



All Saints'
Academy
Cheltenham

Year 8

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:

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

Independent homework timetable

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

Why study?

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

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

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

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

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

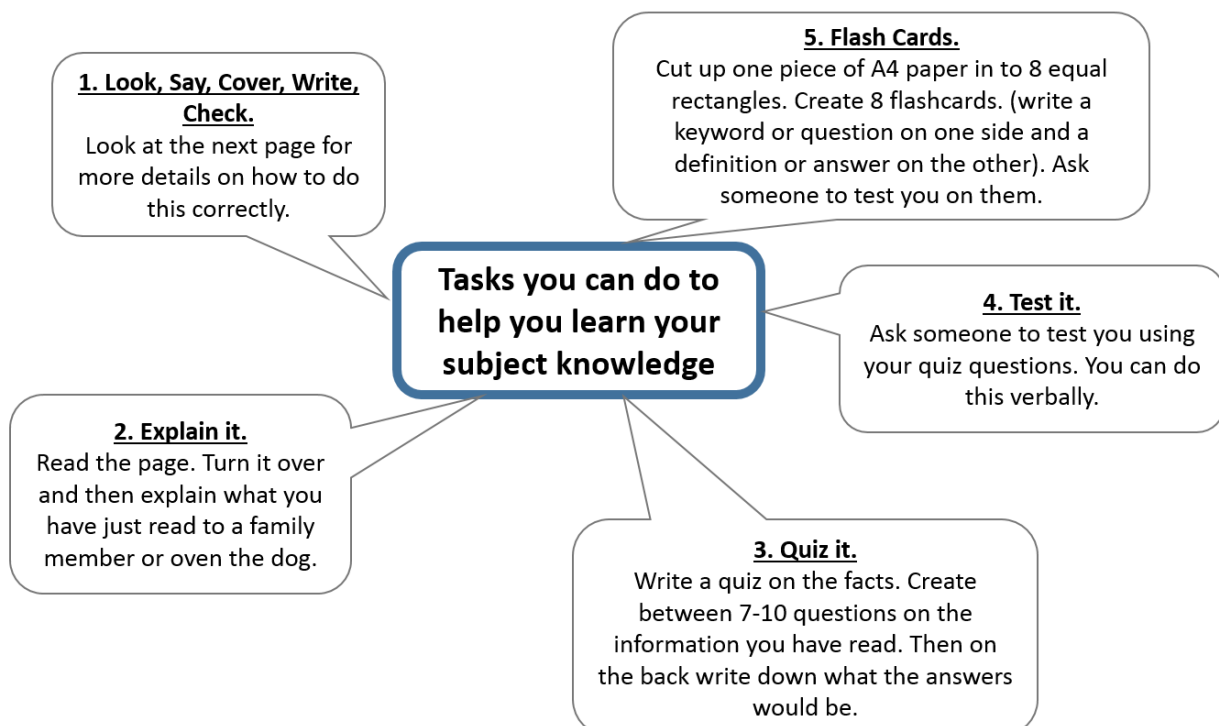
When and what should I study?

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

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

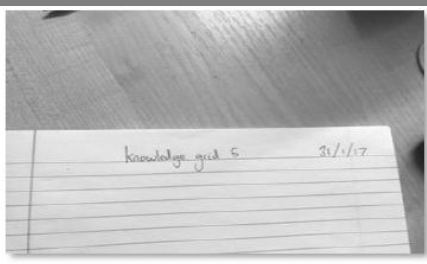
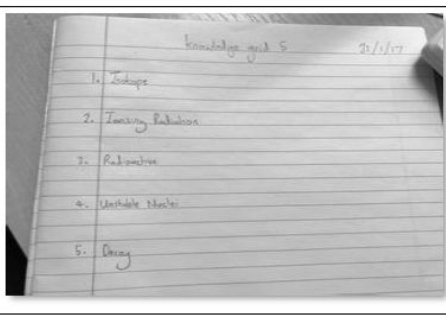

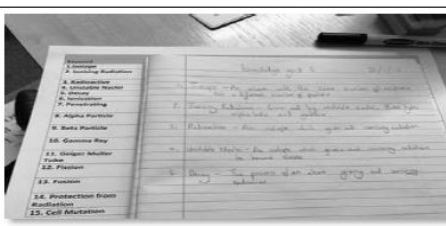
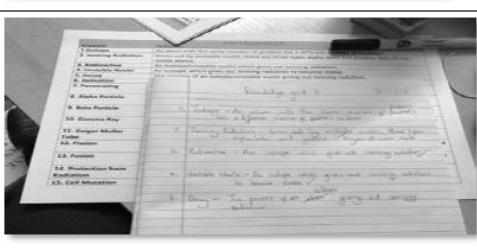
Year 10 and 11 should be completing two hours of homework each evening.

How should I use my Knowledge Organiser to study?



How should I use my Knowledge Organiser to study?

Look, Say, Cover, Write, Check

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

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



Year 7			Year 8			Year 9			
	Knowledge and skills	Enrichment	Cross-curricular	Knowledge and skills	Enrichment	Cross-curricular	Knowledge and skills	Enrichment	Cross-curricular
Cycle 1	Creative Choices Knowledge: <ul style="list-style-type: none">GenreConventions of poetry formsStory ConventionsTypes of <u>sentence</u>ParagraphingSimile, metaphor Skills: <ul style="list-style-type: none">SpellingPunctuation focus: commasStudents can write a story and write in genre. Assessment: <ul style="list-style-type: none">Mid: Question based assessmentEnd: Write in a specific genre, <u>main focus</u> = (creating meaning and writing accurately for form, audience, and purpose) Careers: <ul style="list-style-type: none">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: <ul style="list-style-type: none">Using writing to explore issuesTypes of writing – fiction, dual narratives, non-fiction, poetry.<u>Ecotop</u> structures of communication (articles etc.)Structural techniquesWriter's purposeThemeMotifs, symbolism Skills: <ul style="list-style-type: none">SpellingPunctuation focus: commasParagraphingStudents can form a cohesive argument in paragraphs.Students can engage in a debate appropriately and understand how to do this successfully. Assessment: <ul style="list-style-type: none">Mid: Question based assessmentEnd: Using writing to express a point of view – <u>main focus</u>, paragraphing and organisation of ideas. Careers: <ul style="list-style-type: none">Police Officer/Researcher/Graphic designer/ Journalist	AR Launch Words that Burn	Content-Suffering: RE History	Injustice in History Texts: The Book Thief Knowledge <ul style="list-style-type: none">Writer's purposeUse of symbolism, motifStructural featuresCharacterNarrative perspectivesImagery, motif Skills: <ul style="list-style-type: none">Punctuation focus: colonsSpellingStudents can write in specified form (diary entry)Students can write to create meaningStudents can show understanding of character and character voice Assessment: <ul style="list-style-type: none">Mid: Question based assessmentEnd: Write a diary for one of the characters in the novel you are studying Careers: <ul style="list-style-type: none">Lawyer/ Historian/ Foster Parent/ social worker.		Content-Holocaust, history
Cycle 2	Choices and Consequences Texts: Listen to Your Parents/ Our Day Out Knowledge: <ul style="list-style-type: none">Play conventions: soliloquy, dramatic irony, stage directionsContextPathetic fallacy, tricolons, listing Skills: <ul style="list-style-type: none">Punctuation focus: semicolonsSpelling		Skills-Evaluation writing: DT	Writers of the 19th Century Texts: Oliver Twist extracts, Sherlock Holmes short story, The Yellow Wallpaper, The Cat enerville Ghost. Knowledge <ul style="list-style-type: none">Implicit and explicit readingsNineteenth century contextWriter's purposeFigurative language, emotive language Skills: <ul style="list-style-type: none">Punctuation focus: colonsSpellingStudents can comment on writer's purpose and link it to content in a relevant way.Students can select and embed relevant quotationsStudents can analyse language	Book club Carnegie shadowing		Defining Decisions Texts: Othello Knowledge: <ul style="list-style-type: none">Genre (tragedy, play conventions)Elizabethan/Jacobean contextArchetypesThemeShakespearean conventionsEssay writing Skills <ul style="list-style-type: none">SpellingPunctuation focus: commasWriting about a themeStudents can form an argument in an essayStudents can write about writer's methods		Content-Holocaust: History

	<ul style="list-style-type: none">Students can analyse how a character is presented in a playStudents can write in the form of a playStudents can select and embed relevant quotations <p>Assessment:</p> <ul style="list-style-type: none">Mid: Question based assessmentEnd: Extract and character question <p>Careers:</p> <ul style="list-style-type: none">Soldier/ Teacher	Book club Carnegie shadowing World Book Day	Content-propaganda: History	<p>Family Feuds</p> <p>Texts: The Tempest, Romeo and Juliet</p> <p>Knowledge:</p> <ul style="list-style-type: none">Genre (tragedy, play conventions)Elizabethan/Jacobean contextThemeCharacterShakespearean conventionsPersonification, simile, metaphor <p>Skills:</p> <ul style="list-style-type: none">Punctuation focus: semicolonsSpellingStudents can understand how a character is presented in a text <p>Assessment:</p> <ul style="list-style-type: none">Mid: Presenting a theatrical or informative piece.End: Extract based, how is a key character presented throughout the play? <p>Careers:</p> <ul style="list-style-type: none">Actor/ Stage Manager	Book club Carnegie shadowing RSC watch live broadcasts. Globe project.	<p>Skills-(c2)</p> <p>Graphics and Illustration:</p> <p>Art</p> <p>Content-Global concerns:</p> <p>Geo</p> <p>RE</p>	<p>Assessment:</p> <ul style="list-style-type: none">Mid: Identify and explore different ways of staging a sceneEnd: <u>Main focus</u> = (analysis of language and structure). Students to be provided with relevant quotations on jealousy/madness to learn they will then answer a question on how the theme is presented in the text. <p>Careers:</p> <p>Playwright/Director</p>	<p>The Art of Rhetoric</p> <p>Texts: Key speeches</p> <p>Knowledge:</p> <ul style="list-style-type: none">Formal structures of communication e.g. letters, articles, speechesSpeaking and listening conventionsSubject terminology: rhetoric, ethos, logos, pathos, hyperbole, anaphora, irony, tricolon, rhetorical questions, anecdotes <p>Skills:</p> <ul style="list-style-type: none">Punctuation focus: semicolonsSpellingStudents can compare two texts and write about comparative pointsStudents can use rhetorical techniques to form an argumentStudents can use speaking and listening techniques to present effectively <p>Assessment:</p> <ul style="list-style-type: none">Mid: Compare the methods used in two speechesEnd: Write and present a speech on a societal issue <p>Careers:</p> <ul style="list-style-type: none">Politician/Speech Writer/Motivational speaker/ Political adviser/ Influencer.	Public Speaking Competition -CC	
Cycle 3	<p>Power and Privilege</p> <p>Texts: Animal Farm</p> <p>Knowledge:</p> <ul style="list-style-type: none">CharacterThemeWriter's purposeGlobal perspectivesStructural techniquesImagery, personification <p>Skills:</p> <ul style="list-style-type: none">Punctuation focus: ColonsSpellingStudents can understand theme and discuss how it is presented in a text <p>Assessment:</p> <ul style="list-style-type: none">Mid: Question based assessmentEnd: Presentation on a choice of theme <p>Careers:</p> <ul style="list-style-type: none">Politician/Speech writer/ Civil rights lawyer.	Book club Carnegie shadowing World Book Day	Content-propaganda: History	<p>Family Feuds</p> <p>Texts: The Tempest, Romeo and Juliet</p> <p>Knowledge:</p> <ul style="list-style-type: none">Genre (tragedy, play conventions)Elizabethan/Jacobean contextThemeCharacterShakespearean conventionsPersonification, simile, metaphor <p>Skills:</p> <ul style="list-style-type: none">Punctuation focus: semicolonsSpellingStudents can understand how a character is presented in a text <p>Assessment:</p> <ul style="list-style-type: none">Mid: Presenting a theatrical or informative piece.End: Extract based, how is a key character presented throughout the play? <p>Careers:</p> <ul style="list-style-type: none">Actor/ Stage Manager	Book club Carnegie shadowing RSC watch live broadcasts. Globe project.	<p>Skills-(c2)</p> <p>Graphics and Illustration:</p> <p>Art</p> <p>Content-Global concerns:</p> <p>Geo</p> <p>RE</p>	<p>Assessment:</p> <ul style="list-style-type: none">Mid: Identify and explore different ways of staging a sceneEnd: <u>Main focus</u> = (analysis of language and structure). Students to be provided with relevant quotations on jealousy/madness to learn they will then answer a question on how the theme is presented in the text. <p>Careers:</p> <p>Playwright/Director</p>	<p>The Art of Rhetoric</p> <p>Texts: Key speeches</p> <p>Knowledge:</p> <ul style="list-style-type: none">Formal structures of communication e.g. letters, articles, speechesSpeaking and listening conventionsSubject terminology: rhetoric, ethos, logos, pathos, hyperbole, anaphora, irony, tricolon, rhetorical questions, anecdotes <p>Skills:</p> <ul style="list-style-type: none">Punctuation focus: semicolonsSpellingStudents can compare two texts and write about comparative pointsStudents can use rhetorical techniques to form an argumentStudents can use speaking and listening techniques to present effectively <p>Assessment:</p> <ul style="list-style-type: none">Mid: Compare the methods used in two speechesEnd: Write and present a speech on a societal issue <p>Careers:</p> <ul style="list-style-type: none">Politician/Speech Writer/Motivational speaker/ Political adviser/ Influencer.	Public Speaking Competition -CC	



Year 8 - English Cycle 2 – Writers of the Nineteenth Century	
Famous Nineteenth Century Writers	Context
<p>Charles Dickens (1812 – 1870)</p> <ul style="list-style-type: none"> Wrote: <i>Oliver Twist</i>, <i>A Christmas Carol</i>, <i>David Copperfield</i>, <i>Great Expectations</i>. When Dickens was a child, his father was sent to debtor's prison and Dickens had to leave school for a time to work in a shoe polish factory. This experience never left him. He had ten children. He was very famous and went on tours giving readings of his books. <p>Arthur Conan Doyle (1859-1930)</p> <ul style="list-style-type: none"> A Scottish writer best known for the creation of Sherlock Holmes. In later life, he was very interested in spiritualism (communicating with dead people). <p>Charlotte Perkins Gilman (1860-1935)</p> <ul style="list-style-type: none"> An American writer. She is most famous for her semi-autobiographical story "The Yellow Wallpaper" which she wrote after suffering from depression. <p>Oscar Wilde (1854-1900)</p> <ul style="list-style-type: none"> Irish poet and playwright. Wrote: <i>The Picture of Dorian Gray</i>, <i>The Importance of Being Earnest</i>, <i>The Ballad of Reading Gaol</i>. He became very famous and was known for saying shocking and witty things. He was sent to prison in the 1890s for being homosexual. <p>Charlotte Bronte (1816-1855)</p> <ul style="list-style-type: none"> Most famous as the author of <i>Jane Eyre</i>. She lived in Yorkshire with her siblings, two of her sisters also became famous writers. <p>Mary Shelley (1797-1851)</p> <ul style="list-style-type: none"> Most famous for writing <i>Frankenstein</i> when she was just nineteen years old. 	<p>Types of Context:</p> <ul style="list-style-type: none"> Historical and social Genre The life and concerns of the writer <p>Terms:</p> <p>The Nineteenth Century: 1800s The Victorian Era: 1837 – 1901</p> <p>Key Points:</p> <ul style="list-style-type: none"> Society had changed a lot because of the Industrial Revolution 1750-1900. Cities became heavily populated. There was a lot of poverty and disease. The gap between rich and poor became wider. There was a lot of discussion about how to deal with the large numbers of the poor. Some thought they were lazy and needed to be punished. They set up workhouses where poor people who could not house or feed themselves were made to do hours of manual labour and treated in a humiliating way. A new group of people became powerful in society: businessmen, factory owners, and professionals like doctors and lawyers. Respectability was very important. Most people were Christian and most people knew their Bible and believed in God. Women were expected to be good wives and mothers. Poorer women had to work. However, women were questioning their role in society and arguing for more rights. The Victorians were interested in many things including: ghosts, science, Christmas, psychology, madness, and the importance of childhood. There was no NHS or Welfare State (financial help from the government if you cannot work). The poor had very hard lives and the wealthy were encouraged to give to charity.



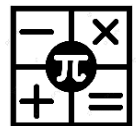
Subject Terminology	Key Words	Text Summaries
<p>Implicit information: information that we infer from a text, making an educated guess based on the clues we are given by the writer. E.g. Sarah is shivering – we can infer she is cold.</p> <p>Explicit information: things we are told directly in a text e.g. Sarah is cold.</p> <p>Emotive language - language that creates emotion.</p> <p>Figurative language - the use of non-literal words or phrases. Metaphors and similes are examples of figurative language.</p> <p>Hyperbole – exaggerated statements or claims, not meant to be taken literally.</p> <p>Assessments: Mid-Cycle Question based assessment based on the knowledge and skills learned in class. End-Cycle Extract based assessment. You will need to be able to consider the writer's purpose and demonstrate understanding and some analytical skills.</p>	<p>Philanthropy- giving charity to the poor.</p> <p>Orphan – a child without any parents.</p> <p>Antisemitism – prejudice against Jewish people.</p> <p>Innocence – being naive or being without responsibility or blame for something.</p> <p>Criticise: point out what is wrong with something</p> <p>Justice system: the network of police and the courts which deals with making and enforcing the law (making sure everyone in the country follows the rules).</p>	<p>Oliver Twist : Oliver Twist is the orphan protagonist of Charles Dickens' 1838 novel Oliver Twist. He is mistreated in a workhouse, becomes an apprentice to an undertaker, and joins a gang of thieves, but later finds his true identity and inheritance.</p> <p>The Yellow Wallpaper : A short story about a woman who becomes mentally ill and obsessed with the yellow wallpaper in a house where her husband has confined her.</p> <p>The Speckled Band: 'The Speckled Band', in summary, focuses on the case of Helen Stoner, a woman of thirty who lives with her bullying and domineering stepfather, Sir Grimesby Roylott, at Stoke Moran. She wants help investigating the death of her sister.</p> <p>Jane Eyre: The novel follows the story of Jane, a seemingly plain and simple girl as she battles through life's struggles. Jane has many obstacles in her life - her cruel and abusive Aunt Reed, the grim conditions at Lowood school, her love for Rochester and Rochester's marriage to Bertha. However, Jane overcomes these obstacles through her determination, sharp wit and courage. The novel ends with Jane married to Rochester with children of their own.</p> <p>Frankenstein: The novel follows the ambitious scientist Victor Frankenstein, who, driven by a desire to overcome death and unlock the secrets of life, creates a human-like creature from reanimated body parts.</p> <p>The Canterville Ghost: a short story by Oscar Wilde in which a girl befriends the ghost haunting Canterville Chase and helps him cross over into the afterlife.</p>

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

7.3 Numbers



Word	Definition	Example
Natural numbers (N)	Positive counting numbers starting at 1; sometimes 0 included.	1, 2, 3, ...
Integers (Z)	Whole numbers including negatives, zero, and positives.	..., -3, -2, -1, 0, 1, 2, 3, ...
Rational numbers (Q)	Numbers that can be expressed as a fraction of integers.	$\frac{3}{4}$, $-\frac{7}{2}$, $5 = \frac{5}{1}$
Irrational numbers	Numbers that cannot be expressed as a fraction of integers.	$\sqrt{2}$, π
Real numbers (R)	All rational and irrational numbers.	Any point on a number line
Multiple	A number in the n-times table.	21 is a multiple of 3
Common multiple	A number that is a multiple of two or more numbers.	12 is a common multiple of 3 and 4
LCM	Lowest Common Multiple of a set of numbers.	$\text{LCM}(3,8) = 24$
Factor	A number that divides another exactly.	3 is a factor of 12
Prime number	A number greater than 1 with only two factors: 1 and itself.	2, 3, 5
Prime factorisation	Expressing a number as a product of primes.	$180 = 2 \times 2 \times 3 \times 3 \times 5$
HCF	Highest Common Factor of two or more numbers.	$\text{HCF}(28,32) = 4$
Divisibility test	Rule to check if a number divides another.	Ends with 0 or 5 \Rightarrow divisible by 5
Digital root	Single-digit result from adding digits repeatedly.	$765 \rightarrow 7+6+5=18 \rightarrow 1+8=9$
Counterexample	An example that disproves a statement.	"All numbers < 10 " $\rightarrow 13$
Composite number	A natural number that is not prime.	$12 = 2 \times 2 \times 3$

7.2 Angles

Word	Definition	Example
Angle	A measure of turn.	Turning from North to East is a quarter-turn
Right angle	An angle of 90° .	Corner of a square
Straight angle	An angle of 180° .	Half-turn on a straight line
Acute angle	An angle less than 90° .	30°
Obtuse angle	An angle between 90° and 180° .	120°
Reflex angle	An angle between 180° and 360° .	270°
Vertex	Point where two lines meet.	Intersection in an "X"
Vertically-opposite angles	Angles opposite each other at an intersection; equal.	If one is 37° , the opposite is 37°
Parallel lines	Lines that go in the same direction and remain equidistant.	Railway tracks
Line segment	A finite part of a line.	Drawn portion in a diagram
Transversal	A line crossing a pair of other lines.	Red line crossing two parallels
Protractor	Tool to measure angles in degrees.	Outer scale for one angle, inner for the other

8.2 Multiplying and Dividing Fractions

Word	Definition	Example
Numerator	Top number of a fraction; counts parts.	In $\frac{3}{5}$, numerator = 3
Denominator	Bottom number; shows size of each part.	In $\frac{3}{5}$, denominator = 5
Product of fractions	Multiply numerators and denominators.	$\frac{3}{5} \times \frac{1}{4} = \frac{3}{20}$
Reciprocal	For $\frac{a}{b}$, reciprocal is $\frac{b}{a}$.	Reciprocal of $\frac{5}{7}$ is $\frac{7}{5}$
Division by a fraction	Equivalent to multiplication by its reciprocal.	$\frac{3}{5} \div \frac{1}{4} = \frac{3}{5} \times \frac{4}{1} = \frac{12}{5}$
Improper fraction	Fraction with numerator \geq denominator.	$\frac{15}{4}$
Mixed number	Integer plus a proper fraction.	$1 \frac{1}{2}$
Cancellation	Simplifying by removing common factors.	$\frac{8}{20} \rightarrow$ divide by 4 $\rightarrow \frac{2}{5}$
Common denominator	Shared denominator for addition/subtraction.	Rewrite $\frac{1}{4}$ and $\frac{3}{5}$ over 20
Scaling a fraction	Multiplying by an integer scales its value.	$5 \times (\frac{2}{5}) = 2$

8.5 Solids

Word	Definition	Example
Solid	A 3D object with length, width, and height.	Cube, sphere
Dimension	Measurable extent such as length, width, or height.	Cuboid has three dimensions
Face	Flat surface on a 3D solid.	Cube has 6 faces
Edge	Line segment where two faces meet.	Cube has 12 edges
Vertex	Point where more than two faces meet.	Cube has 8 vertices
Polyhedron	3D solid with flat polygonal faces.	Cube, tetrahedron
Regular polyhedron	Polyhedron with identical faces and vertices.	Regular tetrahedron
Prism	Solid with constant cross-section along its length.	Cuboid is a rectangular prism
Pyramid	Solid with a base and triangular faces meeting at an apex.	Square-based pyramid
Frustum	Part of a cone or pyramid after slicing off the top.	Truncated cone
Bipyramid	Two identical pyramids joined base to base.	Rectangular bipyramid
Net	2D pattern that folds into a 3D solid.	Cube net of six squares
Plane	Flat surface.	Sheet of paper
Isometric	Equal distances; used for 3D drawings.	Isometric paper for cubes
Elevation	View from the front or side.	Front view of a cube
Plan view	Bird's-eye view from above.	Looking down on a cube
Volume	Amount of space a 3D object occupies.	Cuboid $3 \times 5 \times 10$ cm has volume 150 cm^3
Capacity	Amount of empty space inside an object.	Container capacity = 2 litres
Surface area	Total area of all faces of a 3D object.	Cube with side 2 cm has surface area 24 cm^2
Density	Multiplier converting volume into mass.	Gold has density 19.32 g/cm^3

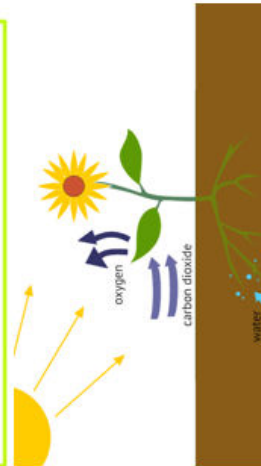
KS3 Science Curriculum 2025-26

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

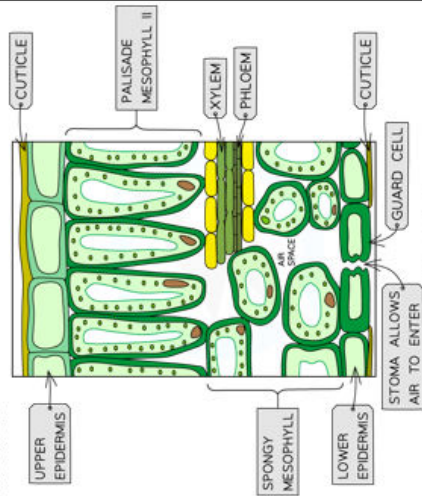
Year 8 – Science – Cycle 2

Biology – Biological processes, and Ecosystems

Photosynthesis

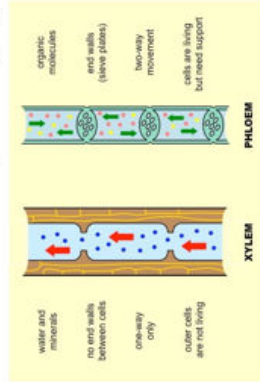


Leaves



Minerals for plants

Plants get water and minerals through their roots. These travel to the rest of the plant through **xylem**.



Nitrogen (N) for proteins/growth, **Phosphorus (P)** for DNA/energy, and **Potassium (K)** for enzymes/stomata

Respiration

All living organisms respire, releasing energy from **glucose**.

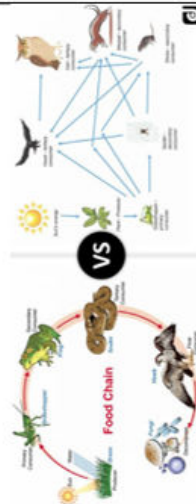
Aerobic respiration happens in the mitochondria and requires **oxygen**.



Anaerobic respiration occurs when not enough oxygen is available.

In animals the waste product is lactic acid. In plants (and other organisms) alcohol can be produced.

Food chains and webs



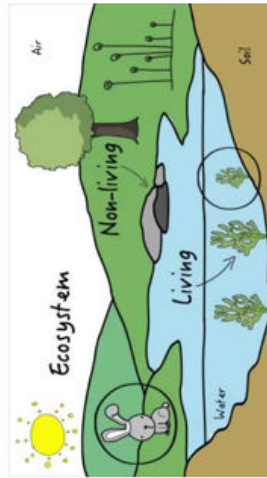
Food chains shows the flow of energy and biomass within a set of organisms.

Food webs show the additional complexity within an ecosystem.

Removing a single organism can have a large effect on the other organisms

Ecosystems

Includes the **community** of organisms and their interactions with each other and the **abiotic** (non-living) factors

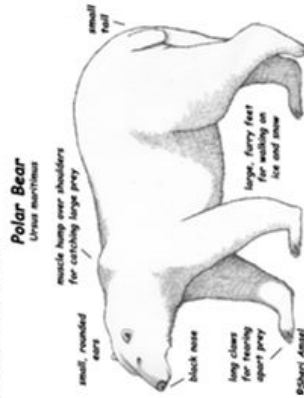


Competition

- 1) Each species shows variation:
 - Get off my land
- 2) There is competition within each species for food, living space, water, mates etc.
 - Gutted
 - Yum
- 3) The "better adapted" members of these species are more likely to survive – "Survival of the Fittest"
- 4) These survivors will pass on their better genes to their offspring who will also show this beneficial variation.

Adaptations

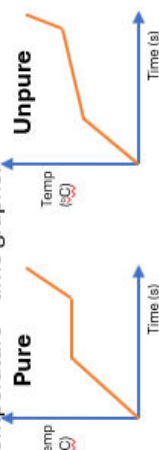


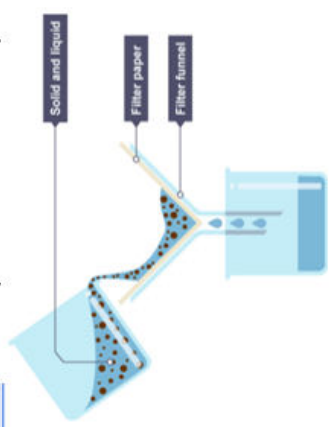
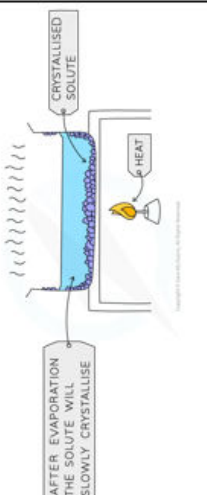
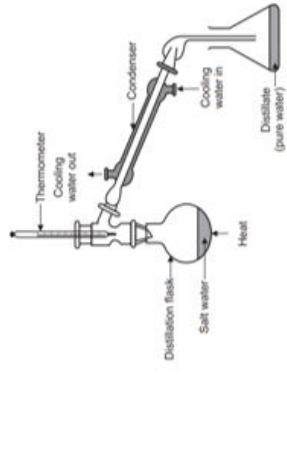
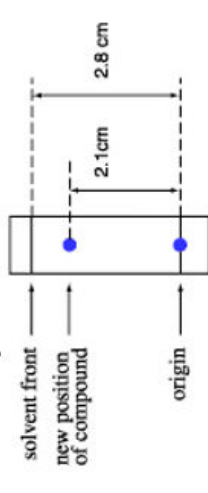
Features an organism has, to help it survive in its environment.



Can be **structural**, **behavioural**, or **physiological**

Year 8 – Science – Cycle 2

Chemistry – Separation techniques

<p>Pure substances Pure substances are made of only one element or compound. Despite what the carton says, orange juice is not pure in the scientific sense as it contains many different elements and compounds. Pure substances have fixed melting and boiling points, so can be identified by their temperature – time graphs.</p>  <p>Pure</p> <p>Impure</p> 	<p>Mixtures A mixture contains two or more substances not chemically joined (bonded). Mixtures are different to compounds. Compounds contain atoms from two or more different elements that are chemically joined (bonded). Mixtures are usually easy to separate. Air is a mixture (Contains Nitrogen, Oxygen, Carbon dioxide and other gases) Everything we eat or drink is a mixture (apart from distilled water)</p>	<p>Solutions A solution is a solute dissolved in a solvent. Examples include sugar dissolved in tea, dyes in inks and paints. Water is a solvent. When a solute dissolves in a solvent the total mass is the same. The particles are still there, just not observable to the naked eye. If you add 6g of sugar to 100g of water, you will have 106g of sugar solution. If you have ever dissolved something you have used a solvent. A common example is nail varnish remover.</p>	<p>Solubility You can dissolve solutes easier at higher temperatures. This is because the particles are moving more at higher temperatures. Not everything can dissolve in water, we would call these substances insoluble.</p> 
<p>Filtration We fold up filter paper and put this into a funnel, it can separate solids from a liquid.</p> 	<p>Evaporation A liquid turning into a gas is evaporation. We can evaporate the solvent in a solution to separate out the solute. Leaving salt water to evaporate leaves behind salt crystals whilst the water evaporates.</p> 	<p>Distillation Distillation works because the different substances in the liquid have different boiling points. A condensed liquid can be collected.</p> 	<p>Chromatography The more soluble a solute the further it will be carried by a solvent.</p>  <p>Chromatography allows us to analyse the different components in inks and dyes.</p>

Year 8 – Science – Cycle 2

Physics – Energy

Food and fuels

Everything we do requires energy. We often store energy in fuels. Our body gets energy from food.



Food

Energy is measured in Joules (J). A Joule is not a lot of energy so we often use kilojoules (kJ), which is the same as 1000 J



Fuel

Energy resources

Renewable	Non-renewable
Tidal Wind Waves Solar Biofuel Hydroelectric Geothermal Solar	Fossil fuels (coal, oil, natural gas) Nuclear

We can use these energy resources to generate electricity for our homes and workplaces.

Renewable resources are **replenished** as they are used.

Non-renewable resources are **finite**.

Conduction and Convection

Conduction requires **particles** to be touching so happens best in solids. If a pan handle feels **hot** it is because it has **conducted** the thermal energy.



Convection requires the movement of **particles**. Warmer fluids have lower **density** and rise, whilst the cooler, more **dense** fluids sink.

Conservation of energy

Energy cannot be **created** or **destroyed** only **transferred** between stores. This is the law of conservation of energy.

The five main energy stores are:

Energy store	Example
Chemical	Food, fuels, batteries
Kinetic	Moving objects
Gravitational potential	Objects lifted up above the ground
Elastic potential	Stretched or compressed objects
Thermal	Hot objects

Energy and temperature

Thermal energy is sometimes also called **heat**. **Heat** is **not** the same thing as **temperature**! **Thermal energy**/heat depends on the motion of the particles in a substance **and** how many there are.

Temperature depends on the average **speed** of the particles. The number of particles does not affect it.



A cup of tea might have a higher temperature than the ocean, but it has a much lower store of thermal energy. Energy always transfers from **hot** to **cold**.

Energy and power

Power is the rate of energy transfer.

$$\text{Power (W)} = \frac{\text{Energy (J)}}{\text{time (s)}}$$

1 Watt (W) is not very much so we often use kW. 1kW = 1000 W.

If we make energy the **subject** we get:

$$\text{Energy} = \text{power} \times \text{time}$$

We can therefore use a different unit for energy we use in the home, which is kWh. 1 kWh = 43 200 000 J (1000 x 60 x 60)

Work done

Energy can be transferred by doing **work**.

Work is the transfer of energy when a force is applied over a distance.



$$\text{Work done (J)} = \text{Force (N)} \times \text{distance (m)}$$

We can use **machines** to reduce the force needed to do the work.

Radiation

There are no particles in space (it is a **vacuum**), so energy from the Sun cannot get to us through conduction or convection.

The thermal energy is transferred as **infrared radiation**. This is an **electromagnetic wave**, **similar** to visible light, but **invisible** to the human eye.

All objects **absorb** and **emit** infrared radiation. You can **increase** these using **dark** colours. You can decrease or reflect the **infrared** using **shiny** surfaces.

Art Key Stage 3 Curriculum 2025-2026

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


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

Year 8 Art Curriculum Organiser – Cycle 2 – Tim Burton and German Expressionism

Key vocabulary to learn

Composition	The placement or arrangement on a page.
Lettering	Lettering is an umbrella term that covers the art of drawing letters, instead of simply writing them.
Tone	The lightness or darkness of something. This could be a shade or how dark or light a colour appears. Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows .
Woodcut	The oldest form of printmaking, woodcut is a relief process in which knives and other tools are used to carve a design into the surface of a wooden block. The raised areas that remain after the block has been cut are inked and printed, while the recessed areas that are cut away do not retain ink and will remain blank in the final print.
Block and Polyblock printing	Block printing (also called Relief printing) is the process of carving patterns, shapes and designs into a 'block'. The 'block' could be made of wood, acrylic plastic sheet, polystyrene, lino or metal.
Animation	a simulation of movement created by a series of illustrations or photographs displayed in rapid succession.

Who is Tim Burton?



Tim Burton is an American film director, producer, writer, artist and former animator. He is known for his gothic fantasy and horror films such as Beetlejuice (1988), Edward Scissorhands (1990) The Nightmare Before Christmas (1993) and Corpse Bride (2005)

What is Tim Burton's style??

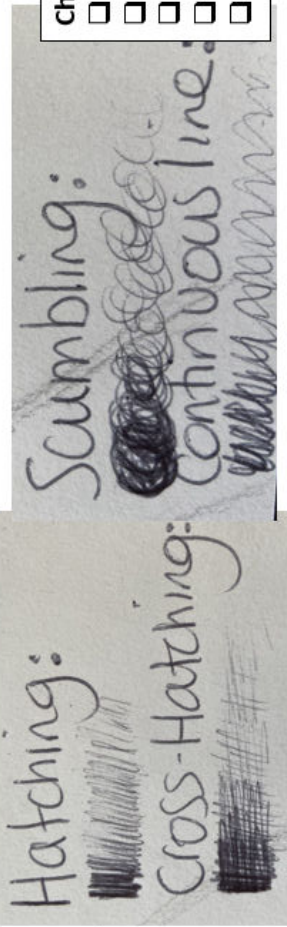
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German Expressionism

German Expressionism happened in the Early 20th century.


The term "*expressionism*" can be used to describe various art forms but it is most often used to describe any art that shows feeling and mood rather than making something look 'realistic'. In other words, the work aims to show the artist's state of mind rather than the reality.

Techniques:

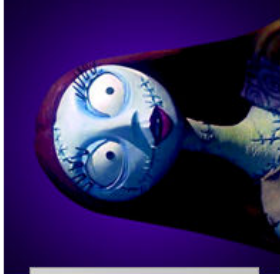


Checklist for cycle 2:

- ☐ Jack Skellington drawing
- ☐ Vincent drawing
- ☐ Lettering techniques
- ☐ Woodcut design
- ☐ Polyblock print



What are the similarities between German Expressionist woodcuts and Tim Burton's work?



Year 8 Art Curriculum Organiser – Cycle 2 – Homework tasks

Task 1:

Copy a Tim Burton character of your choice
You can copy a character from any film, book or artwork he has created.

Follow YouTube links if you prefer to follow step-by-step
EG search 'How to draw Jack Skellington'

Task 2:

Draw a Tim Burton STYLE character
You could turn a celebrity, person from a game, film or programme or completely make up your own character.

If you get stuck, you can use YouTube to help you!
<https://youtu.be/7E5QNqFKYKQ>

Task 3 & 4 will be quizzes to check your understanding of the topic and key terms

Success Criteria:

- **A4 page**
- **Take your time**
- **Sketched lightly first**
- **Rendered in pen or pencil**
- **Tone or colour applied where appropriate**
- **Shows Tim Burton's Style**

Polyblock printing

TIPS:

- Use a **pen** to draw/press into the polystyrene (polyblock)
- You must be **GENTLE** with your pen and build layers gradually, **DON'T PRESS HARD** or it will tear.
- Don't press all the way through!!!
- Anything you want to be **WHITE** must be pressed down (coloured in pen)
- Anything you want to be **BLACK** must be raised (plain white polystyrene)

woodcut design → Polyblock print



Success Criteria:

- Sharp edges and block shadows showing the woodcut effect
- White areas pushed down to create relief
- Black areas left raised
- Outlines considered
- Ink evenly rolled to create a bold print



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	<p>Introduction to Using a Computer</p> <ul style="list-style-type: none"> - 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. <p>Introduction to Office applications</p> <ul style="list-style-type: none"> - Knowledge to create: Documents, PowerPoint, Presentation skills. <p>DT:</p> <p>3D design and printing:</p> <ul style="list-style-type: none"> - 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 Spongbob 	<p>Computing & PSHE</p> <p>Topics: Online safety, computer ethics, how to report danger online.</p> <p>Cross-Curricular</p> <p>Link:</p> <ul style="list-style-type: none"> • Discuss digital citizenship, cyberbullying, and responsible online behaviour. • Role-play scenarios on how to report online dangers or unethical behaviour. 	<p>Algorithms (flowcharts) with FLOWL:</p> <ul style="list-style-type: none"> - Selection - Iteration - Sub programs - Creating algorithms - Correcting algorithms - Enhancing algorithms <p>Introduction to Binary:</p> <ul style="list-style-type: none"> - Binary numbers. - Conversion to and from denary - How computers use binary - Hexadecimal number systems and conversions - How computers represent Images and sound. <p>AI</p> <ul style="list-style-type: none"> - Understanding AI bias - How AI build the knowledge - Model cards and career - Using LLM - AI ecosystems - Improve AI use through practice. 	<p>Math</p> <p>Link: Logical reasoning, sequences, problem-solving.</p> <p>Activity: Use flowcharts to solve math word problems or model real-world processes (e.g., calculating area, solving equations).</p>	<p>MS office advanced skills</p> <ul style="list-style-type: none"> - Word processing. - Spreadsheets - Presentation software. <p>AI exploration:</p> <p>Code.org</p> <ul style="list-style-type: none"> - 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. 	<p>Art & Design / Media</p> <p>Presentation Software:</p> <p>Designing visually appealing slides and infographics.</p> <p>AI Tools:</p> <p>Using generative AI for creative projects like digital art or storytelling.</p>
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	<p>Computer Networks</p> <ul style="list-style-type: none"> • The internet • Network Hardware 	Geography	<p>DT:</p> <p>3D design and printing:</p>	Science Material properties	<p>Introduction to Imedia:</p> <ul style="list-style-type: none"> - Industry and job roles. 	English / Literacy

	<ul style="list-style-type: none"> Wired and wireless networks The www Internet Services <p>AI introduction and safety:</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Designing for others Pre-production documentation Modelling skills Prototype Production Graphic communication An introduction to CAD & 3D modelling Technical drawings Materials Printing for specification <p>Vector Graphics in Inkscape</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Pre-production documents (mood boards, storyboards, sketching) Visualisation diagrams Camera-shots and Storyboard Scripts <p>Python Basics:</p> <ul style="list-style-type: none"> Variables Data types Programming constructs (Sequence - Selection -Iteration) Loops (count-controlled and condition-controlled loops) 	Scriptwriting, storytelling, and narrative structure <u>Analysing and creating storyboards for visual storytelling</u>
Careers Enrichment	Mobile phone developer		Project Manager		Software Designer	
	Computing Club		Computing Club		Computing Club	
3	<p>Introduction to programming with Scratch:</p> <ul style="list-style-type: none"> Variables Sequence Selection Iteration Operators Programming project <p>Physical Computing with BBC Microbit:</p> <ul style="list-style-type: none"> Inputs/outputs Sensors Design for the requirement Microbit project <p>Assessment: <i>Project Evaluation</i></p>	<p>Mathematics</p> <p>Logical reasoning and problem-solving</p> <p>Coordinates, angles, and patterns (especially in animations and games)</p> <p>Variables and operators (basic algebraic thinking)</p>	<p>Website Development Using Rocket Cake</p> <ul style="list-style-type: none"> Basics of HTML and CSS Creating and modifying web pages Using search technology and hyperlinks <p>Mobile App development (Games)</p> <ul style="list-style-type: none"> Design and develop games based on competition criteria Mobile app project <p>Assessment: <i>Project Evaluation</i></p>	<p>Business / Enterprise</p> <p>Creating websites for fictional or real businesses</p> <p>Understanding branding, marketing, and user engagement</p>	<p>Algorithms and Programming.</p> <ul style="list-style-type: none"> More Python Lists for loops and lists Linear Algorithms <p>DT:</p> <p>3D design and printing:</p> <ul style="list-style-type: none"> 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 <p>Assessment: <i>Project Evaluation</i></p>	<p>Engineering / STEM</p> <p>Iterative design process: plan → prototype → test → refine</p> <p>Real-world problem-solving and innovation</p>
Careers	Software Engineering, Robotics		Animator, E-Commerce, Contents management.		3D Graphics Designer, Game developer	
Enrichment	VR Experience		Computing club		3D design	

Year 8 Computer Science Knowledge Organiser | Cycle 2 – Spreadsheets / Data Representation



Spreadsheets

What are Spreadsheets?

Spreadsheets are digital tools used to organise, store, and analyse data in a structured way. They consist of rows, columns, and cells that allow users to enter text, numbers, and formulas. Spreadsheets can perform automatic calculations, create charts, and apply formatting to make data clearer and easier to interpret, and they are commonly used in education, business, and everyday life.

Why should I learn how to use Spreadsheets?

Learning how to use spreadsheets helps you develop important skills such as problem-solving, logical thinking, and data analysis. These skills are essential across many subjects and are highly valued in further education and the workplace. By learning spreadsheets, you gain practical experience in handling data accurately and efficiently, preparing you for real-world tasks such as budgeting, planning, and decision-making.



Key vocabulary to learn

Row - A horizontal line of cells identified by a number.
Columns - A vertical line of cells identified by a number.
Cells - A single box in a spreadsheet where data is entered.
Cell Reference - The unique address of a cell.
Formatting - Changing the appearance of cells or data.
Formulas - Instructions used to perform calculations.
Data - Raw facts or figures.
Information - Data that has been processed or organised.

Data Representation

Why is Data Representation?

Data representation is the way information such as text, numbers, images, and sound is stored, processed, and transmitted by computers. While humans use letters, digits, pictures, and symbols to understand information, computers represent all data using binary digits (bits), which are made up of 0s and 1s. Different systems and codes are used to translate real-world information into a format that computers can work with efficiently and accurately.

Why should I learn about Data Representation?

Learning about data representation helps you understand how computers actually work beneath the surface. It explains how messages can be sent across the world, how images and music are stored on devices, and why computers use binary rather than decimal. This knowledge forms the foundation for many areas of computer science, including programming, cybersecurity, and data storage.

Decimal	Binary
0	0000
1	0001
2	0010
3	0011
4	0100
5	0101
6	0110
7	0111
8	1000
9	1001

Key vocabulary to learn

Data - Information that can be stored, processed, or transmitted by a computer.
Representation - A method used to store or communicate information in a particular form.
Binary - A number system that uses only two digits, 0 and 1, to represent data.
Bit - A binary digit that can have a value of either 0 or 1.
Byte - A group of 8 bits, commonly used to represent a single character of data.
Storage Size - The amount of space required to store data, often measured in bytes and their multiples (KB, MB, GB).

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	<p>Showcasing successful Silent Movie strategies</p> <p>Developing key performance skills through silent movies – Facial expression, body language, movement and mime.</p> <p>Assessment:</p> <p>Mid Cycle: Silent Movie Showcase</p> <p>Pantomime</p> <p>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.</p> <p>Assessment:</p> <p>End of Cycle: Pantomime Scripted Assessment: The students will perform a stock character from a panto.</p> <p>Careers: Actor/ Actress, Silent Movie Writer, Playwright, Historian, Historian, Leadership, Teaching, Pantomime Director, Pantomime Producer.</p>	<p>Drama club</p> <p>KS3 Christmas Service</p> <p>Shakespeare School's Festival</p> <p>Academy Musical</p>	<p>Music:</p> <p>Using Music in performance.</p> <p>Film:</p> <p>History of films</p> <p>English:</p> <p>Shakespeare stories:</p>	<p>Melodrama</p> <p>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.</p> <p>Assessment:</p> <p>End of Cycle: Students will devise their own Melodrama performance using the stereotypical characters presented in a melodrama.</p> <p>Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer, Live Theatre Review Author.</p>	<p>Industry talks and 'Spill the Tea' career podcasts.</p> <p>Drama Club</p> <p>KS3 Christmas Service</p> <p>Shakespeare's School's Festival</p> <p>Academy Musical</p>	<p>Film:</p> <p>Melodrama analysis</p> <p>History:</p> <p>Historical research of Melodrama.</p> <p>English:</p> <p>Script work</p>	<p>Verbatim and Documentary Theatre</p> <p>Emotionally engaging an audience by responding to a factual event as a form of stimulus.</p> <p>Assessment:</p> <p>Final: Verbatim Showcase</p> <p>Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer, Videographer, Screenplay Writer,</p>	<p>Drama Club</p> <p>Fundraising for Breck's charity.</p> <p>Shakespeare School's Festival</p> <p>KS3 Christmas Service</p> <p>Academy Musical</p>	

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

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

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

Year 8 Cycle 2 Performing Arts	Drama – Freedom of Speech	Exploring Protest Theatre
<p>Lesson 1 – What is Freedom of Speech? Freedom of Speech 'Freedom of speech is the right to seek, receive and impart information and ideas of all kinds, by any means without fear of getting in trouble. The categories of speech that fall outside of its protection are offensiveness, child pornography, insult, motivation to cause violence and true threats of violence. It is also important to know that even though we all have a right to freedom of speech, there are certain things that are punishable by law to support our democratic society such as:</p> <ul style="list-style-type: none"> - In the interest of national security - Public safety - Prevention of disorder and crime - Protection of health or morals - Protection of reputation and rights of others 	<p>Big Picture: To understand the importance of freedom of speech through devising techniques and to use the stage as a safe space to form and debate moral opinions.</p> <p>Lesson 3 - Why do people protest? A way of publicly making their opinions heard in an attempt to influence public opinion or government policy.</p> <ul style="list-style-type: none"> • Is there anything you feel strongly enough about that you would protest? • Is a 'peaceful protest' ever possible? • Do you think they work? • What are the pros and cons of protesting? • What do we usually see at protests? 	<p>Lesson 4 – Staging a protest Using everything you have learnt about protests, it is time to stage a protest to compliment or contrast your work in Music. In your group you need to pick a topic to protest about. This can be one we've looked at or a different one your group are passionate about. You should think about:</p> <ul style="list-style-type: none"> • How you can use placards (what will they say, how can they be moved in an interesting way amongst your group) • How you enter the space (are you peaceful or rioting?) • Do you use voice (chants, call and repeat) or do you use elements of silence • Pace of your work (is slow motion effective or do you need more fast paced movements) <p>If your work is aimed at a more violent protest, safety of your group is CRUCIAL and all movements and ideas should be carefully choreographed – this is where slow motion and exaggerated movement can be more effective.</p>
<p>Lesson 2 – Controversial opinions We all have our own opinions – which is a good thing! It is good to discuss and debate certain topics whilst still remaining respectful and listening to others. What are your opinions about the following and why?</p> <ul style="list-style-type: none"> - Covid vaccinations will kill you - Everyone should be vegan - If we don't change, we will die from global warming - Abortion is wrong - Men cannot become women - Black and white people aren't equal - Britain should be 'British' - Men aren't the problem, women should be careful 		

Year 8 Cycle 2 Performing Arts	Drama – Freedom of Speech	Exploring Protest Theatre														
<p>Lesson 5 – Preparing your protest showcase Your work in Music will compliment your practical protest. In preparation for your assessment, you should rehearse your work with your music to ensure it works and doesn't need extending (might mean you need to slow a sequence down or repeat a movement) Remember – it can compliment OR contrast Your practical work should show:</p> <ul style="list-style-type: none">- A clear message on the topic you are protesting about- A clear indication if it is peaceful or rioting- Maturity and sensitivity to the content- Well-choreographed and controlled movements effectively portraying a protest- Originality and creativity to 'make a statement'- Clear aim and intention		<p>Lesson 7 and 8 – Showcase You will be combining your Music and Drama work to communicate what you have learnt about Freedom of Speech, Riots and Protesting. You will showcase your version of 3 Little Birds along with your protest drama showcase.</p> <p>Your teachers are looking for you to showcase your work with confidence, creativity and to show good teamwork throughout your rehearsal time.</p>														
<p>Lesson 6 – What will I be assessed on? <i>Your assessment will be one of two options:</i></p> <ul style="list-style-type: none">- Performance Assessment – You take part in a whole ensemble protest where you stage the topic that is of high importance to you and you showcase and debate arguments for and against the protest.- Performance Assessment – You add in challenging monologues and moments of thought-tracking to share your character's true inner-feelings to the audience amongst the chaos of the protest.- Set Design Assessment – On a laptop, you design a stage design for your protest that focuses on decorating the stage flats in an eye-catching and engaging way that prompts the audience to ask questions about your topic of choice. For example, a set design about abortion could have a fourth wall of baby Barbie doll lined up and bunting with dummies hanging from the audience – this could prompt questions like 'What is that doing there?' and 'Is this performance about children?' and 'Are we meant to feel safe in this performance?'		<p>Key words</p> <table><tr><td>Freedom of speech</td><td>Exaggeration</td></tr><tr><td>Controversial</td><td>Slow motion</td></tr><tr><td>Protest</td><td>Portray</td></tr><tr><td>Compliment</td><td>Peaceful</td></tr><tr><td>Contrast</td><td>Riot</td></tr><tr><td>Placards</td><td>Pace</td></tr><tr><td>Choreograph</td><td>Aim and intention</td></tr></table>	Freedom of speech	Exaggeration	Controversial	Slow motion	Protest	Portray	Compliment	Peaceful	Contrast	Riot	Placards	Pace	Choreograph	Aim and intention
Freedom of speech	Exaggeration															
Controversial	Slow motion															
Protest	Portray															
Compliment	Peaceful															
Contrast	Riot															
Placards	Pace															
Choreograph	Aim and intention															
		<p>Useful stimuli that provoke protest: Topics and issues such as these can often cause huge audience debate which is a great basis for Protest Theatre:</p> <ul style="list-style-type: none">- Abortion- The Death Penalty- Gay Marriage- Black Lives Matter- Educate Your Sons- Claire's Law- Elon Musk's Views- The response to Meghan Markle														

Lesson 1 – Reggae Music

Some genres of music choose to fight injustice with love. Songs are written to boost morale and give minority groups hope for the future and to continue spreading their message peacefully.

**Lesson 6 – Famous Riffs**

Riff: Short, repeated, catchy musical pattern. Often used in rock and pop songs to make them memorable. You will play a selection of famous riffs to be able to understand how they are made and what makes them effective.

Lesson 2 – Three Little Birds

Syncopated Chords:

Playing the chords on the off-beat or in-between the beats

Chorus

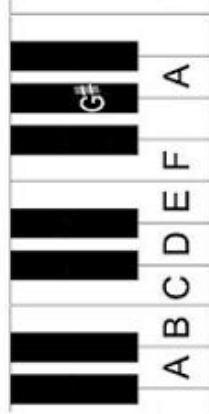
C Don't worry, about a thing
F Cause' every little thing, gonna be alright
C Singin' don't worry, about a thing
F Cause' every little thing, gonna be alright

Verse

C Rise up this mornin'
G Smile with the rising sun
C Three little birds perch by my doorstep
C Singin' sweet songs
G of melodys pure and true
F sayin', this is my message to you-oo-oo
C

Lesson 7 – Composing a catchy riff

You will channel your inner composer and create a catchy riff that uses the scale of A minor. You must be able to repeat it 4 times accurately and fluently.



You also need a second riff that follows the same rules but is completely contrasting. Use Am / Dm / Em triads to accompany these riffs.

Lesson 3 – Accompaniment

	1	2	3	4	1	2	3	4
Chords		X		X		X		X
Bassline (C)	C	C	C	C		G	E	G
Hook			CD	C	G	E	DC	

Lesson 8 – Creating a full composition

Complete a short piece of music that you have composed yourself that contains:

- A rock style drum beat using loops or playing your own drum pattern
- 2 different riffs using the A minor scale (use an electric guitar or bass guitar sound)
- Triad chords (Am / Dm / Em)
- Exceeding challenge – contrasting section using C major

Lessons 4 and 5: Mid-Cycle Assessment and Feedback

For your mid-cycle assessment, you will be performing the chords, bassline and hook. To prepare for this, you should make sure that you can play all of the parts 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 riff-based composition. You will be assessed on your musical content including how effective your riffs are and if they are in time with drums and/or triads.

Food/Catering Key Stage 3 Curriculum 2025 - 2026

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

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

Year 8 – Cycle 2: Food

Fats

Fat can be a good source of energy and are a source of essential fatty acids the body can not make by itself. Fats help absorb fat soluble vitamins (A, D, E, K). There are two types of fats:

Saturated fats: mainly from animal sources and can lead to health conditions such as high cholesterol, high blood pressure,, obesity and higher risk of heart attack. These fats should be eaten in smaller amounts.

Unsaturated fats: is the healthier type of fat and is where we should have most of fats from. Often these are plant based such as oils like olive oil or nuts but can also come from fish such as salmon.

Generally unsaturated fats are liquid at room temperature and saturated fats are solid.

Oils and spreads are the only fats within the Eatwell Guide. All other fats such as cream, chocolate, butter are outside of the guide in the section for foods we should eat infrequently.

Nutritional needs of young adults

- Starchy carbohydrates for energy (pasta, bread, rice etc)
- Low fat protein for growth and repair men need more than women (meat, poultry, eggs beans, Quorn etc)
- Calcium for strong bones women need more than men
- Iron for red blood cells women need more than men
- Vitamin C for immunity and healthy skin
- Vitamin D works with calcium for strong bones

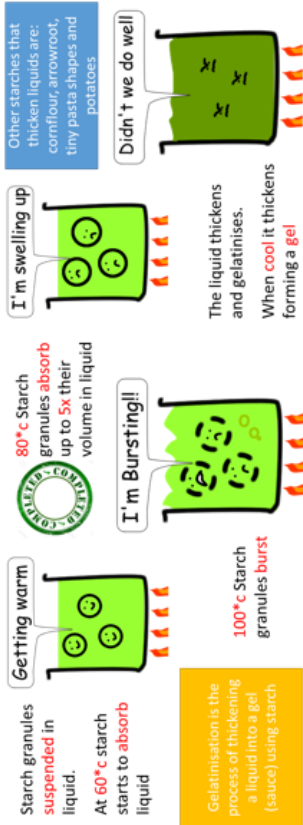
Standard Components

A standard component is a pre-prepared ingredient that is used in the production of a food product. Examples of standard components are:

- pizza bases
- ready-made sauces
- ready-made cake mixes
- frozen pastry
- ready-made icing
- stock cubes



Gelatinisation



Key Words

Food Assurance Schemes - There are a number of organisations in the UK that recognise high standards of animal welfare along with strict food safety standards and care of the environment.

Gelatinisation – The process of turning a liquid into a gel using starch

Food miles – the distance your food travels to reach your plate
Food processing – the processing food has to go through to be able to be eaten e.g. pasturing cows milk, slaughter and butchery of meats

Carbohydrate – macro nutrient needed for energy

SMSC – ethical and environmental issues related to food production and consumption.

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

Numeracy – Learn key temperatures for gelatinisation.

Independent Study

Week 1 – research ideas for your bistro burger for young adults.

Week 2 – plating up – take a photo of your pasta bake plated up at home. Rewards for creativity!

Week 3 – the 'refuse' challenge – Look at the packaging of any meat based products you eat this week... What can you say no to or swap? how can you reduce your carbon footprint?

Some advantages of standard components:

- ensuring consistency within the product
- saves time and effort
- less skill required by staff to make product
- less specialist equipment needed on site
- can reduce costs of manufacture

Disadvantages to using standard components:

- less reliable - one manufacturer depends on another
- components can be more expensive
- sensory qualities may not be as good as fresh ingredients
- large amount of storage space needed
- time needed for ordering and delivery



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"

Sausage Rolls production plan

Sausage rolls practical outcome

Burger proposal

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

What is the coast?

The coast is where the land meets the sea.

Coasts are **important** for many different reasons and for different groups of people. The UK is an island and therefore surrounded by coastline. This makes coast important to us. The also provide:

- places to live
- beautiful scenery
- jobs in fishing and tourism
- educational value, e.g., geology and natural history
- wildlife habitats

How do waves form?

Waves are created by wind blowing over the surface of the sea. As the wind blows over the sea, friction is created - producing a swell in the water.

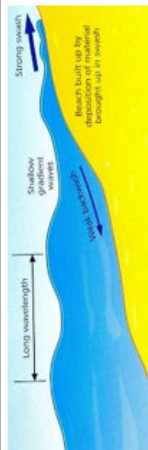

The size of waves depend on 3 things:

Fetch: The distance of open water that a wave travels. The bigger the fetch, the bigger the wave.

Wind strength: How powerful the wind is

Time: How long the wind has been blowing for.

2 different types of waves:

Constructive waves	Destructive waves
	
Strong Swash	Weak Swash
Weak Backwash	Strong Backwash
Long Wavelength	Short Wavelength
Short in height	Tall in height
Low frequency	High frequency
Deposition	Erosion

Coastal processes

Erosion: The break down and wearing away of rocks, there are 4 types of erosion, these are:

Attrition – rocks that bash together to become smooth/smaller.

Solution – a chemical reaction that dissolves rocks such as limestone and chalk.

Abrasion – sandpapering effect of pebbles grinding over a rocky platform and wearing it away.

Hydraulic action - water enters cracks in the cliff, air compresses, causing the crack to expand.

Weathering: The break down of rocks where they are, there are 3 different types of weathering:

- **Freeze-thaw weathering** – water enters cracks in the rock, when temperatures drop, the water freezes and expands causing the crack to widen. The ice melts and water makes its way deeper into the cracks. The process repeats itself until the rock splits entirely.



- **Chemical** – rain water is slightly acidic. Over time a coastline made up of rocks such as limestone or chalk can become dissolved by the acid in the water.
- **Biological** – Due to the actions of plants and animals. Plant roots grow in cracks in the rock.

Transportation: The movement of eroded material in water. There are 4 ways that material/sediment can be transported:

- **Solution** - minerals dissolve in water and are carried along.
- **Suspension** – light sediment is carried along in the flow of the water.
- **Saltation** - pebbles that bounce along the sea/river bed.
- **Traction** – bold boulders that roll along a river/sea bed by the force of the flowing water.

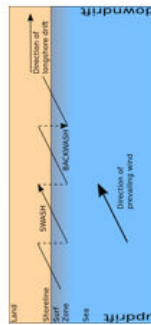
Deposition- The waves lose energy and drop sediment so it is no longer moving.

Longshore drift:

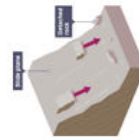
the movement of sediment along the coastline. This happens in a 'zigzag'.

Mass movement:

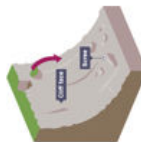
A large movement of soil and rock that moves down slopes because of gravity.

**Landslide**

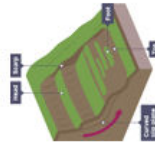
Large blocks of rock and smaller sediment slide downhill, normally at great speeds.

**Rock fall:**

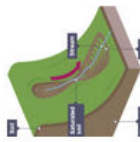
Bits of rock fall off the cliff face, in one large chunk, usually due to freeze-thaw weathering. And steep cliffs.

**Slumping/rotational slip**

Saturated soil and rock (normally clays) because heavy with water. The weight causes it to sink downhill (slumps downhill) leaving behind a curved surface.

**Mudflow:**


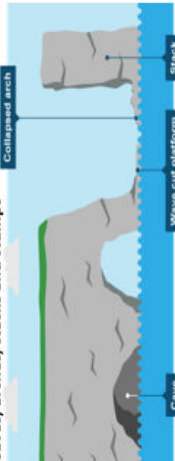
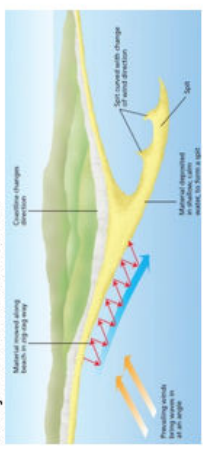
Saturated soil (soil filled with water) flows down a slope, at quick speed. Requires lots of rainfall







Year 8 GCSE Geography Cycle 2: Crumbling Coasts



<p>Landforms created by erosion:</p> <p>Headlands and bays</p> <p>A headland is a part of the land that sticks out to sea. They are made from hard rock.</p> <p>A bay is an inlet where the land curves inwards. They are made from soft rock.</p>  <ol style="list-style-type: none"> 1) Waves attack the coastline. 2) If there are bands of hard and soft rock they will erode at different rates by hydraulic action and abrasion. 3) Softer rock (clay) is eroded quicker than the harder rock (granite), and this forms a bay. 4) The harder (more resistant rock) is left jutting out to sea, this is a headland. <p>Caves, arches, stacks and stumps</p>  <ol style="list-style-type: none"> 1) Hydraulic action widens cracks in the cliff face over time. 2) Abrasion widens the crack to form a cave. 3) Further erosion (hydraulic action and abrasion) in the cave causes the back of the cave to erode through forming an arch. 4) Biological weathering on the top of the arch and erosion at the base continues, the top of the arch is unsupported and the arch collapses leaving a stack. 5) Further weathering and erosion at the base causes the stack to collapse, leaving a stump. 	<p>Wave cut platform (erosional landform)</p> <p>A wave-cut platform is gently sloping platform of rock which extends out to sea.</p> <ul style="list-style-type: none"> • The sea attacks the base of the cliff between the high and low water mark. • A wave-cut notch is formed by erosional processes such as abrasion and hydraulic action - this is a dent in the cliff usually at the level of high tide. • As the notch increases in size, the cliff becomes unstable and collapses, leading to the retreat of the cliff face. • The backwash carries away the eroded material, leaving a wave-cut platform. • The process repeats. The cliff continues to retreat. <p>Beaches (depositional landform)</p> <p>Constructive waves build up a beach; longshore drift moves the material. When the sea has low energy it deposits material, in a bay this creates a beach.</p> <p>Spits (depositional landform)</p> <p>Spits</p> <p>A spit is a long, narrow finger of sand and sediment that juts out from the coast.</p>  <ol style="list-style-type: none"> 1) Swash moves up the beach at the angle of the prevailing wind. 2) Backwash moves down the beach at 90° to coastline, due to gravity. 3) Zigzag movement (Longshore Drift) transports material along beach. 4) Deposition causes beach to extend, until reaching a river estuary. 5) Change in prevailing wind direction forms a hook. 6) Sheltered area behind spit encourages deposition, salt marsh forms. 	<p>Erosional Landforms</p> <ol style="list-style-type: none"> 1. Headland and Bays 2. Cave, arch, stack, stump 3. Wavecut platform <p>Depositional Landforms</p> <ol style="list-style-type: none"> 1. Beach 2. Spit 3. Sand Bar
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<p>Case study: Lyme Regis</p> <p>Located in the South coast of England, the town is a popular sea resort for tourists to visit. It's been built on unstable cliffs and is eroding rapidly.</p> <p>Management schemes:</p> <p>Phase 1: 1990s = new sea wall and promenade, cliff stabilisation – hundred of large nails used to hold cliff together, they also improved drainage and re-profiled the beach slope</p> <p>Phase 2: 2005-2007 = improvements to sea front costing £22 million, creation of wide sand and shingle beaches to absorb wave energy, more rock armour at The Cobb to absorb wave energy</p> <p>Phase 3: Not undertaken, decided to leave this stretch of coast as costs outweigh benefits</p> <p>Phase 4: 2013-2013 = final phase, cost £20 million, 390 metre new sea wall in front of existing sea wall, extensive nailing, piling and drainage to provide cliff stabilisation</p> 	<p>Hard Engineering Defences</p> <p>Groynes</p> <p>Wood barriers prevent longshore drift, so the beach can build up.</p> <p>✓ Beach still accessible. ✗ No deposition further down coast = erodes faster.</p> <p>Sea Walls</p> <p>Concrete walls (usually curved) which reflect wave energy back out to sea.</p> <p>✓ Long life span and protects from flooding ✗ Curved shape encourages erosion of beach deposits.</p> <p>Gabions or Rip Rap</p> <p>Cages of rocks absorb the waves energy, and prevent erosion at the base of a cliff.</p> <p>✓ Cheap ✓ Local material can be used to look less strange. ✗ Will need replacing.</p> <p>Rock Armour</p> <p>Piles of large boulders (normally granite), they absorb wave energy to prevent erosion.</p> <p>✓ Cheap and easy to maintain ✓ Used for fishing ✗ Rocks from abroad are expensive to transport</p> <p>Soft Engineering Defences</p> <p>Beach Nourishment</p> <p>Beaches built up with sand, so waves have to travel further before eroding cliffs.</p> <p>✓ Cheap and creates a beach for tourists. ✗ Storms = need replacing.</p> <p>Dune Regeneration</p> <p>Sand dunes are buffers to the sea, marram grass is used to stabilise the dunes.</p> <p>✓ Keeps the coast looking natural and cheap ✗ Damaged by storms</p> <p>Dune fencing</p> <p>Fences built on sandy beach along existing dunes to encourage new sand dunes to grow.</p> <p>✓ Minimal impact on nature ✗ Broken easily and can look ugly</p> <p>Managed Retreat</p> <p>Managed Retreat</p> <p>Low value areas of the coast are left to flood & erode.</p> <p>✓ Reduce flood risk and creates wildlife habitats. ✗ Compensation for land.</p>	<p>Maldives</p> <p>Location: India Ocean</p> <p>Issues</p> <ul style="list-style-type: none"> • Sea level rise is causing flooding • Coral bleaching • Environmental refugees as many live on the coast • Saline intrusion is polluting water supply • Building houses on stilts <p>Dealing with sea level rise and flooding</p> <ul style="list-style-type: none"> • Collecting more rainwater • Building infrastructure on higher land 
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KS3 Curriculum 2025-2026: History

	Year 7		Year 8		Year 9	
	Knowledge and skills	Enrichment	Knowledge and skills	Enrichment	Knowledge and skills	Enrichment
Cycle 1	Migration through Time <i>How has migration shaped England today?</i> <ul style="list-style-type: none"> o Roman England o Jewish migration o The impact of empire o The impact of war Including a local study of Cheltenham 1000-2000CE	Local History Project: voices of our community Careers: Archaeologist, Museum Curator	The Industrial Revolution <i>Did the Industrial Revolution change the world for the better?</i> <ul style="list-style-type: none"> o The Agricultural Revolution o Technological advancements o Living and working conditions o Attitudes to poverty o The development of democracy 	Extra challenge: using the archives Careers: Law, Social Work	World War One <i>How and why should World War One be remembered?</i> <ul style="list-style-type: none"> o Causes of the war o Recruitment and propaganda o Trench warfare o The Home Front o Armistice 	Poetry competition Battlefields Trip Careers: Military, Politics Editing, Politics
Cycle 2	Medieval England <i>Who had power in Medieval England: the church or the state?</i> <ul style="list-style-type: none"> o Thomas Beckett o The Crusades o The Magna Carta o The Black Death o The Peasants' Revolt 	Competition: Black Death Diorama Careers: Police Force	The British Empire <i>How has the British Empire shaped the world we live in today?</i> <ul style="list-style-type: none"> o How Britain built an empire o The impact of the British Empire o Resistance and revolt: the Indian Rebellion and the Mau Mau Uprising o The decline of empire Taught using case studies including India, Kenya, Australia and Ireland	Virtual tour of the British Museum Debate: Repatriation of artefacts in the British Museum Careers: Diplomacy	Nazi Germany and the Holocaust <i>How do tyrants achieve and hold onto power?</i> <ul style="list-style-type: none"> o The rise of Hitler o Life in Nazi Germany o World War Two o The Holocaust 	Interview with Ziggi Schipper, a Holocaust Survivor Holocaust Remembrance Day Assembly Careers: Military, Law
Cycle 3	Early Modern England <i>How did the power of the church and the state change?</i> <ul style="list-style-type: none"> o The Reformation o The Religious Rollercoaster o Elizabethan England o The English Civil War 	Trip: Tintern Abbey – cross-curricular with Geography Careers: Historian, Politics	The Transatlantic Slave Trade <i>What is the legacy of the Transatlantic Slave Trade in the modern world?</i> <ul style="list-style-type: none"> o The Triangular Trade o The Middle Passage o Conditions for enslaved peoples o Resistance and Rebellion o Abolition o The legacy of slavery 	Trip to M Shed museum in Bristol Careers: Law, Civil Service, Politics	Medicine in World War One <i>How far does conflict impact social progress?</i> <ul style="list-style-type: none"> o Why were casualties high on the Western Front? o How did war lead to medical progress? o How does a historian create and carry out an enquiry? 	Careers: Medicine, History, Military
	Assessment Focus: analysing consequences, source analysis		Assessment Focus: change and continuity, narrative writing		Assessment Focus: source analysis, narrative writing	
	Assessment Focus: evaluating interpretations, analysing causation		Assessment Focus: source analysis, causation		Assessment Focus: Source analysis and utility	

Year 8 History Cycle 2: British Empire



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

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

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

Empire: A collection of territories owned by one country

Colony: A territory or piece of land ruled by another country

Imperialism: A belief in and focus on growing a big empire

Colonialisation: The process of taking over land to build an empire

Nationalist: Someone who wants their country to be independent

Commonwealth: A group of countries that used to be in the British Empire

Decolonise: When countries stop being part of an empire

Partition: To divide something into parts

Democracy: A way of ruling the country where the government is elected (voted for)

Independence: When you rule yourself and make your own decisions

Mutiny: When soldiers rebel against their bosses

Sepoy: An Indian soldier serving under British Rule

The Raj: The name for India while it was under British rule

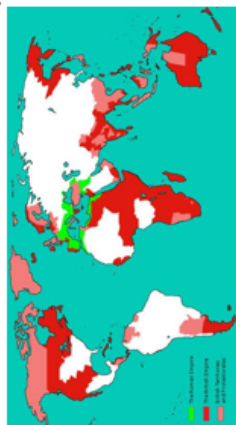
Emperor/Empress: The title for king/queen who rules an empire

Weeks 1-2: Early Growth of the British Empire

What is an Empire?

An Empire is a group of countries, people or land that is controlled and ruled by one powerful country. The British Empire, at its largest, covered 13 million miles or 22% of the world!

It controlled over 450 million people or 1/5 of the world's population. It began in the 16th Century, with British forces establishing trading posts in the Caribbean and India and grew all the way through to the 20th Century.



Think Like A Historian!

Change and Continuity

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

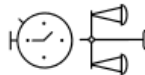
What type of change is it?

Political?
Economic?



What was the rate of change?

Gradual?
Rapid?
Erratic?



How long did the change last?

Short-term?
Long-term?



Why did the change happen?

Was there a key turning point?

How significant was the change?

What are the differences?

How did people respond?

Supported?
Resisted?

Weeks 3-5: India – the 'Jewel in the Crown' of the British Empire

Interpretation 1: The Making and Unmaking of British India

British rule gave new life to India. It is the most perfect example of what Britain took as its duty to humanity as a whole. The British dreamed of a world transformed by reason and learning. In India they achieved this by spreading education and scientific knowledge.



In the 16th and 17th century, India was ruled by the Mughal Empire who were incredibly wealthy.

The British and Dutch started trading in India in the 17th century. They wanted the Indian spices and textiles.

The Mughal Empire lost some power in the 18th century and India became divided into warring regions.

The East India Company, a private British business, became very powerful and conquered much of India.

Interpretation 2: Inglorious Empire: What the British did to India

British rule in India meant economic exploitation and the ruin of millions of people, the demolition of successful industries, the denial of the rights of Indians, the removal of local governments, the transformation of lifestyles that had flourished for centuries, and the complete destruction of the most precious possession of the Indians: their identities and their self-respect.



In 1857 there was a huge rebellion against the East India Company as they didn't respect their religion.

The British government took direct control of India in 1858. It was now the 'Raj', officially part of the British Empire.

Britain controlled the industries, agriculture, culture and law and order. Their impact is still debated today.

In 1947, the Independence Act was signed as India officially left the British Empire and became independent.

Weeks 6-8: Colonial Africa

In the 1800s, European countries rushed to expand their colonies in Africa in-land. In 1884, these European countries met at the **Congress of Berlin** and agreed among themselves how to 'carve up' the land of Africa between them – this was called the '**Scramble for Africa**'.

By the beginning of the First World War, Britain controlled a massive swathe of territory. Its colonies included Gambia, Sierra Leone, the Gold Coast, Nigeria, North and South Rhodesia, Bechuanaland, South Africa, Egypt, Sudan, Uganda, the East African Protectorate, and Somaliland.

Zulu War: South Africa

In 1879, Britain went to war in order to expand their control of southern Africa and to use the Zulu people to work in their diamond mines. After 6 months of brutal fighting, Britain took control of their territory.



Mau Mau Uprising: Kenya

In the 1950s, a group of Kenyans known as the Mau Mau fought for independence from Britain. They used military tactics, and Britain responded by imprisoning 20,000 people of the same ethnicity as the Mau Mau.

Think Like A Historian!

Narrative Writing

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

What 3 events can I think of? Put them in order!

How does each one lead to the next?

What was the overall outcome?

The first event was...

This was when...

As a result...

What is the first thing that happened Describe the event What happened as a result?

Subsequently... Use a connective to link to your next point!

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

Overall, the outcome was...

Weeks 9-10: Ireland

After the invasion of Ireland in the 12th century, the British slowly increased their control of Ireland over the following centuries. Over time, land was taken from the Irish and given to Protestants from England.

1845-51: The Great Famine

A disease affecting potato crops led to a huge famine that killed around 1 million and led over 1 million to emigrate. Britain continued to export food from Ireland despite the deaths.

1916: Easter Rising

In an attempt to gain independence from Britain, nationalists led an armed uprising which was put down by the British Army. Over 2000 civilians were wounded and 500 were killed.

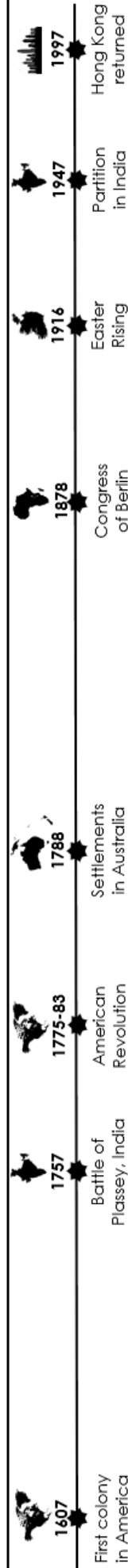
1960s-1998: The Troubles

Ireland was divided into the independent Republic and the British controlled North. In the North, the nationalist IRA used a campaign of violence to try to get independence.

Decline

By the end of World War Two in 1945 it became clear that:

- Britain could no longer afford to maintain its empire
- British attitudes were changing
- Independence movements were growing in many different colonies. This included Gandhi's peaceful protests
- Countries like the USA and the Soviet Union, supported decolonisation



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	<p>Around Town & Let's Go Out!</p> <p>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)</p>	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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	<p>Last Summer & Let's Travel!</p> <p>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]</p>	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> b. Soft/hard [g] c. [e], [i] d. [l] / [ll] e. [ñ] f. [v] g. [r vs rr] h. silent [h]
Summer	<p>Media Around Me & Free Time</p> <p>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]</p>	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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	<p>Modulo 1: Diviértete (Theme 2; popular culture + theme 3; communication and the world around us)</p> <ul style="list-style-type: none"> describing family members [1, 2, 3] (a, c) passions [4, 6] (b, d) family and relationships [1, 2, 3, 4, 5, 7] (d) activities with family [4, 5, 6] (d, f) describing how you used to be [4, 5, 6] (d, f) social media and devices [4, 5, 6] (d, f) internet [1, 7] (g, e) 	<p>Me, People in my Life & Stay Connected!</p> <ol style="list-style-type: none"> 1. Adjectival agreement 2. Present tense of SER and TENER 3. Comparatives 4. Present tense (including reflexives) 5. Structures + INFINITIVE 6. Verb subject agreement 7. Preterite and imperfect tenses 	<ul style="list-style-type: none"> a. [e], [i], [a], [o], [u] b. [ll] c. Hard [c], Soft [c] d. Hard [g], Soft [g] e. [ñ] f. [v] g. [qu]/[gu]
Spring	<p>Modulo 5: A Clase! (Theme 1; People and Lifestyle)</p> <ul style="list-style-type: none"> school subjects and studies [1, 2, 3] (a) school rules [5] (c) school facilities [4] (h) Spanish school system [2, 3, 4] (b) school exchange [8] (g) primary school [6] (e) extra-curricular activities [7] (e) what did you do at school [6] (f) 	<p>My Current, Past & Future Studies</p> <ol style="list-style-type: none"> 1. Definite articles and indefinite articles 2. Superlatives 3. Comparatives 4. Present tense 5. Infinitive structures (obligation) 6. Preterite and imperfect tenses 7. Desde hace 8. Near future tense 	<ul style="list-style-type: none"> a. Silent [h] b. Hard [c], Soft [c] c. [qu], [gu] d. [ll] e. Hard [g], Soft [g] f. [ñ] g. [v] h. [rr]
Summer	<p>Modulo 2: Viajes (Theme 3; communication and the world around us + Theme 2; popular culture)</p> <ul style="list-style-type: none"> holiday activities [1, 2] (a) past holidays [3, 4] (i) holiday accommodation [3] (c) past holiday activities [3, 4, 5] (c, f) disastrous holidays [3, 5] (d) booking accommodation [2, 6] (f) future holidays [7, 3] (e) los san fermines [8] (h) 	<p>Holiday Memories, Future Travels</p> <ol style="list-style-type: none"> 1. Cuando + impersonal verb 2. Present tense 3. Past tenses (preterite and imperfect) 4. Hace + time 5. Sequencers 6. Question structures 7. Near future tense 8. Conditional (including reflexive verb) 	<ul style="list-style-type: none"> a. [o], [i], [e] b. Silent [h] c. [ll] d. Soft [c] e. [qu], [gu] f. Hard [c], [g] g. [v] h. [rr] i. [j]

SPR 2 'Let's go out' **Wk 1 '¿Qué vas a hacer?' (What are you going to do?)**

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

SPR 2 'Let's go out' **Wk 1 '¿Qué vas a hacer?' (What are you going to do?)**

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

SP1 'Last Summer & Let's Travel' **Wk 4 '¿Adónde fuiste de vacaciones?' (Where did you go on holiday?)**

	Essential				
	Spanish	English		Spanish	English
<i>Chunks</i>	¿Adónde fuiste de vacaciones? El año/verano pasado fui a... Fui con mi(s) (+ person(s)) Fui en (+ transport) Me quedé en casa Fue	Where did you go on holiday? Last year/Summer I went to... I went with my... I went by... I stayed at home It was	<i>Adjectives</i>	Tranquilo Bonito Hermoso Histórico Emocionante	Peaceful Pretty Beautiful Historic Exciting
<i>Nouns</i>	CARDINAL POINTS Escocia Italia España Francia Grecia Inglaterra La familia La clase El avión El coche El tren El metro El autobús El barco Los padres	Scotland Italy Spain France Greece England Family Class Plane Car Train Tube Bus Boat Parents	<i>Intensifiers</i>	Bastante Muy Sumamente	Quite Very Really
			<i>Opinions</i>	¡Qué + adjective!	How + adjective!
			<i>Sequencers</i>	Luego...	Then...
			<i>Question word</i>	Adónde	Where to
<i>Time phrases</i>	El año pasado El verano pasado Durante una semana	Last year Last Summer During one week			
<i>Conjunctions</i>	Y También Además	And Also Furthermore			

SP1 'Last Summer & Let's Travel' Wk 4 '¿Adónde fuiste de vacaciones?' (Where did you go on holiday?)

	Stretch				
	Spanish	English		Spanish	English
<i>Chunks</i>	Fuimos hasta (+ place) En el (+ cardinal point) de (+ country) Aunque no fuimos a (+ place) Fuimos en (+ transport) Hasta (+ place)	We made our way to... In the (+ cardinal point) of (+ country) Although we did not go to... We went by... Until (+ place)	<i>Adjectives</i>	Turístico Pintoresco	Touristic Picturesque
<i>Nouns</i>	El sureste El suroeste El noreste El noroeste Chipre Los Estados Unidos Gales El helicóptero El autocar La moto	The southeast The southwest The northeast The northwest Cyprus The United States Wales Helicopter Coach Motorbike	<i>Intensifiers</i>	Súper Verdaderamente	Super Really
<i>Time phrases</i>	Hace (+ time expression) El mes pasado	For (+ time expression) Last month			
<i>Conjunctions</i>	Aunque	Although			

SP1 'Last Summer & Let's Travel' Wk 5 '¿Qué hiciste durante tus vacaciones?' (What did you do during your holidays?)

	Essential				
	Spanish	English		Spanish	English
<i>Chunks</i>	¿Qué hiciste durante tus vacaciones? Durante mis vacaciones Hice deportes Fui a la playa	What did you do during the holidays? During my holidays I did sports I went to the beach	<i>Adjectives</i>	Bueno Bonito Chulo* Genial* Cubano	Good Pretty Cool Great Cuban
<i>Nouns</i>	De vacaciones Los monumentos Las fotos En bicicleta La playa La costa SMS En coche El mar El sol De compras Miedo* Asco*	On holiday Monuments Photos By bicycle The beach The coast Texts By car The sea The sun Shopping Fear Disgust	<i>Intensifiers</i>	Muy Bastante	Very Quite
			<i>Opinions</i>	¡Qué + adjective!	How...!
			<i>Sequencers</i>	El primer día Luego Después Más tarde	On the first day Then After Later
			<i>Exclamations</i>	¡Qué + noun!	What + noun!
			<i>Infinitives</i>	Ir Visitar Comprar Sacar Montar Descansar Mandar Bailar Nadar Tomar	To go To visit To buy To take (photos) To ride To relax To send To dance To swim To take
<i>Time phrases</i>	El año pasado El verano pasado	Last year Last summer			
<i>Conjunctions</i>	Y Pero Donde	And But Where			

SP1 'Last Summer & Let's Travel' Wk 5 '¿Qué hiciste durante tus vacaciones?' (What did you do during your holidays?)

	Stretch				
	Spanish	English		Spanish	English
<i>Chunks</i>	¿Qué hiciste en tus últimas vacaciones? No compramos nada	What did you do last holiday? We didn't buy anything	<i>Adjectives</i>	Alucinante Entretenido Encantador	Amazing Entertaining Charming
<i>Nouns</i>	De paseo El centro histórico de la ciudad El parque acuático	A stroll The historic centre of the city. The water park	<i>Intensifiers</i>	Verdaderamente	Really
			<i>Opinions</i>	¡Qué + irregular adjective!	How...!
			<i>Sequencers</i>	Primero de todo Después de todo	First of all After everything
			<i>Exclamations</i>	¡Qué susto! ¡Qué sorpresa! ¡Qué pena!	How scary! What a surprise! What a pain!
<i>Time phrases</i>	La última vez que fui de vacaciones	The last time that I went on holiday			
<i>Conjunctions</i>	Además	Furthermore			

Sp1 'Last Summer' Wk 6 '¿Qué tiempo hizo?' (What was the weather like?)

	Essential				
	Spanish	English		Spanish	English
<i>Chunks</i>	Cuando fui de vacaciones Cuando nadé Cuando visité monumentos Hizo + weather Luego hizo + weather Pero el último día llovió / hizo + weather	When I went on holiday When I swam When I visited monuments It was + weather Then it was + weather But on the last day it rained / it was + weather	<i>Sequencers</i>	Después	After
<i>Nouns</i>	Frío Calor Sol Viento	Cold Hot Sunny Windy	<i>Adjectives</i>	Buen Mal	Good Bad
			<i>Intensifiers</i>	Bastante Muy Sumamente	Quite Very Really
<i>Time phrases</i>	Siempre Todos los días Cada día	Always Everyday Everyday	<i>Question words</i>	Qué	What
<i>Conjunctions</i>	También Además	Also Moreover			

Sp1 'Last Summer' Wk 6 '¿Qué tiempo hizo?' (What was the weather like?)

	Stretch				
	Spanish	English		Spanish	English
<i>Chunks</i>	Cuando nadamos Cuando visitamos los monumentos + weather El cielo estaba despejado El último día hubo tormenta Nevó	When we swam + weather When we visited monuments + weather The sky was clear On the last day it was stormy It snowed	<i>Sequencers</i>	Un día Otro día	One day On another day
<i>Nouns</i>	Una tormenta La niebla	A storm Fog			
<i>Time phrases</i>	Durante la semana A menudo De vez en cuando	During the week Often From time to time			
<i>Conjunctions</i>	Encima	Moreover			

Sp2 'Let's travel!' Wk 1 '¿Cómo lo pasaste el último día?' (How did you spend the last day?)

	Essential				
	Spanish	English		Spanish	English
<i>Chunks</i>	¿Cómo lo pasaste el último día? El último día comí paella Salí con mis amigos Mandé SMS Vi monumentos Bebí una limonada Conocí a nuevos amigos Dormí en la playa	How did you spend the last day? The last day I ate paella I went out with my friends I sent text messages I saw monuments I drank a lemonade I met new friends I slept on the beach	<i>Sequencers</i>	Por la mañana Por la tarde Luego	In the morning In the afternoon Then
<i>Nouns</i>	La paella La hermana Un castillo Una limonada Un chico Un té Un barco Un sombrero Una tortuga Una chocolatina El mar El bar El sol La televisión De compras La medianoche	Paella Sister A castle A lemonade A boy A tea A boat A hat A tortoise A chocolate bar The sea The bar The sun The television Shopping Midnight	<i>Adjectives</i>	Divertido Animado Enorme Rico Horrible Flipante Genial Importante Emocionante	Fun Lively Enormous Rich Horrible Great Great Important Exciting
<i>Opinions</i>	(no) Me gustó Me encantó	I liked / (did not like) I loved	<i>Intensifiers</i>	Un poco Bastante Muy Sumamente	A little Quite Very Really
<i>Conjunctions</i>	dónde	Where			

Sp2 'Let's travel!' Wk 1 '¿Cómo lo pasaste el último día?' (How did you spend the last day?)

	Stretch				
	Spanish	English		Spanish	English
<i>Chunks</i>	En verano (no) voy de vacaciones Mi padre ganó un crucero Fuimos en avión hasta Buenos Aires	In Summer I (do not) go on holiday My father won a cruise We went by plane to Buenos Aires	<i>Sequencers</i>	Después de eso Para terminar	After this To finish
<i>Nouns</i>	La música Los libros El avión El fútbol El barco El helicóptero La bici La moto de agua Un concierto de música Un crucero Un delfín Una excursión	Music Books Plane Football Boat Helicopter Bike Jet ski A music concert A cruise A dolphin A trip	<i>Adjectives</i>	Estupendo Guapo Bonito Guay Dramático	Great Good looking Pretty Cool Dramatic
<i>Opinions</i>	Me chifló Me moló	I loved it I loved it	<i>Exclamations</i>	¡Qué suerte! ¡Qué increíble!	How lucky! How incredible!
<i>Conjunctions</i>	Así que	So			
<i>Time phrases</i>	Normalmente Hace dos años Todos los días	Normally Two years ago Every day	<i>Infinitives</i>	Ir Leer Escuchar Salir Jugar Montar	To go To read To listen To go out To play To ride

Sp2 'Let's travel!' Wk 2 '¿Cómo te fue?' (How did it go?)

	Essential				
	Spanish	English		Spanish	English
<i>Chunks</i>	¿Cómo te fue? El verano pasado fui/fuimos a... Y fue... Porque hizo buen/mal tiempo Visité monumentos Descansé mucho Conocí a (+ person) Comí algo malo y vomité ¿Cómo fue ayer?	How did it go? Last Summer I/we went... And it was... Because it was good/bad weather I visited monuments I relaxed a lot I met (+ person)	<i>Time expressions</i>	El verano pasado El año pasado	Last Summer Last year
			<i>Sequencers</i>	El primer día El último día	On the first day On the last day
<i>Nouns</i>	Un desastre WEATHER expressions Los monumentos El pasaporte El móvil Un refresco La playa La costa	A disaster WEATHER expressions Monuments Passport Mobile phone A soft drink The beach The coast	<i>Adjectives</i>	Guay Histórico Divertido Genial Regular Raro Horrible Flipante	Cool Historic Fun Great Alright Strange Horrible Great/amazing
<i>Opinions</i>	No me gustó Me gustó Me gustó mucho Me encantó	I did not like it I liked it I liked it a lot I loved it	<i>Intensifiers</i>	Un poco Muy Sumamente	A little Very Really
<i>Conjunctions</i>	Pero Sin embargo También Porque Ya que	But However Also Because Since/because	<i>Question words</i>	Cómo	What

Sp2 'Let's travel!' Wk 2 '¿Cómo te fue?' (How did it go?)

	Stretch				
	Spanish	English		Spanish	English
<i>Chunks</i>	Lo pasé super bien/fatal Lo pasamos super bien/fatal El tercer día perdí/perdimos... El quinto día visitamos... Vimos muchos... Y fueron + adj ¿Cómo lo pasaste ayer?	I had a great/awful time We had a great/awful time On the third day I lost/we lost On the fifth day we visited We saw a lot... And they were... How did you spend yesterday?	<i>Time expressions</i>	Hace (+ time expression)	Number + time expression ago
<i>Nouns</i>	Los sitios de interés Los lugares de interés Las ruinas Las vistas El monedero	Places of interest Places of interest Ruins Views Purse	<i>Adjectives</i>	Precioso Turístico Cosmopolita Maravilloso Asombroso	Beautiful Touristic Cosmopolitan Marvellous Amazing
<i>Opinions</i>	Me chifló Me interesó	I loved it I found it interesting	<i>Intensifiers</i>	Verdaderamente Extremadamente	Really/truly Extremely
<i>Conjunctions</i>	Dado que Puesto que	Given that As	<i>Idioms</i>	Quien fue a Sevilla, perdió su silla	Finders keepers, losers weepers

Sp2 'Let's travel!' Wk 3 '¿Qué tal el verano pasado?' (How was last Summer?)

	Essential				
	Spanish	English		Spanish	English
<i>Chunks</i>	¿Qué tal el verano pasado? ¿Qué hiciste durante las vacaciones? ¿Qué tiempo hizo? ¿Cómo lo pasaste el último día? ¿Cómo te fue? Fui de vacaciones El primer día fui... Un día fui a... Otro día fuimos a....	How was last Summer? What did you do during the holidays? What was the weather like? How did you spend the last day? How was it for you? I went on holiday On the first day I went... On one day I went to... On another day we went to...	<i>Time expressions</i>	El año pasado Hace tres meses	Last year Three months ago
<i>Nouns</i>	Los calamares La selva La tortuga La puesta del sol Las gambas	Calamari Rain forest Tortoise Sunset Prawns	<i>Adjectives</i>	Bien Guay Rico Estupendo Perfecto	Well Cool Tasty Great Perfect
<i>Opinions</i>	Me encantó	I loved it	<i>Intensifiers</i>	Muy Bastante	Very Quite
<i>Conjunctions</i>	Pero Sin embargo	But However	<i>Question words</i>	Qué	What

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Sp2 'Let's travel!' Wk 3 '¿Qué tal el verano pasado?' (How was last Summer?)

	Stretch				
	Spanish	English		Spanish	English
<i>Chunks</i>	El verano pasado fuimos de vacaciones Los quince días fueron... Uno de los primeros días fui a... Perdí mi móvil y mi pasaporte (no) Hizo buen tiempo Fue un desastre Descubrí la cultura maya	Last Summer we went on holiday to... The fortnight was... On one of the first days I went to... I lost my mobile and my passport It was (not) good weather It was a disaster I discovered the Mayan culture	<i>Time expressions</i>	Durante las últimas vacaciones escolares	During the latest school holidays
<i>Nouns</i>	Las ruinas mayas Una laguna	Mayan ruins A lagoon	<i>Adjectives</i>	Sensacional Notable Informativo	Sensational Notable Informative
<i>Opinions</i>	Me chifló	I loved it	<i>Intensifiers</i>	Verdaderamente	Really/truly
<i>Conjunctions</i>	En cambio No obstante	On the other hand Nevertheless	<i>Sequencers</i>	Un día Otro día	On one day On another day

SPR2 'Let's go out' Wk 4 '¿Qué quieres en la cafetería?' (What do you want in the cafe?)

22

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

SPR2 'Let's go out' Wk 4 '¿Qué quieres en la cafetería?' (What do you want in the cafe?)

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

Sp2 'Let's travel!' Wk 4 '¿Adónde vas a ir de vacaciones el próximo verano?' (Where are you going to go next Summer?)

	Essential				
	Spanish	English		Spanish	English
<i>Chunks</i>	¿Adónde vas a ir de vacaciones el próximo año? Si tengo mucho dinero Si hace + weather Cuando el cole termine... Voy/vamos a ir a... Voy a ir con (+ person(s)) Voy/vamos a + infinitive Va a ser + adj	Where are you going to go on holiday next year? If I have a lot of money If it is + weather When school finishes... I/we are going to go to... I am going to go with (+ person) I/we are going to + inf. It is going to be + adj	<i>Time expressions</i>	El próximo año El próximo verano	Next year Next Summer
			<i>Intensifiers</i>	Super Sumamente	Super/really Really
<i>Nouns</i>	El tiempo El calor/sol El frío El campo El mejor amigo El mar La costa La playa La ciudad La montaña Un restaurante Los monumentos Los sitios de interés El centro Una excursión	The weather The heat/sun The cold Countryside/field Best friend Sea Coast Beach City Mountain A restaurant Monuments Places of interest The centre A trip	<i>Adjectives</i>	Buen/bueno Mal Guay Divertido Genial Regular Tranquilo Bonito Raro Hermoso Histórico Emocionante Horrible Flipante	Good Bad Cool Fun Great Alright Peaceful/quiet Pretty Strange Beautiful Historic Exciting Horrible Great/amazing
			<i>Infinitives</i>	Ir Ver Ser Hacer Comer Nadar Jugar	To go To see To be To do/make To eat To swim To play
<i>Opinions</i>	Creo que Pienso que Diría que	I believe/think that I think that I would say that	<i>Question words</i>	Adónde	Where/to where 24

Sp2 'Let's travel!' Wk 4 '¿Adónde vas a ir de vacaciones el próximo verano?' (Where are you going to go next Summer?)

	Stretch				
	Spanish	English		Spanish	English
<i>Chunks</i>	Aunque sea caro... Tengo la intención de ir a... Mientras que mi (+ person) va a ir a... Va a + inf. activity Me molaría ir porque será... + adj	Although it is expensive... I have the intention of going to... Whereas my (+ person) is going to go to... He/she is going to + inf. Activity I would love to go because it will be... + adj	<i>Time expressions</i>	El año que viene El verano que viene Dentro de un año	Next year Next Summer Within a year
			<i>Intensifiers</i>	Verdaderamente, Extremadamente	Really/truly Extremely
<i>Nouns</i>	El noreste El noroeste El sureste El suroeste El tío El gemelo El bisabuelo/a El sobrino/La sobrina Los primos Un crucero El camino de Santiago La laguna Los lugares de interés Las ruinas mayas Las Ramblas en Barcelona	The northeast The northwest The southeast The southwest Uncle Twin Great grandfather/grandmother Nephew/niece Cousins A cruise The path of Santiago Lagoon Places of interest Mayan ruins The Ramblas in Barcelona	<i>Adjectives</i>	Precioso Turístico Maravilloso Asombroso Sagrado Cosmopolita Cultural	Beautiful Touristy Marvelous Amazing Sacred Cosmopolitan Cultural
			<i>Infinitives</i>	Viajar Explorar Descubrir Andar	To travel To explore To discover To walk
<i>Opinions</i>	Desde mi punto de vista Que yo sepa	From my point of view As far as I know	<i>Question words</i>	Adónde	Where / where to
<i>Conjunctions</i>	No obstante Mientras que	Nevertheless Whereas			

Sp2 'Let's travel!' Wk 6 '¿Cómo vas a pasar la Semana Santa?' (How are you going to spend Easter?)

	Essential				
	Spanish	English		Spanish	English
<i>Chunks</i>	Semana Santa en Sevilla es... Se puede(n) + inf. En el futuro tengo la intención de ir a Sevilla. Voy/vamos a + inf. Me gustaría + inf. ¡Feliz Pascua!	Easter in Seville is... You can + infinitive In the future I have the intention of going to Seville I/we are going to + inf. I would like + inf. Happy Easter!	<i>Time expressions</i>	El próximo marzo El año que viene	Next March Next year
			<i>Sequencers</i>	Luego Primero Finalmente	Then Firstly Finally
			<i>Intensifiers</i>	Un poco Bastante Muy Sumamente	A little Quite Very Really
<i>Nouns</i>	La comida típica La iglesia Los desfiles Los disfraces Los buñuelos Las torrijas Las calles	Traditional food Church Parades Costumes Doughnuts French toast Streets	<i>Adjectives (important previous adjectives are recycled)</i>	Divertido Típico Religioso Magnífico Emotivo Sagrado	Fun Traditional Religious Magnificent Emotional Sacred
<i>Conjunctions</i>	También Sin embargo	Also However	<i>Infinitives</i>	Ver Disfrutar Comer Visitar Participar (en) Celebrar	To see To enjoy To eat To visit To participate To celebrate
<i>Opinions</i>	Creo que Pienso que Diría que	I believe/think that I think that I would say that	<i>Question words</i>	Cómo	How

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Sp2 'Let's travel!' Wk 6 '¿Cómo vas a pasar la Semana Santa?' (How are you going to spend Easter?)

	Stretch				
	Spanish	English		Spanish	English
<i>Chunks</i>	La semana que viene los sevillanos van a celebrar... Van a desfilar Van a ir a la iglesia Hay personas que dicen que... ...hay otras que piensan que... ¿Cómo vas a pasar las vacaciones de Pascua?	Next week the Sevillians are going to celebrate... They are going to march/parade They are going to go to the church There are people that say... ...there are other that think that How are you going to spend the Easter holidays?	<i>Time expressions</i>	Todos los días Durante la semana Cada tarde	Everyday During the week Every afternoon/evening
			<i>Sequencers</i>	Primero Luego Al final	Firstly Then In the end
			<i>Intensifiers</i>	Verdaderamente, Sumamente	Really/truly Really
<i>Nouns</i>	Las figuras Los costaleros	Figures Float carriers	<i>Adjectives (important previous adjectives are recycled)</i>	Santo Católico Único Polémico	Sacred/holy Catholic Unique Controversial/polemic
<i>Conjunctions</i>	Mientras que En cambio Por otro lado	Whereas On the other hand On the other hand	<i>Infinitives</i>	Desfilar Rezar	To parade/march To pray
<i>Opinions</i>	Estoy de acuerdo Estoy en contra	I agree I disagree	<i>Question words</i>	Cómo	How

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	Year 7	Year 8	Year 9	Enrichment
	Knowledge and skills development	Outwitting opponents and implementing rules	Game play and tactical development	
Cycle 1	<ul style="list-style-type: none"> Developing technique and performance Replicate accurate movement To develop precision, control and accuracy To understand basic rules and use them within a game Basic leadership skills with teachers support <p>Assessment: Booklet <u>used</u> – focusing on motor competence, rules, strategies, tactics, leadership, exercising safely.</p> <p>Careers – sports judges/officials, referees, PE teacher</p>	<ul style="list-style-type: none"> Outwitting opponents Encouraging <u>team work</u> To develop fluency of the skills learnt Adhere to the rules within a condition/competitive game Leadership skills with clarity, volume and presence. Decision making <p>Assessment: Booklet <u>used</u> – focusing on motor competence, rules, strategies, tactics, leadership, exercising safely.</p> <p>Careers – sports judges/officials, referees PE teacher</p>	<ul style="list-style-type: none"> Analysing performance Embedding technique into a competitive game Focus on developing tactics, set play Developing skills as a leader and official – officiating games with support <p>Assessment: Booklet <u>used</u> – focusing on motor competence, rules, strategies, tactics, leadership, exercising safely.</p> <p>Careers – sports judges/officials, referees PE teacher</p>	Football Netball Rugby Trampolining Fitness club Dance Basketball
Cycle 2	<ul style="list-style-type: none"> Developing technique and performance Replicate accurate movement To develop precision, control and accuracy To understand basic rules and use them within a game Basic leadership skills without teachers support with accurate demonstration <p>Assessment: Booklet <u>used</u> – focusing on motor competence, rules, strategies, tactics, leadership, exercising safely.</p> <p>Careers – Coaches, personal trainers, managers</p>	<ul style="list-style-type: none"> Outwitting opponents Encouraging <u>team work</u> To develop fluency of the skills learnt Adhere to the rules within a condition/competitive game Leadership skills – teacher to direct a leadership role within the activity Decision making <p>Assessment: Booklet <u>used</u> – focusing on motor competence, rules, strategies, tactics, leadership, exercising safely.</p> <p>Careers – Coaches, personal trainers, managers</p>	<ul style="list-style-type: none"> Analysing performance Embedding technique into a competitive game Focus on developing tactics, set play Developing skills as a leader and official – leading own activities and feeding back. <p>Assessment: Booklet <u>used</u> – focusing on motor competence, rules, strategies, tactics, leadership, exercising safely.</p> <p>Careers – Coaches, personal trainers, managers</p>	Football Netball Rugby Trampolining Fitness club Dance Basketball
Cycle 3	<ul style="list-style-type: none"> Developing technique and performance Replicate accurate movement Develop precision, control and accuracy Understand basic rules and use them within a game Basic leadership skills with clarity, volume and presence. <p>Assessment: Booklet <u>used</u> – focusing on motor competence, rules, strategies, tactics, leadership, exercising safely.</p> <p>Careers – Health safety officer, officials, umpires, athletes</p>	<ul style="list-style-type: none"> Outwitting opponents Encouraging <u>team work</u> Develop fluency of the skills learnt Adhere to the rules within a condition/competitive game Leadership skills – lead a starter activity Decision making <p>Assessment: Booklet <u>used</u> – focusing on motor competence, rules, strategies, tactics, leadership, exercising safely.</p> <p>Careers – Health safety officer, officials, umpires, athletes</p>	<ul style="list-style-type: none"> Analysing performance Embedding technique into a competitive game Focus on developing tactics, set play Leadership skills - Deliver aspects of the lesson and officiate with clarity and presence <p>Assessment: Booklet <u>used</u> – focusing on motor competence, rules, strategies, tactics, leadership, exercising safely.</p> <p>Careers – Health safety officer, officials, umpires, athletes</p>	Cricket Rounders Athletics

Year 8 PE– Outwitting opponents

Girls Football

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

Netball skills

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

Table Tennis

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

Boys football

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

Trampolining

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

OAA/Problem Solving

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

Health Related Exercise (HRE)

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

Rugby

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

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

Year 8 PRE – Cycle 2 – Jesus and the Church			
			
<p>Who was Jesus?</p> <p>Christians believe that Jesus Christ was the Son of God, given as a sacrifice so that humans would have the possibility of eternal life in Heaven.</p> <p>Christians believe that Jesus is the second party of the Trinity sent to earth to save humanity.</p> <p>They believe he will do this in two ways:</p> <ul style="list-style-type: none"> Christians believe that through his teachings, and by setting an example of selfless love, Christians believe that Jesus guides people to live less sinful lives. Through his sacrifice of dying on the cross, Christians believe that Jesus atoned for the sins of human beings. This means that he paid the penalty for the sins committed by humans and made it possible for God to forgive them. 	<p>Who did Jesus choose to be his followers?</p> <p>The word disciple means follower or learner. All rabbis (Jewish teachers) had disciples. People at the time of Jesus chose which rabbis to follow, listen to and learn from.</p> <p>Jesus taught his followers to be like salt. He uses an everyday object so that people would clearly understand his meaning. At the time of Jesus salt was very important. It preserved meat (before there were any fridges salt was used) and it added flavour to food. Jesus adds that if salt loses its saltiness it cannot be restored, so it becomes useless and is thrown away. Jesus uses this image to show that if Christians have lost their dedication to God then their effect on others is useless.</p> <p>Bearing this mind:</p> <ul style="list-style-type: none"> What disciples did he choose? Why did he choose them? What characteristics make a good disciple? What is the cost of discipleship- what followers of Jesus have to give up? 	<p>Parables of Jesus</p> <p>Jesus tried to show people how to enter the Kingdom of God. His teachings were challenging in his own time, and to this day.</p> <ul style="list-style-type: none"> The Kingdom of God is a mystery (it grows secretly). It is present in the lives of those who believe. People respond differently to the message of the Kingdom of God. For example the Parable of the Sower. 	<p>Was Jesus a revolutionary?</p> <p>Though Jesus refrained from armed, political opposition to Roman authority, he was indeed a revolutionary in another sense. He proclaimed the Kingdom of God, hailing God alone as the one true King over heaven and earth.</p> <p>He called his followers, as citizens of God's kingdom, to live in a radically different way on earth. Rather than hating their enemies, they were to love them. Rather than seeking revenge, the disciples of Jesus were to turn the other cheek. No ordinary revolutionary would say things like this. But Jesus was advancing a deeper and revolution, the overthrow of the kingdom of evil and the victory of the Kingdom of God.</p> <p>This was demonstrated by Jesus in his teaching. In the Sermon on the Mount, Jesus explains to his followers what kinds of human lives are blessed by God. The statements he made are known as the Beatitudes.</p> <p>According to Jesus, God gives his blessing to:</p> <ul style="list-style-type: none"> the meek - meaning humble people those who make peace those who show mercy to others Jesus also mentioned that people who are persecuted because of their faith will be blessed and find reward in Heaven
<p>The last days of Jesus - Good Friday and resurrection</p> <ul style="list-style-type: none"> The soldiers took his clothes and gambled to decide who gets what. Jesus is crucified in the morning alongside two criminals, who are nailed to crosses either side of him. Many passers-by insult and mock Jesus. At noon, darkness settles over the land. Then, at three o'clock in the afternoon, Jesus cries out, "Eloi, Eloi, lama sabachthani?" meaning My God, my God, why have you forsaken me? At the moment of Jesus' death, the curtain of the Temple rips in two from top to bottom. A Roman soldier who witnesses Jesus' death exclaims, "Surely this man was the Son of God!" <p>For Christians, the resurrection is the belief that Jesus came back to life three days after he died on the cross.</p> <p>Belief in the resurrection is central to Christianity. It shows that Jesus defeated death, and it is considered by many Christians to be proof of life after death. Many Christians also think of Jesus' resurrection as evidence of God's omnipotent and omnibenevolent nature.</p>		<p>Ascension and Great commission</p> <p>Christians believe that after Jesus rose from the dead, he did not die a second time. Instead, 40 days after his resurrection, Jesus left the Earth by being taken up, body and soul, to Heaven to re-join God the Father. This event is called the ascension, and it was witnessed by Jesus' eleven remaining apostles.</p> <p>The ascension is important to Christians because:</p> <ul style="list-style-type: none"> It shows that Jesus really had overcome death - he wasn't just resurrected to die again, but to live forever. For many Christians, the fact that Jesus' followers witnessed him ascending into the clouds leaves no doubt that Jesus is alive and with God the Father in Heaven, and is no longer limited to living on Earth. The ascension demonstrates God's omnipotence. <p>The Great Commission is the direct instruction Jesus gave to his disciples to spread his teachings. In the Gospel of Mark, Jesus says:</p> <p>"Go and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything that I have commanded you."</p> <p>The disciples began their missionary work in spreading the good news about Jesus and obeying his instructions from the Great Commission. Christians are also called to follow these instructions as disciples of Jesus. Some people do this by:</p> <ul style="list-style-type: none"> carrying out missionary work across the globe giving themselves to religious life (perhaps by becoming a priest or a minister) living a Christian life as an example to others 	<p>Pentecost: the birth and development of the Church</p> <p>Pentecost is celebrated 50 days after Easter and is when Christians remember the gift of the Holy Spirit. The Holy Spirit is the third part of the Trinity - Father, Son and Holy Spirit. The Trinity is how Christians understand God, and is the means by which God is active on Earth.</p> <p>In Acts 2:3 it says that after the Ascension, Jesus' disciples were gathered together when the Holy Spirit descended on them like "tongues of fire". It was after this event that the disciples began to preach Jesus' message throughout the world. For this reason Pentecost is viewed as the birthday of the Christian Church and the start of its mission to the world.</p> <p>Over time the Church has divided into different denominations (groups) as different Christians have interpreted the life of Jesus in different ways. This has led to Christians practising their faith different ways</p> 
Stretch and Challenge - Would Jesus be believed if He came down to earth today? What could have happened to the body? How was Jesus a revolutionary?			



Key terms

Revolutionary:
A person who brings about a big or important change

Divine:
Of or like God

Son of God:
A title given to Jesus to show his connection with God

Disciples:
Follower/learner

Parable:
a simple story used to illustrate a moral or spiritual lesson

Miracle:
an extraordinary event that is not explicable by natural causes and is therefore attributed to a divine

Resurrection:
to rise from the dead

Sacrifice:
to give up something valued for the sake of others

Messiah:
a leader regarded as the saviour