



All Saints'
Academy
Cheltenham

Year 9

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

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

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

Independent homework timetable

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

Why study?

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

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

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

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

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

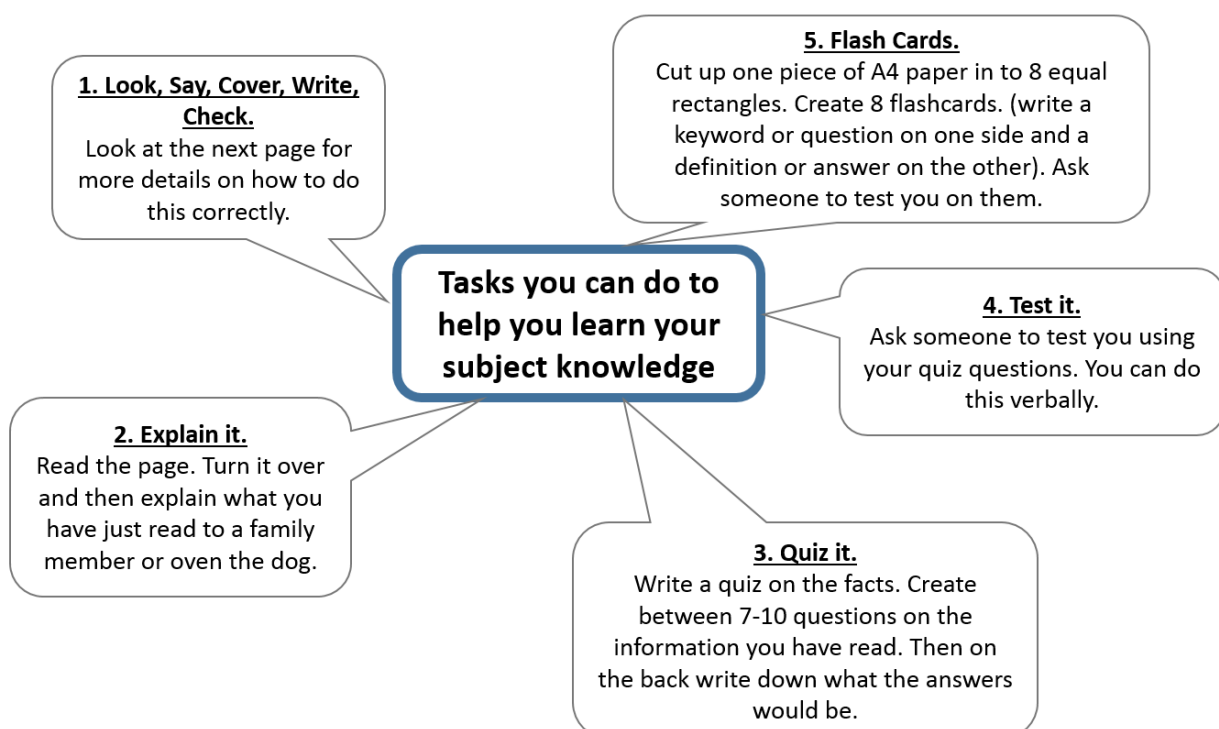
When and what should I study?

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

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

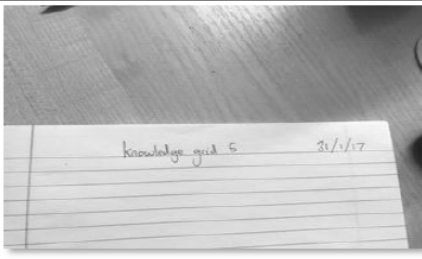
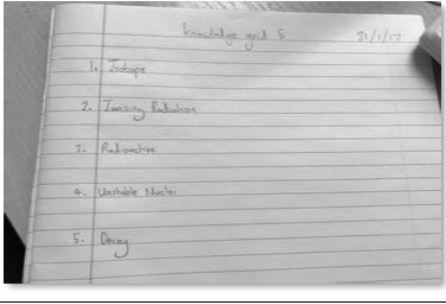



Year 10 and 11 should be completing two hours of homework each evening.

How should I use my Curriculum Organiser to study?



How should I use my Curriculum Organiser to study?

Look, Say, Cover, Write, Check

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



SPAG: Spelling, Punctuation and Grammar

Punctuation

Sentence demarcation:

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

In sentence punctuation:

Symbol	Name	Use
,	Comma	Following an adverb or connective which starts a sentence or to join a subordinate and main clause together.
“ ”	Speech marks	To indicate the start and end of direct speech.
()	Brackets	To put additional information into a sentence.
'	Apostrophe	To show a contraction (joining of two words) or omission (taking out of a letter).

Ambitious punctuation:

Symbol	Name	Use
:	Colon	To show the start of a list or to show important information.
;	Semi colon	To separate long items in a list or to join to simple sentences that are linked by meaning.

Grammar rules

Sentence construction:

All sentences need a subject, verb and an object.

Tense:

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

Singular and Plural:

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

Capital Letter Rules:

Start to a sentence.
Proper nouns.

Titles of books, films etc.

Days of the week.

Months of the year.

Religious deities.

I/ I'm/ I'd/ I've.

Historical

periods/events.

Homophones

Their- belonging to them.

There- a position or place.

They're- contraction for they are.

Witch- a person with magic powers.

Which- a question word.

Were- past tense of was.

We're- contraction for we are.

Its- belonging to something.

It's- contraction for it is.

Toe- a part of the body.

Tow- to pull something along.

Hole- a hollow place in a solid body.

Whole- all of something.

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



Year 9 - English Cycle 3 – The Art of Rhetoric	
Famous Orators	
<p>Alexander The Great: Alexander III of Macedon, commonly known as Alexander the Great, was a king of the ancient Greek kingdom of Macedon. He spent most of his ruling years conducting a lengthy military campaign throughout Western Asia and Egypt.</p> <p>Queen Elizabeth I: Elizabeth I was Queen of England and Ireland from 17 November 1558 until her death in 1603. Sometimes referred to as the Virgin Queen, Elizabeth was the last of the five monarchs of the House of Tudor. She is one of our country's first rulers.</p> <p>Winston Churchill: A British statesman, soldier and writer who served as Prime Minister of the United Kingdom from 1940 to 1945, during the Second World War. He is in the history books for using rousing speeches to keep the morale of the nation whilst in the midst of a horrifying war.</p> <p>Martin Luther King: Martin Luther King Jr. was an American Baptist minister and activist who became the most visible spokesman and leader in the civil rights movement from 1955 until his assassination in 1968. He is renowned for his use of rhetoric to persuade and create change on the issue of racism using pacifist methods.</p> <p>Malala Yousafzai: Is a Pakistani activist for female education and the 2014 Nobel Peace Prize laureate. Awarded when she was 17, she is also the world's youngest Nobel Prize laureate, and is the second Pakistani and the first Pashtun to ever receive a Nobel Prize.</p> <p>Enoch Powell: John Enoch Powell MBE was a British politician, classical scholar, author, linguist, soldier, philologist, and poet. He served as a Conservative Member of Parliament.</p> <p>Arnold Schwarzenegger: Is an <u>Austrian-American</u> actor, film producer, businessman, former bodybuilder and politician who served as the 38th governor of California between 2003 and 2011. He was acclaimed for his recent speech to Russia, asking them to consider another perspective.</p> <p>Sojourner Truth: A woman's rights activist Sojourner Truth is best known for her speech on racial inequalities, "Ain't I a Woman?" delivered at the Ohio Women's Rights Convention in 1851.</p> <p>Emmeline Pankhurst: Was an English political activist. She is best remembered for organising the UK suffragette movement and helping women win the right to vote.</p>	<div> <div> </div> <div> <ul style="list-style-type: none"> • Ethos (You) • Logos (It) • Pathos (Them) </div> </div> <div> <h3>Assessments</h3> <p>Mid: Compare the methods used in two speeches</p> <p>End: Write and present a speech on a societal issue</p> </div>



Key Terminology	My Examples of DAFORREST	Rhetorical Techniques	My Examples
D-direct address Without <u>you</u> , this plan will never succeed. A- alliteration The <u>bloody</u> <u>barbarians</u> <u>broke</u> through the <u>barricade</u> . F- fact London is the capital of England. O- opinion It is obvious to me that we must put more money into the NHS. R- rhetorical question Why would we, the <u>general public</u> , accept this treatment any longer? R –repetition Hatred was spreading <u>everywhere</u> , blood was being spilled <u>everywhere</u> , wars were breaking out <u>everywhere</u> . E- emotive language The sinking feeling that enveloped him again. He knew he would never climb back again. S- statistics Overall, <u>78%</u> of companies had a pay gap in favour of men, <u>14%</u> favoured women and the rest reported no difference. T- tripling It's <u>disgusting</u> , <u>vile</u> and <u>incomprehensible</u> .	D –direct address A- alliteration/ anecdote F- fact O- opinion R- rhetorical question R –repetition E- emotive language S- statistics T- tripling	Anaphora A rhetorical device in which a word or expression is repeated at the beginning of a number of sentences, clauses, or phrases. Appositive A word or a group of words inserted to explain the noun that it follows. Anecdote A short amusing or interesting story about a real incident or person. Personal Pronouns A short word we use as a simple substitute for the proper name of a person. Different versions of 'we' or 'us' can be used to create different audience responses. Antithesis Contains two ideas within one statement. The ideas may not be structurally opposite, but they serve to be functionally opposite when comparing two ideas for emphasis. Euphemism A polite word or expression that replaces one considered to be too harsh or blunt when referring to something unpleasant or embarrassing. Dysphemism A derogatory or unpleasant term used instead of a pleasant or neutral one.	Anaphora Appositive Anecdote Personal Pronouns Antithesis Euphemism Dysphemism

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 9 Cycle 3 Mathematics

LO: I can record, describe and analyse the frequency of outcomes of simple probability experiments involving randomness, fairness, equally and unequally likely outcomes ☐

What is the relative frequency of the dice landing on a 2?



Is the dice biased?

Dice score	1	2	3	4	5	6
Number of times	5	7	5	2	6	5

$$\text{Relative Frequency} = \frac{\text{frequency of the desired outcome}}{\text{total number of trials}} = \frac{7}{30}$$

LO: I can interpret and explain types of correlation for bivariate data ☐

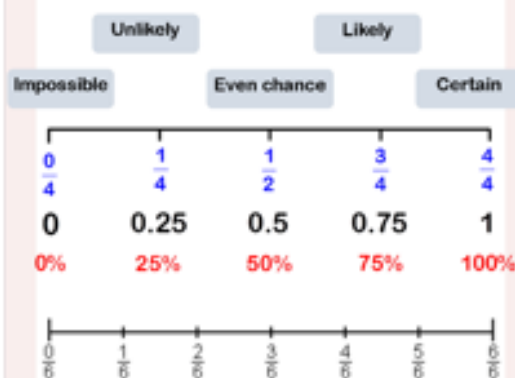


Positive correlation
As one increases the other increases

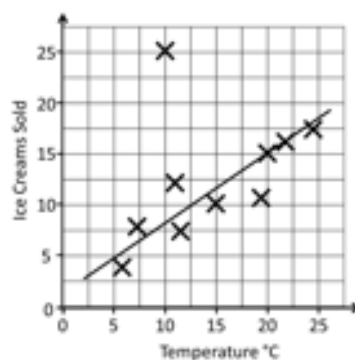
Negative correlation
As one increases the other decreases

No correlation

LO: I can use appropriate language and the 0-1 probability scale ☐



LO: I can plot data on a scatter graph. I can draw and use a line of best fit. ☐



A **scatter graph** compares two variables to analyse whether there is a **relationship** between them.

LO: I can understand that the probabilities of all possible outcomes sum to 1 ☐

From 100 chewy sweets, the probability of each flavor sweet being picked at random was found to be:

Flavour	Cherry	Lemon	Cola	Apple	Orange
Probability	0.2	0.34	?	0.12	0.04

- What is the probability that a Cherry chewy sweet is chosen?
- What is the probability that a Lemon OR an Orange flavoured chewy is chosen?
- What is the probability that a Cola flavoured chewy is chosen?

LO: I can generate theoretical sample spaces for single and combined events with equally likely, mutually exclusive outcomes and use these to calculate theoretical probabilities ☐


		Red dice					
		1	2	3	4	5	6
Blue dice	1						
	2						
	3						
	4						
	5						
	6						

Fill in the **probability space diagram** above where each space contains the **sum** of the score of each dice.

What is the probability that the total score is more than 10?

Science Curriculum 2024-2025

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




Year 9 Biology - Cycle 3 Biology Paper 1- Cell Biology

<http://www.aqa.org.uk/subjects/science/acse/combined-science-trilogy-8464>

<https://www.aqa.org.uk/subjects/science/acse/combined-science-trilogy-8464>

Types of Cells

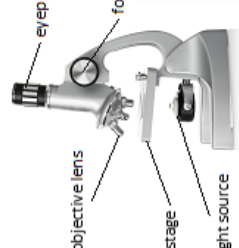


Animal cell-
Eukaryotic

cytoplasm	site of chemical reactions in the cell	gel like substance containing enzymes to catalyse the reactions
nucleus	contains genetic material	controls the activities of the cell and codes for proteins
cell membrane	semi permeable	controls the movement of substances in and out of the cell
ribosome	site of protein synthesis	mRNA is translated to an amino acid chain
mitochondrion	site of respiration	where energy is released for the cell to function

Required practical: Magnification

<https://www.youtube.com/watch?v=fzbt0EJWUY>



**magnification M = size of image I
real size of the object A**

Prefix	Multiple	Standard form
centi (cm)	1 cm = 0.01 m	$\times 10^{-2}$
milli (mm)	1 mm = 0.001 m	$\times 10^{-3}$
micro (µm)	1 µm = 0.000 001 m	$\times 10^{-6}$
nano (nm)	1 nm = 0.000 000 001 m	$\times 10^{-9}$


Specialised cells

Nerve, sperm, muscle cells are specialised animal cells.
Root hair, xylem and phloem cells are specialised plant cells.

<https://www.bbc.com/education/guides/zpqpqhv/revision/1>

Plant cell- **Eukaryotic**

Contains all the parts of animal cells plus extras



permanent vacuole	contains cell sap	keeps cell turgid, contains sugars and salts in solution
cell wall	made of cellulose	supports and strengthens the cell
chloroplast	site of photosynthesis	contains chlorophyll, absorbs light energy
cytoplasm	site of chemical reactions in the cell	gel like substance containing enzymes to catalyse the reactions
bacterial DNA	not in nucleus floats in the cytoplasm	controls the function of the cell
cell wall	NOT made of cellulose	supports and strengthens the cell
plasmid	small rings of DNA	contain additional genes
cell membrane	semi permeable	controls the movement of substances in and out of the cell

Stem cells

Undifferentiated cell of an organism

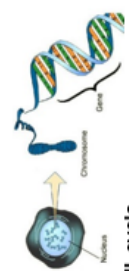
Divides to form more cells of the same type, and can differentiate to form many other cell types.

Human Embryonic stem cells	Can be cloned and made to differentiate into most cell types
Adult bone marrow stem cells	Can form many types of human cells e.g. blood cells
Meristems (plants)	Can differentiate into any plant cell type throughout the life of the plant.

Treatment with stem cells may be able to help conditions such as diabetes and paralysis. Some people object to the use of stem cells on ethical or religious grounds

<https://www.youtube.com/watch?v=cwgCZ5LNFc&list=PLsora7UstrYuQH785J72DeraUMjxNOqI&index=2>

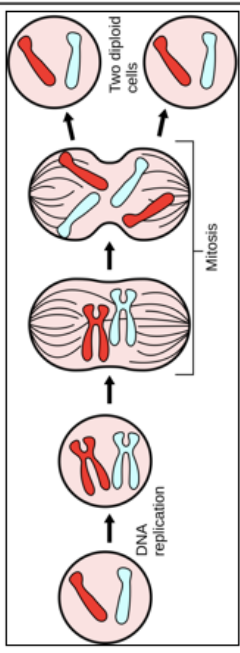
Cell cycle



The nucleus of a cell contains chromosomes made of DNA molecules. Each chromosome carries a large number of genes. In body cells the chromosomes are normally found in pairs.

Stage 1	Growth	Increase the number of sub-cellular structures e.g. ribosomes and mitochondria.
Stage 2	DNA Synthesis	DNA replicates to form two copies of each chromosome.
Stage 3	Mitosis	One set of chromosomes is pulled to each end of the cell and the nucleus divides. Then the cytoplasm and cell membranes divide to form two cells that are identical to the parent cell.

Mitosis



Mitosis occurs during growth, repair, replacement of cells. Asexual reproduction occurs by mitosis in both plants & simple animals.

<https://www.youtube.com/watch?v=10VdEIPWkHs>

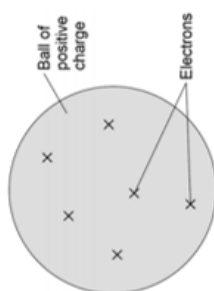
Key terms:

Atom= The **smallest part of an element** that can exist. All substances are made of atoms. No overall **electrical charge**. **Very small**, radius of 0.1nm.

Element= An element **contains only one type of atom**. Found on the Periodic Table. There are about 100 elements.

Compound= **Two or more elements chemically bonded** with each other. Can only be separated into the elements through chemical reactions.

Mixture= **Contains two or more elements or compounds not chemically bonded**. Can be separated using physical methods e.g. by filtration, crystallisation, distillation and chromatography.

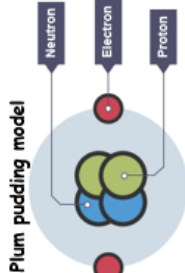
Development of the model of the atom

The plum pudding model shows that the atom is a **ball of positive charge with negative electrons embedded in it**. Was incorrect.

Rutherford's scattering experiment found a central area of positive charge. The nuclear model has a **positive nucleus and electrons in shells**.

Chadwick later discovered **neutrons**.

Bohr discovered the arrangement of **electrons in shells**.



Nuclear model

<https://www.youtube.com/watch?v=w1VvJ6FW-R0&list=PLSora7UsrYsFLSgTetRvZIN6OYVf3ipC>

The Periodic table

Elements in the modern periodic table are **arranged by atomic (proton) number**.

Group= Elements in the **same vertical column** are in the same group. Elements in the same group have the **same number of electrons in their outer shell**, and therefore **similar properties**.

Period= Elements in the **same horizontal row**. The atomic number increases by one moving across the period.

Elements in the **same group** in the periodic table have the **same number of electrons in their outer shell** (outer electrons) and this gives them **similar chemical properties**.

Development of the periodic table

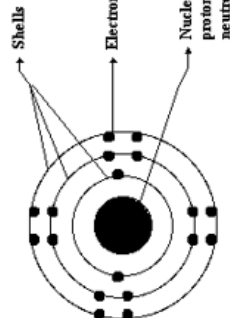
Before the discovery of protons, neutrons and electrons, scientists attempted to classify the elements by **arranging them in order of their atomic weights**.

The **early periodic tables** were **incomplete** and **some elements were placed in inappropriate groups** if the strict order of atomic weights was followed.

Mendeleev overcame some of the problems by **leaving gaps for elements** that he thought had not been discovered and in some places **changed the order based on atomic weights**.

Elements with properties predicted by Mendeleev were discovered

and filled the gaps. Knowledge of isotopes made it possible to explain why the order based on atomic weights was not always correct.

Structure of the atom

Mass number - the total number of protons and neutrons

Atomic number - the number of protons (the number of electrons is the same in an atom)

Mass number = 23
Atomic number = 11

Sub-atomic particle	Mass	Charge	Position in Atom
Proton	1	+1	Nucleus
Neutron	1	0	Nucleus
Electron	Very small	-1	Orbiting in shells

Electron configuration- Electrons fill the first energy level (shell) first.

Maximum electrons: <https://www.bbc.com/education/guides/z-y2h9gt/revision/3>

2 in first shell, 8 electrons in other shells

Group	Properties	Trends	Reactions
Group 0 (Noble Gases)	Unreactive and do not form molecules.	Boiling point increases going down the group.	Very unreactive as they have full outer shells.
Group 1 (Alkali Metals)	Reactive because they can easily lose one electron.	Reactivity increases going down the group.	With water: Metal + water → Metal hydroxide and hydrogen With oxygen: Metal + oxygen → Metal oxide With chlorine: Metal + chlorine → Metal chloride
Group 7 (Halogens)	Non-metals Form molecules	Reactivity decreases going down the group. Boiling point and melting point increase going down the group.	A more reactive halogen can displace a less reactive halogen from a solution of its salt.

Energy stores and transfers

Chemical store	Energy stored as chemicals waiting to react.
Kinetic store	Energy stored in objects that move.
Gravitational Potential store	Energy stored in objects raised up against the force of gravity.
Elastic Potential store	Energy stored in an object that has been elastically stretched or compressed
Internal/thermal store	Energy stored in the movement of particles. It is a combination of the kinetic energy of the particles and the potential energy of particles that are apart from each other. Can be modified by heating or cooling.
Mechanical transfer	Energy transferred when a force is applied over a distance.
Electrical transfer	Energy transferred when a charge moves.
Radiation transfer	Energy transferred by electromagnetic radiation.
Heat transfer	Energy transferred when an object is heated.

Power

power = energy transferred ÷ time	$p = \frac{E}{t}$	power - Watts (W) Energy transferred - Joules (J) Time - seconds (s)
power = work done ÷ time	$p = \frac{W}{t}$	power - Watts (W) Work done - Joules (J) Time - seconds (s)

Conservation and Dissipation of energy

Dissipation	Energy becoming spread out instead of in a concentrated store. "Wasted" energy.
Lubrication	A method of reducing unwanted energy transfers by application of a lubricant (e.g. oil) to reduce friction . Occurs in machines.
Insulation	A method of reducing energy transfers by the use of insulators (non-conductive material). Occurs in buildings.
Conservation of energy	The law that states that energy cannot be created or destroyed .

Energy changes in systems

The kinetic energy of a moving object can be calculated using the equation:

Kinetic energy = $0.5 \times \text{mass} \times \text{velocity}^2$	$E_k = 0.5 m v^2$	Energy - Joules (J) Mass - kilograms (kg) Velocity - metres per second (m/s)
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The amount of gravitational potential energy gained by an object raised above ground level can be calculated using the equation:

Gravitational potential energy = mass x gravitational field strength x height	$E_p = m g h$	Energy - Joules (J) Mass - kilograms (kg) Gravitational field strength - Newtons per kilogram (N/kg) Height - metres (m)
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Energy transfers and conservation of energy

Energy cannot be **created** or **destroyed**, it can only be **transferred** between stores.

This means however much energy we have at the start of a process, that is how much energy we must have at the end.

E.g.

GPE of the diver when he/she is standing on the diving board

= KE of the diver as he/she hits the water.

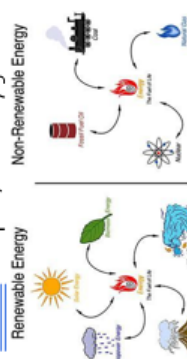


National and global energy resources

The main energy resources available for use on Earth include: fossil fuels (coal, oil and gas), nuclear fuel, biofuel, wind, hydro-electricity, geothermal, the tides, the Sun and water waves.

A renewable energy resource is one that is being (or can be) replenished as it is used.

The uses of energy resources include: transport, electricity generation and heating.



There is no unit for efficiency (because it is a ratio)

The answer will **always** be **less than 1!**

$$0 < \text{EFFICIENCY} < 1$$

The closer to 1 the more efficient something is.

Art Key Stage 3 Curriculum 2024-2025

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

	shape, pattern and colour. Assessment: Jasper John inspired number multi media final outcome.								
Cycle 3	Landscapes & Texture Georgia O'Keeffe watercolour artist copy. Van Gogh experiment samples, artist study and research Create landscape study from own photo using Van Gogh's techniques. Assessment: Georgia O'Keeffe <u>watercolour</u> copy. Post-Impressionist style landscape from own photo	KS3 Art club. Various topics including reference to sustainability, 'World Earth Day'.	DT and Maths – perspective drawing. Post-Impressionism in Art History	Architecture. 1 point perspective drawing. 2 point perspective drawing. Marc Allante <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 9 Art and Design.

Cycle 3- Portraiture project- Celebrity portrait and developments.

Task 3: Pattern on portraits.

- ☐ Enhanced portraits using a range of geometric and organic lines.
- ☐ Considered scale and proportion.

Task 1:

Celebrity portrait.

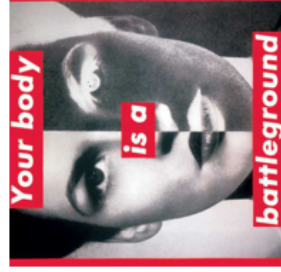
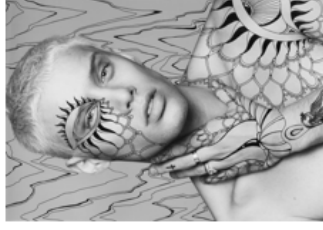
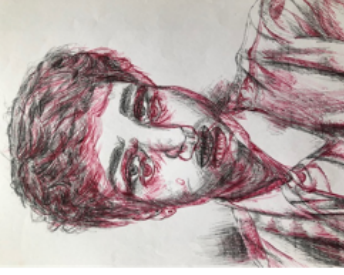
- ☐ Accurately drawn face shape and facial features .
- ☐ Applied a range of tones, showing highlighted and darker areas.
- ☐ Blended tones smoothly and gradually.
- ☐ Applied accurate details to all aspects of the face and hair.



Task 2:

Continuous line studies.

- ☐ Portrait is drawn with accurate proportions.
- ☐ A range of tones accurately applied in pen by controlling pressure.
- ☐ Detail applied to facial features.
- ☐ Evidence of CONTINUOUS line – excess line.



Key vocabulary to learn

Value	The lightness or darkness of objects.
Composition	The way in which all its elements work together to produce an overall effect.
Tints	When an artist adds a colour to white to create a lighter version of the colour.
Graphic Art	visual arts based on drawing or the use of line, as opposed to colour or relief on a plain surface, especially illustration and printmaking.



Year 9 Art and Design.

Cycle 3- Portrait Project.

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

1. Research a celebrity of your choice.

Use the internet- Google to find a celebrity image you would like to draw. The image must be enlarged to fill an A4 page and must be their head, neck and shoulders (not upper or whole body). It must be a clear, not pixelated image.

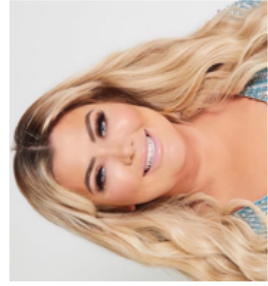
2. Practise eye drawing.

Using the YouTube tutorials links on your SMHW page, practise drawing and shading an eye realistically, must be at least A5 size.

3. Research the Artist Barbara Kruger.

Find at least 4 images of her work and information about her work – what is her theme and approach? Describe her technique. Write your opinion of her style- what you like or dislike about it. Remember to use Artistic language and key words.

4. Produce your own Barbara Kruger still piece of Art. Use an image off the internet or photocopy a personal photograph and add your own powerful message over the top in a creative and bold way.



Barbara Kruger examples.



Class work activity:	Tick once completed:
Celebrity Portrait- pencil tonal.	
Continuous line portrait.	
Pattern on portrait- inspired by Josh Bryan and Alana Dee Haynes.	
Extension task – Barbara Kruger message on portrait study.	

Literacy link:
Artist research.

Spirituality link:
Value of self and individuality

Stretch and challenge:

Research other Artists who have powerful messages in their Art.



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>

High Level and Machine Code

Explain the difference between:

High Level Code: A computer programming language used to write programs. They need to be translated into machine code through a compiler, interpreter or assembler.

Machine Code: Also called object-code, this is low-level code that represents how computer hardware and CPUs understand instructions. It is represented by binary numbers.

Assemblers and Translators

Describe the characteristics of these tools:

Assembler: An assembler translates assembly language into machine code. Assembly language is a low-level language written in mnemonics that closely reflects the operations of the CPU.

Compiler: A compiler translates the whole program into machine code before the program is run. It can be difficult to test individual lines of compiled code compared to interpreted languages as all bugs are reported after the program has been compiled.

Interpreter: An interpreter translates code into machine code, instruction by instruction - the CPU executes each instruction before the interpreter moves on to translate the next instruction. Interpreted code will show an error as soon as it hits a problem, so it is easier to debug than compiled code.

IDE

Describe the common tools available in an IDE:

Code editor: the environment where the user can write code is called the shell. It has features that assist with the writing and editing of code. These are:

- **Auto-completion** (or code completion). This is designed to save time while writing code
- **Bracket matching.** This is used for languages that use pairs of brackets to mark out blocks of code
- **Syntax checks.** This recognises incorrect use of syntax and highlights any errors

Translator - this compiles or interprets the code.

Auto documentation - this explains the function and purpose of the code.

Libraries - these provide functions that are not included in the core part of the programming language.

Build automation - these tools save time by automatically doing the processes that would otherwise be done by hand.

Debugger - this is a program within the IDE that is used to detect errors.

Variables and Constants

Explain the difference between a variable and a constant:

A constant is a value in computer programming that does not change when the program is running. A variable in a computer program, this is a memory location where values are stored.

PROGRAMMING

Pseudocode

Write an example algorithm using Pseudocode:

```
item1 = input ("Please enter price of first item:")
item2 = input ("Please enter price of second item:")
total = item1 + item2
if total > 10 then
    print ("Sorry, too much")
else
    change = 10 - item1 - item2
    print ("Change from £10.00 is £", change)
endif
```

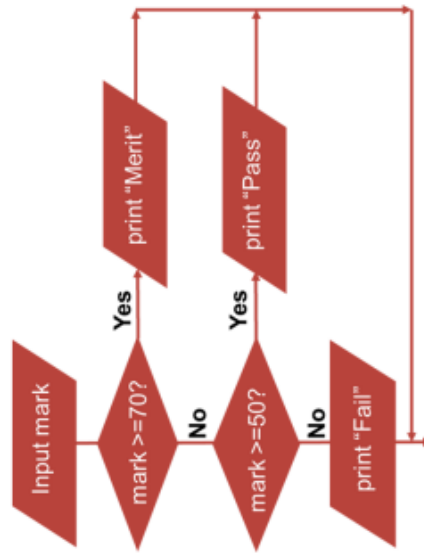
Data Types

Describe these data types:

Type	Description
Integer	A whole number
Real	A number with a decimal point
Boolean	Yes/No True/False
Character	A single character
String	Alpha-numeric data

Flowchart:

Draw an example flowchart:



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

Songwriting Project

Lesson 1 What makes a good song?

Using your existing knowledge of songs (in any genre) you will explore what musical features are needed in a song to make it successful. You will learn about structure, instrumentation, texture, tonality, harmony and different vocal techniques such as: **Belting; Rapping; Vocal Harmonies and Vocalising**

Lesson 2

For the remainder of this term, you will be working in pairs to create a song, in a style/genre of your choice. You need to make decisions about what you are aiming towards.

A song that we are going to be inspired by and why:

Lesson 7 Creating a Melody

You need to create a melody to go with your chord progression, and the notes all need to fit together.
e.g. if the triad you have chosen is **C Major (C E G)** then your melody should use mostly the notes C, E or G, with a few extra notes allowed too. Your melody should be a mixture of steps and leaps and some parts can be repeated too.

Your melody could be sung, or it could be played by an instrument like piano or guitar.

Lesson 8 Creating a drum beat

Your drum beat underpins the whole piece and keeps everything in time. You should add in a steady drum track to your piece of music, but you may not want it all the way through.



Lesson 3 Song planning:

Major or Minor? _____

What instruments will be used? _____

What tempo do you want? _____

Create a chord pattern that starts and ends on the same chord. It should be 8 chords long.

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Lesson 4 Developing the texture

Texture – the different layers in a piece of music

You will need to create layers of different instruments in your song, as most songs use more than 1 instrument in them. You should include a **bassline** which uses a pattern that fits with the chords you have chosen. Some songs also use string or brass instruments to add interest – think about what else you want to add into yours.

Lessons 5 and 6 - Mid-cycle Assessment and Feedback

You will complete an appraising (listening) assessment. Your teacher will play you extracts of songs and you need to listen, analyse and answer the questions about what you are hearing.

Lesson 9 Development of your piece

Structure – the different sections and what order they are in

Verse – a section of a song that has different lyrics each time

Chorus – the main part of a song that is catchy and repeats

Bridge/Instrumental – a contrasting section with different chords and sometimes no singing

Bassline – a low-pitched pattern that supports the harmony





Melody – the main tune of a piece, usually performed by the singer

Chord Progression – a pattern of chords that is repeated throughout a song

Cadence – a pair of chords that are used at the end of a section or phrase

Lesson 10 and 11 – End of Cycle Assessment and Feedback

For your final assessment of KS3 you will be showcasing your song – either live or by playing out loud what you have recorded into Cubase. Your teacher will be looking for a full song composition that shows the best of what you have learned throughout Year 9 and KS3 as a whole.

Year 9 Cycle 3 Performing Arts	Drama – Devising Theatre	Building Blocks of Devising in drama
<p>Lesson 1 – What is a stimulus? To stimulate: to encourage or develop further In Drama, a stimulus is used as a starting point to trigger ideas and create new, original Drama. We call this a devised piece of Drama. There is no set script or rules – it is intended to be creative, imaginative and original. Improvisation is encouraged as a starting point!</p>	<p>Big Picture: To research wider social context to write a piece of theatre responding to a stimulus of your choice.</p> <p>Lesson 4 – Using Devising Drama is intended to be created through practical exploration, improvising and developing. The two basics you will explore are text and movement. With a stimulus, you can experiment with a scene using the following as a guide:</p> <ul style="list-style-type: none"> - Ensemble work - Physical theatre - Slow motion - Repetition - Exaggeration - Non-naturalism - Use of music <p>Use your imagination and creativity to explore these ideas. You can't get it wrong!</p>	
<p>Lesson 2 – Exploring a stimulus Before you can start any practical work, you need to discuss ideas that you have based on a stimulus. Some of the questions you can ask yourself and your group:</p> <ul style="list-style-type: none"> - Where is this from? - Who can use it? - What does it make you think of? - Any true stories you know that link to it? - The emotions you feel from it - What does it communicate? 	<p>Lesson 5 – Preparing for your assessment showcase You can complete this assessment as a performer or as a designer. If you are performing, your piece should incorporate a variety of the techniques we have explored around text and movement. If you are a designer, you should focus on how costume, lighting, sound or set can be used to complement the performance with clear understanding on the impact it will have on the audience and the message it will create. Performers will showcase their practical work Designers will present their ideas through a PowerPoint.</p> <p>Standing in front of people and talking is a life skill – now is the time to work on this!</p>	  
<p>Lesson 3 – Using verbatim to inspire a scene Devising Drama is intended to be created through practical exploration, improvising and developing. The two basics you will explore are text and movement. With a stimulus, you can experiment with a scene using the following as a guide:</p> <ul style="list-style-type: none"> - Use of voice - Creating text - Greek chorus techniques - Different styles of text about the same topic - (poems, news articles, stories, lists, stream of consciousness) 		

Year 9 Cycle 3 Performing Arts	Drama – Devising Theatre	Building Blocks of Devising in drama
<p>Lesson 6 – Showcase/presentation of devised Drama</p> <p><i>Group performance showcasing their piece of devising OR presentation detailing their ideas.</i></p> <ul style="list-style-type: none"> What is the piece about? Have I included the right techniques? How do I want the audience to feel? Do I want it to be funny or serious? <p>Has your practical work used:</p> <ol style="list-style-type: none"> Some form of text? Some form of movement? <p>Has your presentation shown:</p> <ol style="list-style-type: none"> Clear set design with an understanding of how meaning is created Clear costume designs to communicate character OPTIONAL: lighting and/or sound ideas 		
<p>Big Picture: To research wider social context to write a piece of theatre responding to a stimulus of your choice.</p>		
Developing	<p>You can list a few important features of pop songs</p> <p>You can identify some musical features of pop songs when listening to existing pieces</p> <p>You have used important features of songs in your composition</p> <p>You have shown that you have considered the stylistic features of the genre you are creating</p> <p>You can define 'stimulus' and know what devising means</p> <p>You can create simple text to contribute to a group showcase</p> <p>You can apply one or two movement techniques to a group showcase</p> <p>You show some understanding of non-naturalism and some evidence of imagination and creativity</p> <p>You worked as part of a group</p>	Mid
Achieving	<p>You can describe different important features of pop songs</p> <p>You can describe musical features of pop songs when listening to existing pieces</p> <p>You have used important features of songs accurately in your composition</p> <p>You have shown key stylistic features of the genre you are creating throughout the composition</p> <p>You can give opinions on a stimulus and contribute some ideas to group discussion</p> <p>You can use your imagination and create interesting dialogue to compliment a group showcase</p> <p>You can apply a number of movement techniques with effectiveness</p> <p>You understand how non-naturalism can be created and apply this with some confidence</p> <p>You took an active role in your group and regularly participated</p>	Mid
Exceeding	<p>You can explain why several important features of pop songs are used frequently</p> <p>You can describe and interpret different musical features of pop songs when listening to existing pieces</p> <p>You have used important features of songs accurately and creatively in your composition</p> <p>You have shown key stylistic features of the genre and adapted them to suit your work throughout the composition</p> <p>You provide insightful and mature contributions about a stimulus and can make wider connections from prior knowledge</p> <p>Your dialogue is original, creative and emotive and compliments the practical work</p> <p>You can apply the movement techniques with originality and a clear understanding on how this creates meaning</p> <p>You confidently apply non-naturalistic techniques and clearly understand the deeper meaning to devising</p> <p>You took a leading role in your group, ensuring all members are listened to and included</p>	End

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 9 – Cycle 3 Hospitality and Catering



Animal agriculture is the source of 51% of all greenhouse gases.
Cows produce about 150 billion gallons of methane per day.
Methane is 25 to 100 times more damaging to the atmosphere than CO₂.
percent of the Earth's land mass is used for animal agriculture.
million acres of the rain forest have been cleared for cattle grazing and growing feed crops.
World wide the meat and dairy industry use 30% of our fresh water every day.



Meat alternatives (sometimes called meat substitutes or meat analogues) are plant-based products designed to replace meat.

They often replicate the texture of meat.

- Examples of meat alternatives include:
- mycoprotein – protein sourced from fungi;
 - tofu (bean curd) – made from coagulated soy milk
 - textured vegetable protein (TVP) – from soy beans.

Global v Local

Kit Kats are made in York but are they really 'Made in the UK'?



Food and the Environment. Future of Food.



Ideas
You cannot select these have been done in previous years!

Environmental Issues

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



Tofu is often used because it absorbs flavours very efficiently



5 Ingredient Dish Proposal

Using a cuisine you have researched this project as your influence (South America, Africa, Western Europe) design a food product using 5 ingredients from the following slides. You may also add a carbohydrate of your own choice, one additional ingredient from any food group. You can use any seasonings you wish.

Your dish must be suitable for one of the groups listed below. You need to explain how your dish meets their nutritional needs as well as sensory qualities. You need to discuss how you have considered environmental issues in your proposal.

Elderly woman with osteoporosis, Teenager with Coeliac disease, Adult male on low-calorie diet, Vegetarian Teenage girl.

Ingredients (pick 5): Kidney beans, chicken, cheese, minced meat, stewing steak, pepper, tomatoes, sweetcorn, mushrooms, onion, carrot.



Literacy – learn key environmental terms
Numeracy – ratios and quantities of ingredients when designing products
SMSC – Ways in which the industry can limit environmental impact.

Key Words:

Food security – the state of having reliable access to a sufficient quantity of affordable, nutritious food.

Food provenance – where food and ingredients originally come from before they reach the industry.



Homework

Week 1 – research ideas and function of ingredients for the 5 ingredients dish proposal task.

Week 2 – plan ingredients and how to prepare them for Mediterranean tart.

Week 3 – Revision for end of year test.

Savoury Rice

5 ingredients dish proposal

Mediterranean tart.

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

Global pattern of air circulation		Changing pattern of Tropical Storms		Case Study: UK Heat Wave 2003	
Atmospheric circulation is the large-scale movement of air by which heat is distributed on the surface of the Earth.		Scientist believe that global warming is having an impact on the frequency and strength of tropical storms. This may be due to an increase in ocean temperatures.		The heat wave was caused by an anticyclone (areas of high pressure) that stayed in the area for most of August. This blocked any low pressure systems that normally brings cooler and rainier conditions.	
Hadley cell	Largest cell which extends from the Equator to between 30° to 40° north & south.	Management of Tropical Storms		Effect	
Ferrel cell	Middle cell where air flows poleward between 60° & 70° latitude.	Protection	Preparing for a tropical storm may involve construction projects that will improve protection.	Aid	People suffered from heat strokes and dehydration.
Polar cell	Smallest & weakest cell that occurs from the poles to the Ferrel cell.	Development	The scale of the impacts depends on the whether the country has the resources cope with the storm.	Planning	Involves getting people and the emergency services ready to deal with the impacts.
Distribution of Tropical Storms.		Prediction	Constant monitoring can help to give advanced warning of a tropical storm	Education	Teaching people about what to do in a tropical storm.
They are known by many names, including hurricanes (North America), cyclones (India) and typhoons (Japan and East Asia). They all occur in a band that lies roughly 5-15° either side of the Equator.		Primary Effects of Tropical Storms		What is Climate Change?	
		Secondary Effects of Tropical Storms		Climate change is a large-scale, long-term shift in the planet's weather patterns or average temperatures. Earth has had tropical climates and ice ages many times in its 4.5 billion years.	
		People are left homeless, which can cause distress, poverty and ill health due to lack of shelter.		Recent Evidence for climate change.	
Once the temperature is 27°, the rising warm moist air leads to a low pressure. This eventually turns into a thunderstorm. This causes air to be sucked in from the trade winds.		Businesses are damaged or destroyed causing employment.		Average global temperatures have increased by more than 0.6°C since 1950.	
With trade winds blowing in the opposite direction and the rotation of earth involved (Coriolis effect), the thunderstorm will eventually start to spin.		Shortage of food as crops are damaged.		Many of the world's glaciers and ice sheets are melting. E.g. the Arctic sea ice has declined by 10% in 30 years.	
When the storm begins to spin faster than 74mph, a tropical storm (such as a hurricane) is officially born.		Almost 6,500 deaths.		Average global sea level has risen by 10-20cms in the past 100 years. This is due to the additional water from ice and thermal expansion.	
With the tropical storm growing in power, more cool air sinks in the centre of the storm, creating calm, clear condition called the eye of the storm.		130,000 homes destroyed.		Enhanced Greenhouse Effect	
When the tropical storm hits land, it loses its energy source (the warm ocean) and it begins to lose strength. Eventually it will 'blow itself out'.		Water and sewage systems destroyed had caused diseases.		Recently there has been an increase in humans burning fossil fuels for energy. These fuels (gas, coal and oil) emit greenhouse gases. This is making the Earth's atmosphere thicker, therefore trapping more solar radiation and causing less to be reflected. As a result, the Earth is becoming warmer.	
Formation of Tropical Storms		Emotional grief for dead.		Evidence of natural change	
		Management		Some argue that climate change is linked to how the Earth orbits the Sun, and the way it wobbles and tilts as it does it.	
		The UN raised £190m in aid.		Dark spots on the Sun are called Sun spots. They increase the amount of energy Earth receives from the Sun.	
		USA & UK sent helicopter carrier ships deliver aid remote areas.		Volcanic Eruptions	
		Education on typhoon preparedness.		Volcanoes release large amounts of dust containing gases. These can block sunlight and results in cooler temperatures.	
		Effects		Managing Climate Change	
		Almost 6,500 deaths.		Carbon Capture	
		130,000 homes destroyed.		This involves new technology designed to reduce climate change.	
		Water and sewage systems destroyed had caused diseases.		International Agreements	
		Emotional grief for dead.		Countries aim to cut emissions by signing international deals and by setting targets.	
		Management		Renewable Energy	
		The UN raised £190m in aid.		Replacing fossil fuels based energy with clean/natural sources of energy.	
		USA & UK sent helicopter carrier ships deliver aid remote areas.			
		Education on typhoon preparedness.			



KS3 Curriculum 2024-2025: History

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



GCSE History Paper 1: Medicine through Time

Key Words

No Man's Land: The area between the allied and the enemy trenches

Gas Gangrene: An infection caused by the bacteria in the soil at the front

Shellshock: PTSD – A mental health condition caused by the trauma of war

Artillery: Huge guns that fire shells (bombs)

Shrapnel: Sharp metal thrown out when a shell explodes

Triage: The system of splitting the wounded into groups depending on who needs the most urgent care

RAMC: The Royal Army Medical Corps – the medical officers in the army

FANY: Nurses who worked on the front lines

RAP: Regimental Aid Post – the first step of the chain of evacuation

ADS: Advanced Dressing Station – the second step of the chain of evacuation

CCS: Casualty Clearing Station: The third step of the chain of evacuation – a large and well-equipped hospital

Field Ambulance: A mobile unit of medical staff who would set up

Advanced Dressing Stations (not a vehicle!)

Evacuation: The process of moving someone out of a dangerous area

Medicine in World War One

<p>The British Sector:</p> <p>Somme: Huge casualty rate</p> <p>Ypres: Water-logged First gas attack</p> <p>Arras: Underground hospitals</p> <p>Cambrai: Largest tank battle</p>	
<p>The Trench System:</p> <p>Zig-zag design and tight quarters made evacuation difficult Wet and unpleasant conditions</p>	<p>Illnesses and Wounds</p> <p>Trench Fever: caused by lice Trench Foot: wet conditions Powerful rifles and machine-guns = more and deeper wounds Shrapnel: most effective weapon Bacteria from mud and clothes forced deep into wounds</p>
<p>Context: Medicine in the Early 1900s:</p> <ul style="list-style-type: none"> • Aseptic surgery was used, but impossible at the front • X-rays developed in 1895 • Blood types discovered in 1900 – blood transfusions possible 	<p>Sources:</p> <p>Army records Newspapers Gov. reports RAMC diaries Photos Hospital records</p>

<p>The Chain of Evacuation:</p> <p>Stretcher-bearers: 16 per 1000 RAP: Dug-outs on the front line, 1 medical officer, light treatment ADS: Tents and derelict buildings. Triage patients CCS: First large facility – performed operations, X-Rays – 1000 casualties could be treated Base Hospitals: Largest hospital</p>	<p>Improvements over WW1:</p> <ul style="list-style-type: none"> • Carrel-Dakin Method: tubes that washed wounds with antiseptic • Thomas Splint: stabilised the leg, deaths from leg wounds went from 80% to 20% • Mobile X-Rays: found at most CCS by 1916 • Sodium citrate used to stop blood clotting for transfusions – blood banks created – first blood depot at Cambrai 1917 • Plastic Surgery: 7 specialist hospitals in France by 1915 • Brain surgery: Number of head wounds, x-rays, and availability of blood transfusions led to new surgeries
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How to answer Q1: Two Features (4) - 6 minutes
Give a fact and a supporting detail x2
Consider:
who/what/where/when

How to answer Q2a: How useful are sources A and B... (8) - 12 minutes
CONTENT: Make an inference, Support with a quote
OWN KNOWLEDGE to back it up
PROVENANCE: nature (what is it), origin (who, where, when it was made), purpose (why it was made): does this make the source more or less reliable? Why?

How to answer Q2b: How would you follow up Source B... (4) - 6 minutes
Detail: Direct quote!!!!
Question: Wider question
Source: Specific and primary
Help: The info you might find out

Key Stage 3 MFL Curriculum Plan

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

Summer 1 'Future & Dream Travels' **Week 1 '¿Qué haces en verano?'** (What do you do in the summer?)

Essential					
	Spanish	English		Spanish	English
Chunks	¿Qué haces en verano? todos los días una vez a la semana dos o tres veces a la semana cuando... hace buen tiempo hace mal tiempo hace calor / frío hace sol / viento vivo en el norte / sur/ este / oeste de España / México/ Inglaterra / Escocia/ Gales / Irlanda (del Norte) tengo... semanas de vacaciones en primavera / verano / otoño/ invierno	What do you do in the summer? every day once a week two or three times a week When... it's good weather it's bad weather it's hot / cold it's sunny / windy I live in the north/ south/ east/ west of Spain / Mexico/ England / Scotland/ of Wales / (Northern) Ireland I have... weeks holiday in spring / summer / autumn / winter	Verbs	compro escucho hacer/ hago juego al/ a la/ a los/ a las monto a caballo / en bici nado salgo toco (+ instrument) ver/ veo voy al/ a la estar al aire libre ir a / al/ a la (+ destination) ir de compras / excursión / de vacaciones leer no hacer nada tomar el sol usar	I buy I listen to to do/ I do I play I go horseriding / cycling I swim I go out I play to watch / I watch I go to the to be outdoors to go to go / I go shopping / on an excursion / on holiday to read to do nothing to sunbathe to use
Nouns	un montón de revistas un partido de fútbol el deporte / el kárate/ el baloncesto / el voleibol el piano el mar/ el parque/ el centro comercial/ el campo el ordenador la música / la radio/ la guitarra la costa / la playa/ la montaña/ la ciudad la tele los deberes los videojuegos (las) películas	loads of magazines a football match sport/ karate/ basketball/ volleyball the piano the sea/ the park/ the shopping centre/ the countryside the computer the music / the radio/ the guitar the coast/ the beach/ the mountain/ the city TV homework computer games films	Adverbs	siempre / a menudo/ a veces (casi) nunca	always / often/ sometimes almost never
	divertido/ barato interesante/ relajante	fun / cheap Interesting / relaxing	Conjunctions	ya que / dado que	given that / since


Summer 1 'Future & Dream Travels' **Week 1 '¿Qué haces en verano?'** (What do you do in the summer?)

Stretch					
	Spanish	English		Spanish	English
Chunks	vivo en el noreste/ noroeste/ sureste/suroeste, centro/ en el extranjero de vez en cuando llueve / nieva el tiempo es variable. el clima es caluroso/soleado hay niebla/tormenta hay chubascos está nublado	I live in the northeast/northwest/ southeast/ southwest/ centre/ abroad from time to time it's raining / snowing the weather is changeable the climate is hot/sunny it's foggy/stormy there are showers it's cloudy	Adjectives		
Nouns	(el) esquí/windsurf/ el submarinismo el polideportivo (en) la red (la) natación la pista de hielo una barbacoa (para) mi familia correos (las) canciones (los) artes marciales (los) deportes acuáticos	skiing/windsurfing/ diving the sports centre online swimming the ice rink a barbecue for my family emails songs martial arts water sports	Opinion phrases	me flipa/me apasiona... nos encanta... a mi modo de ver	I love... we love... in my opinion
Verbs	chateo cocino descargo escribo voy de paseo trabajo como (voluntario/a) bucear estar en contacto con veranear	I chat I cook I download I write I go for a walk I work as a (volunteer) to dive to be in touch with to spend the summer	Conjunctions	puesto que	given that/since
			Adverbs		
			Idioms	cuando llueve a cántaros	when it rains heavily/ a lot

Summer 1 'Holiday Memories & Future and Dream Travels' **Week 5 '¿Cómo pasaste las vacaciones?'** (How did you spend the holidays?)


Essential					
	Spanish	English		Spanish	English
Chunks	¿Cómo pasaste las vacaciones? el año / verano pasado	How did you spend the holidays? last year / summer	Adverbs	primero luego después más tarde finalmente	first then after later finally
Nouns	en autocar / avión en barco / coche / tren con mi familia / el insti con mi mejor amigo/amiga Francia / Italia / Turquía	by coach / plane by boat / car / train with my family / school with my best friend France / Italy / Turkey	Opinion phrases	Lo pasé bien / mal En mi opinión / Creo que... Fue inolvidable / interesante / flipante (Qué aburrido / guay!)	I had a good / bad time In my opinion / I think that... It was unforgettable / interesting /awesome How boring / cool!
Adjectives	solo/sola	alone	Conjunctions		
Verbs	fui/ fuimos de vacaciones a... fuimos a la playa pasé las vacaciones en... viajé... comí muchos helados compré recuerdos descansé hice esquí / turismo / windsurf saqué fotos tomé el sol Hizo buen / mal tiempo. Hizo calor / frío. Hizo sol / viento. Llovió / Nevó.	I/ we went on holiday to... we went to the beach I spent the holiday in... I travelled... I ate lots of ice creams I bought souvenirs I rested I did (went) skiing/sightseeing/windsurfing I took photos I sunbathed It was good / bad weather. It was hot / cold. It was sunny / windy. It rained / snowed.	Intensifiers		
			Idioms		

Summer 1 'Holiday Memories & Future and Dream Travels' **Week 5 '¿Cómo pasaste las vacaciones?' (How did you spend the holidays?)**

	Stretch					
	Spanish	English		Spanish	English	
<i>Chunks</i>	hace una semana / un mes/ un año hace dos semanas / meses / años excepto el martes, cuando...	a week/ month/ year ago two weeks / months / years ago except for Tuesday, when ...	<i>Adverbs</i>			
<i>Nouns</i>						
<i>Adjectives</i>			<i>Opinion phrases</i>	Me gustó/Me encantó. Lo pasé bomba Lo pasé fenomenal / fatal Fue increíble / impresionante/ / horroroso ¡Qué miedo! ¡Qué desastre!	I liked it/I loved it. I had a great time. I had a great / awful time It was incredible/ impressive/ / awful / How scary! What a disaster!	
<i>Verbs</i>	hice esquí / turismo / windsurf hubo niebla/tormenta.	I did/ went skiing/ sightseeing/ windsurfing it was foggy/stormy.	<i>Conjunctions</i>			
			<i>Intensifiers</i>			
			<i>Idioms</i>			

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Summer 1 'Holiday memories & Future and Dream Travels' **Week 4 '¿Cómo era el alojamiento?' (How was the accommodation?)**

Essential							
	Spanish	English		Spanish	English		
Chunks	¿Cómo era el alojamiento? mi propia habitación	How was the accommodation? my own room	Verbs	me alojé / me quedé (en)... estaba... era... tenía... no tenía ni... ni... además, no tenía... había...	I stayed (in)... It was... It was... there was/were... it had neither... nor... furthermore, it didn't have... it had...		
Nouns	un albergue juvenil / un hotel un parador un camping el centro de la ciudad el campo un bar (un) gimnasio un restaurante mucho espacio una pensión (cerca de la playa) una cabaña (una) cafetería (una) discoteca (una) piscina climatizada una sauna	a youth hostel / a hotel a state-run luxury hotel on a campsite the city centre the countryside a bar a gym a restaurant lots of space in a guest house (near the beach) a cabin a café a disco a heated pool a sauna		Adverbs	un poco / bastante... muy / demasiado... cerca (de) lejos (de)		a little bit / quite... very / too... close (to) far (from)
	Adjectives	antiguo/a animado/a barato/a caro/a cómodo/a grande lujoso/a moderno/a pequeño/a ruidoso/a tranquilo/a		old lively cheap expensive comfortable big luxurious modern small noisy quiet	Opinion phrases		
					Conjunctions		
Prepositions							
			Idioms				
						14	

Summer 1 'Holiday memories & Future and Dream Travels' **Week 4 '¿Cómo era el alojamiento?' (How was the accommodation?)**

Stretch					
	Spanish	English		Spanish	English
Chunks	mucho espacio para mi tienda	lots of space for my tent	Verbs	nos alojamos/nos quedamos... fui de crucero no había ni... ni... tampoco tenía...	we stayed I went on a cruise there was neither...nor... nor did it have...
Nouns	un apartamento un hotel de cinco estrellas un aparcamiento mucho ambiente/tráfico mucho que hacer una casa rural una lavandería una piscina cubierta mucha contaminación/gente muchos espacios verdes muchos lugares de interés muchas discotecas (en) las afueras	in an apartment in a five-star hotel a car park lots of atmosphere/traffic lots to do in a house in the country a launderette an indoor swimming pool lots of pollution/people lots of green spaces lots of places of interest lots of discos (on) the outskirts	Adverbs		
Adjectives	bonito/a histórico/a pintoresco/a turístico/a acogedor/ora	pretty historic picturesque touristic welcoming	Opinion phrases	lo bueno/lo malo (del pueblo/ de la ciudad) era que era...	the good thing/the bad thing (about the village/ about the city) was that it was...
			Idioms	más vale lo malo conocido que lo bueno por conocer	better the devil you know than the devil you don't



Essential					
	Spanish	English		Spanish	English
<i>Chunks</i>	¿Qué hiciste? saqué fotos tomé el sol	What did you do? I took photos I sunbathed	<i>Verbs</i>	lo pasé... fué aprendí a (+ infinitive) hacer vela / hice vela comí compré descansé hice perdí vi visité... a pie / en bici / en Segway vomité fuimos vimos visitamos tuve un accidente Llovió. Nevó. Hizo buen / mal tiempo. Hizo calor / frío. Hizo sol / viento.	I had a ... time It was I learned to to sail / I sailed I ate I bought I rested I did I lost I saw / I watched I visited ... on foot / by bike / by Segway I was sick we went we saw we visited I had an accident It rained. It snowed. It was good / bad weather. It was hot / cold. It was sunny / windy.
<i>Nouns</i>	un helado un recuerdo (el) esquí (el) turismo (el) windsurf un móvil un accidente un partido un barrio un barco un puerto un museo una montaña rusa	an ice-cream a souvenir skiing tourism windsurfing mobile phone an accident a match a quarter a boat a port a museum a roller coaster			
<i>Adjectives</i>	gótico/a horroroso/a bien / mal fenomenal / fatal inolvidable interesante flipante	gothic awful good / bad great / awful unforgettable interesting awesome	<i>Opinion phrases</i>	Lo mejor / Lo peor En mi opinión / Creo que... ¡Qué aburrido / miedo / guay! ¡Qué desastre!	The best / worst thing In my opinion / I think that... How boring / scary / cool! What a disaster!
			<i>Conjunctions</i>	cuando excepto el martes, cuando...	when except for Tuesday, when...
			<i>Prepositions</i>		
			<i>Idioms</i>		40



Stretch					
	Spanish	English		Spanish	English
<i>Chunks</i>	la vida nocturna a mediados de en el extranjero	night life in the middle of abroad	<i>Adjectives</i>	extranjero/a genial ocupado/a increíble impresionante	extranjero/a genial ocupado/a increíble impresionante
<i>Nouns</i>	un acuario un aeropuerto un desastre un crucero el esquí acuático el oro un vestuario el vuelo el Museo Picasso el Barrio Gótico el Monumento a Colón El mar Mediterráneo una insolación una isla la plata una sombrilla Francia Grecia las Islas Canarias las Ramblas	an aquarium an airport a disaster a cruise water skiing gold changing room, cloakroom flight the Picasso museum the Gothic quarter the Columbus monument the Mediterranean Sea sunstroke island silver sunshade, parasol France Greece Canary Islands the Ramblas quarter	<i>Verbs</i>	fue fui llegué tarde al / a la Hubo niebla/ tormenta. Puedes (+ infinitive) descubrir disfrutar pasear por ... subir ver aburrirse acabar de (+ infinitive) broncearse coger descansar regresar relajarse volver	it was I went I arrived late to ... It was foggy/stormy. You can ... to discover to enjoy to walk along... to go up / climb up to see / to watch to get bored to have just (done something) to get a tan to catch, to take to rest to return to relax to return
			<i>Adverbs</i>		
			<i>Opinion phrases</i>	Me gustó/ Me encantó Lo pasé bomba. Lo pasé fatal.	I liked it/I loved it. I had a great time. I had an awful time.
			<i>Idioms</i>		41



Essential					
	Spanish	English		Spanish	English
Chunks	mis vacaciones desastrosas por lo general por un lado... por otro lado... el primer / último día... el día siguiente...	my disastrous holidays in general on one hand... on the other hand... (on) the first / last day... on the following day...	Verbs	alquilar / alquilé conocer / conocí ir / fui / fuimos ir de excursión / fuimos de excursión perder / perdí visitar / visité coger / cogí decidir / decidí acampar tener / tuve tener que / tuve que... llamar a ... ser / era estar / estaba	to rent / I rented to meet / I met to go / I went / we went to go on an excursion / we went on an excursion to lose / I lost to visit / I visited to take / I took to decide / I decided to camp to have / I had to have to / I had to to call... to be / I was or it was to be / I was (being) or it was (being)
Nouns	el pueblo el equipaje un retraso un mecánico una bicicleta una fiesta una excursión una avería la comisaría la cartera la gente la llave las / mis vacaciones las / mis gafas de sol	the town / village the luggage a delay a mechanic a bicycle a party an excursion a breakdown the police station the wallet people the key the / my holidays the / my sunglasses	Adverbs		
			Opinion phrases		
Adjectives	desastroso/a(s) mucho/a(s)	disastrous a lot of / many	Conjunctions	sin embargo por eso	however therefore / so
			Intensifiers		
			Idioms		

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Stretch					
	Spanish	English		Spanish	English
Chunks	por desgracia	unfortunately	Verbs	tener / tuve / tuvimos... tener que / tuvimos que... esperar ir al hospital perder / perdimos coger / cogimos decidir / decidimos llegar / llegué / llegamos... acampar decidir alquilar coger chocar con hacer alpinismo volver	to have / we had... to have to / we had to... to wait to go to the hospital to lose / we lost to take / we took to decide / we decided to arrive / I arrived / we arrived to camp to decide (to) to rent to catch to crash into to go mountain climbing to return
Nouns	un accidente un pinchazo mucho tiempo un hospital el teleférico el paisaje una maleta la recepción una bicicleta la autopista	an accident a puncture a long time hospital cable car the landscape suitcase the reception a bicycle the motorway	Adverbs	cuando tarde ya	when late already
Adjectives	precioso/a(s)	beautiful	Opinion phrases		
			Idioms	no es oro todo lo que reluce	all that glitters is not gold

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Summer 2 'Holiday memories & Future and Dream Travels' **Week 4 '¿Quisieras reservar?' (Would you like to make a reservation?)**

Essential					
	Spanish	English		Spanish	English
Chunks	¿Quisieras reservar? ¿Hay...? ¿Cuánto cuesta una habitación? ¿A qué hora se sirve el desayuno? ¿Cuándo está abierto el/la...? ¿Hasta qué hora está abierto el/la...? ¿Se admiten mascotas/ perros? ¿Para cuántas noches? ¿Cuál es el problema? ¿Qué habitación es? ¿Cómo se llama usted? ¿Cómo se escribe? ¿Puede repetir, por favor? ¿Dígame? una habitación individual/ doble por noche con vistas al mar con media pensión con pensión completa oferta especial Quiero quejarme de acuerdo (no) hay...	Would you like to make a reservation? Is/are there...? How much does a... room cost? What time is breakfast served? When is the... open? What time is the... open until? Are pets/ dogs allowed? For how many nights? What is the problem? Which room is it? What is your name? (formal) How do you spell it? Can you repeat, please? hello (on the phone)/ how may I help you? a single/ double room per night with a sea view with half board with full board special offer I want to complain ok, alright there is/are (not)	Nouns	el aire acondicionado el ascensor el aparcamiento el wifi (el) desayuno el director (el) papel higiénico (el) jabón (el) champú un suplemento para (perros) (un) balcón (un) baño un descuento un secador una tienda una toalla (una) cama de matrimonio (una/ la) habitación (una/ la) ducha la luz la cama (unos) ratas los recuerdos	air conditioning the lift the car park wifi breakfast the manager toilet paper soap shampoo a supplement for (dogs) a balcony a bath a discount a hair dryer a shop a towel a double bed a room a/ the shower the light the bed rats souvenirs
Verbs	son quiero, quiere, quisiera (no) funciona está necesito reservar hablar (con) cambiar (de)	they are I want, you (sing formal) want / he/she wants, I would like it (doesn't) work it is I need to book to talk (to) to change	Time phrases	para... noche(s) del... al... de...	for... night(s) from (+ day) until...
			Prepositions	con sin	with without
			Adverbs	gratis	free of charge
			Adjectives	sucio/a(s) climatizado/a(s)	dirty heated

Summer 2 'Holiday memories & Future and Dream Travels' **Week 4 '¿Quisieras reservar?' (Would you like to make a reservation?)**

Stretch					
	Spanish	English		Spanish	English
Chunks	¿Cuánto es el suplemento por...? ¿Puede hablar más despacio? ¿Se admiten mascotas? no se admiten mascotas lo siento/ perdona a ver en pleno centro de por supuesto el hotel está completo el hotel cuenta con piscina climatizada	How much is the supplement for...? Can you speak more slowly? Are pets allowed? pets are not allowed I am sorry let's see right in the centre of of course the hotel is fully booked the hotel has a heated swimming pool	Verbs	cuesta llamar tenemos	it costs to call we have
			Conjunctions	pues	well
			Opinion phrases	es inaceptable	it is unacceptable
Nouns	(un) televisor de pantalla plana (el) servicio de limpieza una bañera una terraza	(a) flat screen TV (the) cleaning service a bathtub a terrace	Exclamatory phrase	¡Socorro!	help!
time phrases	todos los días	everyday	Prepositions	entre hasta (+ time)	between until
Question words	cuánto/a(s) cuándo a qué hora	how much (many) when what time	Adverbs		
			Adjectives	incluido/a(s) completo/a(s) abierto/a(s) estropeado/a(s) libre(s)	included fully booked (hotel) open damaged, broken free, available
			Idioms	cuando el gato no está, los ratones bailan	when the cat is away the mice will play

Summer 2 'Holiday memories & Future and Dream Travels' **Week 3 '¿Adónde irás de vacaciones el año próximo?' (Where will you go on holiday next year?)**



Essential						
	Spanish	English		Spanish	English	
Chunks	¿Adónde irás de vacaciones el año próximo? el año / verano próximo or el próximo año / verano or el año / verano que viene	Where will you go on holiday next year? next year / summer	Adverbs	primero luego después más tarde finalmente	first then after later finally	
Nouns	en autocar / avión en barco / coche / tren con mi familia / el insti con mi mejor amigo/amiga Francia / Italia / Turquía	by coach / plane by boat / car / train with my family / school with my best friend France / Italy / Turkey		Opinion phrases	Lo pasaré bien / mal En mi opinión / Creo que... será inolvidable / interesante / flipante ¡Qué aburrido / guay!	I will have a good / bad time In my opinion / I think that... It will be unforgettable / interesting / awesome How boring / cool!
Adjectives	solo/sola	alone		Conjunctions		
Verbs	iré/ iremos de vacaciones a... iremos a la playa pasaremos las vacaciones en... viajaré... comeré muchos helados compraré recuerdos descansaré haré esquí / turismo / windsurf sacaré fotos tomaré el sol veré los monumentos (no) habrá mucho que hacer Hará buen / mal tiempo. Hará calor / frío. Hará sol / viento. Lloverá / Nevará. Voy a viajar/ comer/ ir	I/ we will go on holiday to... we will go to the beach I will spend the holiday in... I will travel... I will eat lots of ice creams I will buy souvenirs I will rest I will do skiing/sightseeing/windsurfing I will take photos I will sunbathe I will see the monuments there will (not) be much to do It will be good / bad weather. It will be hot / cold. It will be sunny / windy. It will rain / snow. I am going to travel/ eat/ go	Intensifiers			
			Idioms			



Stretch					
	Spanish	English		Spanish	English
<i>Chunks</i>	en una semana / un mes/ un año en dos semanas / meses / años	In a week/ a month/ a year in two weeks / months / years	<i>Adverbs</i>		
<i>Nouns</i>					
<i>Adjectives</i>					
<i>Verbs</i>	haré esquí / turismo / windsurf habrá niebla/tormenta.	I will go skiing/ sightseeing/ windsurfing it will be foggy/stormy.	<i>Opinion phrases</i>	Me gustará/Me encantará. Lo pasaré bomba Lo pasaré fenomenal / fatal Será increíble / impresionante/ / horroroso ¡Qué miedo! ¡Qué desastre!	I will like it/I will love it. I will have a great time. I will have a great / awful time It will be incredible/ impressive/ / awful / How scary! What a disaster!
	Vamos a viajar/ comer/ ir	We are going to travel/ eat/ go	<i>Conjunctions</i>		
			<i>Intensifiers</i>		
			<i>Idioms</i>		



	Year 7		Year 8	Year 9		
	Knowledge and skills development		Outwitting opponents and implementing rules	Game play and tactical development		Enrichment
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.</p> <p>Careers – sports judges/officials, referees, PE teacher</p>		<ul style="list-style-type: none"> Outwitting opponents Encouraging team work To develop fluency of the skills learnt Adhere to the rules within a condition/ competitive game Leadership skills with clarity, volume and presence. Decision making <p>Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely.</p> <p>Careers – sports judges/officials, referees PE teacher</p>	<ul style="list-style-type: none"> Analysing performance Embedding technique into a competitive game Focus on developing tactics, set play Developing skills as a leader and official – officiating games with support <p>Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely.</p> <p>Careers – sports judges/officials, referees PE teacher</p>		Football Netball Rugby Trampolining Fitness club Dance Basketball
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.</p> <p>Careers – Coaches, personal trainers, managers</p>		<ul style="list-style-type: none"> Outwitting opponents Encouraging team work To develop fluency of the skills learnt Adhere to the rules within a condition/ competitive game Leadership skills – teacher to direct a leadership role within the activity Decision making <p>Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely.</p> <p>Careers – Coaches, personal trainers, managers</p>	<ul style="list-style-type: none"> Analysing performance Embedding technique into a competitive game Focus on developing tactics, set play Developing skills as a leader and official – leading own activities and feeding back. <p>Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely.</p> <p>Careers – Coaches, personal trainers, managers</p>		Football Netball Rugby Trampolining Fitness club Dance Basketball

Cycle 3	<ul style="list-style-type: none"> Developing technique and performance Replicate accurate movement To develop precision, control and accuracy To understand basic rules and use them within a game Basic leadership skills with clarity, volume and presence. <p>Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely. Careers – Health safety officer, officials, umpires, athletes</p>	<ul style="list-style-type: none"> Outwitting opponents Encouraging team work To develop fluency of the skills learnt Adhere to the rules within a condition/ competitive game Leadership skills – to lead a starter activity Decision making <p>Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely. Careers – Health safety officer, officials, umpires, athletes</p>	<ul style="list-style-type: none"> Analysing performance Embedding technique into a competitive game Focus on developing tactics, set play Leadership skills - To be able deliver aspects of the lesson and to officiating with clarity and presence <p>Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely. Careers – Health safety officer, officials, umpires, athletes</p>	Cricket Rounders Athletics	Measurements – Maths
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Year 9 - Tactical awareness

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 competitive context
- Sport specific terminology
- Strategies to outwit opposition
- Application of game rules as a performer and official

Cricket

- Batting – Drive shot
- Batting – Cut shot
- Bowling – Pace and Spin
- Fielding - Sending/Receiving
- Fielding – Positioning
- Wicket Keeping

Rounders

- Batting – Variations
- Bowling – Variations
- Fielding - Sending/Receiving
- Fielding – Positioning

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>Stewardship - Experiencing God in the world</p> <p>This topic builds on previous learning and looks at the place of the trinity in the world today, with the focus being the natural world and stewardship.</p> <p><u>Assessment</u> - Mini assessments in lessons and an end of topic assessment.</p>	<p>It is the intent to take each year group to a place of worship in the summer term, so that at the end of their time at the academy, they will have seen each of the main world religions place of worship.</p> <p>Geography. evolution big bang Science, History, the development of the early church - Tudors</p> <p>Public sector, HR, Social policy design, law.</p>	<p><u>Global concerns</u></p> <p>Building on previous learning this topic looks at the ideas linked to a divided world, poverty, and how to make a difference through fundraising for Christian charities. Pupils plan a campaign and raise funds for a charity of their choice.</p> <p><u>Assessment</u> - Mini assessments in lessons and an end of topic assessment.</p>	<p>It is the intent to take each year group to a place of worship in the summer term, so that at the end of their time at the academy, they will have seen each of the main world religions place of worship.</p> <p>Geography. evolution big bang Science, History, the development of the early church - Tudors</p> <p>Public sector, HR, Social policy design, law, environmental work, <u>International development</u></p>
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Year 9 RE - Cycle 3- Global concerns				
<p>Beliefs about respect for each other</p> <p>We will explore why Christians believe that human beings should be treated with respect, linking to the Genesis story and Jesus' teachings</p> <p>We will investigate biblical and Christian teachings about responsibility for the poor eg The Story of the Good Samaritan, (Treat others as you would like to be treated/Love thy neighbour) and the Story of the Sheep and the Goats and how this teaching tells us how we can get to heaven (sheep) or hell (goats) depending if we followed the teaching of the Good Shepherd (Jesus) or not.</p>	<p>Divided world</p> <p>Looking at what is meant by extreme poverty and how less economically developed countries differ from richer countries.</p> <p>We will look at the rich north and the poor south, as well as the responsibility we all have on this planet to look out for future generations as stewards of this planet.</p> <p>The rich north has enough to eat and shelter, but if it shared it's wealth the poor south would also have enough to eat.</p>	<p>Causes of poverty</p> <p>We will look at basic needs:</p>  <p>And how these have an influence on the poverty cycle. Eg lack of education/healthcare/food caused by greed.</p> <p>If you don't have access to these basic needs then you will fall into the poverty cycle. I.e no shelter, no work, no work no food etc.</p>	<p>Christian/other world religions responses to the needs of others</p> <p>Christians set up charities to help those in need locally, nationally and internationally.</p> <p>They campaign and fund raise.</p> <p>Local churches help foodbanks, or even set them up.</p> <p>They work with red cross and red crescent to make sure that the world's poor are fed or have access to healthcare.</p>  	<p>Key words, terms and key religious support:</p> <p>THE ENVIRONMENT</p> <ul style="list-style-type: none"> environmental problems, including pollution, destruction of natural habitats, use and abuse of natural resources, and climate change; individual, community, national and international responses, e.g. recycling, conservation projects and earth summits. <p>WORLD POVERTY</p> <ul style="list-style-type: none"> characteristics of Less Economically Developed Countries (LEDCs) and causes of poverty; emergency and long term aid; voluntary aid agencies: CAFOD, Christian Aid, Tearfund, Trocaire; Red cross; Red crescent <p>Suggested Biblical texts: Genesis 1 and 2, Matthew 25 31-46, 1 John 3 17-18</p>
<p>Why do Christians help those in need?</p> <ul style="list-style-type: none"> Representing Jesus on Earth Bringing together as a community all the people who want to know and love God bringing the gospel to all people The church has a mission to spread the Christian faith. It does this by sending missionaries around the world. As well as preaching to people about Jesus, missionary work may also include working among the poor to build hospitals and schools, nursing and teaching. 	<p>The work of aid agencies/NGO's and their place on the world stage.</p> <p>We will look at the work of cafod, Christian Aid and Trocaire, as well as the Red cross and Red crescent.</p> <p>We will look at examples of both long term (aid that teaches people how to look after themselves, eg training midwives) and short term aid (given after a disaster eg tents and food) as well as the work of Fairtrade.</p> <p>Fairtrade – an organisation set up to ensure that smaller farmers get access to fair prices for their crops.</p>	<p>Project planning</p> <p>You are going to choose and aid organisation and explain how it works.</p> <p>You are then going to organise a real campaign to raise money for your chosen Christian charity, and we will run these across the Academy. You will then send the money to your chosen charity.</p>	<p>Presentations</p> <p>Your presentations will be peer assessed on clarity of explanation of the work of your charity, how you planned your campaign, how you raised funds and ultimately your own evaluation of how this project went. What went well, and how could you have improved your campaign.</p>	<p>CAFOD Just one world</p> <p>TROCAIRE Working for a Just World</p> <p>pte presentation</p>
Stretch and challenge: What is the common theme throughout all of these topic areas and questions? How relevant are aid organisations in modern society?				

