All Saints' Academy Cheltenham

Year 8

Cycle 1

Curriculum Organiser

Name : _____

Tutor : _____

Contents Page

All Saints' Academy Home School Agreement – 2024/25

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

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

The Academy will:	Parents/Carers will:	Students will:
• Provide a learning environment that is stimulating, safe and caring. • Treat everyone with respect. • Ensure that each student has the opportunities, support and guidance to achieve their full potential. • Report regularly on each student's progress. • Expect high standards, set clear rules, promote mutual respect and develop a sense of responsibility. • Keep parents informed about Academy matters, be welcoming to enquiries and responsive to concerns. • Set homework in line with the published timetable, and give feedback on tasks completed. • Record and reward good progress and performance. • Offer enrichment activities that will develop broader skills to prepare for life and the world of work.	• Make sure their child attends in correct uniform, arrives on time and is properly equipped. • Encourage their child to work hard and support them in their homework. • Attend consultation evenings and discussions about their child's progress. • Support the Academy's policies and guidelines as published on the Academy website. • Allow their child to attend off-site visits during the day. • Agree to the sanctions system as set out in the Academy Ready to Learn Policy. • Ensure their child attends every day and that time out of school is not taken or requested, unless for an urgent reason. • Inform staff, if they have concerns about their child's progress, well-being or any other issues. • Encourage their child to participate in the enrichment opportunities offered by the Academy.	• Be an ambassador for All Saints' Academy. • Work hard in class and at home to achieve their full potential. • Treat others as they would wish to be treated and live out the Academy values. • Attend the Academy in correct uniform, be on time and properly equipped. • Keep the Academy rules, behave responsibly and be polite to others in the Academy, and in the wider community. • Follow the Ready to Learn Policy, completing any sanctions set and striving to achieve rewards each week. • Understand that any misbehaviour in the community whether in uniform or not, will be treated as if the incident happened in the Academy. • Take part in enrichment activities offered by the Academy. • Care for the environment in and outside the Academy.

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

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.

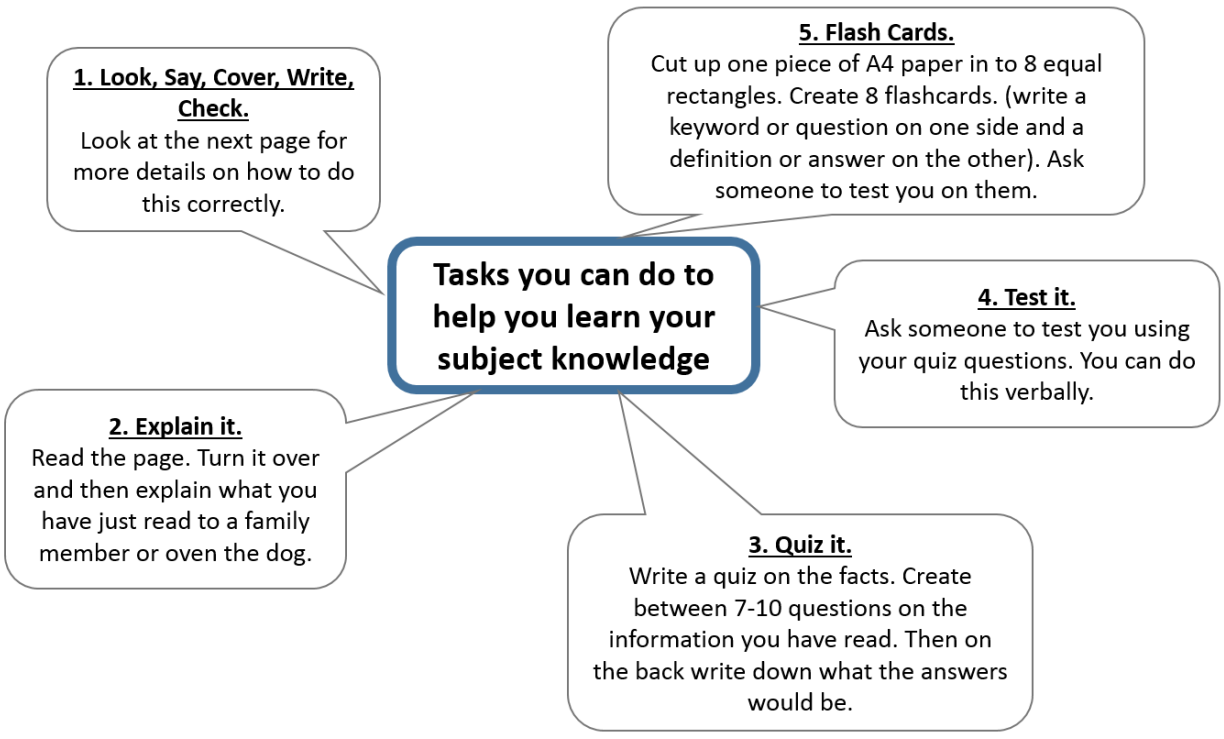
When and what should I study?

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.

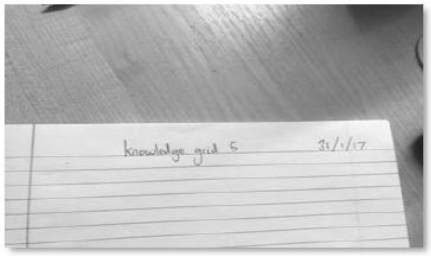
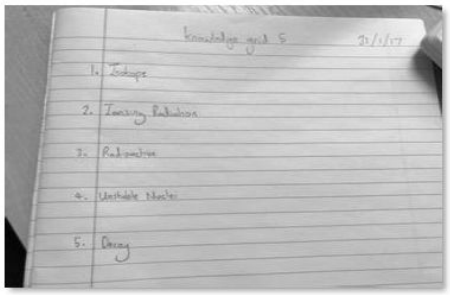
Year 10 and 11 should be completing two hours of homework each evening.

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

Sentence demarcation:

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

In sentence punctuation:

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

Ambitious punctuation:

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

Grammar rules

Sentence construction:

All sentences need a subject, verb and an object.

Tense:

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

Singular and Plural:

I was…
We/ they were….

Capital Letter Rules:

Start to a sentence.
Proper nouns.
Titles of books, films etc.
Days of the week.
Months of the year.
Religious deities.
I/ I'm/ I'd/ I've.
Historical periods/events.

Homophones

Their- belonging to them.
There- a position or place.
They're- contraction for they are.

Witch- a person with magic powers.
Which- a question word.

Were- past tense of was.
We're- contraction for we are.

Its- belonging to something.
It's- contraction for it is.

Toe- a part of the body.
Tow- to pull something along.

Hole- a hollow place in a solid body.
Whole- all of something.

KS3 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	**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, main focus = (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. • Formal 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 – main focus, 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 Canterville 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			**Assessment:** • Mid: Question based assessment • End: Extract based, main focus is use of context and writer's purpose **Careers:** • Detective/ Doctor/ Police Officer.			• Students can analyse a theme in a text **Assessment:** • Mid: Identify and explore different ways of staging a scene • End: Main focus = (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		
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 Book club RSC watch live broadcasts. Globe project.	Skills-(c2) Graphics and Illustration: Art Content-Global concerns: Geo RE	**The Art of Rhetoric** **Texts:** Key speeches **Knowledge:** • Formal structures of communication e.g. letters, articles, speeches • Speaking and listening conventions • Subject terminology: rhetoric, ethos, logos, pathos, hyperbole, anaphora, irony, tricolon, rhetorical questions, anecdotes **Skills:** • Punctuation focus: semicolons • Spelling • Students can compare two texts and write about comparative points • Students can use rhetorical techniques to form an argument • Students can use speaking and listening techniques to present effectively **Assessment:** • Mid: Compare the methods used in two speeches • End: Write and present a speech on a societal issue **Careers:** • Politician/Speech Writer/Motivational speaker/ Political adviser/ Influencer.	Public Speaking Competition -CC	

Year 8 Cycle 1 - Overcoming Adversity - The Graphic Novels

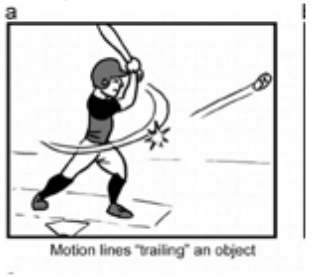
When Stars are Scattered- Plot and Characters

Omar and his brother Hassan, two Somali boys, have spent a long time in the Dadaab refugee camp. Separated from their mother, they continually search for her but are unable to find her. They are looked after by a friendly woman, Fatima, who has lost her own children and wants to help.

Omar starts school and really enjoys it but Hassan struggles being separated from him due to his limited understanding of the world. The community help Hassan as they are used to supporting each other and are instrumental in the success of their society. The boys go through the process of applying for resettlement in a safe country and are eventually successful.

The book follows the issues of being in a refugee camp and highlights the trials that people in these situations go through.

Omar – Protagonist. 11 years old, cares for his brother.
Hassan – Omar's young brother, has seizures, can only speak a word.
Fatuma – Foster mother to Omar and Hassan.
Jeri – Omar's best friend. His nickname came from his limp that he got from an illness.
Tall Al – Mean and judgmental. Treats those with disabilities badly.
Salan – Community Leader who encourages Omar to go to school and arranges it.
Nimo – Sings all the time wants to go to university.
Maryam – 15 years old, number 1 in the class. Going to be married but wants to go to university.
Susana Martinez – Social worker who offers to help Omar. Provides him with clothes for secondary school and helps him to fill forms.

Key Words	Graphic Novel Features
Discrimination-The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability. **Adversity**- A difficult or unpleasant situation. **Responsibility-** The duty to be accountable or to accept blame for something. **Prejudice-**A preconceived opinion that is not based on reason or actual experience. **Arrogance-** Having or revealing an exaggerated sense of one's own importance or abilities. **Racism-** Prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people based on their membership of a particular racial or ethnic group, typically one that is a minority or marginalized. **Stretch and Challenge Activities:** Create a different ending in the correct form. Research other countries where refugees have had to flee and create a PowerPoint on your findings on how this is unfair/fair. Research one of the people mentioned in either of the books. Read and review a different graphic novel.	**Panels**-an individual frame, or single drawing. A panel consists of a single drawing depicting a frozen moment. **Background colours-** provide additional and sub-textual information for the readers. Shades and tones are often used to create a certain mood. **Gutter-** the space between panels. **Word/Speech balloons –** a box showing what a character is saying or thinking. **Narration –** a square/ rectangular box giving information about the story. **Sound effects –** words without bubbles that show sound. **Motion lines –**lines drawn near an image to show movement in a particular direction.  

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**	

Maths Year 8 Cycle 1 Curriculum Vocabulary

7.8 Multiplicative Relationships

Word or phrase	**Definition**	**Example**
Multiplier	A number you multiply by to get from one value to another.	To go from 2 to 6, the multiplier is 3.
Reciprocal	Two numbers are reciprocals if their product is 1.	The reciprocal of 4 is 1/4 because 4 × 1/4 = 1.
Proportional	Two variables are proportional if one increases at a constant rate with the other.	Distance and time when travelling at constant speed.
Scale Factor	A multiplier used to enlarge or reduce a value.	A scale factor of 2 doubles the size.
Gradient	The steepness of a line; rise over run.	If a line goes up 2 units for every 1 unit across, its gradient is 2.
Coordinate	A pair of numbers that shows a position on a graph.	(3, 12) means x = 3, y = 12.
Origin	The point (0, 0) where the axes of a graph meet.	The graph of y = 2x passes through the origin.
x-axis	The horizontal axis in a coordinate graph.	In (3, 4), the x-coordinate is 3.
y-axis	The vertical axis in a coordinate graph.	In (3, 4), the y-coordinate is 4.
Independent Variable	A variable you can choose freely; usually shown as x.	Time in a distance-time graph.
Dependent Variable	A variable whose value depends on the independent variable; usually shown as y.	Distance in a distance-time graph.
Multiplicative Relationship	A relationship where one quantity is a constant multiple of another.	y = 3x is a multiplicative relationship.
Rate	A ratio comparing two different units.	£4 per 5 km is a rate.
Line Graph	A graph that shows a relationship between two variables using a straight line.	Graph of y = 2x is a straight line.
Parallel Lines	Lines with the same gradient that never meet.	Lines with gradient 1 are parallel.
Tangent (tan)	A trigonometric function relating angle to gradient.	tan(45°) = 1 means gradient is 1.

8.1 Algebraic Equations

Word or phrase	Definition	Example
Equation	A statement showing that two expressions are equal.	x + 3 = 7
Subject	The variable that is being solved for in an equation.	Make x the subject in 3x = 12
Solve	To find the value of a variable that makes an equation true.	Solving x - 2 = 4 gives x = 6
Inverse Operation	An operation that reverses the effect of another operation.	The inverse of ×3 is ÷3

Rearrange	To change the structure of an equation to isolate a specific variable.	Rearrange y = 3x + 2 to x = (y - 2)/3
Substitution	Replacing a variable with a known value.	If x = 2, then 3x becomes 3×2 = 6
Identity	An equation that is true for all values of the variable.	2(x + 1) ≡ 2x + 2
Expression	A mathematical phrase with numbers, variables, and operations but no equals sign.	2x + 3
Variable	A letter or symbol used to represent an unknown value.	In x + 5 = 10, x is the variable
Like Terms	Terms that have the same variable raised to the same power.	3x and 5x are like terms
Simplify	To combine like terms to make an expression easier to work with.	2x + 3x simplifies to 5x
Grid Algebra	A visual tool for exploring algebraic operations and journeys.	Use Grid Algebra to build and solve equations
Expression Calculator	Tool in Grid Algebra to test and validate expressions.	Check if x + 2 = 5 gives x = 3
Transposing Terms	Moving terms from one side of the equation to the other using inverse operations.	From x + 5 = 12 to x = 12 - 5

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 8 – Biology – Cycle 1

Health and lifestyle

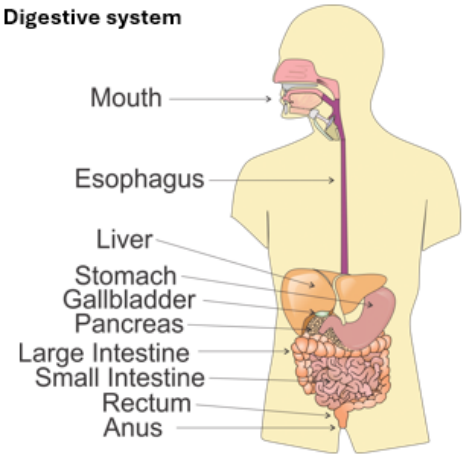
Nutrients

- **Carbohydrates** e.g. sugars and starch are found in: pasta, rice, potatoes, bread and also sugary foods. They are used to provide the body with energy through the process of respiration.
- **Proteins** are found in: meat, fish, dairy, eggs, quorn. They are used to for growth and repair of body tissues e.g muscle.
- **Fats/lipids** are found in oils, butters, nuts, dairy. They are used for: providing a store of energy, protecting organs and providing insulation.
- **Vitamins and minerals** – found in fruits and vegetables. You only need tiny amounts but they are essential to make you grow and develop normally.
- **Fibre** – adds bulk to food to hep it move through the digestive system.

Food tests

Nutrient	Chemical to test with	Result if present
Starch	Iodine	Turns dark blue/black
Sugar	Benedict's solution	Turns orange
Lipids	Ethanol and water	Turns cloudy
Protein	Biurets solution	Turns purple

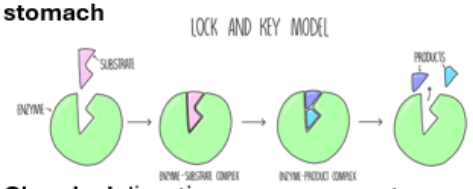
Digestive system



Digestion

Digestion is where the **digestive system** breaks food down into smaller and smaller pieces to increase its **surface** area to aid in the absorption of nutrients.

Mechanical digestion in the **mouth** and **stomach**



Chemical digestion uses **enzymes** to break the food molecules down into nutrients. The **enzymes** are **specific** to the **nutrients**.

Diet

A **balanced diet** is a **healthy** diet where someone eats the appropriate amounts form each food group.

An unbalanced diet can lead to **malnutrition**, where the incorrect amount of one or more groups are consumed.

Too much can result in **obesity**, leading to **heart disease** and **type 2 diabetes**

Too little can lead to **deficiency** diseases, for example:

Anaemia - not enough **iron**

Blindness – not enough Vitamin A

Scurvy – not enough **Vitamin C**

Drugs

A drug is a **substance** that has an **effect** on the **body**.

A **medicine** is a **drug** used to help reduce **pain** or cure **disease**.

A **recreational drug** is a drug taken by people who like the effect it has on them.

Recreational drugs can be legal (caffeine, alcohol), or illegal (cannabis, ecstasy) and are classified as **stimulants** or **depressants**:

Depressants slow down messages in the nervous system.

Stimulants speed up messages in the nervous system.

Alcohol

Alcohol is a **depressant,** legal for people over the age of 18.

Effects of alcohol can include:

- Slows **reaction times**
- Lowers **inhibitions**
- Can cause miscarriage or long-term health problems for the baby if consumed during pregnancy.
- **Liver** disease
- **Memory** problems
- Increased **anxiety** and **depression.**

Smoking

Smoking brings three substances into the body:

1) **Nicotine:** Causes narrowing of **blood vessels.** Reduces **aerobic respiration.**
2) **Tar:** Forms a sticky layer inside the lungs reduces **gas exchange**.
3) **Carbon monoxide:** Binds irreversibly to **haemoglobin**, reduces how much **oxygen** can be carried.

These can all lead to **respiratory** and **heart diseases**.

Whilst vapes do not contain tar and carbon monoxide they contain a lot of nicotine. The full health implications of vapes are not yet fully understood.

Year 8 – Chemistry – Cycle 1

The periodic table

Elements

Elements are formed from just one type of **atom**.
They are the simplest form of chemical and cannot be separated further.

Different **elements** have different **properties**.

Some are very **reactive** whilst others are completely **inert** (do not react with anything)

Metals

Most elements in the **periodic table** are metals.
Metals are all:
- Good **electrical conductors**
- Good **thermal conductors**
- **Shiny**
- **Malleable** - made into new shapes without breaking
- Have high **melting points**
- Have high **boiling points**

Most are:
- Solid at room temperature
- **Hard** and **strong**
- High density
- **Sonorous** – ring when struck

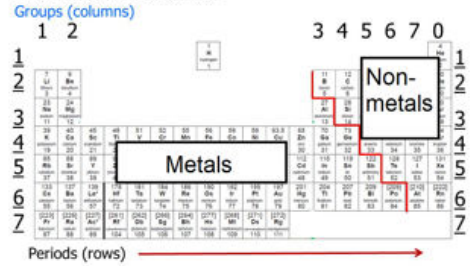
Non-metals

Only 20% of the **elements** in the **periodic table** are non-metals.
Non-metals are:
- Poor **electrical conductors**
- Poor **thermal conductors**
- **Dull**
- **Weak** and **brittle** – break without changing shape first

Most:
- Have low **melting points**
- Have low **boiling points**
- **Gas** or **liquid** at room temperature
- Not **sonorous**

Carbon is an example of a non-metal that does not have these last properties. **Diamond** and **graphite** are both pure **carbon**.

The periodic table



The periodic table shows all of the elements in **atomic number** order.
Metals are on the middle and left of the periodic table. **Non-metals** are on the right.

Groups and periods

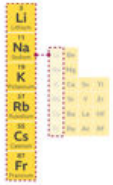
The columns of the periodic table are called **groups**. Elements in the **same group** have **similar properties**.

The **rows** of the periodic table are called **periods**. As you go along a period the **atomic number** increases.

The **atomic number** tells us exactly what element it is. For example, **Carbon** always has an atomic number of **6**.

The **mass number** tells us how heavy an element is. Sometimes atoms of the same element can have different **mass numbers**.

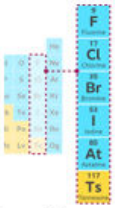
Group 1: Alkali metals



- The Group 1 elements are called the **Alkali metals**.
- They have **low densities,** so they **float on water.**
- They are **very reactive**, so they have to be **stored under oil.**
- They get **more reactive** as you go **down the group.**
- They all **react with water**, producing hydrogen gas and an alkali solution

e.g.
Sodium + water → sodium hydroxide + hydrogen

Group 7: Halogens



- The Group 7 elements are called the **Halogens**.
- They are **non-metals.**
- They are very **reactive.** They get **less reactive** as you go **down the group.**
- They exist **as molecules made of two atoms**, e.g. chlorine is Cl_2
- They are **coloured**, chlorine is a pale-green gas, bromine is a brown liquid, iodine is a purple solid.
- They are **toxic**

Group 0: Noble gases

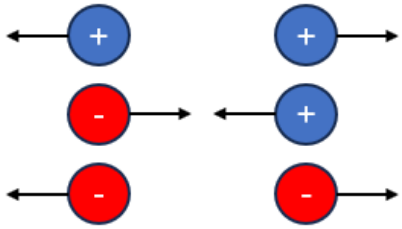
- Group 0 are called the **Noble gases.**
- They are **inert** (they do not react).
- They exist as **single atoms,** they do not form molecules.
- They can be helpful for keeping more reactive materials isolated.
- They can also be used in lighting.

Year 8 – Physics – Cycle 1

Electricity

Static electricity

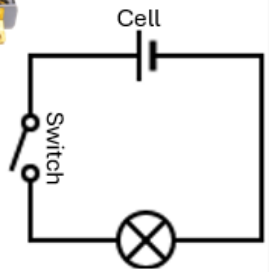
Particles can have either a **positive charge**, a **negative charge**, or no **charge** at all.
Bring two charged objects together and they will experience a **force.**



Opposite charges **attract**.
Like charges **repel**.

Circuits and circuit symbols

Circuits must be **complete** in order for **current** to flow.



Using **symbols** makes it easier and quicker to understand

Filament lamp (bulb)

Current and potential difference

Current (I) is the **rate of flow of charge** around a circuit and is measured in **Amps (A)**

Potential difference (V) (also known as voltage) measures how much **energy** is required to move a unit of **charge** between two points and is measured in **Volts (V)**

Current is measured using an **ammeter** connected in **series**.

Potential difference is measured using a **voltmeter** connected in **parallel**.

Resistance

Resistance is a measure of how difficult it is for **current** to flow in a circuit.
The higher the **resistance** the lower the **current.**

Potential difference = current x resistance

$$V = I \times R$$

To find the resistance of a component we need to make **R** the subject:

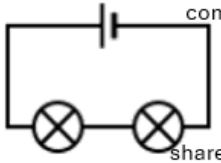
Divide both sides of the equation by I.

$$\frac{V}{I} = \frac{I \times R}{I}$$

This leaves us with:

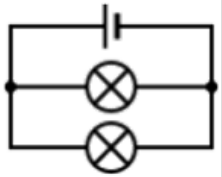
$$R = \frac{V}{I}$$

Series and parallel circuits



In **series** circuits, components are connected one after the other.
Current is the same everywhere.
Potential difference is shared between components

In **parallel** circuits, components are in branches of the circuit.
Current is shared between branches.
Potential difference is the same across each branch.

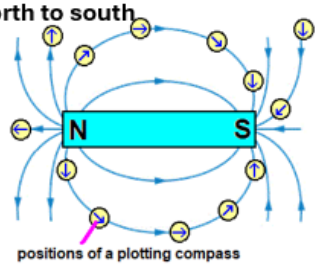


Magnets and magnetic fields

Magnets have two poles: **North** and **South**.

Opposite poles **attract**. Like poles **repel**.

Magnetic field lines can be drawn using a **plotting compass**. The field lines always go from **north to south**

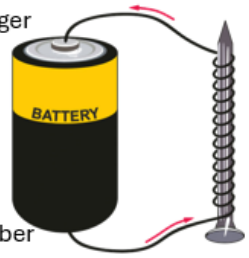


positions of a plotting compass

Electromagnets

A **current** flowing in a wire creates a **magnetic field** around the wire.

We can create a stronger electromagnet by wrapping a wire in a coil.



The strength can be increased by:
- increasing the number of turns in the coil
- Increasing the potential difference
- adding an iron core

Permanent magnets vs electromagnets

	Permanent magnets	Electro-magnets
Made from	Iron, cobalt or nickel	A wire with a current flowing through it
Strength	Fixed	Can be changed
On/off	Always on	Can be turned on and off

Electromagnets are useful when a magnetic field needs to be controlled. They can be found in: speakers, scrap yards, motors and many other applications.

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 4 way split mask- multimedia. Assessment: African 4 way split mask study.	KS3 Art club. Various topics including reference to Black history month.	DT- Culture, Year 8, Cycle Geography- Natural disasters. Year 8 Cycle 1. DT- World Food, Year 9, Cycle 2.
Cycle 2	***Colour Theory*** 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. Polyprinting. Assessment: Polyblock prints.	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 8 Art Curriculum Organiser – Cycle 1 – **Body Art**

Key vocabulary to learn

Tattoo	A form of body modification made by inserting tattoo ink, dyes, and/or pigments, either indelible or temporary, into the dermis layer of the skin to form a design.
Composition	The placement or arrangement on a page.
Gradation	A visual technique of gradually transitioning from one colour to another, or from one shade to another, or one texture to another.
Tone	The lightness or darkness of something. This could be a shade or how dark or light a colour appears. Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called **highlights** and the darker areas are called **shadows**.
Stippling	The use of numerous small dots to draw, mark make or create tones.
Symmetry	Two parts or sides that are the same.
Harmonious colours	colours that work in harmony with each other (blend together) because they are next to each other on the colour wheel.

Lesson task: Create a Henna design showing understanding of the cultural symbols and designs

Key facts about Henna:

-
-
-
-
-
-
-

Checklist for cycle 1:

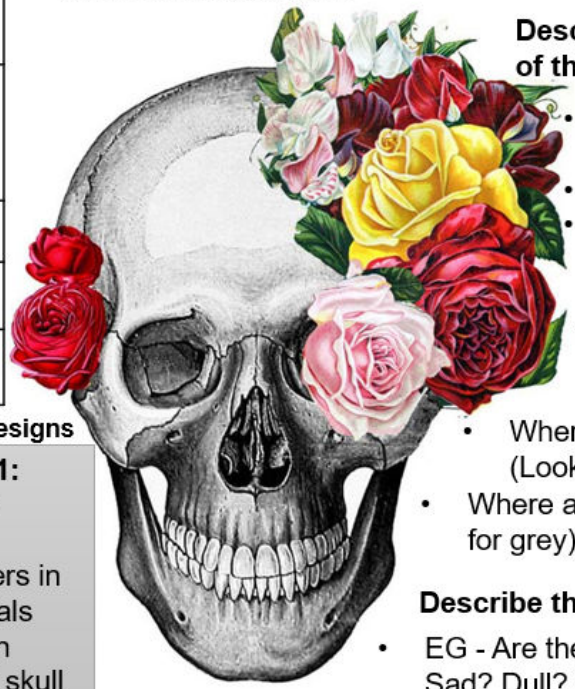
- ❑ History of tattoos
- ❑ Henna designs
- ❑ Drawings of flowers in a range of materials
- ❑ Final piece design
- ❑ Final piece (tonal skull and mixed media flowers)

Stretch and challenge tasks:

- Create a biro/pen drawing of an animal skull
- Print your own A4 photo of a skull to copy so that your design is original
- HW 1 – do BOTH Japanese and Traditional tattoo pages

Skull and Flowers Final Piece

Lesson task: Use a grid to draw an accurate skull and apply mixed-media flowers



Describe the composition of this piece:

- What position is the skull in on the page?
- Where are the flowers?
- Is there a background?

Describe the tones:

- Where are the shadows? (Look for black)
- Where are the highlights? (Look for white)
- Where are the mid tones? (Look for grey)

Describe the colours

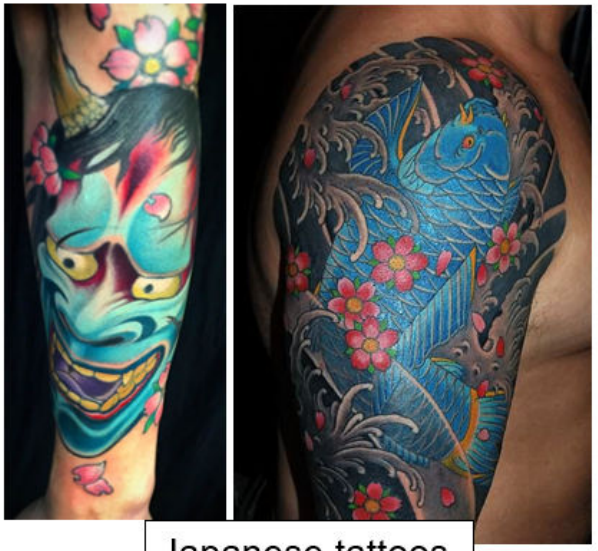
- EG - Are they warm? Cold? Happy? Sad? Dull? Vibrant? Harmonious? Complimentary?

Year 8 Art Curriculum Organiser – Cycle 1 – **Homework**

Task 1:
Research either Japanese or Traditional Tattoos
List 5+ facts about the tattoos or describe the

Success Criteria:
- Presented on an A4 page with a title
- Facts are written in full sentences
- Neat handwriting and presentation
- Drawing is controlled and accurate
- Tone or colour is applied sensitively

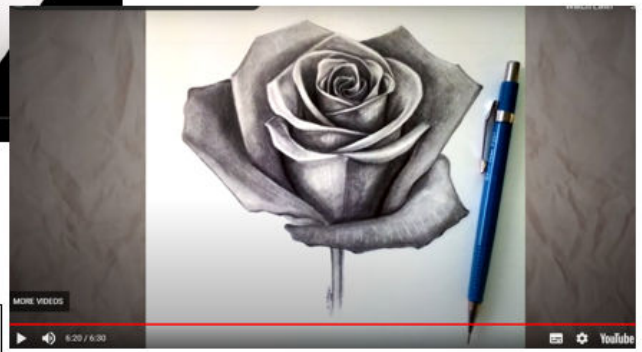
Traditional tattoos



Japanese tattoos

Task 2:
Follow a YouTube link and learn to draw a flower of your choice

Success Criteria:
- Drawing should fill A5 page
- Lightly sketched first with correct proportions
- Stippling applied neatly with control
- Shows a range of tones including shadows and highlights
- Attention to detail



Tasks 3 & 4 will be quizzes to test your knowledge of the topic and key terminology

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, PowerPoints, 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	***Cyber Explorers***		***BEBRAS***		***Raspberry Pi Setup and configuration***	
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 controlled loops)	*Scriptwriting, storytelling, and narrative structure* *Analyzing and creating storyboards for visual storytelling*
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: Project Evaluation*	**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: Project Evaluation*	**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: Project Evaluation*	**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***	

Algorithms

High Level and Machine Code

Explain the difference between:

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

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

Assemblers and Translators

Describe the characteristics of these tools:

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

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

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

IDE

Describe the common tools available in an IDE:

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

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

Translator - this compiles or interprets the code.
Auto documentation - this explains the function and purpose of the code.
Libraries - these provide functions that are not included in the core part of the programming language.
Build automation - these tools save time by automatically doing the processes that would otherwise be done by hand.
Debugger - this is a program within the IDE that is used to detect errors.

Variables and Constants

Explain the difference between a variable and a constant:

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

Data Types

Describe these data types:

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

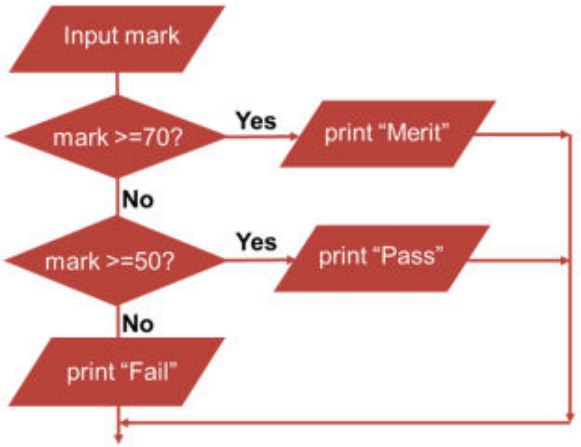
Pseudocode

Write an example algorithm using Pseudocode:

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

Flowchart:

Draw an example flowchart:



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	**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. ***Shakespeare*** To understand to key features of a Shakespeare play. The students will be applying a variety of performance skills and will interpret different scripts. **End of Cycle Assessment:** Students will perform a script from Macbeth or Romeo and Juliet	Drama Club Whole Academy Musical	**English:** Shakespeare: **History:** History of Theatre styles.	**Freedom of Speech** ***Using the power of performance to voice the importance of freedom of speech*** Students explore basic Brechtian techniques to educate audiences on a topic of their choice, showcasing the power of freedom of speech. **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 Illucinations*** 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	

KS3 Performing Arts – Music Curriculum Plan – 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	**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 Music.`	**Freedom of Speech** ***Reggae Music*** Understanding the key components and cultural differences in Reggae music and it's 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 Acade	**Art:** Cultures, Beliefs and Masks

	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.			**Careers:** Composer, Orchestrator, Music Critic, Editor.	my Musical	
Cycle 3	**Traditions of the World** ***African Music*** Learning the key traditions of African rhythm and pulse music and how it is used as a form of communication and entertainment. ***Folk Music*** 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** ***The Magic Four Chords*** 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. ***Disco Music*** 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 Will Survive*. **Assessment:** Mid Cycle: Performance End of Cycle: Performance **Careers:** Performing Musician, Editor, Arranger, Music Critic, Music Historian.	Keyboard Club 'One Body' Choir		**Self-Expression** ***Songwriting project*** 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 Drama: Melodrama

Big Picture: To understand the key conventions and skills required to perform a melodrama.

Lesson 1 – An Introduction to Melodrama

Melodrama is a combination of two words: Melody and Drama.

1. The melodrama is always concerned with justice. Good always beats evil.

2. Stock characters are used. They always use exaggerated acting techniques.

3. Action is fast-paced and plots can be chaotic and sometimes absurd

4. The audience's emotional responses are expected to be very intense and basic, like pity for the oppressed, extreme dislike for the villain, etc

5. Musical background is used to enhance the emotional response of the audience.

6. Comic relief

Stock Characters

- ***The villain*** *is bad* with no redeeming qualities. He is clever and scheming. He usually wears black with a cape and has a handlebar moustache, which he likes to twirl menacingly. Special music comes on when he enters to alert the audience that this is a bad guy. Sometimes audiences are provided peanuts to throw at the villain while they hiss and boo him.
- ***The damsel in distress*** is a pure, clueless young woman who is at the mercy of the villain. She is in danger of losing all that is important to her and most desperately needs the hero to come dashing to her rescue.
- ***The hero*** is a very good character. His goodness often gets in the way of his intelligence – he is not always very smart or clever.

Lesson 2 : Developing the vocal and physical skills required for a melodrama.

Exaggerate emotions

Use large gestures

Use reaction shots

Use lots of posing and signing of the lines , e.g - put hand on heart, forehead etc.

Use lots of volume and energy

Lesson 3 and 4– Music in Melodrama and approaching scripts

- **Music in a melodrama is often dramatic and suggestive that offers cues to the audience of the drama being presented.**
- **In 4's you will explore the short scene *Terror under the Train* . You will need to use as many melodramatic techniques as possible. Be big and bold!!**

Facial Expressions	Tone of voice	Move your lips and mouth
Posture	Heights and levels	Big bold and exaggerated
Face the audience	Volume of voice	Use big hand gestures

Lesson 5 and 6 – Cycle 1 Performance

You will be devising a performance for your assessment. You will need to experiment with your voice, facial expressions and body language to perform the stock characters.

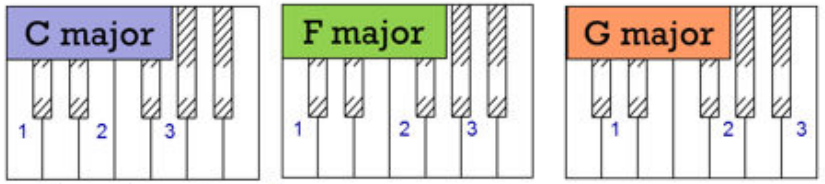
A	You can explain what Melodrama is and apply some of the techniques You know what a stock character is and can interpret the different characters. You participate in ensemble work with some creative ideas You can take on a character from a script and show convincing emotions and follow stage directions You took an active role in your group and regularly participated
E	You can confidently explain the key conventions of Melodrama and can apply a variety of techniques in performance. You can confidently explain what a stock character is and can effectively interpret the different characters. You can play a convincing character with confidence and exaggeration and a strong understanding of how stage directions are used You took a leading role in your group, ensuring all members were listened to and included.

MUSIC | **Suffering in Music**

Lesson 1: The History of Blues

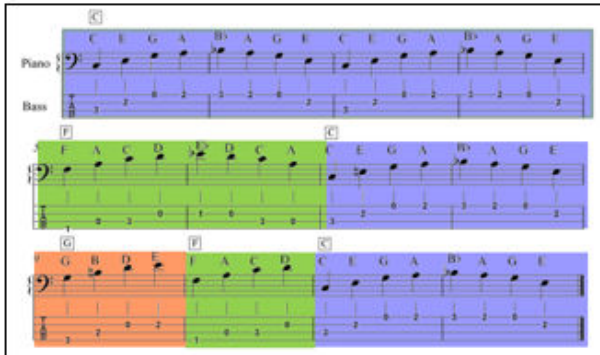
- Although the blues evolved in the southern states of the USA from the late 19th century, it has lots of musical influences from Africa. African enslaved people brought their musical traditions with them when they were transported to work in the North American colonies. Early types of African American music included spirituals (religious songs using vocal harmony) and work songs.
- Enslaved people would sing work songs while working the plantations and religious spirituals in church. Combined with the African rhythms, these musical styles were the foundation of blues.

Lesson 2: The 12 Bar Blues



C	C	C	C
F	F	C	C
G	F	C	C

The 12-bar blues will form the basis of everything you are performing in this Cycle. The chords or **harmony** are in a standard pattern that can be found in the majority of Blues pieces and are easily recognizable.



Lessons 3 and 4: Piano Bassline

You will learn 2 different Blues-style basslines to add into your pieces – these are called the *Parallel Bassline* and the *Walking Bassline*. You must use your Left Hand to play the bassline and your Right hand to play the triads.

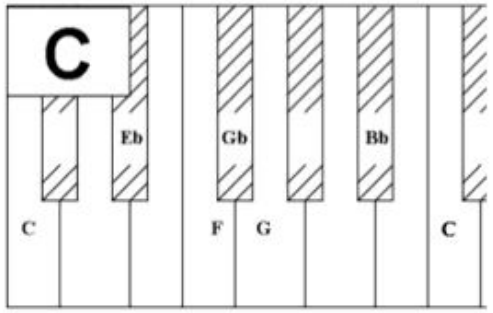
Lessons 5 and 6: Mid-Cycle Assessment and Feedback

Listening and Appraising Assessment

Lesson 7: Improvising with the Blues Scale

Many blues artists improvise a melody over a backing. They do this using a set of notes known as the Blues Scale. To make your own improvisation:

1. Play the notes of the scale in order.
2. Play the notes of the scale in a different order
3. Develop the rhythms to make them interesting



Lesson 8: Blues Melodies

Using the notes of the Blues Scale, you will create a catchy melody that is a maximum of 8 beats long

You should practice playing this melody followed by some improvisation, which is the skill you learnt in Lesson 7

Lesson 9: Practice makes perfect

You and your partner will need to create a blues-style performance that include the bassline, 12-bar blues chords, melody and improvisation that you have been working on since the beginning of the Cycle. You will put this together into your End of Cycle Assessment where you showcase your skills.

	MELODY		IMPROV		MELODY		IMPROV		MELODY		IMPROV	
	C	C	C	C	F	F	C	C	G	F	C	C

Lessons 10 and 11: End of Cycle Assessment and Feedback

Performing Showcase

You are assessed on your ability to play the 12-bar blues chords, bassline, melody and improvisation accurately and in time with your partner.

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 ***Practical work:*** ***Layered salad*** ***Pizza toast*** ***Cheesy Triangles*** Assessment: Pizza toast proposal and practical outcome	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 ***Practical work:*** ***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 ***Practical work:*** **Fajitas** **Palmier** **Enchiladas** Assessment: Fajita practical outcome Street food proposal		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 ***Practical work:*** ***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 ***Practical work:*** ***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 **Practical work:** **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 global environmental 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

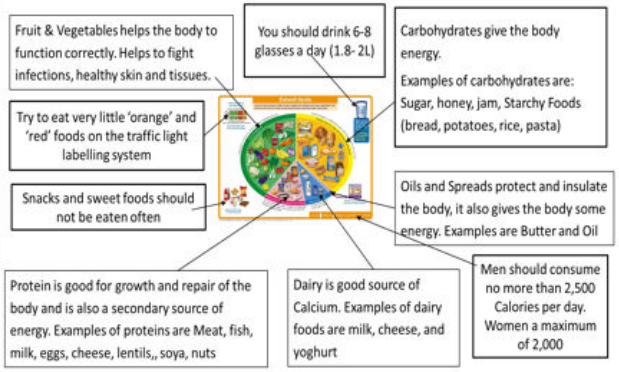
Year 8 – Cycle 1: Food

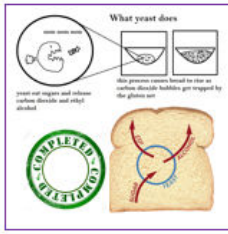
Key Words

- **75°C** – Temperature high risk foods must be cooked to
- **Cross – Contamination** – the transfer of bacteria from one source to another
- **High Risk Foods** – Foods that are high in protein and moisture. These foods are likely to cause food poisoning if not kept in the fridge (0-5°C) and consumed before their Use By Date.
- **Macronutrients** – The nutrients the body needs in larger amounts (Protein, Fat, Carbohydrates)
- **Micronutrients** – The nutrients the body needs in smaller amounts (Vitamins and Minerals)

Dietary needs

The **Eatwell Guide** shows the proportions in which different groups of foods are needed in order to have a **well-balanced and healthy** diet. The Eatwell Guide applies to most people regardless of weight, dietary restrictions/preferences or ethnic origin, but does not apply to children under 2 years.





Yeast – a biological raising agent

Yeast is used to make dough for products such as breads and pizzas.
It can be fresh or died and needs warmth and food to activate it.

Key stages in life

The key stages in life include:

pregnancy;
infancy;
childhood;
adolescence;
adulthood.

Energy and nutrient requirements change through life and depend on many factors, such as:

age;
gender;
body size;
level of activity;
genes.

Adolescence

Adolescence is a period of rapid growth and development and is when puberty occurs.
The demand for energy and most nutrients are relatively high.
Boys need more protein and energy than girls for growth.
Girls need more iron than boys to replace menstrual losses.
Teenage girls and women require 14.8mg of iron each day.
Teenage boys need 11.3mg of iron daily but this reduces to 8.7mg for men aged 19 or over.
Iron from meat sources, is readily absorbed by the human body.

Production Planning – What do you remember from year 7?

Time	Method	Special points
10.10 – 10.27	Fill pan just over half full with boiling water from the kettle. Bring water back to the boil and add the eggs. Boil the eggs cook for 12 minutes Place the eggs in cold water and let chill for 5 minutes. Wash up any equipment not needed.	Make sure water is rapid boil before adding eggs. Place eggs into the water using slotted spoon. Water should cover eggs.
10.27 – 10.30	Peel the eggs and slice lengthwise. Scoop out the yolks, using a teaspoon and place in separate bowl. Place the eggs whites on extra plate.	Put egg shells in bin to avoid contamination. Take care not to damage the white of the egg, leaving neat hole from where the yolk was.
10.30 – 10.35	Add • 1 heaped tablespoon Mayo • 1/2 teaspoon salt • 1/2 teaspoon pepper • 1 heaped teaspoon mustard to the yolks and mix until creamy.	Make sure mix is thoroughly combined.

SMSC – understanding of how dietary needs change at different life stages.

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

Numeracy – prediction of timings in the making of different dishes.

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.
Fats – Unsaturated fats are needed in small amounts.

Elderly Adults Dietary Requirements

Avoid sugary food and drink.
Avoid high salt / processed foods
Eat a variety of:

- Protein
- Fats (especially unsaturated fats and Omega 3)
- Carbohydrate (especially fibre)
- Calcium
- Iron
- Vitamin A, B group (especially B12), C, D and E

Calcium

Calcium has several important functions.
These include:
helping build strong bones and teet
regulating muscle contractions, including heartbeat
making sure blood clots normally
A lack of calcium could lead to a condition called rickets in children and osteoporosis in later life.

Stretch and Challenge Homework

Week 1 –Pizza design research task. you could use and the nutrients they provide.
Week 2 – Evaluate Eatwell Pizza
Week 3 – finish production plan for sausage rolls

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 - Eyjafjallajokull – 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?
	Assessment: End of cycle test		Assessment: End of cycle test		Assessment: End of cycle test	
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
	Assessment: End of cycle test		Assessment: End of cycle test		Assessment: End of cycle test	
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	

Year 8 Geography Cycle 1: The Hazardous World (Natural Hazards)

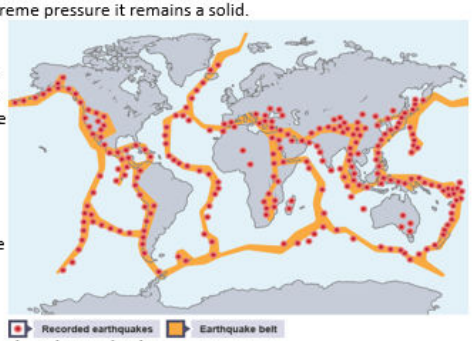
What is a natural hazard?
A natural hazard is a natural process which could cause death, injury or disruption to human activity.

The structure of the Earth:

- **Crust:** Varies in thickness (5-10km) beneath the ocean. Made up of several large plates.
- **Mantle:** Widest layer (2900km thick). The heat and pressure means the rock is in a liquid state that is in a state of convection.
- **Outer Core:** Mostly made of liquid iron and nickel. and is around 4,500° and 5,500°.
- **Inner Core:** The inner core is a hot, dense ball of (mostly) iron. The temperature of the inner core is far above the melting point of iron, but due to the extreme pressure it remains a solid.

Tectonic plate- A large chunk of the earths crust which is free to move due to convection currents in the mantel

Tectonic plate boundary – Where two or more tectonic plates meet.

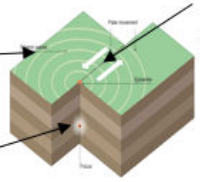


Distribution of earthquakes and volcanoes:
The majority of earthquakes and volcanoes occur on plate boundaries – where tectonic plates meet.

How do we measure earthquakes?
Earthquakes are measured on the **Richter Scale**. The higher the number the bigger the earthquake.
Magnitude = the size of the earthquake.

Causes of earthquakes:

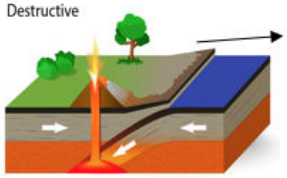
Seismic waves: energy waves that travel out from the focus



Epicentre: The point on the Earth's surface directly above the focus

Focus: where pressure is released (inside the crust)

Destructive

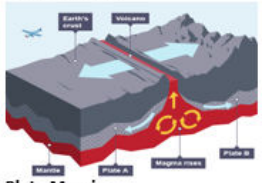


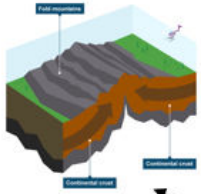
Destructive plate margin

- Two plates move together (one oceanic and one continental)
- The oceanic plate is thiner and denser than the continental plate and therefore subducts (goes under) the continental plate.
- The plate melts and magma forces its ways up to the surface to form a volcano.
- The movement of the two plates against each other also causes earthquakes.

Constructive plate margin

- Plates **move apart**
- Magma rises up and fills the gap. Volcanoes form along the crack.
- Movement of the plates causes earthquakes
- Examples of this is Iceland (The Mid-Altantic Ridge).



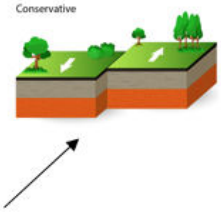


Collision Plate Margin

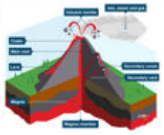
- Two plates move together
- Both and continental plates so neither can subduct
- The two plates buckle and push up forming fold mountains
- The movement of the plates causes earthquakes.
- No subduction has occurred, so no melting has happened, so no volcanoes occur.

Conservative plate margin

- Two plates **slide past each other. This can be** in opposite directions, or in the same direction but at different speeds.
- The two plates get stuck, causing friction and pressure to build up.
- When the plates eventually slip the pressure is released as an earthquake (large amounts of energy which makes the ground shake)
- No melting has occurred, so no volcanoes happen here
- An example is the San Andreas Fault, USA.



Volcano case study: The Icelandic Volcano – Eyjafjallajökull



Date: 14th April 2010 Location: Southern Iceland
Causes: Constructive Plate Boundary
Effects:

- Businesses lost trade
- Air operators lost millions of pounds each day
- Areas were flooded because of the glacier melt water which lay above the volcano
- Agricultural land was damaged, and farms were hit by heavy ash fall
- People were asked to stay indoors because of the ash in the air
- Travel was severely disrupted as many flights were cancelled between 14 and 21 April 2010

Responses:

- Education - Icelanders have a better understanding of what to do next time
- Tests have taken place to see if planes can fly in ash clouds

Earthquake Case Study: Haiti, 2010
Date: 12th January 2010
Magnitude: 7.0
Causes: Conservative Plate Boundaries
Effects:

- 300,000 people were killed
- 1 million people were made homeless
- 1 in 5 people lost their jobs due to building damage
- Roads and transport links were damaged

Responses

- $100 million was donated from the USA and $330 million by the European Union.
- 4 million people were given food rations in the weeks after the earthquake.
- People lived in camps/temporary homes but this lead to the spread of diseases such as cholera.

Tsunami Case Study:
Date: 26th December 2004
Location: India Ocean (Thirteen countries were affected, the worst being Indonesia)
Cause: Indio-Australian Plate subducting below the Eurasian Plate. It was caused by an earthquake measuring more than magnitude 9.
Effects:

Responses

- Short-term aid, such as water purification tablets, temporary housing and medical supplies were given from international countries.
- Islands reliant on tourism and fishing, such as the Maldives, had to rebuild their industries.
- An early warning system between countries surrounding the Indian Ocean has been set up.

Economic	Social	Environmental
• Cost $15 billion • 600,000 lost their job	• ¼ million people died • 2 million homeless • 141,000 homes destroyed (47% of costs)	• Flood water and debris littered the streets • Bodies dead in the street meant diseases spread

Year 8 Geography Cycle 1: The Hazardous World (Human Hazards)

What is conflict?
Conflict is a serious disagreement or argument caused by the different, values and interests of people.

The Sudan war (Darfur war)
Causes:
Ethnicity - The government who held all the power and the wealth were Arab in ethnicity. They lived in the North of Sudan and controlled the ports and had all of the wealth. In the south and south west of Sudan lived farming communities who identified as Black, African. They were poor and looked at as second class citizens by the government.
Oil- The south of Sudan is rich in oil. Many worked in dangerous condition to mine the oil however when it was transported to the ports to be sold only the north of Sudan benefited.
Climate change- Drought had started to turn farming land to desert. The lack of fertile land caused conflict between, cattle farmers and those that grew crops.

A conflict mineral-Any natural material that is mined and sold to fund war.
Coltan mining
Colton is a metal that is used in mobile phones. It is mined in countries such as the Demographic Republic of Congo.
1997-2003 - Civil war, drawing in several neighbouring countries. Dozens of armed groups fight in the east.
1998-2007 The second Congo war is sometimes referred to as the African World War. With 5 million deaths between 1998-2007. At its peak nine countries were fighting in DRC including Namibia, Zimbabwe and Angola, and Rwanda.
Today, many rebel groups still fight in the east of the DRC for power over the mines. These mines are used to continue to fund war.

TNC's- Transnational corporations – Companies that operate in more than one country.

Positives of TNC's
Create jobs- more jobs which will reduce the unemployment rate.
Schools and hospitals - If more people work the government gets more money in taxes which it can spend on better schools and hospitals.
Better roads/infrastructure- TNCs can invest in the country and build better roads, buildings, homes and offices.
Global recognition- TNC'S attract other TNC's to the country

Negatives of TNC's
Environmental damage- TNC's can take advantage of low environmental laws in the host country and pollute water and land.
Money loss- TNC profits will go back to the HIC where the headquarters are.
Close small businesses- Local businesses cannot compete with the TNC's meaning small shops/businesses my close.
Poor working conditions- Workers can be exploited being made to work in dangerous and poor conditions.

Conservation- anything we do to protect our planet and conserve its natural resources so that every living thing can have an improved quality of life
Virunga National Park is a national park in the eastern part of the Democratic Republic of the Congo.
Afghanistan
Afghanistan is located in southern Asia. Afghanistan is bordered by Tajikistan, Uzbekistan, and Turkmenistan to the north, Iran to the west, and Pakistan to the south and east. Afghanistan remained a community of farmers, and relatively peaceful until the 1820. Countries such as Britain, Russia, France etc. were expanding their empires and conflicts started around and in Afghanistan.

HDI (human development index) is a way to measure development.
It takes into account three things:
- Life expectancy
- Number of years in education
- GNI per capita (how much money there is per person).

	Afghanistan
Life expectancy	65
Infant mortality	109/1000 (1st)
Maternal mortality	638/100,000 (11th)
No. of children under 5 that are underweight	25% (18th)
Fertility per female	5 (12th)
GNI	1,800
Mean no. of year in education	4
Literacy rate	38%
Birth rate	38 births per 1000 (12th highest in the world)
Unemployment	24%

How does war impact development-
Low number of years spent in school -low education level
Less job opportunities- high unemployment rate
Low amount of infrastructure- roads, buildings, housing
High death rate- many die in the wars or due to a lack of food, clean water, or injury.
High birth rate- Lack of education, and contraception means a high birth rate.

Syrian Refugees
Syria is located in Western Asia, north of the Arabian Peninsula, at the eastern end of the Mediterranean Sea. It is bordered by Turkey to the north, Lebanon and Israel to the west and southwest, Iraq to the east, and Jordan to the south.
Many refugees ended up in Calais. Their camp became known as The Jungle. Many are still trying to cross the Channel to get to the UK for a safe and better life.

Migration	The movement of people from one place to another
Immigrant	A person who moves into a country
Emigrant	A person who leaves a country
Economic migrant	A person who moves voluntarily to seek a better life such as a better paid job
Refugee	A person who is forced to move as a result of war or disaster
Displaced person	A person who is forced from their home but stays in their country of origin

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** *How has migration shaped England today?* 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** *Did the Industrial Revolution change the world for the better?* 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** *How and why should World War One be remembered?* o Causes of the war o Recruitment and propaganda o Trench warfare o The Home Front o Armistice	Poetry competition Battlefields Trip Careers: Military, Editing, Politics
	Assessment focus: change and continuity, narrative writing		**Assessment Focus: evaluating interpretations, analysing consequences**		**Assessment Focus: change and continuity, analysing consequences**	
Cycle 2	**Medieval England** *Who had power in Medieval England: the church or the state?* 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** *How has the British Empire shaped the world we live in today?* 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** *How do tyrants achieve and hold onto power?* 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
	Assessment Focus: analysing consequences, source analysis		**Assessment Focus: change and continuity, narrative writing**		**Assessment Focus: source analysis, narrative writing**	
Cycle 3	**Early Modern England** *How did the power of the church and the state change?* 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** *What is the legacy of the Transatlantic Slave Trade in the modern world?* 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 MShed museum in Bristol Careers: Law, Civil Service, Politics	**Medicine in World War One** *How far does conflict impact social progress?* 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: evaluating interpretations, analysing causation		**Assessment Focus: source analysis, causation**		**Assessment Focus: Source analysis and utility**	

Year 8 History Cycle 1: Industrial Revolution

Key Enquiry: Why was there an 'Industrial Revolution' in England?

Changes to **agriculture** (farming) mean more people can be fed with fewer workers. People left the countryside.

The **British Empire** and the slave trade provided cheap materials and made some very rich

These rich traders were free to invest in new products, leading to new inventions, businesses and opportunities

Britain had lots of **raw materials** such as iron for manufacturing and coal to fuel the new steam engines

New technology meant that work was done in factories and not at home, leading to more people moving to the cities and working in factories

Key Changes:

- The British Empire covered 1/5 of the globe
- The population increased by 260%
- The urban population went from 15% > 85% by 1900
- Poverty increased and living conditions worsened
- A spate of new inventions changed every aspect of life

Think Like A Historian!

Interpretations	Sources
• Someone's opinion of the past • Created after the events... • ...Using sources as evidence	• Evidence to tell us what happened • Created at the time (primary) • OR afterwards (secondary)
We ask... • Do we agree? • Why do they think this?	**We ask...** • What do we learn? • Is it useful? • Can we trust it?

Industrial – *To do with manufacturing*
Revolution – *A sudden, big change*
Urbanisation – *The movement of the population to cities rather than the country*
Steam Engine – *An engine that burns coal to power machinery and transport*
Cholera – *A deadly water-borne disease*
Workhouse – *An institution that gave the poor somewhere to live, in return for hard work and brutal conditions*
Poverty – *The state of being very poor*
Capitalism – *A country's economic (money) system based on private businesses*

Key terms

Key Enquiry: How did living and working conditions change during the Industrial Revolution?

- The use of coal to cook and heat houses and to power factories led to **pollution**
- The rise in population led to terrible **overcrowding** – whole families lived in one room
- Overcrowding and lack of a sewage system led to diseases such as **cholera, typhoid and TB**
- **Slum** housing became common, with houses built closely packed with poor materials
- Poverty was seen as a choice, and the poorest went to **workhouses**

- Factories were run by rich businessmen who cared more about profit than workers, and the government left them to it
- Child labour was common, as they didn't have to be paid as much, and were small enough to work in cramped conditions
- There were few health and safety laws, so horrible accidents were very common
- Children regularly worked in mines, as chimney sweeps, and underneath dangerous machines

Key Developments

Steam Engine	Flying Shuttle	First Canal	Luddite Movement	Steam Locomotive	Peterloo Massacre	Public Railway	Factory Act	Poor Law	Cholera Epidemic	First Telephone	Machine Gun	First Plane	Industry Peaks	WW1 Begins
1712	1733	1761	1799	1801	1819	1830	1833	1834	1848	1876	1884	1903	1912	1914

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, 6] **(c, f)** ▪ disastrous holidays [3, 5] **(d)** ▪ booking accomodation [2, 6] **(f)** ▪ future holidays [7, 5] **(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]

Around town - **'¿Qué hay en tu ciudad?'** (What is there in your city?)

	Essential				
	Spanish	English		Spanish	English
Chunks	¿Qué hay en tu ciudad? En mi ciudad/pueblo hay… Mi ciudad/pueblo es… En el centro turístico hay… En mi barrio hay… No hay ni…ni…	What's in your city? In my city there is/are My city is… In the touristic centre there is/are… In my local area there is/are… There is neither…nor…	*Adjectives*	**Pequeño** **Animado** **Moderno** Poblado Famoso Contaminado **Grande**	Small Lively Modern Populated Famous Polluted Big
Nouns	Un castillo Un mercado Un estadio Un polideportivo Una piscina Una universidad Un museo Una plaza Un parque Un centro comercial Unos restaurantes Unos bares	A castle A market A stadium A sports/leisure centre A swimming pool A university A museum A town square A park A shopping centre Some restaurants Some bars	*Opinions*	**Me gusta** **No me gusta** **Me encanta** **Creo que** **Pienso que**	I like I don't like I love I believe that I think that
Conjunctions	**Pero** **Sin embargo** **Porque** **Ya que**	But However Because Since	*Question word*	**Qué**	What

Around town - **'¿Qué hay en tu ciudad?'** (What is there in your city?)

	Stretch				
	Spanish	English		Spanish	English
Chunks	¿Qué tiene tu ciudad? Mi ciudad tiene… (No) me gusta que haya… En mi vecindario hay…	What does your city have? My city has… I (don't) like that there is/are… In my neighbourhood there is/are	*Adjectives*	**Impresionante** Famoso Controvertido Deprimido Nuevo Antiguo Gótico	Impressive Famous Controversial Depressing New Old Gothic
Nouns	El sitio El barrio El ayuntamiento El insti Mi colegio Una plaza de toros Una autopista Un rascacielos Una estatua de… Unas tiendas Mucho tráfico Mucha contaminación	The place The local area The town hall The school My school A bull ring A motorway A skyscraper A statue of… Some shops A lot of traffic A lot of pollution	*Time / Frequency Phrases*	**Siempre**	Always
Conjunctions	**No obstante**	Nevertheless			
Opinions	**Me chifla** **Me mola** No me mola A mi modo de ver No aguanto	I love I love I'm not into From my point of view I can't stand			

Around town - **'¿Qué es lo bueno y lo malo de tu ciudad?'** (Good + bad of city)

	Essential				
	Spanish	English		Spanish	English
Chunks	¿Qué es lo bueno y lo malo de tu ciudad? Lo bueno/malo es que es Lo bueno/malo es que hay Lo bueno/malo es que tiene ¡Me cuesta entender!	What are the good and bad things about your city? The good/bad thing is that it is The good/bad thing is that there is/are The good/bad thing is that it has I am struggling to understand!	*Adjectives*	**Tranquilo** **Feo** Positivo Negativo Ruidoso Sucio Limpio Hermoso Histórico	Tranquil/peaceful Ugly Positive Negative Noisy Dirty Clean Beautiful Historic
Nouns	Los museos Las tiendas Los restaurantes Un supermercado Un templo Un hospital Una iglesia Una mezquita Una plaza El tráfico La contaminación La basura Las calles	Museums Shops Restaurants A supermarket A temple A hospital A church A mosque A town square The traffic The pollution The rubbish The streets	*Intensifiers*	**Bastante** **Muy** **Sumamente**	Quite Very Really
			Opinions	**Me gusta** **No me gusta** **Me encanta** **Creo que** **Pienso que**	I like I don't like I love I believe that I think that
			Question word	**Qué**	What
Conjunctions	**Ya que** **Porque** **Sin embargo** **Pero**	Since/because Because However But			

Around town – **'¿Qué es lo bueno y lo malo de tu ciudad?'** (Good + bad of city)

	Stretch				
	Spanish	English		Spanish	English
Chunks	Para divertirse hay... Para las compras hay... Lo mejor es que... Lo peor es que...	In order to have fun there is/are For shopping there is/are The best thing is that The worse thing is that	*Adjectives*	Acogedor Agradable Contaminado Masificado Desarrollado	Welcoming Pleasant Polluted Available to all Developed
Nouns	Una carnicería Una panadería Unas instalaciones deportivas Una zona peatonal Una circunvalación Unas fábricas Unos atascos La gente La hora punta Los lugares de diversión	A butchers A bakers Some sports facilities A pedestrian area A ring road Some factories Some traffic jams The people Rush hour Places of entertainment	*Intensifiers*	Realmente Tanto/a Tantos/as	Really So much So many
			Infinitives	**VISITAR** **IR DE COMPRAS** **PASEAR** DIVERTIRSE	To visit To go shopping To stroll / take a stroll To have fun
			Idiom	Tirar la casa por la ventana	To pull out all the stops / to spare no expense
Conjunctions	**No obstante** En cambio	Nevertheless On the other hand			
Opinions	A mi juicio Por un lado... Por otro lado...	In my opinion On the one hand... On the other hand...			

Around town - **Week 5 '¿Qué es lo bueno y lo malo de tu ciudad?'** (Good + bad of city)

	Essential				
	Spanish	English		Spanish	English
Chunks	¿Qué es lo bueno y lo malo de tu ciudad? Lo bueno/malo es que es Lo bueno/malo es que hay Lo bueno/malo es que tiene ¡Me cuesta entender!	What are the good and bad things about your city? The good/bad thing is that it is The good/bad thing is that there is/are The good/bad thing is that it has I am struggling to understand!	*Adjectives*	**Tranquilo** **Feo** Positivo Negativo Ruidoso Sucio Limpio Hermoso Histórico	Tranquil/peaceful Ugly Positive Negative Noisy Dirty Clean Beautiful Historic
Nouns	Los museos Las tiendas Los restaurantes Un supermercado Un templo Un hospital Una iglesia Una mezquita Una plaza El tráfico La contaminación La basura Las calles	Museums Shops Restaurants A supermarket A temple A hospital A church A mosque A town square The traffic The pollution The rubbish The streets	*Intensifiers*	**Bastante** **Muy** **Sumamente**	Quite Very Really
Conjunctions	**Ya que** **Porque** **Sin embargo** **Pero**	Since/because Because However But	*Opinions*	**Me gusta** **No me gusta** **Me encanta** **Creo que** **Pienso que**	I like I don't like I love I believe that I think that
			Question word	**Qué**	What

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Around town - **Week 5 '¿Qué es lo bueno y lo malo de tu ciudad?'** (Good + bad of city)

	Stretch				
	Spanish	English		Spanish	English
Chunks	Para divertirse hay... Para las compras hay... Lo mejor es que... Lo peor es que...	In order to have fun there is/are For shopping there is/are The best thing is that The worse thing is that	*Adjectives*	Acogedor Agradable Contaminado Masificado Desarrollado	Welcoming Pleasant Polluted Available to all Developed
Nouns	Una carnicería Una panadería Unas instalaciones deportivas Una zona peatonal Una circunvalación Unas fábricas Unos atascos La gente La hora punta Los lugares de diversión	A butchers A bakers Some sports facilities A pedestrian area A ring road Some factories Some traffic jams The people Rush hour Places of entertainment	*Intensifiers*	Realmente Tanto/a Tantos/as	Really So much So many
			Infinitives	**VISITAR** **IR DE COMPRAS** **PASEAR** DIVERTIRSE	To visit To go shopping To stroll / take a stroll To have fun
			Idiom	Tirar la casa por la ventana	To pull out all the stops / to spare no expense
Conjunctions	**No obstante** En cambio	Nevertheless On the other hand			
Opinions	A mi juicio Por un lado... Por otro lado...	In my opinion On the one hand... On the other hand...			

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Let's go out - **'¿Te gustaría ir al cine?'** (Would you like to go to the cinema?)

Essential

	Spanish	English		Spanish	English
Chunks	¿Te gustaría ir a...? Sí/no (no) me gustaría ¿Dónde quedamos? Quedamos en... Está...de la/del... ¿A qué hora? Y cuarto Y media Muy bien Vale ¡Ni hablar! Hasta luego	Would you like to go to...? Yes/no I would (not) like to. Where shall we meet? Let's meet in/at... It is... to the... At what time? Quarter past Half past Very good Okay No way! See you soon	*Prepositions*	Cerca de Detrás de Delante de Al lado de	Near to Behind In front of Next to
			Conjunctions	**Pero** **Sin embargo** **También**	But However Also
Nouns	El museo El centro comercial El restaurante de comida rápida El polideportivo El supermercado El templo El parque El centro de ocio La bolera La iglesia La mezquita La plaza Las canchas de baloncesto	The museum The shopping centre The fast food shop/take away The sports centre The supermarket The temple The park The recreation centre The bowling alley The church The mosque The town square The basketball courts	*Opinions*	**Me gusta** **No me gusta** **Me gustaría** **No me gustaría**	I like I don't like I would like to I would not like to
			Infinitives	**ir**	To go
			Question words	**Dónde** **Qué**	Where What

Let's go out - **'¿Te gustaría ir al cine?'** (Would you like to go to the cinema?)

Stretch

	Spanish	English		Spanish	English
Chunks	¿Te gustaría venir a...? Sí, me molaría (No) tengo ganas Menos cuarto Menos diez Menos cinco) Mejor a las (+ TIME) A ver... ¡Ni en sueños! No me apetece	Would you like to come to? Yes. That would be cool. I (don't) feel like it Quarter to Ten to Five to Better at (+ TIME) Let's see... No way! I don't feel like it	*Prepositions*	Entre Enfrente de A la izquierda de A la derecha de	Between Opposite On the left of On the right of
			Conjunctions	**No obstante** **En cambio**	Nevertheless On the other hand
Nouns	Los números 12-60 El club de artes marciales La tienda que se llama (+ name) La mañana La tarde La noche	Numbers 12-60 The martial arts club The shop called (+ name) The morning The afternoon/evening The night	*Opinions*	Me chiflaría Me molaría	I would love to. That would be cool.
			Infinitives	Venir	To come
			Idioms	¡Ni en sueños!	No way!

Let's go out - **'¿Qué vas a hacer?'** (What are you going to do?)

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

Let's go out - **'¿Qué vas a hacer?'** (What are you going to do?)

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

Let's go out - **'¿Qué quieres comer en la cafetería?'** (What do you want to eat in the cafe?)

	Essential				
	Spanish	English		Spanish	English
Chunks	¿Qué quieres comer en la cafetería? ¿Qué vas a tomar? **B**uenos días. Voy a tomar... Me encanta ir de tapas Son (número) euros La cuenta por favor ¡Qué + adjective! Quiero... Por favor Algo más Nada más ¿Cuánto cuesta?	What do you want to eat in the café? What are you going to have? Good morning. I am going to have I love to go for tapas It is (number) euros The bill please How + adjective! I want... Please Anything else? Nothing else How much does it cost?	*Conjunctions*	**Pero** **También**	But Also
			Adjectives	**Delicioso** **Bueno** Rico	Delicious Good Tasty
Nouns	Números 1-30 El plato De postre Una ración Euros Señor / señora El pan La sopa La ensalada La cuenta Un café Un té Una hamburguesa Unas patatas fritas Unos huevos	Numbers 1-30 The dish/course For pudding A portion Euros Sir/madam Bread Soup The salad The bill A coffee A tea A hamburger Some fries/chips Some eggs	*Ordinal numbers*	Primer Segundo	First Second
			Opinions	**Me gusta** **No me gusta** **Me encanta** **Creo que** **Pienso que**	I like I don't like I love I believe that I think that

Let's go out - **'¿Qué quieres comer en la cafetería?'** (What do you want to eat in the cafe?)

	Stretch				
	Spanish	English		Spanish	English
Chunks	Tengo hambre Tengo sed ¿Y de beber? Son X euros con Y Está + adjetivo Quisiera tomar... Quiero tomar... Bueno...	I am hungry I am thirsty And to drink? That is ... euros and ... cents It is + adjective I would like I want to have Well...	*Adjectives*	Sabroso Frio Caliente Cocido	Tasty Cold Hot Cooked
			Opinions	**Diría que** **Me mola**	I would say that I love it/it's cool
Nouns	Los números 30-100 Un refresco Un batido de chocolate El pollo frito Una mujer Un hombre El camarero La camarera Las gambas Una propina	Numbers 30 to 100 A soft drink A chocolate milkshake Fried chicken A woman A man The waiter The waitress Prawns A tip	*Idiom*	Es pan comido	It's a piece of cake
Conjunctions	**Además** Así que	Furthermore/in addition So/therefore			

KS3 PE Curriculum 2024-2025

	Year 7	Year 8	Year 9	
	Knowledge and skills development	Outwitting opponents and implementing rules	Game play and tactical development	Enrichment
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 used - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely. **Careers** – sports judges/officials, referees, PE teacher	• **Outwitting opponents** • **Encouraging team work** • **To develop fluency of the skills learnt** • **Adhere to the rules within a condition/ competitive game** • **Leadership skills with clarity, volume and presence.** • **Decision making** Assessment: Booklet used - 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 used - 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 used - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely. **Careers** – Coaches, personal trainers, managers	• **Outwitting opponents** • **Encouraging team work** • **To develop fluency of the skills learnt** • **Adhere to the rules within a condition/ competitive game** • **Leadership skills – teacher to direct a leadership role within the activity** • **Decision making** Assessment: Booklet used - 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 used - 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 used - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely. **Careers** – Health safety officer, officials, umpires, athletes	• **Outwitting opponents** • **Encouraging team work** • **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 used - 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 used - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely. **Careers** – Health safety officer, officials, umpires, athletes	Cricket Rounders Athletics

Year 8 PE– Outwitting opponents

Girls Football

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

Netball skills

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

Table Tennis

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

Boys football

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

Trampolining

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

OAA/Problem Solving

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

Health Related Exercise (HRE)

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

Rugby

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

RE KS3 Curriculum 2025-2026

	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	Symbolism – Inner and outer worlds 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. Assessment – 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. Assessment – 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 inc 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 Assessment – 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. Assessment – 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? Assessment – 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. Assessment – 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	Assessment – 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 inc 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 CofEand Food- Kosher 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 a 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 a 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 a the main world religions place of worship. Geog-global concerns Eng- oracy skills Public sector, HR, Social policy design, law, environmental work, International development

Year 8 Religion and Ethics – Cycle 1 – Suffering

Introduction to suffering

Suffering can be mental or physical. We study suffering when we study religion because suffering leads some people to think that there is no God. They think that if God was real he would stop the suffering.

Moral evil – Actions done by humans which causes suffering. E.g: murder, war, torture

Natural evil – Things which cause suffering but have nothing to do with humans. E.g: earthquakes, hurricanes, disease

The Problem of evil

Put most simply the Problem of Evil is this: The Christian God and evil cannot both exist, and since we know evil exists, then God can't.
This is because the Christian God is supposed to be omnipotent, omnibenevolent and omniscient. But if He was all of these things then he could stop suffering and he would want to, so why doesn't he? The answer must be because He doesn't exist. Some people refer to the inconsistent Triad.

The Fall

Some Christians believe that when Adam and Eve disobeyed God, they 'fell' from a state of being perfect, to being sinful: they brought evil into a perfect world.
Some Christians think this is a story to teach people that evil and suffering were brought into the world by people, and not by God.
Catholic Christians also believe that since Adam and Eve, every human being has somehow inherited this state of being far away from God. Christians call this Original Sin: the state of being born with a fallen or damaged nature. This means that even babies who haven't sinned, are born with a fallen nature

Theodicies

Theodicy is an explanation why an all-loving and all-powerful God allows evil. It is an attempt to solve the inconsistent triad.
Some Christians think God allows suffering because it is a test; some think he allows it because he gave us Free Will, and so he cant get rid of suffering without getting rid of freedom; some like John Hick think God allows suffering because we can grow through our suffering.

The Story of Job

Satan makes a bet with God that if God allows Job to suffer, then he will turn into a nasty person who hates God. God agrees to the bet. So Job's life turns terrible and he suffers terribly: he loses his children, his wealth and even his health. He gets angry, but never curses God. He accepts his suffering but refuses to believe it is because he deserves it. By the end of the book Job is furious. God explains that His eye is on all of creation and not just Job. In the end Job gets back everything he lost.

Christian responses to the Problem of evil

Christians respond to suffering in practical ways: they can donate money or time to causes that try to reduce suffering. They can pray and ask for God to intervene. They can try to become better people and so relieve suffering whenever they see it.
Agencies like CAFOD and Christian Aid work to overcome suffering in the world by providing emergency relief and long term aid to countries where there is lots of suffering.

What do we do when life gets hard?

Religion and religious teachings can provide comfort to those who are suffering.
Christians believe Jesus suffered too so it makes them aware that when they are going through tough times, that the Son of God went through something awful too. The story of Job can provide help to people too and teach them to trust God.
Atheists will also find comfort from different sources when life gets hard. They may firstly turn to friends or family, but they may also turn to therapies to help get them through.

Revision

- Summarise 4 theodicies and be able to criticise (find a weakness) for each one.
- Do a rank order exercise of theodicies.
- Do you find the story of Job provides a satisfying solution to the problem of evil? Why?
- Do you think the Triad is inconsistent?
- Could God have created free people that always chose good?
- What did St Augustine say in his theodicy?

Key Words

Atheist someone who believes God does not exist

Theist someone who believes God exists

Agnostic someone who is unsure about the existence of God

Moral evil suffering caused by humans

Natural evil suffering caused by nature

Theodicy an explanation why God allows evil

Omnipotence all powerful

Omniscience all knowing

Omnibenevolence all loving

Stretch and Challenge: what is the best theodicy you have studied? Research the work of CAFOD in more detail

Year 8 Religion and Ethics – Cycle 1 – Judaism

Introduction to Judaism

1. Key People
Abraham, Moses, Saul, David, Solomon, Isaiah
2. Key Books
Genesis, Exodus, Leviticus, Numbers Deuteronomy, Mishnah, Talmud
3. Key events
Destruction of the Temple, Diaspora, Holocaust, creation of Israel
4. Key Beliefs
Monotheism, covenant, prayer, no Original Sin, Kosher

Torah

The books are called: Genesis, Exodus, Leviticus, Numbers and Deuteronomy.
The Language is: Hebrew
It contains: laws and rules about how to live a good Jewish life.
The most important rules in the Torah are called the 10 commandments
The Torah is the focal point of worship in a synagogue. The Torah contains 613 mitzvot (commandments) about how to live and are the basis of the Mosaic covenant. There are rules on all kinds of things: food, clothing, relationships, holidays, how to treat people, family life, punishing criminals

Abraham

Abraham lived about 4000 years ago. He is thought to be the person who began the religion of Judaism. Jews believe he was the first person to have a covenant with God. He was born in Iraq and his wife was called Sarah. He lived about 2000 years before Moses. Jews, Muslims and Christians respect Abraham too because of his faith in God. He was prepared to sacrifice his son Isaac simply because God commanded him to. Abraham promised to leave his homeland and worship God in return for a promised land, descendants and a blessed nation.

Moses

Moses led the Jews from slavery in Egypt. This is known as the Exodus. He was leading them back to Canaan when God made a covenant with him on Mount Sinai.God gave Moses the Torah, which contained the Ten Commandments along with other laws. According to the Talmud, there are 613 commandments in the Torah. The Ten Commandments contain important guidance on how to have a good relationship with God and how to create a peaceful so other people.

Passover

About 3,500 years ago, people called the Jews were being kept in slavery by the ruler of Egypt called Pharaoh.
A Jewish man called Moses told Pharaoh that him that if he did not release the Jews, God would make terrible things called *plagues* happen to the Egyptians. But Pharaoh did not listen, so the plagues came. God is said to have told Moses to tell the Israelites to paint lamb's blood on their doorposts. This way, the angel would know that Jewish people lived there. It would pass over that house and not kill the first-born child.
This is where the name Passover comes from.

Shabbat

Every week religious Jews keep a day of the week holy for God and do no work on that day. The Sabbath begins on Friday night and lasts until Saturday night. God commanded the Jewish People to observe the Sabbath and keep it holy as the fourth of the Ten Commandments. The idea of a day of rest comes from the Bible story of the Creation: God rested from creating the universe on the seventh day of that first week, so Jews rest from work on the Sabbath. The Sabbath is part of the deal between God and the Jewish People, so celebrating it is a reminder of the Covenant and a time to be thankful that God keeps his promises.

Orthodox and Reform

There are two main groups or branches in Judaism: Traditional (also known as Orthodox) and Progressive (also known as Reform). Traditional Jews believes it is important that Jews should keep all of the rules God gave them, and that these rules cannot change. This means that prayers are always read in the ancient Jewish language called Hebrew, men and women are not allowed to sit together in the synagogue, and the rules of the Jewish holy day of Shabbat are strictly followed (for example, they will not drive a car or use their phones on this day). Traditional Judaism does not allow women to become rabbis (Jewish teachers and leaders in the synagogue) and food laws are strictly observed. For example.

Kosher

The word kosher describes all the things that Jews are allowed, and there are rules called kashrut which identify foods that are kosher. There are many Jewish dietary rules, but the most important ones are: not mixing milk with meat; ensuring animals have been slaughtered properly; only eating fish with scales and fins; and meat must come from an animal that chews the cud and which has split hooves.

Stretch and Challenge: Draw a Venn diagram (two circles) and note the similarities and differences between Christianity and Judaism

Key words and terms for this topic:

Jew – A follower of Judaism
Orthodox Jews – Follow the rules of the Torah strictly, very traditional
Reform Jews – Not so strict and will adapt/change rules to fit in with modern times
Torah – The Jewish Holy Scripture
Hebrew – The language of the Jews, and the language that the Torah scroll is written in.
Shabbat/Sabbath – Jewish da of rest. It starts at sunset on a Friday and lasts until sunset on a Saturday
Synagogue – Jewish place of worship
Canaan – The promised land for Jews
Abraham – The founder of Judaism
Passover – An important Jewish festival, where the Jews remember how Moses helped them escape form slavery in Egypt. Jews remember how the Angel of death "passed over" the houses of the Hebrews so their children could live.
Seder Plate – the centerpiece of the (Passover) seder table. The seder plate traditionally holds five or six items, each of which symbolises a part (or multiple parts) of the Passover story
Kosher – Food that is allowed to be eaten under Kosher laws.