



All Saints'  
Academy  
Cheltenham

# Year 8

# Cycle 2

## Curriculum Organiser

**Name :** \_\_\_\_\_

**Tutor :** \_\_\_\_\_

# Contents Page

<b>Page</b>	<b>Contents</b>
3	All Saints' Academy Home School Agreement
4	Independent home study timetable for 2025-26
5	Why Study?
6	How should I use my Curriculum Organiser?
7	Spelling, Punctuation and Grammar
8-11	English
12-14	Maths
15-18	Science
19-22	Art
23-25	Computing
26-32	Performing Arts
33-35	Design Technology - Food
36-38	Geography
39-41	History
42-51	Modern Foreign Languages
52-53	Physical Education
54-56	Religion and Ethics

## All Saints' Academy Home School Agreement – 2024/25

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

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

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

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?

### 1. Look, Say, Cover, Write, Check.

Look at the next page for more details on how to do this correctly.

### 5. Flash Cards.

Cut up one piece of A4 paper in to 8 equal rectangles. Create 8 flashcards. (write a keyword or question on one side and a definition or answer on the other). Ask someone to test you on them.

### **Tasks you can do to help you learn your subject knowledge**

### 2. Explain it.

Read the page. Turn it over and then explain what you have just read to a family member or even the dog.

### 4. Test it.

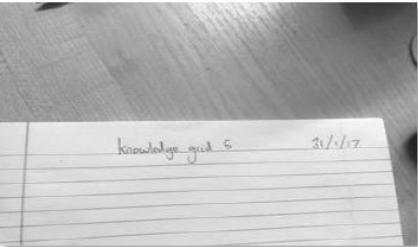
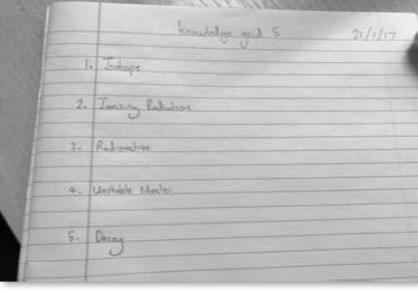
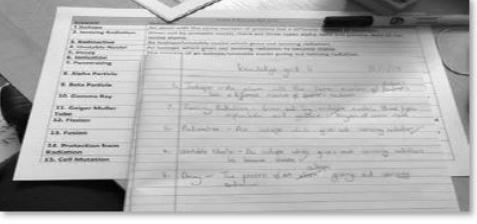
Ask someone to test you using your quiz questions. You can do this verbally.

### 3. Quiz it.

Write a quiz on the facts. Create between 7-10 questions on the information you have read. Then on the back write down what the answers would be.

# 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																				
Homophones																				
<b><u>Sentence demarcation:</u></b>		<b><u>Sentence construction:</u></b>																		
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	Knowledge and skills	Year 7	Enrichment	Cross-Curricular	Knowledge and skills	Year 8	Enrichment	Cross-Curricular	Year 9	Enrichment	Cross-curricular
Cycle 1	<b>Creative Choices</b> <b>Knowledge:</b> • Genre • Conventions of poetry forms • Story Conventions • Types of sentence • Paragraphing • Simile, metaphor <b>Skills:</b> • Spelling • Punctuation focus: commas Students can write a story and write in genre. <b>Assessment:</b> • Mid: Question based assessment End: Write in a specific genre, <b>main focus</b> = (creating meaning and writing accurately for form, audience, and purpose) <b>Careers:</b> • Author/Poet	AR Launch Creative Writing club Story writing competitions SPOZ- poetry	Skills-annotation: DT	<b>In the Eyes of Adversity</b> Texts: Noughts and Crosses, variety of short texts <b>Knowledge:</b> • Using writing to explore issues • Types of writing – fiction, dual narratives, non-fiction, poetry. <b>Contextual</b> structures of communication (articles etc.) • Writer's purpose • Structural techniques • Motifs, symbolism <b>Skills:</b> Spelling Punctuation focus: commas Students can write a story and write in genre.	AR Launch Words that Burn	<b>Injustice in History</b> Texts: The Book Thief <b>Knowledge:</b> • Writer's purpose • Use of symbolism, motif • Structural features • Character • Narrative perspectives • Imagery, motif <b>Skills:</b> Punctuation focus: colons Spelling Students can write in specified form (diary entry)	Content-RE History	<b>Injustice in History</b> Texts: The Book Thief <b>Knowledge:</b> • Writer's purpose • Use of symbolism, motif • Structural features • Character • Narrative perspectives • Imagery, motif <b>Skills:</b> Punctuation focus: colons Spelling Students can write in specified form (diary entry)	<b>Content-Holocaust, history</b> <b>Contextual</b>		
Cycle 2	<b>Choices and Consequences</b> <b>Knowledge:</b> • Play conventions: <b>soliloquy</b> , dramatic irony, stage directions • Context • Pathetic fallacy, tricolons, listing <b>Skills:</b> • Punctuation focus: semicolons • Spelling	Texts: Listen to Your Parents/ Our Day Out	Skills-annotation: DT	Evaluation writing- DT	<b>Writers of the 19<sup>th</sup> Century</b> Texts: Oliver Twist extracts, Sherlock Holmes short story, The Yellow Wallpaper, The <b>Canterville</b> Ghost.	Book club Carnegie shadowing	<b>Defining Decisions</b> Texts: Othello	<b>Knowledge:</b> • Implicit and explicit readings • Nineteenth century context • Writer's purpose • Figurative language, emotive language <b>Skills:</b> Punctuation focus: colons Spelling Students can comment on writer's purpose and link it to content in a relevant way. Students can select and embed relevant quotations Students can analyse language	<b>Content-Holocaust: History</b>		

<ul style="list-style-type: none"> <li>Students can analyse how a character is presented in a play</li> <li>Students can write in the form of a play</li> <li>Students can select and embed relevant quotations</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Mid: Question based assessment</li> <li>End: Extract based, <b>Main focus is use of context and writer's purpose</b></li> </ul> <p><b>Careers:</b></p> <ul style="list-style-type: none"> <li>Detective/ Doctor/ Police Officer.</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Mid: Question based assessment</li> <li>End: Extract based, <b>Main focus is use of context and writer's purpose</b></li> </ul> <p><b>Careers:</b></p> <ul style="list-style-type: none"> <li>Playwright/Director</li> </ul>	<ul style="list-style-type: none"> <li>Students can analyse a theme in a text</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Mid: Identify and explore different ways of staging a scene</li> <li>End: <b>Main focus = (analysis of language and structure)</b>. 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.</li> </ul> <p><b>Careers:</b></p> <ul style="list-style-type: none"> <li>Playwright/Director</li> </ul>
<p><b>Cycle 3</b></p> <p><b>Power and Privilege</b></p> <p><b>Texts:</b> Animal Farm</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Character</li> <li>Theme</li> <li>Writer's purpose</li> <li>Global perspectives</li> <li>Structural techniques</li> <li>Imagery, personification</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Punctuation focus: Colons</li> <li>Spelling</li> <li>Students can understand theme and discuss how it is presented in a text</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Mid: Question based assessment</li> <li>End: Presentation on a choice of theme</li> </ul> <p><b>Careers:</b></p> <ul style="list-style-type: none"> <li>Actor/ Stage Manager</li> <li>Actor/ Stage Manager</li> <li>Actor/ Stage Manager</li> </ul>	<p><b>Cycle 3</b></p> <p><b>Power and Privilege</b></p> <p><b>Texts:</b> The Tempest, Romeo and Juliet</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Genre (tragedy, play conventions)</li> <li>Elizabethan/Jacobean context</li> <li>Theme</li> <li>Character</li> <li>Shakespearean conventions</li> <li>Personification, simile, metaphor</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Punctuation focus: semicolons</li> <li>Spelling</li> <li>Students can understand how a character is presented in a text</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Mid: Presenting a theatrical or informative piece.</li> <li>End: Extract based, how is a key character presented throughout the play?</li> </ul> <p><b>Careers:</b></p> <ul style="list-style-type: none"> <li>Actor/ Stage Manager</li> </ul>	<p><b>Cycle 3</b></p> <p><b>The Art of Rhetoric</b></p> <p><b>Texts:</b> Key speeches</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Formal structures of communication e.g. letters, articles, speeches</li> <li>Speaking and listening conventions</li> <li>Subject terminology: rhetoric, ethos, logos, pathos, hyperbole, anaphora, irony, tricolon, rhetorical questions, anecdotes</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Punctuation focus: semicolons</li> <li>Spelling</li> <li>Students can compare two texts and write about comparative points</li> <li>Students can use rhetorical techniques to form an argument</li> <li>Students can use speaking and listening techniques to present effectively</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Mid: Compare the methods used in two speeches</li> <li>End: Write and present a speech on a societal issue</li> </ul> <p><b>Careers:</b></p> <ul style="list-style-type: none"> <li>Politician/Speech Writer/Motivational speaker/ Political adviser/ Influencer.</li> </ul>



## Year 8 - English Cycle 2 – Writers of the Nineteenth Century

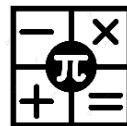
Famous Nineteenth Century Writers	Types of Context:	Context
<b>Charles Dickens (1812 – 1870)</b> <ul style="list-style-type: none"> <li>Wrote: Oliver Twist, A Christmas Carol, David Copperfield, Great Expectations.</li> <li>When Dickens was a child, his father was sent to debtor's prison and Dickens had to leave school for a time to work in a shoe polish factory. This experience never left him.</li> <li>He had ten children.</li> <li>He was very famous and went on tours giving readings of his books.</li> </ul>	<b>Terms:</b> The Nineteenth Century: 1800s The Victorian Era: 1837 – 1901	<b>Types of Context:</b> <ul style="list-style-type: none"> <li>Historical and social</li> <li>Genre</li> <li>The life and concerns of the writer</li> </ul>
<b>Arthur Conan Doyle (1859-1930)</b> <ul style="list-style-type: none"> <li>A Scottish writer best known for the creation of Sherlock Holmes.</li> <li>In later life, he was very interested in spiritualism (communicating with dead people).</li> </ul>	<b>Key Points:</b> <ul style="list-style-type: none"> <li>Society had changed a lot because of the Industrial Revolution 1750-1900.</li> <li>Cities became heavily populated. There was a lot of poverty and disease.</li> <li>The gap between rich and poor became wider.</li> <li>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 were poor people who could not house or feed themselves were made to do hours of manual labour and treated in a humiliating way.</li> </ul>	<b>Types of Context:</b> <ul style="list-style-type: none"> <li>Historical and social</li> <li>Genre</li> <li>The life and concerns of the writer</li> </ul>
<b>Charlotte Perkins Gilman (1860-1935)</b> <ul style="list-style-type: none"> <li>An American writer.</li> <li>She is most famous for her semi-autobiographical story "The Yellow Wallpaper" which she wrote after suffering from depression.</li> </ul>	<b>Key Points:</b> <ul style="list-style-type: none"> <li>Respectability was very important.</li> <li>Most people were Christian and most people knew their Bible and believed in God.</li> <li>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.</li> <li>The Victorians were interested in many things including: ghosts, science, Christmas, psychology, madness, and the importance of childhood.</li> <li>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.</li> </ul>	<b>Types of Context:</b> <ul style="list-style-type: none"> <li>Historical and social</li> <li>Genre</li> <li>The life and concerns of the writer</li> </ul>
<b>Oscar Wilde (1854-1900)</b> <ul style="list-style-type: none"> <li>Irish poet and playwright.</li> <li>Wrote: <i>The Picture of Dorian Gray</i>, <i>The Importance of Being Earnest</i>, <i>The Ballad of Reading Gaol</i>.</li> <li>He became very famous and was known for saying shocking and witty things.</li> <li>He was sent to prison in the 1890s for being homosexual.</li> </ul>	<b>Key Points:</b> <ul style="list-style-type: none"> <li>Respectability was very important.</li> <li>Most people were Christian and most people knew their Bible and believed in God.</li> <li>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.</li> <li>The Victorians were interested in many things including: ghosts, science, Christmas, psychology, madness, and the importance of childhood.</li> <li>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.</li> </ul>	<b>Types of Context:</b> <ul style="list-style-type: none"> <li>Historical and social</li> <li>Genre</li> <li>The life and concerns of the writer</li> </ul>
<b>Charlotte Bronte (1816-1855)</b> <ul style="list-style-type: none"> <li>Most famous as the author of <i>Jane Eyre</i>.</li> <li>She lived in Yorkshire with her siblings, two of her sisters also became famous writers.</li> </ul>	<b>Key Points:</b> <ul style="list-style-type: none"> <li>Respectability was very important.</li> <li>Most people were Christian and most people knew their Bible and believed in God.</li> <li>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.</li> <li>The Victorians were interested in many things including: ghosts, science, Christmas, psychology, madness, and the importance of childhood.</li> <li>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.</li> </ul>	<b>Types of Context:</b> <ul style="list-style-type: none"> <li>Historical and social</li> <li>Genre</li> <li>The life and concerns of the writer</li> </ul>
<b>Mary Shelley (1797-1851)</b> <ul style="list-style-type: none"> <li>Most famous for writing <i>Frankenstein</i> when she was just nineteen years old.</li> </ul>	<b>Key Points:</b> <ul style="list-style-type: none"> <li>Respectability was very important.</li> <li>Most people were Christian and most people knew their Bible and believed in God.</li> <li>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.</li> <li>The Victorians were interested in many things including: ghosts, science, Christmas, psychology, madness, and the importance of childhood.</li> <li>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.</li> </ul>	<b>Types of Context:</b> <ul style="list-style-type: none"> <li>Historical and social</li> <li>Genre</li> <li>The life and concerns of the writer</li> </ul>



Subject Terminology	Key Words	Text Summaries
<p><b>Implicit information:</b> 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><b>Explicit information:</b> things we are told directly in a text e.g. Sarah is cold.</p> <p><b>Emotive language</b> - language that creates emotion.</p> <p><b>Figurative language</b> - the use of non-literal words or phrases. Metaphors and similes are examples of figurative language.</p> <p><b>Hyperbole</b> – exaggerated statements or claims, not meant to be taken literally.</p>	<p><b>Philanthropy</b>- giving charity to the poor.</p> <p><b>Orphan</b> – a child without any parents.</p> <p><b>Antisemitism</b> – prejudice against Jewish people.</p> <p><b>Innocence</b> – being naive or being without responsibility or blame for something.</p> <p><b>Criticise:</b> point out what is wrong with something</p> <p><b>Justice system:</b> 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><b>Oliver Twist :</b> 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><b>The Yellow Wallpaper :</b> 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><b>The Speckled Band:</b> '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><b>Jane Eyre:</b> 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><b>Frankenstein:</b> 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><b>The Canterville Ghost:</b> a short story by Oscar Wilde in which a girl befriends the ghost haunting <del>Canterville</del> Chase and helps him cross over into the afterlife.</p>

## All Saints' Academy Mathematics KS3 LUMEN Curriculum 2025-2026

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



## 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.	$3/4, -7/2, 5 = 5/1$
Irrational numbers	Numbers that cannot be expressed as a fraction of integers.	$\sqrt{2}, \pi$
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 $90^\circ$ .	Corner of a square
Straight angle	An angle of $180^\circ$ .	Half-turn on a straight line
Acute angle	An angle less than $90^\circ$ .	$30^\circ$
Obtuse angle	An angle between $90^\circ$ and $180^\circ$ .	$120^\circ$
Reflex angle	An angle between $180^\circ$ and $360^\circ$ .	$270^\circ$
Vertex	Point where two lines meet.	Intersection in an "X"
Vertically-opposite angles	Angles opposite each other at an intersection; equal.	If one is $37^\circ$ , the opposite is $37^\circ$
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 $3/5$ , numerator = 3
Denominator	Bottom number; shows size of each part.	In $3/5$ , denominator = 5
Product of fractions	Multiply numerators and denominators.	$3/5 \times 1/4 = 3/20$
Reciprocal	For $a/b$ , reciprocal is $b/a$ .	Reciprocal of $5/7$ is $7/5$
Division by a fraction	Equivalent to multiplication by its reciprocal.	$3/5 \div 1/4 = 3/5 \times 4/1 = 12/5$
Improper fraction	Fraction with numerator $\geq$ denominator.	$15/4$
Mixed number	Integer plus a proper fraction.	$1 \frac{1}{2}$
Cancellation	Simplifying by removing common factors.	$8/20 \rightarrow$ divide by 4 $\rightarrow 2/5$
Common denominator	Shared denominator for addition/subtraction.	Rewrite $1/4$ and $3/5$ over 20
Scaling a fraction	Multiplying by an integer scales its value.	$5 \times (2/5) = 2$

## 8.5 Solids

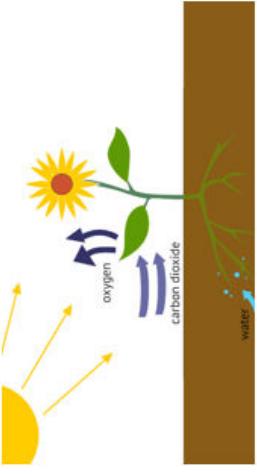
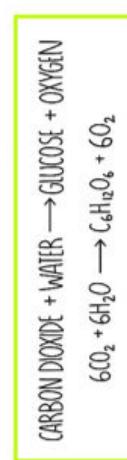
Word	Definition	Example
Solid	A 3D object with length, width, and height.	Cube, sphere
Dimension	Measurable extent such as length, width, or height.	Cuboid has three dimensions
Face	Flat surface on a 3D solid.	Cube has 6 faces
Edge	Line segment where two faces meet.	Cube has 12 edges
Vertex	Point where 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 $150 \text{ cm}^3$
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 $24 \text{ cm}^2$
Density	Multiplier converting volume into mass.	Gold has density $19.32 \text{ g/cm}^3$

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

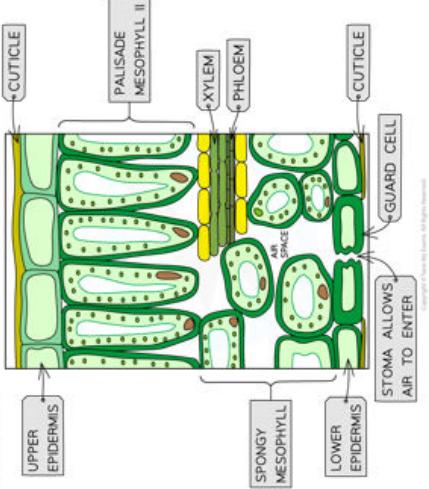
# Year 8 – Science – Cycle 2

## Biology – Biological processes, and Ecosystems

### Photosynthesis

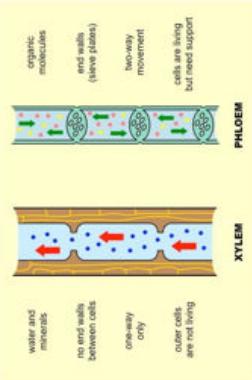


### Leaves



### Minerals for plants

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

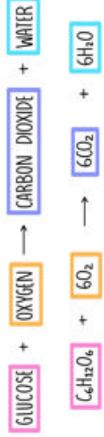


Nitrogen (N) for proteins/growth, Phosphorus (P) for DNA/energy, and Potassium (K) for enzymes/stomata

### Respiration

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

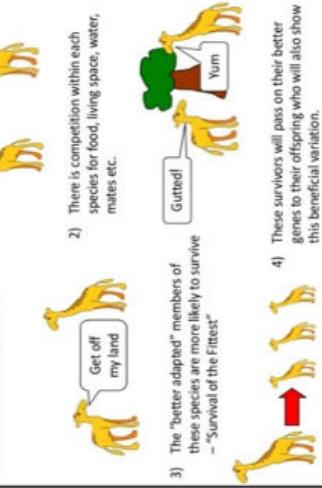
**Aerobic respiration** happens in the **mitochondria** and requires **oxygen**.



**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.

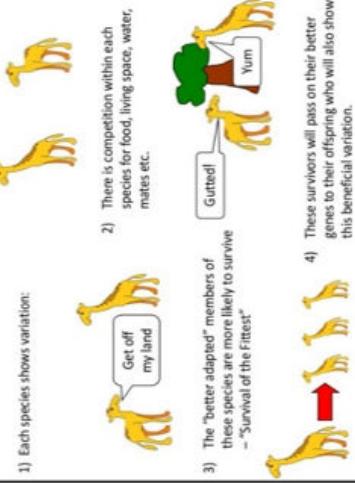
### Adaptations

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



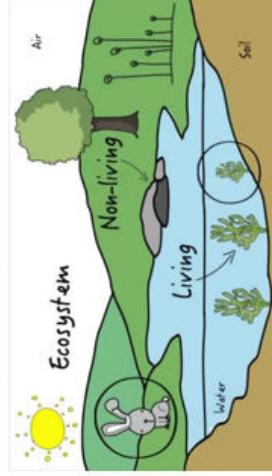
Can be **structural, behavioural, or physiological**

### Competition

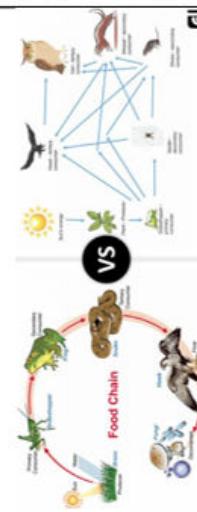


### Ecosystems

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



### Food chains and webs



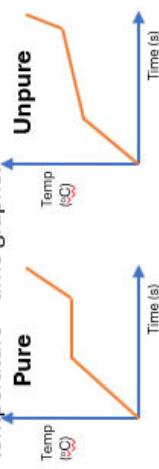
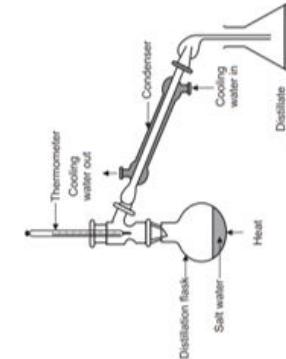
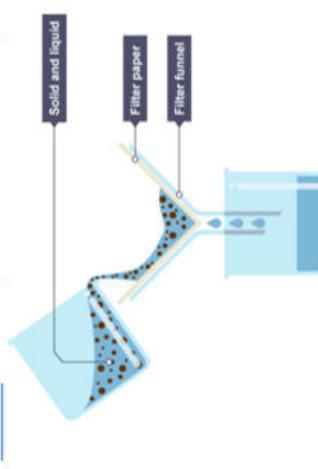
Food chains shows the flow of energy and biomass within a set of organisms.

Food webs show the additional complexity within an ecosystem.

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

# Year 8 – Science – Cycle 2

## Chemistry – Separation techniques

<p><b>Pure substances</b></p> <p>Pure substances are made of only one <b>element</b> or <b>compound</b>.</p> <p>Despite what the carton says, orange juice is <b>not pure</b> in the scientific sense as it contains many different <b>elements</b> and <b>compounds</b>.</p> <p>Pure substances have fixed melting and boiling points, so can be identified by their temperature – time graphs.</p> <p><b>Pure</b></p>  <p><b>Unpure</b></p> 	<p><b>Mixtures</b></p> <p>A <b>mixture</b> contains two or more substances <b>not chemically joined (bonded)</b>.</p> <p>Mixtures are different to compounds. Compounds contain atoms from two or more different elements that are <b>chemically joined (bonded)</b>.</p> <p>Mixtures are usually easy to separate.</p> <p><b>Air</b></p> <p>Air is a mixture (Contains Nitrogen, Oxygen, Carbon dioxide and other gases)</p> <p>Everything we eat or drink is a mixture (apart from distilled water)</p>	<p><b>Solubility</b></p> <p>You can dissolve solutes easier at higher temperatures.</p> <p>This is because the particles are moving more at higher temperatures.</p> <p>Not everything can dissolve in water, we would call these substances <b>insoluble</b>.</p> 
<p><b>Evaporation</b></p> <p>A liquid turning into a gas is <b>evaporation</b>.</p> <p>We can evaporate the solvent in a solution to separate out the solute.</p> <p>Leaving salt water to evaporate leaves behind <b>salt crystals</b> whilst the water evaporates.</p>	<p><b>Distillation</b></p> <p>Distillation works because the different substances in the liquid have different boiling points. A condensed liquid can be collected.</p>	
<p><b>Filtration</b></p> <p>We fold up filter paper and put this into a funnel, it can separate solids from a liquid.</p>	<p><b>Crystallisation</b></p> <p>AFTER EVAPORATION THE SOLUTE WILL SLOWLY CRYSTALLISE</p> <p>CRYSTALLISED SOLUTE</p> <p>HEAT</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.



**Fuel**  
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

### Energy resources

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

### 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**.

### Work done

**Work** can be transferred by doing **work**. Work is the transfer of energy when a force is applied over a distance.



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

If we make energy the subject we get:  
**Energy = power x 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)

**Energy and power**  
Power is the rate of energy transfer.  
**Power = Energy (J) / time (s)**

**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.

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

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

<p>Investigate the graffiti vs vandalism debate.</p> <p>Graffiti lettering tag design.</p> <p>Assessment: Tag design</p>		<p><b>Food.</b></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>
<p><b>Cycle 3</b></p> <p><b>Landscapes &amp; Surrealism</b></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>	<p>KS3 Art club.</p> <p>Various topics including reference to sustainability, 'World Earth Day'.</p> <p>Surrealism in Art History</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>	<p><b>Architecture.</b></p> <p>KS3 Art club.</p> <p>Various topics including reference to sustainability, 'World Earth Day'.</p> <p>DT and Maths – perspective drawing.</p> <p>Surrealism in Art History</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>

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

## Key vocabulary to learn

<b>Composition</b>	The placement or arrangement on a page.
<b>Lettering</b>	Lettering is an umbrella term that covers the art of drawing letters, instead of simply writing them.
<b>Tone</b>	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 <b>highlights</b> and the darker areas are called <b>shadows</b> .
<b>Woodcut</b>	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.
<b>Block and Polyblock printing</b>	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.
<b>Animation</b>	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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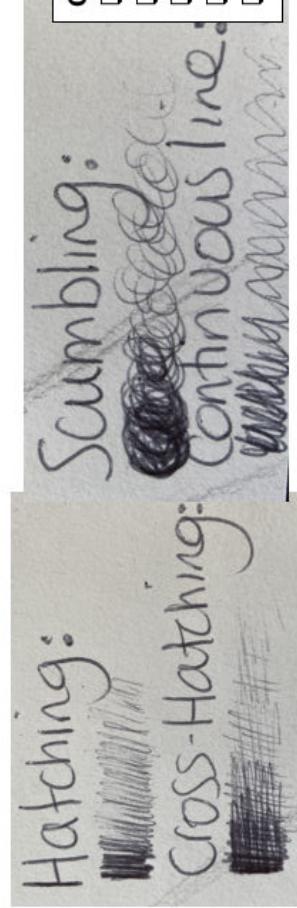
## German Expressionism

German Expressionism happened in the Early 20<sup>th</sup> 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.



### Checklist for cycle 2:

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



## Year 8 Art Curriculum Organiser – Cycle 2 – Homework tasks

### Polyblock printing

**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'

#### **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**

**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**



**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)



#### **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	Knowledge & Skills	Cross-Curricular	Knowledge & Skills	Cross-Curricular	Knowledge & Skills	Cross-Curricular
7	<b>Introduction to Using a Computer</b> - 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.	Computing & PSHE Topics: Online safety, computer ethics, how to report danger online.	<b>Algorithms (flowcharts) with FLOW!</b> -Selection -Iteration -Sub programs -Creating algorithms -Correcting algorithms -Enhancing algorithms	Math Link: Logical reasoning, sequences, problem-solving. Activity: Use flowcharts to solve math word problems or model real-world processes (e.g., calculating area, solving equations).	<b>MS office advanced skills</b> -Word processing. -Spreadsheets Presentation software.	<b>Art &amp; Design / Media</b> Presentation Software: Designing visually appealing slides and infographics.
8	<b>Introduction to Office applications</b> - Knowledge to create: Documents, PowerPoints, Presentation skills.	Curricular Link: • Discuss digital citizenship, cyberbullying, and responsible online behaviour.	<b>Introduction to Binary:</b> -Binary numbers. -Conversion to and from denary -How computers use binary -Hexadecimal number systems and conversions -How computers represent images and sound.	AI Tools: Using generative AI for creative projects like digital art or storytelling.	<b>AI</b> -Understanding AI bias -How AI build the knowledge -Model cards and career -Using LLM -AI ecosystems -Improve AI use through practice.	<b>AI</b> -neural networks and embedding -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.
9	<b>3D design and printing:</b> -Designing for others -Pre-production documentation (mood boards, storyboards, sketching) -Modelling skills -Prototype Production -Graphic communication -Introduction to CAD/3D modelling -Technical drawings and materials -Printing Spongboob	DT: 1	Software Developer, Game Developer, Robotics Engineer	Data & Analysis Roles, Marketing & Communications, Project Management, AI & Machine Learning	<b>Raspberry Pi Setup and configuration</b>	<b>English / Literacy</b> -Industry and job roles.
Enrichment	<b>Cyber Explorers</b> 2 • The internet • Network Hardware	Geography	<b>BEBRAS</b> DT: 3D design and printing:	Science Material properties		

<ul style="list-style-type: none"> <li>• Wired and wireless networks</li> <li>• The www</li> <li>• Internet Services</li> </ul> <p><b>AI introduction and safety:</b></p> <ul style="list-style-type: none"> <li>• What is AI</li> <li>• Staying Safe</li> <li>• How AI learn from Data</li> <li>• School policy on AI</li> </ul>	<p>Explore global internet infrastructure, undersea cables, and digital divides between regions</p>	<p>-Designing for others -Pre-production documentation   -Modelling skills -Prototype Production -Graphic communication -An introduction to CAD &amp; 3D modelling -Technical drawings -Materials -Printing for specification</p> <p><b>Vector Graphics in Inkscape</b></p> <ul style="list-style-type: none"> <li>- Drawing and manipulating shapes</li> <li>- Grouping objects, converting paths</li> <li>- Vector design based on a scenario</li> </ul>	<p>(Strength, flexibility, melting points) Engineering principles (forces, structures) Environmental impact of materials and production</p>	<p>-Pre-production documents (mood boards, storyboards, sketching) -Visualisation diagrams -Camera-shots and Storyboard -Scripts</p> <p><b>Python Basics:</b></p> <ul style="list-style-type: none"> <li>-Variables</li> <li>-Data types</li> <li>-Programming constructs (Sequence - Selection -Iteration)</li> <li>-Loops (count-controlled and condition-controlled controlled loops)</li> </ul>	<p>Scriptwriting, storytelling, and narrative structure <u>Analyzing and creating storyboards for visual storytelling</u></p>
<p><b>Careers</b></p> <p><b>Mobile phone developer</b></p>	<p><b>Enrichment</b></p> <p><b>Computing Club</b></p>	<p><b>Project Manager</b></p>	<p><b>Computing Club</b></p>	<p><b>Software Designer</b></p>	<p><b>Engineering / STEM</b></p>
<p><b>Enrichment</b></p> <p><b>Computing Club</b></p>	<p><b>Introduction to programming with Scratch:</b></p> <ul style="list-style-type: none"> <li>-Variables</li> <li>-Sequence</li> <li>-Selection</li> <li>-Iteration</li> <li>-Operators</li> <li>-Programming project</li> </ul> <p><b>Physical Computing with BBC Microbit:</b></p> <ul style="list-style-type: none"> <li>-Inputs/outputs</li> <li>-Sensors</li> <li>-Design for the requirement</li> <li>-Microbit project</li> </ul> <p><b>Assessment: Project Evaluation</b></p>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Logical reasoning and problem-solving</li> <li>Coordinates, angles, and patterns (especially in animations and games)</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>- Basics of HTML and CSS</li> <li>- Creating and modifying web pages</li> <li>- Using search technology and hyperlinks</li> </ul> <p><b>Mobile App development (Games)</b></p> <ul style="list-style-type: none"> <li>- Design and develop games based on competition criteria</li> <li>- Mobile app project</li> </ul> <p><b>Assessment: Project Evaluation</b></p>	<p><b>Website Development Using Rocket Cake</b></p> <ul style="list-style-type: none"> <li>- Basics of HTML and CSS</li> <li>- Creating and modifying web pages</li> <li>- Using search technology and hyperlinks</li> </ul> <p><b>Mobile App development (Games)</b></p> <ul style="list-style-type: none"> <li>- Design and develop games based on competition criteria</li> <li>- Mobile app project</li> </ul> <p><b>Assessment: Project Evaluation</b></p>	<p><b>Business / Enterprise</b></p> <ul style="list-style-type: none"> <li>Creating websites for fictional or real businesses</li> <li>Understanding branding, marketing, and user engagement</li> </ul> <p><b>DT:</b></p> <ul style="list-style-type: none"> <li>- 3D design and printing:</li> <li>- Designing for others</li> <li>- Pre-production documentation</li> <li>- Modelling skills</li> <li>- Prototype Production</li> <li>- Graphic communication</li> <li>- An introduction to CAD &amp; 3D modelling</li> <li>- Technical drawings and materials</li> <li>- Printing for specification</li> <li>- Printing and Post-Processing</li> <li>- Reflection and Evaluation</li> </ul> <p><b>Assessment: Project Evaluation</b></p>	<p><b>Engineering / STEM</b></p> <ul style="list-style-type: none"> <li>Iterative design process: plan → prototype → test → refine</li> <li>Real-world problem-solving and innovation</li> </ul>
<p><b>Careers</b></p> <p><b>Software Engineering, Robotics</b></p>	<p><b>Enrichment</b></p> <p><b>VR Experience</b></p>	<p><b>Contents management.</b></p>	<p><b>3D Graphics Designer, Game developer</b></p>	<p><b>3D design</b></p>	



## 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.



### 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.

### 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.

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

Cycle 2	<p><b>Styles of Theatre</b></p> <p>Applying key performance skills to explore a variety of different theatre styles.</p> <p><b>Mid Cycle: Assessment:</b></p> <p>To create a performance of a well-known fairy-tale in their own unique style of theatre.</p> <p><b>Careers:</b> Presenter, Storyteller, Author, Playwright, Performer, Theatre Manager, Pantomime Director, Pantomime Producer, Audience Interaction Officer, Film Composer, Music critic.</p>	<p><b>English: Shakespeare:</b></p> <p>Drama Club</p> <p><b>History:</b></p> <p>Whole Academy Musical</p> <p><b>Assessment:</b></p> <p>Final: Freedom of speech performance</p> <p><b>Careers:</b> Public Speaker, Politician, Lawyer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer.</p> <p><b>Shakespeare</b></p> <p>To understand to key features of a Shakespeare play. The students will be applying a variety of performance skills and will interpret different scripts.</p> <p><b>End of Cycle Assessment:</b></p> <p>Students will perform a script from Macbeth or Romeo and Juliet</p>	<p><b>Freedom of Speech</b></p> <p><b>Using the power of performance to voice the importance of freedom of speech</b></p> <p>Students explore basic Brechtian techniques to educate audiences on a topic of their choice, showcasing the power of freedom of speech.</p> <p><b>Assessment:</b></p> <p>Final: Freedom of speech performance</p> <p><b>Careers:</b> Public Speaker, Politician, Lawyer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer.</p> <p><b>Shakespeare</b></p> <p>To understand to key features of a Shakespeare play. The students will be applying a variety of performance skills and will interpret different scripts.</p> <p><b>End of Cycle Assessment:</b></p> <p>Students will perform a script from Macbeth or Romeo and Juliet</p>	<p><b>Keyboard Club</b></p> <p><b>'One Body' Choir</b></p> <p><b>Rock Band Club</b></p> <p><b>Drama Club</b></p> <p><b>Whole Academy Musical</b></p>	<p><b>Art: Films and Festivals</b></p> <p><b>'One Body' Choir</b></p> <p><b>Rock Band Club</b></p> <p><b>Drama Club</b></p> <p><b>Whole Academy Musical</b></p>	<p><b>Blood Brothers</b></p> <p>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><b>Assessment:</b></p> <p>Final: Blood Brothers performance</p> <p><b>Careers:</b> Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer.</p> <p><b>Blood Brothers</b></p> <p>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><b>Assessment:</b></p> <p>Final: Blood Brothers performance</p> <p><b>Careers:</b> Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer.</p> <p><b>How long is forever?</b></p> <p>Exploring Stephanie Pearce's play text 'How long is forever' to raise awareness of online safety and the dangers of social media.</p> <p><b>Assessment:</b></p> <p>Final: Performance or design presentation</p> <p><b>Careers:</b> Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer.</p> <p><b>Building blocks of Devising</b></p> <p>Exploring the key devising skills required to respond to a stimulus in Drama. Students will devise and create their own performance.</p> <p><b>Assessment:</b></p> <p>Final: Performance</p> <p><b>Careers:</b> Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer.</p>
Cycle 3						

	Knowledge and skills	Year 7	Year 8	Knowledge and skills	Year 8	Knowledge and skills	Year 9	Enrichment	Cross-Curricular
Cycle 1	<b>The Building Blocks of Performance</b> <b>We Will Rock You</b> Finding our voices and learning the basic techniques of effective warm up and vocal projection.	'One Body' Choir History of films Rock Band Club	<b>Film:</b> <b>The Blues</b> 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.	<b>Suffering in Music</b> <b>Band Skills</b> 'One Body' Choir Rock Band Club	'One Body' Choir Rock Band Club	<b>English:</b> Prejudice and Persecution <b>RE:</b> Suffering Industry talks and 'Spill the Tea' career podcasts.	<b>Contemporary Musical Styles</b> <b>Band Skills</b> Understanding the notation used for popular instruments and modern songs, and applying different instrumental techniques to perform a piece of music as a band.  <b>Christmas Hip-Hop</b> Using techniques such as loops and samples to create an original Hip-Hop style backing track, with authentic lyrics that are rapped.		Rock Band Club 'One Body' Choir Whole Academy
Cycle 2	<b>Christmas Songs</b> Learning the basic technique for playing piano or trumpet, and applying these new skills to playing Christmas songs.  <b>Assessment:</b> Mid-Cycle: Performance End of Cycle: Performance	Christmas as Carol Service Pantomime Trip	  <b>Assessment:</b> Mid-Cycle: Appraisal Questions End of Cycle: Performance	  <b>Careers:</b> Ethnomusicologist, Performing Musician, Musical Historian.  <b>Careers:</b> Singer, Performing Musician, Vocal Coach, Conductor.	  <b>Freedom of Speech</b> <b>Reggae Music</b> Understanding the key components and cultural differences in Reggae music and its inception in the Caribbean through performing an iconic Reggae song.	'One Body' Choir Rock Band Club	<b>Blockbuster Composers</b> <b>Film Music</b> 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.	Keyboard Club 'One Body' Choir Rock Band Club	Art: Cultures, Beliefs and Masks Whole Academy

<p><b>Assessment:</b> Mid-Cycle: Performance End of Cycle: Composition</p> <p><b>Careers:</b> Performing Musician, Musical Historian, Composer.</p>	<p>Whole Acade my Musical</p> <p><b>Careers: Composer, Orchestrator, Music Critic, Editor.</b></p>	<p><b>Assessment:</b> Mid-Cycle: Performance End of Cycle: Composition</p> <p><b>Careers: Ethnomusicologist, Performing Musician, Composer, Editor.</b></p>	<p><b>Careers: Composer, Orchestrator, Music Critic, Editor.</b></p> <p><b>my Musical</b></p>
<p><b>Cycle 3</b></p> <p><b>Traditions of the World</b> <b>African Music</b> Learning the key traditions of African rhythm and pulse music and how it is used as a form of communication and entertainment.</p> <p><b>Folk Music</b> Using traditional British folk music features including drones and pentatonic scales to compose an original Summer Song with authentic lyrics.</p>	<p>'One Body' Choir</p> <p>Rock Band Club</p> <p>Brass Ensem ble</p> <p><b>Assessment:</b> Mid-Cycle: Performance End of Cycle: Composition</p> <p><b>Careers: Ethnomusicologist, Performing Musician, Composer, Lyricist, Music Historian.</b></p>	<p><b>Popular music for the masses</b> <b>The Magic Four Chords</b> 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.</p> <p><b>Disco Music</b> 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>.</p> <p><b>Assessment:</b> Mid Cycle: Performance End of Cycle: Performance</p> <p><b>Careers: Performing Musician, Editor, Arranger, Music Critic, Music Historian.</b></p>	<p><b>Self-Expression</b> <b>Songwriting project</b> 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.</p> <p><b>Assessment:</b> Mid-Cycle: Appraising Questions End of Cycle: Composition</p> <p><b>Careers: Composer, Lyricist, Performing Musician, Editor.</b></p>

Year 8 Cycle 2 Performing Arts	Drama – Freedom of Speech	Exploring Protest Theatre
<div data-bbox="241 348 181 1246"> <p><b>Lesson 1 – What is Freedom of Speech?</b></p> <p><b>Freedom of Speech</b></p> <p>'Freedom of speech is the <b>right to seek, receive and impart information and ideas of all kinds, by any means</b> without fear of getting in trouble.</p> <p>The categories of speech that fall outside of its protection are <b>offensiveness, child pornography, insult, motivation to cause violence and true threats of violence</b>.</p> <p>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"> <li>- In the interest of national security</li> <li>- Public safety</li> <li>- Prevention of disorder and crime</li> <li>- Protection of health or morals</li> <li>- Protection of reputation and rights of others</li> </ul> </div> <div data-bbox="241 348 339 1246"> <p><b>Big Picture:</b> 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> </div> <div data-bbox="355 348 452 1246"> <p><b>Lesson 3 - Why do people protest?</b></p> <p>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"> <li>• Is there anything you feel strongly enough about that you would protest?</li> <li>• Is a 'peaceful protest' ever possible?</li> <li>• Do you think they work?</li> <li>• What are the pros and cons of protesting?</li> <li>• What do we usually see at protests?</li> </ul> </div> <div data-bbox="689 348 944 1246"> <p><b>Lesson 4 – Staging a protest</b></p> <p>Using everything you have learnt about <u>protests</u>, it is time to stage a protest to compliment or contrast your work in <u>Music</u>.</p> <p>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.</p> <p>You should think about:</p> <ul style="list-style-type: none"> <li>• How you can use placards (what will they say, how can they be moved in an interesting way amongst your group)</li> <li>• How you enter the space (are you peaceful or rioting?)</li> <li>• Do you use voice (chants, call and repeat) or do you use elements of silence</li> <li>• Pace of your work (is slow motion effective or do you need more fast paced movements)</li> </ul> </div> <div data-bbox="960 348 1271 1246"> <p><b>Lesson 2 – Controversial opinions</b></p> <p>We all have our own opinions – which is a good thing! It is good to discuss and debate certain topics whilst <u>still remaining respectful and listening to others</u>. What are your opinions about the following and why?</p> <ul style="list-style-type: none"> <li>- Covid vaccinations will kill you</li> <li>- Everyone should be vegan</li> <li>- If we don't change, we will die from global warming</li> <li>- Abortion is wrong</li> <li>- Men cannot become women</li> <li>- Black and white people aren't equal</li> <li>- Britain should be 'British'</li> <li>- Men aren't the problem, women should be careful</li> </ul> <p>If your work is aimed at a more violent protest, safety of your group is <b>CRUCIAL</b> and all movements and ideas should be carefully choreographed – this is where slow motion and exaggerated movement can be more effective.</p> </div>		

Year 8 Cycle 2 Performing Arts	Drama – Freedom of Speech	Exploring Protest Theatre														
<p><b>Lesson 5 – Preparing your protest showcase</b></p> <p>Your work in Music will compliment your practical protest.</p> <p>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)</p> <p>Remember – it can compliment OR contrast</p> <p>Your practical work should show:</p> <ul style="list-style-type: none"> <li>- A clear message on the topic you are protesting about</li> <li>- A clear indication if it is peaceful or rioting</li> <li>- Maturity and sensitivity to the content</li> <li>- Well-choreographed and controlled movements effectively portraying a protest</li> <li>- Originality and creativity to 'make a statement'</li> <li>- Clear aim and intention</li> </ul>	<p><b>Lesson 7 and 8 – Showcase</b></p> <p>You will be combining your Music and Drama work to communicate what you have learnt about Freedom of Speech, Riots ad Protesting.</p> <p>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 <b>confidence, creativity</b> and to show <b>good teamwork</b> throughout your rehearsal time.</p>	<p><b>Key words</b></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><b>Lesson 6 – What will I be assessed on?</b></p> <p><i>Your assessment will be one of two options:</i></p> <ul style="list-style-type: none"> <li>- <b>Performance Assessment</b> – 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.</li> <li>- <b>Performance Assessment</b> – 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.</li> <li>- <b>Set Design Assessment</b> – 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?'.</li> </ul>	<p><b>Useful stimuli that provoke protest:</b></p> <p>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"> <li>- Abortion</li> <li>- The Death Penalty</li> <li>- Gay Marriage</li> <li>- Black Lives Matter</li> <li>- Educate Your Sons</li> <li>- Claire's Law</li> <li>- Elon Musk's Views</li> <li>- The response to Meghan Markle</li> </ul>															

**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.

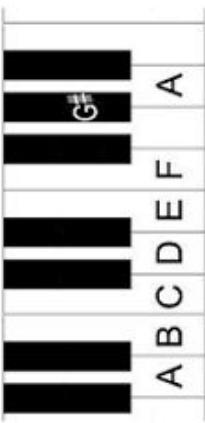
**Lesson 2 – Three Little Birds****Chorus**

Syncopated Chords: **C** **C** **C**  
Playing the chords on the off-beat or in-between the beats

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



**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.

**Lesson 3 – Accompaniment**

	1	2	3	4	1	2	3	4
Chords	X	X	X	X		X		
Baseline (C)	C	C	C		G	E	G	
Hook	C D	C	G	E	D C			

**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

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

<p>Assessment: Chicken nuggets Production plan and outcome Muffins proposal</p>	<p><b><i>Yuk Sung Turkey burgers</i></b> Assessment: Burger proposal White sauce</p>	<p>Careers: chef de partie</p>	<p>Samosas practical outcome</p>	<p>practical lessons Careers: street food trader</p>
<p>Cycle 3</p>	<p><b><i>Consumer choice and healthy eating</i></b></p>	<p>Carbohydrates: Science (cycle 1)</p>	<p><b>Ethical issues</b></p>	<p>Communication: application of key terminology in correct context. Verbal communication in kitchens</p>

## 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 guid in the section for foods we should eat infrequently.

### 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
- vegetables
- prepared vegetables
- ready-made icing
- stock cubes
- ready-made frosting and icing
- breadcrumbs
- Grated Cheese
- Pizza Bases/ mixes
- Ready made pastry / pastry mixes
- Sauces
- Chopped herbs and spice blends

### 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

### 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?

### Production Planning: Special Points

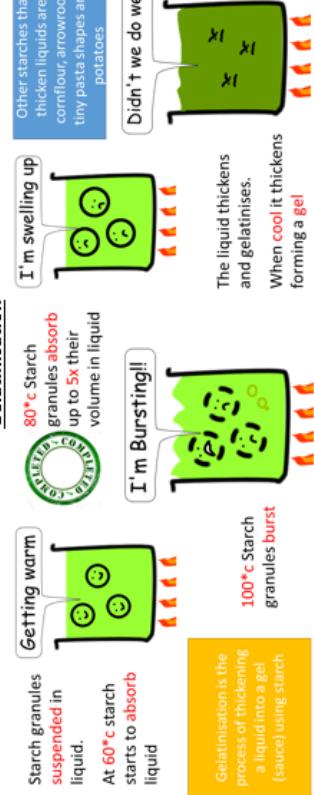
'Special points' are things you will do whilst making to ensure your product is both safe to eat and of a good quality. Some points might be: safe storage of ingredients ("keep ingredients in fridge until needed"), hygiene points ("wash hands after handling raw meat", dry with a paper towel). Food Safety: "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  
Sausage rolls practical  
Burger proposal

### Gelatinisation



### Food miles

– the processing food has to go through to be able to be eaten e.g. pasturing cows milk, slaughter and butchery of meats

**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

## Geography Curriculum 2025-26

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



## Year 8 GCSE Geography Cycle 2: Crumbling Coasts



<p><b>Landforms created by erosion:</b></p> <p><b>Headlands and bays</b> A <b>headland</b> is a part of the land that sticks out to sea. They are made from hard rock. A <b>bay</b> is an inlet where the land curves inwards. They are made from soft rock.</p> <ol style="list-style-type: none"> <li>Waves attack the coastline.</li> <li>If there are bands of hard and soft rock they will erode at different rates by hydraulic action and abrasion.</li> <li>Softer rock (clay) is eroded quicker than the harder rock (granite), and this forms a bay.</li> <li>The harder (more resistant rock) is left jutting out to sea, this is a headland.</li> </ol> <p><b>Caves, arches, stacks and stumps</b></p>		<p><b>Wave cut platform (erosional landform)</b> A wave-cut platform is gently sloping platform of rock which extends out to sea).</p> <ul style="list-style-type: none"> <li>The sea attacks the base of the cliff between the high and low water mark.</li> <li>A <b>wave-cut notch</b> 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.</li> <li>As the notch increases in size, the cliff becomes unstable and collapses, leading to the retreat of the cliff face.</li> <li>The backwash carries away the eroded material, leaving a wave-cut platform.</li> <li>The process repeats. The cliff continues to retreat.</li> </ul> <p><b>Beaches (depositional landform)</b> Constructive waves build up a <u>beach</u>, longshore drift moves the material. When the sea has low energy it deposits material, in a bay this creates a beach.</p> <p><b>Spits (depositional landform)</b> A spit is a long, narrow finger of sand and sediment that juts out from the coast.</p>																								
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<p><b>Case study: Lyme Regis</b> 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><b>Management schemes:</b></p> <p><b>Phase 1: 1990s</b> = 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><b>Phase 2: 2005-2007</b> = 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><b>Phase 3: Not undertaken, decided to leave this stretch of coast as costs outweigh benefits</b></p> <p><b>Phase 4: 2013-2013</b> = final phase, cost £20 million, 390 metre new sea wall in front of existing sea wall, extensive cliff stabilisation</p>		<p><b>Hard Engineering Defences</b></p> <table border="1"> <tbody> <tr> <td>Groynes</td> <td>Wood barriers prevent longshore drift, so the beach can build up.</td> <td> <ul style="list-style-type: none"> <li>Beach still accessible.</li> <li>No deposition further down coast = erodes faster.</li> </ul> </td> </tr> <tr> <td>Sea Walls</td> <td>Concrete walls (usually curved) which reflect wave energy back out to sea.</td> <td> <ul style="list-style-type: none"> <li>Long life span and protects from flooding</li> <li>Curved shape encourages erosion of beach deposits.</li> </ul> </td> </tr> <tr> <td>Gabions or Rip Rap</td> <td>Cages of rocks absorb the waves energy, and prevent erosion at the base of a cliff.</td> <td> <ul style="list-style-type: none"> <li>Cheap</li> <li>Local material can be used to look less strange.</li> <li>Will need replacing.</li> </ul> </td> </tr> <tr> <td>Rock Armour</td> <td>Piles of large boulders (normally granite), they absorb wave energy to prevent erosion.</td> <td> <ul style="list-style-type: none"> <li>Cheap and easy to maintain</li> <li>Used for fishing</li> <li> Rocks from abroad are expensive to transport</li> </ul> </td> </tr> </tbody> </table> <p><b>Soft Engineering Defences</b></p> <table border="1"> <tbody> <tr> <td>Beach Nourishment</td> <td>Beaches built up with sand, so waves have to erode further before eroding cliffs.</td> <td> <ul style="list-style-type: none"> <li>Cheap and creates a beach for tourists.</li> <li>Storms = need replacing.</li> </ul> </td> </tr> <tr> <td>Dune Regeneration</td> <td>Sand dunes are buffers to the sea, marram grass is used to stabilise the dunes.</td> <td> <ul style="list-style-type: none"> <li>Keeps the coast looking natural and cheap</li> <li>Damaged by storms</li> </ul> </td> </tr> <tr> <td>Dune Fencing</td> <td>Fences built on sandy beach along existing dunes to encourage new sand dunes to grow.</td> <td> <ul style="list-style-type: none"> <li>Minimal impact on nature</li> <li>Broken easily and can look ugly</li> </ul> </td> </tr> </tbody> </table> <p><b>Managed Retreat</b></p> <table border="1"> <tbody> <tr> <td>Managed Retreat</td> <td>Low value areas of the coast are left to flood &amp; erode.</td> <td> <ul style="list-style-type: none"> <li>Reduce flood risk and creates wildlife habitats.</li> <li>Compensation for land.</li> </ul> </td> </tr> </tbody> </table> <p><b>Dealing with sea level rise and flooding</b></p> <ul style="list-style-type: none"> <li>Sea level rise is causing flooding</li> <li>Coral bleaching</li> <li>Environmental refugees as many live on the coast</li> <li>Saline intrusion is polluting water supply</li> </ul> <p><b>Maldives</b> Location: India Ocean</p> <p><b>Issues</b></p> <ul style="list-style-type: none"> <li>Sea level rise is causing flooding</li> <li>Coral bleaching</li> <li>Environmental refugees as many live on the coast</li> <li>Saline intrusion is polluting water supply</li> </ul>	Groynes	Wood barriers prevent longshore drift, so the beach can build up.	<ul style="list-style-type: none"> <li>Beach still accessible.</li> <li>No deposition further down coast = erodes faster.</li> </ul>	Sea Walls	Concrete walls (usually curved) which reflect wave energy back out to sea.	<ul style="list-style-type: none"> <li>Long life span and protects from flooding</li> <li>Curved shape encourages erosion of beach deposits.</li> </ul>	Gabions or Rip Rap	Cages of rocks absorb the waves energy, and prevent erosion at the base of a cliff.	<ul style="list-style-type: none"> <li>Cheap</li> <li>Local material can be used to look less strange.</li> <li>Will need replacing.</li> </ul>	Rock Armour	Piles of large boulders (normally granite), they absorb wave energy to prevent erosion.	<ul style="list-style-type: none"> <li>Cheap and easy to maintain</li> <li>Used for fishing</li> <li> Rocks from abroad are expensive to transport</li> </ul>	Beach Nourishment	Beaches built up with sand, so waves have to erode further before eroding cliffs.	<ul style="list-style-type: none"> <li>Cheap and creates a beach for tourists.</li> <li>Storms = need replacing.</li> </ul>	Dune Regeneration	Sand dunes are buffers to the sea, marram grass is used to stabilise the dunes.	<ul style="list-style-type: none"> <li>Keeps the coast looking natural and cheap</li> <li>Damaged by storms</li> </ul>	Dune Fencing	Fences built on sandy beach along existing dunes to encourage new sand dunes to grow.	<ul style="list-style-type: none"> <li>Minimal impact on nature</li> <li>Broken easily and can look ugly</li> </ul>	Managed Retreat	Low value areas of the coast are left to flood & erode.	<ul style="list-style-type: none"> <li>Reduce flood risk and creates wildlife habitats.</li> <li>Compensation for land.</li> </ul>
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## KS3 Curriculum 2025-2026: History

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

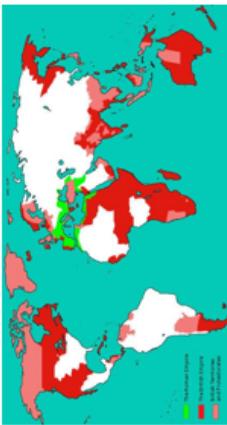


## Weeks 1-2: Early Growth of the British Empire

### 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.



**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

## Think Like A Historian!

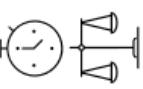
### Change and Continuity

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

**What type of change is it?**  
 Political? Economic?



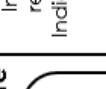
**What was the rate of change?**  
 Gradual? Rapid? Erratic?



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



**What was the impact?**  
 Short-term? Long-term?



**How did people respond?**  
 Supported? Resisted?



**How significant was the change?**  
 What are the differences?



**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. **Q.W.H.** The British dreamed of a world transformed by reason and learning. In India they achieved this by spreading education and scientific knowledge.



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

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

The Mughal Empire lost some power in the 18<sup>th</sup> 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.

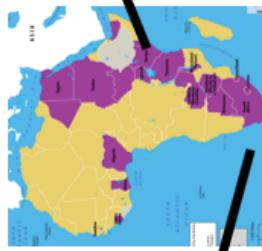
## Weeks 6-8: Colonial Africa

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!**

The first event was...  
This was when...  
As a result...

Subsequently...  
point!

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

Overall, the outcome was...

## 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

## Weeks 9-10: Ireland

After the invasion of Ireland in the 12<sup>th</sup> 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.

### 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.

### 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.

### 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.

1607	First colony in America	1757	Battle of Plassey, India	1775-83	American Revolution	1788	Settlements in Australia	1878	Congress of Berlin	1916	Easter Rising	1947	Partition in India	1997	Hong Kong returned
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Year 7 One Year Overview	Topic	Core grammar	Core phonics
	All About Me & People Around Me	<p>Greetings and name [1, 4, 8] (a, d)</p> <p>Age [3, 8] (c)</p> <p>Birthdays [2, 3, 4, 5, 8] (a, b, f)</p> <p>Appearance and character [2, 6, 7, 8] (e)</p> <p>Hair and eyes [2, 3, 6, 8]</p> <p>Family members [1, 3, 5, 6, 7, 8] (c, d, f)</p> <p>Family descriptions [1, 2, 3, 6, 7, 8] (e)</p>	<p>1. LLAMARSE - yo, tú, él/ella</p> <p>2. SER - yo, tú, él/ella</p> <p>3. TENER - yo, tú, él/ella</p> <p>4. ESTAR - yo, tú</p> <p>5. Possessive adjectives - mi(s), tu</p> <p>6. Adjectives - reg. and common irreg. agreement</p> <p>7. Negative structures</p> <p>8. Adapting questions to answers</p>
Autumn	My School Subjects & My School Life	<p>School subjects &amp; opinions [1, 2, 5, 6, 8] (a, c)</p> <p>Teachers [4, 5, 7] (d)</p> <p>My timetable [8] (e)</p> <p>Breaktime [1, 3] (f)</p> <p>School facilities [1, 5, 8] (d, e)</p> <p>School uniform [4, 5, 8] (b)</p>	<p>1. Definite and indefinite articles</p> <p>2. Regular -AR, -ER verbs - yo, tú, él/ella</p> <p>3. LLEVAR vs LLEVARSE</p> <p>4. Adjectives - reg. and common irreg. agreement</p> <p>5. Opinion verbs with indirect object pronouns</p> <p>6. Comparatives</p> <p>7. SER, TENER - yo, tú, él/ella</p>
Spring	My Free Time & World of Sports	<p>Opinions on hobbies [1] (a, b)</p> <p>Free-time [2] (c)</p> <p>Activities and weather [2, 4] (d)</p> <p>Sport [3, 4] (g)</p> <p>Sports personalities [1, 6] (a)</p> <p>weekend plans [5] (f)</p> <p>Spanish and world sports events [2, 3, 4] (e)</p>	<p>1. Opinion structures + infinitive</p> <p>2. AR + ER verbs - yo, tú, él/ella, nosotros</p> <p>3. Preposition A (a + el)</p> <p>4. HACER - yo, tú, él/ella, nosotros</p> <p>5. Near future tense - yo, tú</p> <p>6. Opinion verbs with indirect object pronouns</p>
Summer			<p>a. [i]</p> <p>b. Soft/hard [g]</p> <p>c. Soft/hard [c]</p> <p>d. [ll]</p> <p>e. [rr] Next</p> <p>f. [que]</p> <p>g. [u], [e]</p>

Year 8 One Year	Topic	Core grammar	Core phonics
Autumn	<b>Around Town &amp; Let's Go Out!</b> Geography of Spain [1,2] (e) Description of my town/city [1,2] (c) Good/bad in my town/city [1,2] (c) Where I can go out in my town/city [1,2] (b) Where to live in the future [1,4] (b) What can you do in town [5] (a) Plans to go out [1,4,6] (d) Weekend plans [1,7] (c) Life in la Habana [6, 7] (h)	1. Definite / indefinite articles 2. SER & HABER (Present tense) – él/ella 3. Verb subject agreement 4. Conditional – yo, tú, él/ella 5. Se puede + infinitive 6. Present tense regular -ar, -er & -ir verbs - yo 7. Near future - yo, tú, él/ella, nosotros	a. soft/hard [c] b. soft/hard [g] c. silent [h] d. [ü] e. [ñ] f. [l] / [ll] g. [r] / [rr] h. vocales (e, i)
Spring	<b>Last Summer &amp; Let's Travel!</b> Where I went on holiday [1,5] (a) What I did on holiday [1,2,5] (h) What I did on the last day [2,3] (d) What the weather was like [3] (h) Past tense opinions [1, 4] (b) Presentation of Past Holidays [1,2,3] (f) Future Holiday Plans [6] (c) Ideal Holidays / Easter [7]	1. Preterite tense (lB) – yo, tú, él/ella, nosotros 2. Preterite tense -ar, -er & -ir – yo, nosotros 3. SER + HACER (preterite tense) – él/ella 4. Past tense opinion verbs + indirect object pronoun 5. Prepositions - en, a 6. Near future tense - yo, él/ella, nosotros 7. Conditional – yo, tú, él/ella	b. Soft/hard [g] c. [e], [i] d. [l] / [ll] e. [ñ] f. [v] g. [r vs rr] h. silent [h]
Summer	<b>Media Around Me &amp; Free Time</b> Compare television programmes [2] (g) What I usually do on my mobile [1] (e) What I am going to do on my smartphone [3] (d) Learn about famous Hispanic singers [7, 8] (c) Getting ready to go out [5] Activities yesterday [3, 7] Favourite sports [2,3,7] (b) Film study: 'Viva Cuba' [4]	1. SOLER (Present tense) – yo, tú 2. AR + IR verbs (Present tense) – yo, tú, él/ella 3. Near future tense – yo, tú, él/ella, nosotros 4. Opinion verbs + indirect object pronoun 5. Reflexive verbs (Present tense) – yo, tú 6. Comparatives 7. Preterite tense – yo, él/ella, nosotros	a. [a], [e], [i] b. [l] 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><b>Modulo 1: Diviértete (Theme 2; popular culture + theme 3; communication and the world around us)</b></p> <ul style="list-style-type: none"> <li>- describing family members [1, 2, 3] (a, c)</li> <li>- passions [4, 6] (b, d)</li> <li>- family and relationships [1, 2, 3, 4, 5, 7] (d)</li> <li>- activities with family [4, 5, 6] (d, f)</li> <li>- describing how you used to be [4, 5, 6] (d, f)</li> <li>- social media and devices [4, 5, 6] (d, f)</li> <li>- internet [1, 7] (g, e)</li> </ul> <p><b>Modulo 5: A Clase! (Theme 1; People and Lifestyle)</b></p> <ul style="list-style-type: none"> <li>- school subjects and studies [1, 2, 3] (a)</li> <li>- school rules [5] (c)</li> <li>- school facilities [4] (h)</li> <li>- Spanish school system [2, 3, 4] (b)</li> <li>- school exchange [8] (g)</li> <li>- primary school [6] (e)</li> <li>- extra-curricular activities [7] (e)</li> <li>- what did you do at school [6] (f)</li> </ul>	<p><b>Me, People in my Life &amp; Stay Connected!</b></p> <ol style="list-style-type: none"> <li>1. Adjectival agreement</li> <li>2. Present tense of SER and TENER</li> <li>3. Comparatives</li> <li>4. Present tense (including reflexives)</li> <li>5. Structures + INFINITIVE</li> <li>6. Verb subject agreement</li> <li>7. Preterite and imperfect tenses</li> </ol> <p><b>My Current, Past &amp; Future Studies</b></p> <ol style="list-style-type: none"> <li>1. Definite articles and indefinite articles</li> <li>2. Superlatives</li> <li>3. Comparatives</li> <li>4. Present tense</li> <li>5. Infinitive structures (obligation)</li> <li>6. Preterite and imperfect tenses</li> <li>7. Desde hace</li> <li>8. Near future tense</li> </ol>	a. [e], [i], [a], [o], [u] b. [l] c. Hard [c], Soft [c] d. Hard [g], Soft [g] e. [ñ] f. [v] g. [qu]/[gu]
Spring	<p><b>Modulo 2: Viajes (Theme 3; communication and the world around us + Theme 2; popular culture)</b></p> <ul style="list-style-type: none"> <li>- holiday activities [1, 2] (a)</li> <li>- past holidays [3, 4] (l)</li> <li>- holiday accommodation [3] (c)</li> <li>- past holiday activities [3, 4, 5] (c, f)</li> <li>- disastrous holidays [3, 5] (d)</li> <li>- booking accommodation [2, 3] (f)</li> <li>- future holidays [7, 5] (e)</li> <li>- los san fermines [8] (h)</li> </ul>	<p><b>Holiday Memories, Future Travels</b></p> <ol style="list-style-type: none"> <li>1. Cuando + impersonal verb</li> <li>2. Present tense</li> <li>3. Past tenses (preterite and imperfect)</li> <li>4. Hace + time</li> <li>5. Sequencers</li> <li>6. Question structures</li> <li>7. Near future tense</li> <li>8. Conditional (including reflexive verb)</li> </ol>	a. [o], [i], [e] b. Silent [h] c. [l] d. Soft [c] e. [qu], [gu] f. Hard [c], [g] g. [v] h. [rr] i. [j]
Summer			

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

	Essential				
	Spanish	English		Spanish	English
<b>Chunks</b>	¿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...	<b>Sequencers</b>	<b>Primero</b> <b>Luego</b> <b>Finalmente</b>	Firstly Then Finally
<b>Nouns</b>	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	<b>Opinions</b>	¡Qué + adjetivo!	How + adjective!
			<b>Infinitives</b>	<b>Jugar</b> <b>Hacer</b> <b>Ir</b> <b>Salir</b> <b>Ver</b> <b>Ser</b> <b>Montar</b> 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
<b>Time phrases</b>	<b>El sábado</b> <b>El domingo</b> <b>Por la tarde</b> <b>Por la mañana</b> <b>A las tres de la tarde</b> <b>Este fin de semana</b>	On Saturday On Sunday In the afternoon/evening In the morning At three in the afternoon This weekend	<b>Adjectives</b>	<b>Divertido</b> <b>Interesante</b> <b>Guay</b> <b>Genial</b> Emocionante Educativo Entretenido Social	Fun Interesting Cool Great Exciting Educational Entertaining Social
<b>Conjunctions</b>	<b>Pero</b> <b>Sin embargo</b>	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
<b>Chunks</b>	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.)	<b>Sequencers</b>	Después de eso	After this
<b>Nouns</b>	La pista de hielo La casa de mi mejor amigo El club juvenil	The ice rink My best friend's house The youth club	<b>Opinions</b>	A mi modo de ver ¡Qué miedo! ¡Qué lástima! ¡Qué pena!	From my point of view How scary! What a shame! What a pain!
			<b>Infinitives</b>	Explorar Viajar	To explore To travel
<b>Time phrases</b>	Pasado mañana	The day after tomorrow	<b>Adjectives</b>	Impresionante Fascinante Sano Maravilloso Asombroso	Impressive Fascinating Healthy Marvellous Amazing
<b>Conjunctions</b>	<b>No obstante</b> <b>Además</b>	Nevertheless Furthermore / in addition	<b>Idiom</b>	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
<b>Chunks</b>	¿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	<b>Adjectives</b>	<b>Tranquilo</b> <b>Bonito</b> Hermoso Histórico <b>Emocionante</b>	Peaceful Pretty Beautiful Historic Exciting
<b>Nouns</b>	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	<b>Intensifiers</b>	<b>Bastante</b> <b>Muy</b> <b>Sumamente</b>	Quite Very Really
			<b>Opinions</b>	¡Qué + adjective!	How + adjective!
			<b>Sequencers</b>	Luego...	Then...
			<b>Question word</b>	Adónde	Where to
<b>Time phrases</b>	<b>El año pasado</b> <b>El verano pasado</b> Durante una semana	Last year Last Summer During one week			
<b>Conjunctions</b>	<b>Y</b> <b>También</b> <b>Además</b>	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
<b>Chunks</b>	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)		<b>Adjectives</b>	Turístico Pintoresco
<b>Nouns</b>	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		<b>Intensifiers</b>	<b>Súper Verdaderamente</b>
<b>Time phrases</b>	<b>Hace (+ time expression)</b> <b>El mes pasado</b>	For (+ time expression) Last month			Super Really
<b>Conjunctions</b>	<b>Aunque</b>	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
<b>Chunks</b>	¿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		<b>Adjectives</b>	<b>Bueno Bonito Chulo* Genial* Cubano</b>
<b>Nouns</b>	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		<b>Intensifiers</b>	<b>Muy Bastante</b>
				<b>Opinions</b>	¡Qué + adjective!
				<b>Sequencers</b>	El primer día Luego Después Más tarde
				<b>Exclamations</b>	¡Qué + noun!
				<b>Infinitives</b>	Ir Visitar Comprar Sacar Montar Descansar Mandar Bailar Nadar Tomar
<b>Time phrases</b>	El año pasado El verano pasado	Last year Last summer			Very Quite How...! On the first day Then After Later What + noun! To go To visit To buy To take (photos) To ride To relax To send To dance To swim To take
<b>Conjunctions</b>	<b>Y Pero Donde</b>	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
<b>Chunks</b>	¿Qué hiciste en tus últimas vacaciones? No compramos nada	What did you do last holiday? We didn't buy anything		<b>Adjectives</b>	<b>Alucinante Entretenido Encantador</b>
<b>Nouns</b>	De paseo El centro histórico de la ciudad El parque acuático	A stroll The historic centre of the city. The water park		<b>Intensifiers</b>	<b>Verdaderamente</b>
				<b>Opinions</b>	¡Qué + irregular adjective!
				<b>Sequencers</b>	Primero de todo Después de todo
				<b>Exclamations</b>	¡Qué susto! ¡Qué sorpresa! ¡Qué pena!
<b>Time phrases</b>	La última vez que fui de vacaciones	The last time that I went on holiday			Really How...! First of all After everything How scary! What a surprise! What a pain!
<b>Conjunctions</b>	<b>Además</b>	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 dia 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>	<b>Después</b>	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>	<b>También</b> <b>Además</b>	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 dia 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 travell' 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 dia 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>	<b>Un poco</b> <b>Bastante</b> <b>Muy</b> <b>Sumamente</b>	A little Quite Very Really
<i>Conjunctions</i>	<b>donde</b>	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
<b>Chunks</b>	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
<b>Nouns</b>	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
<b>Opinions</b>	Me chifló Me moló	I loved it I loved it	<i>Exclamations</i>	¡Qué suerte! ¡Qué increíble!	How lucky! How incredible!
<b>Conjunctions</b>	<b>Así que</b>	So			
<b>Time phrases</b>	<b>Normalmente</b> <b>Hace dos años</b> <b>Todos los días</b>	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
<b>Chunks</b>	¿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
				El primer día El último día	On the first day On the last day
<b>Nouns</b>	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
<b>Opinions</b>	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>	<b>Un poco</b> <b>Muy</b> <b>Sumamente</b>	A little Very Really
<b>Conjunctions</b>	<b>Pero</b> <b>Sin embargo</b> <b>También</b> <b>Porque</b> <b>Ya que</b>	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
<b>Chunks</b>	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
<b>Nouns</b>	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
<b>Opinions</b>	Me chifló Me interesó	I loved it I found it interesting	<i>Intensifiers</i>	Verdaderamente Extremadamente	Really/truly Extremely
<b>Conjunctions</b>	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>	<b>Muy</b> <b>Bastante</b>	Very Quite
<i>Conjunctions</i>	<b>Pero</b> <b>Sin embargo</b>	But However	<i>Question words</i>	Qué	What

21

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>	<b>Verdaderamente</b>	Really/truly
<i>Conjunctions</i>	<b>En cambio</b> <b>No obstante</b>	On the other hand Nevertheless	<i>Sequencers</i>	Un día Otro día	On one day On another day

22

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

Essential					
	Spanish	English		Spanish	English
<i>Chunks</i>	¿Quéquieres 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 + adjetivo! 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>	<b>Pero</b> <b>También</b>	But Also
				<b>Delicioso</b> <b>Bueno</b> 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
				<b>Me gusta</b> <b>No me gusta</b> <b>Me encanta</b> <b>Creo que</b> <b>Pienso que</b>	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>	<b>Pero</b> <b>También</b>	But Also
				<b>Adjectives</b>	<b>Delicioso</b> <b>Bueno</b> Rico
<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
				<b>Opinions</b>	<b>Me gusta</b> <b>No me gusta</b> <b>Me encanta</b> <b>Creo que</b> <b>Pienso que</b>

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
				<b>Intensifiers</b>	Super Sumamente
<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
				<b>Infinitives</b>	Ir Ver Ser Hacer Comer Nadar Jugar
<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

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
				<b>Intensifiers</b>	Verdaderamente, Extremadamente
<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
				<b>Infinitives</b>	Viajar Explorar Descubrir Andar
<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
Chunks	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!	Time expressions	El próximo marzo El año que viene	Next March Next year
				Luego Primero Finalmente	Then Firstly Finally
			Intensifiers	Un poco Bastante Muy Sumamente	A little Quite Very Really
Nouns	La comida típica La iglesia Los desfiles Los disfraces Los buñuelos Las torrijas Las calles	Traditional food Church Parades Costumes Doughnuts French toast Streets	Adjectives (important previous adjectives are recycled)	Divertido Típico Religioso Magnífico Emotivo Sagrado	Fun Traditional Religious Magnificent Emotional Sacred
Conjunctions	También Sin embargo	Also However	Infinitives	Ver Disfrutar Comer Visitar Participar (en) Celebrar	To see To enjoy To eat To visit To participate To celebrate
Opinions	Creo que Pienso que Diría que	I believe/think that I think that I would say that	Question words	Cómo	How
					30

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
Chunks	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?	Time expressions	Todos los días Durante la semana Cada tarde	Everyday During the week Every afternoon/evening
				Primero Luego Al final	Firstly Then In the end
			Intensifiers	Verdaderamente, Sumamente	Really/truly Really
Nouns	Las figuras Los costaleros	Figures Float carriers	Adjectives (important previous adjectives are recycled)	Santo Católico Único Polémico	Sacred/holy Catholic Unique Controversial/polemic
Conjunctions	Mientras que En cambio Por otro lado	Whereas On the other hand On the other hand	Infinitives	Desfilar Rezar	To parade/march To pray
Opinions	Estoy de acuerdo Estoy en contra	I agree I disagree	Question words	Cómo	How

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

## Netball skills

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

## Girls Football

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

## 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

## 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

## 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

	Knowledge and skills	Year 7	Year 8	Year 9
	Enrichment, careers and Cross curricular links	Knowledge and skills	Enrichment, careers and Cross curricular links	Knowledge and skills
Cycle 1	<u>Symbolism - Inner and outer worlds</u>  In this topic we look at the importance of symbolism in society and in religion and how this relates to our inner and outer worlds.  <u>Assessment -</u> Mini assessments in lessons and an end of cycle assessment. The assessments look at skills of recall and evaluation, in terms of application of knowledge to explanation and discussion styles of questioning.  <u>Assessment -</u> Mini assessments in lessons and an end of cycle assessment	<b>Suffering</b>  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.  <b>Introduction to Judaism</b>  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.  <b>Food &amp; food laws</b>  We will look at the way Jesus told stories and how these stories still have meaning for believers today. Pupils will look at different parables and miracles and use these to help support understanding of what beliefs in action look like.  Assessment will be in the form of project presentations and pupils will be assessed on descriptive and oracy skills.	<b>An Introduction to Islam</b>  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.  <b>History looking at the Holocaust and English war poets</b>  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.  <b>Food &amp; food laws</b>  We will look at the way Jesus told stories and how these stories still have meaning for believers today. Pupils will look at different parables and miracles and use these to help support understanding of what beliefs in action look like.  Assessment will be in the form of project presentations and pupils will be assessed on descriptive and oracy skills.	<b>An Introduction to Islam</b>  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.  <b>History democracy and English literature</b>  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.  <b>Multi faith society</b>  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.  <b>History looking at the Holocaust and English war poets</b>  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.  <b>Food &amp; food laws</b>  We will look at the way Jesus told stories and how these stories still have meaning for believers today. Pupils will look at different parables and miracles and use these to help support understanding of what beliefs in action look like.  Assessment will be in the form of project presentations and pupils will be assessed on descriptive and oracy skills.
Cycle 2		See above	<b>The spread of the Church</b>  This topic looks at how the Christian movement developed over time. Including early church councils, the Great Schism, the	<b>What is humanism?</b>  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><u>Hinduism</u></p> <p>This topic looks at the basis of Hinduism and issues linked to Hindu way of life, in particular with reference to life as a Hindu in 21<sup>st</sup> Century Britain</p>	<p><u>Food &amp; food laws</u></p> <p>protestant reformation. Up to and including the diversity of Christian practices today.</p> <p>Assessment – Mini assessments in lessons and an end of cycle assessment</p> <p>Public sector, HR, NGO's, journalism</p>	<p><u>History the foundation of the Govt/Egg Food-Kosher</u></p> <p>Assessment – Mini assessments in lessons and an end of cycle assessment</p> <p>Public sector, HR NGO's, journalism</p>	<p><u>History - Kolbe English- speeches and poetry</u></p> <p>Assessment – Mini assessments in lessons and an end of cycle</p> <p>Public sector, HR, Social policy design, law, medical ethics.</p>
<p><u>Cycle 3</u></p>	<p><u>Sikhism</u></p> <p>This topic looks at the basis of Sikhism, founders and important festivals, and issues linked to Hindu way of life, in particular with reference to life as a Hindu in 21<sup>st</sup> Century Britain.</p> <p>Assessment – Mini assessments in lessons and an end of topic assessment.</p> <p>Public sector, HR, NGO's, journalism</p>	<p><u>It is the intent to take each year group to a place of worship in the summer term, so that at the end of their time at the academy, they will have seen each <u>g</u> the main world religions place of worship.</u></p> <p><u>Assessment – Mini assessments in lessons and an end of topic assessment.</u></p> <p><u>Art - Mandalas</u></p> <p>Assessment – Mini assessments in lessons and an end of topic assessment.</p> <p>Public sector, HR, NGO's, journalism</p>	<p><u>It is the intent to take each year group to a place of worship in the summer term, so that at the end of their time at the academy, they will have seen each <u>g</u> the main world religions place of worship.</u></p> <p><u>An introduction to Philosophy and Ethics</u></p> <p>We look at basic arguments about existence and associated belief. Ideas such Free Will and Determinism, Political Philosophy: role of the state and then apply ethical theories such as Utilitarianism and Situation Ethics to the Environment and animal Rights.</p> <p>Assessment – Mini assessments in lessons and an end of cycle assessment.</p> <p><u>Start of GCSE - An introduction to Christian Beliefs.</u></p> <p><u>Geog-global issues, Egg- oracy skills</u></p> <p>The Trinity</p> <ul style="list-style-type: none"> <li>• The creation of the universe and humanity</li> <li>• The incarnation</li> <li>• The last days of Jesus' life</li> <li>• The nature of salvation</li> <li>• Christian eschatology</li> <li>• The problem of evil and suffering</li> <li>• Solutions to the problem of evil and suffering</li> </ul> <p>Public sector, HR, Social policy design, law, environmental work.</p> <p><u>International development</u></p>



Year 8 PRE - Cycle 2 -Jesus and the Church



Who did Jesus choose to be his followers?

Christians believe that Jesus Christ was the Son of God, given as a sacrifice so that humans would have the possibility of eternal life in Heaven.

Christians believe that Jesus is the second party of the Trinity sent to earth to save humanity. They believe he will do this in two ways. 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' death it was very important. It was preserved meat (before there were any fridges). Salt was used and it added flavour to food.

- 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.

### The last day of Term—Good Friday and Communion

"The soldiers take his clothes and gamble 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, 'Elo, Elo, lema sabachthani?,' meaning My God, my God, why have you forsaken me?"

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?