



All Saints'
Academy
Cheltenham

Year 9

Cycle 1

Curriculum Organiser

Name : _____

Tutor : _____

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All Saints' Academy Home School Agreement – 2024/25

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

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

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

Independent homework timetable

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

Why study?

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

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

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

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

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

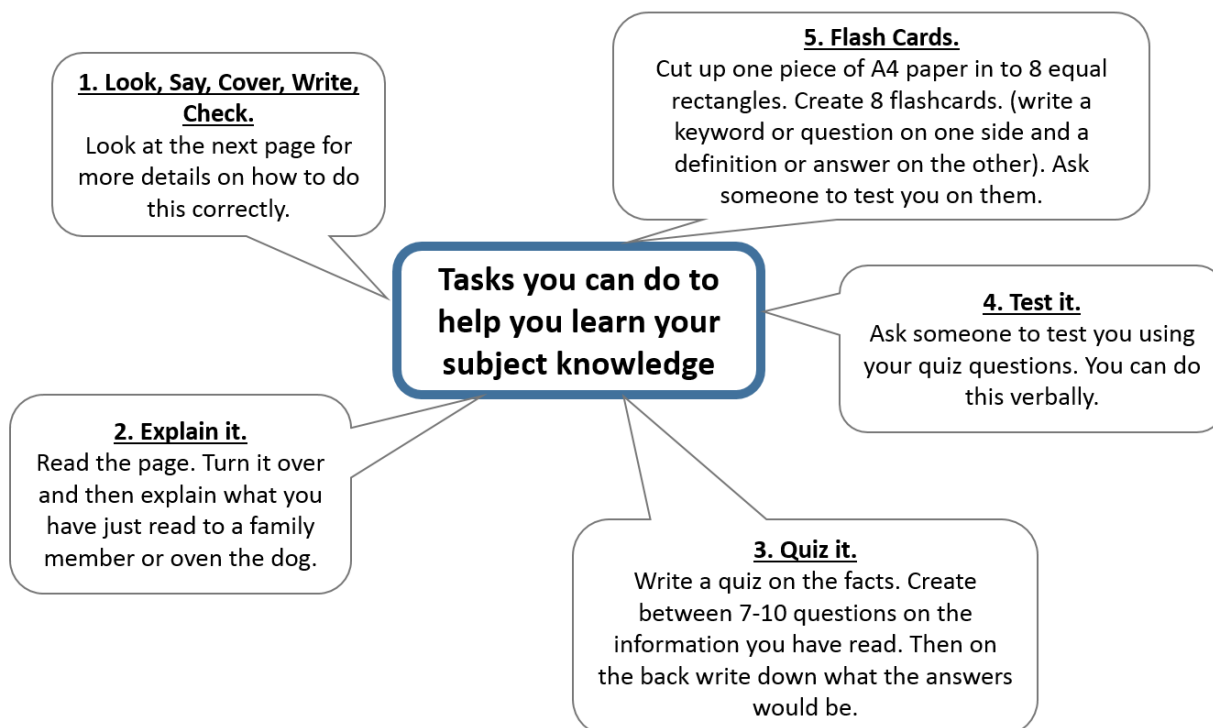
When and what should I study?

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

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

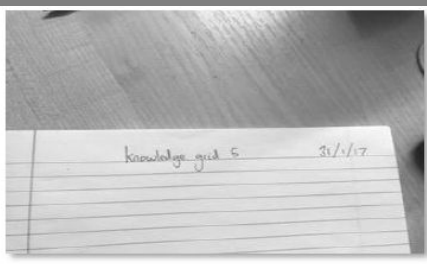
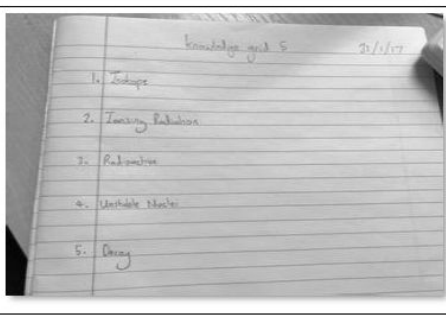
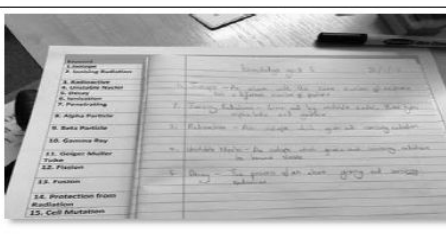
Year 10 and 11 should be completing two hours of homework each evening.

How should I use my Knowledge Organiser to study?



How should I use my Knowledge Organiser to study?

Look, Say, Cover, Write, Check

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

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



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



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

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	

9.1 Sequences

Word or phrase	Definition	Example
Sequence	A list of objects or numbers in a specific order.	Kayla's name: K, A, Y, L, A
Term	An item in a sequence, identified by its position.	The 3rd term in 2, 4, 6 is 6
Finite Sequence	A sequence with a limited number of terms.	1, 2, 3, 4, 5
Infinite Sequence	A sequence that continues forever.	2, 4, 6, 8, ...
Ellipsis (...)	Three dots showing a sequence continues.	2, 4, 6, ...
Repeating Sequence	A sequence with a repeated pattern.	A, B, C, A, B, C, ...
Numerical Sequence	A sequence made up of numbers.	3, 6, 9, 12, ...
Linear Sequence	A numerical sequence with a constant difference between terms.	6, 11, 16, 21, ... (difference of 5)
Subscript Notation	Notation where terms are written with indices.	$a_1 = 6$, $a_2 = 11$, etc.
First Difference	The difference between each pair of consecutive terms.	In 2, 4, 6 the first difference is 2
Second Difference	The difference between consecutive first differences.	In 1, 4, 9, the second difference is 2
Quadratic Sequence	A sequence with a constant second difference.	1, 4, 9, 16, ...
Geometric Sequence	A sequence where each term is multiplied by the same number to get the next.	3, 6, 12, 24, ... ($\times 2$)
Multiplier	The number each term is multiplied by in a geometric sequence.	In 3, 6, 12, multiplier is 2
Fibonacci Sequence	A sequence where each term is the sum of the two before it.	1, 1, 2, 3, 5, 8, 13, ...
Function	A rule that links each input to exactly one output.	A sequence is a function on the positive integers.

9.2 Circles

Word	Definition	Example
Circle	A set of all points in a plane that are a fixed distance from a centre point.	The locus of points 2 cm from a centre is a circle.
Circumference	The curved edge of a circle.	The length around the edge of a round table.
Arc	Any part of the circumference of a circle.	A segment of a circular track.
Semicircle	An arc that is exactly half of the circumference.	Half a clock face.
Radius	A line segment from the centre of a circle to its circumference.	The radius of a 10 cm wide circle is 5 cm.
Radii	The plural of radius.	Two radii from the centre to the edge.
Chord	A line segment joining any two points on the circumference.	A line across the circle not through the centre.
Diameter	A chord that passes through the centre of the circle.	The longest distance across a circle.
Disc	The area inside a circle.	The surface of a coin.

Locus	A line or curve made by all the points satisfying a rule.	A circle is a locus of points a fixed distance from a centre.
Perpendicular Bisector	A line that divides another line segment into two equal parts at 90° .	The line halfway between two points, at right angles.
Equidistant	The same distance from two or more points.	The perpendicular bisector of a line is equidistant from both ends.
Sector	A part of a circle enclosed by two radii and an arc.	A slice of pizza is a sector.
Quadrant	A sector that is one-quarter of a circle.	$\frac{1}{4}$ of a circular pie.
Pi (π)	A constant ratio of a circle's circumference to its diameter (~ 3.14159).	Circumference = $\pi \times \text{diameter}$
Area of a Circle	The space enclosed by the circle, calculated as $\pi \times \text{radius}^2$.	A circle with radius 3 cm has area $\approx 28.27 \text{ cm}^2$
Arc Length	The length of an arc of a circle.	$\frac{1}{4}$ of the circumference for a 90° arc.
Sector Area	The area of a sector, a portion of the whole circle.	Area of a 90° sector is $\frac{1}{4}$ of the total area.
Cylinder	A 3D shape with circular ends and a uniform cross-section.	A can of soup is a cylinder.
Volume of Cylinder	The space inside a cylinder: $\pi \times \text{radius}^2 \times \text{height}$.	A cylinder with radius 3 cm and height 10 cm has volume $\approx 282.74 \text{ cm}^3$
Circumcentre	The point where the perpendicular bisectors of a triangle's sides meet.	Centre of a circle that passes through all triangle vertices.
Incentre	The point where angle bisectors of a triangle meet; centre of incircle.	Centre of a circle that touches all sides of a triangle.

9.4 Estimation

Word	Definition	Example
Estimate	A rough calculation or judgement of the value, number, quantity, or extent of something.	Estimate the number of people in a crowd.
Approximate	Close to the actual, but not completely accurate or exact.	150 million years and 2 weeks $\approx$ 150 million years.
Rounding	Reducing the digits in a number while keeping its value similar.	Round 224 to the nearest 50 $\rightarrow$ 200.
Degree of Accuracy	The level of detail to which a number is rounded.	Rounding to the nearest 10 vs. nearest 1.
Multiple	The product of a number and an integer.	100 is a multiple of 10.
Decimal Place	The position of a digit to the right of a decimal point.	3.4 has 1 decimal place.
Spurious Accuracy	Giving numbers to more decimal places than the context justifies.	Saying the plate circumference is 78.53981634 cm.
Sense-checking	Using logic and estimation to determine whether a value is reasonable.	Is it likely someone can count to a million over a weekend?
Rounding Error	A small difference introduced by rounding a number.	£20 split three ways gives £6.67 each but totals £20.01.
Significant Figures	The digits that carry meaning in a number.	3.40 has 3 significant figures.
Rounding to Powers of 10	Rounding to the nearest 10, 100, 1000, etc.	389 rounds to 400 (nearest 100).
Estimation Strategy	A method used to approximate an answer, often simplifying numbers.	Estimate $298 + 503$ by rounding to $300 + 500$.

Compatible Numbers	Numbers that are easy to compute mentally.	Use 25 instead of 27 when estimating division.
Unit Conversion	Changing a measurement from one unit to another using approximate values.	1 week $\approx$ 7 days; 1 year $\approx$ 52 weeks.
Order of Magnitude	The scale of a value in powers of 10.	1,000 is an order of magnitude greater than 100.
Divisibility	Whether a number can be divided by another without a remainder.	20 is not divisible by 3.
Mean	The average of a set of values.	£825.65 collected by 18 students → mean = £45.87.

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 9 – Chemistry – Cycle 1

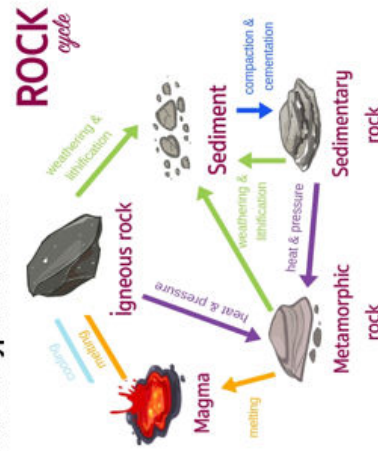
How is the Earth structured?

Achieving – Describe the properties of the different rock types

Igneous rocks - these rocks are a result of volcanic activity. When the lava reached the surface, it cooled and solidified to form basalt rock...

Sedimentary rocks - Over many millions of years, successive layers of sediments accumulate. These layers of sediments are compressed by the weight of the deposits above, into sedimentary rocks.

Metamorphic rocks - these are rocks that have been changed in shape and form by intense heat and pressure at a plate boundary or along a fault line.



Achieving – Describe how rocks changes from one type to another

Achieving – Describe how we extract resources from the Earth

Unreactive metals such as gold are found in the Earth's **crust** as the uncombined **elements**. However, most metals are found combined with other elements to form **compounds**. Chemical reactions are needed to **extract** metals from their compounds. Most metals are extracted from **ores** found in the Earth's crust. An ore is a rock that contains enough of a metal or a metal compound to make extracting the metal worthwhile.

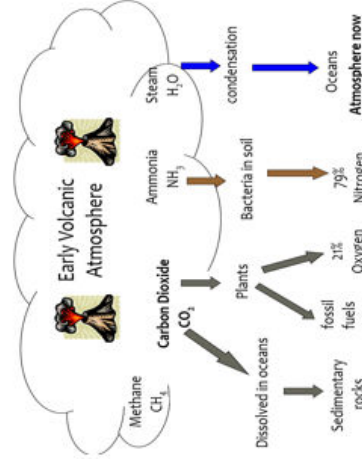
Exceeding – Evaluate data about the effects of acid on rock types

Things to look for:

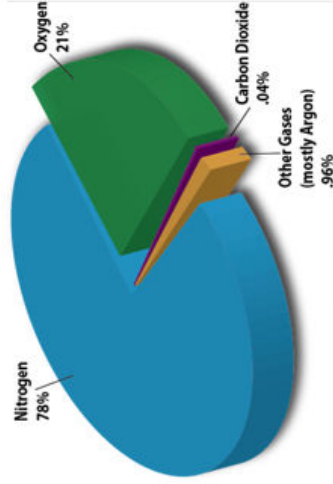
- What is the independent variable?
- What is the dependent variable?
- Was a mean calculated?
- Was there a pattern of results?
- Did they fit the prediction?
- Was their data valid?
- Was their data reproducible?

How has Earth's atmosphere changed?

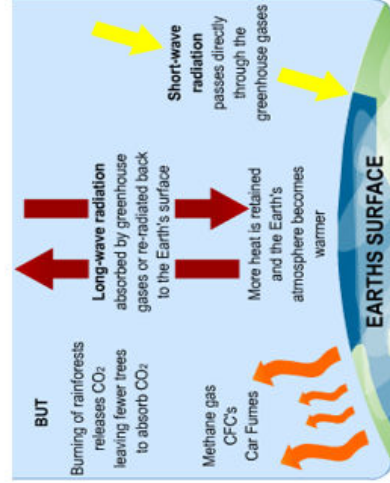
Achieving – Describe why the atmosphere has changed over time



Achieving – Make comparisons between Early and present day atmosphere



Achieving – Describe the Greenhouse Effect and human impacts on climate change



Exceeding – Evaluate data to form a conclusion on Climate change

What evidence could link to Climate change:

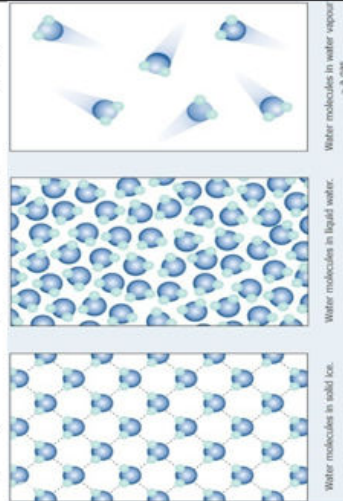
- Changes in levels of measured CO₂
- Changes in Sea level
- Changes in Temperature (°C)
- Changes to the size of Glaciers
- Unusual weather patterns
- Thermal imaging pictures from space

Year 9 – Chemistry – Cycle 1

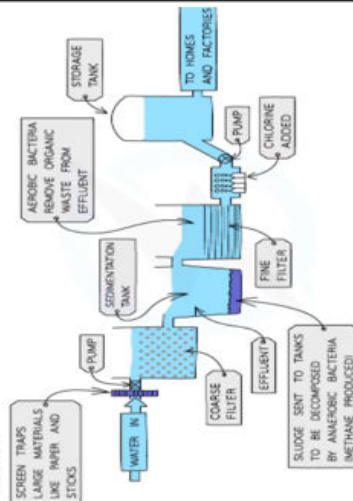
Why is Water important?

Achieving – Describe the molecular structure of water

Each molecule of water is made of 2 hydrogen atoms joined to oxygen atom, H_2O

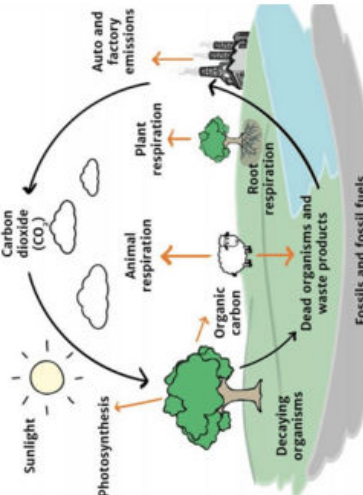


Achieving – Describe the process of treating water

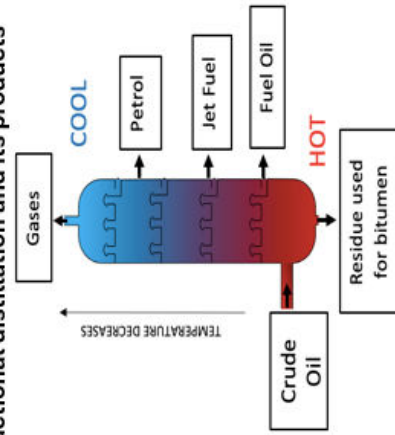


Why is carbon important?

Achieving – describe the carbon cycle



Achieving – describe the process of fractional distillation and its products



Achieving – explain how fractional distillation separates crude oil

Fractional distillation separates a mixture into a number of different parts, called fractions.

As you go up the fractionating column, the hydrocarbons have:

- lower boiling points
- lower viscosity (they flow more easily)
- higher flammability (they ignite more easily).

Exceeding – compare the structures of alkanes and alkenes

Alkane	Alkene
$ \begin{array}{c} H & H & H \\ & & \\ H-C & -C & -C-H \\ & & \\ H & H & H \end{array} $	$ \begin{array}{c} H & & H \\ & \backslash & / \\ & C = C \\ & / & \backslash \\ H & & H \end{array} $

Alkanes have the general formula $C_n H_{2n+2}$

$2n+2$

Alkenes have the general formula $C_n H_{2n}$

$2n$

Year 9 – Chemistry – Cycle 1

How do we use resources sustainably?		How do we predict using Chemistry?	
Achieving – describe the concepts of reduce, reuse and recycle REDUCE Reduce – our use of materials Reuse – products more than once Recycle – and use the products or materials again	Achieving – describe and identify the use of finite resources	Achieving – show that mass is conserved in a reaction The conservation of mass is a law that states that the mass of the reactants is equal to the mass of the products.	Achieving – calculate the relative formula mass of a compound The relative formula mass is calculated by adding the mass of each element. If there are two of that element, that mass would be doubled. For example: MgCl_2 $(1 \times 24) + (2 \times 35.5)$ $24 + 71$ $= 95$
Achieving – describe the problems of pollution Pollution can come from a variety of sources including overuse of plastic. Sulphur dioxide can lead to acid rain. Carbon dioxide can lead to global warming. Toxins in plastic can poison species. Particulates can lead to global dimming.	Exceeding – explain how a life cycle assessment is used	Achieving – calculate the percentage yield of a reaction The percentage yield can be calculated using the equation below, there is also an example. $\% \text{ Yield} = \frac{\text{Actual Yield}}{\text{Theoretical Yield}} \times 100\%$ $\% \text{ Yield} = \frac{15.0 \text{ g CaO}}{16.8 \text{ g CaO}} \times 100\% = 89.3\%$ % Yield = 89.3%	Exceeding – balance some symbol equations to represent reactions To balance an equation, we must make sure that the number of each reactant atom is equal to the number of each product atom. For example, the number of each carbon, chlorine and hydrogen atoms is equal on $\text{CH}_4 + 4\text{Cl}_2 \longrightarrow \text{CCl}_4 + 4\text{HCl}$ C = 1 H = 4 Cl = 28 C = 1 H = 4 Cl = 58

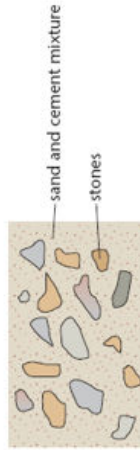
Year 9 – Chemistry – Cycle 1

What are the properties of some everyday products?

Achieving – describe the structure and properties of concrete

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

We use concrete for its strength and



The structure of concrete

Achieving – describe how to increase the strength and use concrete

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



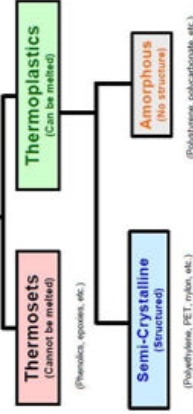
Engineers will frequently test and

Achieving – describe and identify different polymers and plastics

Common Uses for Polymeric Materials	
Packaging	Paint
Bottles	Automotive parts
Surgical sutures	Housewares: tupperwares, plates, cups
Electric components	Fabric
Contact lenses	Rubber
Adhesive	Pipes
Medical supplies: bone cement, blood bags	Plastic bags

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

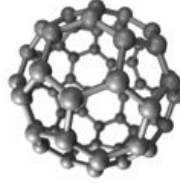
Polymer products form a lot of products that we use every day! Some are strong, flexible, durable and cheap to manufacture but there are lots of variations.



Why are nanotechnologies in development?

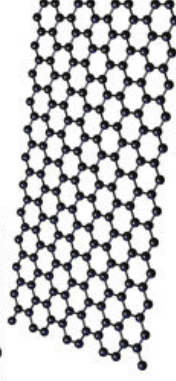
Achieving – describe the properties of a nanotechnology/smart material

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



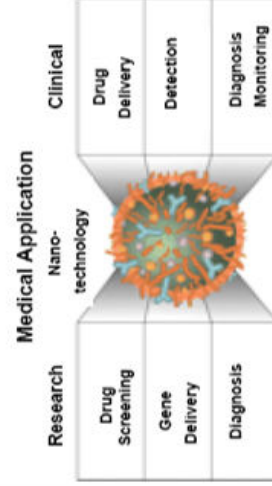
Achieving – describe the properties and uses of graphene

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



Achieving – describe how nanotechnology can be used in medicine

Nanotechnology has the potential to do many things in medicine.



Exceeding – give a balanced argument for an ethical issue

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

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

Art Key Stage 3 Curriculum 2025-2026

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

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

Year 9 Art and Design Knowledge Organiser - Cycle 1 – Culture and beliefs- mask project.

Task 1: **Baseline -African mask.**
drawing. Pencil tonal study.



Task 3:

Create a **mixed-media study of an African Mask**

- ☐ Independent decision making.
- ☐ Planned colour scheme.
- ☐ Range of techniques and materials.
- ☐ All materials controlled skilfully.
- ☐ Range of tones to create 3D effect.



Task 2:

Polynesian Mask design.

- ☐ Design adapted
- ☐ Composition flows.
- ☐ Shows tribal tattoo design.
- ☐ Contrast between black and white.
- ☐ Colour theme planned.
- ☐ Pen and pencil controlled skilfully.



Key vocabulary to learn

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 darkest are called shadows . Hue - a gradation or variety of a colour.
Hue	A gradation or variety of a colour.
Gradation	A visual technique of gradually transitioning from one colour to another, or from one shade to another, or one texture to another.
Pattern	A design that is created by repeating lines, shapes, tones or colours.
Colour	Harmonious – next to each other on the colour wheel. Complementary – Opposite each other on the colour wheel.



Year 9 Art and Design.

Cycle 1- Culture and beliefs- mask project.

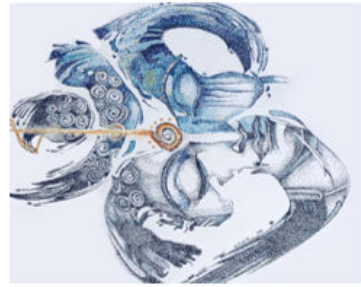
Homework Activities: All homework tasks are to be completed to your highest standard.

1. Create a Mood board on a type of mask
Use the internet- Google and Pinterest to find a variety of Mask images that you find interesting and inspiring. Choose a type of mask or theme EG – African, Venetian, Superhero, masks used for jobs etc and present them as a Mood Board (see example to the right).
2. Produce a Mask study from your Mood board.
Draw a mask from your Mood Board and use any material of your choice to add colour or tone and detail.
3. Complete the Mask knowledge and understanding quiz.
The timed quiz is in Satchel it will test how well you know Venetian masks- their history and meaning.

4. Create a second drawing of a mask using the stippling techniques (dots). Black and white or with colour.

Success Criteria:

- Drawing should fill at least A5 page.
- Lightly sketched with correct proportions.
- A range of tones including shadows and highlights.
- Attention to detail.



<https://www.studentartguide.com/articles/how-to-make-a-mindmap-creative-ideas>

Spirituality link:
Wonders of Nature. Spiritual meaning behind African Masks.

Numeracy link:
Scale and Proportion.

Class work activity:	Tick once completed:
Baseline – Pencil tonal African mask.	
Polynesian Mask.	
Mixed-media African mask	
Extension activity. Research the meaning behind several different masks. What do they represent?	

All Saints' Academy Computing KS3 Curriculum 2025-2026

Cycle/Year	7		8		9	
	Knowledge & Skills	Cross-Curricular	Knowledge & Skills	Cross-Curricular	Knowledge & Skills	Cross-Curricular
1	Introduction to Using a Computer - Logging in, creating files, managing workspace - Computer ethics and lab rules. - Online Safety - How to report danger online - How to search and reference credible resources. Introduction to Office applications - Knowledge to create: Documents, PowerPoint, Presentation skills. DT: 3D design and printing: - Designing for others - Pre-production documentation (mood boards, storyboards, sketching) - Modelling skills - Prototype Production - Graphic communication - Introduction to CAD/3D modelling - Technical drawings and materials - Printing Spongboob	Computing & PSHE Topics: Online safety, computer ethics, how to report danger online. Cross-Curricular Link: • Discuss digital citizenship, cyberbullying, and responsible online behaviour. • Role-play scenarios on how to report online dangers or unethical behaviour.	Algorithms (flowcharts) with FLOWL: - Selection - Iteration - Sub programs - Creating algorithms - Correcting algorithms - Enhancing algorithms Introduction to Binary: - Binary numbers. - Conversion to and from denary - How computers use binary - Hexadecimal number systems and conversions - How computers represent Images and sound. AI - Understanding AI bias - How AI build the knowledge - Model cards and career - Using LLM - AI ecosystems - Improve AI use through practice.	Math Link: Logical reasoning, sequences, problem-solving. Activity: Use flowcharts to solve math word problems or model real-world processes (e.g., calculating area, solving equations).	MS office advanced skills - Word processing. - Spreadsheets - Presentation software. AI exploration: Code.org - basics of generative AI - How large language models are trained - neural networks and embedding - Prompt engineering and retrieval. - experiment with AI model - learn prompt engineering - promoting ethical development and responsible use.	Art & Design / Media Presentation Software: Designing visually appealing slides and infographics. AI Tools: Using generative AI for creative projects like digital art or storytelling.
Careers	Cybersecurity, Office & Administrative Roles, Education & Training		Software Developer, Game Developer, Robotics Engineer		Data & Analysis Roles, Marketing & Communications, Project Management, AI & Machine Learning	
Enrichment	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 loops)	Scriptwriting, storytelling, and narrative structure <i>Analysing and creating storyboards for visual storytelling</i>
Careers	Mobile phone developer		Project Manager		Software Designer	
Enrichment	Computing Club		Computing Club		Computing Club	
3	Introduction to programming with Scratch: - Variables - Sequence - Selection - Iteration - Operators - Programming project Physical Computing with BBC Microbit: - Inputs/outputs - Sensors - Design for the requirement - Microbit project Assessment: <i>Project Evaluation</i>	Mathematics Logical reasoning and problem-solving Coordinates, angles, and patterns (especially in animations and games) Variables and operators (basic algebraic thinking)	Website Development Using Rocket Cake - Basics of HTML and CSS - Creating and modifying web pages - Using search technology and hyperlinks Mobile App development (Games) - Design and develop games based on competition criteria - Mobile app project Assessment: <i>Project Evaluation</i>	Business / Enterprise Creating websites for fictional or real businesses Understanding branding, marketing, and user engagement	Algorithms and Programming. - More Python - Lists - for loops and lists - Linear Algorithms DT: 3D design and printing: - Designing for others - Pre-production documentation - Modelling skills - Prototype Production - Graphic communication - An introduction to CAD & 3D modelling - Technical drawings and materials - Printing for specification - Printing and Post-Processing - Reflection and Evaluation Assessment: <i>Project Evaluation</i>	Engineering / STEM Iterative design process: plan → prototype → test → refine Real-world problem-solving and innovation
Careers	Software Engineering, Robotics		Animator, E-Commerce, Contents management.		3D Graphics Designer, Game developer	
Enrichment	VR Experience		Computing club		3D design	

10 essential Windows 10 keyboard shortcuts



Search for anything

Get personalized results to searches for people, email, files in local and shared sites, or info from the web.



Take a screenshot

Capture and mark up all or part of your PC screen or any image, then save and share.



Access clipboard history

Save recent copied or cut items on the clipboard so you can paste them in other apps or sync across devices.



Talk instead of type

Use speech recognition to convert spoken words into text anywhere on your PC.



Express yourself with emoji

Search for small images, symbols, or icons to express emotions or communicate playfully without words.



Clear window clutter

Quickly access the desktop window behind all other windows that hosts computer icons for files and folders.



Lock your screen

Quickly lock your screen to prevent others from accessing your computer.



Quickly switch tasks

Display and switch between open windows or multiple workspaces. See activities across your devices for the past 30 days with timeline.



Snap windows side by side

Perfectly snap windows to the sides without the need to resize and position them manually.

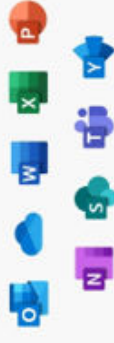


Quickly change settings

Access app notifications and commonly used settings—or quick actions—in a single pop-up sidebar.

For more information, visit aka.ms/WindowsShortcuts

Office

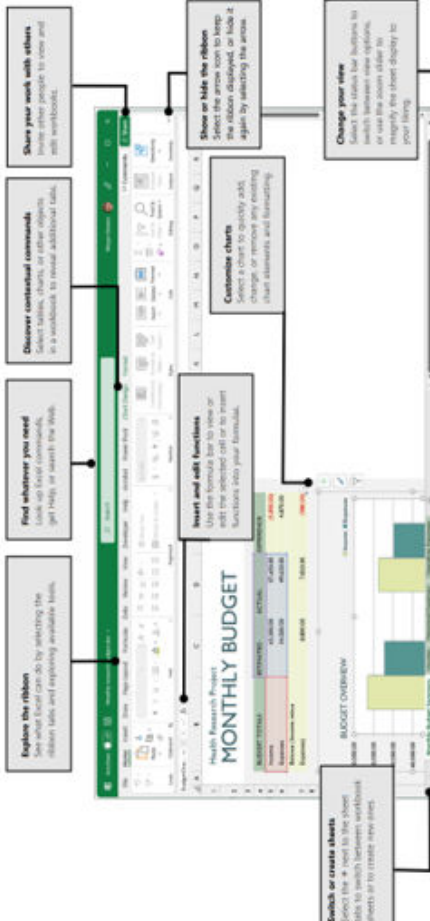


Year 9 Cycle 1

Excel

Quick Start Guide

New to Excel? Use this guide to learn the basics.



- Explore the ribbon**
See what Excel can do by selecting the ribbon tabs and exploring available tools.
- Find whatever you need**
Look up Excel commands, get help, or watch the web.
- Discover contextual commands**
Select tables, charts, or other objects in a workbook to reveal additional tools.
- Share your work with others**
Invite other people to view and edit your workbooks.
- Customize charts**
Select a chart to quickly add, change, or delete chart elements and formatting.
- Insert and edit formulas**
Use the formula bar to view or edit formulas, or insert different functions into your formulas.
- Switch or create sheets**
Select the + next to the sheet tabs to switch between worksheet sheets or to create new ones.
- Show or hide the ribbon**
Select the ribbon icon to keep the ribbon displayed, or hide it again by selecting the icon.
- Change your view**
Select the status bar buttons to switch between views, or use the ribbon to quickly change your view.

Word

Quick Start Guide

New to Word? Use this guide to learn the basics.



- Save your progress**
Save your document to OneDrive or SharePoint automatically.
- Find whatever you need**
Look up Word commands, get help, or watch the web.
- Discover contextual commands**
Select a document to reveal additional options.
- Share your work with others**
Invite other people to view and edit cloud-based documents stored in OneDrive or on SharePoint sites.
- Navigate with ease**
Use the ribbon to manage long or complex documents.
- Format with the mini toolbar**
Use the mini toolbar to quickly format text in place.
- Station bar shortcuts**
Select any ribbon bar buttons to reveal shortcuts, or check your spelling.
- Show or hide the ribbon**
Select the ribbon icon to show or hide the Quick Access Toolbar, and change ribbon options.
- Change your view**
Select the status bar buttons to switch between views, or use the ribbon to quickly change your view.

KS3 Performing Arts – Drama Curriculum Plan – 2025-2026

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

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

	Year 7			Year 8			Year 9		
	Knowledge and skills	Enrichment	Cross-Curricular	Knowledge and skills	Enrichment	Cross-Curricular	Knowledge and skills	Enrichment	Cross-Curricular
Cycle 1	The Building Blocks of Performance <i>We Will Rock You</i> Finding our voices and learning the basic techniques of effective warm up and vocal projection. <i>Christmas Songs</i> 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 <i>The Blues</i> 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 <i>Band Skills</i> Understanding the notation used for popular instruments and modern songs, and applying different instrumental techniques to perform a piece of music as a band. <i>Christmas Hip-Hop</i> 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 <i>The Great Classics</i> Performing an iconic piece of Music from the Western Classical Traditional Composers of the Baroque, Classical and Romantic Eras. <i>Programme Music</i> Developing compositional skills to produce a piece of instrumental music that tells a story.	'One Body' Choir Rock Band Club Brass Ensemble	Art: Music and Art – creating art from <u>Music</u>.	Freedom of Speech <i>Reggae Music</i> Understanding the key components and cultural differences in Reggae music and its inception in the Caribbean through performing an iconic Reggae song. <i>Riffs and Hooks</i> 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 <i>Film Music</i> Embracing the world of sound-effects and synchronising subtle changes in background music to fit with a video clip. Students will analyse some of the film world's greatest soundtracks for inspiration. Assessment: Mid-Cycle: Appraising Questions End of Cycle: Composition	Keyboard Club 'One Body' Choir Rock Band Club Whole Academy	Art: Cultures, Beliefs and Masks

Cycle 3	Assessment: Mid-Cycle: Performance End of Cycle: Composition Careers: Performing Musician, Musical Historian, Composer.	Whole Academy Musical		Assessment: Mid-Cycle: Performance End of Cycle: Composition Careers: Ethnomusicologist, Performing Musician, Composer, Editor.	Keyboard Club 'One Body' Choir	Self-Expression <i>Songwriting project</i> Develop key song-writing skills including developed chord progressions and cadences, lyric writing and an understanding of the power that music can have for self-expression and social change. Assessment: Mid-Cycle: Appraising Questions End of Cycle: Composition Careers: Composer, Lyricist, Performing Musician, Editor.	Keyboard Club 'One Body' Choir Drama Club	Careers: Composer, Orchestrator, Music Critic, Editor.	my Musical	
	Traditions of the World <i>African Music</i> Learning the key traditions of African rhythm and pulse music and how it is used as a form of communication and entertainment. 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 <i>The Magic Four Chords</i> Developing an understanding of chords and harmony by exploring how the iconic four-chord pattern underpins hundreds of popular songs and performing a mash-up of their favourites. 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>I Will Survive</i>. Assessment: Mid Cycle: Performance End of Cycle: Performance Careers: Performing Musician, Editor, Arranger, Music Critic, Music Historian.	Keyboard Club 'One Body' Choir	Self-Expression <i>Songwriting project</i> Develop key song-writing skills including developed chord progressions and cadences, lyric writing and an understanding of the power that music can have for self-expression and social change. Assessment: Mid-Cycle: Appraising Questions End of Cycle: Composition Careers: Composer, Lyricist, Performing Musician, Editor.	Keyboard Club 'One Body' Choir Drama Club	Careers: Composer, Orchestrator, Music Critic, Editor.	my Musical	

Cycle 1 Performing Arts – “Verbatim Theatre”

Lesson 1 – The Story of Breck Bednar

Breck Bednar was a 14 year old boy who loved gaming. He began talking to someone online he thought was his age but he wasn't. Breck arranged to meet this 'friend' and sadly lost his life.

His story was turned into a play called 'Game Over' which is a **VERBATIM** play.

Verbatim: a performance that uses real spoken word from real people to create a script.

Verbatim theatre is really powerful because it is about true events and uses the actual words spoken by victims/friends/family/police etc.

Answer the following:

- What shocked you?
- What upset you?
- What made you angry?
- What do you think is the message of this play?

Lesson 2 – 999

Exploration of the opening of the play.

Stage directions: provide an actor with information on what they should be doing on stage to avoid simply standing and reading lines.
They can tell you where to move, what actions to do, how to say certain lines and who you should interact with.

Lesson 3 – Cross-cutting

Definition: Where two scenes are happening on stage at the same time but in different locations. Still images are used to move between each location.

It is also used to give the audience additional information. Cross-cutting enables performers to move quickly between locations and scenes without interrupting the flow of the drama they're creating.

Bigger Picture: To understand the key features of Verbatim Theatre that can help with GCSE Devising.

Lesson 4 – Physical Theatre - 'the struggle'

Physical theatre is a way of telling a story through movement in a symbolic way without words.

We can use physical theatre to show fights, relationships, travelling and much more.

CHAIR DUETS

A 'building block' for creating physical theatre.
2 people and 2 chairs

How to create a chair duet:

1. One person creates 3 movements that either involve placing a part of your body (arm, hand, leg, head) in a smooth sequence onto your partner
2. Your partner then responds to those 3 movements with 3 of their own.
3. Continue this process to create a string of material.

You can experiment with:

Standing up
Moving around the chairs
Swapping chairs
Sitting on the floor
Twisting in your chairs

The movements should all flow together.
Interactions are reactions.

How might you use music to create atmosphere here?

Lesson 5 – Showcasing your Verbatim

You have looked at number of key scenes from the play 'Game Over' exploring:

- Stage directions
- Cross Cutting
- Physical Theatre

Choose at least **ONE** scene that you will showcase for your end of cycle assessment.

You should think about:

- Who is playing who
- How you might create atmosphere using the piece of music you have created in your Music lessons
- How you will effectively show us the location of your scene in a symbolic way
- Learning your lines to allow you to fully immerse yourself in your part

Remember! The Arts is about teaching you:

- Good teamwork skills
- The ability to communicate and give ideas
 - To be imaginative and creative
 - To have confidence in your abilities

End of Cycle Assessment – Performing Arts Showcase

You will produce a showcase in your groups that includes appropriate music to create the atmosphere for the play that you have been rehearsing in your Drama lessons and showcase an emotive piece of Drama that effectively communicates the seriousness of Breck's story. Your teachers are looking for you to showcase your work with **confidence, creativity** and to show **good teamwork** throughout your rehearsal time.

Aim high for EXCEEDING:

- You draw on your wider knowledge of the themes presented in the play and express mature, insightful opinions
- You think creatively about how you can communicate the seriousness of the Verbatim play
- You can create a chair duet that has flair and shows originality and fearlessness
- You take on a role in a scene and create a highly developed character using a variety of Basic Drama skills
- You took a leading role in your group, ensuring all members are listened to and included

/var'beɪtɪm/ - ver-ba-tim

Verbatim

(1) (adjective) in precisely the same words used by a writer or speaker; (2) (adverb) using exactly the same words;

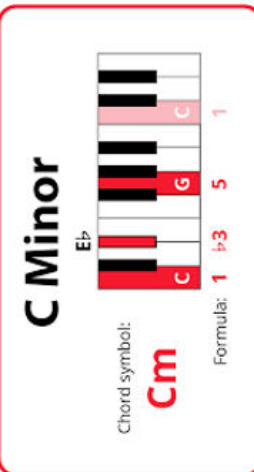
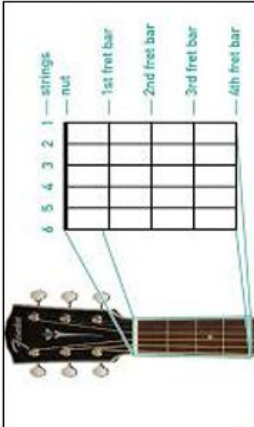
MUSIC

Contemporary Musical Styles

Lesson 1: Key features of popular music including:

- The roles of different instruments in bands
- The differences between chords, melody and rhythm
- The ways in which popular music is written down and read

Lesson 2: Popular Music Notation for Keyboard, Drums and Guitar



Chord symbol: **Cm**

Formula: **1 b3 5**

	1	2	3	4
Kick Drum	X	X	X	X
Snare		X		X
Hi-Hat	XX	XX	XX	XX

Lesson 3 and 4: Practice makes perfect

You will need to rehearse your individual part by yourself **and** rehearse with the other people in your group, to practise and prepare for your mid-cycle assessment. You could use YouTube demonstration videos to help with learning your instrumental part.

Lesson 7: The Origins of Hip-Hop Music

Hip hop music originated in the Bronx region of LA, in America. It was an incredibly deprived area that had a lot of crime, and some of the poorest families in the whole of the USA. Hip-hop music became a way for people to make music cheaply, and yet still have a massive platform and audience to talk about their issues and express their feelings. *Rapper's Delight* by the Sugar Hill Gang was the first million-selling track.

Lesson 8: How are Hip-Hop tracks made?

Hip hop uses **samples** from existing pieces of music and **mixes** them, which is usually done by a **DJ**. Tracks feature a lot of **looping** and digital sounds made by a **synthesiser**. Lyrics are written and performed in a **rap** style, sometimes featuring singing in some parts of the song e.g. the **chorus**.



Lessons 9 and 10: Compose your own Christmas Hip-Hop Song

You should include: Lyrics that are **rapped**, and contain rhyming and slang; a backing track that is made of a mixture of **samples**, **loops** and your own ideas.

Planning Space

Lessons 11 and 12: End of Cycle Assessment and Feedback

For your end of cycle assessment you will be performing the Christmas raps you have been working on in your groups. You will be assessed on your backing track, the effectiveness of your lyrics and how well you can showcase these with confidence and fluency.

Food/Catering Key Stage 3 Curriculum 2025 - 2026

	Year 7			Year 8			Year 9		
	Knowledge and skills	Enrichment	Additional information e.g. Cross-Curricular	Knowledge and skills	Enrichment	Additional information e.g. Cross-Curricular	Knowledge and skills	Enrichment	Additional information e.g. Cross-Curricular
Cycle 1	Introduction to food skills and nutrition Hygiene and safety. Eatwell Guide How to write a dish proposal <i>Practical work:</i> Layered salad Pizza toast Cheesy Triangles	Cook at home	annotation: English Communication: annotation of proposal. Verbal communication in kitchens Collaborative working: practical lessons Careers: chef	Diet and life stage Dietary needs at different life stages Pizza proposal Protein & Calcium <i>Practical work:</i> Yeast based dough Pizza Jam tarts Sausage rolls Assessment: Pizza proposal and practical outcome		Communication: annotation of proposal. Verbal communication in kitchens Collaborative working: practical lessons Careers: food manufacturing inspector	Introduction to the industry Role of EHO World foods Street food proposal <i>Practical work:</i> Fajitas Palmier Enchiladas Assessment: Fajita practical outcome Street food proposal	Cook at home	Communication: terminology related to job roles Verbal communication in kitchens Collaborative working: practical lessons Careers: wait staff front of house staff
Cycle 2	Ethical and social issues Food assurance schemes Introduction to production plans <i>Practical work:</i> Chicken nuggets Koftas Stir fry		Communication: writing step-by step plans, being able to follow a plan. Verbal communication in kitchens Collaborative working: practical lessons Careers: baker	Environmental issues Standard components in food. Process of gelatinisation Burger proposal Fats <i>Practical work:</i> Macaroni Cheese		Communication: writing step-by step plans, being able to follow a plan. Verbal communication in kitchens Collaborative working: practical lessons	World foods Future of food Environment and agriculture <i>Practical work:</i> Samosas (sweet) Rogan Josh Savoury rice Assessment:	Cook at home	Food and environmental issues/Food security: Science Communication: annotation of proposal. Verbal communication in kitchens Collaborative working:

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

Food safety and the role of the EHO

Food safety and hygiene regulations are enforced by Environmental Health Officers (EHO) who regularly check all food premises.

The Food Safety Act (1990) gives Environmental Health Officers the power to:

- Enter any food premises
- Inspect food
- Take samples of food away for analysis
- Confiscate any food they judge to be unfit
- Issue 'improvement notices' to food businesses
- Close premises down



Street Food Proposal:

You have been asked to propose a suitable street food to be sold at the Cheltenham Music Festival. This year the festival has theme of celebrating music from different countries and cultures. Your street food item must reflect the cuisine of one of these cultures/countries: Latin America or Western Europe.

Your chosen street food item must be easy to eat 'on the go' and should reflect The Eatwell Guide as well as the governments 8 tips for healthy eating. The festival will be attended by lots of young families so must be suitable for a range of age groups.

Key Words

Food related ill health – when someone becomes ill because of the food they eaten. This may be because of microbes, chemicals or due to allergies or intolerances.

Contaminate – to make food unsafe to eat by allowing it to come into contact with microbes.

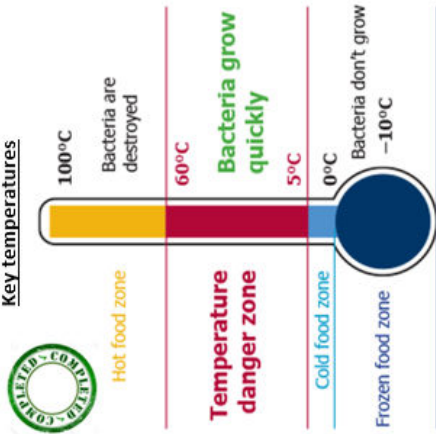
Microbes – short for micro-organism which are tiny living plants or animals that can only be seen under a microscope. Pathogenic microbes cause harm to humans.

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

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

Year 9 – Cycle 1: Food

Key temperatures



Special Diets

Healthy eating means getting the right **balance** of nutrients from your food. For some people, foods that are normally considered healthy are unacceptable to them for **medical**, ethical or cultural reasons. These diets are referred to as **special diets**. By law, packaging must highlight the 14 most **common** allergens, which include gluten, **lactose**, celery and **nuts**. As well as allergies, some people suffer from **intolerances** such as **coeliac disease** and lactose intolerance. Other reasons people may restrict their diet are ethical (such as vegan and **vegetarian**) and religious (such as **halal** and kosher).

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

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

Numeracy – Learn key temperature zones.

Independent Study

- Week 1** – Role of the EHO Teams Assignments quiz.
- Week 2** – Food around the world research project. Research the cuisine of your chosen country: Spain, Italy, Jamaica or Latin America.
- Week 3** – Street foods research



Fajita Ingredients

These are for one person can bring these in pairs. For example 1 person could bring 1 whole lime, 2 chicken breast, 1 green pepper etc.

- 1/2 lime
- 1 clove garlic
- 1 x 10ml spoon oil
- 1 small chicken breast (or 3-4 thighs)
- 1/2 onion
- 1/2 green pepper

Optional if eating in school:

- 1 tomato
- 25g Cheddar cheese
- 2 tortillas
- 1 x 15ml spoon guacamole (or salsa), optional

Role of the EHO	
Fajitas	
Enchiladas	



Enchiladas



Moros y Chrislonoz



Empanadas



Planet Food



Croque-Monsieur



Foella

World Food: The food that is available and bountiful in a particular region of the world will determine part of a person's diet as well as religious and cultural beliefs.

Factors to consider when planning dishes

Time of year e.g. seasonality of commodities, seasonal events
Skills of staff
Equipment available
Time available
Type of provision e.g. service, location, size, standards
Finance e.g. costs, customer needs
Client base

- + Many potential customers if in a busy location
- + Lower rent and costs than if in a building
- + Fast turnover so potentially can make a good profit.



- Limited food preparation, power and cleaning facilities
- Need to physically remove equipment and ingredients and store them elsewhere next day
- Outside in all weathers

Geography Curriculum 2025-26

	Year 7		Year 8		Year 9	
	Knowledge and skills	Enrichment	Knowledge and skills	Enrichment	Knowledge and skills	Enrichment
Cycle 1	What is Geography? -Human and Physical Geography -Field sketches -Map skills -Understanding atlases Midcycle skills enquiry Extreme Environments: Antarctica and Sahara -Distribution of biomes -Comparative case studies: Antarctica and the Sahara	Contour mapping Biome diorama	Hazardous World: Natural hazards: -Tectonics - Eyjafjallajökull – The Icelandic Volcano case study - Haiti – earthquake case study -Japan - tsunami case study Midcycle-Hazard mapping and response plan Human hazards – conflict: -The Sudan -Afghanistan **Add in Africa - conflict	Making volcanoes	Weather and Atmospheric Systems: -Biomes and global air circulation -The UK as a case study -Microclimates Midcycle microclimate write up and evaluation - Hurricane Katrina, USA (2005) case study -Cyclone Nivar, India (2020) case study **Make more interesting for Options	Microclimate investigation around the Academy Trip to 'We the Curious' in Bristol - remove?
Cycle 2	Rapid Rivers: -The water cycle and drainage basin -River processes -Long profile and cross profile -Features of each course Midcycle Processes and landforms info pack -UK flooding case study: Tewkesbury Floods -Global case study: Nile -Flood management	River Landform Models Rivers Trip – remove?	Crumbling Coasts: -Why is the coast important? -Coastal processes: erosion, weathering, transportation -Erosion landforms Deposition landforms Midcycle Processes and landforms info pack -Coastal management -UK case study – The Holderness Coastline -Global case study - Maldives	Coastal diorama Coastal management fieldwork - remove	Global Issues: -Types of pollution Plastic pollution -What is climate change? Impacts of climate change Midcycle debate -Sustainable management goals -'The Hunger Games' -Food -Sustainable cities	Sustainable Urban Living Campaign
Cycle 3	Exploring China: -Background and History -Climate -Population -One Child Policy Midcycle extended writing -'Made in China' -Modern slavery -Pollution -The Three Gorges Dam -Tourism in China	Project India	Exploring India: -An introduction to India -Climate -Population -Mumbai and Dharavi -Sweatshop lesson Midcycle extended writing -India's Industries: Primary, Secondary, Tertiary and Quaternary -Tourism	Project Haiti	Q3) The Challenge of Resource Management Q6) Energy -Global distribution of resources -UK provision of food, water and energy -Global supply of energy Midcycle-Exam Style Questions -Impacts of energy insecurity and strategies -Case study: Amazon -Extracting Natural Gas -Sustainable energy use -Case study: Chambamontera	Project Russia
	Assessment: End of cycle test		Assessment: End of cycle test		Assessment: End of cycle test	



Year 9 GCSE Geography Cycle 1: Weather and Atmospheric Systems



What are biomes?

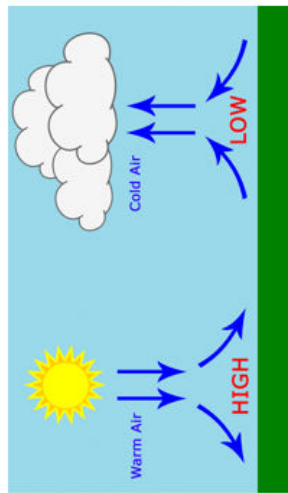
Biomes are a large ecosystem. The Earth has many different biomes, with each one containing many different living organisms that have adapted to the environment.

Examples of biomes:

- Rainforests
- Deserts
- Savannah
- Woodlands
- Grasslands
- Tundra

Scientists class biomes in different ways. These are the 6 main ones but they can be more specific. For example, deciduous woodland, marine, freshwater etc.

High and low pressure



High pressure =

The air is descending, which leads to light winds and settled weather conditions, clear skies and sun.

Low pressure =

The air is rising, as it rises and cools, water vapour condenses to form clouds and precipitation. This is why the weather is often unsettled. It can lead to storms.

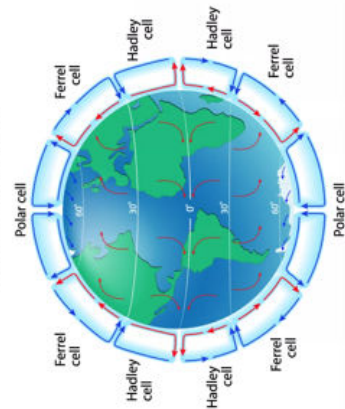
GLOBAL ATMOSPHERIC CIRCULATION

Global pattern of air circulation:

The movement of air across the planet occurs in a specific pattern. The whole system is driven by the equator, which is the hottest part of the Earth. Air rises at the equator, leading to low pressure and rainfall.

When the air reaches the edge of the atmosphere, it cannot go any further and so it travels to the north and south. The air becomes cold and falls to create high pressure and dry conditions at around 30° north and south of the equator. Large cells of air are created in this way. Air rises again at around 60° north and south and descends again around 90° north and south.

Global atmospheric circulation creates winds across the planet and leads to areas of high rainfall, like the tropical rainforests, and areas of dry air, like deserts.



Weather- The day to day conditions of the atmosphere

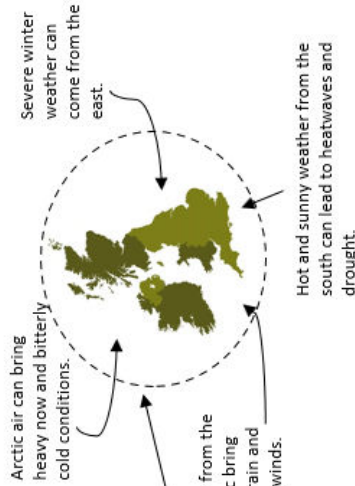
Climate- The average weather conditions of an area normally over a 30 year period. UK climate has cold wet winters and warm wet summers. The UK has a temperate climate.

What are the UK's weather hazards?

Thunderstorms, prolonged rainfall (leading to flooding), heat waves, heavy snow and extreme cold, strong winds.

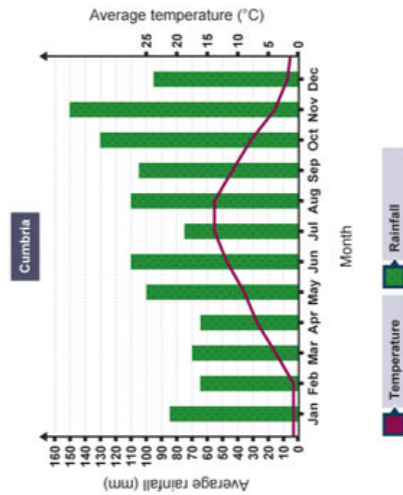
The UK weather roundabout:

The UK is like a roundabout because it is at the meeting point of several different types of weather from different directions. This explains why we experience such varied weather from week to week and how occasionally we can be affected by extreme weather events.



Not all parts of the UK have the same climate. The south typically has a warmer, drier climate, whereas the North has a wetter, cooler climate.

Below you can see 2 climate graphs showing the difference between Cumbria in the North and London in the South:





Year 9 GCSE Geography Cycle 1: Weather and Atmospheric Systems



Microclimates Microclimates are areas that have a different climatic condition, they could be warmer, cooler, drier or wetter. Microclimates depend on the landscape and can change quickly. An example would be an area that is largely in shade would be cooler than one in sunlight. Microclimate investigation: Fieldwork question: Where is the best place for a new outdoor eating area? You are going to investigate where the microclimates are around the Academy to decide where the new seating area should be located. Your investigation will include: 1. Hypothesis (prediction) with some reasons 2. Data collection 3. Data presentation 4. Data analysis 5. Conclusion 6. Evaluation Collecting data: The purpose of fieldwork is to collect your own data (primary data) but you can use secondary data. It's very important to consider what data you need when you design your investigation. Any data collected should be as reliable and accurate as possible. In particular, you should think about: • Sample size – how many measurements will you take and why? More measurements means the data is more reliable. However, it is time consuming and group collection can save time. • Sites (locations) – Where will you collect the data and how? Will you collect the data in strategic or random sites? • Accuracy – how can you ensure that your data is accurate? Will you need to measure more than once and calculate an average?	
Presenting your data Maps: -used to show locations and patterns -mini graphs and charts can be located on maps -easy to compare patterns at specific locations -consider using isoline or choropleth maps GIS and photos: -used to show historic maps/sites which have been lost due to erosion -useful for aerial shots of rivers to show land use -helps to show how places have changed after being affected by storms Graphs and charts: -there is a wide variety of graphs available – choose the right one! -can show patterns and data clearly – easier to read than a table of data	Writing an analysis: • Identify patterns and trends in your results, describe them • make links between different sets of data • Identify anomalies – unusual data which doesn't fit the general pattern • Explain reasons for patterns Writing a conclusion: • Refer back to the main aim – answer the question! • State the most important data to support your conclusion • Comment on any anomalies/unexpected results • Comment on the wider geographical significance – why is it important? Could your results be useful for others? Are all rivers like the one you have studied? The importance of the evaluation: The evaluation is the last part of the enquiry process. What might have affected your results. This could be: • Sample size • Frequency of sample • Type of sampling • Equipment used

What are tropical storms? A tropical storm is a very powerful low-pressure weather system. It has strong winds and heavy rainfall that can be disruptive and dangerous. Tropical storms are given different names around the world: •hurricanes in the US and the Caribbean •cyclones in South Asia •typhoons in East Asia They all develop in the same way, have the same characteristics and are all tropical storms. Scientists believe that global warming is having an impact on the frequency and strength of tropical storms. This may be due to an increase in ocean temperatures. Management of tropical storms: • Planning = involves getting people and the emergency services ready to deal with the impacts. • Protection = Preparing for a tropical storm may involve construction projects that will improve protection. • Monitoring and Prediction = Constant monitoring can help to give advanced warning of a tropical storm • Education = Teaching people about what to do in a tropical storm. • Aid = Aid involves assisting after the storm, commonly in LICs.	
Formation of Tropical Storms 1 The sun's rays heats large areas of ocean in the summer and autumn. This causes warm, moist air to evaporate. 2 Once the temperature is 27°, the rising warm moist air leads to a low pressure. This eventually turns into a thunderstorm. This causes air to be sucked in from the trade winds. 3 With trade winds blowing in the opposite direction and the rotation of earth involved (Coriolis effect), the thunderstorm will eventually start to spin. 4 When the storm begins to spin 75mph or above, a tropical storm (such as a hurricane) is officially born. 5 With the tropical storm growing in power, more cool air sinks in the centre of the storm, creating calm, clear condition called the eye of the storm. 6 When the tropical storm hits land, it loses its energy source (the warm ocean) and it begins to lose strength. Eventually it will 'blow itself out'.	Hurricane Katrina, USA (2005) Cyclone Nivar, India (2020) Location: Causes: Primary effects: Secondary effects: Immediate responses: Long term responses:

KS3 Curriculum 2025-2026: History

	Year 7		Year 8		Year 9	
	Knowledge and skills	Enrichment	Knowledge and skills	Enrichment	Knowledge and skills	Enrichment
Cycle 1	Migration through Time <i>How has migration shaped England today?</i> - o Roman England - o Jewish migration - o The impact of empire - o The impact of war Including a local study of Cheltenham 1000-2000CE	Local History Project: voices of our community Careers: Archaeologist, Museum Curator	The Industrial Revolution <i>Did the Industrial Revolution change the world for the better?</i> - o The Agricultural Revolution - o Technological advancements - o Living and working conditions - o Attitudes to poverty - o The development of democracy	Extra challenge: using the archives Careers: Law, Social Work	World War One <i>How and why should World War One be remembered?</i> - o Causes of the war - o Recruitment and propaganda - o Trench warfare - o The Home Front - o Armistice	Poetry competition Battlefields Trip Careers: Military, Politics Editing, Politics
Cycle 2	Medieval England <i>Who had power in Medieval England: the church or the state?</i> - o Thomas Beckett - o The Crusades - o The Magna Carta - o The Black Death - o The Peasants' Revolt	Competition: Black Death Diorama Careers: Police Force	The British Empire <i>How has the British Empire shaped the world we live in today?</i> - o How Britain built an empire - o The impact of the British Empire - o Resistance and revolt: the Indian Rebellion and the Mau Mau Uprising - o The decline of empire Taught using case studies including India, Kenya, Australia and Ireland	Virtual tour of the British Museum Debate: Repatriation of artefacts in the British Museum Careers: Diplomacy	Nazi Germany and the Holocaust <i>How do tyrants achieve and hold onto power?</i> - o The rise of Hitler - o Life in Nazi Germany - o World War Two - o The Holocaust	Interview with Ziggi Schipper, a Holocaust Survivor Holocaust Remembrance Day Assembly Careers: Military, Law
Cycle 3	Early Modern England <i>How did the power of the church and the state change?</i> - o The Reformation - o The Religious Rollercoaster - o Elizabethan England - o The English Civil War	Trip: Tintern Abbey – cross-curricular with Geography Careers: Historian, Politics	The Transatlantic Slave Trade <i>What is the legacy of the Transatlantic Slave Trade in the modern world?</i> - o The Triangular Trade - o The Middle Passage - o Conditions for enslaved peoples - o Resistance and Rebellion - o Abolition - o The legacy of slavery	Trip to M Shed museum in Bristol Careers: Law, Civil Service, Politics	Medicine in World War One <i>How far does conflict impact social progress?</i> - o Why were casualties high on the Western Front? - o How did war lead to medical progress? - o How does a historian create and carry out an enquiry?	Careers: Medicine, History, Military
	Assessment Focus: analysing consequences, source analysis		Assessment Focus: change and continuity, narrative writing		Assessment Focus: source analysis, narrative writing	
	Assessment Focus: evaluating interpretations, analysing causation		Assessment Focus: source analysis, causation		Assessment Focus: Source analysis and utility	



Year 9 History Cycle 1: World War One



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

Secondary Source: 'Second-hand'

information created using primary sources
Interpretation: A historian's opinion of an event or topic

Propaganda: Any media designed to persuade you of an idea

Homefront: The people at home during a war
Conscription: When people are forced to join the army

Total War: A war in which all civilians are involved and are valid targets

Militarism: A belief that a country should build a strong army

Alliance: An agreement between countries to support each other

Imperialism: The desire to build a strong empire

Nationalism: A belief that your country is superior

Trench Foot: A disease caused by the wet conditions in the trenches

No-Man's Land: The area between the trenches

Shell: An explosive weapon

Triple Alliance: The alliance between Germany, Austro-Hungary and Italy

Triple Entente: The alliance between the UK, France and Russia

Conscription: When people are forced by law to join the army

Stalemate: When neither side are winning

Weeks 1-2: Causes of the First World War

Long Term Causes:



Militarism
Countries entered an 'arms race' to build bigger and better armies



Alliances
Countries made deals with other countries to support each other



Imperialism
Countries were competing to have the biggest & richest empire in the world



Nationalism:
People felt a deep sense of pride in their country and wanted to fight for it



Soon, Europe was split between two great alliances: the Triple Entente (UK, France, Russia) & the Triple Alliance (Germany, Austro-Hungary, Italy)

The Road to War:

A **Serbian** nationalist from the Black Hand Gang assassinated the heir to the **Austro-Hungarian** throne

Austro-Hungary now want to fight **Serbia**

Serbia have an alliance with **Russia**, who join to protect Serbia

Germany is surrounded on both sides! They decide to invade through **Belgium** to defeat France quickly, before **Russia** can get too involved.

Now **Russia** is under threat, their ally **France** join to fight **Germany**

Now **Austro-Hungary** is under threat, their ally **Germany** join to fight **Russia**

Belgium is allied with the **UK**, who now join to fight against Germany and Austro-Hungary.

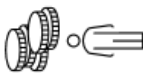
War is officially declared on 28th June 1914.
"The lamps are going out all over Europe, we shall not see them lit again in our life-time"

Think Like A Historian!

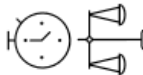
Change and Continuity

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

What type of change is it?
Political?
Economic?



What was the rate of change?
Gradual?
Rapid?
Erratic?



How long did the change last?
Short-term?
Long-term?



Why did the change happen?
Was there a key turning point?

How significant was the change?
What are the differences?

How did people respond?
Supported?
Resisted?

Weeks 3-4: Trench Warfare

Both sides found themselves in a **stalemate** and so dug trenches in which they lived and fought.
Conditions in the trenches were awful: poor hygiene, bad weather conditions, constant dangers and a lack of rations made the trenches unhealthy and miserable.

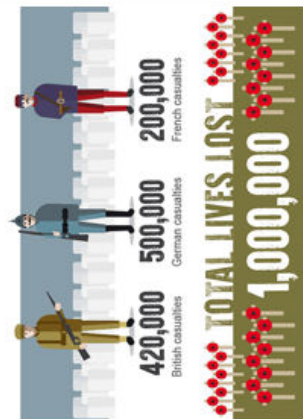
During an attack, soldiers would go 'over-the-top' into No-Man's Land to try and capture an enemy trench.



Week 5: Interpretations

Many people think WW1 was fought by 'lions led by donkeys.' This means that the generals in charge of the war used bad tactics but the soldiers were brave. People call Sir William Douglas Haig the 'Butcher of the Somme.'

- The first day of the Battle of the Somme was the bloodiest day in the British Army's history
- The battle lasted over 4 months
- In total, over 1 million soldiers died at the Somme
- Tanks were first used at the Somme
- Men were told to walk slowly rather than run through no-man's land



Week 6: The Home Front

Propaganda

The government used propaganda to persuade people to join the army, join new jobs, and help the war effort however they could.



Conscription was introduced in 1916.

Censorship

The government limited the information people received in newspapers and letters. Letters home from soldiers didn't want spreading blacked out.



Women of the War

With so many men off to fight, women were vital to keeping the country running.

Many women started working in jobs that had traditionally been done by men including police, firefighters, farmers and factory workers.

The conditions were often poor: workers in munitions (weapons) factories were nicknamed 'canary girls' because the poisonous chemicals they worked with turned their skin yellow.

Many women also volunteered to be volunteer nurses both in Britain and near the front lines.



By the end of the war, the country's view of women had changed. Some women got the vote in 1918.

Week 7: The Aftermath

By the end of World War One, around 20 million people had died: half of these were civilians.

In many countries, people started questioning their governments, and many borders were redrawn.

Having won the war, the Allies (UK, USA, France) decided to punish and weaken the countries they had fought against. They forced Germany to sign the **Treaty of Versailles**.

	War Guilt Taking blame for WW1		Reparations of £6.6 billion paid to the allies		Land Lost: Alsace Lorraine		Military Limited to 100,000 soldiers		Colonies owned abroad all lost
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Think Like A Historian!

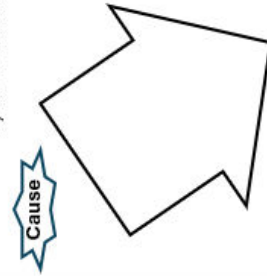
Cause and Consequence

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

A **consequence** is something that happens **as a result** of an event.
Try to focus on what **links** it to the event.

Cause

Event



Event

Consequence

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

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

Year 9 One Year	Topic	Core Grammar	Core Phonics
Autumn	Modulo 1: Diviértete (Theme 2; popular culture + theme 3; communication and the world around us) - describing family members [1, 2, 3] (a, c) - passions [4, 6] (b, d) - family and relationships [1, 2, 3, 4, 5, 7] (d) - activities with family [4, 5, 6] (d, f) - describing how you used to be [4, 5, 6] (d, f) - social media and devices [4, 5, 6] (d, f) - internet [1, 7] (g, e)	Me, People in my Life & Stay Connected! 1. Adjectival agreement 2. Present tense of SER and TENER 3. Comparatives 4. Present tense (including reflexives) 5. Structures + INFINITIVE 6. Verb subject agreement 7. Preterite and imperfect tenses	a. [e], [i], [a], [o], [u] b. [ll] c. Hard [c], Soft [c] d. Hard [g], Soft [g] e. [ñ] f. [v] g. [qu]/[gu]
Spring	Modulo 5: A Clase! (Theme 1; People and Lifestyle) - school subjects and studies [1, 2, 3] (a) - school rules [5] (c) - school facilities [4] (h) - Spanish school system [2, 3, 4] (b) - school exchange [8] (g) - primary school [6] (e) - extra-curricular activities [7] (e) - what did you do at school [6] (f)	My Current, Past & Future Studies 1. Definite articles and indefinite articles 2. Superlatives 3. Comparatives 4. Present tense 5. Infinitive structures (obligation) 6. Preterite and imperfect tenses 7. Desde hace 8. Near future tense	a. Silent [h] b. Hard [c], Soft [c] c. [qu], [gu] d. [ll] e. Hard [g], Soft [g] f. [ñ] g. [v] h. [rr]
Summer	Modulo 2: Viajes (Theme 3; communication and the world around us + Theme 2; popular culture) - holiday activities [1, 2] (a) - past holidays [3, 4] (i) - holiday accommodation [3] (c) - past holiday activities [3, 4, 5] (c, f) - disastrous holidays [3, 5] (d) - booking accommodation [2, 6] (f) - future holidays [7, 3] (e) - los san fermines [8] (h)	Holiday Memories, Future Travels 1. Cuando + impersonal verb 2. Present tense 3. Past tenses (preterite and imperfect) 4. Hace + time 5. Sequencers 6. Question structures 7. Near future tense 8. Conditional (including reflexive verb)	a. [o], [i], [e] b. Silent [h] c. [ll] d. Soft [c] e. [qu], [gu] f. Hard [c], [g] g. [v] h. [rr] i. [j]

Me and the people in my life- '¿Cómo es tu familia?' (What is your family like?)

	Essential				
	Spanish	English		Spanish	English
<i>Chunks</i>	¿Cómo es (tu familia)? Tiene los ojos ... Tiene el pelo ...	What is (your family) like? He/ she has ... eyes He/ she has ... hair	<i>Adjectives</i>	negro sing/ negros plur azul sing /azules plur gris sing /grises plur marrón sing/ marrones plur verde sing/ verdes plur grande sing/ grandes plur pequeño sing/ pequeños plur moreno m/ morena f rubio m/ rubia castaño/ castaña pelirrojo/ pelirroja calvo m / calva f corto largo bajo m/ baja f alto m/ alta f guapo m/ guapa f delgado m/ delgada f gordito m/ gordita f mayor m/f sing/ mayores plur menor m/f sing/ menores plur tímido m/ tímida f divertido m/ divertida f serio m/ seria f	black blue grey brown green big small dark-haired/ brunette blond-haired brown-haired red-haired bald short long small tall beautiful slim chubby older younger shy funny serious
<i>Nouns</i>	padre m padrastra m madre f madrastra f hermano m hermanastro m hermana f hermanastra f	father stepfather mother stepmother brother stepbrother sister stepsister			
<i>Verbs</i>	tener tiene es	to have he/she/it has he/she/it is			
			<i>Opinions</i>		
			<i>Question word</i>	cómo	how
			<i>Idioms</i>		

Me and the people in my life- '¿Cómo es tu familia?' (What is your family like?)

	Stretch				
	Spanish	English		Spanish	English
<i>Chunks</i>	una cara de ángel hablando de...	angel face, face of an angel talking about ...(+ name)	<i>Adjectives</i>	claro oscuro liso rizado ondulado generoso m/ generosa f fiel m/f comprensivo m/ comprensiva f tranquilo m/ tranquila f travieso m/ traviesa f optimista m/f pesimista m/f trabajador m/ trabajadora f perezoso m/ perezosa f hablador m/ habladora f paciente m/f caprichoso m/ caprichosa f	light dark straight curly wavy generous faithful, loyal understanding quiet, calm naughty optimistic pessimistic hard-working lazy chatty patient capricious, fickle
<i>Nouns</i>	primo m/ prima f tío m/ tía f bisabuelo m/ bisabuela f sobrino m/ sobrina f gafas f barba f bigote m pecas f demonio m	cousin uncle/ aunt great grandfather/ grandmother nephew/ niece glasses beard moustache freckles (little) monster/ devil			
<i>Verbs</i>	tienen son grita, gritan	they have they are he/she shouts, they shout			
			<i>Opinions</i>	diría que... creo que... me parece...	I would say that... I believe that... he/she/it seems...
<i>Adverbs</i>	sólo	only	<i>Question word</i>		
			<i>Idioms</i>	ser creído estar cuadrado	to be full of oneself to be hench

Me and the people in my life- '¿Qué te apasiona?' (What are you passionate about?)

	Essential			Stretch	
	Spanish	English		Spanish	English
<i>Chunks</i>	me hace más tranquilo	it calms me down	<i>Chunks</i>	mi pasión es voy de pesca voy al polideportivo/ parque soy miembro de hago judo/ natación no solo... sino también	my passion is I go fishing I go to the sports centre/ park I am a member of I do/ practise judo/ swimming no only... but also
<i>Nouns</i>	el cine (m) el dibujo (m) el baile (m) los deportes (mplur) los animales (mplur) los videojuegos (mplur) la moda (f) la naturaleza (f) la lectura (f) la música (f)	cinema drawing/ art dance sports animals video games fashion nature reading music	<i>Nouns</i>	un club un equipo	a club a team
<i>Verbs</i>	gustar (no) me gusta + sing nouns (no) me gustan + plur nouns ser es son practicar jugar hacer	to like I (don't) like + sing nouns I (don't) like + plur nouns to be it is they are to do/ practise to play to do	<i>Verbs</i>	(no) me chifla encanta mola flipa apasiona chiflan encantan molan flipan apasionan ir voy, vamos, van hacer hacemos, hacen	+ sing nouns + plur nouns I like + sing nouns I (don't) like + plur nouns to go I go, we go, they go to do we do, they do
<i>Adverbs</i>	muy bastante	very quite			
<i>Conjunctions</i>	porque	because			

Me and the people in my life - '¿Cómo eras cuando eras más joven ?' What were you like when you were younger?)

Essential			Stretch		
	Spanish	English		Spanish	English
<i>Adjectives</i>	goloso m / golosa f guapo m/ guapa f delgado m/ delgada f gordito m/ gordita f tímido m/ tímida f divertido m/ divertida f serio m/ seria f bajo m/ baja f alto m/ alta f grande m/f pequeño m/ pequeña f negro sing/ negros plur moreno m/ morena f rubio m/ rubia castaño/ castaña pelirrojo/ pelirroja corto largo	greedy handsome, pretty slim chubby shy fun/ funny serious short, small tall big small, little black dark-haired blond brown-haired red-haired short long	<i>Adjectives</i>	claro oscuro liso rizado ondulado generoso m/ generosa f fiel m/f comprensivo m/ comprensiva f tranquilo m/ tranquila f travieso m/ traviesa f extrovertido m/ extrovertida f gracioso m/ graciosa f molesto m/ molesta f optimista m/f pesimista m/f trabajador m/ trabajadora f perezoso m/ perezosa f hablador m/ habladora f paciente m/f caprichoso m/ caprichosa f	light dark straight curly wavy generous loyal understanding calm, quiet naughty outgoing funny, amusing; cute annoying, unpleasant optimistic pessimistic hard-working lazy chatty patient stropky

Stay connected - '¿Qué puedes hacer con tu familia ?' (What do you normally do with your family?)

Essential			Stretch		
	Spanish	English		Spanish	English
<i>Chunks</i>	¿Qué puedes hacer con tu familia?	What do you normally do with your family?	<i>Verbs</i>	cantar ver escuchar jugar leer hacer practicar	to sing to watch to listen to play to read to do to practice
<i>Nouns</i>	el concierto la tele la radio las series las películas los videojuegos los deportes	the concert the tele the radio series films videogames sports			
<i>Adjectives</i>	divertido(s)/divertida(s) adictivo(s)/adictiva(s) caro(s)/cara(s) cristiano(s)/cristiana(s) maravilloso(s)/maravillosa(s) emocionante(s) popular(es) tradicional(es)	fun addictive expensive Christian wonderful exciting popular traditional	<i>Opinion phrases</i>	lo bueno es/f que... lo (único) malo es/ que... me gusta/ ... porque puedo/pude...	the good thing is/ that... the (only) bad thing is/that... I like/ ... because I can/...
			<i>Prepositions</i>	para encima de	(in order) to on top of
			<i>Intensifiers</i>	muy	very

Stay connected - '¿Cuáles son tus redes sociales favoritas ?' (What are you favourite social networks?)

Essential		
	Spanish	English
<i>Chunks</i>	¿Qué aplicaciones usas? ¿Tiene algún inconveniente? uso mi móvil para... subir y ver vídeos compartir fotos o imágenes pasar el tiempo contactar con mi familia descargar música chatear aprender idiomas publicar/mandar mensajes hablar con estoy adicto/a a estoy en contacto con mi red social preferida	What apps do you use? Does it have any disadvantage? I use my mobile to... upload and watch videos share photos or images pass the time contact my family download music chat learn languages post/send messages talk to I am addicted to... I am in contact with my favourite social network

Stretch		
	Spanish	English
<i>Chunks</i>	ver mis series favoritas organizar las salidas con mis amigos controlar mi actividad física / las calorías La tengo desde hace ... meses. Es una aplicación buena para... buscar y descargar música pasar el tiempo / el rato sacar / editar / personalizar fotos conocer a nueva gente es la red social/app más importante en mi vida no puedo estar sin...	watch my favourite series organise to go out with my friends monitor my physical activity / my calorie intake I've had it for ... months It's a good app for... looking for and downloading music passing the time taking / editing / personalising photos meeting new people it is the most important social network/app in my life I can't live without...

Stay connected - '¿Cuáles hiciste en línea el fin de semana pasado ?' (What did you do online last weekend?)

Essential			Stretch		
	Spanish	English		Spanish	English
<i>Verbs</i>	usé/ usó pasé/ pasó me gustó + infinitive contacté/ contactó chateé/ chateó mandé/ mandó descargué/ descargó publiqué/ publicó subí/ subió compartí/ compartió (no) fue	I used/ he ,she used I spent/ he, she spent I liked to (+ infinitive) I contacted/ he, she contacted I chatted/ he, she chatted I sent/ he, she sent I downloaded/ he, she downloaded I posted/ he, she posted I uploaded/ he, she uploaded I shared/ he, she shared it was (not)	<i>Verbs</i>	usamos usaron conoci/ conoció busqué/ buscó saqué/ sacó les gusto fui fue dijo que vi/ vio	we used they used I met/ he, she met I looked for/ he, she looked for I took/ he, she took (photos) they liked I was he/she/it was he/she said that I watched/ he, she watched
<i>Opinion phrases</i>	lo bueno fue que... lo (único) malo fue que... me gustó usar... porque pudo...	the good thing was that... the (only) bad thing was that... I liked to use... because I could...	<i>Adverbs</i>	demasiado donde	too much where (in a sentence, not in a question)
<i>Prepositions</i>	para	(in order) to	<i>Prepositions</i>	desde (mi móvil) sin	from/on (my mobile) without
<i>Intensifiers</i>	muy	very	<i>Comparative/ superlative</i>	el más/ la más (+ adj) que más me gustó	the most (+ adj) that I liked the most

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

Essential			Stretch		
	Spanish	English		Spanish	English
<i>Adjectives</i>	peligroso(s)/peligrosa(s) práctico(s)/práctica(s) rápido(s)/rápida(s) adictivo(s)/adictiva(s) caro(s)/cara(s) fácil(es) (de usar) popular(es)	dangerous practical quick addictive expensive easy (to use) popular	<i>Adjectives</i>	amplio(s)/amplia(s) necesario(s)/necesaria(s) enganchado(s)/enganchada(s) (a) varios/ varias útil(es) gratis	extensive necessary hooked (on) many useful Free
<i>Adverbs</i>	al menos (des)afortunadamente siempre nunca a menudo todos los días	at least (un)fortunately always never often every day	<i>Verbs</i>	usamos usan soy es estoy está te engancha(n) recomiendo dice que	we use they use I am he/she/it is I am (temporarily) he/she/it is ((temporarily) it (they) get you hooked I recommend he/she says that
<i>Opinion phrases</i>	lo bueno es que... lo (único) malo es que... me gusta usar... porque puedo... creo que pienso que	the good thing is that... the (only) bad thing is that... I like to use... because I can... I believe that I think that	<i>Adverbs</i>	es más además por eso casi constantemente completamente antes Ahora	furthermore, moreover besides, furthermore therefore, that's why almost all the time completely before now
<i>Question word</i>	¿para qué? ¿por qué? ¿cuál(es)?	what for? why? which (one(s))?	<i>Question word</i>	¿desde hace cuánto tiempo?	since when?

9

Year 9 PE – Tactical awareness

Girls Football

Attacking:

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

Defending:

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

Netball skills

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

Boys football

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

Trampolining

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

Rugby

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

Health Related Exercise (HRE)

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

Table Tennis

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

	Year 7		Year 8		Year 9	
	Knowledge and skills	Enrichment, careers and Cross curricular links	Knowledge and skills	Enrichment, careers and Cross curricular links	Knowledge and skills	Enrichment, careers and Cross curricular links
Cycle 1	<u>Symbolism - Inner and outer worlds</u> In this topic we look at the importance of symbolism in society and in religion and how this relates to our inner and outer worlds. <u>Assessment -</u> Mini assessments in lessons and an end of cycle assessment. The assessments look at skills of recall and evaluation, in terms of application of knowledge to explanation and discussion styles of questioning. <u>Assessment -</u> Mini assessments in lessons and an end of cycle assessment The life of Jesus We will look at the way Jesus told stories and how these stories still have meaning for believers today. Pupils will look at different parables and miracles and use these to help support understanding of what beliefs in action look like. Assessment will be in the form of project presentations and pupils will be assessed on descriptive and oracy skills.	It is the intent at the beginning of every new world religion topic that a representative of that faith would be invited into the Academy to talk about that religion from their perspective. Food is food laws Public sector, HR, NGO's, journalism	Suffering This topic looks at the idea of suffering, and asks questions like who is to blame: suffering from freewill, or suffering as a test of faith or as character development <u>Assessment -</u> Mini assessments in lessons and an end of cycle assessment. The assessments look at skills of recall and evaluation. Introduction to Judaism We look at how Judaism started in addition to looking at the influence that Judaism had upon other world religions. We look how kosher rules impact life in Britain today. We address misconceptions and any prejudices that may exist in society. <u>Assessment -</u> Mini assessments in lessons and an end of cycle assessment	It is the intent at the beginning of every new world religion topic that a representative of that faith would be invited into the Academy to talk about that religion from their perspective. History looking at the Holocaust and English war poets Public sector, HR NGO's, journalism	An Introduction to Islam Looking at Islam as a world view and the impact that Islam has on the global stage. What is lifelike for a believer in Islam in the 21st Century? How do they view the world? <u>Assessment -</u> Mini assessments in lessons and an end of cycle assessment. The assessments look at skills of recall and evaluation. Multi faith Society This topic looks at the relationship between people, state and religion. How government is formed and how decisions are made as well as looking at the UK as a multi-ethnic/multi-faith society. We ask questions such as why Christians should promote racial harmony or help asylum seekers. <u>Assessment -</u> Mini assessments in lessons and an end of cycle assessment. The assessments look at skills of recall and evaluation.	It is the intent at the beginning of every new world religion topic that a representative of that faith would be invited into the Academy to talk about that religion from their perspective. History democracy and English literature Hist - humanism Public sector, HR, NGO's, journalism
Cycle 2	<u>Assessment -</u> Mini assessments in lessons and an end of ic assessment.	See above	The spread of the Church This topic looks at how the Christian movement developed over time. Including early church councils, the Great Schism, the	See above	What is humanism? This topic looks at humanism as a world view, including practices and beliefs, famous humanists and humanist views of key areas, such as the environment, animal testing etc.	See above

Year 9 Religion and Ethics – Cycle 1 – An introduction to Islam as a world religion				
				
What is Islam?	What is it like to be a Muslim? (Including in the UK)	What do Muslims believe? – The 5 Pillars	What is Jihad?	
Looking at Islam as a world religion and the diversity present within it. Looking also at how Islam began, including the Prophet Muhammad. Understanding the importance of the Qur'an.	Looking at rules that Muslims have to follow, including dress and food. Looking at patterns of immigration. Grocery shopping and visiting restaurants as a Muslim. How easy is it to worship in Islam, in a Christian country?	What are the 5 Pillars: Shahadah Salah Zakah Sawm Hajj How do these impact the life of a Muslim in Britain and around the world.	Looking at misconceptions surrounding Jihad and why having a good understanding of this is important. The difference between the Greater and Lesser Jihad. How the news and media represent Jihad, and how this can lead to discrimination.	
Which festivals are important in Islam and why?	How is Islam viewed in the news – addressing misconceptions	Key terms		
Looking at celebrations and festivals – Ramadan Eid-ul-fitr Eid-ul-adha Ashura What are they and how are they celebrated by Muslims around the world and in the UK. How might celebrating these events make life more difficult for Muslims in the UK?	Looking at the news, and the treatment of Muslims around the world. How does the media present Muslim countries in comparison to European countries? Is it OK to ban religious dress for Muslims in sport or in other countries that are non-Islamic?	Shahadah – the confession and witness of faith, the first pillar Salah – ritual prayers to be said five times a day, the second pillar Zakah – charity tax, the third pillar Sawm – fasting, the fourth pillar Ramadan – ninth month of the Islamic year; the month of fasting Hajj – pilgrimage to Makkah, the fifth pillar Civil rights – the rights of citizens to political and social freedom and equality Alien – a foreigner, especially one who is not a naturalised citizen of the country where he or she is living Malicious – having or showing a desire to cause harm to someone Ummah – the Muslim community (brotherhood of Islam) Muslim Law Schools – the four schools which interpret the <u>Shari'ah</u> for Sunni Muslims Jihadi – one fighting in a Holy War Halal – that which is permitted Haram – that which is not permitted		

Stretch and Challenge: research some groups that campaign against discrimination e.g. 'Hope not Hate.' Do you agree with their work? Would a Muslim support groups like this? Why?

Year 9 Religion and Ethics – Cycle 1 – Religion and society



<u>Government action that promotes community cohesion</u>	<u>The UK as a multi-ethnic society</u>	<u>Why Christians should promote racial harmony</u>	<u>Asylum seekers and refugees</u>
Government promote Community Cohesion through laws, such as the Race Relations act and Race and Religious Hatred Act that make it illegal to discriminate against minority groups. It is also law to educate children about the importance of community cohesion and schools get judged on how much they promote British Values such as tolerance. Government also funds research into the best ways to achieve community cohesion.	There are many benefits to living in a multi-ethnic society: there is a variety of music, clothes, food, culture etc; it helps people from different cultures and races to understand each other better, leading to peace and justice. And people from different cultures can bring new ideas in business and politics. However, some people are racist and don't discriminate against people of different races. Some ethnic minority groups may feel discriminated against and turn to alcohol, drugs, or violence e.g riots	Christianity is opposed to racism, and promotes racial harmony. There have been great examples of famous Christians who have opposed racism and racist ideas of their time: William Wilberforce, and Martin Luther King Jr. for example. However, there have been some groups who claim to be Christian who have been racist: The KKK, and examples of anti-Semitism in the Church. Christians should promote racial harmony because Jesus did. He lived alongside other races to himself (a Jew), taught them and even healed them. Jesus taught about race in a story called 'the Parable of the Good Samaritan.'	Asylum seekers are refugees. They leave their homes because of the danger that they face in their homeland. They often leave with nothing and travel very far in order to reach safety. They may face enormous difficulties in their journeys to a new country and then may face the issues of language barriers, housing and discrimination when they arrive there.
<u>Gender Prejudice and discrimination</u>	<u>The UK as a multi-faith society</u>	<u>Issues raised by a multi-faith society</u>	<u>Christian attitudes to other religions</u>
Gender stereotypes arise from the roles that society have accepted for women and men, for instance their roles at home or at work. They may also arise from roles based on religious texts like the Bible or the Qur'an. Due to these views and expectations, women often face discrimination in the workplace. Women are stereotyped to be less productive at work because they are believed to focus more on family when they get married or have children. The Bible promotes gender equality "there is neither male nor female, for you are all One in Christ" (Galatians 3)	50 years ago, Britain could be described as a Christian country and most of its population subscribed in name at least to being Christian. Today we live in a changed landscape. Less people say they are Christian and because of immigration there are people of many different faiths There are UK has a more varied and rich cultural life A better understanding of different cultures and viewpoint, and also a clearer understanding of one's own faith, Greater tolerance and respect for difference (evidence) New ways of living and enjoying life: Yoga, meditation	Issues in a multi-faith society include: interfaith marriages where the families may want different things for their son or daughter; faith schools, where some children may not be allowed to go to that school because they are not of that religion; religious hate, where some groups are stereotyped and discriminated against; trying to force people to convert to a particular religions; clashes of cultures, where some people dress in certain ways or act in certain ways that clashes with the majority practice or view.	Christians disagree about the status of other religions. Some Christians are pluralists, meaning that they view all religions as equally valuable and all lead to God and salvation. However, some Christians are exclusivists which means that they think that all other religions are wrong and do not lead to God. In between these views is the inclusivist view which is that Christianity is the correct religion but other religions have some truths in them.

Key terms:-

Community Cohesion: A shared sense of belonging for all groups in society.

Prejudice: Believing some people are inferior or superior without even knowing them.

Discrimination: Treating people unfairly because of their race, colour, gender, class, age, etc.

Ethnic Minority: An ethnic group smaller than the majority group.

Sexism: Discriminating against people because of their gender (sex).

Racism: Discriminating against people because of their race or colour.

Multi-Ethnic Society: Where different races and cultures live together in one society.

Racial Harmony: A society where different ethnic groups live together happily.

Multi-Faith Society: Where people of different faiths live together in one society.

Religious Pluralism: Accepting all religions as equally valid and correct and can all coexist.

Interfaith Marriage: Marriage where each partner is from a different religion

Stretch and Challenge: research some groups that campaign against discrimination e.g. 'Hope not Hate.' Do you agree with their work? Would a Christian support groups like this? Why?

Year 9 Religion and Ethics – Cycle 1 – Humanism

Introduction to Humanism What is humanism? An introduction to the humanist approach to life. There are five core areas of knowledge that we will focus on over the next few weeks: Human beings, Understanding the world, The one life, Humanist ethics Society Three things that humanists believe 1. The world is a natural place – we should ask questions and look for evidence to help us to understand it. 2. . We should all be free to find what makes us happy. 3. We should be kind to other people, animals, and the planet.	How humanists approach life events – ceremonies People have always looked for ways to mark significant events in their lives, like births, marriages, and deaths. Although many ceremonies have often been associated with religious ideas (such as baptism, or a church marriage), nonreligious people have always sought out ceremonies which represent their own values: creating personal and meaningful events to mark the most important moments in their lives. Today, Humanist Ceremonies take place across the world, and Humanists UK have been organising them for over 100 years. We will look at Humanist naming ceremonies, weddings, and funerals. We will think about the importance of life events in society and the wider world.	Humanism, the environment and the treatment of animals • Recognising that many animals display altruistic behaviour • Recognising that empathy evolved naturally from our nature as social animals who live in communities • Recognising we have also evolved less friendly instincts • Understanding that biology does not tell us how we should act, but it can help explain the origins of our moral instincts and capacities • The belief that we don't need to believe in a god to be good 	Humanism, the purpose of life on life after death Do you find the idea of an afterlife scary or comforting? • What about the idea of no afterlife? • What might it be like to live forever? Wonderful? Exciting? Boring? Repetitive? Humanists believe that this is the one life we have. Death is the end of our existence. Evidence is important to humanists when deciding what to believe, and they see no persuasive evidence that we live on after we die. They believe the only life we can be certain of is this one. 	Key terms Flourishing: human growth Consequences the effects of an action Reason: the human capacity to think and understand cause and effect Empathy being able to feel what others feel The Golden Rule: do to others what you would have them do to you
Assisted dying and humanism In the past, many people who suffered from serious illness or injuries died quite quickly (and often painfully). Today they can often be treated and kept alive. However, keeping people alive does not always mean their lives are free from pain and suffering. What should we do when a seriously ill person no longer wants to live? Do they have a right to die? What if people want to end their lives but do not have the physical strength or the means to do it painlessly? Do we have a duty to help them?	Humanism and Ethics Philosophers and other thinkers have developed a variety of principles to help us to think about how to act. No principle, however, provides the perfect answer in every situation. Sometimes different principles come into conflict and so we need to think carefully and weigh up which is more appropriate in the particular situation. Often the choice is not between right and wrong but is instead about choosing the lesser of two wrongs.	Humanism and faith schools Around a third of all state-funded schools in England and Wales are schools 'with a religious character' – the legal term for 'faith schools', as they are known in England and Wales, or denominational schools, as they are known in Scotland and Northern Ireland. his number <u>has grown</u> in recent years as successive governments have <u>increased the influence of religious groups</u> in the state-funded education system. We will look at Humanist views on Faith schools as well as your own. Humanists believe that Faith schools, if State funded should not be allowed.	Famous humanists This lesson will be set up as part of a homework. You will research and present in groups information about famous humanists in the world. You will make a <u>powerpoint</u> presentation and then as a group set tasks for the rest of the class. You will explain the views that your famous person has in relation to things like life after death, the environment, or assisted dying.	Consent: permission Euthanasia: the ending of someone's life usually at their request and through medication Faith Schools: schools of a religious character, e.g. All Saints Academy Stewardship: Looking after the planet