



All Saints'
Academy
Cheltenham

Year 7

Cycle 1

Curriculum Organiser

Name : _____

Tutor : _____

Contents Page

Page	Contents
3	All Saints' Academy Home School Agreement
4	Independent home study timetable for 2025-26
5	Why Study?
6	How should I use my Curriculum Organiser?
7	Spelling, Punctuation and Grammar
8-11	English
12-14	Maths
15-19	Science
20-23	Art
24-26	Computing
27-33	Performing Arts
34-36	Design Technology - Food
37-39	Geography
40-42	History
43-49	Modern Foreign Languages
50-51	Physical Education
52-55	Religion and Ethics



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: • Provide a learning environment that is stimulating, safe and caring. • Treat everyone with respect. • Ensure that each student has the opportunities, <u>support and guidance</u> to achieve their full potential. • Report regularly on each student's progress. • Expect high standards, set clear rules, promote mutual <u>respect</u> and develop a sense of responsibility. • Keep parents informed about Academy matters, be welcoming to enquiries and responsive to concerns. • Set homework in line with the published <u>timetable</u>, and give feedback on tasks completed. • Record and reward good progress and performance. • Offer enrichment activities that will develop broader skills to prepare for life and the world of work.	Parents/Carers will: • 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.	Students will: • 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.
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Signed by Form Tutor	Signed by Parent/Carer	Signed by Student
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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.

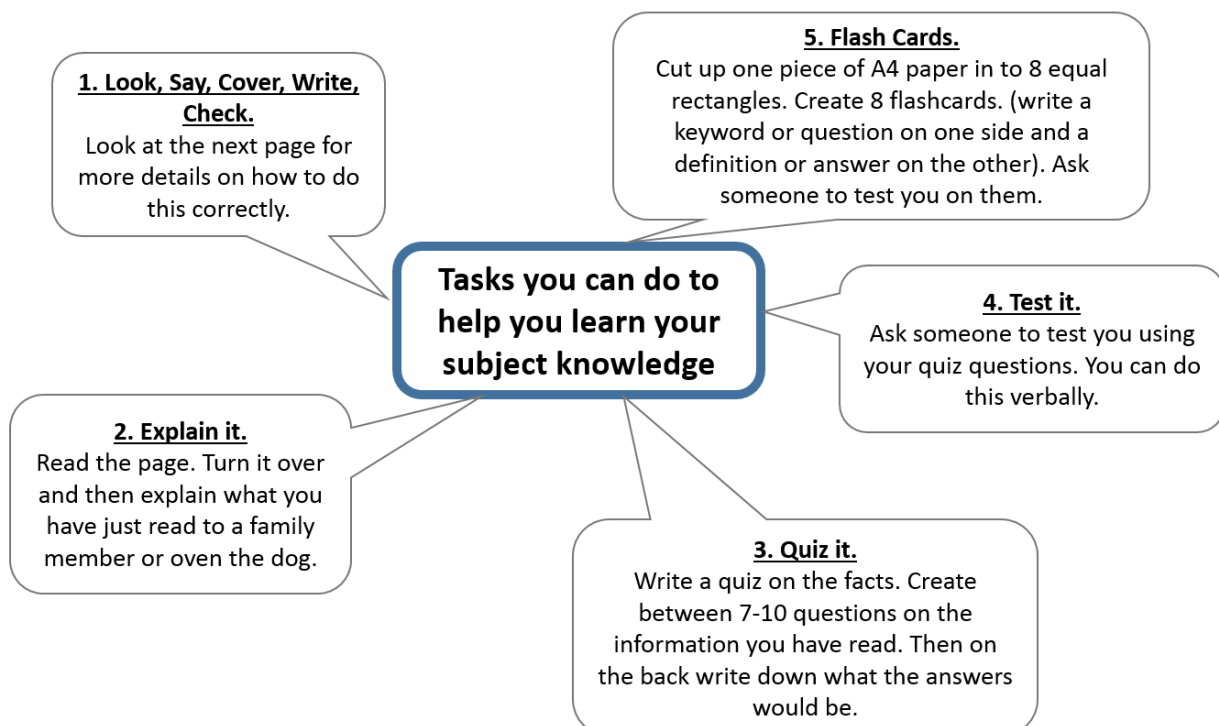
When and what should I study?

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.

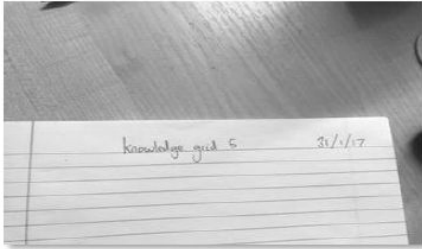
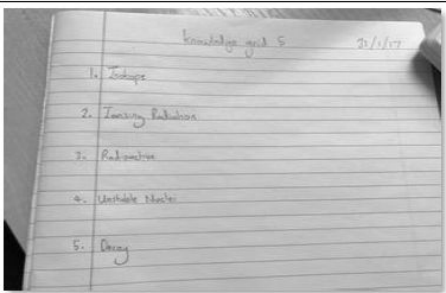
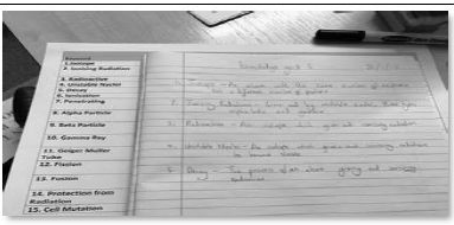
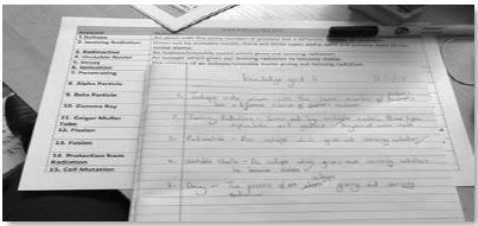
Year 10 and 11 should be completing two hours of homework each evening.

How should I use my Knowledge Organiser to study?



How should I use my Knowledge Organiser to study?

Look, Say, Cover, Write, Check

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

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



	Year 7			Year 8			Year 9		
	Knowledge and skills	Enrichment	Cross-Curricular	Knowledge and skills	Enrichment	Cross-curricular	Knowledge and skills	Enrichment	Cross-curricular
Cycle 1	Creative Choices Knowledge: - Genre - Conventions of poetry forms - Story Conventions - Types of sentence - Paragraphing - Simile, metaphor Skills: - Spelling - Punctuation focus: commas - Students can write a story and write in genre. Assessment: - Mid: Question based assessment - End: Write in a specific genre, <u>main focus</u> = (creating meaning and writing accurately for form, audience, and purpose) Careers: - Author/Poet	AR Launch Creative Writing club Story writing competitions SPOZ-poetry	Skills-annotation: DT	In the Eyes of Adversity Texts: Noughts and Crosses, variety of short texts Knowledge: - Using writing to explore issues - Types of writing – fiction, dual narratives, non-fiction, poetry. <u>Capital</u> structures of communication (articles etc.) - Structural techniques - Writer's purpose - Theme - Motifs, symbolism Skills: - Spelling - Punctuation focus: commas - Paragraphing - Students can form a cohesive argument in paragraphs. - Students can engage in a debate appropriately and understand how to do this successfully. Assessment: - Mid: Question based assessment - End: Using writing to express a point of view – <u>main focus</u>, paragraphing and organisation of ideas. Careers: - Police Officer/Researcher/Graphic designer/ Journalist	AR Launch Words that Burn	Content-Suffering: RE History	Injustice in History Texts: The Book Thief Knowledge - Writer's purpose - Use of symbolism, motif - Structural features - Character - Narrative perspectives - Imagery, motif Skills: - Punctuation focus: colons - Spelling - Students can write in specified form (diary entry) - Students can write to create meaning - Students can show understanding of character and character voice Assessment: - Mid: Question based assessment - End: Write a diary for one of the characters in the novel you are studying Careers: - Lawyer/ Historian/ Foster Parent/ social worker.		Content-Holocaust, history
Cycle 2	Choices and Consequences Texts: Listen to Your Parents/ Our Day Out Knowledge: - Play conventions: soliloquy, dramatic irony, stage directions - Context - Pathetic fallacy, tricolons, listing Skills: - Punctuation focus: semicolons - Spelling		Skills-Evaluation writing: DT	Writers of the 19th Century Texts: Oliver Twist extracts, Sherlock Holmes short story, The Yellow Wallpaper, The <u>Catnerville</u> Ghost. Knowledge - Implicit and explicit readings - Nineteenth century context - Writer's purpose - Figurative language, emotive language Skills: - Punctuation focus: colons - Spelling - Students can comment on writer's purpose and link it to content in a relevant way. - Students can select and embed relevant quotations - Students can analyse language	Book club Carnegie shadowing		Defining Decisions Texts: Othello Knowledge: - Genre (tragedy, play conventions) - Elizabethan/Jacobean context - Archetypes - Theme - Shakespearean conventions - Essay writing Skills - Spelling - Punctuation focus: commas - Writing about a theme - Students can form an argument in an essay - Students can write about writer's methods		Content-Holocaust: History

	- Students can analyse how a character is presented in a play - Students can write in the form of a play - Students can select and embed relevant quotations Assessment: - Mid: Question based assessment - End: Extract and character question Careers: - Soldier/ Teacher	Book club Carnegie shadowing World Book Day	Content-propaganda: History	Family Feuds Texts: The Tempest, Romeo and Juliet Knowledge: - Genre (tragedy, play conventions) - Elizabethan/Jacobean context - Theme - Character - Shakespearean conventions - Personification, simile, metaphor Skills: - Punctuation focus: semicolons - Spelling - Students can understand how a character is presented in a text Assessment: - Mid: Presenting a theatrical or informative piece. - End: Extract based, how is a key character presented throughout the play? Careers: - Actor/ Stage Manager	Book club Carnegie shadowing RSC watch live broadcasts. Globe project.	Skills-(c2) Graphics and Illustration: Art Content-Global concerns: Geo RE	Assessment: - Mid: Question based assessment - End: Extract based, <u>main focus is</u> use of context and writer's purpose Careers: - Detective/ Doctor/ Police Officer.		
Cycle 3	Power and Privilege Texts: Animal Farm Knowledge: - Character - Theme - Writer's purpose - Global perspectives - Structural techniques - Imagery, personification Skills: - Punctuation focus: Colons - Spelling - Students can understand theme and discuss how it is presented in a text Assessment: - Mid: Question based assessment - End: Presentation on a choice of theme Careers: - Politician/Speech writer/ Civil rights lawyer.	Book club Carnegie shadowing World Book Day	Content-propaganda: History	Family Feuds Texts: The Tempest, Romeo and Juliet Knowledge: - Genre (tragedy, play conventions) - Elizabethan/Jacobean context - Theme - Character - Shakespearean conventions - Personification, simile, metaphor Skills: - Punctuation focus: semicolons - Spelling - Students can understand how a character is presented in a text Assessment: - Mid: Presenting a theatrical or informative piece. - End: Extract based, how is a key character presented throughout the play? Careers: - Actor/ Stage Manager	Book club Carnegie shadowing RSC watch live broadcasts. Globe project.	Skills-(c2) Graphics and Illustration: Art Content-Global concerns: Geo RE	Assessment: - Mid: Identify and explore different ways of staging a scene - End: <u>Main focus</u> = (analysis of language and structure). Students to be provided with relevant quotations on jealousy/madness to learn they will then answer a question on how the theme is presented in the text. Careers: Playwright/Director	Public Speaking Competition -CC	

Year 7 - Cycle One –Creative Choices– Exploring Creative Writing			
Approaching a Poem	Structural Features	Literary Features	Genres we are studying
Poet- Who is the person who wrote the poem? What do we know about them and their life? Title- The title can reveal what the poem is about. Context- When was the poem written? The time the poem was written, the historical or social events of the day can impact the poem and its meaning. Inspiration- Did something inspire the poet to write this piece? It could be a historical event, personal experience or even another writer.	Syllable- A unit of sound. Stanza- A paragraph in a poem. Line lengths- How long or short the line is. Rhyme- When 2 lines end with the same sound. They may or may not be consecutive lines. Repetition- Using a word or phrase more than once for effect. Enjambment- The continuation of one line to the next without any punctuation at the end.	Simile- A way of comparing two things using the words 'like' or 'as'. Example: He was <u>as brave as a lion</u>. Metaphor- A way of comparing two things by saying one is the other. Example: The cake was <u>rock hard</u>! Personification- Making an inanimate object sound like it's alive. Example: The <u>chair groaned</u> when the man sat down. Alliteration- Using two or more words consecutively with the same starting sound. Example: <u>B</u>ig <u>b</u>ouncy <u>b</u>lue <u>b</u>all. Onomatopoeia- Words that sound like the term they are describing. Example: <u>Drip</u> went the tap. Pathetic Fallacy- Using the weather/setting to reflect the mood of the characters. Example: The <u>rain poured down</u> as he <u>was told it was over</u>. Sensory Language- Description using the five senses. Example: He could <u>taste</u> the salt on his lips.	War - Stories from the battlefields of World War I and II. Stories of heroes, fighting and remembering the brave. Gothic - stories with a little bit of darkness. Expect the unexpected with ghosts, mysteries and castles. Gothic stories include tension, horror and also a little bit of madness. Bildungsroman – stories about growing up and learning what it means to become older. These stories are all about life experiences and trying to figure out the world around you. Dystopia - imagine a world where things are not going to plan. There is someone terrible and mean in charge and they are controlling everything you do. There are people listening to you and checking you are always following the rules. Everyone is scared. Science Fiction – futuristic stories featuring aliens, robots and space travel. Science fiction is all about technology and adventures into the unknown.

Subject Terminology	Elements of a Story	Stretch and Challenge
Word Classes: Adjective: A word that describes a noun. Example: There is a big tree. Adverb: a word that describes how, when and where a verb happens. Example: He ran quickly. Noun: A person, place, thing, feeling or idea. Example: The table was full. Verb: the action in a sentence. Example: He ate the cake. Determiner: A word that proceeds a noun to specify quantity. Example: The boy went fishing. Preposition: The relationship between two objects in time or space. Example: The dog sat under the table.	Introduction: Introduce the main characters and describe the setting using descriptive vocabulary. Create a specific atmosphere. Build up: Develop the plot and build up to the problem. Let the reader get to know the characters. Engage the reader by making them ask questions about the story. Give hints about what could/might happen later. Problem/Climax: This is the most important part of the story. It will be where the problem occurs, and the main character has to react to it. The problem does not have to be something terrible or super dramatic, in fact, sometimes more realistic ones are better. Resolution: Explain how the problem is resolved (this could be positive or negative) and how the characters react to the situation. Ending: Complete the story answering all questions and describing what happens as a result of the problem being solved. Think about how your character may have changed or developed.	Write your own poem in a specific form. Research a poet you are studying. Write a story in a new genre you have learned about. Write a review of a story that you have read. Top Tips for a Good Story: Use a range of punctuation for effect (! ... ; ; ? " ") Include the full range of sentences (minor, simple, compound, complex) Use a one-sentence paragraph for effect Include some dialogue Make your character change in some way -Use the story mountain structure

All Saints' Academy Mathematics KS3 LUMEN Curriculum 2025-2026

Cycle	7		8		9	
	Knowledge & Skills	Enrichment	Knowledge & Skills	Enrichment	Knowledge & Skills	Enrichment
1	7.1 Algebraic Expressions 7.2 Angles	GridAlgebra	7.8 Multiplicative Relationships 8.1 Algebraic Expressions	GridAlgebra	9.1 Sequences 9.2 Circles 9.4 Estimation	GridAlgebra
Careers Focus	Architecture		Financial Advisor		Carpentry	
2	7.3 Numbers 7.4 Analysing Data 7.5 Comparing & Combining Fractions	Pi Day 3.14	8.2 Multiplying & Dividing Fractions 8.3 Plane Figures 8.4 Decimals & Percentages	Pi Day 3.14	8.2 Multiplying & Dividing Fractions 8.4 Decimals & Percentages 8.5 Solids	Pi Day 3.14 Intermediate Maths Challenge
Careers Focus	Data Scientist		Animator		Accountancy	
3	7.6 Length & Area 7.7 Calculations 7.8 Multiplicative Relationships	Junior Maths Challenge National Numeracy Day	8.5 Solids 8.6 Probability 8.7 Directed Numbers	Junior Maths Challenge National Numeracy Day	8.6 Probability 9.6 Ratio & Rates 9.7 Pythagoras' Theorem	National Numeracy Day
Careers Focus	Computer Games Designer		Research Scientist		Actuary	

7.1 Algebraic Expressions

Word or phrase	Definition	Example
Algebraic Expression	A combination of numbers, variables, and operations with no equals sign.	$3x + 2$
Equation	A statement where two expressions are equal, using an equals sign.	$3x + 2 = 11$
Variable	A letter or symbol that represents a number that can change.	x , y , or π
Term	A single number, variable, or both multiplied together.	$4x$, 7 , a^2
Like Terms	Terms with the same variable(s) and powers that can be combined.	$2x$ and $5x$
Simplify	To make an expression shorter and clearer by collecting like terms.	$2x + 3x = 5x$
Inverse Operation	An operation that reverses another.	Multiply $\leftrightarrow$ Divide; Add $\leftrightarrow$ Subtract
Expand	To remove brackets by multiplying out.	$3(x + 2) = 3x + 6$
Factorise	To write an expression using brackets by taking out a common factor.	$6x + 12 = 6(x + 2)$
Identity	An equation that is always true for all values of the variable.	$(a + b)^2 \equiv a^2 + 2ab + b^2$
Vinculum	The line used in fractions or for grouping.	In $\frac{6}{(2 + 1)}$ the vinculum is the division bar.
Commutative	A property where changing the order doesn't affect the result.	$3 + 5 = 5 + 3$; $2 \times 4 = 4 \times 2$
Order of Operations	Rules that tell you which calculation to do first.	Use BIDMAS: Brackets, Indices, etc.
Coefficient	The number in front of a variable.	In $5x$, the coefficient is 5 .
Constant	A number on its own, not multiplied by a variable.	In $3x + 7$, the constant is 7 .

7.2 Angles

Word or phrase	Definition	Example
Angle	A measure of how much something has turned.	A quarter turn is a 90° angle.
Right Angle	An angle that measures exactly 90 degrees.	The corners of a square.
Straight Angle	An angle that measures exactly 180 degrees.	A straight line.
Acute Angle	An angle smaller than 90 degrees.	30° , 45° , etc.
Obtuse Angle	An angle between 90° and 180° .	120° is an obtuse angle.
Reflex Angle	An angle between 180° and 360° .	270° is a reflex angle.
Vertex	The point where two lines meet to form an angle.	The corner of a triangle.
Congruent Angles	Angles that are equal in size.	Vertical angles made by intersecting lines.

Vertically-Opposite Angles	Angles opposite each other when two lines cross; they are equal.	If one is 37° , the opposite is also 37° .
Parallel Lines	Lines that are always the same distance apart and never meet.	Rails on a train track.
Transversal	A line that crosses two or more lines.	A line crossing two parallel lines.
Corresponding Angles	Angles in matching corners when a transversal crosses parallel lines.	Equal angles in 'F' shape.
Alternate Angles	Angles on opposite sides of the transversal but inside the lines; they are equal.	Equal angles in 'Z' shape.
Co-interior Angles	Angles on the same side of the transversal that add to 180° .	Angles inside a 'C' shape.
Full Turn	A complete 360° rotation.	Spinning in a full circle.
Angle Notation	A way to name angles using three letters with the vertex in the middle.	Angle ABC refers to $\angle ABC$.

Use the space in the table below to practise the words and definitions you are less familiar with.

Word or phrase	Definition	Example

KS3 Science Curriculum 2025-26

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

Year 7 – Science – Cycle 1

Science skills

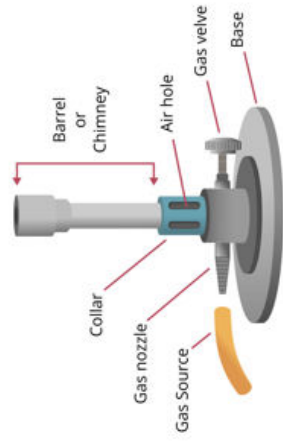
Safety in science

Hazard symbol	Meaning	Typical hazard
	Moderate health hazard	Causes skin irritation
	Serious health hazard	Causes breathing difficulties
	Toxic	Could cause death if swallowed or inhaled
	Corrosive	Damages skin and clothing
	Flammable	Catches fire easily
	Oxidising	Makes flammable substances burn more fiercely
	Harmful to the environment	Could cause damage to animal and plant life

Scientific equipment



Bunsen burners



Air hole	Flame colour	Use
Closed	Yellow	Safety
Open	Blue	Heating

Measuring variables

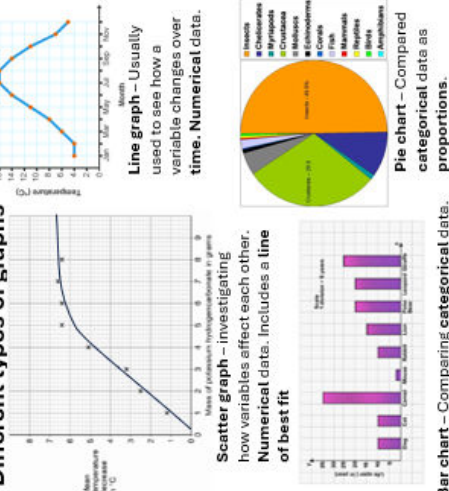
Variable	Measuring device	Units
Length or distance	Ruler, metre stick, tape measure	mm, cm, m, km
Mass	Scales, electronic balance	g, kg
Volume	Measuring cylinder, pipette, syringe	cm ³ , m ³ , ml, l

Tables

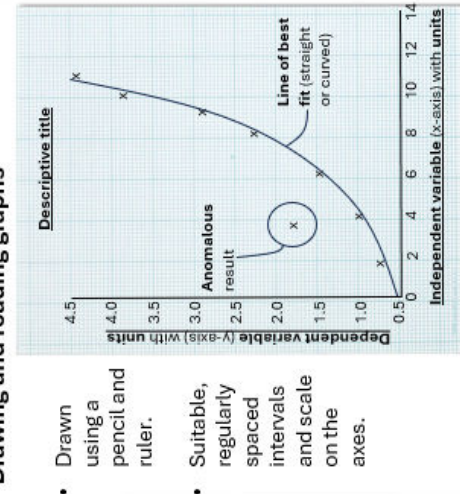
Independent variable (unit)	Dependent variable (unit)
0.0	0
0.2	23
0.4	45
0.6	68

- Drawn neatly using a pencil and ruler
- Leave space to add rows if you need them
- Units included in the headings
- Numbers written to the **resolution** of the measuring device

Different types of graphs



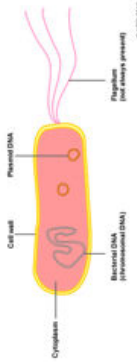
Drawing and reading graphs



Keywords

Keyword	Definition
Control variable	The things we keep the same during an investigation
Independent variable	The thing we change during an investigation
Dependent variable	The thing we measure during an investigation
Hazard	Something that could cause harm
Anomaly	Something that doesn't fit the pattern
Numerical	Data that is given as a number
Categorical	Data that is given in words
Resolution	The smallest measurement that can be made using a measuring device

Cells



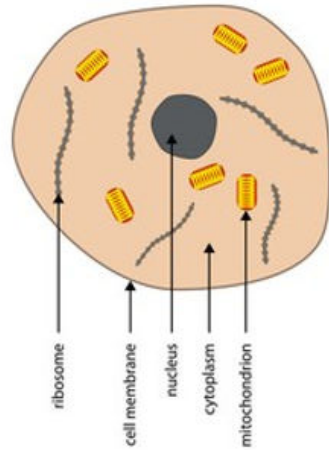
Using a microscope

- Prepare a slide
- Add slide to the stage and secure
- Begin with smallest magnification
- Begin with objective lens as close to slide as possible
- Use coarse focusing wheel to bring object into focus
- Use fine focusing wheel to improve image resolution.

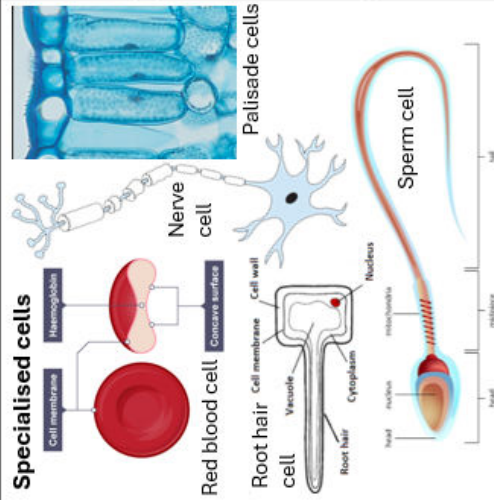
Biological drawings

- Only draw what you see
- Solid, continuous lines - no sketching
- Outlines only - no shading

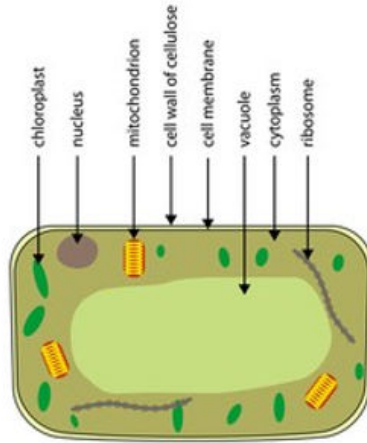
Animal cells



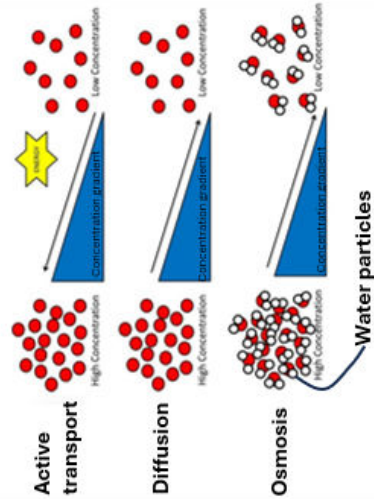
Specialised cells



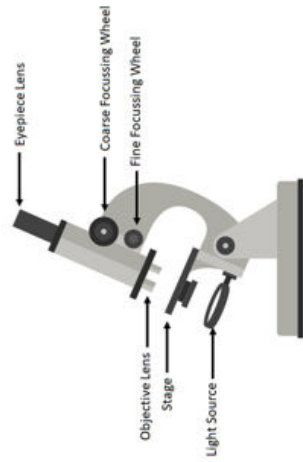
Plant cells



Movements of substances



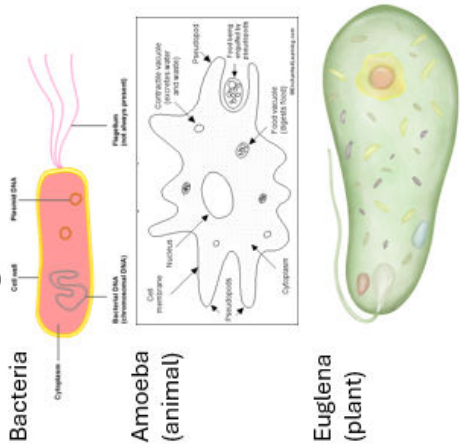
Parts of a microscope



Magnification = Image size

Real size

Unicellular organisms



Year 7 – Science – Cycle 1

Chemistry - The particle model

Solids, Liquids and gases

State	Solid	Liquid	Gas
Closeness of particles	Very close	Close	Far apart
Arrangement of particles	Regular pattern	Randomly arranged	Randomly arranged
Movement of particles	Vibrate around a fixed position	Move around each other	Move quickly in all directions
Energy of particles	Low energy	Greater energy	Highest energy
2D diagram			

Everything is made of particles. The arrangement, spacing, and motion of particles give us our three different states of matter.

Density

A measure of how close particles are together. How much mass is in certain volume.

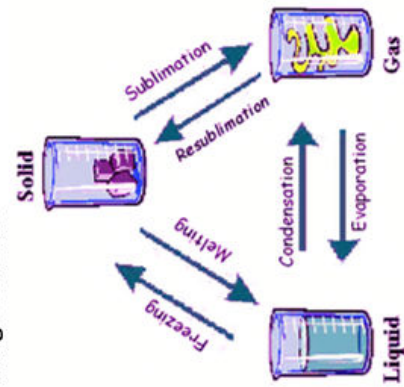
$$\text{density} = \frac{\text{mass}}{\text{volume}}$$

Example:

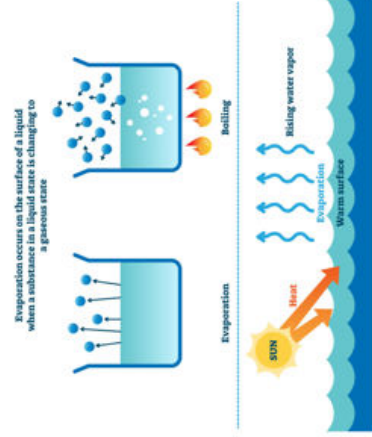
The mass of 5 m³ of copper is 44 800 kg. Calculate the density of the copper.

$$\begin{aligned} \text{Density} &= \frac{\text{mass}}{\text{volume}} && \text{Write the formula} \\ &= \frac{44\,800}{5} && \text{Insert the values} \\ &= 8960 \text{ kg/m}^3 && \text{Calculate the answer and give units} \end{aligned}$$

Changes of state

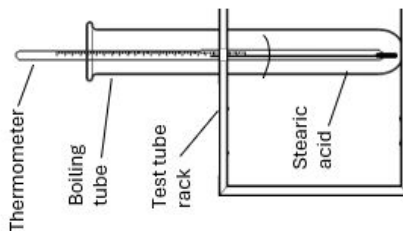
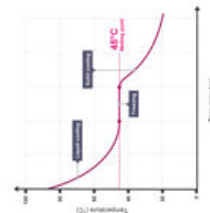


Boiling vs evaporation



Melting and freezing

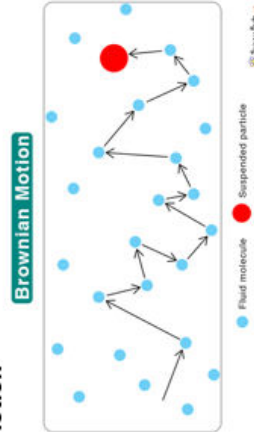
Time (mins)	Temperature (°C)
0.0	
0.5	
1.0	
1.5	



The movement of gases

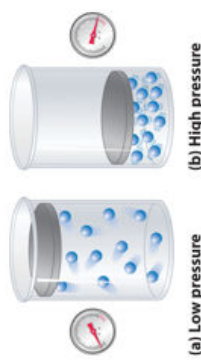
Particles in a gas move randomly.

This is due to a process called **Brownian motion**.



Gas pressure

Pressure in gases is caused by the collisions between the gas particles and the surface of the container they are in.



Year 7 – Science – Cycle 1

Physics - Forces

Introduction to forces

Forces are what allow object to interact with **each other**. They can be represented by **arrows**, showing the **direction** the force is acting and its **size**.

Force is measured in **Newtons (N)** using a **Newtonmeter**.

Examples of forces include: **friction**, **air resistance**, **weight (gravity)**, **tension**, **magnetic**, **drag**, **electrostatic**.

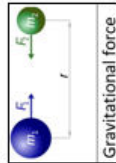


Forces at a distance (non-contact forces)

- Contact forces** are **forces** that act between two objects that are physically touching. E.g.



- Non-contact** forces are **forces** that act between two objects that are not touching each other. E.g.

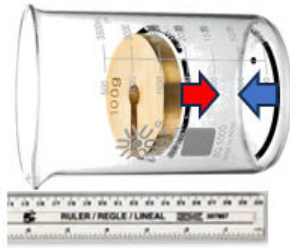


Squashing

In order to change the shape of something at least two forces are required, always.

If you apply pushing forces inwards on an object you can **compress** it. Compress means squash.

The greater the force, the greater the compression.

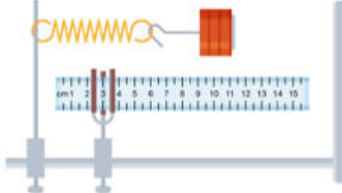


Stretching

If two or more pulling forces are applied on an object you will apply **tension**. This stretches the object.

The more force you apply the more it **extends**. **Extension** means change in length.

If you apply a lot of force the object can start extending differently and may break.

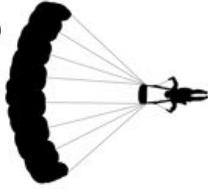


Drag forces and friction

These act **against** the direction of motion. They are caused due to particles rubbing against each other.

Sometimes we want to maximise drag forces. E.g. a parachute – by increasing surface **area**.

Sometimes we want to minimise drag forces. E.g. an aeroplane – by making it more **streamlined/aerodynamic**.



Keywords

- Compression** – squashing force
- Tension** – stretching/pulling force
- Resultant** – Overall/total
- Contact** – physically touching
- Non-contact** – not required to be physically touching
- Balanced** – equal and opposite
- Unbalanced** – not equal
- Equilibrium** – the state an object with balanced forces is in.
- Newton** – the unit of force.
- Unit** – the measurement for a variable.

Balanced and unbalanced forces

When the resultant forces on an object = 0, the forces are **balanced**.

When the resultant forces on an object ≠ 0, The forces are **balanced**.



Balanced

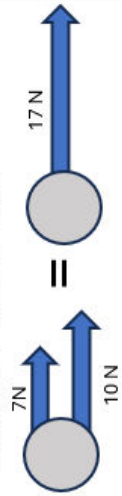


Unbalanced

An object that has balanced forces acting on it is in **equilibrium** and will either remain stationary or keep travelling at a constant speed.

Resultant forces

Forces can be represented by arrows. "Resultant" = "sum" or "total"



Forces acting in the same direction can be added.



Forces acting in opposite directions can be subtracted.

Art Key Stage 3 Curriculum 2025-2026

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

	Investigate the graffiti vs vandalism debate. Graffiti lettering tag design. Assessment: Tag design									
Cycle 3	Landscapes & Surrealism Van Gogh experiment samples, artist study and research Create mixed media landscape study from own photo using Van Gogh's techniques. Surreal collage and computer mirroring effect Assessment: Van Gogh style mixed media landscape from own photo	KS3 Art club. Various topics including reference to sustainability, 'World Earth Day'.	DT and Maths – perspective drawing. Surrealism in Art History	Architecture. 1 point perspective drawing. 2-point perspective drawing. Marc Allante research page. Marc Allante style painting. Cheism research page. Cheltenham cityscape collage. Drawing in the style of Cheism. Clay tile or building. Assessment: Perspective drawing.	KS3 Art club. Various topics including reference to sustainability, 'World Earth Day'.		Food. Ron Magnes Artist research, including analysis. Food Collage. Felt tip development from Food Collage. Monoprint. Stippling and watercolour on monoprint. Assessment: Ron Magnes style study.	KS3 Art club. Various topics including reference to sustainability, 'World Earth Day'.	DT- World Food, Year 9, Cycle 2. Science- Diet Year 7 and 8, Cycles	

Year 7 Art Knowledge Organiser – Cycle 1 – Still Life

Key vocabulary to learn

Line	A mark made on a surface that joins different points. It is one-dimensional and can vary in thickness, direction and length.	
Tone	Refers to the degree of lightness or darkness of an area. May also be referred to as Value .	
Shape	A flat area enclosed by an outline that can be filled in with colour, texture but is 2 dimensional.	
Form	Form is 3D as opposed to a shape. It has length, width and height and can be a drawn or actual object.	
Texture	The surface quality of an object. Actual texture is something you can feel. Implied texture you cannot feel, but the illusion can be given through drawing.	
Composition	Putting together - The arrangement of the subjects and objects in your drawing.	
Scale	Describes the relationship between the dimensions of different objects and overall composition.	
Negative space	Scale refers to an artworks size and how parts of a composition relate to each other.	
Proportion	Describes the relationship between the dimensions of different objects and overall composition.	
Blending	Well blended tones add to the depth of a drawing. It is the technique of gently merging two or more values to create a gradual transition or to soften lines.	
Shading	Technique used to create the illusion of depth in a two-dimensional drawing.	
Ellipse	An ellipse is a geometric shape that results from viewing a circular shape in perspective.	
Directional line	Lines, details and shading on a 3D object should follow the contours and form shape.	

Stretch and challenge

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

Wider Thinking

Which artists and designers have used Still Life to inspire their art and design work? **Giorgio Morandi** & **Paul Cezanne** for example.

What am I looking for in your mixed-media drawings



Success Criteria

1. You will have accurately drawn shapes.
2. You will have accurate proportions.
3. You will successfully show a full range of tone using at least 3 different mediums.
4. Your tones will be well blended.
5. You will have dark shadows and light highlights.
6. Directional line to enhance form.
7. A range of mark-making to show texture.
8. You will have a clear light source.



Genre – Still Life

Genre is a style or category of art, literature or music. Still Life, landscape, portraits and Interiors are other genres in art.

Still Life can include any **objects from the kitchen** such as jugs, bottles, glasses or bowls.

Around the house - candles, jewellery, ornaments, tools, mirrors, etc.

Checklist:

- ☐ Baseline test
- ☐ Tonal skills
- ☐ Mark-making skills
- ☐ Biro pepper study
- ☐ Mixed-media study
- ☐ Art vocabulary

Year 7 Art Knowledge Organiser – Homework Tasks

Task 1 – Creative tonal scale

Create a scale showing a minimum of 6 tones in a way other than drawing it.

Be as creative as possible!

Instructions:

1. Choose your material
2. Identify 6 or more shades
3. Construct your scale in your own way – think outside the box!

Task 2 – Mid-term Knowledge Quiz

Complete the Still Life & Formal Elements Quiz on [Satchel:One](#)

Task 3 – [Giorgio Morandi research page](#)

Create a visual research page about [Giorgio Morandi](#). Present your work on an A4 sheet of cartridge paper. You will need to add a drawing sample of one of the artists pieces of work to show your understanding of the Artists techniques.

1. What is the artwork (landscape, portrait, still life etc) and who is it by?
2. What style is it? (realistic, cartoon, abstract etc)
3. How has the artwork been created? Say as much as you can (research on the internet)
4. What formal elements does it show? (highlights, shadows, textures)?
5. What do the different shades or colours do in the image?
6. What is your opinion of it and why?
7. What do you think the artist was trying to do? (you may have to do some research on the internet)
8. Do you think the artist was successful?

Task 4 – End of unit Knowledge Quiz

Complete the Still Life & Formal Elements Quiz on [Satchel:One](#)

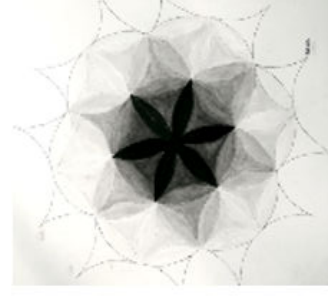


Quiz: Still Life and Formal Elements



[Giorgio Morandi research page](#)

Creative tonal scale



All Saints' Academy Computing KS3 Curriculum 2025-2026

Cycle/Year	7		8		9	
	Knowledge & Skills	Cross-Curricular	Knowledge & Skills	Cross-Curricular	Knowledge & Skills	Cross-Curricular
1	Introduction to Using a Computer - Logging in, creating files, managing workspace - Computer ethics and lab rules. - Online Safety - How to report danger online - How to search and reference credible resources. Introduction to Office applications - Knowledge to create: Documents, PowerPoint, Presentation skills. DT: 3D design and printing: - Designing for others - Pre-production documentation (mood boards, storyboards, sketching) - Modelling skills - Prototype Production - Graphic communication - Introduction to CAD/3D modelling - Technical drawings and materials - Printing Spongboob	Computing & PSHE Topics: Online safety, computer ethics, how to report danger online. Cross-Curricular Link: • Discuss digital citizenship, cyberbullying, and responsible online behaviour. • Role-play scenarios on how to report online dangers or unethical behaviour.	Algorithms (flowcharts) with FLOWL: - Selection - Iteration - Sub programs - Creating algorithms - Correcting algorithms - Enhancing algorithms Introduction to Binary: - Binary numbers. - Conversion to and from denary - How computers use binary - Hexadecimal number systems and conversions - How computers represent Images and sound. AI - Understanding AI bias - How AI build the knowledge - Model cards and career - Using LLM - AI ecosystems - Improve AI use through practice.	Math Link: Logical reasoning, sequences, problem-solving. Activity: Use flowcharts to solve math word problems or model real-world processes (e.g., calculating area, solving equations).	MS office advanced skills - Word processing. - Spreadsheets - Presentation software. AI exploration: Code.org - basics of generative AI - How large language models are trained - neural networks and embedding - Prompt engineering and retrieval. - experiment with AI model - learn prompt engineering - promoting ethical development and responsible use.	Art & Design / Media Presentation Software: Designing visually appealing slides and infographics. AI Tools: Using generative AI for creative projects like digital art or storytelling.
Careers	Cybersecurity, Office & Administrative Roles, Education & Training		Software Developer, Game Developer, Robotics Engineer		Data & Analysis Roles, Marketing & Communications, Project Management, AI & Machine Learning	
Enrichment	<i>Cyber Explorers</i>		<i>BEBRAS</i>		<i>Raspberry Pi Setup and configuration</i>	
2	Computer Networks • The internet • Network Hardware	Geography	DT: 3D design and printing:	Science Material properties	Introduction to Imedia: - Industry and job roles.	English / Literacy

	- Wired and wireless networks - The www - Internet Services AI introduction and safety: - What is AI - Staying Safe - How AI learn from Data - School policy on AI	Explore global internet infrastructure, undersea cables, and digital divides between regions	- Designing for others - Pre-production documentation - Modelling skills - Prototype Production - Graphic communication - An introduction to CAD & 3D modelling - Technical drawings - Materials - Printing for specification Vector Graphics in Inkscape - Drawing and manipulating shapes - Grouping objects, converting paths - Vector design based on a scenario	(strength, flexibility, melting points) Engineering principles (forces, structures) Environmental impact of materials and production	- Pre-production documents (mood boards, storyboards, sketching) - Visualisation diagrams - Camera-shots and Storyboard - Scripts Python Basics: - Variables - Data types - Programming constructs (Sequence - Selection -Iteration) - Loops (count-controlled and condition-controlled loops)	Scriptwriting, storytelling, and narrative structure <i>Analysing and creating storyboards for visual storytelling</i>
Careers	Mobile phone developer		Project Manager		Software Designer	
Enrichment	Computing Club		Computing Club		Computing Club	
3	Introduction to programming with Scratch: - Variables - Sequence - Selection - Iteration - Operators - Programming project Physical Computing with BBC Microbit: - Inputs/outputs - Sensors - Design for the requirement - Microbit project Assessment: <i>Project Evaluation</i>	Mathematics Logical reasoning and problem-solving Coordinates, angles, and patterns (especially in animations and games) Variables and operators (basic algebraic thinking)	Website Development Using Rocket Cake - Basics of HTML and CSS - Creating and modifying web pages - Using search technology and hyperlinks Mobile App development (Games) - Design and develop games based on competition criteria - Mobile app project Assessment: <i>Project Evaluation</i>	Business / Enterprise Creating websites for fictional or real businesses Understanding branding, marketing, and user engagement	Algorithms and Programming. - More Python - Lists - for loops and lists - Linear Algorithms DT: 3D design and printing: - Designing for others - Pre-production documentation - Modelling skills - Prototype Production - Graphic communication - An introduction to CAD & 3D modelling - Technical drawings and materials - Printing for specification - Printing and Post-Processing - Reflection and Evaluation Assessment: <i>Project Evaluation</i>	Engineering / STEM Iterative design process: plan → prototype → test → refine Real-world problem-solving and innovation
Careers	Software Engineering, Robotics		Animator, E-Commerce, Contents management.		3D Graphics Designer, Game developer	
Enrichment	VR Experience		Computing club		3D design	

Cycle 1 - Cyber Security

Types of cyber attacks

Protecting your data

Digital citizenship

Future of cyber security

Cybercrime and the law

Protecting your devices

Cyberbullying

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



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

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



What cyberbullying is?



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

KS3 Performing Arts – Drama Curriculum Plan – 2025-2026

	Year 7 (1 lesson a Week)			Year 8 (1 lesson per 2 weeks)			Year 9 (1 lesson per 2 weeks)		
	Knowledge and skills	Enrichment	Cross-Curricular	Knowledge and skills	Enrichment	Cross-Curricular	Knowledge and skills	Enrichment	Cross-Curricular
Cycle 1	Showcasing successful Silent Movie strategies Developing key performance skills through silent movies – Facial expression, body language, movement and mime. Assessment: Mid Cycle: Silent Movie Showcase Pantomime In this topic the students will learn about the key features of a pantomime, stock characters and the traditions of pantomime. They will continue the development of their performance skills, with particular focus on voice. Assessment: End of Cycle: Pantomime Scripted Assessment: The students will perform a stock character from a panto. Careers: Actor/ Actress, Silent Movie Writer, Playwright, Historian, Historian, Leadership, Teaching, Pantomime Director, Pantomime Producer.	Drama club KS3 Christmas Service Shakespeare School's Festival Academy Musical Musical	Music: Using Music in performance. Film: History of films English: Shakespeare stories:	Melodrama To understand the key conventions and skills required to perform a melodrama. The students will have learnt skills through the pantomime unit in Year 7, that greatly link to melodrama. Assessment: End of Cycle: Students will devise their own Melodrama performance using the stereotypical characters presented in a melodrama. Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer, Live Theatre Review Author.	Industry talks and 'Spill the Tea' career podcasts. Drama Club KS3 Christmas Service Shakespeare's School's Festival Academy Musical	Film: Melodrama analysis History: Historical research of Melodrama. English: Script work	Verbatim and Documentary Theatre Emotionally engaging an audience by responding to a factual event as a form of stimulus. Assessment: Final: Verbatim Showcase Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer, Videographer, Screenplay Writer,	Drama Club Fundraising for Breck's charity. Shakespeare School's Festival KS3 Christmas Service Academy Musical	

Cycle 2	Styles of Theatre Applying key performance skills to explore a variety of different theatre styles. Mid Cycle: Assessment: To create a performance of a well-known fairy-tale in their own unique style of theatre. Careers: Presenter, Storyteller, Author, Playwright, Performer, Theatre Manager, Pantomime Director, Pantomime Producer, Audience interaction Officer, Film Composer, Music critic.	Drama Club Whole Academy Musical	English: Shakespeare History: History of Theatre styles.	Freedom of Speech <i>Using the power of performance to voice the importance of freedom of speech</i> Students explore basic Brechtian techniques to educate audiences on a topic of their choice, showcasing the power of freedom of speech. Assessment: Final: Freedom of speech performance Careers: Public Speaker, Politician, Lawyer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer.	Keyboard Club 'One Body' Choir Rock Band Club Drama Club Whole Academy Musical	Art: Films and Festivals	Blood Brothers The students will explore the GCSE text Blood Brothers. They will begin to understand the key themes and characters, create devised and scripted performances, and design set and costumes. Assessment: Final: Blood Brothers performance Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer.	Whole Academy Musical	Art: Set and Costume Design English: Analysing themes of a play.
Cycle 3	Ernie's Incredible Illusions Using a script as a stimulus for a scheme of work. Students will explore a range of characters and devise a variety of scenes both with and without scripts. End of Cycle Assessment Final: Scripted Performance Careers: Author, Playwright, Performer, Director, Producer, Audience interaction Officer.	Drama Club		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. Assessment: Final: Performance or design presentation Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer.	Drama Club		Building blocks of Devising Exploring the key devising skills required to respond to a stimulus in Drama. Students will devise and create their own performance. Assessment: Final: Performance Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Music Engineer, Stage Manager, Director and Producer.	Year 9 GCSE Drama Club Drama Club	

	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	The Building Blocks of Performance We Will Rock You Finding our voices and learning the basic techniques of effective warm up and vocal projection. Christmas Songs Learning the basic technique for playing piano or trumpet, and applying these new skills to playing Christmas songs. Assessment: Mid-Cycle: Performance End of Cycle: Performance Careers: Singer, Performing Musician, Vocal Coach, Conductor.	'One Body' Choir Rock Band Club Christmas Carol Service Pantomime Trip	Film: History of films English: Shakespeare stories:	Suffering in Music The Blues Blues music history and context, including the impact of slavery and work songs on modern day music. Understanding and playing the 12-bar blues, blues scale and how to create authentic improvisation. Assessment: Mid-Cycle: Appraisal Questions End of Cycle: Performance Careers: Ethnomusicologist, Performing Musician, Musical Historian.	'One Body' Choir Rock Band Club Industry talks and 'Spill the Tea' career podcasts.	English: Prejudice and Persecution RE: Suffering	Contemporary Musical Styles Band Skills Understanding the notation used for popular instruments and modern songs, and applying different instrumental techniques to perform a piece of music as a band. Christmas Hip-Hop Using techniques such as loops and samples to create an original Hip-Hop style backing track, with authentic lyrics that are rapped. Assessment: Mid-Cycle: Performance End of Cycle: Composition Careers: Performing Musician, Session Musician, Rapper, Composer, Editor, Sound Engineer, Lyricist.	Rock Band Club 'One Body' Choir	
Cycle 2	Musical Storytelling The Great Classics Performing an iconic piece of Music from the Western Classical Traditional Composers of the Baroque, Classical and Romantic Eras. Programme Music Developing compositional skills to produce a piece of instrumental music that tells a story.	'One Body' Choir Rock Band Club Brass Ensemble	Art: Music and Art – creating art from <u>Music</u> .	Freedom of Speech Reggae Music Understanding the key components and cultural differences in Reggae music and its inception in the Caribbean through performing an iconic Reggae song. Riffs and Hooks Learning how riffs and hooks are used in Protest Songs from the rock and punk genres, and creating an authentic composition in this style.	'One Body' Choir Rock Band Club Whole Academy Musical	Art: Films and Festivals	Blockbuster Composers Film Music Embracing the world of sound-effects and synchronising subtle changes in background music to fit with a video clip. Students will analyse some of the film world's greatest soundtracks for inspiration. Assessment: Mid-Cycle: Appraising Questions End of Cycle: Composition	Keyboard Club 'One Body' Choir Rock Band Club Whole Academy	Art: Cultures, Beliefs and Masks

Cycle 3	Assessment: Mid-Cycle: Performance End of Cycle: Composition Careers: Performing Musician, Musical Historian, Composer.	Whole Academy Musical		Assessment: Mid-Cycle: Performance End of Cycle: Composition Careers: Ethnomusicologist, Performing Musician, Composer, Editor.	Keyboard Club 'One Body' Choir		Careers: Composer, Orchestrator, Music Critic, Editor.	my Musical	
	Traditions of the World <i>African Music</i> Learning the key traditions of African rhythm and pulse music and how it is used as a form of communication and entertainment. <i>Folk Music</i> Using traditional British folk music features including drones and pentatonic scales to compose an original Summer Song with authentic lyrics. Assessment: Mid-Cycle: Performance End of Cycle: Composition Careers: Ethnomusicologist, Performing Musician, Composer, Lyricist, Music Historian.	'One Body' Choir Rock Band Club Brass Ensemble		Popular music for the masses <i>The Magic Four Chords</i> Developing an understanding of chords and harmony by exploring how the iconic four-chord pattern underpins hundreds of popular songs and performing a mash-up of their favourites. <i>Disco Music</i> Learning how earlier musical styles led to the explosion of Disco music in the 1970's and 80's by performing a cover version of <i>I Will Survive</i>. Assessment: Mid Cycle: Performance End of Cycle: Performance Careers: Performing Musician, Editor, Arranger, Music Critic, Music Historian.	Keyboard Club 'One Body' Choir		Self-Expression <i>Songwriting project</i> Develop key song-writing skills including developed chord progressions and cadences, lyric writing and an understanding of the power that music can have for self-expression and social change. Assessment: Mid-Cycle: Appraising Questions End of Cycle: Composition Careers: Composer, Lyricist, Performing Musician, Editor.	Keyboard Club 'One Body' Choir Drama Club	

Cycle 1 Performing Arts – “The Building Blocks for Performance” Silent Movies

Lesson 1 – ‘The Basics’ through Inside Out

In every performance, you will use a combination of the following techniques:

- **Facial expressions** – Showing emotion on your face
- **Body language** – Showing emotion using your body
- **Miming** – Acting without talking
- **Exaggeration** – Over the top acting
- **Facing the audience**

You must ‘react to the acting’ when performing to show you are always in character.



Lesson 2 – What is a silent movie?

- Charlie Chaplin (1918) and Mr Bean (1990) are two VERY famous performers that used to perform comedic sketches without any voice at all
- Focussing on **miming** and **exaggeration**.
- Analyse and evaluate how they use these basic skills to tell a story



Lesson 3 – Creating a silent movie using “The Pink Panther”

- Create a short sketch focusing on body language and facial expressions using exaggeration
- Silent movies focussed on **music** to create the atmosphere.

RHYTHM - how does the music rhythm impact how you move in your silent movie?

Consider the pace of your movement – are you controlled? **EXAGGERATE**.

BIG PICTURE:

In this topic, you will learn about the key features of silent movies and be introduced to the key skills required for performing.

Lesson 4 – Mission Impossible

The Queen needs your help! The crown jewels have been stolen! Your mission is to retrieve the jewels without being caught – showcasing your basic Drama skills. But there are lots of traps and tricks to overcome! How will you do it?

Carefully read the instructions and consider how you will achieve each outcome.

Are you using your **facial expressions** and **body language** to show your emotions?

Are you facing the audience?

RHYTHM – how does the rhythm of the music impact how you move through your sequence?

Lesson 5 – Providing feedback

Everything you do in Performing Arts can be improved.

When providing feedback, we are sensitive and specific.

'Correct it' - was a skill done incorrectly? What needs to be changed to make it right?

"You turned your back to the audience. You need to correct this by making sure you face us at all times."

'Perfect it' - the demonstration of skill was good but what could be added to make it even better?

"your facial expressions were good, but you could perfect them by widening your eyes more and opening your mouth to show you are shocked"

Mid-Cycle Assessment: Performing Arts Showcase

Your Mid Cycle 1 assessment is a showcase of your work in Drama lessons so far this year.

- You must use physical skills to create a silent movie performance. You will be assessed on your application of the following skills
- **Facial expressions** – Showing emotion on your face
- **Body language** – Showing emotion using your body
- **Miming** – Acting without talking
- **Exaggeration** – Over-the-top acting.

Your teachers are looking for you to showcase your work with **confidence**, and **creativity** and to show **good teamwork** throughout your rehearsal time.

Cycle 1 Performing Arts – “The Building Blocks for Performance” Pantomime

Lesson 1 – ‘The Key features of a fairytale’:

Most pantomimes are based on Fairy Tales. Fairy Tales usually have the following features.

1. Stereotypical characters and stories.
2. Fantasy beings like dragons, dwarfs, fairies, and talking animals.
3. Good versus evil.
4. Magical objects or creatures.
5. Quests and Journeys.

You will be creating freeze-frames to retell a stereotypical fairytale. You must include the following skills to make a successful still image:

Body Language, Facial Expressions, Levels and Exaggeration.

Lesson 2 – Body Propping:

To create a performance of a fairytale that highlights key moments and applies effective use of the body as props.

Can you re-create the story of Cinderella using your body as the props?

BODY AS PROPS= using your body to create the prop/furniture or scenery.

Lesson 3 – Performing a script using Stock Characters:

The stock character is a character that is easily recognised as it is based on a certain type. They will have clear gestures and movements that make them easy to recognise. They all have special roles within the story.

Principal Boy: A Principal Boy is a woman playing a male part.

Dame: A man playing a woman. Dames have a rude sense of humour, outrageous costumes and extrovert characters.

BIG PICTURE:

In this topic you will learn about the key features of a pantomime, stock characters and the traditions of pantomime.

Lesson 3 – Continued

The villain: The villain is the bag guy of the play. The point about pantomime villains is that they are ridiculously overblown. This is done deliberately and for comic effect in an actual pantomime.

The Damsel in Distress: Often a female character who is saved by the hero. The damsel is also referred to as the heroine.

The Sidekick(Comic Character): A comic character prone to getting muddled up and is very clumsy. The sidekick is usually best friends with the hero or the damsel in distress.

Lesson 4 – Conventions of a Panto

1. **What time of year are pantomimes usually performed?**- Christmas
2. **What stories are pantomimes usually based upon?**- Fairy tales
3. **What type of comedy is used in a pantomime?** –Slapstick
4. **What is special about the audience who watch a pantomime?**

Audiences get involved and characters talk directly to them.

5. How are male/female traditional roles used in pantomime? – Often gender roles swap. Pantomime Dame is usually played by a man. Hero is played by a female.

6. What country is Pantomime most associated with? Great Britain/England

7. Can you say where pantomime began? Italy with a style of theatre called Comedia Dell Arte

Assessment task:

You will work with a short script – you will apply the conventions of a pantomime to the script to create a performance.

- In your team you will now work through the script and decide where each character will stand
- Entrances and exits
- How they interact/move
- How to use the space to show that you’ve changed location
- Apply exaggerated voice and movement too – to support you in your character performance.

MUSIC

The Building Blocks of Performance

Lesson 1 – Using your voice

Everyone has a voice, so why do some people say they can't sing?

Warm Up – an important exercise that safely exercises the vocal chords, instrument and body and gets you ready to perform

Lesson 2 – Performing in harmony

Groups of people performing different parts at the same time is a great challenge for your memory, concentration and musical development

Harmony – 2

different pitches played or sung at the same time

Lesson 3 – The Musical Elements

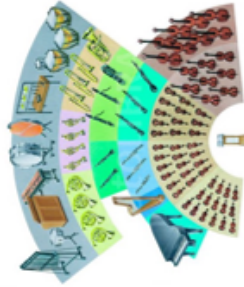
Pitch – How high or low the notes are

Tempo – The speed of the beat in a piece of music

Dynamics – The different volumes used and how they change throughout a piece

Timbre - The different instrument sounds and how they are played

Families of the orchestra – Strings, Woodwind, Brass and Percussion



Lesson 4 – Practice makes perfect

You will need to spend quality time practicing as a group to prepare for your Music mid-cycle assessment. This means making sure everyone in your group is equally prepared and ready for their assessment lesson. Nerves are completely normal and will help you to perform better.

Lessons 5 and 6 – Mid-Cycle Assessment and Feedback

You will be showcasing your group performances to the class for your first music assessment.

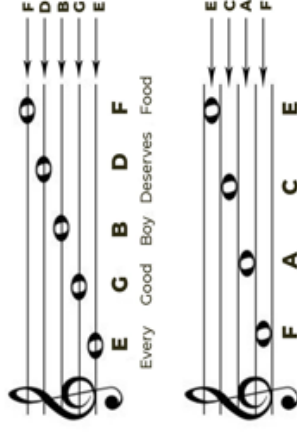
Even though you are working in groups, you are assessed individually and will get separate feedback to the rest of your group.

If you want to do extra practice before your assessment, please see Miss Harbour before your lesson to arrange a suitable time in the Music Department.

Lessons 7 and 8 – Learning an instrument

You need to know the different notes on the staff and how to play these

notes on your instrument to form a **melody** (tune) and a **triad** (3 notes together).



Lessons 9 and 10 – Christmas Songs

You will be learning how to play your choice of Christmas Song as a small group.



Trumpet Keys



Lessons 11 and 12 – End of Cycle Assessment and Feedback

You will be showcasing your group performances to the class for your End of Cycle 1 Music Assessment.

Your performance should show accuracy, fluency and confidence which are part of the criteria you are assessed on.

Food/Catering Key Stage 3 Curriculum 2025 - 2026

	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. Eatwell Guide How to write a dish proposal <i>Practical work:</i> Layered salad Pizza toast Cheesy Triangles	Cook at home	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 Pizza proposal Protein & Calcium <i>Practical work:</i> Yeast based dough Pizza Jam tarts Sausage rolls Assessment: Pizza proposal and practical outcome		Communication: annotation of proposal. Verbal communication in kitchens Collaborative working: practical lessons Careers: food manufacturing inspector	Introduction to the industry Role of EHO World foods Street food proposal <i>Practical work:</i> Fajitas Palmier Enchiladas Assessment: Fajita practical outcome Street food proposal	Cook at home	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 Food assurance schemes Introduction to production plans <i>Practical work:</i> Chicken nuggets Koftas Stir fry		Communication: writing step-by step plans, being able to follow a plan. Verbal communication in kitchens Collaborative working: practical lessons Careers: baker	Environmental issues Standard components in food. Process of gelatinisation Burger proposal Fats <i>Practical work:</i> Macaroni Cheese		Communication: writing step-by step plans, being able to follow a plan. Verbal communication in kitchens Collaborative working: practical lessons	World foods Future of food Environment and agriculture <i>Practical work:</i> Samosas (sweet) Rogan Josh Savoury rice Assessment:	Cook at home	Food and environmental issues/Food security: Science Communication: annotation of proposal. Verbal communication in kitchens Collaborative working:

	Assessment: Chicken nuggets Production plan and outcome Muffins proposal			Yuk Sung Turkey burgers Assessment: Burger proposal White sauce		Careers: chef de partie	Samosas practical outcome	practical lessons Careers: street food trader
Cycle 3	Consumer choice and healthy eating Carbohydrates Seasonal foods Re – think your drink Practical work: Scones Muffins Assessment: Carbohydrates	Carbohydrates: Science (cycle 1)	Ethical issues Vitamins. Traceability Animal welfare Food processing Practical work: Chilli Nachos Mini Frittatas Assessment: Vitamins	Cook at home	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 <u>global</u> <u>environmental</u> issues. Production planning Practical work: Chicken Shawarma Mediterranean tart Assessment: Production Plan	Communication: application of key terminology in correct context. Verbal communication in kitchens Collaborative working: practical lessons Careers: food scientist	

Year 7 – Cycle 1: Food

Eatwell Guide



1. Base your meals on starchy foods
2. Eat lots of fruit and vegetables
3. Eat one portion of white fish, shellfish and oily fish a week
4. Cut down on saturated fat and sugar
5. Eat less salt (no more than 6g a day for adults)
6. Get active and be a healthy weight
7. Don't get thirsty, drink plenty of water
8. Don't skip breakfast

Risk Assessments

A risk assessment involves looking closely at something and deciding if there are any hazards that may be cause a risk to people. A risk assessment is used to figure out what needs to be done to prevent the risk from happening. This is called a control measure. Risk assessments might be graded 1 – 5 (5 being higher risk than 1) or low, medium and high risk.



Key Words

- **Hazard** - Something that might cause harm
- **Personal hygiene** – care for one's bodily health and well being, through cleanliness
- **Bacteria**: microscopic living organisms that can be harmful to health
- **Cross Contamination** – when bacteria is transferred to food items, from other foods, equipment or handlers.

Nutrients

Carbohydrates – only source of energy our brain recognises.

Protein – need for growth and repair. Found in animal products such as meat, eggs, milk, cheese.

Calcium – for strong bones found in milk, cheese, tofu and almonds.

Fibre – needed for good digestion found in wholemeal foods such as brown bread and also in fruit and vegetables.

A range of senses are used when eating food.

These senses are:

- sight;
- smell;
- hearing;
- taste;
- touch.

When writing about different ingredients and dishes don't just say nice, explain why it is nice!

A combination of these senses enables you to plan dishes, explain ingredient choices in your proposals and evaluate food.

Make good use of **sensory descriptors**.



Sensory term word bank

Appearance	Aroma	Texture	Taste
Burnt Clear Cloudy Crisp Crumbly Dark Dull Firm Flaky Flat Glossy Golden Hard Light	Acidic Aromatic Bland Burnt Citrus Fishy Fragrant Pungent Meaty Sour	Brittle Chewy Creamy Crisp Crumbly Dry Fatty Flaky Soft Sticky Tender	Bitter Bland Burnt Sour Creamy Fatty Hot Mild Spicy Strong Sweet Tart Weak



SMSC

Understand how food choices can affect our health

Literacy

Learn the meanings of the key words for this cycle

Numeracy

Introduction to proportions and units of measurement



What makes a portion of fruit or vegetables?

2 kiwi fruit	1 apple	1 pear
1 1/2 grapefruit	8 cauliflower florets	1 orange juice glass
3 tablespoons of peas	2 broccoli spears	1 tomato
1 banana		

Aim to eat at least five portions of a variety of fruit and vegetables each day.

Independent Study

- Week 1** – Health and safety in the food room
- Week 2** – research ideas for ingredients to use in your pizza toast
- Week 3** – Evaluate pizza toast

Layered salad

Eatwell Guide

Pizza toast proposal

Pizza toast made outcome

Geography Curriculum 2025-26

	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 Midcycle skills enquiry Extreme Environments: Antarctica and Sahara -Distribution of biomes -Comparative case studies: Antarctica and the Sahara	Contour mapping Biome diorama	Hazardous World: Natural hazards: -Tectonics - Eyjafjallajökull – The Icelandic Volcano case study - Haiti – earthquake case study -Japan - tsunami case study Midcycle-Hazard mapping and response plan Human hazards – conflict: -The Sudan -Afghanistan **Add in Africa - conflict	Making volcanoes	Weather and Atmospheric Systems: -Biomes and global air circulation -The UK as a case study -Microclimates Midcycle microclimate write up and evaluation - Hurricane Katrina, USA (2005) case study -Cyclone Nivar, India (2020) case study **Make more interesting for Options	Microclimate investigation around the Academy Trip to 'We the Curious' in Bristol - remove?
Cycle 2	Rapid Rivers: -The water cycle and drainage basin -River processes -Long profile and cross profile -Features of each course Midcycle Processes and landforms info pack -UK flooding case study: Tewkesbury Floods -Global case study: Nile -Flood management	River Landform Models Rivers Trip – remove?	Crumbling Coasts: -Why is the coast important? -Coastal processes: erosion, weathering, transportation -Erosion landforms Deposition landforms Midcycle Processes and landforms info pack -Coastal management -UK case study – The Holderness Coastline -Global case study - Maldives	Coastal diorama Coastal management fieldwork - remove	Global Issues: -Types of pollution Plastic pollution -What is climate change? Impacts of climate change Midcycle debate -Sustainable management goals -'The Hunger Games' -Food -Sustainable cities	Sustainable Urban Living Campaign
Cycle 3	Exploring China: -Background and History -Climate -Population -One Child Policy Midcycle extended writing -'Made in China' -Modern slavery -Pollution -The Three Gorges Dam -Tourism in China	Project India	Exploring India: -An introduction to India -Climate -Population -Mumbai and Dharavi -Sweatshop lesson Midcycle extended writing -India's Industries: Primary, Secondary, Tertiary and Quaternary -Tourism	Project Haiti	Q3) The Challenge of Resource Management Q6) Energy -Global distribution of resources -UK provision of food, water and energy -Global supply of energy Midcycle-Exam Style Questions -Impacts of energy insecurity and strategies -Case study: Amazon -Extracting Natural Gas -Sustainable energy use -Case study: Chambamontera	Project Russia
	Assessment: End of cycle test		Assessment: End of cycle test		Assessment: End of cycle test	



There are 2 main types of Geography:

- **Physical Geography** – the study of the earth's natural features. It is about the land, sea and environment around us. Example: Rivers, Coast, Rainforests, weather, Volcanoes and earthquakes.
- **Human Geography** – the study of where and how people live. Example: Migration, population size, settlements (where people live).

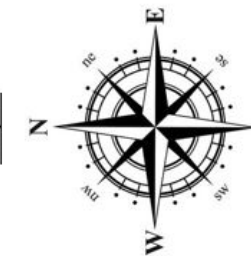
Continents of the world



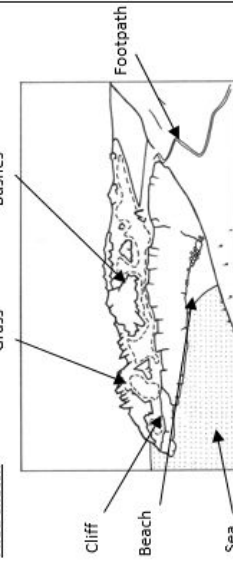
Countries of the UK



Compass



Field sketch



Maps and symbols:

Maps help us to understand what places are like and how to plot routes.

Maps should have a:

- title
- scale
- north arrow
- key

Symbols help us to include lots of detail on maps they include simple images, letters and abbreviations. Here are some examples:

Map symbols	

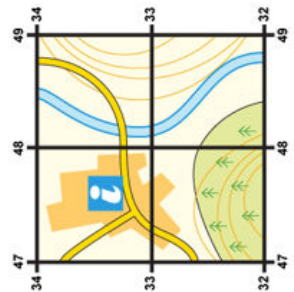
Grid references: "Along the corridor and up the stairs"

Four-figure grid references, look at the bottom left hand corner of the square you want to take a grid-reference for.

You take the bottom number first

And the number up the side second

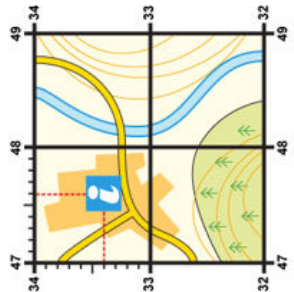
Example- the grid reference for the information center would be 4733.



Six-figure grid references, work out the 4 figure grid reference and leave gaps. For the information center you would write 47_33_.

Divide the grid square into 10 and work out how many tenths across and up the symbol is

So the six-figure grid reference for the information centre is = 476334.

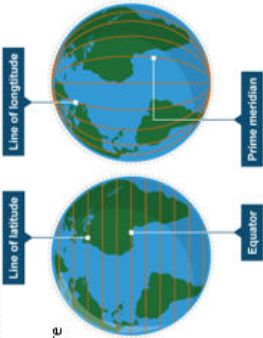


Lines of latitude and longitude:

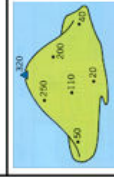
To help us find places, imaginary lines called **latitude and longitude** are drawn onto the globe.

When you use an atlas the index page gives the latitude and longitude of that place to help you find it more easily.

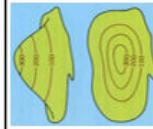
The main line of latitude you will need are:
The Tropic of Cancer
The Tropic of Capricorn
The equator



Height on a map:



Spot heights give the exact height of a point on a map. They are shown as a black dot with a number in metres next to it.



Contours are lines that join up places of the same height. They are usually coloured brown and have the height marked on them – sometimes you have to trace your finger to find it. The height is given in metres.



Year 7 Geography

Cycle 1: Extreme Environments



Ecosystems = a group of living **organisms** interacting with the non-living parts of an environment. Ecosystems can vary in size, e.g. a single hedgerow or a whole rainforest.

Biome = a large ecosystem. The Earth has many different biomes, with each one containing many different living organisms that have adapted to the environment.

Case study: Antarctica

Background and location - Antarctica is the 5th largest continent, and covers an area of approximately 14 million sq. km. It is also the world's highest continent, with an average land height of 2,300 metres. During the winter, much of the water surrounding Antarctica freezes. This sea ice nearly doubles the size of Antarctica.

People:

No one lives in Antarctica permanently, though many scientists stay for long periods of time to carry out research. Countries have claimed ownership of parts of Antarctica.

Climate:

Antarctica can be called a desert because of its low levels of precipitation (rain/snow). In coastal regions, about 200 mm can fall **annually**. In mountainous regions and on the East Antarctica plateau, the amount is less than 50 mm annually. There are also strong winds, with recordings of up to 200 mph.

Ice in Antarctica:

The ice in Antarctica is on average 2.5 km thick. Nearly 99% of Antarctica is covered by an ice sheet.

Potential resources in Antarctica:

- There are many resources in Antarctica, which include:
 - mineral and energy resources - most is currently covered by snow, including the world's largest known coalfield
 - fresh water extraction from icebergs (70 per cent of the world's fresh water is in Antarctica)
 - resources from the sea life - e.g. farming of fish and **krill**
 - scientific resources - scientists can study weather patterns, ecosystem adaptations and the past climatic and geological changes

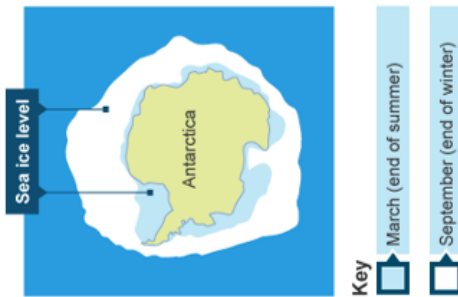
Tourism also offers potential because of the attraction of this unique wilderness.

Mineral extraction:

Extracting oil from Antarctica has been too expensive to consider in the past. However, as more land is exposed, building pipelines on the land is becoming a more viable option. As the price of oil increases and the availability of oil decreases, countries look to Antarctica as a possible location for supply. Extraction of oil and minerals is banned for 50 years through the Antarctic treaty which controls human activity in Antarctica.

Homework - Points Challenge:

☐ Week 1 ☐ Week 2 ☐ Week 3 ☐ Week 4 ☐ Week 5 ☐ Week 6 ☐ Revision



Deserts:

Deserts are dry or arid areas that receive less than 250 mm of rain each year. Deserts can be hot or cold. They contain plants and animals that are specially adapted to these extremely dry conditions. Most **hot** deserts are found **between 15-30° north and south** of the equator.

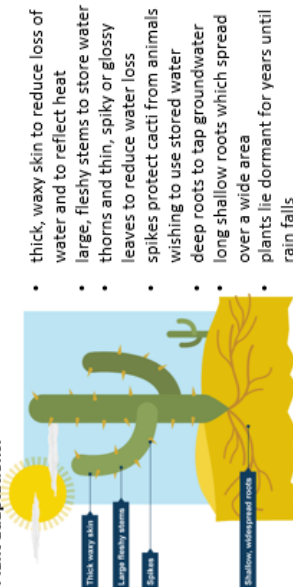
What causes hot deserts to form?

- Air around the Tropics of Capricorn and Cancer is dry. This is a zone of high air pressure where the air sinks.
- Some deserts form in the **rain shadow** of mountains. Air is forced to rise over mountains, air cools and condensation occurs, rain falls over the mountains, dry air sinks down the other side of the mountain.
- Some deserts form in areas that lie at great distances from the sea. The air here is much drier than on the coast.

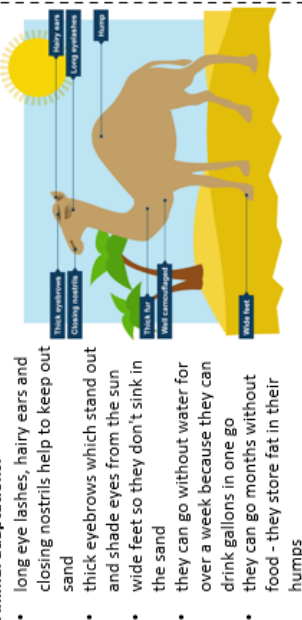
Climate:

There is a big variation in temperature between day and night - the **diurnal range**. Many life forms have special adaptations to cope with this.

Plant adaptations:



Animal adaptations:



People:

The Bedouin Tribe, Middle East

Their traditional lifestyle has adapted to these extremely arid conditions. Their **nomadic lifestyle** means they do not settle in one area for long. Instead, they move on frequently to prevent exhausting an area of its resources. They have herds of animals which are adapted to living in desert conditions, such as camels. Their tents are built to allow air to circulate within them, keeping them cool. Animal hair is used to insulate them, to keep the tent cool during the day and warmer at night.

Modern adaptations:

The city of Las Vegas is one of the fastest growing cities in America and is situated in the Mojave Desert. Las Vegas is lush and green as it gets 90% of its water from the Colorado River. The demand for water is not sustainable and the city has started to plan to reduce the demand for water. One way is that new homes have restrictions on the amount and type of lawns that they can have. The authority also recycles water where it can.

KS3 Curriculum 2025-2026: 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> - o Roman England - o Jewish migration - o The impact of empire - o The impact of war Including a local study of Cheltenham 1000-2000CE	Local History Project: voices of our community Careers: Archaeologist, Museum Curator	The Industrial Revolution <i>Did the Industrial Revolution change the world for the better?</i> - o The Agricultural Revolution - o Technological advancements - o Living and working conditions - o Attitudes to poverty - o The development of democracy	Extra challenge: using the archives Careers: Law, Social Work	World War One <i>How and why should World War One be remembered?</i> - o Causes of the war - o Recruitment and propaganda - o Trench warfare - o The Home Front - o Armistice	Poetry competition Battlefields Trip Careers: Military, Politics Editing, Politics
Cycle 2	Medieval England <i>Who had power in Medieval England: the church or the state?</i> - o Thomas Beckett - o The Crusades - o The Magna Carta - o The Black Death - o The Peasants' Revolt	Competition: Black Death Diorama Careers: Police Force	The British Empire <i>How has the British Empire shaped the world we live in today?</i> - o How Britain built an empire - o The impact of the British Empire - o Resistance and revolt: the Indian Rebellion and the Mau Mau Uprising - o The decline of empire Taught using case studies including India, Kenya, Australia and Ireland	Virtual tour of the British Museum Debate: Repatriation of artefacts in the British Museum Careers: Diplomacy	Nazi Germany and the Holocaust <i>How do tyrants achieve and hold onto power?</i> - o The rise of Hitler - o Life in Nazi Germany - o World War Two - o The Holocaust	Interview with Ziggi Schipper, a Holocaust Survivor Holocaust Remembrance Day Assembly Careers: Military, Law
Cycle 3	Early Modern England <i>How did the power of the church and the state change?</i> - o The Reformation - o The Religious Rollercoaster - o Elizabethan England - o The English Civil War	Trip: Tintern Abbey – cross-curricular with Geography Careers: Historian, Politics	The Transatlantic Slave Trade <i>What is the legacy of the Transatlantic Slave Trade in the modern world?</i> - o The Triangular Trade - o The Middle Passage - o Conditions for enslaved peoples - o Resistance and Rebellion - o Abolition - o The legacy of slavery	Trip to M Shed museum in Bristol Careers: Law, Civil Service, Politics	Medicine in World War One <i>How far does conflict impact social progress?</i> - o Why were casualties high on the Western Front? - o How did war lead to medical progress? - o How does a historian create and carry out an enquiry?	Careers: Medicine, History, Military
	Assessment Focus: analysing consequences, source analysis		Assessment Focus: change and continuity, narrative writing		Assessment Focus: source analysis, narrative writing	
	Assessment Focus: evaluating interpretations, analysing causation		Assessment Focus: source analysis, causation		Assessment Focus: Source analysis and utility	

Year 7 History

Cycle 1:

Migration through Time



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

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

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

Chronology: The order in which events happened

BCE: 'Before Common Era'; before the year 1CE. (Previously known as BC)

CE: 'Common Era'; after the year 1CE. (Previously known as AD)

Social: To do with people's lives

Economic: To do with money

Political: To do with power

Religious: To do with people's beliefs

Invasion: Where an army attacks and takes over an area by force

Prejudice: Ideas about someone or something that are based on stereotypes, not on experience

Persecution: When someone is treated unfairly because of their identity

Reformation: The change of the church from Catholic to Protestant in the 16th century

Refugee: Someone who has been forced to flee their country

Huguenots: French protestants who fled to England to escape persecution

Puritans: Extreme protestants

Famine: When a severe lack of food leads to a lot of people becoming ill or dying

Slums: Very poor quality housing

Weeks 1-3: Celtic and Roman Settlement

The first people to live in England arrived from Europe around 8000 years ago. Around 500BCE, groups of people known as the Celts arrived from Central Europe to settle.

In 43CE, Roman legions landed in England, hoping to make it part of the Roman Empire. Using their military strength, they were able to conquer much of England, but did not manage to control Wales or Scotland.

Why settle in England?



Fertile land Iron and tin and land

The soil will grow all ordinary crops due to the excessive moisture of the soil and of the atmosphere. Britain contains gold and silver and other metals, as the prize of conquest. The ocean, too, produces pearls, but of a dusky and bluish hue.

-Roman historian Tacitus, 98CE

Resistance to the Romans

When changes are forced on a country, people often fight back or resist.

- Boudicca was the queen of the Celtic Iceni tribe. The Romans tried to take her land after her husband died and attacked her and her daughters.
- In 61CE Boudicca raised an army and destroyed the Roman towns of Colchester, London and St Albans
- Her army were lured into a trap at Watling Street and she was killed, ending resistance against the Romans.
- Her statue still stands by the River Thames in London.

How did the Romans change England?



People from across the Roman Empire including Africa moved to Britain, making it more diverse



Impressive towns and cities were built including Cirencester. They built baths, aqueducts and forts.



The English language is influenced by the Roman language of Latin. They also inspired our legal system.



New foods such as cabbages, peas, onions, cherries and carrots were introduced – even apples were Roman!

Think Like A Historian!

Change and Continuity

When considering change in History, we look at...

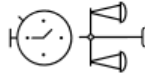
What type of change is it?

Political?
Economic?



What was the rate of change?

Gradual? Rapid?
Erratic?



How long did the change last?

Short-term?
Long-term?



Why did the change happen?

Was there a key turning point?

How significant was the change?

What are the differences?

How did people respond?

Supported?
Resisted?

Weeks 4-5: Anglo-Saxons and Vikings

How 'dark' were the Dark Ages?

The Anglo-Saxons were people from northern Europe who invaded and settled after the fall of the Roman Empire. We get the word 'England' from 'Angle-Land'. Lots of the English language comes from the Anglo-Saxons, including our names for the days of the week.



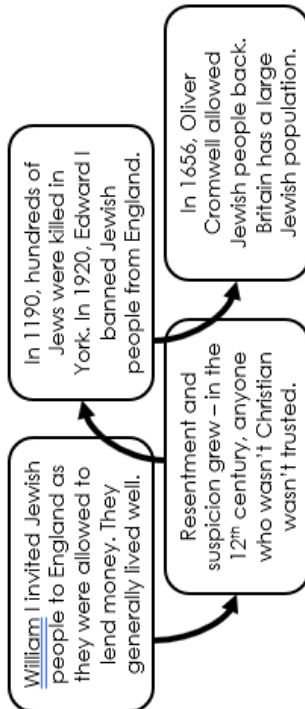
Vikings came from Scandinavia and raided England in the 9th century. They soon started to settle, creating the **Danelaw** in the north.

The Vikings brought with them trading goods from across the known world.

Weeks 6-7: Religious Migration

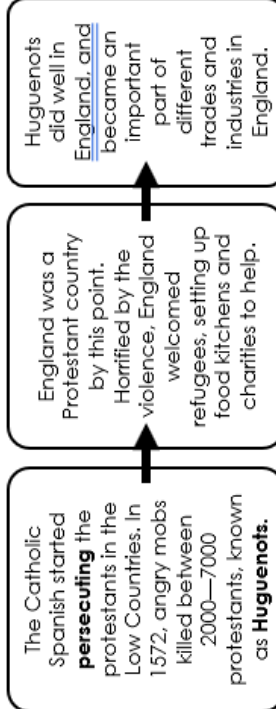
Jewish Migration

Jewish people have been treated unfairly (**persecuted**) for centuries due to religious differences. Persecution has been a reason for migration both to and from England.



Huguenots

In the 16th century, the Christian church divided into Catholics and Protestants – this was called the **Reformation**. In some areas, civil war broke out.



Puritans

A group of extreme protestants in the 17th century were known as the Puritans. They wanted to start a new life in a country that would be led by Puritan ideas. These puritans were the **pilgrims**: The Mayflower set sail in 1620, arriving in the 'New World' to set up a colony in America.

Weeks 8-9: Economic Migration

Many people also migrate for **economic** reasons (to do with money)- both push factors (reasons to leave) and pull factors (reasons to come here):

Irish Migration

In the 19th century, Ireland was part of the British Empire. Many Irish people were very poor and were often mistreated by the English Protestants.

In the 1840s, a disease destroyed many of the potato crops, leading to a devastating famine. Approximately 1 million people migrated, seeking work and new opportunities.

Life for migrants was often tough, with slum housing and poor paying jobs. Irish migrants faced **discrimination** for being Catholic and because they were seen as outsiders.

The Windrush

Many countries in the Caribbean, known as the West Indies, were also part of the British Empire.

After World War Two, Britain needed workers for the new NHS and to rebuild the country and campaigned for people to move to England and contribute. In June 1948, the SS Empire Windrush arrived in London with 492 migrants on board.

Many migrants faced racism and prejudice. In 1958, race riots broke out in Notting Hill and even politicians such as Enoch Powell made speeches that encouraged distrust of these immigrants.

Think Like A Historian!

Narrative Writing

Writing a narrative is about telling the story. Try to think...

What 3 events can I think of? Put them in order! **How does each one lead to the next?** **What was the overall outcome?**

The first event was...

This was when...

As a result...

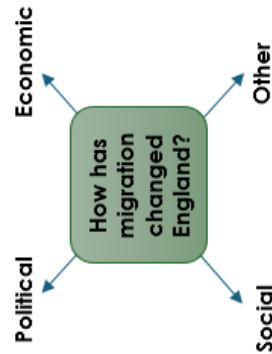
Subsequently...

Use a connective to link to your next point!

Now use the same sentence starters as above to write about 2 more events!

Overall, the outcome was...

Summary: Can you complete the mind-map to show the impacts of migration on England?



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

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

Year 9 One Year	Topic	Core Grammar	Core Phonics
Autumn	Modulo 1: Diviértete (Theme 2; popular culture + theme 3; communication and the world around us) - 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)	Me, People in my Life & Stay Connected! 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	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	Modulo 5: A Clase! (Theme 1; People and Lifestyle) - 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)	My Current, Past & Future Studies 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	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	Modulo 2: Viajes (Theme 3; communication and the world around us + Theme 2; popular culture) - holiday activities [1, 2] (a) - past holidays [3, 4] (i) - holiday accommodation [3] (c) - past holiday activities [3, 4, 5] (c, f) - disastrous holidays [3, 5] (d) - booking accommodation [2, 6] (f) - future holidays [7, 3] (e) - los san fermines [8] (h)	Holiday Memories, Future Travels 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)	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]

All About Me - '¿Cómo estás?' (How are you?)

	Essential		Stretch	
	Spanish	English	Spanish	English
<i>Chunks</i>	¡Hola! buenos días adiós gracias ¿Cómo estás? ¿Qué tal? Estoy ... bien mal regular fatal fenomenal ¿Y tú? ¡Escucha(d)! ¡Repite/repetid! ¡Mira(d)! ¡Levanta(d) la mano! ¡Escribe/Escribid (la fecha, el título)! ¡En silencio! ¡Habla(d) con una pareja!	Hi! hello /good morning goodbye thank you How are you? I am (feeling) ... fine / well bad okay really bad / awful great / wonderful And you? Listen! Repeat! Look! Watch! Hands up! Write (the date/the title)! In silence Talk with a partner!	¡Hasta pronto! ¡Hasta luego! ¡Hasta mañana! Estoy bastante bien Estoy bastante mal pero ¡Levántate/levantaos! ¡Siéntate / sentaos ¿Puedo ... tener un boli/bolígrafo? ir al baño? quitarme la chaqueta? hablar en inglés?	See you soon! See you later! Have a good evening! I am quite/fairly well I am quite/fairly bad but Stand up Sit down Can I.. have a pen? go to the toilet? take off my jacket? speak in English?

2

All About Me -¿Cómo te llamas? (What is your name?)

	Essential		Stretch	
	Spanish	English	Spanish	English
<i>Chunks</i>	¿Cómo te llamas? Me llamo... ¿Y tú? ¿Cómo se escribe? Se escribe ... ¿Puedo... ser voluntario/a Distribuir los cuadernos?	What's your name? My name is ... And you? How is it spelt? It is spelt ... Can I ...? ... be a volunteer? ... hand out the books?	Soy ... Mi apellido es... Mi nombre es... Mi apodo es ... Se llama ...	I am ... My surname is ... My first name is ... My nickname is ... His / Her name is ...
<i>Conjunctions</i>	y pero	and but		
<i>Opinion phrases</i>			Me gusta No me gusta Odio	I like I don't like I hate
<i>Question word</i>	¿Cómo ... ?	How... / What is ... like?		

3

All About Me + People Around Me- '¿Cuándo es tu cumpleaños?' (When is your birthday?)

	Essential		Stretch	
	Spanish	English	Spanish	English
<i>Chunks</i>	¿Cuándo es tu cumpleaños? Mi cumpleaños es el ... de ... ¿Cuál es la fecha de hoy? La fecha de hoy es el ... de ...	When is your birthday? My birthday is on the ... of ... What is the date today? The date today is the ... of ...	El cumpleaños de + NAME es el... Su cumpleaños es el ... ¡Yo! ¡Yo no! ¡Tú no!	NAME's birthday is on the His/her birthday is on the... Me! Not me! Not you!
<i>Nouns</i>	lunes martes miércoles jueves viernes se(p)tiembre octubre noviembre diciembre uno/primer treinta y uno	Monday Tuesday Wednesday Thursday Friday September October November December first 21 or 21 st 22 or 22 nd 23 or 23 rd 24 or 24 th 25 or 25 th 26 or 26 th 27 or 27 th 28 or 28 th 29 or 29 th 30 or 30 th 31 or 31 st	sábado domingo enero febrero marzo abril mayo junio julio agosto	Saturday Sunday January February March April May June July August
<i>Opinion phrases</i>			Me gusta Prefiero Odio	I like I prefer I hate
<i>Question word</i>	cuándo	when		

5

All About Me + People Around Me- '¿Cuántos años tienes?' (How old are you?)

	Essential		Stretch	
	Spanish	English	Spanish	English
<i>Chunks</i>	¿Cuántos años tienes? Tengo ... años, ¿Y tú? ¿Tienes once o doce años? ¡Levántate/levantaos! ¡Siéntate / sentaos	How old are you? I am ... years old. And you? Are you eleven or twelve years old? Stand up! Sit down!	¿Quién tiene ... años? ¡Yo! ¡Yo no! ¡Es él/ella! ¡(No) es él/ella! (Yo) no tengo once/doce años; Tiene ... años	Who is ... years old? Me Not me It is him / her It is not him / her I am not eleven years old He / She is ... years old
<i>Nouns</i>	uno - 1 dos - 2 tres - 3 cuatro - 4 cinco - 5 seis - 6 siete - 7 ocho - 8 nueve - 9 diez - 10	once - 11 doce - 12 trece - 13 catorce - 14 quince - 15 dieciséis - 16 diecisiete - 17 dieciocho - 18 diecinueve - 19 veinte - 20	veintiuno - 21 veintidós - 22 veintitrés - 23 veiniticuatros - 24 veinticinco - 25 veintiseis - 26 veintisiete - 27 veintiocho - 28 veintinueve - 29 treinta - 30	treinta y uno - 31
<i>Conjunctions</i>	y o	and or	quién	who
<i>Question word</i>	cuántos	how many		

4

All About Me - '¿Cómo eres?' (What are you like?)

¿Cómo eres? (What are you like?)

Físicamente (Physically)	soy (I am) no soy (I am not)	ni alto/alta ni bajo/baja (of average height)		
Soy (I am) No soy (I am not)				alto. / alta. (tall) bajo. / baja. (short) gordo. / gorda (fat / large) guapo. / guapa. (good looking) divertido. / divertida. (fun) bonito. / bonita. (pretty / cute) gracioso. / graciosa. (funny) feo. / fea. (ugly) delgado. / delgada. (slim) tímido. / tímida. (shy) sincero. / sincera. (honest / sincere) generoso. / generosa. (generous) goloso. / golosa. (sweet-toothed) mentiroso. / mentirosa. (a liar) simpático. / simpática. (nice) tonto. / tonta. (silly) listo. / lista. (clever) perezoso. / perezosa. (lazy) antipático. / antipática. (mean / unpleasant) inteligente. (intelligent) valiente. (brave / valiant)
		muy (very)		
		bastante (quite)		
		un poco (a bit / a little)		

All About Me - '¿De qué color tienes los ojos?' (What colour are your eyes?)

	Essential		Stretch	
	Spanish	English	Spanish	English
Chunks	tengo el pelo ... tengo los ojos ... ¿Es correcto?	I have ... hair I have ... eyes Is it correct?	me gustaría tener ... (no) tengo pecas	I would like to have ...
Adjectives	<u>el pelo</u> castaño rubio negro relirrojo corto largo <u>los ojos</u> marrones azules verdes	<u>hair</u> brown blond(e) black red / ginger short long <u>eyes</u> brown blue green	liso ondulado rizado <u>los ojos</u> grises ni corto ni largo	straight wavy curly <u>eyes</u> grey neither long nor short
Verbs	tener tengo no tengo	to have I have I don't have	tienes tiene	you have he/she/it has
Conjunctions	y pero	and but	también sin embargo	also however
Question Word	¿Cómo...?	How / What is ... like?	¿Qué?	What?
Idioms			tener buen ojo tener ojos de lince	to have a good eye/to choose well to have 'eagle' eyes/to see very well

All About Me + People Around Me - '¿Cuántas personas hay en tu familia?' (How many people are there in your family?)

	Essential		Stretch		
	Spanish	English		Spanish	English
<i>Chunks</i>	¿Cuántas personas hay en tu familia? En mi familia hay ... personas ¿Cómo es tu (hermano)? Mi (hermano) es ... (No) tengo hermanos Tengo un hermano / una hermana que se llama ¿Es singular o plural?	How many people are there in your family? In my family there are ... people What is your (brother) like? My family is ... I (don't) have siblings he / she is ... years old that is called Is it singular or plural?	<i>Chunks</i>	soy hijo único / hija única tienen ... y ... años que se llaman Me gustaría tener	I am an only child they are ... and ... years old whose names are I would like to have
<i>Nouns</i>	madre/madrastra padre/padrastra hermano/hermanastro hermana/hermanastro abuela abuelo perro gato	(step)mother (step)dad (half- / step)brother (half- / step)sister grandmother grandfather dog cat	<i>Nouns</i>	personas padres hermanos abuelos	people parents siblings / brothers grandparents
			<i>Adjectives</i>	mayor menor gemelo, gemela	older, elder younger twin
<i>Verbs</i>	hay tener tengo tienen tiene me llamo se llama	there is / there are to have I have you have he / she has I am called he / she is called	<i>Verbs</i>	tener tienen llamarse se llaman	to have they have to be named, called they are called
<i>Conjunctions</i>	y pero también	and but also, too	<i>Idiom</i>	ser uña y carne somos uña y carne son uña y carne	to be best buddies/very close (nail and flesh) we are very close they are very close
<i>Question word</i>	cuántas	how many	<i>Revision</i>	NOMBRES 1-100	NUMBERS 1-100

8

People Around Me - '¿Cómo es el Papá Noel?' (What is Father Christmas like?)

	Essential		Stretch		
	Spanish	English		Spanish	English
<i>Chunks</i>	En Navidad me gusta + infinitivo No celebro Navidad porque soy hindú judío/a, musulmán/musulmana, ¡Qué chulo! ¡Feliz navidad! Papá Noel reparte regalos Entra en la casa por la chimenea Admira el árbol de Navidad	At Christmas I like to + infinitive I don't celebrate Christmas because I am Hindu/Jewish/Muslim How sweet/cute! Merry Christmas! Father Christmas hands out gifts He enters homes through the chimney He admires the Christmas tree	<i>Chunks</i>	No soy cristiano/a En Eid al-Fitr, En Diwali En Hanukkah... Normalmente llega en trineo Los Reyes Magos vienen del desierto Los Reyes Magos también reparten regalos	I am not a Christian At Eid-al-Fitr ... At Diwali ... At Hanukkah ... He normally arrives by sleigh The Wise Men/Three Kings come from the desert The Wise Men/Three Kings also hand out gifts
<i>Verbs</i>	celebro no celebro soy no soy Infinitivos: (-ar/-er/-ir) cantar ir decorar, hacer llevar repartir	I celebrate I don't celebrate I am I am not Infinitives: (-ar/-er/-ir) to sing to go to decorate to do/to make to wear to hand out/to deliver	<i>Verbs</i>	canto decoro mando Infinitivos: (-ar/-er/-ir) estar	I sing I decorate I send Infinitives: (-ar/-er/-ir) to be
<i>Opinions</i>	me gusta me gusta mucho no me gusta	I like I really like/I like very much I don't like	<i>Opinions</i>	me encanta no me gusta nada ...	I love I don't like ... at all
<i>Connectives</i>	porque y pero	because and but	<i>Connectives</i>	ya que sin embargo además no obstante	since (because) however furthermore/moreover however/nevertheless

9

	Year 7	Year 8	Year 9	Enrichment
	Knowledge and skills development	Outwitting opponents and implementing rules	Game play and tactical development	
Cycle 1	- 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 Assessment: Booklet <u>used</u> - focusing on motor competence, rules, <u>strategies</u>, tactics, leadership, exercising safely. Careers – sports judges/officials, referees, PE teacher	- Outwitting opponents - Encouraging <u>team work</u> - 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 Assessment: Booklet <u>used</u> - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely. Careers – sports judges/officials, referees PE teacher	- 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 Assessment: Booklet <u>used</u> - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely. Careers – sports judges/officials, referees PE teacher	Football Netball Rugby Trampolining Fitness club Dance Basketball
Cycle 2	- 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 Assessment: Booklet <u>used</u> - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely. Careers – Coaches, personal trainers, managers	- Outwitting opponents - Encouraging <u>team work</u> - 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 Assessment: Booklet <u>used</u> - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely. Careers – Coaches, personal trainers, managers	- 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. Assessment: Booklet <u>used</u> - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely. Careers – Coaches, personal trainers, managers	Football Netball Rugby Trampolining Fitness club Dance Basketball
Cycle 3	- Developing technique and performance - Replicate accurate movement - Develop precision, control and accuracy - Understand basic rules and use them within a game - Basic leadership skills with clarity, volume and presence. Assessment: Booklet <u>used</u> - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely. Careers – Health safety officer, officials, umpires, athletes	- Outwitting opponents - Encouraging <u>team work</u> - Develop fluency of the skills learnt - Adhere to the rules within a condition/competitive game - Leadership skills – lead a starter activity - Decision making Assessment: Booklet <u>used</u> - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely. Careers – Health safety officer, officials, umpires, athletes	- Analysing performance - Embedding technique into a competitive game - Focus on developing tactics, set play - Leadership skills - Deliver aspects of the lesson and officiate with clarity and presence Assessment: Booklet <u>used</u> - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely. Careers – Health safety officer, officials, umpires, athletes	Cricket Rounders Athletics

Year 7 PE– Skill development

Girls Football

- Control of the ball
- Creating space
- Dribbling
- Passing
- Turns
- Defending
- Pressing
- Providing cover
- Interception
- Small sided game play

Trampolining

- Straight jump
- Killing the bed
- spotting
- Tuck
- Pike
- Straddle
- Twisting movements
- Seat drop
- Routine development

Boys football

- Passing
- Control
- Dribbling/turning
- Shooting
- Positioning
- Small -sided games

Table Tennis

- Grip and stance
- Basic ball/bat control
- Push – Backhand/Forehand
- Drive – Forehand
- Serve – Backhand/Forehand
- Single game play

Netball skills

- Passing
- Footwork
- Movement
- Pivot
- Shooting
- Attacking
- Defending
- Positions
- Small -sided games

OAA/Problem Solving

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

Rugby

- Passing / handling
- Running and passing down a line
- Rucking
- Tackling
- Positioning
- Small -sided games tag and contact

Health Related Exercise

(HRE)

- Warm up/cool down movements
- Circuit movements
- Tests for components of fitness
- Boxercise techniques
- Simple measurements of the body – heart rate

	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	<u>Symbolism - Inner and outer worlds</u> 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. <u>Assessment -</u> 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. <u>Assessment -</u> Mini assessments in lessons and an end of cycle assessment The life of Jesus We will look at the way Jesus told stories and how these stories still have meaning for believers today. Pupils will look at different parables and miracles and use these to help support understanding of what beliefs in action look like. Assessment will be in the form of project presentations and pupils will be assessed on descriptive and oracy skills.	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. Food is food laws Public sector, HR, NGO's, journalism	Suffering 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 development <u>Assessment -</u> Mini assessments in lessons and an end of cycle assessment. The assessments look at skills of recall and evaluation. Introduction to Judaism 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. <u>Assessment -</u> Mini assessments in lessons and an end of cycle assessment	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. History looking at the Holocaust and English war poets Public sector, HR NGO's, journalism	An Introduction to Islam Looking at Islam as a world view and the impact that Islam has on the global stage. What is lifelike for a believer in Islam in the 21st Century? How do they view the world? <u>Assessment -</u> Mini assessments in lessons and an end of cycle assessment. The assessments look at skills of recall and evaluation. Multi faith Society 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. <u>Assessment -</u> Mini assessments in lessons and an end of cycle assessment. The assessments look at skills of recall and evaluation.	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. History democracy and English literature Hist - humanism Public sector, HR, NGO's, journalism
Cycle 2	<u>Assessment -</u> Mini assessments in lessons and an end of ic assessment.	See above	The spread of the Church This topic looks at how the Christian movement developed over time. Including early church councils, the Great Schism, the	See above	What is humanism? 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.	See above

	Hinduism 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	Food <u>jpg</u>, food laws Public sector, HR, NGO's, journalism	Protestant reformation. Up to and including the diversity of Christian practices today. Assessment - Mini assessments in lessons and an end of cycle assessment	History the foundation of the <u>Conf</u><u>Eng</u><u>Food</u>-<u>Kosher</u> Public sector, HR, NGO's, journalism	Assessment - Mini assessments in lessons and an end of cycle assessment	History - Kolbe English- speeches and poetry Public sector, HR, Social policy design, law, medical ethics.
Cycle 3	Sikhism 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. Assessment - Mini assessments in lessons and an end of topic assessment.	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 <u>g</u> the main world religions place of worship. Art - Mandalas Public sector, HR, NGO's, journalism	Global concerns 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. Assessment - Mini assessments in lessons and an end of topic assessment.	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 <u>g</u> the main world religions place of worship. Geography, evolution big bang Science, History, the development of the early church - Tudors Public sector, HR, Social policy design, law,	An introduction to Philosophy and Ethics We look at basic arguments about existence and associated belief. Ideas such 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. Assessment - Mini assessments in lessons and an end of cycle assessment. Start of GCSE - An introduction to Christian Beliefs. • The Trinity • The creation of the universe and humanity • The incarnation • The last days of Jesus' life • The nature of salvation • Christian eschatology • The problem of evil and suffering • Solutions to the problem of evil and suffering	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 <u>g</u> the main world religions place of worship. Geog-global 600060705.Eng-oracy skills Public sector, HR, Social policy design, law, environmental work, <u>International development</u>

Year 7 Religion and Ethics – Cycle 1 – Symbol and Truth and the concept of world religions			
Introduction to religion and Ethics	Inner and Outer Worlds	Symbols	Symbolic language
'Religion' refers to the study of religious beliefs and lifestyles, and 'ethics' is about questioning what we think is right and wrong. We learn about right and wrong, and you think about how you should treat people. You learn about what is important to other people, their beliefs, the things they do – this can help you understand them and make friends with them. You also learn about some of the big questions humans ask – What is the meaning of my life? What happens when we die? Does God exist? Introduce worldviews	The 'inner' world refers to how we feel, what we believe, our dreams, our mental health etc. The 'outer' world refers to things around us, where we live, the people we know, the environment around us. Religion has both inner and outer aspects to it too. The outer aspects to religions are the things we can see, for example religious buildings, or books or objects. The inner aspects are the things that we cannot see, for example the beliefs that we hold, such as that God exists or the values we have, e.g. everyone is equal.	A symbol is an image with a deeper meaning; it represents something important to us that we cannot see or touch. Religions deal with important things we cannot see or touch, like peace, justice and even God, so symbols are often used. Religious symbols include the Cross in Christianity, the Star of David in Judaism and the Aum in Hinduism. Non-religious symbols include a dove (for peace), a heart (for love) and a set of scales (for justice) Comparing worldview 	Christians believe that God is transcendent. Because of this, it is difficult to use words normally to describe God. Pronouns like 'Him' or 'He', or nouns like 'King' or 'Shepherd' – don't mean Christians think He is <u>actually</u> a King or a Shepherd, or a He. They are metaphors, or, symbolic language. Most of the time, religious people use nouns and adjectives that express how they <u>feel</u> inside about what God is like. For example, when Christians call God "Father" – it's because they <u>feel</u> like God loves them, protects them, and gives them rules like a good Father would. Jesus, and lots of other places in the Bible use 'Father' to describe God too, so Christians use that term.
Symbolic Objects	Symbolic Clothing	Symbolic Actions	Revision
Most religions have special objects that are important to that religion. Some Christian churches have statues of holy people to help them pray; Hindus have statues of their different gods to help focus their prayers and Sikhs wear daggers called kirpans to remind them to fight for what is right.	Religious people wear symbolic clothing for a variety of reasons. Firstly, it may be commanded in their holy book – e.g. the Bible or Qur'an. Secondly, their religion might promote modesty which means not to show off your wealth or body through your clothing. Religious clothing includes the Hijab, the Burka for Muslims; the tallit and tefillin for Jews; and a crucifix for Christians 	Religious people perform symbolic actions very often, especially during worship. Christians shake hands at church which means they are making peace with their fellow worshippers; they eat bread and drink wine to remember the body and blood of Jesus. Christians also get christened or baptised where water is used to symbolise being clean from sin. When Muslims <u>pray</u> they put their forehead on the ground as a symbol of being completely obedient to Allah	Key Words Symbols Images or things that point to deeper and unseen beliefs Cross The main symbol of Christianity Modesty not being showy; being humble Transcendence The belief that God is not in the physical world, and therefore <u>can't</u> be seen Hijab the headscarf worn by many Muslim women as a sign of modesty Tefillin small black boxes worn by Jewish men that contain Torah teachings Burka a garment that covers the body and face of a Muslim women Kirpan a dagger carried by Baptised Sikh men to remind them to fight for justice Worldviews – how religion shapes the views and practice of the believer

Stretch and Challenge: should people be allowed to wear religious symbols at work?
Research the symbolic meaning of the cross, the Aum and the Star of David

 Year 7 PRE - Cycle 2 -The life of Jesus	 Who was Jesus? Christians believe that Jesus Christ was the Son of God, given as a sacrifice so that humans would have the possibility of eternal life in Heaven. Christians believe that Jesus is the second party of the Trinity sent to earth to save humanity. They believe he will do this in two ways: - Christians believe that through his teachings, and by setting an example of selfless love, Christians believe that Jesus guides people to live less sinful lives. - Through his sacrifice of dying on the cross, Christians believe that Jesus atoned for the sins of human beings. This means that he paid the penalty for the sins committed by humans and made it possible for God to forgive them. Who did Jesus choose to be his followers? The word disciple means follower or learner. All rabbis (Jewish teachers) had disciples. People at the time of Jesus chose which rabbis to follow, listen to and learn from. Jesus taught his followers to be like salt. He uses an everyday object so that people would clearly understand his meaning. At the time of Jesus salt was very important. It preserved meat (before there were any fridges) salt was used and it added flavour to food. Jesus adds that if salt loses its saltiness it cannot be restored, so it becomes useless and is thrown away. Jesus uses this image to show that if Christians have lost their dedication to God then their effect on others is useless. Bearing this mind: - What disciples did he choose? - Why did he choose them? - What characteristics make a good disciple? - What is the cost of discipleship- what followers of Jesus have to give up? Parables of Jesus Jesus tried to show people how to enter the Kingdom of God. His teachings were challenging in his own time, and to this day. - The Kingdom of God is a mystery (it grows secretly). - It is present in the lives of those who believe. - People respond differently to the message of the Kingdom of God. - For example the Parable of the Sower.  Jesus the miracle maker A miracle is an extraordinary event that goes against nature, cannot be explained by science and that Christians believe is caused by God. In Jesus' day, people would have believed in miracles and did not need any scientific explanations or proof. Jesus performed FOUR different types of miracles that tell believers a lot about who he was. - HEALINGS - EXORCISMS (getting rid of evil spirits) - NATURE MIRACLES - RAISING THE DEAD Miracles showed the compassion Jesus had for people. He did not want to see them suffering unnecessarily. For example, when he healed a leper. - Miracles provided examples for people to follow. This can be seen when Jesus healed the paralysed man because of the faith of his friends. This teaches us to have faith. - Miracles demonstrated the close relationship Jesus had with God, his Father. It is through the power of God that Jesus is able to perform miracles. - Miracles proved that Jesus' teachings were true. Jesus was who he said he was. Was Jesus a revolutionary? Though Jesus refrained from armed, political opposition to Roman authority, he was indeed a revolutionary in another sense. He proclaimed the Kingdom of God, 'hailing God alone as the one true King over heaven and earth.' He called his followers, as citizens of God's kingdom, to live in a radically different way on earth. Rather than hating their enemies, they were to love them. Rather than seeking revenge, the disciples of Jesus were to turn the other cheek. No ordinary revolutionary would say things like this. But Jesus was advancing a deeper and revolution, the overthrow of the kingdom of evil and the victory of Ascension and Great commission Christians believe that after Jesus rose from the dead, he did not die a second time. Instead, 40 days after his resurrection, Jesus left the Earth by being taken up, body and soul, to Heaven to re-join God the Father. This event is called the ascension, and it was witnessed by Jesus' eleven remaining apostles. The Great Commission is the direct instruction Jesus gave to his disciples to spread his teachings. In the Gospel of Mark Jesus says: The disciples began their missionary work in spreading the good news about Jesus and obeying his instructions from the Great Commission. Christians are also called to follow these instructions as disciples of Jesus. Some people do this by: - carrying out missionary work across the globe - giving themselves to religious life (perhaps by becoming a priest or a minister) - living a Christian life as an example to others
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