All Saints' Academy Cheltenham

Year 7

Cycle 2

Curriculum Organiser

Name : _____

Tutor : _____

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All Saints' Academy Home School Agreement – 2024/25

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

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

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

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

Independent homework timetable

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

Why study?

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

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

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

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

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

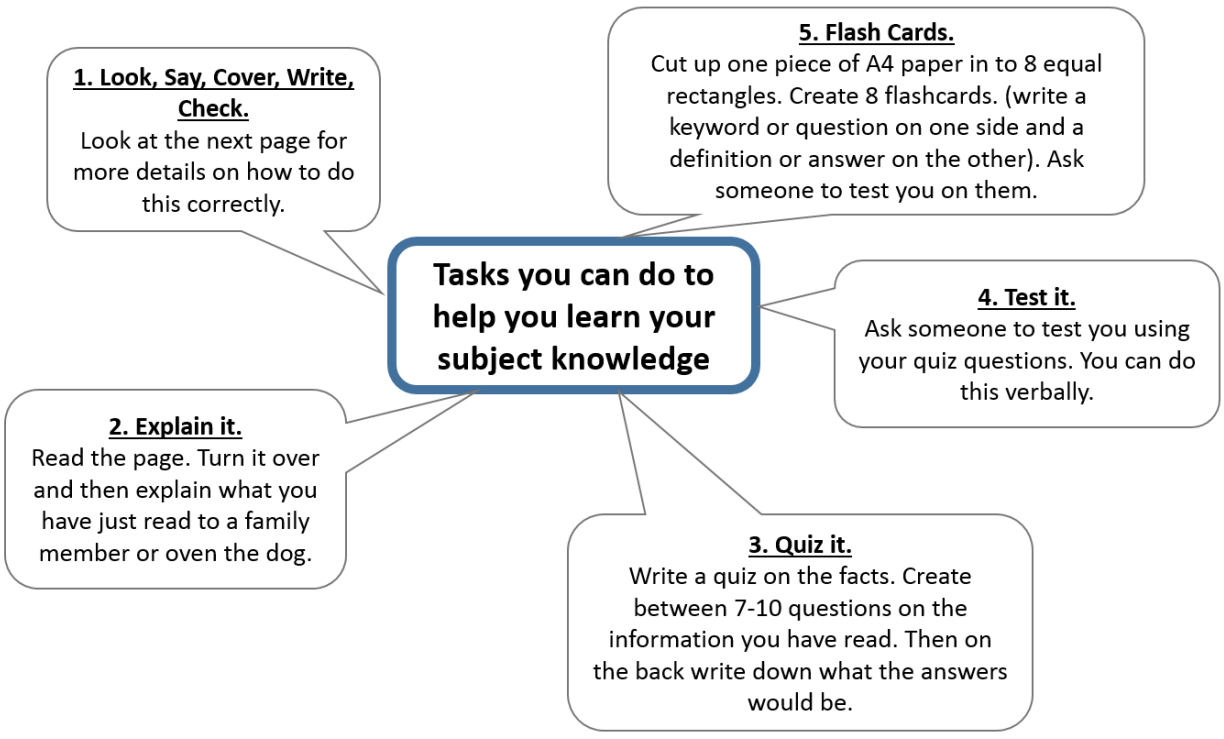
When and what should I study?

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

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

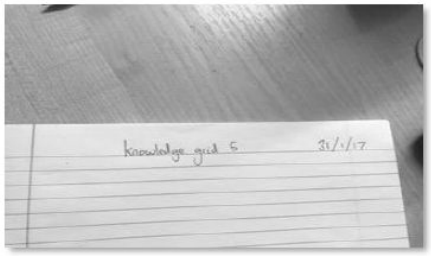
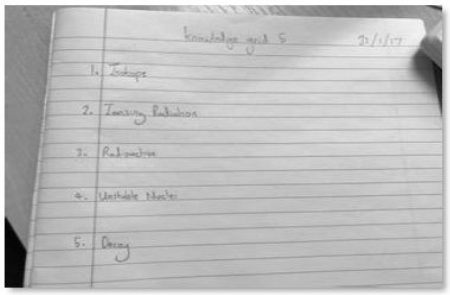
Year 10 and 11 should be completing two hours of homework each evening.

How should I use my Knowledge Organiser to study?



How should I use my Knowledge Organiser to study?

Look, Say, Cover, Write, Check

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

SPAG: Spelling, Punctuation and Grammar

Punctuation

Sentence demarcation:

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

In sentence punctuation:

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

Ambitious punctuation:

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

Grammar rules

Sentence construction:

All sentences need a subject, verb and an object.

Tense:

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

Singular and Plural:

I was…
We/ they were….

Capital Letter Rules:

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

Homophones

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

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

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

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

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

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

KS3 Curriculum 2025-2026

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

	• Students can analyse how a character is presented in a play • Students can write in the form of a play • Students can select and embed relevant quotations **Assessment:** • Mid: Question based assessment • End: Extract and character question **Careers:** • Soldier/ Teacher			**Assessment:** • Mid: Question based assessment • End: Extract based, main focus is use of context and writer's purpose **Careers:** • Detective/ Doctor/ Police Officer.			• Students can analyse a theme in a text **Assessment:** • Mid: Identify and explore different ways of staging a scene • End: Main focus = (analysis of language and structure). Students to be provided with relevant quotations on jealousy/madness to learn they will then answer a question on how the theme is presented in the text. **Careers:** Playwright/Director		
Cycle 3	**Power and Privilege** **Texts:** Animal Farm **Knowledge:** • Character • Theme • Writer's purpose • Global perspectives • Structural techniques • Imagery, personification **Skills:** • Punctuation focus: Colons • Spelling • Students can understand theme and discuss how it is presented in a text **Assessment:** • Mid: Question based assessment • End: Presentation on a choice of theme **Careers:** • Politician/Speech writer/ Civil rights lawyer.	Book club Carnegie shadowing World Book Day	Content-propaganda: History	**Family Feuds** **Texts:** The Tempest, Romeo and Juliet **Knowledge:** • Genre (tragedy, play conventions) • Elizabethan/Jacobean context • Theme • Character • Shakespearean conventions • Personification, simile, metaphor **Skills:** • Punctuation focus: semicolons • Spelling • Students can understand how a character is presented in a text **Assessment:** • Mid: Presenting a theatrical or informative piece. • End: Extract based, how is a key character presented throughout the play? **Careers:** • Actor/ Stage Manager	Book club Carnegie shadowing Book club RSC watch live broadcasts. Globe project.	Skills-(c2) Graphics and Illustration: Art Content-Global concerns: Geo RE	**The Art of Rhetoric** **Texts:** Key speeches **Knowledge:** • Formal structures of communication e.g. letters, articles, speeches • Speaking and listening conventions • Subject terminology: rhetoric, ethos, logos, pathos, hyperbole, anaphora, irony, tricolon, rhetorical questions, anecdotes **Skills:** • Punctuation focus: semicolons • Spelling • Students can compare two texts and write about comparative points • Students can use rhetorical techniques to form an argument • Students can use speaking and listening techniques to present effectively **Assessment:** • Mid: Compare the methods used in two speeches • End: Write and present a speech on a societal issue **Careers:** • Politician/Speech Writer/Motivational speaker/ Political adviser/ Influencer.	Public Speaking Competition -CC	

Year 7 - Choices and Consequences- Our Day Out		
Characters	**Plot Summary**	**Context**
Mrs Kay -The leader of the trip and the teacher of the Progress Class. She is liberal in her views towards education and loves the children. **Mr Briggs** - The deputy head. He is a strict teacher and has grown to dislike children. **Colin** -A young and trendy teacher who is the romantic focus of some of the girls. He struggles with this. **Susan** - a young female teacher. The older boys fancy her. **The Driver**- gets taken in by the sob stories from the teachers. **John and Mac**- They run the sweet shop; they discriminate against the kids and then are robbed. **Mrs Roberts**- café owner. **Carol** - A young girl who struggles at school and dreams of a better life but knows that it will never happen. **Digga** - An older boy and former Progress student. He is a bit of a bully and makes nasty comments to the younger teachers. **Reilly** – Digga's sidekick. **Linda** - An older girl, quite tough. She flirts with Colin.	The play opens with a girl, Carol, walking to school; she is obviously from a poor background having a carrier bag to take her things to school in. Mrs Kay is in charge of the Progress Class and she is taking her students, including Carol, on a day trip to Conwy Castle in North Wales. For many of the children, this will be their first 'day out' ever. Susan and Colin, two younger teachers, are also going. Briggs, the Deputy Head, disapproves of the trip and invites himself along to supervise. Two older boys, Reilly and Digga, also talk their way onto the trip. The coach tries to stop at café where the owner pretends it is closed. Eventually, they stop at the services and the children steal from the owner, helping themselves to sweets from the counter. Mrs Kay asks the driver to pull in at the zoo. Briggs starts to warm to some of the children and offers to give a talk to the Progress Class on their return to school. The children enjoy it too much and try to steal animals from the zoo. At the castle, Briggs confronts Mrs Kay and tells her they are cutting the trip short. He accuses her of being on the side of the children and she agrees that she is. Despite this, the students really seem to enjoy their time at Conwy Castle and learn a lot. Mrs Kay rebels against Briggs and tells the children they are going to the beach. At the beach the children have a game of football and run around. Digga makes suggestive comments to Susan, and she confronts him, suggesting he'd be better off with Linda. Carol goes missing. The adults split up to look for her. Briggs finds her on the cliff top and confronts her. She accuses him of hating the kids and he realises how mean he has been. He saves her from falling and takes her back to the beach. Briggs insists on a trip to the fair and the day finishes on a high note, having fun and relaxing with the students. Upon return to school, Briggs destroys Mrs Kay's camera film to hide the evidence.	Our Day Out was written by Willy Russell in 1977, and like many of his other plays is centered around issues of social class. It is set in Liverpool and focused on highlighting some of the issues faces by the working classes at the time. Russell was a teacher at Shorefield's Comprehensive before he became an author and used a school trip he went on as inspiration for the play.

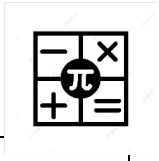
Subject terminology	Themes	Stretch and Challenge Activities:	Key Words
Word Classes: **Pronoun:** A word that replaces a noun in a sentence. Example: She walked to school. **Proper Noun:** Specific name of a person or place. Example: In London you can see the sights. **Concrete Noun:** A material item. Example: The hat was red. **Abstract Noun:** An idea, quality, or state. Example: I am hungry. **Comparative Adjective:** Used to compare differences between two objects. Example: John is taller than Peter. **Superlative Adjective:** Used to describe the most or least something can be. Example: John is the tallest. **Modal Verb:** Used to describe possibility of something happening. Example: I will leave one day. **Dramatic Features:** **Stage Direction-** More information about how things are done/ said on stage. **Foreshadowing-** Giving hints/ clues about what will happen later in the story. **Monologue-** an extended speech from one character. **Montage-**A series of different scenes put together to show passage of time.	**Poverty-** The play explores the impact poverty has of life chances and expectations of those from areas of social deprivation. **Education-** The children have been failed by the education system that doesn't seem to care whether they achieve or not. None of the children are unintelligent, yet they find school challenging. **Growing Up-** Digga and Linda both develop through the course of the day and end as young adults with uncertain futures. **Stereotyping-** Some of the adult characters have an inaccurate view of the children that is based on where they come from and not who they are. **Class-** There is a clear divide between the middle-class Briggs and the working-class children. He looks down on them and is surprised when they show an interest in different things. The driver and other characters are used to only working with the "good schools". **Friendship-** The importance of friendships between the different groups of children are explored; the play also deals with the positive effect friendship can have on them. **Choices and consequences-** Different choices and their impact/ consequences are explored through a range of characters.	Write a review of the play. Imagine that you are Carol's mother- Write a letter to the school complaining about what happened on the trip. Research the 1970s in Northern England. Can you identify 3 differences between this society and today's society? Write your own play about a problem at school.	**Prejudice-** dislike, hostility, or unjust behaviour deriving from preconceived and unfounded opinions. **Persecution-** persistent annoyance or harassment. **Social class-** the position you are in within society based on your financial position. **Progress Class-** a class which contains students with special educational needs. **Poverty-** having a lack of necessities. **Disadvantage-** being in an unfair position compared to someone else based on something out of your control. **Conwy-** a place in Wales. **Discrimination-** treating someone badly because of something about them they can't control.

All Saints' Academy Mathematics KS3 LUMEN Curriculum 2025-2026

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

Maths

7.5 Comparing and Combining Fractions



Word	Definition	Example
Fraction	A part of a whole, expressed as numerator/denominator.	1/2 is a fraction representing half.
Numerator	The top number in a fraction, showing how many parts are taken.	In 3/4, 3 is the numerator.
Denominator	The bottom number in a fraction, showing total equal parts.	In 3/4, 4 is the denominator.
Mixed Number	A number made up of an integer and a fraction.	2 1/2 is a mixed number.
Common Denominator	A shared denominator used to compare or add fractions.	To add 1/3 and 1/4, use 12 as a common denominator.

7.3 Numbers

Word	Definition	Example
Natural Numbers	Counting numbers starting from 1 (sometimes 0).	1, 2, 3 are natural numbers.
Integers	Whole numbers including negatives, zero, and positives.	-3, 0, 4 are integers.
Rational Numbers	Numbers that can be expressed as a fraction of integers.	1/2 and 0.75 are rational numbers.
Irrational Numbers	Numbers that cannot be expressed as a fraction of integers.	$\sqrt{2}$ and π are irrational numbers.
Prime Numbers	Numbers greater than 1 with only two factors: 1 and itself.	2, 3, 5 are prime numbers.

8.7 Directed Numbers

Word	Definition	Example
Directed Numbers	Numbers with a sign indicating direction or value.	-5 and +3 are directed numbers.
Negative Number	A number less than zero.	-7 is a negative number.
Positive Number	A number greater than zero.	8 is a positive number.
Multiplying Negatives	Rule: Negative × Negative = Positive.	$(-3) \times (-4) = 12$.
Dividing Negatives	Rule: Negative ÷ Negative = Positive.	$(-12) \div (-3) = 4$.

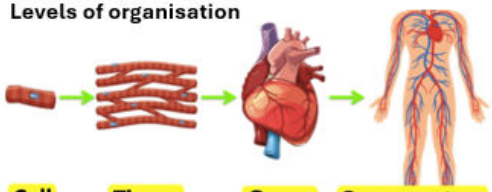
KS3 Science Curriculum 2025-26

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

Year 7 – Science – Cycle 2

Biology – Body systems

Levels of organisation



Lots of the same type of cell together make a **tissue.**
Different **tissues** working together make an **organ**.
Different **organs** working together make an **organ system**.
An **organism** is made up of several **organ systems.**

Organs

Stomach – digests food

Liver – Removes toxins from ou rblood

Large intestine – removes water from digested food.

Heart – pumps blood around the body

Lungs – Where gas exchange takes place and needed to breathe

Bladder – stores and releases urine

Kidneys – Filter waste from the blood

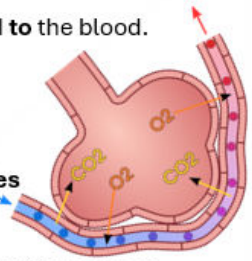
Brain – controls the rest of the body

Gas exchange

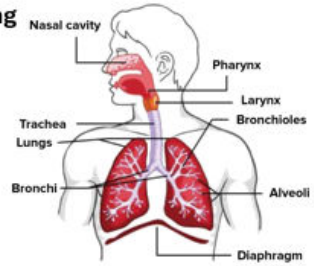
Gas exchange happens in the lungs between structures called **alveoli** and small blood vessels called **capillaries.**

Oxygen is transferred **to** the blood.
Carbon dioxide is transferred from the blood.

Alveoli and **capillaries** are well adapted for diffusion by having **thin walls** and **large surface areas**.



Breathing



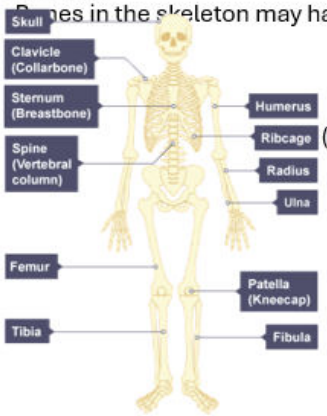
Inhalation - Breathing **in** – chest cavity expands – lowers pressure in the lungs and air is forced **in**.
Exhalation – Breathing **out** – chest cavity contracts – increases pressure in the lungs and air is forced **out.**

Skeleton

Bones in the skeleton may have one or two uses out of:

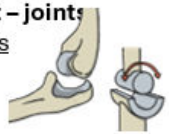
Movement (e.g. humerus, femur, tibia)

Protection (e.g. skull, rib cage)



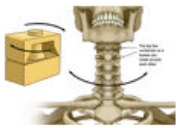
Movement – joints

<u>Hinge joints</u>
- Elbows
- knees



<u>Fixed joints</u>
- Skull plates

<u>Ball and socket joints</u>
- Hips
- Shoulders

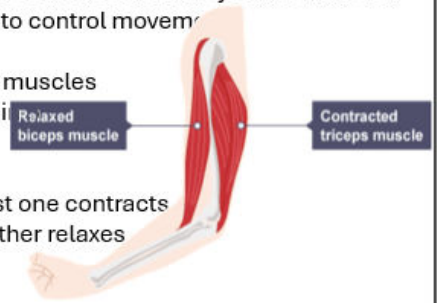


<u>Pivot joints</u>
- Neck
- Radius and ulna

Movement – muscles

Muscles are **tissues**. They can contract or relax to control movem

Most muscles work i



Whilst one contracts the other relaxes

These are called **antagonistic** pairs.

Sports and injuries

Ligaments attached bones to other bones.

Tendons attach muscles to bones.

Our bodies allow us to partake in lots of different sports.

Injuries (whether in sports or otherwise) might include:
Strains – A stretch or tear of a **muscle** or **tendon**.
Sprains – A stretch or tear of a **ligament.**
Fractures – What we often call a broken bone.

Year 7 – Science – Cycle 2

Chemistry – Atoms, elements and compounds & chemical reactions

Atoms

Atoms are the building blocks of all matter. **Everything** is made of atoms - even yourself.

Atom is made up of two words:
'A' – which means '**not**' and
'Tomos' – which means **'to cut'**

So atom means 'not cuttable' or **indivisible**.

Atoms are the **smallest unit** of matter

Elements

Elements are substances made of just one type of atom. They cannot be broken down into anything other than themselves.

Elements include:

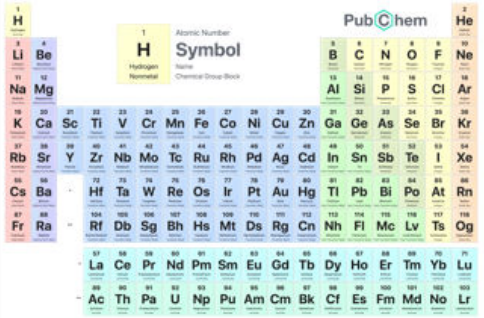
Gold (Au) **Aluminium (Al)** **Carbon (C)**

Oxygen (O) **Helium (He)** **Calcium (Ca)**

There are approximately 100 different elements.

Each has its own symbol. Some make sense in English, like **H** for **Hydrogen**. Some don't, like **Fe** for **Iron**.

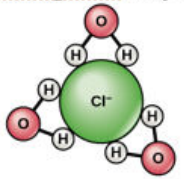
The periodic table

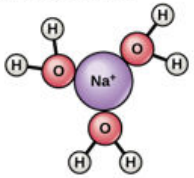


A map of all of the elements. Ordered by their properties in groups (vertical columns) and periods (horizontal rows).

Compounds

When two or more **different** atoms (that is atoms of different **elements**) chemically join together they form a **compound.**





Chemical formulae

We can write the names of compounds using the chemical symbols.
For example, Carbon Dioxide is made from 1 Carbon atom and 2 Oxygen atoms, so its formulae is CO_2.

Chemical reactions

To make or break a **compound** a chemical reaction must take place. They are often **irreversible** and there will be a **visible** change.

Word equations

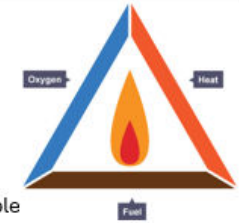
Chemical reactions can be represented as an equation in words, but using a → instead of =

Magnesium + Hydrochloric acid → Copper chloride + Hydrogen

Reactants are on the left and **products** are on the right

Burning fuels

This is called **combustion.** It allows us to cook, heat our homes and propel our transport.



Combustion is an example reaction. The products are usually carbon dioxide and water. E.g.
Butane + oxygen → carbon dioxide + water

Thermal decomposition

Thermal = heat
Decomposition = break down
So thermal composition is where a compound is **broken down** using **heat.**

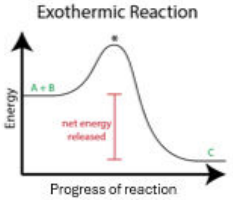
Conservation of mass

This is a science **law**, a rule that always applies.

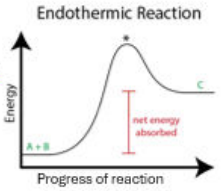
The law of conservation of mass states that during a chemical reaction or a change of state no atoms are created or destroyed, so the mass before is the same as the mass after.

mass of reactants = mass of products

Exothermic and endothermic reactions



Exothermic reactions **transfer energy** to their surroundings when they happen. This **increases** the temperature.

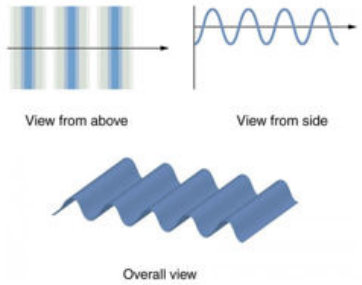


Endothermic reactions **absorb energy** from their surroundings when they happen. This **decreases** the temperature.

Year 7 – Science – Cycle 2

Physics – Waves: Sound and light

Waves

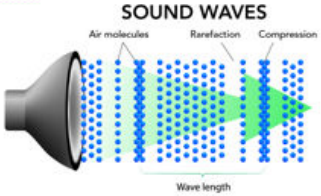


Waves transfer **energy** not **matter.**
Examples of waves include water waves, sound waves and light.

Two waves can occupy the same space at the same time and add or cancel. This is called **superposition**.

Sound

Sound travels as a **longitudinal** wave.
It is a **mechanical** wave and required particles to vibrate and contact each other in order to be transmitted.

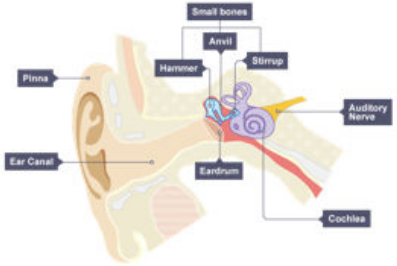


Loudness is determined by **amplitude**.

Pitch is determined by **frequency.**

Detecting sound

The **vibration** of sound waves can be transferred to our ears.

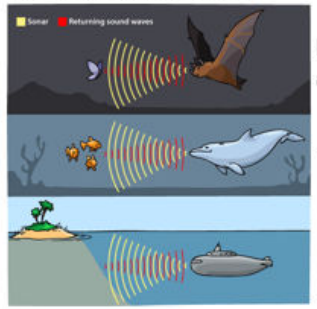


Our ear drum vibrates at the same **frequency** of the detected sound.
Damage to our ear drum or other parts of our auditory system can lead to hearing loss.

Echoes and ultrasound

When a sound wave **reflects** (bounces off a surface) we get an echo.

Humans and animals can use the echoes to calculate distances.



Echolocation and SONAR

Ultrasound

Light

The **speed of light** is the speed limit of the universe **300 000 000 m/s.**

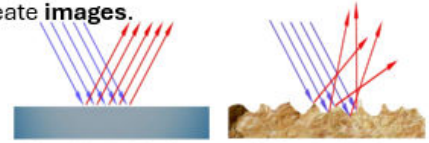
Light is a **transverse** wave. It does **not** require particles to be transmitted and so can travel in a **vacuum**.

When light hits a surface it can do one or more of three things:

- **Transmit** – pass through, either directly or with some **refraction.**
- Be **absorbed** – transfer energy to the surface.
- **Reflect** – bounce off the surface

Reflection

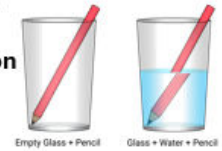
All waves reflect. Light waves reflects off surfaces and enters our eyes, allowing us to see them.
We are used to seeing reflections in light. These reflections are due to **specular reflection** off a smooth surface, which create **images**.



Diffuse scattering occurs on rough surfaces, showing colour but no image.

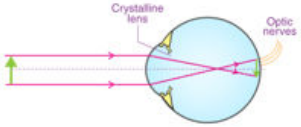
Refraction and lenses

Refraction is where a wave **changes direction** as it enters a new **medium**, due to a change in speed.



Refraction happens in all waves and is a useful property for us in light.

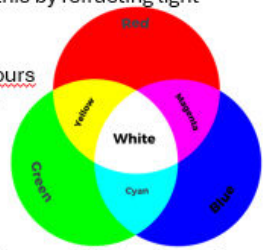
Lenses allow us to use refraction to focus light.



Colour

White light is made up of all the colours of the rainbow. We can see this by refracting light through a prism.

The three primary colours of light are **red, green** and **blue.** We can make all of the other colours using just those three.



Coloured **filters** only **transmit** their colour of light, **absorbing** all of the others.

Coloured surfaces only **reflect** their colour of light, **absorbing all the others.**

Art Key Stage 3 Curriculum 2025-2026

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

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

Year 7 Art Knowledge Organiser – Cycle 2 – **Colour Theory**

Key vocabulary to learn

Primary	3 base colours, which mix to make all other colours: Red, Yellow & Blue. Equally spaced apart on the colour wheel.	
Secondary	A colour made from mixing two Primary colours together. Orange, Purple & Green. Found between the 2 primary colours that make them.	
Tertiary	The resulting colour formed by mixing equal amounts of a Primary & Secondary colour. Found between those colours.	
Harmonious	Colours that sit next to each other on the colour wheel. These go well together because they are similar.	
Complementary	Colours that are directly opposite each other on the colour wheel. The pair consists of 1 Primary and 1 secondary colour. They go well together because they are different.	
Monochromatic	One colour mixed with black and white to create tints and shades.	
Tints	Add white to a colour to make lighter highlights.	
Shades	Add black to a colour to make darker shadows.	
Hot/Warm	Bold colours which usually consist of reds, oranges and yellows.	
Cold/Cool	Calm colours which usually consist of purples, blues and greens.	
Colour mixing	Using the rules of colour theory to mix and create new colours.	
Colour blending	The act of mixing two or more colours together thoroughly with no visible join or 'step'.	
Colour gradient	A set of colours arranged in a linear order, like a sunset.	

Stretch and challenge

Try colour mixing in a range of different materials and apply tone to your drawings through colour (biro, paint, colour pencils etc)

Wider Thinking

Which artists and designers have used **Pop Art** to inspire their art and design work? **Jasper Johns & Andy Warhol** for example.

What am I looking for in your mixed-media drawings

Success criteria:

1. You will be able to fill in all of the sections on the colour wheel
2. You will successfully identify different colour theory terms and definitions.
3. You will apply colour to the colour wheel in the correct places.
4. All pencil colour will be applied smoothly with no harsh marks.
5. All watercolour will be well mixed with no bleeding of colour.
6. Your work will be neatly presented.

Movement – Fauvism

Fauvism is the name applied to the work produced by a group of artists from around 1905 to 1910, which is characterised by strong colours and fierce brushwork. The Fauvists were interested in the scientific colour theories developed in the nineteenth century – particularly those relating to **complementary colours.**

Checklist:

- ☐ Knowledge test
- ☐ Colour mixing skills
- ☐ Blending skills
- ☐ Jasper Johns study
- ☐ Art vocabulary

Year 7 Art Knowledge Organiser – Homework Tasks

Task 1 – Creative colour wheel

Create a colour wheel showing a minimum of 6 colours in a way other than drawing it.
Be as creative as possible!
Instructions:

1. Choose your material
2. Identify 6 or more colours – 3 primary, 3 secondary (stretch yourself and add tertiary!)
3. Construct your scale in your own way – think outside the box!

Task 2 – Colour theory Quiz

Complete the Colour Theory Quiz on Satchel:One

Task 3 – Henri Matisse research page

Create a visual research page about Henri Matisse. Present your work on an A4 sheet of cartridge paper. You will need to add a drawing sample of one of the artists pieces of work to show your understanding of the Artists techniques.

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

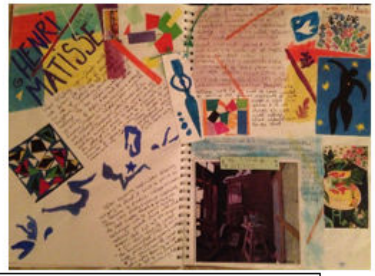
Task 4 – Fauvism Quiz

Complete the Fauvism Quiz on Satchel:One

Quiz: Colour Theory

Quiz: Fauvism

Henri Matisse research page



Creative colour wheel

All Saints' Academy Computing KS3 Curriculum 2025-2026

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

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

Year 7 Computer Science Knowledge Organiser | Cycle 2 – EduBlocks / Networks

EduBlocks

What is Edublocks?

EduBlocks is a tool that helps anyone learn how to code with text-based languages like Python using a familiar drag-and-drop blocks system.

Why should I learn to code?

it builds valuable problem-solving, logical, and creative skills applicable to any field, unlocks high-paying, flexible career opportunities, helps you automate tasks, and provides a deeper understanding of the technology shaping our world, making you more empowered and employable

Key vocabulary to learn

Algorithm - A set of instructions to solve a problem.
Sequence - Instructions in a specific step-by-step order.
Selection - Using logical tests to change the flow of the sequence.
Variable - A named storage location for data that can change.
Loop/Iteration - Repeating a block of code.
Boolean - A data type with only true or false values.
Debugging - Finding and fixing errors (bugs) in code.

Networks

Why networks?

Imagine a world without computer networks, and how different your life would be. There would be no more YouTube, Google, instant messaging, online video gaming, Netflix, or iTunes. There would be no online shopping or quickly looking up directions to a location at the click of a button. There would be no more sharing of files or peripherals, such as a printer, and no more central backups of information. As networks have evolved, society has become increasingly reliant on the services that they provide. They have changed the way we learn, work, play, and communicate.

What will we learn?

- Define a network
- Address the benefits of networking
- How data is transmitted across networks using protocols
- The types of hardware required
- Wired and wireless data transmission

Key vocabulary to learn

Network - Interconnected devices sharing data.
Protocol - Rules for communication.
Router - Connects different networks.
Bandwidth - The maximum data transfer rate of a network.
Internet - A worldwide network of computers.
IP Address - Unique numerical label for a device
Packet - A small chunk of data sent across a network.

KS3 Performing Arts - Drama Curriculum Plan – 2025-2026

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

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

KS3 Performing Arts – Music Curriculum Plan – 2025-2026

	Year 7			Year 8			Year 9		
	Knowledge and skills	Enrichment	Cross-Curricular	Knowledge and skills	Enrichment	Cross-Curricular	Knowledge and skills	Enrichment	Cross-Curricular
Cycle 1	**The Building Blocks of Performance** ***We Will Rock You*** Finding our voices and learning the basic techniques of effective warm up and vocal projection. ***Christmas Songs*** Learning the basic technique for playing piano or trumpet, and applying these new skills to playing Christmas songs. **Assessment:** Mid-Cycle: Performance End of Cycle: Performance **Careers:** Singer, Performing Musician, Vocal Coach, Conductor.	'One Body' Choir Rock Band Club Christmas Carol Service Pantomime Trip	**Film:** History of films **English:** Shakespeare stories:	**Suffering in Music** ***The Blues*** Blues music history and context, including the impact of slavery and work songs on modern day music. Understanding and playing the 12-bar blues, blues scale and how to create authentic improvisation. **Assessment:** Mid-Cycle: Appraisal Questions End of Cycle: Performance **Careers:** Ethnomusicologist, Performing Musician, Musical Historian.	'One Body' Choir Rock Band Club Industry talks and 'Spill the Tea' career podcasts.	**English:** Prejudice and Persecution **RE:** Suffering	**Contemporary Musical Styles** ***Band Skills*** Understanding the notation used for popular instruments and modern songs, and applying different instrumental techniques to perform a piece of music as a band. ***Christmas Hip-Hop*** Using techniques such as loops and samples to create an original Hip-Hop style backing track, with authentic lyrics that are rapped. **Assessment:** Mid-Cycle: Performance End of Cycle: Composition **Careers:** Performing Musician, Session Musician, Rapper, Composer, Editor, Sound Engineer, Lyricist.	Rock Band Club 'One Body Choir'	
Cycle 2	**Musical Storytelling** ***The Great Classics*** Performing an iconic piece of Music from the Western Classical Traditional Composers of the Baroque, Classical and Romantic Eras. ***Programme Music*** Developing compositional skills to produce a piece of instrumental music that tells a story.	'One Body' Choir Rock Band Club Brass Ensemble	**Art:** Music and Art – creating art from Music.`	**Freedom of Speech** ***Reggae Music*** Understanding the key components and cultural differences in Reggae music and it's inception in the Caribbean through performing an iconic Reggae song. ***Riffs and Hooks*** Learning how riffs and hooks are used in Protest Songs from the rock and punk genres, and creating an authentic composition in this style.	'One Body' Choir Rock Band Club Whole Academy Musical	**Art:** Films and Festivals	**Blockbuster Composers** ***Film Music*** Embracing the world of sound-effects and synchronising subtle changes in background music to fit with a video clip. Students will analyse some of the film world's greatest soundtracks for inspiration. **Assessment:** Mid-Cycle: Appraising Questions End of Cycle: Composition	Keyboard Club 'One Body' Choir Rock Band Club Whole Acade	**Art:** Cultures, Beliefs and Masks

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

Year 7 Cycle 2 Performing Arts	**Drama** – Drama Genres and Styles	Exploring different styles of theatre on stage

Big Picture: *To understand the key conventions and skills required to perform traditional styles of Theatre*

Lesson 1 – An Introduction to different styles

Popular theatrical genres and styles include (but are not limited to):

- Theatre in education (TIE), Physical theatre, Epic theatre, Political Theatre, Comedy, Tragedy, Historical theatre, Melodrama, Commedia dell'arte, Musical theatre.

Work on the skeleton scripts using different emotional states – choose from these emotions.

Rehearse, perform & evaluate.

Affectionate	Aggressive	Aloof
Angry	Arrogant	Bewildered
Bored	Business-like	Conceited
Disagreeable	Fearful	Friendly
Frustrated	Furious	Fussy
Giggly	Greedy	Happy
Hateful	Superior	Jealous
Jolly	Lazy	Lethargic
Light-hearted	Loving	
Mean	Nervous	Sad
Sarcastic	Shy	Sly
Suspicious	Tearful	Terrified
Unhappy	Unpleasant	Weary

Lesson 2 : Exploring successful Musical Theatre:

Musical Theatre is a huge style of theatre that combines singing, music, dance and overexaggerated acting on stage. Within Musical Theatre, there are different specialisms in the industry, including:

- Set Design
- Costume Design
- Lighting Design
- Performer
- Make Up Artist
- Prop Maker
- Music Manager/ Editor

Projection
Rhyme
Mime
Reaction
Character
Interaction
Communicate
Exaggeration
Facial expression

Key words:
Skene (changing area)
Orchestra (stage)
Theatron (seating)
Amphitheatre
Chorus
Ensemble

Dramatic Response
Artistic intention
Voice projection
Physical Theatre
Movement
Tragedy
Comedy
Unison
Synchronisation

Lessons 3 and 4 – Exploring popular styles of theatre

Spy Film Preparation:

- Move furtively
- Dart from place to place
- Follow someone else in the room secretly – do not get caught. Look away if they spot you.
- Sidle up to people and whisper a greeting
- React to loud noises

Gangster Film Preparation: Think Bugsy Malone

Learn and practise the accent. Here is a recipe for instant gangster speak:
-'you' becomes 'y'
-'Th' becomes 'd', so 'the' becomes 'de'
-The letter't' is either silent, as in doan' (don't), or it becomes a 'd', as in 'compuder' (computer).
-The 'ew' sound becomes 'oo', ie 'new' becomes 'noo' as in 'Noo York'.

Wild West Preparation: Think Cowboys & Sheriffs

As you rehearse the text, remember:
Every entrance is dramatic – for example, when the baddie walks through the swing doors of the saloon
Everyone has Wild West accents and a bow-legged walk
Body language suggests that you are ready to draw a gun and shoot anyone at any time.

Romance Preparation:

As you rehearse the text, remember:
- When you speak every line, you are saying 'I love you'
- Gaze into the eyes of your 'beloved'
- Try acting jealous, passionately or very romantically.

Lesson 5: Assessment and showcase

Select your favourite style of theatre that you've explored to either perform or choose a design specialism in to present your research project.

TOP TIP: Always reflect on what your ***artistic intention*** with this piece is?

Year 7 Cycle 2 Performing Arts	**Drama** – Drama Genres and Styles	Exploring different styles of theatre on stage

Big Picture: *To understand the key conventions and skills required to perform traditional styles of Theatre*

Lesson 1 – Greek Theatre & The Chorus

- Performed in Amphitheatres
- Seat roughly 15,000 people!
- Greek chorus helped tell the story
- Masks were used
- Tragedy & comedy styles
- Voice projection – IMPORTANT!
- Performed outside!

The Greek Chorus were usually a group of between 12 and 15 actors (traditionally men) who would provide light entertainment in between scenes.

- Unison (talking at the same time)
- Echo (repeating a line and then getting quieter)
- Choral movement (doing a movement at the same time as your group)
- Stage whisper (a whisper that can be heard by the audience)
- Canon (where one person says a line and then another joins – like a domino effect)
- Layering (layering up different sounds and words together to create texture)
- Repetition (repeating the same thing)

Lesson 2 - Greek Theatre Showcase

Showcasing our work helps us to develop our confidence to speak in front of a group people.

Does your showcase include:

- A variety of Greek chorus techniques?
- Voice projection?
- effective use of the space?

What could you add to make your piece more creative?

Lesson 3 – Understanding Shakespeare

- Performed at the Globe
- 17th century
- Shakespearean language (old English!)
- Tragedy, comedy, history (genres)
- Very popular!
- A lot of phrases used today invented by him!

The Capulets & The Montagues in Romeo and Juliet

Act 1 Scene 1

How can we show tension and argument in a script?

Tone of voice, volume of your voice and gesture can show anger and frustration.

Fun facts about The Globe

- The original Globe theatre built in 1599 was destroyed by fire in 1613
- The second Globe (built a year later) was closed when it become a crime to attend the theatre! It was then demolished.
- The third Globe (built in 1997) is what stands in London today.

Lesson 4 - Showcase preparation

You will decide which style of theatre you would like to present for your assessment showcase.

Greek Theatre Chorus:

- Medea
- Pandora's Box

Shakespeare

- Romeo & Juliet
- The Witches from Macbeth

You should pick the style of theatre you are most confident with to help you get the best grade!

MUSIC	Musical Storytelling

Lesson 1 – Descriptive Music in the Baroque Era

Descriptive Music is any type of music that is composed to represent a mood or set a scene. You should be able to hear and describe lots of different musical elements and how they are used throughout a piece of music. In the Baroque era a famous composer called Vivaldi wrote 4 pieces of music that represent the different seasons.

Lesson 2 – The Classical Era

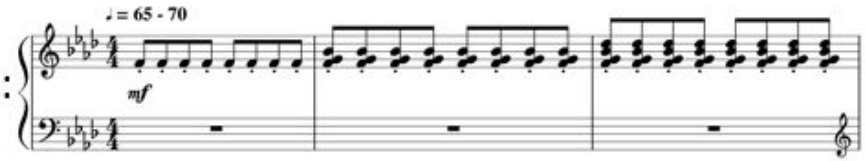
In the classical era, Beethoven wrote *Fur Elise*, one of his most famous pieces of music, which represented the sadness of losing a loved one. His melody is very catchy and memorable, and the key is minor to make it sound sad.

Lesson 3 – Creating the Harmony

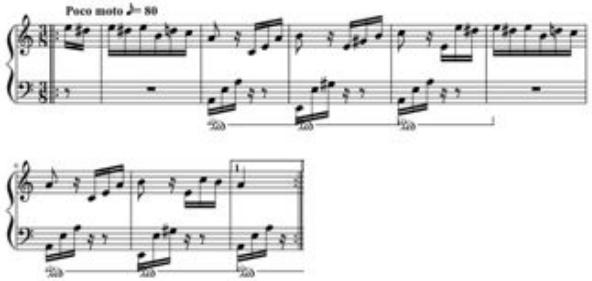
In the romantic era, music got more expressive and composers started experimenting more with the musical elements. Grieg wrote *In the Hall of the Mountain King* to represent trolls, gnomes and goblins.

Knowing your music

Baroque:



Classical:



Romantic:

Lesson 6 – Creating music for a mood

Major – music that sounds happy
Minor – music that sounds sad
Texture – the amount of layers used in a piece of music
Consonant harmony – notes that sound good together e.g. a triad
Dissonant harmony – notes that clash together e.g. a cluster chord
Theme – a short tune that represents a person or character
Dynamics – the volume
Tempo – the speed of the music
Duration – the length of the notes

Lessons 7 and 8 – How do you end a piece of film music?

You need create a piece of music that represents a story. You need to clearly show the changes in mood throughout your composition.

Scene 1	Scene 2
Scene 3	**Scene 4**

Lessons 4 and 5: Mid-Cycle Assessment and Feedback

For your mid-cycle assessment, you will be performing a piece of Baroque, Classical or Romantic music with your group, partner or solo. To prepare for this, you should make sure that you can play your chosen piece accurately and fluently throughout.

Lessons 9 and 10: End of Cycle Assessment and Feedback

For your end of cycle assessment you will be showcasing your finished descriptive music composition. You will be assessed on your musical content including your ability to change mood to suit what is happening in your story.

Food/Catering Key Stage 3 Curriculum 2025 - 2026

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

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

Year 7 – Cycle 2: Food

Key Words

Accuracy – being correct and precise. You will show accuracy in your knife skills

Modify – to make changes to something. You will modify recipes to meet different needs.

Visual Appeal – how something looks. How you have used ingredients or presenting techniques to make your dish look attractive or appealing.

SMSC

Work together and support each other in practical lessons. Ethical issues associated with food production.

Literacy

Use of correct terminology when writing production plans

Numeracy

Sequencing stages of making, timings and units of measurement

Production Planing

Time	Method	Special points
10.10 – 10.27	Fill pan just over half full with boiling water from the kettle. Bring water back to the boil and add the eggs. Boil the eggs cook for 12 minutes Place the eggs in cold water and let chill for 5 minutes. Wash up any equipment not needed.	Make sure water is rapid boil before adding eggs. Place eggs into the water using slotted spoon. Water should cover eggs.
10.27 – 10.30	Peel the eggs and slice lengthwise. Scoop out the yolks, using a teaspoon and place in separate bowl. Place the eggs whites on extra plate.	Put egg shells in bin to avoid contamination. Take care not to damage the white of the egg, leaving neat hole from where the yolk was.
10.30 – 10.35	Add • 1 heaped tablespoon Mayo • 1/2 teaspoon salt • 1/2 teaspoon pepper • 1 heaped teaspoon mustard to the yolks and mix until creamy.	Make sure mix is thoroughly combined.
10.35 – 10.40	Scoop mixture into the egg whites and sprinkle with paprika powder.	Take care with presentation making sure 'deviled yolk' filling doesn't spill over onto the egg white.

Production Planning: Special points

'Special points' are things you will do whilst making to ensure your product is both safe to eat and of a good quality. Some points might be: safe storage of ingredients ("keep ingredients in fridge until needed"), hygiene points ("wash hands after handling raw meat", dry with a paper towel), Food Safety: "Use a red chopping board to prevent cross contamination" "wash hands after handling raw meat" Quality Checks " have ingredients been cut evenly"

Starchy food (Carbohydrate)

Carbohydrates – only source of energy our brain recognises.

This should make up just over a third of the food we eat.

Choose higher-fibre, wholegrain varieties when you can by purchasing wholewheat pasta, brown rice, or simply leaving the skins on potatoes.

Stretch and Challenge Homework

1 – research seasonings that could be used in the coating for chicken nuggets

2 – Keep a food diary for a week how many simple carbohydrates are you having?

3 – finish Carbohydrates poster

Chicken nuggets planning sheet	
Chicken nuggets practical outcome	
Carbohydrates	

Nutrients

Carbohydrates – only source of energy our brain recognises.

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

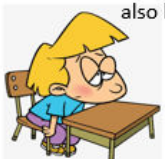
Calcium – for strong bones found in milk, cheese, tofu and almonds.

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

Vitamins – needed in small amounts help with lots of functions such as immune system, healthy skin, blood clotting

Types of Carbohydrates

Eating too much carbohydrate can lead to weight gain and obesity. Obesity leads to health conditions such as heart disease and diabetes.



Eating too little carbohydrate means we won't have the energy to do day to day tasks and we will become tired easily. Over a period of time it will also lead to weight loss.

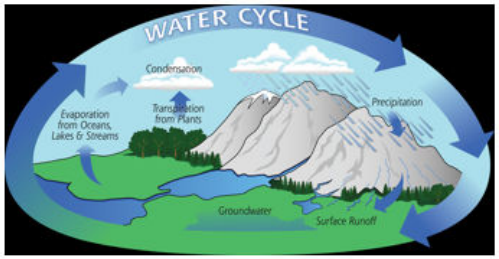
Geography Curriculum 2025-26

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

Year 7 Geography Cycle 2: Rapid Rivers

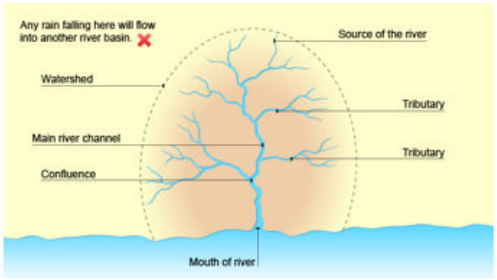
The water cycle key terms:

- **Evaporation** = water is heated and turns from liquid to water vapour
- **Condensation** = the water vapour cools and forms clouds
- **Precipitation** = any form of condensation that falls to the ground e.g. rain, snow, sleet
- **Surface run off** = water running over a surface
- **Ground water** = water held on or in the ground
- **Transpiration** = the uptake of water by trees and plants.



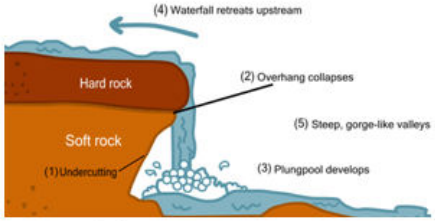
Drainage basin key terms:

- **Drainage basin** = the area of land drained by a river.
- **Catchment area** = the area within the drainage basin.
- **Watershed** = the edge of highland surrounding a drainage basin.
- **Source** = The beginning or start of a river.
- **Confluence** = where two rivers or streams join.
- **Tributary** = a stream which joins a larger stream.
- **Mouth** = the point where the river comes to the end, usually when entering a sea.



Formation of a waterfall (Upper course)

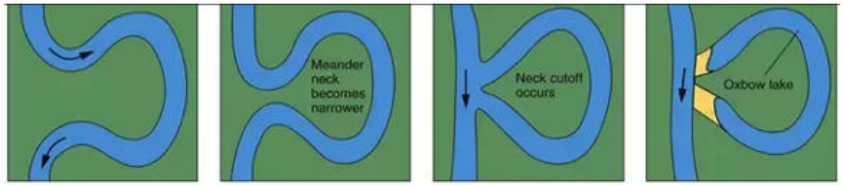
1) For waterfalls to form there needs to be hard rock on top of soft rock.
2) The water flows over the edge eroding the soft rock underneath via hydraulic action and abrasion and creates a deep plunge pool below.
3) The soft rock erodes more quickly, undercutting the hard rock.
4) The hard rock is left overhanging and because it isn't supported, it eventually collapses.



5) The fallen rocks crash into the plunge pool, leading to increased abrasion.
6) Over time, this process is repeated and the waterfall moves upstream, carving out a steep sided gorge.

Formation of an oxbow lake (middle course)

1. A meander has the fast flowing water on the outside bend and the slow moving water on the inside bend.
2. The outside bend erode via hydraulic action, and abrasion.
3. There is less water on the inside bend, an increase in friction and a decrease in velocity. As the river has less energy, it deposits material so its course is changing.
4. Over time, continual erosion and deposition narrows the neck of the meander.
5. Often during a flood the river will cut through the neck of the meander.
6. The river now runs on a straighter path.
7. The fastest current will now be flowing in the centre of the river channel and deposition is more likely to occur beside the banks.
8. New deposition seals off the ends and the cut-off becomes an ox bow lake that will eventually dry up, except during periods of very heavy rainfall.



Formation of levees (Lower course)

Levees are raised river banks

- Levees occur in the lower course of a river.
- Sediment that has been eroded further upstream is transported downstream.
- When the river floods, the sediment spreads out across the floodplain.
- When a flood occurs, the river loses energy. The largest material is deposited first on the sides of the river banks and smaller material further away.
- After many floods, the sediment builds up to increase the height of the river banks, meaning that the channel can carry more water (a greater discharge) and flooding is less likely to occur in the future.

High Income Country (HIC) case study: Tewkesbury

Date: 20 July 2007

Location: Tewkesbury Gloucestershire

Causes:

- Heavy rainfall in June led to high water levels in rivers
- Saturated ground.
- Two months' worth of rain fell in 14 hours on 20 July
- This water couldn't infiltrate the saturated ground
- Water entered both the River Severn and the River Avon quickly.

Effects:

- Two people died as an indirect result of the flooding.
- 5,000 homes and businesses were flooded.
- 48,000 homes were without electricity for two days.
- 135,000 homes were without drinking water for approximately two weeks.
- 825 homes were evacuated.
- 10,000 motorists were stranded on county roads, including the M5 where many people remained overnight.
- It is estimated that the flooding and water crisis cost the county of Gloucestershire £50 million.
- 350,000 people in parts of Gloucestershire were left without clean water for 17 days.

Responses:

- RAF rescued people by helicopter
- Emergency accommodation provided
- Repairs had to be made after the damage which cost time and money
- Insurance companies had to pay out on claims
- The **flood defense scheme** was put in place
- 34 new flood defences were built by 2008 providing protection to 30,000 homes
- Since 2007 Severn Trent has spent more than £36million on new pipelines and flood defences around the water treatment works.
- Environment Agency now holds flood prevention classes in areas at risk of possible future floods.
- The county has set up a free flood-warning scheme and at least 73,000 people have signed up
- The Environment Agency, Tewkesbury Borough Council and Gloucestershire County Council working together to clear out the ditches.
- The cleared ditches absorb some of the floodwater, which increases the time it takes the floodwaters to breach the ditch's banks.

Year 7 Geography Cycle 2: Rapid Rivers

Global River: The Nile

Facts:

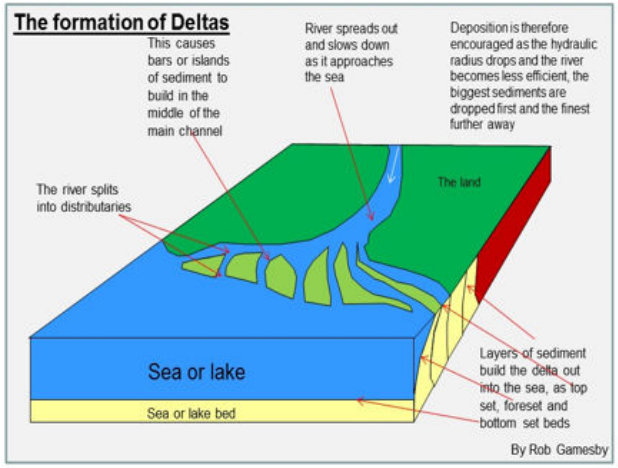
- The longest river in the world ,6,600 kilometers (4,100 miles)
- It runs through 11 African countries
- Its source is lake Victoria
- The river has two tributaries, the White Nile and the Blue Nile

Key words:

- Tributary a stream or river that flows into a larger stream or river or a lake. A tributary does not flow directly into a sea or ocean
- Delta an area of low, flat land shaped like a triangle, where a river splits and spreads out into several branches before entering the sea
- Drought-a long period of no rainfall and dry conditions

Challenges	Opportunities
Population growth means water shortages	Excellent for agriculture- the majority of Egypt's farms are found along the Nile
Poor distribution of water resources means that several countries do not have adequate water supplies	Tourism -The source of the Nile River in Uganda has become an international tourism site attracting more than 1 million tourists each year
Heavy pollution means that the river water is contaminated	Fishing- Over 2000 fish farms located near the river which provide food
Climate change means that the river is now at risk of drought	Hydroelectric power generated by the Aswan Dam

The Nile Delta



KS3 Curriculum 2025-2026: History

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

Year 7 History Cycle 2: Medieval England

Key terms — Add these to your glossary!

Medieval – *The period in Europe between around 1000-1500 CE*
Feudal System – *A hierarchy (ladder) of power with the king at the top*
Tithe – *A tax paid to the church*
Archbishop – *The most important members of the church in England*
Roman Catholic – *Christians who believe the Pope is the head of the church*
Martyr – *Someone who dies for their beliefs*
Repent – *To ask for forgiveness*
Pilgrimage – *A journey to a place of religious importance*
Pious – *Deeply religious*
Crusade – *A war fought for religion*
Pope – *Head of the Catholic church*
Chivalry – *The moral and military code followed by Medieval knights*
Magna Carta – *Laws signed in 1215 that everyone, including the King, have to follow*
Plague – *A very infectious and deadly disease*
Pestilence – *A deadly disease*
Buboes – *Swellings under the armpits*
Miamsa – *The idea that bad air causes disease*
Four Humours – *Liquids in the body people thought caused disease when unbalanced*
Revolt – *A violent uprising*
Poll Tax – *A tax that everyone must pay*
Primary Source – *Evidence from the time*
Secondary Source – *Evidence that is 'second-hand', based on primary sources*

Enquiry 1: Church vs State: Who held the power?

Weeks 1-2: The Medieval Church

Why was the church so powerful?

Payment of tithes
Owned 1/3 of land
Fear of Hell
Peasants can't read or write
Decided on punishments
Impressive buildings
Crowned the king
Helped the sick

Weeks 3-4: The Making of Martyrs

The Murder of Thomas Becket

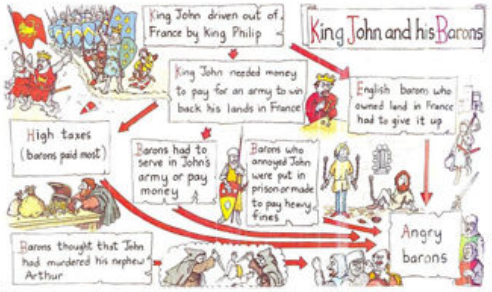
- In 1162, Henry II appointed his friend Thomas Becket to be Archbishop of Canterbury, hoping for more influence over the church
- Becket then became very **pious** and committed to his job
- Henry wanted to take the power of deciding punishments off the church, but Becket disagreed. They argued and Becket left the country.
- When Becket returned he **excommunicated** those helping Henry
- Henry got angry and cried "Who will rid me of this turbulent priest?" – his knights overheard this, and went to kill Becket
- On 29th December 1170, Becket was hacked to death at Canterbury Cathedral.

- Henry was horrified: he went on a **pilgrimage** to Canterbury, talking barefoot, and prayed at Becket's tomb
- He allowed monks to whip him to **repent** so that God - and the country would forgive him.

The Crusades

The Crusades were a series of invasions of the Middle East by Christian countries who wanted to take back 'holy cities' such as Jerusalem. In 1092, Pope Urban II promised Christians that their sins would be wiped clean if they joined the crusades.

Ultimately the Crusades failed to create the **Holy Land** that was part of Christendom, but…
•The Crusaders learnt about castle design and gunpowder
•Muslim scholars taught us about science and medicine.
•Western Europeans brought back many goods, such as lemons, apricots, sugar, silk and cotton and spices used in cooking.
•The Knights Templar
•The Crusades were expensive, and led to higher **taxes**



Weeks 5-6: The Magna Carta

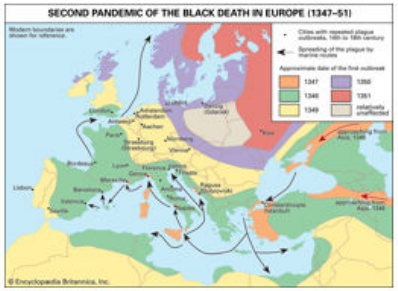
King John was deeply unpopular. He was blamed for losing land in France, raising unfair taxes, limiting people's freedoms and putting people in prison without a trial. In 1215, the **barons** rose up against him. They met with the king in Runneymede and forced him to sign the **Magna Carta.**

Some of the main points were:

- •No freeman shall be arrested or imprisoned without a proper trial.
- •No person is above the law, including the king.
- •The barons could choose who inherited their land, not the king.

The Magna Carta has inspired laws around the world to this day!

Enquiry 2: How did the Black Death change English society?



Weeks 7-8: The Black Death

The Black Death hit Europe in 1348, spread by fleas travelling along the Silk Road. As people didn't know what caused it, they blamed:

- Miasma
- The Four Humours
- God
- Magic

Symptoms included...

Buboes, Fever, Coughing up blood, Death

To try and stop the spread of Black Death, fines were introduced for people caught dumping waste in the streets. Muckrakers were employed to remove the waste from the streets. Some people called flagellants thought the answer was whipping themselves to get forgiveness from God!

Social	Political	Economic
Villages were abandoned 1/3 of Europe died	The Feudal System was weakened Church lost power	Wages (pay) rose as peasants could demand more

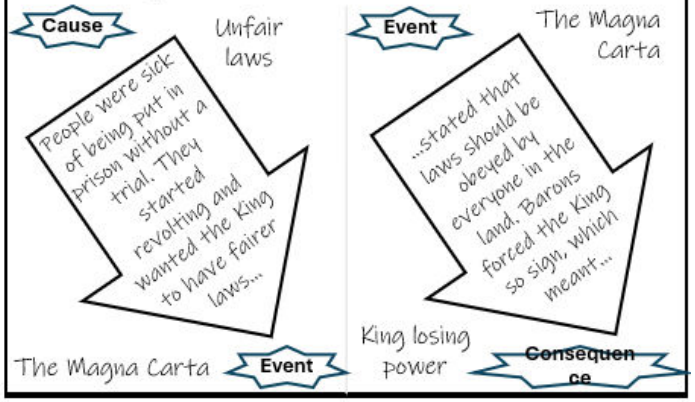
Think Like A Historian!

Cause and Consequence

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

A **consequence** is something that happens **as a result**

Try to focus on what links it to the event.



Causes

Those at the top of the **feudal system** were not happy that wages for peasants were rising after the Black Death. In 1351, King Edward II introduced the **Statute of Labourers**: a maximum wage.

In 1380, a **poll tax** was introduced.

At the same time, a preacher called **John Ball** started telling people that everyone was equal.

Weeks 9-10: The Peasants' Revolt

7th June: Wat Tyler is appointed leader of the rebels in Kent.
7th - 12th June: The Peasants Revolt march towards London.
13th June: Many of the Peasants enter London and set fire to John of Gaunt's house
14th June: A group of armed Peasants enter the Tower of London and execute the Kings Treasurer, The Archbishop of Canterbury and another senior official.
14th June: Richard II meets Wat Tyler at Mile End. Tyler tells Richard II what the Peasants demands are. Richard agrees and signs charters granting the peasants the freedoms that they had demanded.
15th June: An army of Londoners loyal to the King has been hastily put together. Tyler and his men meet Richard. Tyler makes more demands. The Mayor of London gets involved in an argument with Tyler. Tyler appears to wave something in the direction of the King and the Mayor stabs him, as do guards. 23rd June 1381 Richard II withdraws all of the charters that were agreed with Wat Tyler.
5th July: 1500 rebels are executed.
13th July: John Ball is captured. He is tried for treason the following day. Found guilty he was hung, drawn and quartered on **15th July 1381**

Think Like A Historian!

Content:
Find something relevant you spot in the source – a detail or quote.

What can you **infer** (figure out)?
People punished themselves to get God's forgiveness

Analysing Sources
What makes a source useful?

How useful is this source?

Provenance:

Nature:
What kind of source is it? A diary? Photo?

Origin:
Who made it? Where? When?

Purpose:
Why was it made? Would they be honest?

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

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

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

Autumn 2 **Weeks 5 & 6 (Part 1) The People Around Me Háblame de tí y de tu familia'** (Speak to me about you and your family)

	Essential			Stretch	
	Spanish	English		Spanish	English
Chunks	Me llamo … Soy … Tengo … años Mi cumpleaños es el … de En mi familia hay … Tengo … Se llama … Es … Tiene … años	I am called/My name is … I am … I am … years old My birthday is the … of … In my family there is … I have … He/She/It is called … He/She/It is … He/She/It is … years old	*Chunks*	Su cumpleaños es el … de Se llaman … Son … Tienen … años Me llevo bien con … Me llevo mal con … Me gustaría ser … Me gustaría tener …	His/her birthday is the … of … They are called … They are… They are … years old I get on well with … I get on badly with … I would like to be … I would like to have …
Nouns	LOS MESES LOS NÚMEROS 1-31 madre, padre hermano/a abuelo/a madrastra, padrastro, hermanastro/a, gato, perro	MONTHS, NUMBERS (1-31) mother, father brother, sister grandfather, grandmother stepmother, stepfather stepbrother, stepmother cat, dog	*Nouns*	LOS NÚMEROS 1-100 padres abuelos primo/a tío/a bisabuelo/a conejo el bigote las pecas la barba	NUMBERS (1-100) parents grandparents male cousin/female cousin uncle/aunt great-grandfather/great-grandmother rabbit moustache freckles beard
Verbs	tiene … no tiene … **Negativo** (no + verbo)	he/she/it has … he/she/it does not have … **Negative** (no + verb)	*Verbs*	somos son tienen se llaman le gustaría **Negativo** (nunca + verbo)	we are they are they have they are called he/she would like **Negative** (nunca + verb)

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Autumn 2 **Weeks 5 & 6 (Part 2) ' Háblame de tí y de tu familia' and Mid-Year Assessment**

	Essential			Stretch	
	Spanish	English		Spanish	English
Adjectives	alto/a bajo/a delgado/a gordo/a guapo/a; feo/a simpático/a divertido/a inteligente tímido/a valiente bien mal fatal fenomenal (los ojos) azules (los ojos) marrones (los ojos) verdes (el pelo) castaño negro rubio pelirrojo corto largo	tall short slim fat good-looking ugly nice/kind fun/amusing intelligent shy/timid brave (valiant) fine/well bad/badly awful great/amazing blue (eyes) brown (eyes) green (eyes) brown (hair) black blond(e) ginger/redhaired short long	*Adjectives*	sincero/a gracioso/a generoso/a listo/a valiente tranquilo/a goloso/a antipático/a perezoso/a mentiroso/a tonto/a	honest/sincere funny generous clever brave/valiant quiet/calm sweet-toothed mean/nasty lazy untruthful/lying silly
			Connectives	sin embargo además ya que	however furthermore/moreover since (because)
			Intensifiers	sumamente súper	extremely super
Connectives	y pero también porque	and but also/too/as well because	*Frequency*	siempre a veces nunca	always sometimes never
Intensifiers	muy bastante	very quite/fairly	*Idioms*	estar en los nubes	to have one's head in the clouds

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Spring 1 Week 2 My School Subjects and School Life ¿Qué estudias? (What do you study?)

	Essential		Stretch	
	Spanish	English	Spanish	English
Chunks	¿Qué estudias? Voy a Harris Academy … En mi insti el lunes estudio … ¿Puedo tener un *bolígrafo?*	What do you study? I go to Harris Academy … In my school on Monday I study … Can I have *a pen*?	¿Cuál es tu día favorito? Mi día favorito es… porque estudio… ¿Me prestas *un bolígrafo*?	What is your favourite day? My favourite day is … because I study … Can you lend me *a pen*?
Nouns	(el) lunes, (el) martes miércoles, jueves viernes, sábado, domingo ***Las asignaturas*** el arte el inglés el español la geografía la historia la música las matemáticas las ciencias	(on) Monday, (on) Tuesday Wednesday, Thursday Friday, Saturday, Sunday ***School subjects*** Art English Spanish Geography History Music Maths Science	el baile el deporte el dibujo la religión la tecnología la biología la física la química	Dance Sport Art RE (Religious Education) DT (Design and Technology) Biology Physics Chemistry
Verbs	ESTUDIAR (yo) estudio (tú) estudias SER (él/ella) es **Negativos (no + verbo)**	TO STUDY I study You study (singular, informal) TO BE He/She/It is **Negatives (not + verb)**	(nosotros) estudiamos (ellos/ellas)estudian **Negativos (nunca + verbo)**	We study They study **Negatives (never + verb)**
Question word	¿Qué?	What?	¿Cuál?	What/Which/Which one?
Exclamations			¡Ni hablar! ¡Qué rollo!	No way! (Literally: Don't even speak about it!) What a hassle/pain in the neck!
Idioms			¡Me cuesta mucho!	I find it extremely difficult! (Lit.: It costs me a lot!)

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Spring 1 Week 3 My School Subjects and School Life ¿Qué asignaturas te gustan? (What school subjects do you like?)

	Essential		Stretch	
	Spanish	English	Spanish	English
Chunks	¿Qué asignaturas te gustan? Mi asignatura favorita es …	What do school subjects do you study? My favourite school subject is …	Señor/señora ¿puedo ayudar a (+ name)?	Sir/Miss, can I help (+ name)?
Nouns	(el) lunes, (el) martes miércoles, jueves viernes, sábado, domingo ***Las asignaturas (plural)***	(on) Monday, (on) Tuesday Wednesday, Thursday Friday, Saturday, Sunday ***School subjects (plural)***	***Las asignaturas (plural)***	***School subjects (plural)***
Adjectives	divertido práctico aburrido raro difícil	fun/amusing practical boring strange/rare difficult	útil fácil difícil emocionante desafiante interesante	useful easy difficult exciting challenging interesting
Comparatives			más … que menos … que	more … than less … than
Verbs	ser (él/ella) es	to be he/she is	(ellos/ellas) son	they are
Opinions	me gusta no me gusta me encanta creo que …	I like I don't like I love I think that/I believe that	me gusta(n) me encanta(n) me chifla(n) odio, prefiero en mi opinión pienso que	**I like** **I love** **I love** **I hate** **I prefer** **in my opinion** **I think that**
Conjunctions	porque …	because …	ya que	**since …**
Question word	¿Qué?	What?	¿Cuál?	What/Which/Which one?
Intensifiers	muy bastante un poco	very fairly/quite a bit/a little		
Idioms			ser pan comido	To be a piece of cake (To be easy to do) Literally@ "To be bread eaten".

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Spring 1 Week 5 My School Subjects and School Life - ¿Cuándo tienes español? (When do you have Spanish?)

	Essential		Stretch	
	Spanish	English	Spanish	English
Chunks	¿Cuándo tienes español? Tengo (+ asignatura) a la/las (+ número) ¿Puedo abrir/cerrar la ventana/puerta?	When do you have Spanish? I have (+subject) at (+number/ time) Can I open/close the window/door?	¿Qué asignaturas tienes los lunes? Durante el recreo/la comida tenemos X minutes. Señor/Señor, me toca a mí + inf	What school subjects do you have on Mondays? During break/lunch we have X minutes. Miss/Sir, its my turn to _____
Nouns	***Las asignaturas* (todas)** ***Los días de la semana*** *los lunes, los martes, …* ***Los números de 1 a 12*** *uno, dos, tres, cuatro, cinco, seis* *siete, ocho, nueve, diez, once, doce*	***School subjects (all)*** ***The days of the week*** *On Mondays, on Tuesdays…* ***Numbers from 1 to 12*** *one, two, three, four, five, six* *seven, eight, nine, ten, eleven, twelve*		
Adjectives	fantástico fenomenal fatal	fantastic great/phenomenal awful		
Opinions	me gusta no me gusta me encanta creo que …	I like I don't like I love I think that/I believe that	me gusta(n), me encanta(n) me chifla(n) odio,, prefiero en mi opinion, pienso que	I like, I love I love I hate, I prefer in my opinion, I think that
Sequencer	luego	later/then	primero después	first/firstly after/ afterwards
Time Expressions	normalmente por la mañana por la tarde	normally in the morning In the afternoon	por la tarde durante	in the afternoon during
Time Structure (TELLING THE TIME)	a la(s) + número (y) número	at (number) past (number)	A la/las (+ número) y cuarto A la/las (+ número) y media A la/las (+ número) menos cuarto	At a quarter past (+ number) At a half past (+ number) At a quarter to (+ number)
Idioms			estar hasta las narices	to be 'up to here' Literally: to be up to the nostrils

Spring 1 Week 6 My School Subjects and School Life - MILESTONE - Speaking Spontaneous conversation:

	Essential		Stretch	
	Spanish	English	Spanish	English
Chunks	En mi insti estudio … Mi asignatura favorita es… porque es… Mi profe favorito/a es … porque es … Los lunes a las nueve, tengo …	In my school I study My favourite subject is … because it is … My favourite teacher is … because he/she is … On Mondays at 9 o'clock, I have …	En mi insti (no) estudiamos… porque explica bien hace bromas no da muchos deberes	In my school we (don't) study … because he/she explains well he/she makes jokes he/she does not give a lot of/much homework
Nouns	***Las asignaturas* (todas)** ***Los días de la semana*** ***Los números de 1 a 60*** p.ej. quince, veinte, veinticinco, treinta, treinta y cinco, cuarenta, cuarenta y seis, cincuenta, cincuenta y siete, sesenta profe/profesor/profesora	***School subjects (all)*** ***The days of the week*** ***Numbers from 1 to 60*** e.g. fifteen, twenty, twenty-five, thirty, thirty-five, forty. forty-six, fifty, fifty-seven, sixty teacher		
Adjectives	divertido interesante práctico aburrido raro fantástico fenomenal fatal	fun interesting practical boring strange/rare fantastic great/brilliant/phenomenal awful/terrible	útil fácil difícil emocionante estricto fascinante	useful easy difficult exciting strict fascinating
Opinions	me gusta no me gusta me encanta creo que	I like I don't like I love I think that/I believe that	me gusta(n), me encanta(n) me chifla(n) odio, prefiero en mi opinion, pienso que	I like, I love I love I hate, I prefer in my opinion, I think that
Time Expressions	normalmente por la mañana por la tarde	normally in the morning In the afternoon	por la tarde durante	In the afternoon during
Intensifiers	muy bastante un poco	very fairly/quite a bit/a little	sumamente demasiado	extremely too/too much
Idioms			media naranja	other half/partner Literally: half orange

Spring 2 Week 7 My School Subjects and School Life - ¿Qué haces durante el recreo? (What do you do during break?)

	Essential	
	Spanish	English
Chunks	¿Qué haces durante el recreo? Como... Bebo... Leo... Juego al... con... ¿Puedo ir a la cantina / al baño?	What do you do during break? I eat... I drink... I read... I play... with ... Can I go to the canteen / the toilet?
Nouns	LA COMIDA un bocadillo unas patatas fritas una chocolatina fruta agua LOS DEPORTES fútbol/baloncesto el recreo	FOOD a sandwich some crisps a chocolate bar fruit water SPORT football/basketball break(time)
Adjectives	divertido interesante práctico aburrido raro fantástico fenomenal fatal	fun/amusing interesting practical boring strange/weird fantastic great/wonderful, awful/terrible
Opinions	me gusta/no me gusta me encanta creo que	I like/I don't like I love I think that/I believe that
Time expressions	durante normalmente	during normally
Question word	¿Qué?	What?

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Spring 2 Week 7 My School Subjects and School Life - ¿Qué haces durante el recreo? (What do you do during break?)

	Essential	
	Spanish	English
Chunks	¿Qué haces durante el recreo? Como... Bebo... Leo... Juego al... con... ¿Puedo ir a la cantina / al baño?	What do you do during break? I eat... I drink... I read... I play... with ... Can I go to the canteen / the toilet?
Nouns	LA COMIDA un bocadillo unas patatas fritas una chocolatina fruta agua LOS DEPORTES fútbol/baloncesto el recreo	FOOD a sandwich some crisps a chocolate bar fruit water SPORT football/basketball break(time)
Adjectives	divertido interesante práctico aburrido raro fantástico fenomenal fatal	fun/amusing interesting practical boring strange/weird fantastic great/wonderful, awful/terrible
Opinions	me gusta/no me gusta me encanta creo que	I like/I don't like I love I think that/I believe that
Time expressions	durante normalmente	during normally
Question word	¿Qué?	What?

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Spring 2 Week 8 My School Subjects and School Life - ¿Qué hay en tu insti? (What is there in your school?)

	Essential	
	Spanish	English
Chunks	Mi insti se llama... Hay .... alumnos y ... profes Hay No hay Pienso que (no) es... ¿Puedo ir a la cantina/la oficina/al baño?	My school is called... There are ... pupils and ... teachers There is/there are There isn't/There aren't I think that it is (not) Can I go to the canteen/the office/the toilet?
Nouns	LOS NÚMEROS (100 – 2000) e.g. cien ciento cincuenta doscientos mil INSTALACIONES un gimnasio un comedor un patio/ una piscina	NUMBERS (100 – 2000) e.g. one hundred/100 one hundred and fifty/150 two hundred/200 one thousand/1000 FACILITIES a gym a dining room a playground/a swimming pool
Verbs	ser (él/ella) es	to be he/she/it is
Adjectives	grande pequeño antiguo/moderno fantástico fenomenal fatal	big little/small old/modern fantastic great/wonderful awful/terrible
Opinions	me gusta/no me gusta/me encanta creo que/ en mi opinión	I like/I don't like/ I love I think that/I believe that in my opinion
Connectives	y también pero porque	and also but because

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Spring 2 Week 8 My School Subjects and School Life - ¿Qué hay en tu insti? (What is there in your school?)

	Stretch	
	Spanish	English
Chunks	Mi insti está situado en... No hay ni... ni...	My school is situated/located in... There is neither... nor...
Opinions	odio prefiero creo que pienso que	I hate I prefer I think that/I believe that I think that
Nouns	INSTALACIONES una biblioteca unos laboratorios unos campos los edificios unas aulas	FACILITIES a library some laboratories/labs some fields/pitches (the) buildings some classrooms
Verbs	(ellos/ella) son	they are
Adjectives	amplio espacioso	wide/broad/ample spacious
Connectives	sin embargo no obstante en cambio	however nonetheless/however instead/however
Exclamations	¡Qué lástima!	What a shame!

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Spring 2 Week 9 My School Subjects and School Life - ¿Cómo es tu uniforme escolar? (What is your school uniform like?)

	Essential	
	Spanish	English
Chunks	Mi uniforme escolar es... Llevo.../No llevo... Pienso que (no) es... ¿Puedo quitarme la chaqueta?	My school uniform is... I wear.../I don't wear... I think that it is (not)... Can I take off my jacket?
Opinions	me gusta/no me gusta me encanta creo que ... en mi opinión	I like/I don't like I love I think that/I believe that in my opinion
Nouns	LA ROPA un jersey una corbata una chaqueta una falda una camisa unos pantalones unos zapatos unas medias	CLOTHES a jumper a tie a jacket a skirt a shirt some trousers some shoes some tights
Adjectives	blanco negro marrón práctico cómodo/incómodo elegante feo	white black brown practical comfortable/uncomfortable elegant/smart ugly
Verbs	(él/ella) es (ellos/ellas) son llevar llevo llevamos	he/she/it is they are to wear I wear we wear
Connectives	y también pero porque	and also/too/as well but because
Question word	¿Cómo?	How? What is ... like?

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Spring 2 Week 9 My School Subjects and School Life - ¿Cómo es tu uniforme escolar? (What is your school uniform like?)

	Stretch	
	Spanish	English
Chunks	debo llevar...	I must wear
Opinions	creo que pienso que	I think that/I believe that I think that
Nouns	una mochila unos calcetines unas zapatillas de deporte	a backpack/rucksack some socks some trainers
Verbs	(él/ella) lleva (ellos/ellas) llevan	he/she wears they wear
Adjectives	marrón oscuro azul claro con rayas de moda	dark brown light blue striped/with stripes fashionable/stylish
Connectives	sin embargo no obstante	however nonetheless/however
Idioms	ser del año de la pera	to be very old/outdated

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Spring 2 Week 10 My School Subjects and School Life - ¿Qué piensas de tu insti? (What do you think of your school?)

	Essential	
	Spanish	English
Chunks	¿Qué piensas de tu insti? (No) me gusta mi insti ya que (no) es... (No) me gusta mi insti ya que (no) hay... Me encanta + ASIGNATURA Me encanta el unifome Mi profe de... (no) es...	What do you think about your school? I (don't) like my school since it is/is not... I (don't) like my school since there is/there is not I love + SCHOOL SUBJECT I love the uniform My... teacher is/is not ...
Opinions	pienso que	I think that
Nouns	LAS ASIGNATURAS (Singular, p.ej.) el arte el inglés el español la geografía la historia la música el deporte la religión la tecnología un uniforme escolar un campo de fútbol un patio una biblioteca una piscina	SCHOOL SUBJECTS (Singular, e.g.) art English Spanish geography history music sport RE DT a school uniform a football pitch a playground a library a swimming pool
Verbs	(él/ella) es	he/she/it is
Adjectives	moderno enorme feo interesante dkvertido inteligente simpatico tonto estricto elegante cómodo	modern enormous ugly interesting fun intelligent kind/nice silly strict elegant/smart comfortable
Connectives	ya que pero	since (because) but

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Spring 2 Week 10 My School Subjects and School Life ¿Qué piensas de tu insti? (What do you think of your school?)

	Stretch	
	Spanish	English
Chunks	Mi asignatura favorita es... Mi profe favorito/a es... Las matemáticas son... Las ciencias son...	My favourite subject is... Mu favourite teacher is... Maths is... Science is...
Opinions	creo que según yo	I think that/I believe that according to me
Nouns	las ciencias las matemáticas los edficios la sala de informática el salón de acto	science maths (the) buildings the ICT room the main hall
Verbs	(ellos/ellas) son	they are
Adjectives	impresionante urbano antiguo trabajador listo monótono severo alegre malhumorado incómodo formal	impressive urban old hardworking clever/smart monotonous/boring strict/severe cheerful bad-tempered uncomfortable formal
Opinions	pienso que	I think that
Negatives	nunca	never
Connectives	no obstante en cambio	however/nonetheless instead/however

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Spring 2 **Week 11 MILESTONE Writing: Mis estudios y mi insti**

	Essential	
	Spanish	English
Chunks	En mi insti se llama... Mi insti (no) es... Los lunes a las... estudio... Me gusta(n)...porque es... Mi día favorito es... Mi profe favorito/a es... Durante el recreo como/bebo/leo/juego al... En mi insti llevo... Mi uniforme es... ¡Feliz Pascua a todos!	My school is called My school is (not)... On Mondays at ...o' clock, I study I like... because it is... My favourite day is... My favourite teacher is... During break, I eat/I drink/I read/I play... En my school I wear My uniform is... Happy Easter, everyone!
Nouns	LAS INSTALACIONES LAS ASIGNATURAS LA ROPA LOS NÚMEROS	FACILITIES SCHOOL SUBJECTS CLOTHES NUMBERS
Adjectives	COLORES (blanco, negro, marrón) TAMAÑO (grande, pequeño) antiguo, moderno CARÁCTER (simpatico, divertido, inteligente, tímido, valiente, interesante, aburrido, raro, estricto, severo) fantástico, fenomenal, fatal	COLOURS (white, black, brown) SIZE (big, small/little) old, modern CHARACTER (nice/kind, fun/amusing, intelligent, timid/shy, brave/valiant. interesting, boring, strange/weird, strict, severe) fantastic, great/wonderful, awful/terrible
Opinions	(No) me gusta Me encanta En mi opinion Creo que	I like I don't like I love I think that/I believe that
Time structures	a la una a las dos a las tres a las cuatro	at one o' clock at two o'clock at three o' clock at four o' clock
Connectives	y también pero	and too/also/as well but

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Spring 2 **Week 11 MILESTONE Writing: Mis estudios y mi insti**

	Stretch	
	Spanish	English
Chunks	Mi insti no está situado en... No hay ni... ni... Me llevo bien con mi profe de... En mi insti debo llevar... Cuando hace mal/buen tiempo voy a... Mis amigos comen/leen/escriben... ¡Cristo ha resuscitado!	My school is not situated/located in... There is neither... nor... I get on well with my... teacher In my school I must wear... When the weather is bad/good I am going to... My friends eat, read, write... Christ is risen!
Nouns	LAS INSTALACIONES LAS ASIGNATURAS LA ROPA LOS NÚMEROS	FACILITIES SCHOOL SUBJECTS CLOTHES NUMBERS
Adjectives	COLORES (blanco, negro, marrón) TAMAÑO (grande, pequeño,) antiiguo, moderno CARÁCTER (simpatico, divertido, inteligente, tímido, valiente, interesante, aburrido, raro, estricto, severo) fantástico, fenomenal, fatal	COLOURS (white, black, brown) SIZE (big, small) old, modern CHARACTER (nice/kind, fun/amusing, timid/shy, valiente, interesting, boring, strange/weird, strict, severe) fantastic, great/wonderful, awful
Opinions	me chifla me mola creo que pienso que	I love I (really) like I think that/I believe that I think that
Time structures	a la una a las dos a las tres y media a las cuatro menos cuarto	at one o' clock at two o'clock at half past three at a quarter to four
Connectives	además sin embargo no obstante	furthermore/in addition however nonetheless/however

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Spring 2 **Week 12 Semana Santa**

	Essential		Stretch	
	Spanish	English	Spanish	English
Chunks	Semana Santa es... Hay... Tiene...	Holy Week/Easter is... There is/There are... It has...		
Nouns	los desfiles la comida tradicional	the processions/parades traditional food	los buñuelos las torrijas	doughnuts "French toast"
Opinions	pienso que en mi opinión	I think that in my opinion	según yo me parece	according to me It seems to me
Verb Infinitives	comer – to eat	to eat	visitar (a) participar (en)	to visit to participate (in)
Verbs	(él/ella) come	he/she eats	(él/ella) visita (él/ella) participa	he/she visits he/she participates
Adjectives	divertido importante tradicional típico	fun/amusing important traditional typical	sagrado religioso alucinante increíble	holy/sacred religious awesome/amazing incredble

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KS3 PE Curriculum 2024-2025

	Year 7	Year 8	Year 9	
	Knowledge and skills development	Outwitting opponents and implementing rules	Game play and tactical development	Enrichment
Cycle 1	• **Developing technique and performance** • **Replicate accurate movement** • **To develop precision, control and accuracy** • **To understand basic rules and use them within a game** • **Basic leadership skills with teachers support** Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely. **Careers** – sports judges/officials, referees, PE teacher	• **Outwitting opponents** • **Encouraging team work** • **To develop fluency of the skills learnt** • **Adhere to the rules within a condition/ competitive game** • **Leadership skills with clarity, volume and presence.** • **Decision making** Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely. **Careers** – sports judges/officials, referees PE teacher	• **Analysing performance** • **Embedding technique into a competitive game** • **Focus on developing tactics, set play** • **Developing skills as a leader and official – officiating games with support** Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely. **Careers** – sports judges/officials, referees PE teacher	Football Netball Rugby Trampolining Fitness club Dance Basketball
Cycle 2	• **Developing technique and performance** • **Replicate accurate movement** • **To develop precision, control and accuracy** • **To understand basic rules and use them within a game** • **Basic leadership skills without teachers support with accurate demonstration** Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely. **Careers** – Coaches, personal trainers, managers	• **Outwitting opponents** • **Encouraging team work** • **To develop fluency of the skills learnt** • **Adhere to the rules within a condition/ competitive game** • **Leadership skills – teacher to direct a leadership role within the activity** • **Decision making** Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely. **Careers** – Coaches, personal trainers, managers	• **Analysing performance** • **Embedding technique into a competitive game** • **Focus on developing tactics, set play** • **Developing skills as a leader and official – leading own activities and feeding back.** Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely. **Careers** – Coaches, personal trainers, managers	Football Netball Rugby Trampolining Fitness club Dance Basketball
Cycle 3	• **Developing technique and performance** • **Replicate accurate movement** • **Develop precision, control and accuracy** • **Understand basic rules and use them within a game** • **Basic leadership skills with clarity, volume and presence.** Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely. **Careers** – Health safety officer, officials, umpires, athletes	• **Outwitting opponents** • **Encouraging team work** • **Develop fluency of the skills learnt** • **Adhere to the rules within a condition/ competitive game** • **Leadership skills – lead a starter activity** • **Decision making** Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely. **Careers** – Health safety officer, officials, umpires, athletes	• **Analysing performance** • **Embedding technique into a competitive game** • **Focus on developing tactics, set play** • **Leadership skills - Deliver aspects of the lesson and officiate with clarity and presence** Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely. **Careers** – Health safety officer, officials, umpires, athletes	Cricket Rounders Athletics

Year 7 PE– Skill development

Girls Football

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

Trampolining

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

Boys football

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

Netball skills

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

Table Tennis

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

OAA/Problem Solving

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

Health Related Exercise (HRE)

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

Rugby

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

RE KS3 Curriculum 2025-2026

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

	Hinduism This topic looks at the basis of Hinduism and issues linked to Hindu way of life, in particular with reference to life as a Hindu in 21st Century Britain	Food inc food laws Public sector, HR, NGO's, journalism	Protestant reformation. Up to and including the diversity of Christian practices today. Assessment – Mini assessments in lessons and an end of cycle assessment	History the foundation of the CofEand Food- Kosher Public sector, HR NGO's, journalism ,	Assessment – Mini assessments in lessons and an end of cycle assessment	History – Kolbe English- speeches and poetry Public sector, HR, Social policy design, law, medical ethics.
Cycle 3	**Sikhism** This topic looks at the basis of Sikhism, founders and important festivals. and issues linked to Hindu way of life, in particular with reference to life as a Hindu in 21st Century Britain. Assessment – Mini assessments in lessons and an end of topic assessment.	It is the intent to take each year group to a place of worship in the summer term, so that at the end of their time at the academy, they will have seen each a the main world religions place of worship. Art – Mandalas Public sector, HR, NGO's, journalism	**Global concerns** Building on previous learning this topic looks at the ideas linked to a divided world, poverty, and how to make a difference through fundraising for Christian charities. Pupils plan a campaign and raise funds for a charity of their choice. Assessment – Mini assessments in lessons and an end of topic assessment.	It is the intent to take each year group to a place of worship in the summer term, so that at the end of their time at the academy, they will have seen each a the main world religions place of worship. Geography, evolution big bang Science, History, the development of the early church – Tudors Public sector, HR, Social policy design, law,	**An introduction to Philosophy and Ethics** We look at basic arguments about existence and associated belief. Ideas such Free Will and Determinism, Political Philosophy: role of the state and then apply ethical theories such as Utilitarianism and Situation Ethics to the Environment and animal Rights. Assessment – Mini assessments in lessons and an end of cycle assessment. **Start of GCSE – An introduction to Christian Beliefs.** • The Trinity • The creation of the universe and humanity • The incarnation • The last days of Jesus' life • The nature of salvation • Christian eschatology • The problem of evil and suffering • Solutions to the problem of evil and suffering	It is the intent to take each year group to a place of worship in the summer term, so that at the end of their time at the academy, they will have seen each a the main world religions place of worship. Geog-global concerns Eng- oracy skills Public sector, HR, Social policy design, law, environmental work, International development

Year 7 Religion and Ethics – Cycle 2 Hinduism

Introduction to Philosophy, Religion and Ethics **Topic 1 – Symbolism**	**Completed** ✓		**Completed** ✓		**Completed** ✓
1. What do we mean when we talk about inner and outer worlds? Inner – how we feel Outer – what we show to the world		4. **Symbolic objects** and their significance in everyday life We will look at how objects have meaning and what they symbolise to us and people we know.		6. is symbolic clothing important in society and to religions? Clothing that tells you something about a person and what they do. This may even give a clue as to the type of person they are.	
2. What is a symbol? This could be a logo or a sign. And 3. & 7 What are symbolic actions or symbolic language? – Things that we do or say that give others information about us.		5. Why are symbolic objects in religion important? For example, what does the cross symbolise to Christians?		**Stretch and challenge –** • If you would like to make a place of worship over the term, then this is an opportunity to show your talents. You will be able to incorporate different elements into the place of worship, as long as you can explain the symbolism attached to each element. • Once the work is completed you will present your work and be peer assessed. • The winning place of worship will then be judged across the year group.	
Topic 2 – Hinduism	**Completed**	**Hindu Beliefs –** How do Hindu beliefs differ from other world religions? How are Hindu beliefs seen in everyday life? How does a Hindu teenager keep his/her faith whilst still living in 21st Century itain?	**Completed** ✓		
What do you already know about Hinduism? Which country is Hinduism the main religions? Why do families tend to have certain family gods?	✓				
One God many forms - How many gods are there in Hinduism? Can Hinduism be referred to as a monotheistic religion? Why are Hindu gods used at different times?		**Caste** - What is the caste system? Why shouldn't it exist in modern India but still does? How does the caste system relate to marriage? **Hindu way of life –** what is it like to be a Hindu in Britain today? What are the problems that may arise?		**Homework –** will be set by your classroom teacher **Assessment preparation** **As we go through the two elements of this topic, test yourself using the key questions, as these questions will be asked in the end of cycle assessment.** **Make sure that you can give examples as well.**	
The Mandir - Why is the outside of the mandir built the way it is? What do the external elements symbolise? How is the mandir used? What is the layout of the mandir like inside and how does worship happen?		**Key words and terms:** **Topic 1 – Symbols topic – Inner world** – what we are like on the inside, what we feel that may give away something about our **Outer world** – the things we say and show the world about ourselves, eg if we wear a cross or a veil what does this tell others about our inner world? **Hinduism topic – Hindu –** a person who is a follower of Hinduism **Monotheism –** a belief in One God. **Mandir** – A Hindu place of worship (sometimes referred to as a temple). **Puja** – the name for worship in Hinduism **Holi** – A festival of colour and light, that remembers the triumph of good over evil **Caste system** - a class or group of people who inherit exclusive privileges or are perceived as socially distinct			