collage

Textures inspired by Van Gogh.
Range of mark making to show texture.
Purposeful direction of mark making to show movement and perspective.
Different shades of the same colour to create layers.
Fill the page.
Neat presentation of work.



Consider LANDSCAPE or PORTRAIT as we will mirror our collages when complete to create a symmetrical surreal effect.
You must consider the BACKGROUND, MID-GROUND and FOREGROUND elements.

Movement – Post-Impressionism VS Surrealism

An art **movement** is a tendency or style in art with a common goal, followed by a group of artists during a specific **period of time**. **Post-Impressionism** was a French art movement that developed between 1886 and 1905 as a depiction of light and colour.
Surrealism is a 20th-century art movement that emerged in Europe after World War I, aiming to express the unconscious mind through illogical, dreamlike scenes and ideas.

Checklist:

Van Gogh research page ☐
Van Gogh study ☐
Compare & contrast ☐
Van Gogh vs Dali ☐
Surrealist collage ☐

Year 7 Art Knowledge Organiser – Homework Tasks



Task 1 – Landscape toilet roll painting

Paint or draw a famous rural landscape on a toilet roll. (Artists: Van Gogh, David Hockney, Salvador Dali)

Your painting will be a copy of your chosen Artist's landscape.

Draw out the outline of the landscape before you paint.

Use any material you like to apply to your landscape.

If you do not have paint, consider using coffee, food colourings or household paints.

Show a range of mark-making!

Task 2 – Post-Impressionism Mark-making Quiz

Complete the Mark-Making Quiz on [Satchel:One](#)

Task 3 – Surrealist collage

1. Use a range of magazines, images and newspapers
2. Think about how the images fit in with one another
3. Don't just randomly place – consider composition
 4. Think about altering objects 'scale'
 5. Consider using 'disposition'
 6. Cut and stick neatly
 7. A4 size

Task 4 – Surrealism Quiz

Complete the Post-Impressionism Quiz on [Satchel:One](#)



Quiz: Mark-making

Quiz: Surrealism

Surrealist collage



Landscape toilet roll painting



100 ROLL ART CHALLENGE
Lots of people have been taking part in the '100 Roll Art Challenge' by creating art work on such a small scale. Using a small piece of toilet roll, you can create a small piece of art. The challenge is to create a piece of art on the 100 roll and upload it to Twitter #100rollart or Instagram #100rollart and use the hashtag #100rollart



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



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

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

Cycle 3 - Cyber Security

Types of cyber attacks

Protecting your data

Digital citizenship

Future of cyber security

Cybercrime and the law

Protecting your devices

Cyberbullying

- Malware (e.g. viruses, Trojans, ransomware)
- Phishing
- Denial of Service (DoS) attacks
- Man-in-the-middle (MITM) attacks
- Password attacks (e.g. brute force, dictionary attacks)



- Keep software and operating systems up-to-date
- Use strong, unique passwords
- Enable two-factor authentication
- Use anti-virus software
- Be cautious of suspicious emails, links, and attachments
- Only download software from trusted sources



- Definition and examples of cyberbullying
- Consequences of cyberbullying
- Ways to protect yourself from cyberbullying
- Reporting cyberbullying to adults or authorities



What cyberbullying is?

Cyber bullying.

Meaning of cyber bullying:

- When you get bullied online.
- When you bully someone online.
- Sending offensive texts or emails.
- Posting lies or insults on social networking sites.
- Sharing embarrassing videos or photos online.



- Emerging cyber threats and trends
- Advancements in cyber security technology
- The importance of continuing education and staying up-to-date with current threats and trends

Performing Arts KS3 Curriculum 2024-2025

	Year 7			Year 8			Year 9		
	Knowledge and skills	Enrichment	Cross-Curricular	Knowledge and skills	Enrichment	Cross-Curricular	Knowledge and skills	Enrichment	Cross-Curricular
Cycle 1	<p>The building blocks for performance</p> <p>Melody and Harmony</p> <p>Learning about melodies through singing British Music and playing simple tunes on the keyboard.</p> <p>Assessment:</p> <p>Mid: Singing assessment</p> <p>Final: Keyboard assessment</p> <p>Showcasing successful Silent Movie strategies</p> <p>Developing key performance skills through silent movies – Facial expression, body language, movement and mime.</p> <p>Assessment:</p> <p>Final: Silent Movie Showcase</p> <p>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 Shakespeare 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</p> <p>The Blues</p> <p>Blues music history and context, understanding the 12-bar blues and improvisation.</p> <p>Writing blues-style lyrics.</p> <p>Assessment:</p> <p>Mid: Keyboard assessment</p> <p>Final: Lyric writing and keyboard assessment</p> <p>Roles and responsibilities in the industry</p> <p>Evaluating and reviewing live theatre through Exploration of Set, lighting, and costume design.</p> <p>Assessment:</p> <p>Final: Designer Presentation</p> <p>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 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</p> <p>Film and Video game music</p> <p>Understanding the techniques used in Film and Video Game Music and composing a soundtrack to a film.</p> <p>Assessment:</p> <p>Mid: Appraising assessment</p> <p>Final: Film Soundtrack Composition</p> <p>Verbatim and Documentary Theatre</p> <p>Emotionally engaging an audience by responding to a factual event as a form of stimulus.</p> <p>Assessment:</p> <p>Final: Verbatim Showcase</p> <p>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. Shakespeare School's Festival	
Cycle 2	<p>Storytelling through Performing Arts</p> <p>Descriptive Music</p> <p>Performing an iconic piece of Music from the Western Classical Tradition and composing music to accompany a story.</p> <p>Assessment:</p> <p>Mid: Keyboard Assessment</p> <p>Final: Little Red Riding Hood Composition</p>	Keyboard Club 'One Body' Choir Rock Band Club	<p>Art: Music and Art – creating art from <u>Music</u>.</p>	<p>Freedom of Speech</p> <p>Protest Songs and Reggae Music</p> <p>Understanding the key components of Protest throughout the eras.</p> <p>Developing student knowledge of the key attributes of Reggae Music</p> <p>Assessment:</p> <p>Mid: Appraising assessment</p> <p>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</p> <p>Dance Music and Hip Hop</p> <p>Understanding the context and conventions of Popular Music styles focusing on Dance Music and Hip Hop.</p> <p>Assessment:</p> <p>Mid: Keyboard assessment</p> <p>Final: Hip Hop Composition</p> <p>Verbatim theatre</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>	<p>Drama Club</p> <p>Whole Academy Musical</p>	<p>Using the power of performance to voice the importance of freedom of speech Students explore basic Brechtian techniques to educate audiences on a topic of their choice, showcasing the power of freedom of speech.</p> <p>Assessment: Final: Freedom of speech performance</p> <p>Careers: Public Speaker, Politician, Lawyer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer, Songwriter, Lyricist, Composer, Musician.</p>	<p>Drama Club</p> <p>Whole Academy Musical</p>	<p>Develop basic devising techniques inspired by Theatre Company 'Paperbirds' to retell a serious event or incident in history. Option to specialise as both performer and design student.</p> <p>Assessment: Final: Paperbirds Performance or presentation</p> <p>Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer, DJ.</p>	<p>Drama Club</p> <p>Whole Academy Musical</p>	
	<p>The history of Drama and Music styles of performance African Music and Folk Music Learning the key traditions of Music from around the world and how it led to the Music that we experience today.</p> <p>Assessment: Mid: Appraising assessment Final: Folk Song Composition</p> <p>Exploration of traditional Theatre Styles Developing understanding of a range of theatre styles including Greek Theatre and Shakespearean Theatre.</p> <p>Assessment: Final: Performance in their style of choice.</p> <p>Careers: Author, Playwright, Performer, Director, Pantomime Producer, Audience interaction Officer, Musician, Ethnomusicologist.</p>	<p>Keyboard Club</p> <p>'One Body' Choir</p>	<p>Social context within the Performing Arts Rock Band Project Developing performance skills on a range of Popular Instruments to successfully apply techniques required to create a Rock Band.</p> <p>Assessment: Mid: Appraising assessment Final: Rock band showcase</p> <p>How long is forever? Exploring Stephanie Pearce's play text 'How long is forever' to raise awareness of online safety and the dangers of social media.</p> <p>Assessment: Final: Performance or design presentation</p> <p>Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Music Engineer, Stage Manager, Director and Producer, Musician, Roadie, Singer.</p>	<p>Keyboard Club</p> <p>'One Body' Choir</p> <p>Drama Club</p>	<p>Self-expression in the Performing Arts Song writing project Develop key song-writing skills including lyric writing and an understanding of harmonic progressions.</p> <p>Assessment: Mid: Appraising assessment Final: Song composition showcase</p> <p>Building blocks of Devising Exploring the key devising skills required to respond to a rock song or popular song writer as a form of stimulus.</p> <p>Assessment: Final: Performance or design presentation</p> <p>Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Music Engineer, Stage Manager, Director and Producer, Lyricist, Composer, Singer, Musician.</p>	<p>Keyboard Club</p> <p>'One Body' Choir</p> <p>Drama Club</p>	

Music

Traditions of the World

Lesson 1 – Pulse is the heart and soul of traditional African music
Rhythm – a short musical pattern that is usually repeated
Pulse – a regular, steady beat that does not change throughout a piece of music

Lesson 2
Polyrhythm – layers of different musical patterns at the same time
Echo – repeating a musical pattern that has just been heard
Call and Response – a pair of musical patterns that are like a question and answer

Lesson 3

Even though traditional African music is not written down, it is passed on through **oral tradition**, it can be useful to learn how music is notated so that we remember what we created and can share it with others.

1	+	2	+	3	+	4	+

Lesson 4

Using **all** of the traditional African techniques you have learned about so far, you will create your own small group showcases and perform these to the class. You need to focus on keeping a steady and consistent pulse as a group.

Lesson 5 and 6 – Mid-cycle Assessment and Feedback

Your mid-cycle assessment for Music will be a performing assessment in which you will demonstrate your ability to have a good sense of timing, rhythm and consistency of pulse. You will be performing as a group, using some aspects of traditional African Music.
Your teacher will give you feedback using the assessment criteria in your progress passport.

Lesson 6

Traditional British folk music uses old instruments from around the British Isles, for example the bagpipes and the tin whistle. There are lots of folk songs that you will know and might have learned when you were younger. Folk music formed the foundation of British popular music and rock music, which eventually evolved into the music that you know and love today.

Lesson 7

Pentatonic scale – a 5 note scale, for example only using the notes C, D, E, G and A

Lesson 8

You must use the **structure A B A C**, which means the first and 3rd line are the same but the second line and fourth line are different to all of the other lines.

Line 1	A
Line 2	B
Line 3	A
Line 4	C

Lesson 9

Folk songs are traditionally used to tell a story. They are often linked with myths or fantasy stories, or can be about nature and the environment. Create lyrics for your folk songs that fit with the melody you created last lesson. Each note for your melody should have 1 syllable to match with it. For example: if line 1 has 6 notes in it, then your words should have 6 syllables in total.

Lesson 10 and 11 – End of Cycle Assessment and Feedback

For your End of Cycle assessment for Music, you will showcase your folk song melody with accompaniment as a pair. You will be expected to play with good fluency, accuracy and have composed lyrics that fit with the tune you have created.
Your teacher will give you feedback using the assessment criteria in your progress passport.

Year 7 Cycle 3 Performing Arts	Drama – Transforming a script from page to stage	Storytelling through Performing Arts
Big Picture: To understand the key strategies required to bring a script to life on stage.		
<p>Lesson 1 – The role of the Narrator Aim: Retrieve previously learnt knowledge on what makes a successful narrator to actively engage your audience. Retrieve: The narrator is the person that tells the story to the audience and constantly communicates deeper meaning to the audience. Their job is to engage the audience and keep them hooked in the performance.</p>		
<p>Lesson 3 – Staging an exciting ‘Revolting Rhymes’ opening Sometimes, an interesting staging technique is miming out the action whilst the narrator shares the story. You must consider your blocking on stage and what it looks like and try to be ambitious and make your staging more abstract and non-naturalistic.</p> <ul style="list-style-type: none"> - Remember to always make your entrances and exists overexaggerated in character. 		
<p>Lesson 4 – Showcase preparation As you prepare for your ‘Revolting Rhymes’ performance, consider the following key things:</p> <ul style="list-style-type: none"> - Choral unison at the opening - Engage the audience with constant eye contact - Speak with constant loud and clear projection - Ensure you are facing the audience at all times <p>During your assessment you need to think about:</p> <ul style="list-style-type: none"> - Staying in role - Performing your skills to the best of your ability - Being a respectful audience member when others perform - Being supportive of others and offering constructive feedback - Reviewing and analysing other live theatre using correct/perfect 		
<p>Lesson 2 – Storytelling through rhyme Storytelling through rhyme can be a really effective way to engage your audience BUT it has to be delivered correctly. When performing in rhyme, you must consider your pace, which parts you are going to put emphasis on and why and how you can amend your tone of voice to make it more engaging.</p>		

Year 7 Cycle 3 Performing Arts	Drama – Ernie’s Incredible Illucinations	Storytelling through Performing Arts
Big Picture: <i>To understand the key strategies required to bring a script to life on stage.</i>		
<p>Lesson 5 – Exploring stereotypes in drama During this lesson, you will be introduced to “Ernie’s Incredible Illucinations”, which you will perform every lesson. Today, we will be exploring Stereotypes using Tableaux. Stereotype: An oversimplified picture or opinion of a person, group or thing. Tableaux: A group of silent, motionless figures used to represent a scene.</p>		
<p>Lesson 6 – Understanding the value of the director This lesson you will explore the importance of the director and how you can step out of the acting to repurpose your overall vision and artistic intention. Director: The person responsible for the overall creative vision of a performance. They will look at the dialogue and decide what should be happening in the scene and how the actors should move and speak. Artistic intention: What you intend to achieve on stage as the director or the performer. For example: My artistic intention is to play an over-exaggerated loveable shop owner that has a twitch in his right hand every time when he feels under pressure.</p>		
<p>Lesson 7 : Exploring the impact props and costume can have on developing a character During this lesson, you will understand how props and costume can greatly improve a piece of theatre. Props: An object that can be held or used on stage by actor for use in furthering the plot or storyline of a theatrical production, Costume: A particular style of clothing worn to portray the wearer as a character or type of character other than their regular persona. You can use costume to apply a multi-rolling technique.</p>		
<p>Lesson 7 - Line learning to a professional standard <i>Here are some helpful tips to help you memorise your lines, so you don’t need the script in hand, enabling you to physicalise your character more:</i></p> <ul style="list-style-type: none"> • Reading the script and writing the lines out. • Repeating lines without tonality. • Reciting lines while doing daily chores. • Reading the lines aloud. • Practicing with a friend. • Breaking your lines into thoughts. • Practicing without looking at the script and just thinking of the other person’s lines. 		
<p>Lesson 8 – End of cycle showcase assessment For your final assessment, each group will have performers, a director and a costume and prop manager. For this assessment, you will be treated like a small industry company.</p> <p>Top tips for your assessment:</p> <ul style="list-style-type: none"> - Stretch yourself and ensure you are applying exaggerated facial expressions constantly on stage. - Vary your tone of voice to show the different emotions of your character. - Use abstract and non-naturalistic approaches such as slow motion and physical theatre to enhance the storytelling or the <u>illucinations</u>. 		
<div> <div>Projection Rhyme Mime Reaction Character Interaction Communicate Exaggeration Facial expression</div> <div> Key words: Prop Costume Director Plot Engagement Stage Blocking Characterisation </div> <div> Dramatic Response Artistic intention Voice projection Physical Theatre Movement Tragedy Comedy Unison Synchronisation </div> </div>		

Food/Catering Key Stage 3 Curriculum 2024-2025

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

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

Year 7 – Cycle 3: Food

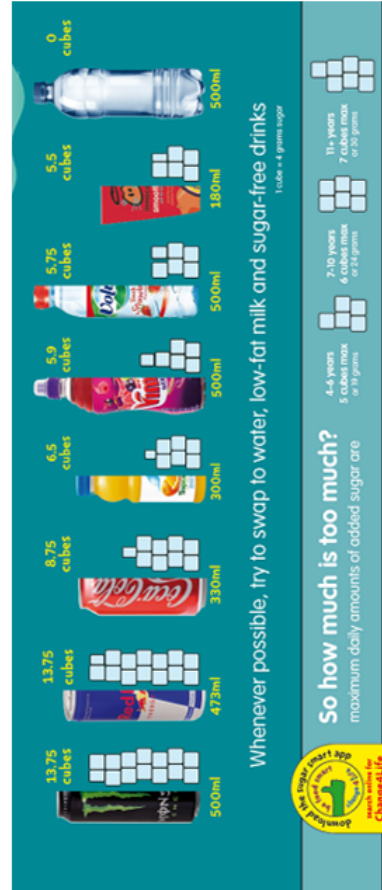
Sizzling Stir Fry Practical:

You will be assessed on your heat control in this lesson but mostly on how you have developed your knife skills.
You need to show at least two different vegetable cuts you have learnt this year and you will also be marked on your accuracy.



Re-Think Your Drink!

Lots of foods contain sugars and some are 'hidden sugars'. We might not always realise how much sugar is in our foods! Adults should have no more than 30g of sugar per day! If we have too much sugar we can develop problems such as tooth decay, obesity and heart disease. Sugar in drinks is a particular problem as drinks don't fill us up as much as food so we can consume more without feeling ill.



Sizzling stir fry

Ingredients ideas (in pairs)

- 2 x chicken breast (or 4 - 6 thighs no bones!) can leave out and just use vegetables
- 1 red chilli – from school
- 1 clove garlic – from school
- 1 onion
- soy sauce (reduced salt) – from school – please make school aware if you have an allergy

Suggested vegetables:

- 2 peppers (different colours)
- 6 mushrooms

Container each



Key Words

Environmental issues – the production and packaging of food has a major impact on our planet and climate change. When food is manufactured large amounts of non-renewable energy is used.

Non-renewable energy – energy produced from fossil fuels that can not be renewed or replaced once they have been used up.

Climate change – changes in the earth's temperature that can lead to unusual or extreme weather conditions.

Eat the Seasons: Eating

foods when they would naturally be harvested. They are at their best at this time so taste better and are more nutritious. It is better for the environment, especially if you buy local seasonal foods.

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foods when they would naturally be harvested. They are at their best at this time so taste better and are more nutritious. It is better for the environment, especially if you buy local seasonal foods.

SPRING	SUMMER
ASPARAGUS	BEEFROOT
CARROTS	BLUEBERRIES
CELERIAC	BROAD BEANS
CUCUMBER	CARROTS
CURLY KALE	COURGETTES
GOOSEBERRIES	CUCUMBER
SPROUTING BROCCOLI	POTATOES
SPINACH	PLUMS
RHUBARB	STRAWBERRIES
WATERCRESS	TOMATOES

SMSC

Understand how food choices can impact the environment

Literacy

Understand key terminology related to environmental issues and apply in the correct context.

Numeracy

Ratio of sugar content to volume of drink

Stretch and Challenge Homework

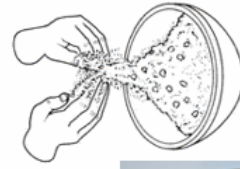
Week 1 – finish seasonal foods poster for a farmers market

Week 2 – plating up – take a photo of your stir fry when you take it home to have for dinner. Upload to Satchel – rewards for showing creativity!

Week 3 – revision for end of year test.

Sizzling Stir Fry	
Seasonal foods	
Re-think your drink	

The rubbing-in method is the process of rubbing fat (butter, lard, margarine) into flour with your finger tips



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 7 Geography Cycle 3: China

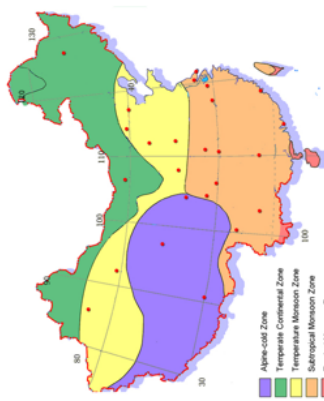


China location: China is located in Southeast Asia along the coastline of the Pacific Ocean, China is the world's third largest country, after Russia and Canada.

Wealth: China is a Newly emerging economy (NEE). This means it is developing and becoming wealthy.

Rural China: Many communities are still very poor and experience poverty

Urban China: There is a lot of wealth in the cities of China as well as job opportunities, good schools and hospitals.



Climate map of China

North: Temperate continental (similar to a UK climate)

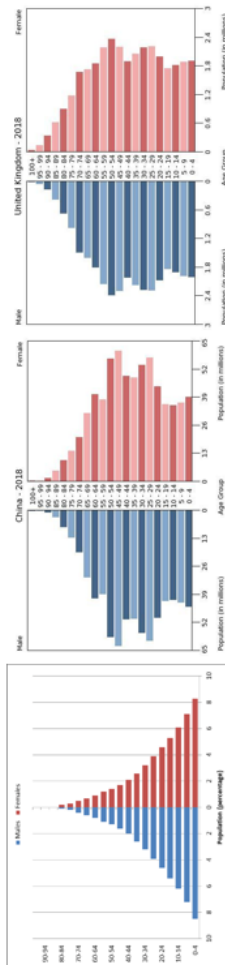
Central China: Monsoon zone. These regions get high rainfall in Monsoon season between April and September.

South West: Alpine cold. This area is the cold mountainous area where the Himalayas are.

South east: Subtropical monsoon zone. Warm weather. High rainfall in monsoon season and rain in the winter.

Population Pyramid

Population pyramids show the structure of a population by comparing relative numbers of people in different age groups. The pyramids are drawn with the % of male population on the left and % of female population on the right. It gives us information about birth and death rates as well as life expectancy.



The pyramid shape above shows a high birth rate, high death rate, low life expectancy. And is common for a low income country.

China's one child policy:

1. Couples in towns and cities can only have 1 child.
2. In rural areas, you may get permission to have 2 children if both parents are only children or if the first child is a girl.
3. If you have more than one child you will be fined and lose other benefits.
4. Ethnic minorities can have more than 2 children per family since their numbers are low.

The pyramid shape shows a lower birth rate, lower death rate, higher life expectancy. And is common for a newly emerging economy.

Aim of the one child policy:

1. It's main purpose was to make sure that China could support its large population with facilities such as healthcare, education, housing, good jobs and most importantly, food.
2. The aim was to reduce poverty and to improve overall quality of life for the people.

The pyramid shape above shows a low birth rate, low death rate, high life expectancy. And is common for a high income country.

Positives of the child policy:

1. The rate of population growth has decreased.
2. People were in food poverty due to a lack of food to feed the huge population- this is now reduced.
3. Parents spend more time with the one child, giving them more attention.
4. Parents with one child are issued with a "one child" certificate entitling them to interest free loans, longer maternity leave and cash bonuses.
5. The way women are viewed has now changed. There are more young educated women in Chinese society today than ever. Nearly 50% of all undergraduates and graduates are female.

Finding work (manufacturing)

Rural-Urban migration - The movement of people from the countryside to cities.

Push factor - The characteristics of a place which make you want to leave (E.g: lack of jobs)

Pull factor - The characteristics of a place which make you want to move there (E.g: lots of jobs that pay well)

Three Gorges Dam

The Three Gorges Dam is a hydroelectric dam that spans the Yangtze River. It is 2km long and generates 22,500 MW of power since 2012. Dam has been the world's largest power station in terms of installed capacity.

Three Gorges Dam- Positives

1. Provides clean energy for
2. Global status- The dam showed the world how developed China is.
3. Allows China to meet its energy demands for its growing population
4. Allows China to meet its energy demands for its many factories.
5. Building the dam created 40,000 jobs.
6. The dam has created vast tourism on the Yangtze river. In 2019 the dam saw 3 million visitors.

Three Gorges Dam- Negatives

1. The dam was supposed to prevent flooding however in 2020 54.8 million people were affected by flooding along the Yangtze river.
2. 1.4 million people had to be moved to build the dam.
3. To build the reservoir two cities, 114 towns and 1,680 villages along the river banks had to be submerged.
4. People were supposed to be paid to move from their homes however many didn't receive payment and many reported being beaten when appealing for compensation.
5. Many farms are being affected as there is becoming infertile due to a lack of floodwater.

Tourism- The Great Wall of China

1. The Great Wall of China has 10 million visitors per year.
2. Tourists leave rubbish
3. Tourists vandalise the walls
4. Tourism can lead to an increase in house prices near attractions
5. More jobs are made
6. Tourists spend money
7. Government receives more money in tax from people working and the increase in business
8. Government build better infrastructure such as roads, buildings etc to please tourists.





Year 7 Geography Cycle 3: China

What is Urbanisation?

This is an increase in the amount of people living in urban areas such as towns or cities. In 2007, the UN announced that for the first time, more than 50% of the world's population live in urban areas.

Where is Urbanisation happening?

Urbanisation is happening all over the world but in LICs and NEEs rates are much faster than HICs. This is mostly because of the rapid economic growth they are experiencing.

Causes of Urbanisation

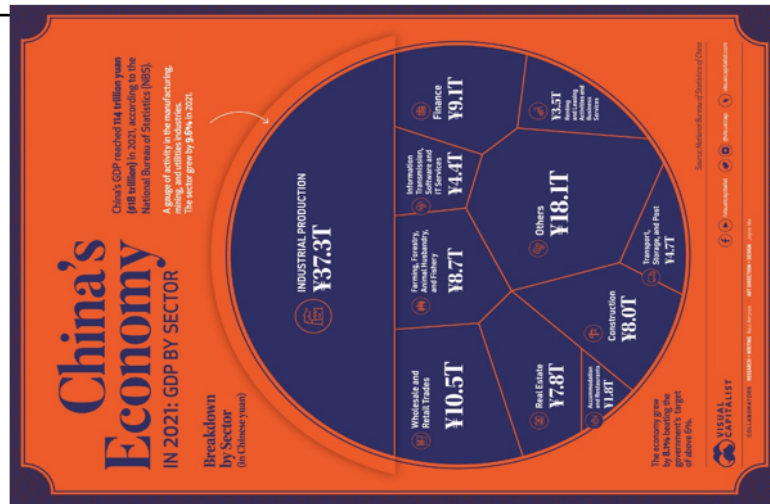
The movement of people from rural to urban areas.	
Rural to urban migration <div> Push <ul style="list-style-type: none"> Natural disasters War and conflict Mechanisation Drought Lack of employment </div>	<div> Pull <ul style="list-style-type: none"> More jobs Better education & healthcare Increased quality of life. Following family members. </div>
Natural Increase <div> When the birth rate exceeds the death rate. </div>	<div> Lower death rate (DR) <ul style="list-style-type: none"> Higher life expectancy due to better living conditions and diet. Improved medical facilities helps lower infant mortality rate. </div>
<div> Increase in birth rate (BR) <ul style="list-style-type: none"> High percentage of population are child-bearing age which leads to high fertility rate. Lack of contraception or education about family planning. </div>	



- Urban sprawl, most commonly defined as dispersed, excessive, and wasteful outward urban growth, occurs when urban spatial expansion outstrips the rate of population growth.
- Ghost cities- Cities that were designed to house greater populations but ended up being empty
- Urban sprawl is characterized by low-density and unplanned pattern of growth
- Urban sprawl has resulted in environmental, economic and social consequences during past decades of urban development.

The Rise of China

- China is the World's fastest growing economy
- China manufactures the most products in the World
- China's large population allowed for the country to have a large workforce
- Cheap labour allowed China to make products at a rate that no other country could match
- China was backward up until the 1980s
- This backwardness allowed them to leapfrog other countries once they joined the World Trade organisation in 2001 as they could now use advanced techniques to fast forward their economy
- China has relaxed environmental laws so transnational corporations (TNCs) can set up their companies in China with few restrictions
- China is now the second largest economy in the World
- China is still developing so it is classed as an NEE (Newly Emerging Economy)





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: change and continuity, 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 May 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: change and continuity, 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 Ziggi 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	



Year 7 History Cycle 3: Early Modern England



Reformation – The changing of the country's religion from Catholic to Protestant

Dissolution of the Monasteries – When the monasteries were destroyed

Armada – A large fleet of warships

Indulgences – The removal of your sins, usually requiring payment

Pope – The head of the Catholic Church

Monastery – Where monks work and pray

Heir – The next in line for the throne

Excommunicate – To kick out of the Catholic Church

Protestant Wind: The storms that destroyed the Spanish Armada

Divine Right of Kings – the belief that the monarch is chosen by God

Puritan – A very strict protestant

Roundhead / Parliamentarian – A soldier supporting parliament in the English Civil War

Cavalier / Royalist – A soldier supporting the king in the English Civil War

Commonwealth – The time when Cromwell ruled and there was no monarch

Restoration – The period when Charles II came to power, bringing back the monarchy

New Model Army – the parliamentary army in the English Civil War

Declaration of Breda – An agreement signed by Charles II agreeing to reduce the King's power

Weeks 1-2: How did the English Reformation change England?

In 1517, a German monk called Martin Luther believed that the Catholic church was **corrupt**, and set up a new, **Protestant** church.

In 1533, Henry VIII 'broke from Rome' and made England a protestant country. This was because...

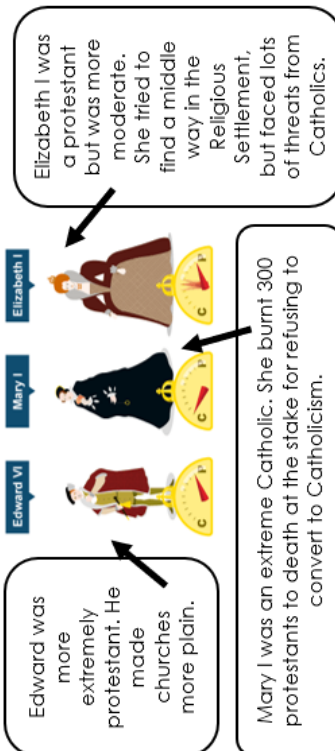
- He wanted a male **heir**, but his wife had only had a daughter, Mary and the Pope wouldn't grant him a **divorce**
- The church was powerful, limiting the King's power
- The church was very rich, with lots of land and money that Henry wanted



In the **dissolution of the monasteries**, Henry destroyed many monasteries and took their wealth. He said that monks hadn't been performing their duties properly. You can still see many of these ruins today!

Weeks 3-4: How did the 'Religious Rollercoaster' affect life in England?

When Henry died, each of his children had different religious views, leading England on a religious 'rollercoaster'

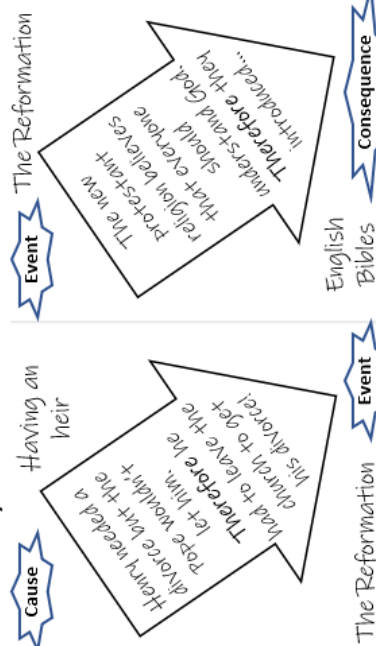


Think Like A Historian!

Cause and Consequence

A **cause** is a reason **why** something happens.

Try to focus on what links it to the event.



Think Like A Historian!

Evaluating Interpretations

An interpretation is a view or opinion of an event that a historian holds, based upon evidence from sources.

Their interpretation might be about...

- The **main** consequence of something
- The **main** cause of something
- How **much** of an impact something had
- Whether something was **positive** or **negative**

Your job is to identify what view they might hold, and then use your **own knowledge** to decide whether or not you agree!

Weeks 5-6: How did life change over the Tudor period?

The Tudor period marks the start of the **Renaissance** in England. This is a time period that saw lots of changes and improvements in science and the arts, and saw England grow in power.

The New World

When Europeans learnt of the existence of the Americas in 1492, lots of new items were brought between the two continents. This is known as the 'Columbian Exchange'.

- Potatoes
- Diseases
- Sugar
- Tobacco
- Tomatoes
- Cacao Beans

Elizabeth later set up the first English colony in the Americas in 1583.

Literature

The Reformation meant that the Bible could be translated into English. This led to lots of people learning to read and taking more interest in literature.

The most famous Tudor writer is William Shakespeare, who wrote plays for Elizabeth I herself!

The theatre was great entertainment for both rich and poor in England.

Power

At the start of the Tudor reign, England had been at war with itself for 30 years, and had very little money and respect. However, by the death of Elizabeth I, England was a growing power, managing to beat the Spanish Armada in 1588.

Causes:

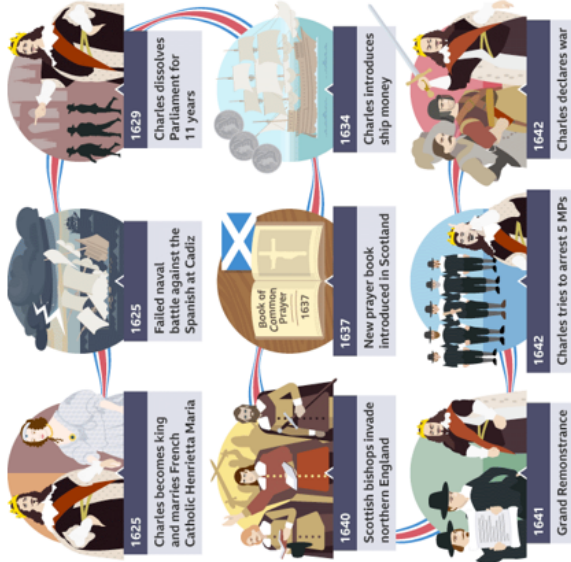
- Religious Rivalry
- Competition in the New World
- English piracy

Reasons for success:

- Tactics: fire ships
- Luck: 'protestant wind'
- Leadership of Drake

Weeks 7-10: How the government change in Early Modern England?

Why did war break out?



Divine Right of Kings!
The King has the right to do what he likes.

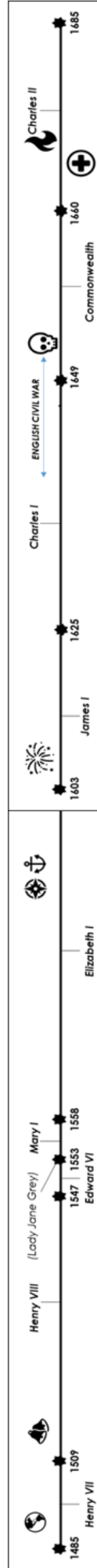
Parliament should rule!
We should have puritan reforms.
Ignore the King!

Oliver Cromwell as Lord Protector		
A Harsh & Unpopular Ruler	A Tolerant Defender of Democracy	
Cromwell's actions in Ireland, particularly at Drogheda, are still remembered for their cruelty and bloodshed	Cromwell was surprisingly tolerant of other religions and was the first ruler to allow Jews to re-settle	
Popular entertainment and hobbies such as gambling, the theatre and even makeup were banned	Prevented the King from destroying Parliament (although he eventually got rid of it himself!)	
Most popular aspects of Christmas were banned!	Built England into a formidable military power	

The Impact of the Civil War

Is each of the following short-term or long-term?
Is each one change or continuity?

- Cromwell introduced unpopular laws that restricted people's lives
- Cromwell acted like a king, often ignoring parliament
 - The king, Charles II was beheaded
 - England had no monarchy and was a Commonwealth for 9 years
- After Cromwell, the monarchy was restored and the son of Charles I, Charles II, was made king
 - Charles II removed the strict puritan laws
 - Charles II agreed to limit his power by signing the Declaration of Breda



Key Stage 3 MFL Curriculum Plan

Year 7 One Year Overview	Topic	Core grammar	Core phonics
Autumn	All About Me & People Around Me Greetings and name [1, 4, 8] (a, d) Age [3, 8] (c) Birthdays [2, 3, 4, 5, 8] (a, b, f) Appearance and character [2, 6, 7, 8] (e) Hair and eyes [2, 3, 6, 8] Family members [1, 3, 5, 6, 7, 8] (c, d, f) Family descriptions [1, 2, 3, 6, 7, 8] (e)	1. LLAMARSE - yo, tú, él/ella 2. SER - yo, tú, él/ella 3. TENER - yo, tú, él/ella 4. ESTAR - yo, tú 5. Possessive adjectives - mi(s), tu 6. Adjectives - reg. and common irreg. agreement 7. Negative structures 8. Adapting questions to answers	a. [a], [o], [u] b. [e], [i] c. [ñ] d. [ll] e. Soft/hard [g] f. Silent [h]
Spring	My School Subjects & My School Life School subjects & opinions [1, 2, 5, 6, 8] (a, c) Teachers [4, 5, 7] (d) My timetable [8] (e) Breaktime [1, 3] (f) School facilities [1, 5, 8] (d, e) School uniform [4, 5, 8] (b)	1. Definite and indefinite articles 2. Regular -AR, -ER verbs - yo, tú, él/ella 3. LLEVAR vs LLEVARSE 4. Adjectives - reg. and common irreg. agreement 5. Opinion verbs with indirect object pronouns 6. Comparatives 7. SER, TENER - yo, tú, él/ella	a. Soft/hard [c] b. Soft/hard [g] c. [v] d. [rr] e. Silent [h] f. [e], [i]
Summer	My Free Time & World of Sports Opinions on hobbies [1] (a, b) Free-time [2] (c) Activities and weather [2, 4] (d) Sport [3, 4] (g) Sports personalities [1, 6] (a) weekend plans [5] (f) Spanish and world sports events [2, 3, 4] (e)	1. Opinion structures + infinitive 2. AR + ER verbs - yo, tú, él/ella, nosotros 3. Preposition A (a + el) 4. HACER - yo, tú, él/ella, nosotros 5. Near future tense - yo, tú 6. Opinion verbs with indirect object pronouns	a. [j] b. Soft/hard [g] c. Soft/hard [c] d. [ll] e. [rr] Next f. [que] g. [u], [e]

Summer 1 Week 2 My Free Time and World of Sports ¿Qué te gusta hacer? (What do you do like to do?)

	STRETCH	
	Spanish	English
<i>Chunks</i>	A mi mejor amigo/a le gusta ... A mi mejor amigo/a le encanta ...	My best friend likes My best friend loves
<i>Nouns</i>	textos/SMS (mis) amigos (sus) amigos por Internet	texts/text messages (my) friends (their) friends on the internet
<i>Adjectives</i>	entretenido emocionante increíble estupendo fascinante	entertaining exciting incredible great fascinating
<i>Opinions</i>	me gusta mucho me mola le gusta (no) le gusta	I really like (it)/I like (it) a lot I like it he/she likes it he/she doesn't like it
<i>Connectives</i>	no obstante en cambio	nonetheless/however whereas/however
<i>Intensifiers</i>	sumamente	extremely
<i>Infinitives</i>	mandar chatear navegar	to send to chat (online) to surf
<i>Idioms</i>	¡Ni de broma! / ¡Ni en broma!	No way! / Don't even joke about it!

Summer 1 Week 5 My Free Time and World of Sports ¿Qué haces en tu tiempo libre? (What do you in your free time?)

	Essential	
	Spanish	English
<i>Chunks</i>	¿Qué haces en tu tiempo libre? En mi tiempo libre...	What do you do like to do? I like...
<i>Nouns</i>	la guitarra fotos con mis amigos en bici	the guitar photos with my friends (on/by) bike
<i>Adjectives</i>	interesante divertido estúpido aburrido fantástico fenomenal fatal raro	interesting fun stupid boring fantastic wonderful/phenomenal awful strange/weird
<i>Connectives</i>	sin embargo además porque	however furthermore/in addition because
<i>Intensifiers</i>	un poco muy bastante	a bit/a little very quite/fairly
<i>Time Expressions</i>	todos los días a veces nunca	every day sometimes never
<i>Infinitives</i>	baillar tocar sacar hablar cantar montar hacer	to dance to play (an instrument) to take (photos) to talk/to speak to sing to ride to do/to make

Summer 1 Week 2 My Free Time and World of Sports ¿Qué te gusta hacer? (What do you do like to do?)

	Essential	
	Spanish	English
<i>Chunks</i>	¿Qué te gusta hacer? (A mí) me gusta...	What do you do like to do? I like...
<i>Nouns</i>	música/libros a los videojuegos la tele con mis amigos	music/books (with) videogames the telly/TV with my friends
<i>Adjectives</i>	interesante divertido estúpido aburrido fantástico fenomenal fatal raro	interesting fun stupid boring fantastic wonderful/phenomenal awful strange/weird
<i>Opinions</i>	(no) me gusta no me gusta nada me encanta en mi opinión creo que pienso que	I (don't) like I don't like (it) at all I love in my opinion I think that/I believe that I think that
<i>Connectives</i>	pero porque	but because
<i>Intensifiers</i>	un poco muy	a bit/a little very
<i>Infinitives</i>	escuchar jugar ver leer salir	to listen to play to see/to watch to read to go out

Summer 1 Week 5 My Free Time and World of Sports ¿Qué haces en tu tiempo libre? (What do you in your free time?)

	STRETCH	
	Spanish	English
<i>Chunks</i>	en mis ratos libres cuando tengo tiempo libre	In my free time when I have free time
<i>Nouns</i>	la guitarra fotos con mis amigos en bici	the guitar photos with my friends by bike
<i>Adjectives</i>	entretenido emocionante increíble estupendo fascinante	entertaining exciting incredible wonderful/great fascinating
<i>Connectives</i>	no obstante	however/nonetheless
<i>Intensifiers</i>	sumamente	extremely
<i>Time Expressions</i>	una vez a la semana de vez en cuando casi nunca	once a week from time to time hardly ever (almost never)
<i>High-level Structure</i>	aunque sea	although it may be
<i>Idioms</i>	vale la pena	it is worth it

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Summer 1 Week 6 My Free Time and World of Sports ¿Y cuándo hace buen/mal tiempo? (And when the weather is good/bad?)

	Essential	
	Spanish	English
<i>Chunks</i>	¿Y cuándo hace buen/mal tiempo? Cuando hace buen tiempo Cuando hace mal tiempo Cuando hace sol Cuando hace calor Cuando hace frío	And when the weather is good/bad? When the weather is good/When it's good weather When the weather is bad/When it's bad weather When it's sunny When it's hot When it's cold
<i>Connectives</i>	sin embargo además	however furthermore/in addition
<i>Time Expressions</i>	todos los días a veces nunca	every day sometimes never
<i>Verbs</i>	bailar tocar sacar hablar cantar montar hacer navegar usar	to dance to play (an instrument) to take (photos) to talk/to speak to sing to ride to do/to make to surf to use
<i>Exclamations</i>	¡Qué bien!	How good! /That's great!
<i>Question Words</i>	¿Cuándo?	When?

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Summer 1 Week 6 My Free Time and World of Sports ¿Y cuándo hace buen/tiempo? (And when the weather is good/bad?)

	STRETCH	
	Spanish	English
<i>Chunks</i>	Cuando llueve... Cuando nieva... Cuando está despejado...	When it's raining... When it's snowing... When it's clear skies.../When it's a clear day...
<i>Connectives</i>	no obstante	however/nonetheless
<i>Time Expressions</i>	todos los días a veces nunca	every day sometimes never
<i>Exclamations</i>	¡Qué bien!	How good! /That's great!
<i>Question Words</i>	¿Cuándo?	When?

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Summer 1 Week 7 My Free Time and World of Sports ¿Eres deportista? (Are you sporty?)		
	Essential (1)	
	Spanish	English
<i>Chunks</i>	(No) soy deportista	I am (not) sporty
<i>Opinions</i>	me gusta muchísimo me encanta no me gusta en mi opinión creo que pienso que	I really like (it) a lot I love I don't like in my opinion I think that/I believe that I think that
<i>Verbs</i>	hacer (yo) hago (tú) haces (él/ella) hace jugar (yo) juego (tú) juegas (él/ella) juega	to do I do you do he/she/it does to play I play you play he/she/it plays
<i>Nouns</i>	LOS DÍAS DE LA SEMANA lunes/martes/miércoles/jueves/viernes/sábado/domingo LOS DEPORTES el fútbol/el baloncesto/el voleibol/la natación	THE DAYS OF THE WEEK Monday/Tuesday/Wednesday/Thursday/Friday/Saturday/Sunday SPORTS football/basketball/volleyball/swimming

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Summer 1 Week 7 My Free Time and World of Sports ¿Eres deportista? (Are you sporty?)		
	Essential (2)	
	Spanish	English
<i>Adjectives</i>	interesante divertida animado estúpido aburrido fantástico fenomenal fatal raro	interesting fun lively stupid boring fantastic wonderful/phenomenal awful strange/weird
<i>Connectives</i>	porque ya que además	because since/because furthermore/in addition
<i>Intensifiers</i>	un poco muy bastante	a bit/a little very quite/fairly

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Summer 1 Week 7 My Free Time and World of Sports ¿Eres deportista? (Are you sporty?)		
	STRETCH	
	Spanish	English
<i>Chunks</i>	Soy súper deportista No soy nada deportista	I am super-sporty I am not sporty at all
<i>Opinions</i>	me mola(n) me flipa(n)	I like I love
<i>Nouns</i>	los artes marciales la equitación la gimnasia	martial arts horse riding gymnastics
<i>Verbs</i>	ser (él/ella) es (ellos/ellas) son	to be he/she/it is they are
<i>Adjectives</i>	entretenido sano peligroso monótono emocionante increíble estupendo fascinante	entertaining healthy dangerous monotonous/boring exciting incredible great fascinating
<i>Connectives</i>	dado que no obstante	because since/because
<i>Intensifiers</i>	súper sumamente	a bit/a little extremely
<i>High-level Structure</i>	aunque sea	although it may be

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Summer 2 Week 11 My Free Time and World of Sports ¿Qué vas a hacer este fin de semana? (What are you going to do this weekend?)

	Essential			Essential	
	Spanish	English		Spanish	English
<i>Chunks</i>	(No) voy a ... (No) va a ser ...	I am (not) going to ... He/She/ It is (no)t going to be ...	<i>Adjectives</i>	interesante divertido animado estúpido aburrido fantástico fenomenal fatal raro molesto	interesting fun lively stupid boring fantastic great / wonderful awful strange / weird annoying
<i>Infinitives</i>	escuchar jugar ver leer salir bailar tocar (un instrumento) sacar hablar cantar montar hacer	(to) listen (to) play (to) see / watch (to) read (to) go out (to) dance (to) play (an instrument) (to) take (to) talk / speak (to) sing (to) ride (to) do /make	<i>Time Expressions</i>	este fin de semana el próximo fin de semana	this weekend next weekend
			<i>Exclamations</i>	¡Ojalá! ¡Qué guay!	If only! / Hopefully! How cool!

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Summer 2 Week 11 My Free Time and World of Sports ¿Qué vas a hacer este fin de semana? (What are you going to do this weekend?)

	Stretch	
	Spanish	English
<i>Chunks</i>	(No) vamos a ... Me gustaría ... Nos gustaría ...	We are (not) going to ... I would like ... We would like ...
<i>Adjectives</i>	emocionante entretenido/a estupendo/a fascinante genial	exciting entertaining wonderful fascinating great
<i>Sequencers</i>	primero luego finalmente	first later finally
<i>Time Expressions</i>	... que viene la próxima vez	this weekend next weekend
<i>Idioms</i>	Te invito, tarde o temprano	I (will) invite you, sooner or later

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

Focus

Through the implementation, students will be able to understand, use and recall the following knowledge relating to rounders:

- Application of techniques in a range of contexts
- Sport specific terminology
- Simple strategies to outwit opposition
- Application of a set of modified game rules

Cricket

- Batting
- Bowling
- Fielding - Sending/Receiving
- Fielding – long barrier/retrieval

Rounders

- Batting
- Bowling
- Fielding - Sending/Receiving
- Fielding – long barrier/retrieval

Athletics

Throwing – Shot, discus, javelin and hammer. The objective is to throw each implement as far as possible.

High Jump – The objective of the high jump is to clear a bar supported on uprights having taken off from one leg. Aim to achieve maximum height at take-off.

Long Jump – The toe of the jumper's shoe, must be behind the leading edge of the take-off board.

Triple jump- Use a **Hop**, a **step** and a **Jump**.

Sprint – 100m, 200m and 400m. The aim is to finish in the quickest time. 100m is a straight run. 200m includes a bend and you have a staggered start. 400m is one full lap of an official sized track and you have a staggered start. For all sprints you **MUST** stay in your lane.

Distance Running – Middle 800m and 1,500m

Long distance – 3000m 5000m and 10,000m

Relay

4x100m – 4 runners, who each run 100m

- Runner 1 starts with the baton who runs to runner
- 2 where the baton is exchanged, who runs to runner
- 3 and exchanges the baton, who runs to runner
- 4 and exchanges the baton, who finishes the race.

KS3 Curriculum 2024-2025

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

Cycle 3	<p>Buddhism - This topic explores what Buddhism is and how it is seen in the world, including famous people who are Buddhists.</p> <p><u>Assessment</u> - Mini assessments in lessons and an end of topic assessment.</p>	<p>It is the intent to take each year group to a place of worship in the summer term, so that at the end of their time at the academy, they will have seen each of the main world religions place of worship.</p> <p>Art - Mandalas</p> <p>Public sector, HR, NGOs, journalism</p>	<p><u>Stewardship</u> - Experiencing God in the world 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. globalisation, English skills</p> <p>Public sector, HR, Social policy design, law, environmental work, International development</p>
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Year 7 RE - Cycle 3 - An Introduction to Buddhism

Introduction to Buddhism and the start of Siddhartha's journey

Siddhartha Gautama was the son of a rich and powerful man. He lived in what is now the country of Nepal, near the border of India. Soon after he was born, some wise men told his father that Siddhartha would grow up to be a great man. He would either become a warrior and ruler or, they warned, he would leave his family and the palace for good. He would give them up in order to teach ordinary people how to find relief from pain and sorrow and discover true happiness. His father was sad when he heard this. He decided to protect his son from the discovery that pain or sorrow existed in the world, so that he would never feel he had to leave home. He built three beautiful palaces, for the different seasons of the year. Nobody who was ill or old was allowed near Siddhartha. Some say his father even had fading flowers or dying plants removed from the gardens before Siddhartha could see them, so that he would not know about death.



Key terms - Journey and truth

Places of worship in Buddhism - Viharas and Stupas

Some of the Buddha's early followers gave up their earthly attachments to travel around spreading his teaching.

The Buddha organised them into **communities** of monks known as **Bhikkhus**.

Bhikkhunis were communities of nuns that were developed later.

During the extremely cold or hot seasons, these **travelling communities** would gather together at a **resting place** - **Vihara**, where they would study the **Dharma** together.

Over time these 'Viharas' became **permanent monasteries** and the monks remained there.

The Four noble truths and the eightfold path

1. All life involves suffering - You must be willing to face up to the tragic side of living and to admit to yourselves that **old age, sickness and death** are a terrible future to face.

2. Suffering comes from desire - Secondly, said the Buddha, you must understand that we suffer unnecessarily in this world because you crave and want things that we haven't got or cannot have. This means we are never satisfied and we become frustrated and discontented.

3. When craving stops, suffering will cease - Thirdly, said the Buddha, you will only stop suffering in this world if you stop trying to be happy in the wrong ways. If we learn to stop craving, we learn peace and contentment. Also, it is seen that the evil in the world is brought on by greed and envy. This causes others to suffer.

4. Happiness comes through the Middle Way - The Buddha had lived a life of luxury, and had also tried hardship and poverty. Neither had brought him happiness or overcome suffering. He therefore taught a 'middle way' between these extremes. Buddhists believe that, by following his teachings they can be cured of their cravings and find happiness.



Meditation

Meditation is a mental and physical course of action that a person uses to separate themselves from their thoughts and feelings in order to become fully aware.

It plays a part in virtually all religions, BUT meditation does not always have a religious element.

Anyone who has looked at a sunset or a beautiful painting and felt calm and inner joy, while their mind becomes clear and their perception sharpens, has had a taste of the realm of meditation.

Successful meditation means simply being - not judging, not thinking, just being aware, at peace and living each moment as it unfolds.

The Wheel of Life

The Wheel of Life is like a map that shows different states of mind or experiences of life that one can visit.

In Buddhism, **Samsara** is the continuous cycle of birth, decay and death as represented in the wheel.

Buddhist Scriptures

There are many sacred texts in Buddhism, but the main sacred text for a lot of Buddhists is the **Pali Canon**.

This is preserved in the language of **Pali**, and it was written down from oral tradition onto palm leaves in the first century BCE, in Sri Lanka.

It was not printed until the 19th century.

The Pali Canon contains **three parts, or pitakas, or baskets**.

Key terms - The wheel of life, Pali Canon, Tripitaka



Buddhist way of life

Buddhism does not set down rules which everyone must obey all the time out of fear of being punished. There are two reasons for this:

1. There is no god in Buddhism to reward or punish people, or to set down laws.
2. No two people are the same, you need to judge what is right in your own circumstances, not simply obey rules. But, of course, Buddhists believe that you have to live with the consequences of what you do. Instead of rules, Buddhism gives precepts (guidelines). These help people to avoid actions which are likely to bring about harmful results, for themselves and others.

Stretch and challenge: 'Suffering is simply a part of life, get on with it!' Argue for and against this statement.