



All Saints'  
Academy  
Cheltenham

# **Year 9**

# **Cycle 2**

## **Curriculum Organiser**

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

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

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

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

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

| <p><b>The Academy will:</b></p> <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, <u>support</u> 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 <u>respect</u> 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 <u>timetable</u>, 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> | <p><b>Parents/Carers will:</b></p> <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</u>, <u>well-being</u> or any other issues.</li> <li>• Encourage their child to participate in the enrichment opportunities offered by the Academy.</li> </ul> | <p><b>Students will:</b></p> <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> |
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|                                                 |                                                   |                                              |
|-------------------------------------------------|---------------------------------------------------|----------------------------------------------|
| <p><b>Signed by Form Tutor</b></p> <p>.....</p> | <p><b>Signed by Parent/Carer</b></p> <p>.....</p> | <p><b>Signed by Student</b></p> <p>.....</p> |
|-------------------------------------------------|---------------------------------------------------|----------------------------------------------|

## Independent homework timetable

| <b>Subject</b>              | <b>Week 1 day</b> | <b>Week 2 day</b> |
|-----------------------------|-------------------|-------------------|
| English                     |                   |                   |
| Maths                       |                   |                   |
| Science                     |                   |                   |
| Art                         |                   |                   |
| Computing                   |                   |                   |
| Performing Arts             |                   |                   |
| Design<br>Technology        |                   |                   |
| Geography                   |                   |                   |
| History                     |                   |                   |
| Modern Foreign<br>Languages |                   |                   |
| Physical Education          |                   |                   |
| Religion and<br>Ethics      |                   |                   |

# Why study?

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

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

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

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

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

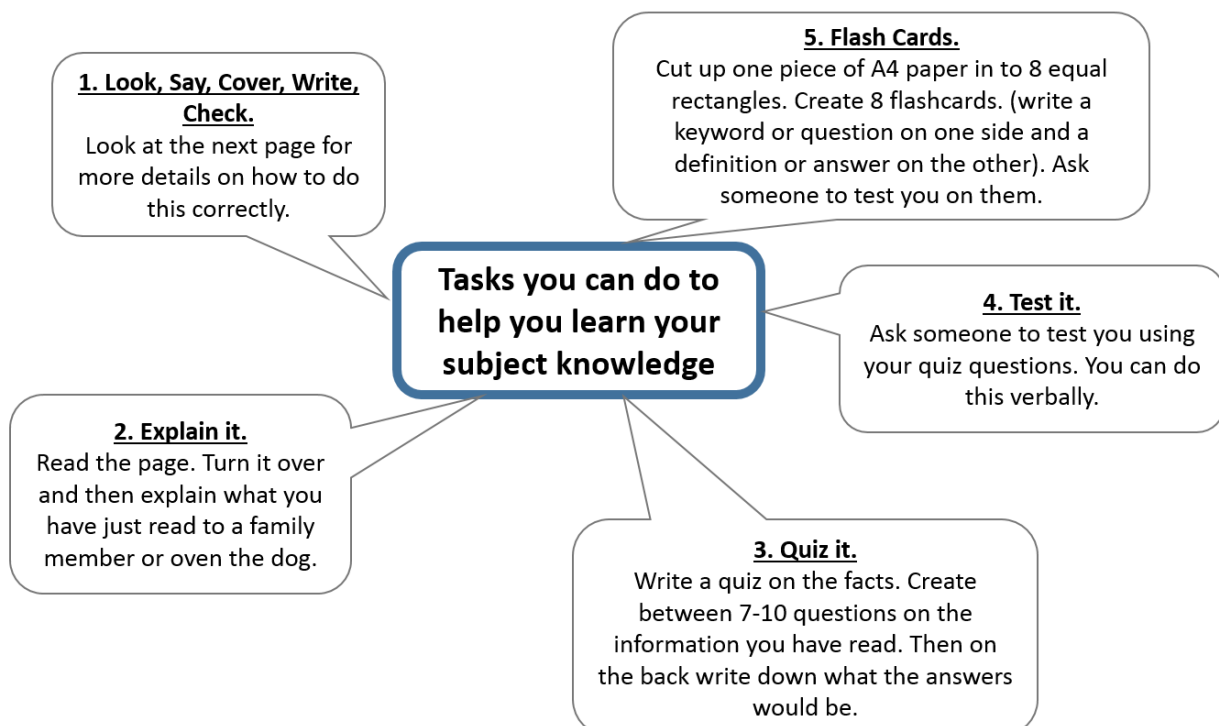
## When and what should I study?

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

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

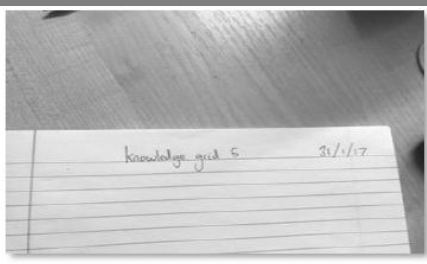
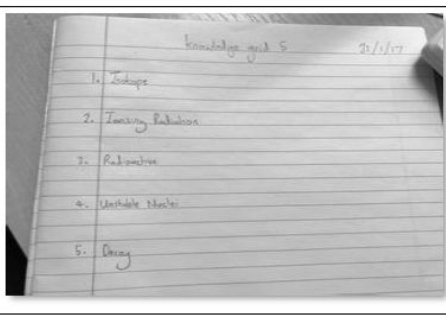

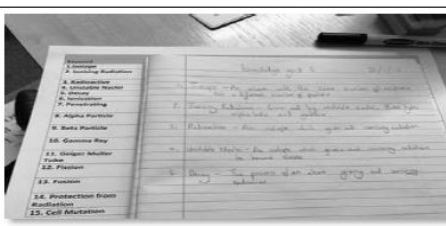
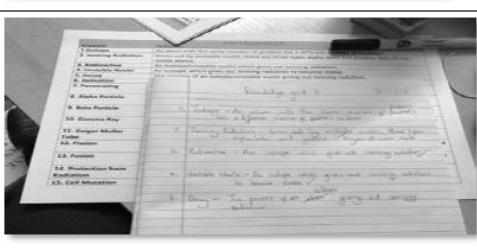
Year 10 and 11 should be completing two hours of homework each evening.

## How should I use my Knowledge Organiser to study?



# How should I use my Knowledge Organiser to study?

## Look, Say, Cover, Write, Check

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



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

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







| Year 9: Cycle 1: Defining Decisions- Othello                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Characters                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Plot Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Tragedy Genre                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Othello</b> - A Christian Moor and army general married to Desdemona.</p> <p><b>Iago</b> -The villain of the play. Angry at having been passed over by Othello for promotion.</p> <p><b>Desdemona</b> - The Daughter of Brabantio.</p> <p><b>Michael Cassio</b> - A charming soldier. The new lieutenant promoted by Othello.</p> <p><b>Brabantio</b> -Venetian senator, Desdemona's father.</p> <p><b>Emilia</b> - Iago's wife and Desdemona's maid.</p> <p><b>Duke of Venice</b> - The official authority in Venice.</p> <p><b>Roderigo</b> - A long-rejected suitor of Desdemona.</p> <p><b>Bianca</b> - A prostitute in Cyprus, who expresses real affection for Cassio.</p> <p><b>Lodovico</b> -Brings letters from Venice to Cyprus.</p> <p><b>Montano</b> - The governor of Cyprus before Othello's arrival.</p> <p><b>Gratiano</b> -Brabantio's kinsman.</p> | <p><b>Plot:</b></p> <p><b>Act One</b> - Othello, a nobleman who has reached the top of his career, has secretly married Desdemona. Iago is determined to destroy Othello's happiness, his first attempt in this villainy is in awakening Brabantio and telling him of his daughter's marriage. Enraged, Brabantio appeals to the Duke of Venice to punish Othello but gives up in his efforts when he realises that Desdemona truly loves her new husband.</p> <p><b>Act Two</b> - Othello is sent from Venice to defend Cyprus from the Turks, Desdemona sails to join him, in the safekeeping of Iago and Emilia. A storm disperses the Turkish fleet, ending the threat to Cyprus, and Othello is quickly reunited with Desdemona on the island.</p> <p><b>Act Three</b> - Iago begins to scheme in earnest. He gets Cassio drunk while on duty. Then Iago goads Othello into believing that Desdemona is Cassio's lover. Othello soon becomes obsessively jealous and willing to believe anything he is told about his innocent wife.</p> <p><b>Act Four</b> - Iago tricks his wife, Emilia, into stealing the handkerchief, then convinces Othello that Desdemona has given it to Cassio as a love token. When Desdemona cannot produce the handkerchief, Othello is certain she has been unfaithful and swears an oath of vengeance on his wife and Cassio.</p> <p><b>Act Five</b> - In Desdemona's bedchamber, Othello smothers her with a pillow. A horrified Emilia enters, and Othello justifies himself, citing the handkerchief as proof. Recognising the handkerchief as the one she stole for her husband; she is stunned and reveals Iago's guilt. Iago enters the scene, kills Emilia, is arrested, and is almost killed by Othello, who now is horrified as he understands the truth. Despite demands for an explanation of his treachery, Iago remains silent and is condemned to a tortuous death.</p> | <p>The first idea of the Tragic form stems from the original Greek playwrights of Aeschylus, Sophocles, and Euripides. What makes a play a tragedy is when we see a character who at the start of the play who is elevated in social status, successful but also relatable. However, by the end of the play, they lose it all, usually through bad choices or a fatal character flaw.</p> <p><b>Shakespeare's Tragedies</b></p> <p>Hamlet</p> <p>Julius Caesar</p> <p>King Lear</p> <p>Macbeth</p> <p>Othello</p> |

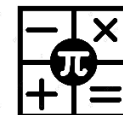


| Key Terminology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Staging Aspect                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Key Terminology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Connectives                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Protagonist</b>- the main character in a story.</p> <p><b>Antagonist</b>- a person who opposes the main character usually their enemy.</p> <p><b>Foil</b>- a character that is the direct opposite of another in terms of personality or actions.</p> <p><b><u>Dramatic Features</u></b></p> <p><b>Soliloquy</b>: an extended speech to the audience giving information about a character's thoughts or feelings.</p> <p><b>Follow on lines</b>: where one character completes the line of someone else.</p> <p><b>Turn taking</b>: Where two characters take it in turns to speak in a scene.</p> <p><b>Stage directions</b>: Instructions about what to show on stage or how actors should deliver lines.</p> <p><b><u>Literary Features</u></b></p> <p><b>Pathetic Fallacy</b>: using the weather or setting to mirror the feelings of characters.</p> <p><b>Foreshadowing</b>: giving clues in a text about something that will happen later.</p> <p><b>Dramatic Irony</b>: the audience knows things that the characters do not.</p> <p><b>Symbolism</b>: where an object is used to represent a bigger idea or concept.</p> | <p><b><u>Staging Aspect:</u></b></p> <p><b>Speech</b>: in plays, characters' speech occurs after their name and a colon and does not require speech marks.</p> <p><b>Stage directions</b>: occur either in brackets or in italics. They are instructions for actors about how to perform their lines and position themselves on stage.</p> <p><b>Props</b>: the items that help tell the story or enhance characterisation.</p> <p><b>Proxemics</b>: the use of levels to reflect status and character relationships.</p> | <p><b>Tragic Hero</b> - a main character by fate and possesses a tragic flaw.</p> <p><b>Hubris</b> - Excessive pride or arrogance that leads to character's downfall.</p> <p><b>External Conflict</b> - A problem the protagonist faces, often set in motion by the antagonist.</p> <p><b>Internal Conflict</b> - The struggle the hero engages in with his/her fatal flaw.</p> <p><b>Iambic Pentameter</b> - a line of verse with five metrical feet, each consisting of one short (or unstressed) syllable followed by one long (or stressed) syllable</p> <p><b>Cuckold</b> - a man whose wife has been unfaithful.</p> <p><b>Jacobean</b> - written during the reign of King James of England.</p> | <p><b>Similarities:</b></p> <p>Similarly</p> <p>Additionally</p> <p>Furthermore</p> <p><b>Differences:</b></p> <p>Comparatively</p> <p>However</p> <p>Although</p> <p>On the other hand</p> <p><b>Stretch and Challenge Activities</b></p> <p>Read another of Shakespeare's tragedies.</p> <p>Write a review of the play.</p> <p>Imagine you are the director of the play.</p> <p>Pick a scene and explain how you would direct it.</p> |

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

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

# Maths



## 8.4 Decimals and Percentages

| Word                | Definition                                                                     | Example                                    |
|---------------------|--------------------------------------------------------------------------------|--------------------------------------------|
| Decimal             | A number that uses a point to separate whole numbers from fractional parts.    | 0.75 is a decimal.                         |
| Terminating decimal | A decimal that ends after a finite number of digits.                           | 0.25                                       |
| Recurring decimal   | A decimal in which one or more digits repeat forever.                          | 0.333...                                   |
| Percent             | Means “per hundred”; represented by the symbol %.                              | 50% = 50 per 100 = 0.5                     |
| Percentage change   | Increase or decrease expressed as a percent of the original amount.            | Price rises from £60 to £72 → 20% increase |
| Compound interest   | Interest calculated on the initial principal and also on accumulated interest. | £100 at 5% annually → £105 after 1 year    |
| Index laws          | Rules for working with powers of numbers.                                      | $a^p \times a^q = a^{(p+q)}$               |
| Standard form       | A way of writing very large or small numbers as $a \times 10^n$ .              | $1.2 \times 10^6$                          |

## 8.5 Solids

| Word         | Definition                                                 | Example                                                        |
|--------------|------------------------------------------------------------|----------------------------------------------------------------|
| Solid        | A 3D object with length, width, and height.                | Cube, sphere                                                   |
| 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                                              |
| 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                                                 |
| Net          | 2D pattern that folds into a 3D solid.                     | Cube net of six squares                                        |
| Volume       | Amount of space a 3D object occupies.                      | Cuboid $3 \times 5 \times 10$ cm has volume $150 \text{ cm}^3$ |
| Surface area | Total area of all faces of a 3D object.                    | Cube with side 2 cm has surface area $24 \text{ cm}^2$         |
| Density      | Mass per unit volume.                                      | Gold has density $19.32 \text{ g/cm}^3$                        |



## KS3 Science Curriculum 2025-26

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



# Year 9 – Biology – Cycle 2

## Why do we need evidence?

### Achieving – describe how to peer-review

We peer-review scientific work to check that the conclusions are valid and that there is minimal uncertainty in the results.

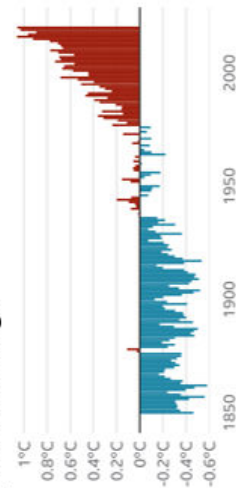
**F – Falsifiable** – can the theory/data be disproved?

**E – Evidence** – is the evidence valid? Is it real evidence? Can it be trusted?

**E – Evaluate** – what further work could be done? What data could be collected to add evidence?

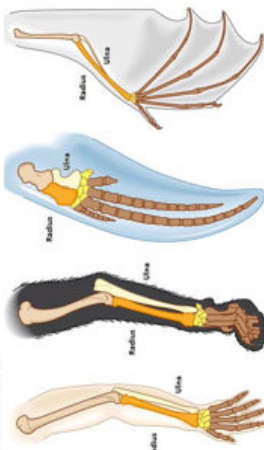
**R – Reproducible** – is the data reproducible? Can we get the same pattern of results?

### Achieving – peer-review the evidence for climate change



Use the **FEER** method to peer-review the data in the graph above. Does this data support the theory that climate change is occurring?

### Achieving – peer-review the evidence for evolution



Use the **FEER** method to peer-review the data in the picture above. Does this image support the theory of evolution?

### Exceeding – explain some further work that could be done to add evidence for these theories

#### Further evidence for evolution

- DNA and the links between genetics
- Antibiotic resistance
- Fossils

But what are the problems with this theory?

#### Further evidence for climate change

- Satellite data
- Extreme weather/lack of rain/forest fires
- Sea/land temperature data

But what are the problems with this theory?

## Why do species live in certain places?

### Achieving – define and identify biotic and abiotic factors

Biotic factors are living factors that affect the distribution of species. Abiotic are non-living factors.

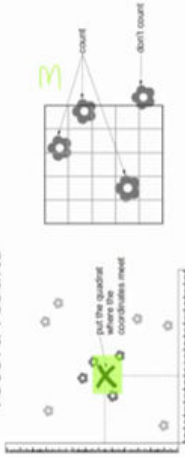
Some examples:

Biotic factors: predators, ecosystems, diseases, food availability

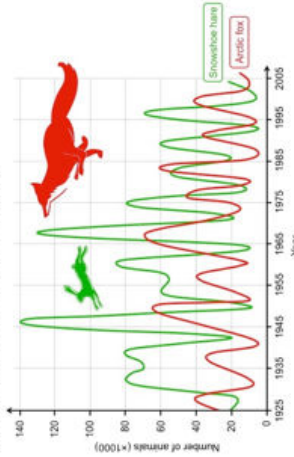
Abiotic factors: temperature, light, carbon dioxide, oxygen, water

### Achieving – describe how to sample an area using a quadrat

- Measure area and form a grid
- Take 2 random numbers and use these as coordinates on your grid
- Lay your quadrat down
- Count the number of a species and record results



### Exceeding – explain the relationship between different species



As the prey population increases, the predator population will then increase. The prey will then decrease as they are eaten.

### Achieving – calculate the mean, median, mode and range for some given data



## Year 9 – Biology – Cycle 2

### Why is biodiversity important?

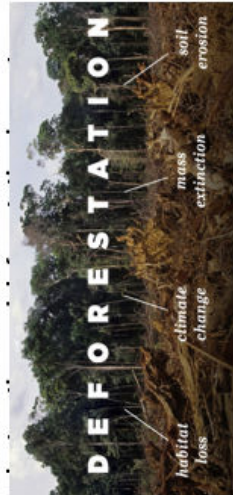
#### Achieving – define biodiversity and identify examples of biodiversity

Biodiversity is the variety of all the different species of organisms on earth, or within an ecosystem.

A rainforest or coral reef are examples of highly biodiverse areas. The more biodiverse an area, the better the chances of survival and the greater the resistance to disease or destruction.

Some areas with low biodiversity are farms or deserts.

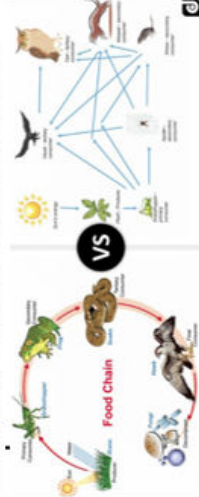
#### Achieving – describe how habitat



When habitats are destroyed, this can lead to a loss in biodiversity. Homes are destroyed, food sources can be depleted, plants and producers can be removed from

### How is energy transferred between organisms?

#### Achieving – draw a food chain and food



A food chain is a linear way of representing how energy transfers from organism to organism.

A food web shows the interactions with the other species involved.

All arrows represent the transfer of energy.

#### Achieving – describe how energy transfers through a food web

Producers use the Sun and photosynthesis to provide the glucose needed for respiration.

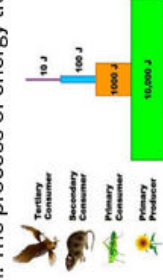
Consumers will eat the species on the 'lower level'. For example, secondary consumers will prey on the primary consumers.

This energy is then transferred for that species to perform important functions such as respiration, movement and reproduction.

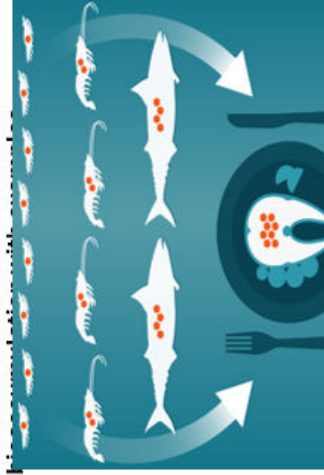
#### Exceeding – explain how energy can be lost between trophic levels

When an organism consumes another, not all of the energy is passed on.

Some is not consumed (in bones etc.), some energy is lost by movement or respiration. The process of energy transfer is now



#### Achieving – describe the process of



Bioaccumulation is when substances such as toxins are passed between trophic

#### Achieving – describe how fish stocks can be conserved



To conserve fish stocks we can introduce fish quotas, reduce net sizes, change net production, protect areas and reduce plastic or waste pollution.

#### Exceeding – explain some solutions to prevent fish stocks from being depleted

Fishing quotas – these limit the number or weight of fish that can be caught. Or limit the number of reproductively mature fish that can be caught.

Reducing net sizes – this can reduce numbers caught or prevent bycatch (those species not intended to be caught).

Redesigned nets – some nets contain small holes with lights in, so bycatch or young fish can escape and replenish stocks.

Reduce pollution – fish can choke or starve because of plastic pollution.



# Year 9 – Biology – Cycle 2

## Why is the climate changing?

### Achieving – describe the greenhouse



Human activity is increasing the amount of greenhouse gas in our atmosphere, causing the planet to warm, as more radiation is trapped.

### Achieving – describe the impacts of climate change on species

Our planet is warming faster than at any time in the past 10,000 years. With these changes, species have to adapt to new climate patterns (variations in rainfall; longer, warmer summers etc). Global warming resulting from human emissions of greenhouse gases. The consequences include habitat loss; shifts in climatic conditions and in habitats that surpass migrational capabilities; altered competitive relationships.

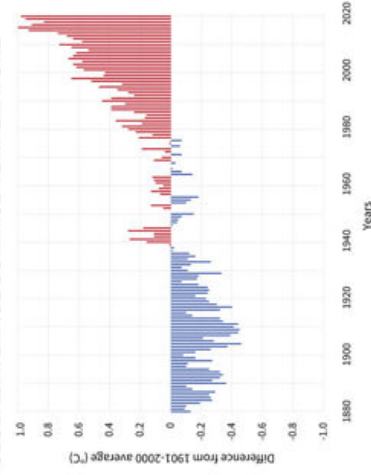
### Achieving – describe some solutions to tackle climate change

The main ways to tackle climate change:

1. Keep fossil fuels in the ground.
2. Invest in renewable energy.
3. Switch to sustainable transport.
4. Help us keep our homes cosy.
5. Improve farming and encourage vegan diets.
6. Restore nature to absorb more carbon.
7. Protect forests like the Amazon.
8. Protect the oceans.
9. Reduce how much people consume.
10. Reduce plastic.

### Exceeding – analyse data to draw a

#### GLOBAL AVERAGE SURFACE TEMPERATURE

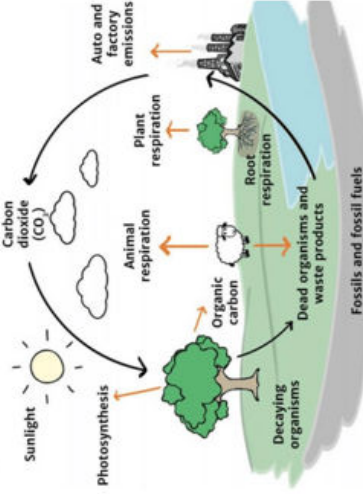


## How can humans fight for our planet?

### Achieving – describe what food security is and discuss sustainability

Food security, as defined by the United Nations' Committee on World Food Security, means that all people, at all times, have physical, social, and economic access to sufficient, safe, and nutritious food that meets their food preferences and dietary needs for an active and healthy life. Food security is important, but we also need to meet the needs of the world sustainably. This includes sustainable farming and fishing.

### Achieving – describe the carbon cycle as a process



### Exceeding – explain how to reduce a

#### carbon footprint

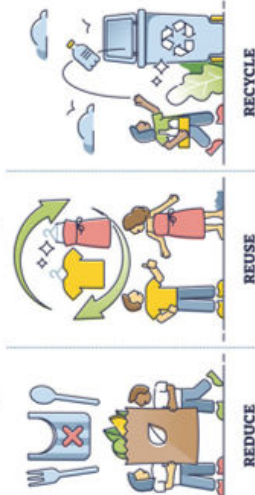
Your carbon footprint is a measure of the amount of carbon that you contribute to



## Year 9 – Chemistry – Cycle 2

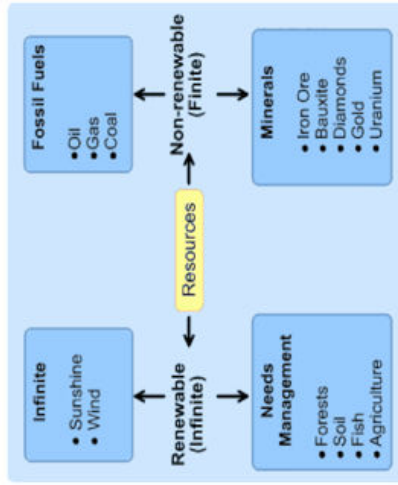
### How do we use resources sustainably?

**Achieving – describe the concepts of reduce, reuse and recycle**



**REDUCE**  
Reduce – our use of materials  
Reuse – products more than once  
Recycle – and use the products or materials again

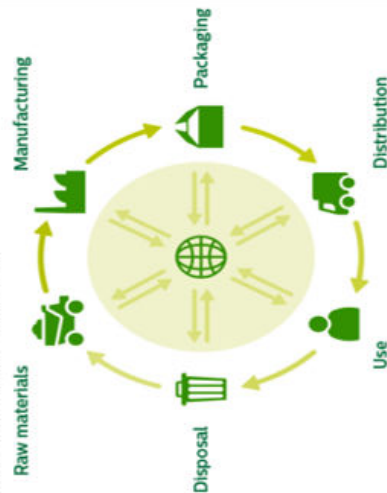
**Achieving – describe and identify the use of finite resources**



**Achieving – describe the problems of pollution**

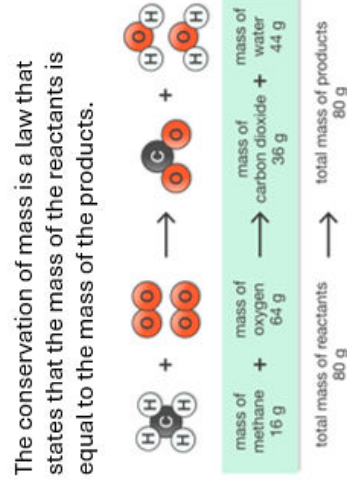
Pollution can come from a variety of sources including overuse of plastic.  
Sulphur dioxide can lead to acid rain.  
Carbon dioxide can lead to global warming.  
Toxins in plastic can poison species.  
Particulates can lead to global dimming.

**Exceeding – explain how a life cycle assessment is used**



### How do we predict using Chemistry?

**Achieving – show that mass is conserved in a reaction**



**Achieving – calculate the relative formula mass of a compound**

The relative formula mass is calculated by adding the mass of each element. If there are two of that element, that mass would be doubled. For example:

$$\text{MgCl}_2$$

$$(1 \times 24) + (2 \times 35.5)$$

$$24 + 71$$

$$= 95$$

**Exceeding – balance some symbol equations to represent reactions**

To balance an equation, we must make sure that the number of each reactant atom is equal to the number of each product atom.

For example, the number of each carbon, chlorine and hydrogen atoms is equal on



$$\begin{array}{l} \text{C} = 1 \\ \text{H} = 4 \\ \text{Cl} = 28 \end{array}$$

$$\begin{array}{l} \text{C} = 1 \\ \text{H} = 4 \\ \text{Cl} = 58 \end{array}$$

**Achieving – calculate the percentage yield of a reaction**

The percentage yield can be calculated using the equation below, there is also an example.

$$\% \text{ Yield} = \frac{\text{Actual Yield}}{\text{Theoretical Yield}} \times 100\%$$

$$\% \text{ Yield} = \frac{15.0 \text{ g CaO}}{16.8 \text{ g CaO}} \times 100\% = 89.3\%$$

$$\% \text{ Yield} = 89.3\%$$



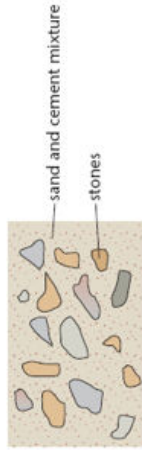
## Year 9 – Chemistry – Cycle 2

### What are the properties of some everyday products?

**Achieving – describe the structure and properties of concrete**

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

We use concrete for its strength and



The structure of concrete

**Achieving – describe how to increase the strength and use concrete**

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



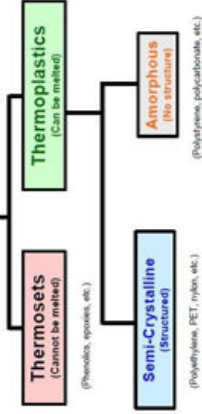
Engineers will frequently test and

**Achieving – describe and identify different polymers and plastics**

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

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

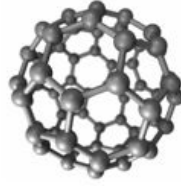
Polymer products form a lot of products that we use every day! Some are strong, flexible, durable and cheap to manufacture but there are lots of variations.



### Why are nanotechnologies in development?

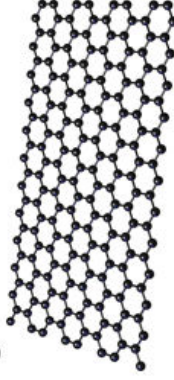
**Achieving – describe the properties of a nanotechnology/smart material**

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



**Achieving – describe the properties and uses of graphene**

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



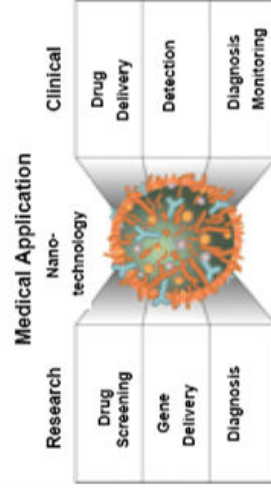
**Exceeding – give a balanced argument for an ethical issue**

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

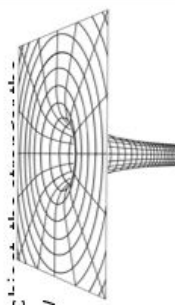


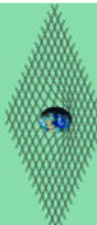
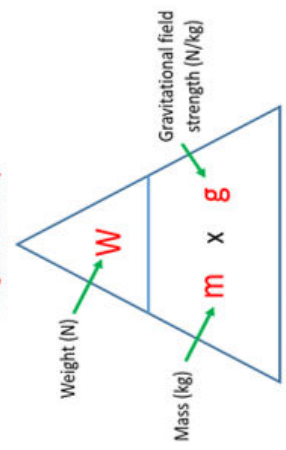
However, right and wrong is difficult to define in some scenarios. A good scientist will judge all evidence before making a judgement, these means evidence for both sides.

**Achieving – describe how nanotechnology can be used in medicine**

Nanotechnology has the potential to do many things in medicine.



# Year 9 – Physics – Cycle 2

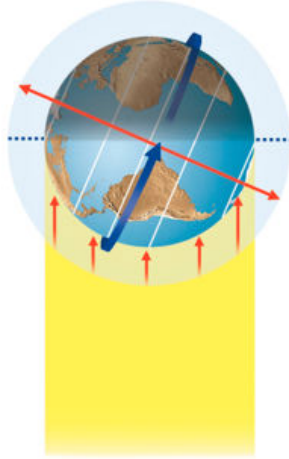
| What is gravity?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                               | How big is the Universe?                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Achieving – calculate the weight when given the equation</b></p> <p>To calculate <u>weight</u> we use the equation</p> <p>Weight = mass x gravitational field strength<br/>(N) (kg) (N/kg)</p> <p>The gravitational field strength is different in different places depending on the mass of the location.</p> <p>Mass is a constant in the Universe.</p>                                                                                                                                                                                                                                                                                                                                         | <p><b>Achieving – describe the properties of gravity</b></p> <p>Gravitational forces are exerted and exist between any objects with mass.</p> <p>All matter has a mass, therefore all matter will experience the force of gravity.</p> <p>The heavier the object, the greater the force of gravity will be.</p>                            | <p><b>Achieving – Describe the structure of the solar system</b></p> <p>Planets – Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune</p> <p>A planet is an object that orbits a star.</p> <p>A satellite is an object that orbits a planet.</p> <p>Our solar system also has the asteroid belt and dwarf planets like Pluto and Ceres.</p> <p>Our Moon is a natural <u>satellite</u>, the ISS is an artificial satellite.</p> | <p><b>Achieving – Describe the structure of the Milky Way</b></p> <p>Our galaxy is called the Milky Way. It contains an estimated 200 billion stars. Our galaxy is a spiral galaxy that is thought to rotate around a supermassive black hole.</p>                                                                                                                                                     |
| <p><b>Achieving – describe the basic theories of gravity</b></p> <div> <div> <p><b>NEWTON'S LAW OF UNIVERSAL GRAVITATION</b></p>  <p>Explains gravity as a <b>force</b>. Simpler and less accurate. But still gives sufficiently accurate results for most applications on Earth.</p> </div> <div> <p><b>EINSTEIN'S GENERAL RELATIVITY</b></p>  <p>Explains gravity as a result of <b>space-time curvature</b>. More accurate and more complex. Used in applications involving very large masses or speeds.</p> </div> </div> | <p><b>Exceeding – rearrange the equation to find mass/gravity</b></p> <p><b>Weight and Gravity</b></p>  <p><b>Weight (N) = Mass (kg) x gravitational field strength (N/kg)</b></p> <p>The gravitational field strength is the measure of the force of gravity in a particular location. It is also called gravitational acceleration.</p> | <p><b>Achieving – Describe the properties of some celestial objects</b></p> <p>Nebula – a cloud of gas and dust in outer space.</p> <p>Neutron star - a celestial object of very small radius (typically 30 km) and very high density, composed predominantly of closely packed neutrons.</p> <p>Black hole - a region of space having a gravitational field so intense that no matter or radiation can escape.</p>                      | <p><b>Exceeding – Convert units to represent distances</b></p> <ul style="list-style-type: none"> <li>Speed of light = 300,000,000 m/s = <math>3 \times 10^8</math> m/s.</li> <li>1 light year = <math>3 \times 10^8</math> m/s x 31,536,000 s = <math>9.46 \times 10^{15}</math> metres.</li> <li>1 light year = <math>9.46 \times 10^{15}</math> m.</li> </ul> <p>An astronomical unit (AU) is the distance from the Earth to the Sun.</p> <p>1 AU = about 150,000,000,000 metres</p> |



## Year 9 – Physics – Cycle 2

### How do we understand the Universe from Earth?

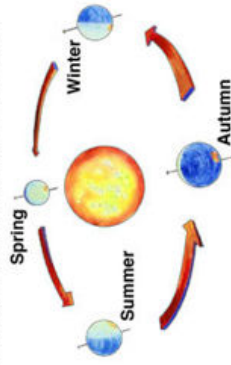
**Achieving – describe how night and day occur on Earth**



The Earth rotates on its axis, once every 24 hours. This means that we point towards or away from the Sun at different times.

**Achieving – describe how the seasons occur on Earth**

The Earth is tilted on its axis at  $23.5^\circ$ . As the Earth rotates around the Sun, once a year, the different hemispheres are either tilted towards or away, giving us seasons.



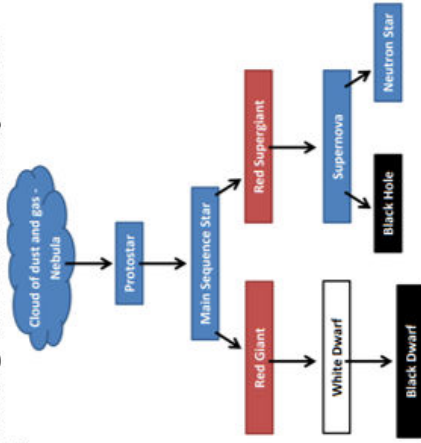
**Achieving – describe the role of satellites an their motion**



Satellites can be put into space and follow a circular orbit, held in place by gravity. Satellites can be used to transmit signals, distribute internet or collect data about the Earth, such as weather, or look at other parts of the Universe.

### What is the life cycle of a star?

**Achieving – describe the life cycle of a st**



**Achieving – describe the properties of nebulae and supernovae**

A nebula is a cloud of gas and dust, the left over remains of stars that have exploded or interstellar dust. This contracts under gravity to begin to form a new star.



If a star is massive enough, it could collapse at the end of its life and become a supernova, an exploding star.

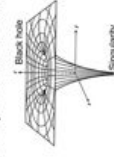
**Exceeding – evaluate models of a black hole**

When you evaluate a model or theory:

1. Look for positives or ways in which the model displays the theory well.
2. Look for negatives or ways in which the model does not represent the theory well.

3. Make a judgment.

4. Suggest possible improvements.



**Achieving – describe the properties of neutron stars and black holes**

At the end of a stars life, and after a supernova explosion, a star could collapse to form a neutron star (made of neutrons). These are very heavy and have a strong gravitational field.

Even bigger stars at the end of their life can collapse further and become a black hole. They are called black holes because the gravitational pull is so strong that not even light can escape!

# Art Key Stage 3 Curriculum 2025-2026

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

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





## Year 9 Art and Design.

### Cycle 3- Portraiture project- Celebrity portrait and developments.

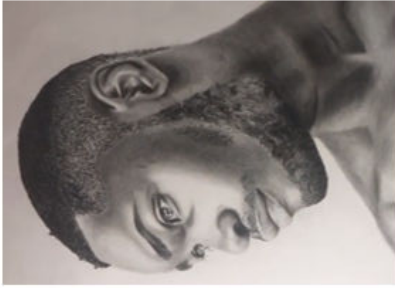
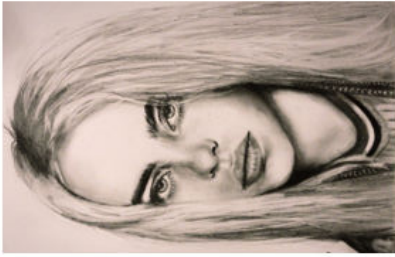
#### Task 3: Pattern on portraits.

- ☐ Enhanced portraits using a range of geometric and organic lines.
- ☐ Considered scale and proportion.

#### Task 1:

##### Celebrity portrait.

- ☐ Accurately drawn face shape and facial features .
- ☐ Applied a range of tones, showing highlighted and darker areas.
- ☐ Blended tones smoothly and gradually.
- ☐ Applied accurate details to all aspects of the face and hair.



#### Task 2:

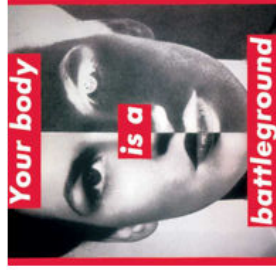
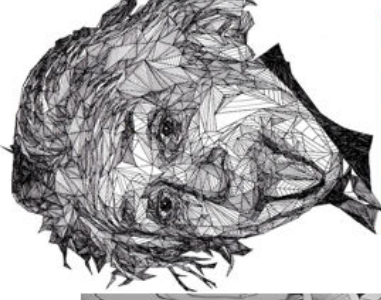
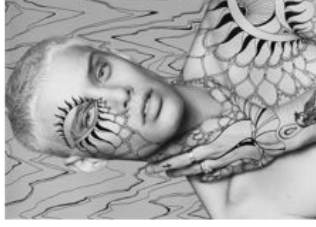
##### Continuous line studies.


- ☐ Portrait is drawn with accurate proportions.
- ☐ A range of tones accurately applied in pen by controlling pressure.
- ☐ Detail applied to facial features.
- ☐ Evidence of CONTINUOUS line – excess line.



#### Key vocabulary to learn

|                    |                                                                                                                                              |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Value</b>       | The lightness or darkness of objects.                                                                                                        |
| <b>Composition</b> | The way in which all its elements work together to produce an overall effect.                                                                |
| <b>Tints</b>       | When an artist adds a colour to white to create a lighter version of the colour.                                                             |
| <b>Graphic Art</b> | visual arts based on drawing or the use of line, as opposed to colour or relief on a plain surface, especially illustration and printmaking. |



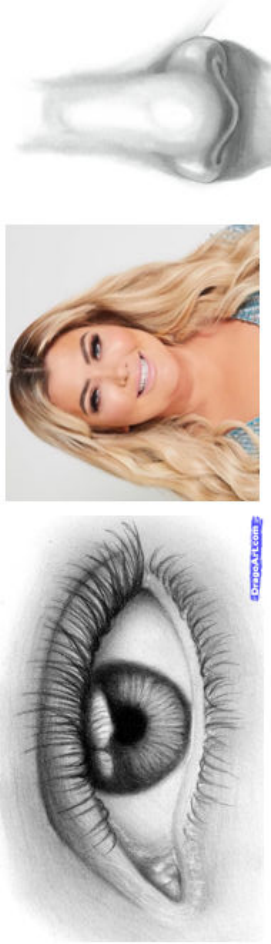


## Year 9 Art and Design.

Cycle 3- Portrait Project.

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

1. Research a celebrity of your choice. Use the internet- Google to find a celebrity image you would like to draw. The image must be enlarged to fill an A4 page and must be their head, neck and shoulders (not upper or whole body). It must be a clear, not pixelated image.
2. Practise eye drawing. Using the YouTube tutorials links on your SMHW page, practise drawing and shading an eye realistically, must be at least A5 size.
3. Research the Artist Barbara Kruger. Find at least 4 images of her work and information about her work – what is her theme and approach? Describe her technique. Write your opinion of her style- what you like or dislike about it. Remember to use Artistic language and key words.
4. Produce your own Barbara Kruger still piece of Art. Use an image off the internet or photocopy a personal photograph and add your own powerful message over the top in a creative and bold way.



Barbara Kruger examples.

| Class work activity:                                              | Tick once completed: |
|-------------------------------------------------------------------|----------------------|
| Celebrity Portrait- pencil tonal.                                 |                      |
| Continuous line portrait.                                         |                      |
| Pattern on portrait- inspired by Josh Bryan and Alana Dee Haynes. |                      |
| Extension task – Barbara Kruger message on portrait study.        |                      |

**Stretch and challenge:**  
Research other Artists who have powerful messages in their Art.

**Literacy link:**  
Artist research.

**Spirituality link:**  
Value of self and individuality



## All Saints' Academy Computing KS3 Curriculum 2025-2026

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



|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                     |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
|            | <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>                                                                                                                                                          | Explore global internet infrastructure, undersea cables, and digital divides between regions                                                                                                                   | <ul style="list-style-type: none"> <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</li> <li>Materials</li> <li>Printing for specification</li> </ul> <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)</p> <p>Engineering principles (forces, structures)</p> <p>Environmental impact of materials and production</p>   | <ul style="list-style-type: none"> <li>Pre-production documents (mood boards, storyboards, sketching)</li> <li>Visualisation diagrams</li> <li>Camera-shots and Storyboard</li> <li>Scripts</li> </ul> <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 loops)</li> </ul>                                                                                                                                                                                                                                            | Scriptwriting, storytelling, and narrative structure<br><i>Analysing and creating storyboards for visual storytelling</i>                           |
| Careers    | Mobile phone developer                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                | Project Manager                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                             | Software Designer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                     |
| Enrichment | Computing Club                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                | Computing Club                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                             | Computing Club                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                     |
| 3          | <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>Assessment: <i>Project Evaluation</i></p> | <p><b>Mathematics</b></p> <p>Logical reasoning and problem-solving</p> <p>Coordinates, angles, and patterns (especially in animations and games)</p> <p>Variables and operators (basic algebraic thinking)</p> | <p><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>Assessment: <i>Project Evaluation</i></p>                                                                                                          | <p><b>Business / Enterprise</b></p> <p>Creating websites for fictional or real businesses</p> <p>Understanding branding, marketing, and user engagement</p> | <p><b>Algorithms and Programming.</b></p> <ul style="list-style-type: none"> <li>More Python</li> <li>Lists</li> <li>for loops and lists</li> <li>Linear Algorithms</li> </ul> <p><b>DT:</b></p> <p><b>3D design and printing:</b></p> <ul style="list-style-type: none"> <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>Assessment: <i>Project Evaluation</i></p> | <p><b>Engineering / STEM</b></p> <p>Iterative design process: plan → prototype → test → refine</p> <p>Real-world problem-solving and innovation</p> |
| Careers    | Software Engineering, Robotics                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                | Animator, E-Commerce, Contents management.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                             | 3D Graphics Designer, Game developer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                     |
| Enrichment | VR Experience                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                | Computing club                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                             | 3D design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                     |

## Year 9 Computer Science Knowledge Organiser | Cycle 2 – Algorithmic Thinking / AI

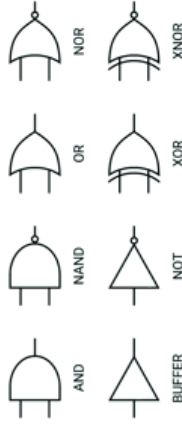


### Algorithmic Thinking

#### What is Algorithmic Thinking?

Algorithmic thinking is the process of creating clear, step-by-step instructions to solve a problem or achieve a specific goal. It focuses on precision, order, and efficiency, allowing a computer or human to follow the instructions exactly.

#### Logic Gates



#### Why should I learn about Algorithmic Thinking?

Algorithmic thinking helps you solve problems logically and efficiently, which is essential for programming and many real-world tasks. It also develops planning and reasoning skills that are useful across computing, mathematics, and everyday decision-making.

### AI

#### Why is AI?

Artificial Intelligence (AI) is the use of computer systems to carry out tasks that usually require human intelligence, such as recognising images, making predictions, or answering questions. AI systems do not think like humans; instead, they process data using algorithms and models to produce outputs. Many AI systems use machine learning, where computers learn patterns from data rather than being explicitly programmed with rules.

#### Why should I learn about AI?

AI is increasingly used in everyday life, including social media, healthcare, transport, education, and entertainment. Learning about AI helps you understand how these systems work, how decisions are made, and what their limitations are. It also develops important skills such as critical thinking, problem solving, and ethical awareness, which are valuable for future study and a wide range of careers.



#### Key vocabulary to learn

**Algorithm** - A precise, step-by-step set of instructions used to solve a problem or complete a task.

**Sequence** - The specific order in which instructions are carried out.

**Instruction** - A single command that tells a computer or person what action to perform.

**Repetition (Loop)** - A method of repeating a set of instructions without rewriting them.

**Nested Loop** - A loop inside another loop, used when patterns of repetition occur within repetition.

#### Key vocabulary to learn

**Artificial Intelligence (AI)** - Computer systems designed to perform tasks that normally need human intelligence.

**Machine Learning** - A way for computers to learn patterns from data rather than following fixed rules.

**Model** - A trained system that uses data to make predictions or classifications.

**Bias** - When data causes an AI system to produce unfair or unbalanced results.

**Decision Tree** - A model that uses questions and choices to reach a decision.

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)                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                    |                  |
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|         | 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></p> <p>Mid Cycle: Silent Movie Showcase</p> <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></p> <p>End of Cycle: Pantomime Scripted Assessment: The students will perform a stock character from a panto.</p> <p><b>Careers:</b> Actor/ Actress, Silent Movie Writer, Playwright, Historian, Leadership, Teaching, Pantomime Director, Pantomime Producer.</p> | <p>Drama club</p> <p>KS3 Christmas Service</p> <p>Shakespeare School's Festival</p> <p>Academy Musical</p> <p><b>Musical</b></p> | <p><b>Music:</b></p> <p>Using Music in performance.</p> <p><b>Film:</b></p> <p>History of films</p> <p><b>English:</b></p> <p>Shakespeare stories:</p> | <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> <p><b>Assessment:</b></p> <p>End of Cycle: Students will devise their own Melodrama performance using the stereotypical characters presented in a melodrama.</p> <p><b>Careers:</b> Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer, Live Theatre Review Author.</p> | <p>Industry talks and 'Spill the Tea' career podcasts.</p> <p>Drama Club</p> <p>KS3 Christmas Service</p> <p>Shakespeare's School's Festival</p> <p>Academy Musical</p> | <p><b>Film:</b></p> <p>Melodrama analysis</p> <p><b>History:</b></p> <p>Historical research of Melodrama.</p> <p><b>English:</b></p> <p>Script work</p> | <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> <p><b>Assessment:</b></p> <p>Final: Verbatim Showcase</p> <p><b>Careers:</b> Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer, Videographer, Screenplay Writer,</p> | <p>Drama Club</p> <p>Fundraising for Breck's charity.</p> <p>Shakespeare School's Festival</p> <p>KS3 Christmas Service</p> <p>Academy Musical</p> |                  |

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                |                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                   |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                               |
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| Cycle 2 | <p><b>Styles of Theatre</b><br/>Applying key performance skills to explore a variety of different theatre styles.</p> <p><b>Mid Cycle: Assessment:</b><br/>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>Drama Club</p> <p>Whole Academy Musical</p> | <p><b>English:</b><br/>Shakespeare:</p> <p><b>History:</b><br/>History of Theatre styles.</p> | <p><b>Freedom of Speech</b><br/><i>Using the power of performance to voice the importance of freedom of speech</i></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><br/>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>Keyboard Club</p> <p>'One Body' Choir</p> <p>Rock Band Club</p> <p>Drama Club</p> <p>Whole Academy Musical</p> | <p><b>Art: Films and Festivals</b></p> | <p><b>Blood Brothers</b><br/>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><br/>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>Whole Academy Musical</p> <p><b>Art: Set and Costume Design</b></p> <p><b>English:</b><br/>Analysing themes of a play.</p> |
| Cycle 3 | <p><b>Ernie's Incredible Illusions</b><br/>Using a script as a stimulus for a scheme of work. Students will explore a range of characters and devise a variety of scenes both with and without scripts.</p> <p><b>End of Cycle Assessment</b><br/>Final: Scripted Performance</p> <p><b>Careers:</b> Author, Playwright, Performer, Director, Producer, Audience interaction Officer.</p>                                                                 | <p>Drama Club</p>                              |                                                                                               | <p><b>How long is forever?</b><br/>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><br/>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>Drama Club</p>                                                                                                 |                                        | <p><b>Building blocks of Devising</b><br/>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><br/>Final: Performance</p> <p><b>Careers:</b> Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Music Engineer, Stage Manager, Director and Producer.</p>                                          | <p>Year 9 GCSE Drama Club</p> <p>Drama Club</p>                                                                               |



KS3 Performing Arts – Music Curriculum Plan – 2025-2026

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



|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                      |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                 |            |  |
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| Cycle 3 | <p><b>Assessment:</b><br/>Mid-Cycle: Performance<br/>End of Cycle: Composition</p> <p><b>Careers:</b> Performing Musician, Musical Historian, Composer.</p>                                                                                                                                                                                                                                                                                                                                                                                                          | Whole Academy Musical                                |  | <p><b>Assessment:</b><br/>Mid-Cycle: Performance<br/>End of Cycle: Composition</p> <p><b>Careers:</b> Ethnomusicologist, Performing Musician, Composer, Editor.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Keyboard Club<br>'One Body' Choir | <p><b>Self-Expression</b><br/><i>Songwriting project</i><br/>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><br/>Mid-Cycle: Appraising Questions<br/>End of Cycle: Composition</p> <p><b>Careers:</b> Composer, Lyricist, Performing Musician, Editor.</p> | Keyboard Club<br>'One Body' Choir<br>Drama Club | my Musical |  |
|         | <p><b>Traditions of the World</b><br/><i>African Music</i><br/>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><br/>Using traditional British folk music features including drones and pentatonic scales to compose an original Summer Song with authentic lyrics.</p> <p><b>Assessment:</b><br/>Mid-Cycle: Performance<br/>End of Cycle: Composition</p> <p><b>Careers:</b> Ethnomusicologist, Performing Musician, Composer, Lyricist, Music Historian.</p> | 'One Body' Choir<br>Rock Band Club<br>Brass Ensemble |  | <p><b>Popular music for the masses</b><br/><i>The Magic Four Chords</i><br/>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><br/>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><br/>Mid Cycle: Performance<br/>End of Cycle: Performance</p> <p><b>Careers:</b> Performing Musician, Editor, Arranger, Music Critic, Music Historian.</p> | Keyboard Club<br>'One Body' Choir |                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                 |            |  |



| Year 9 Cycle 2 Performing Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Drama – Transforming a script from page to stage | Blood Brothers |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------|
| <p><b>Lesson 1 – Part A: What is the plot of Blood Brothers?</b><br/><i>Blood Brothers</i> is a musical by Willy Russell that tells the story of two brothers, Mickey and Eddie, who are separated at birth due to their mother Mrs. Johnstone's decision to give one of them away to a wealthier family. The play explores themes of class, fate, and the impact of social circumstances, as the two brothers grow up unaware of their sibling relationship. Their lives tragically intertwine as they form a close friendship, but the truth of their birth eventually comes to light, leading to a heartbreaking conclusion.</p> <p><b>Lesson 1 – Part B: Interpreting Mickey as a monologue</b><br/><b>Monologue</b> – A one person speech that reveals the character's deeper feelings and emotions whilst directly addressing the audience. (Root word: <b>Mono</b>: Meaning <b>One</b>).</p>                                                                                                                                                                                                                                              |                                                  |                |
| <p><b>Lesson 2 – Explore a duologue between Mickey and Eddie.</b><br/>Edward is a friendly, generous character. He searches out Mickey to play with and perhaps naively offers him sweets to impress him. He is raised in a middle-class home and is educated at a private school. He feels restricted and this is one of the reasons he likes the company of Mickey. He revels in Mickey's liveliness, bad language and risky games.</p> <p><b>Key acting skills you want to apply on stage:</b></p> <div><div><p><b>Vocal skills:</b></p><ul style="list-style-type: none"><li><b>F</b>acial</li><li><b>E</b>xpressions</li><li><b>M</b>ovement</li><li><b>P</b>osture/ Proxemics</li><li><b>I</b>nteraction</li><li><b>G</b>estures</li></ul></div><div><p><b>Physical skills:</b></p><ul style="list-style-type: none"><li><b>V</b>olume</li><li><b>T</b>one</li><li><b>A</b>ccent</li><li><b>P</b>itch/ <b>P</b>ace</li><li><b>E</b>mphasis</li></ul></div></div> |                                                  |                |
| <p><b>Lesson 3 and 4 – Costume Designs</b><br/>Costume Design is a vital part of bringing a play to life. When exploring key design ideas, you need to be really specific with the level of detail that you provide.</p> <ul style="list-style-type: none"><li>- Style, cut and fit</li><li>- Colour, fabric (cotton, lace, leather, denim, plaid, chord, silk, tweed)</li><li>- decorative features (buttons, trim, ribbons etc)</li><li>- Condition (worn or new, neat or wrinkled, clean or stained etc)</li><li>- Footwear (in keeping with the time Year 7, 8 and 9)</li><li>- Accessories (Pearls, Wooden Sling Shot, Baby Pram, Meccano Set)</li><li>- Makeup and hairstyle (Scruffy, wild, slick, gelled side comb over, Pigtails etc)</li></ul>                                                                                                                                                                                                                                                                                                                                                                                         |                                                  |                |
| <p><b>Lesson 5 – Showing a contrast in education through staging school scenes.</b><br/>In order to successfully stage this moment, it is integral that the clear class divide and the different approaches to the secondary school setting are shown to highlight the stark different between the Independent and State School sector.</p> <p><b>Key definitions to retrieve:</b></p> <p><b>Proxemics:</b> The distance between performers on stage.</p> <p><b>Emphasis:</b> Putting focus on and highlighting a key word/ phrase/ moment.</p> <p><b>Interaction:</b> How performers act and react with one another on stage.</p> <p><b>Impact:</b> What effect or emotion do you want to achieve from the audience?</p>                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                  |                |
| <p><b>Lesson 6 – Exploring the role of the Narrator</b><br/>He reveals that the brothers die at the very start of the play and from then on constantly reminds the audience of the twins' fate. He presents the themes of <b>fate, destiny and superstition</b> throughout the play, but at the end, he asks the audience to consider if it was social forces rather than 'fate' that caused the tragedy.</p> <p><i>The role of the Narrator is to move the plot along and to act as a constant reminder to the audience that the social divide will always inevitably impact a key character's life.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                  |                |

### Lesson 1 – Features of Film and Video Game Music

Video Games and Films would not be what they are without a highly impactful soundtrack that adds atmosphere and reflects the action of a scene. Composers like John Williams and Hans Zimmer have created some of the most iconic film scores of all time, that include features like:

- A full symphony orchestra
- Lots of different layering and changes of texture
- Major or Minor keys to suit the mood
- Sound effects that match things that are happening
- Repetition to build tension
- A range of different pitches to reflect the action



Scan for the 50 best film soundtracks of all time

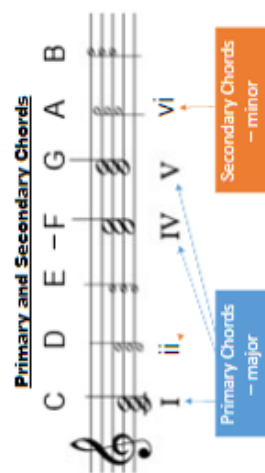
### Lesson 2 – Creating a Leitmotif

A leitmotif is a short musical idea that represents a character or theme. Leitmotifs are adapted and developed throughout a piece of music to reflect what is happening to that character at the time.

### Lesson 3 – Creating the Harmony

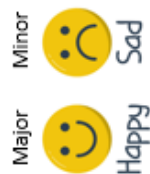
Harmony and chords are one of the most important ways that film music composers use to change the mood of a piece of music. You need to decide whether you are using major or minor chords, and what type of harmony you want.

**Consonant Harmony** – the notes sound nice together  
**Dissonant Harmony** – the notes sound clashy together



### Lesson 4 – Changing the Mood

You will need to be able to create musical ideas that represent a variety of different characters, moods and situations – think how a motif that represents a hero might be different to a motif that represents a villain.



### Lessons 7 and 8 – Building Tension

The use of specific compositional devices in your work can have a big impact on the changes of mood needed throughout the film scene.

**Ostinati** – Repeated musical patterns to create a sense of pace

**Polyrhythms** – Layers of different rhythms that are built up to create a thicker texture and a sense of chaos

**Pedal note** – a low pitch sustained note that builds tension

**Augmentation** - Making the musical patterns bigger

**Diminution** - Making the musical patterns smaller

**Chromaticism** - Using notes from outside of the key

### Lessons 9 and 10 – How do you end a piece of film music?

You need to choose a **Cadence** to end your piece of music with – think about whether you want your piece to have a mysterious "unfinished" feel or whether you want it to have a clear "finished" feeling.

**Cadence** – a specific pattern of chords from the key, used to end a phrase, section or piece of music.

**Perfect Cadence** – a pattern of chords that sounds finished, Chord V to I

**Imperfect Cadence** – a pattern of chords that sounds unfinished, Chord I to V

### Lessons 5 and 6: Mid-Cycle Assessment and Feedback

For your mid-cycle assessment, you will be listening and analysing pieces of film music, and answering appraising questions about them. To prepare for this, you should revise the Musical Elements and keywords we have learned throughout Key Stage 3.

### Lessons 11 and 12: End of Cycle Assessment and Feedback

For your end of cycle assessment you will be showcasing your finished piece of film music. You will be assessed on your musical content including your use of leitmotifs and ability to change mood to suit what is happening the clip.

Food/Catering Key Stage 3 Curriculum 2025 - 2026

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

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



## Year 9 – Cycle 2: Catering

### Intensive Farming



The aim of intensive farming is to produce as much food as possible in the space available, as quickly and as efficiently as possible.

Intensive arable farms spray their crops with chemical pesticides, herbicides and fertilisers. These chemicals can cause water pollution and get into the food chain, affecting animals that have eaten poisoned fish. When pesticides kill minibeasts, there is less food for birds and mammals in the area. This results in a loss of biodiversity. Some types of pesticides have been shown to be harmful to bees and are contributing to a decline in their numbers. Without bees pollination of crops is not possible.

Animals which eat grass that has been sprayed with chemicals will absorb them into their bodies.

Globally, the agricultural sector consumes about 70% of the planet's available freshwater. 2,350 litres of fresh water = 30 bath tubs is used to manufacture just 1 beef burger. Loss of rainforests to make space to farm and graze the animals  
1/3 of all crops grown are for animal feed not human consumption.

### Key Words

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

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

|                             |  |
|-----------------------------|--|
| Street Food Proposal        |  |
| Savoury Rice Planning       |  |
| Samosas                     |  |
| Farming and the environment |  |



### Contract and outdoor catering

Provide food and drink at places where it is not normally provided

Food depends on the event

Also used at public events e.g. burger vans

Food is either cooked before or at venue

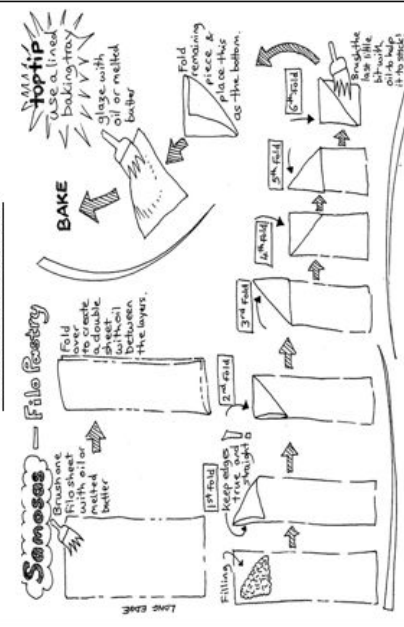
Caterers organise the menu and food

Serve and feed guests

Clear up

Customer can enjoy the event and not worry about the food

### How to make Samosas



### 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". They should also include contingencies – what you will do if something goes wrong/doesn't go as planned. This could be something as simple as if something is cut too big cut it smaller or if meat isn't fully cooked cook it for longer.

**Environmental Issues:** Research shows that food production has a major effect on climate change. Many greenhouse gases are produced during food production, packaging, transportation, cooking and food waste. This contributes to climate change.

Climate change is leading to many problems that affect the supply and production of foods across the world.

### 3R's and Food Industry

- **Reuse** – How can we reuse food?
- **Reduce** – How can we reduce food waste? How can we reduce pollution?
- **Recycle** – How can I recycle food?



Food production uses very large amounts of non-renewable energy from fossil fuels and produces a lot of carbon dioxide. The term carbon footprint is used to measure the amount of carbon dioxide and other greenhouse gases are released through out the whole process of food production and consumption.

**Meat, dairy and egg production has the highest carbon footprint**  
**Vegetable, fruit, nut, bean and cereal production has the lowest carbon footprint.**

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

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

Numeracy – Learn key temperature zones.

### Independent Study

**Week 1** – research the function /nutrients of the ingredients chosen for your street food item

**Week 2** – research vegetables to use in your savoury rice dish and how you will make it

**Week 3** – finish your savoury rice plan

## Geography Curriculum 2025-26

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





## Year 9 Geography

## Cycle 2: Global Issues



**Pollution** is anything that enters the environment and has a negative impact such as litter or oil spills. Other types of pollution include:

- Air pollution**- Contamination of the air by smoke and gases.
- Water pollution**- Contamination of any body of water.
- Land pollution**-Degradation of the Earth's surface caused by a misuse of resources and improper disposal of waste.
- Visual pollution**- What you would call anything unattractive or visually damaging to the nearby landscape.
- Thermal pollution**- The increase of temperature caused by human activity.

### Effects of plastic pollution

- There are 51 trillion pieces of plastic in the ocean.
- Only 11% of plastic is recycled globally.
- 260 pieces of plastic were found in one shearwater bird.
- Plastics have pores that can transport pathogens (bacteria which causes disease).
- The number of fish species living in the Citarum has reduced by 60% due to plastic pollution.

### Climate change:

A change in climate patterns, due to increased levels of atmospheric carbon dioxide produced by the use of fossil fuels.

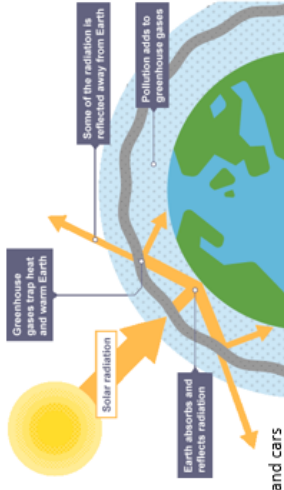
- The atmosphere allows the heat (radiation) from the sun to pass through to heat the Earth's surface.
- Some of this radiation is absorbed by the earth and some is reflected back out to space.
- More and more of this heat/radiation is getting trapped by greenhouse gases (eg methane and carbon dioxide)
- This process heats up the Earth.

### Fossil fuels:

- Coal
- Oil
- Natural gas

### Greenhouse gases:

- Carbon dioxide- from factories, and cars
- Methane- from cattle farming and landfill
- Nitrous oxide -from cars animal waste



**Weather**- The conditions in the atmosphere on a day to day basis.

**Climate**- The average weather conditions in an area over a long period of time (normally 30 years)

**Climate change**- The change in global climates mainly due to increase greenhouse gas emissions.

**Sustainability**- Meeting the needs of today without impacting the future.

### Human causes of climate change:

- Burning fossil fuels, eg coal, gas and oil - these release carbon dioxide into the atmosphere.
- Deforestation - trees absorb carbon dioxide during photosynthesis. If they are cut down, there will be higher amounts of carbon dioxide in the atmosphere.
- Dumping waste in landfill - when the waste decomposes it produces methane.
- Cattle farming - cattle release methane when the burp and defecate (poo). In rainforest regions tree are also burnt to clear space for cattle farming.



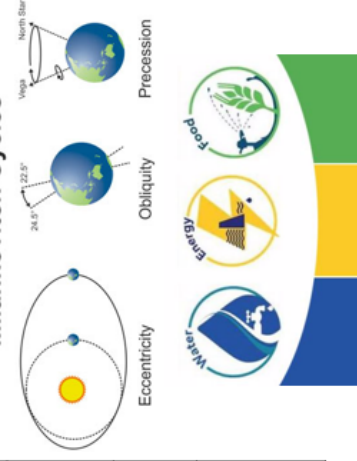
### Issues of climate change:

- Flooding**- Bangladesh and the UK
- Drought**- Edge of the Sahara desert
- Desertification**- Areas of fertile land becoming infertile. Normally on the edge of existing deserts.
- Hurricanes**- there is evidence of climate change creating more powerful hurricanes, while also increasing the length of the hurricane season.
- Wildfires**- Australia
- Melting of the permafrost**- Siberia
- Coral bleaching**- Australia (Great Barrier Reef)
- Ski resorts**- Alps, fake snow is being used of ski slopes due to low snowfall.

### Cause of climate change (Natural/physical)

|                                               |                                                                                                                                                                     |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Volcanic Eruptions</b>                     | Volcanoes release large amounts of <b>dust containing gases</b> . These can <b>block sunlight</b> and results in cooler temperatures.                               |
| <b>Sun Spots</b>                              | Dark spots on the Sun are called <b>Sun spots</b> . They increase the <b>amount of energy Earth receives</b> from the Sun.                                          |
| <b>Orbital Changes (Milankovitch Cycles):</b> | Some argue that climate change is linked to how the Earth orbits the Sun, and the way it wobbles and tilts as it does it. These are known as 'Milankovitch Cycles'. |

### Milankovitch Cycles



### How to answer a 9 mark exam question (balanced argument)

#### 1. Introduction:

Show you have understood the questions. Location, introduce case study etc.

#### 2. On one hand...

Opinion 1 (2-3 points explained)

#### 3. On the other hand...

Opinion 2 (the opposite opinion) (2-3 points explained)

#### 4. In conclusion...

(Give your own opinion and a reason why? You think that.




**Explain-** Give a reason as to why something is the case

| Recent Evidence for climate change |                                                                                                                                           | Historic Evidence for climate change |                                                                                                                                                                                                              |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Global temperature                 | Average global temperatures have increased by more than 0.6°C since 1950.                                                                 | Ice cores                            | When snow falls it traps air into the ice. When scientists take a sample of ice it reveals the atmospheric gas concentrations at the time the snow fell. This is used to calculate temperature at that time. |
| Ice sheets & glaciers              | Many of the world's glaciers and ice sheets are melting. E.g. the Arctic sea ice has declined by 10% in 30 years.                         |                                      |                                                                                                                                                                                                              |
| Sea Level Change                   | Average global sea level has risen by 10-20cms in the past 100 years. This is due to the additional water from ice and thermal expansion. |                                      |                                                                                                                                                                                                              |
| Seasonal changes                   | Studies show that the timings of natural seasonal events such as migration of birds, flowering of trees are changing                      |                                      |                                                                                                                                                                                                              |

## KS3 Curriculum 2025-2026: History

|         | Year 7                                                                                                                                                                                                                                                                                       |                                                                                              | Year 8                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                     | Year 9                                                                                                                                                                                                                                                                                                        |                                                                                                                             |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
|         | Knowledge and skills                                                                                                                                                                                                                                                                         | Enrichment                                                                                   | Knowledge and skills                                                                                                                                                                                                                                                                                                                                                                                                   | Enrichment                                                                                                          | Knowledge and skills                                                                                                                                                                                                                                                                                          | Enrichment                                                                                                                  |
| Cycle 1 | <b>Migration through Time</b><br><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> </ul> Including a local study of Cheltenham 1000-2000CE | Local History Project: voices of our community<br><br>Careers: Archaeologist, Museum Curator | <b>The Industrial Revolution</b><br><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<br><br>Careers: Law, Social Work                                                | <b>World War One</b><br><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 Trench warfare</li> <li>o The Home Front</li> <li>o Armistice</li> </ul>                                           | Poetry competition<br><br>Battlefields Trip<br><br>Careers: Military, Politics<br><br>Editing, Politics                     |
| Cycle 2 | <b>Medieval England</b><br><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<br><br>Careers: Police Force                                | <b>The British Empire</b><br><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> </ul> Taught using case studies including India, Kenya, Australia and Ireland | Virtual tour of the British Museum<br>Debate: Repatriation of artefacts in the British Museum<br>Careers: Diplomacy | <b>Nazi Germany and the Holocaust</b><br><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 Ziggi Schipper, a Holocaust Survivor<br><br>Holocaust Remembrance Day Assembly<br><br>Careers: Military, Law |
| Cycle 3 | <b>Early Modern England</b><br><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<br><br>Careers: Historian, Politics    | <b>The Transatlantic Slave Trade</b><br><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 M Shed museum in Bristol<br><br>Careers: Law, Civil Service, Politics                                       | <b>Medicine in World War One</b><br><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: analysing consequences, source analysis</b>                                                                                                                                                                                                                             |                                                                                              | <b>Assessment Focus: change and continuity, narrative writing</b>                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                     | <b>Assessment Focus: source analysis, narrative writing</b>                                                                                                                                                                                                                                                   |                                                                                                                             |
|         | <b>Assessment Focus: evaluating interpretations, analysing causation</b>                                                                                                                                                                                                                     |                                                                                              | <b>Assessment Focus: source analysis, causation</b>                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                     | <b>Assessment Focus: Source analysis and utility</b>                                                                                                                                                                                                                                                          |                                                                                                                             |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p><b>Year 9 History</b><br/><b>Cycle 2:</b><br/><b>World War Two</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Key terms</b></p> <p><b>Primary Source:</b> Documents from the period studied that give 'first-hand' evidence</p> <p><b>Secondary Source:</b> 'Second-hand' information created using primary sources</p> <p><b>Interpretation:</b> A historian's opinion of an event or topic</p> <p><b>Fascism:</b> A far right ideology that includes militarism, nationalism and total control</p> <p><b>Communism:</b> A far left ideology that says there should be no private ownership</p> <p><b>Ideology:</b> A set of ideas about how a country should be ruled</p> <p><b>Reparations:</b> Money that had to be paid as compensation for war damage</p> <p><b>Demilitarisation:</b> To take away the armed forces</p> <p><b>Appeasement:</b> To try to avoid conflict by giving in to someone's demands</p> <p><b>Annex:</b> To take territory and make it part of an existing country</p> <p><b>Anschluss:</b> When Austria became part of the German Reich</p> <p><b>Blitzkrieg:</b> A fast and intense attack</p> <p><b>Luftwaffe:</b> German air force</p> <p><b>Dog-fight:</b> A fight between two planes</p> <p><b>Propaganda:</b> Any media designed to persuade you of an idea</p> <p><b>Homefront:</b> The people at home during a war</p> <p><b>Conscription:</b> When people are forced to join the army</p> <p><b>Total War:</b> A war in which all civilians are involved and are valid targets</p>                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Week 1: Outbreak of War</b></p> <p>Hitler was determined to remove the Treaty of Versailles and make Germany stronger and bigger again.</p> <p><b>Anschluss: Appeasement</b></p> <p>March 1938: The German Army marched into Austria with little to no opposition from the population. Austria became part of the 'Greater German Reich'.</p> <p>European countries chose to <b>appease</b> Hitler to avoid war.</p> <p><b>Annexation: Appeasement</b></p> <p>September 1938: Germany <b>annexed</b> the Sudetenland, a part of Czechoslovakia, and it became part of the Reich.</p> <p>European countries continued to <b>appease</b> Hitler to avoid war, signing the Munich Pact.</p> <p><b>Invasion: War</b></p> <p>1 September 1939: Germany attacked Poland. Britain and France issued an ultimatum to Germany: to either withdraw troops from Poland or face a declaration of war from Britain and France.</p> <p><b>3rd September: Britain and France declared war on Germany.</b></p> <p>Germany saw early success using <b>Blitzkrieg:</b> the use of shock tactics, using extreme firepower to take areas quickly and then move on.</p> | <p><b>Weeks 2-3 : Turning Points</b></p> <p><b>Dunkirk: May – June 1940</b></p> <p>Germany managed to push allied troops back and take all of France in only a few months. British soldiers were forced to evacuate from the beaches in Operation Dynamo.<br/>Was this a victory or a defeat for Britain?</p> <p><b>Battle of Britain: July – Oct 1940</b></p> <p>Hitler planned to invade Britain using the Luftwaffe. Britain fought back in dog-fights over the skies of Britain using their RAF. Despite having fewer planes, they had the home advantage and advanced radar and prevented invasion.</p> <p><b>Pearl Harbour: Dec 1941</b></p> <p>Japan, allied with Germany, launched an attack on Pearl Harbour in Hawaii, hoping to take the islands. Hawaii was ruled by America, and this act brought the USA into the war on Britain's side.<br/>How significant was America to the outcome of the war?</p> <p><b>Stalingrad: Aug 1942 – Feb 1943</b></p> <p>Despite a pact saying they wouldn't fight, Hitler attempted to invade Russia, needing their oil to power their vehicles for Blitzkrieg. The siege at Stalingrad lasted through the winter and Germany was defeated in horrible conditions.</p> <p><b>D-Day: June 1944</b></p> <p>Britain, Canada and America landed on French beaches to take the land back from Germany in Operation Overlord. They managed to push German soldiers out of France. Germany surrendered in April 1945.<br/>Was the victory on the Eastern or Western Front more significant?</p> <p><b>Atom Bomb: August 1945</b></p> <p>Though Germany was defeated, Japan continued fighting and refused to surrender. America dropped two atomic bombs on the civilian cities of Hiroshima and Nagasaki, forcing Japan to surrender and ending WW2.<br/>Was the use of nuclear weapons justifiable?</p> |





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



| Year 8 One Year | Topic                                                                                                                                                                                                                                                                                                                                                                                                                  | Core grammar                                                                                                                                                                                                                                                                                                                                                                                                            | Core phonics                                                                                                                                                                                                                 |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn          | <p><b>Around Town &amp; Let's Go Out!</b></p> <p>Geography of Spain [1,2] (e)</p> <p>Description of my town/city [1,2] (c)</p> <p>Good/bad in my town/city [1,2] (c)</p> <p>Where I can go out in my town/city [1,2] (b)</p> <p>Where to live in the future [1,4] (b)</p> <p>What can you do in town [5] (a)</p> <p>Plans to go out [1,4,6] (d)</p> <p>Weekend plans [1,7] (c)</p> <p>Life in la Habana [6, 7] (h)</p> | <ol style="list-style-type: none"> <li>1. Definite / indefinite articles</li> <li>2. SER &amp; HABER (Present tense) – él/ella</li> <li>3. Verb subject agreement</li> <li>4. Conditional – yo, tú, él/ella</li> <li>5. Se puede + infinitive</li> <li>6. Present tense regular -ar, -er &amp; -ir verbs - yo</li> <li>7. Near future - yo, tú, él/ella, nosotros</li> </ol>                                            | <ol style="list-style-type: none"> <li>a. soft/hard [c]</li> <li>b. soft/hard [g]</li> <li>c. silent [h]</li> <li>d. [j]</li> <li>e. [ñ]</li> <li>f. [l] / [ll]</li> <li>g. [r] / [rr]</li> <li>h. vocales (e, i)</li> </ol> |
| Spring          | <p><b>Last Summer &amp; Let's Travel!</b></p> <p>Where I went on holiday [1,5] (a)</p> <p>What I did on holiday [1,2,5] (h)</p> <p>What I did on the last day [2,3] (d)</p> <p>What the weather was like [3] (h)</p> <p>Past tense opinions [1, 4] (b)</p> <p>Presentation of Past Holidays [1,2,3] (f)</p> <p>Future Holiday Plans [6] (c)</p> <p>Ideal Holidays / Easter [7]</p>                                     | <ol style="list-style-type: none"> <li>1. Preterite tense (IR) – yo, tú, él/ella, nosotros</li> <li>2. Preterite tense -ar, -er &amp; -ir – yo, nosotros</li> <li>3. SER + HACER (preterite tense) – él/ella</li> <li>4. Past tense opinion verbs + indirect object pronoun</li> <li>5. Prepositions - en, a</li> <li>6. Near future tense - yo, él/ella, nosotros</li> <li>7. Conditional – yo, tú, él/ella</li> </ol> | <ol style="list-style-type: none"> <li>b. Soft/hard [g]</li> <li>c. [e], [i]</li> <li>d. [l] / [ll]</li> <li>e. [ñ]</li> <li>f. [v]</li> <li>g. [r vs rr]</li> <li>h. silent [h]</li> </ol>                                  |
| Summer          | <p><b>Media Around Me &amp; Free Time</b></p> <p>Compare television programmes [2] (g)</p> <p>What I usually do on my mobile [1] (e)</p> <p>What I am going to do on my smartphone [3] (d)</p> <p>Learn about famous Hispanic singers [7, 8] (c)</p> <p>Getting ready to go out [5]</p> <p>Activities yesterday [3, 7]</p> <p>Favourite sports [2,3,7] (b)</p> <p>Film study: 'Viva Cuba' [4]</p>                      | <ol style="list-style-type: none"> <li>1. SOLER (Present tense) – yo, tú</li> <li>2. AR + IR verbs (Present tense) – yo, tú, él/ella</li> <li>3. Near future tense – yo, tú, él/ella, nosotros</li> <li>4. Opinion verbs + indirect object pronoun</li> <li>5. Reflexive verbs (Present tense) – yo, tú</li> <li>6. Comparatives</li> <li>7. Preterite tense – yo, él/ella, nosotros</li> </ol>                         | <ol style="list-style-type: none"> <li>a. [a], [e], [i]</li> <li>b. [j]</li> <li>c. [l] / [ll]</li> <li>d. [r] / [rr]</li> <li>e. [que]</li> <li>f. [gue]/[gui]</li> <li>g. [v], [b]</li> </ol>                              |



| 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>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>    | <ul style="list-style-type: none"> <li>a. [e], [i], [a], [o], [u]</li> <li>b. [ll]</li> <li>c. Hard [c], Soft [c]</li> <li>d. Hard [g], Soft [g]</li> <li>e. [ñ]</li> <li>f. [v]</li> <li>g. [qu]/[gu]</li> </ul>                 |
| Spring          | <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>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> | <ul style="list-style-type: none"> <li>a. Silent [h]</li> <li>b. Hard [c], Soft [c]</li> <li>c. [qu], [gu]</li> <li>d. [ll]</li> <li>e. Hard [g], Soft [g]</li> <li>f. [ñ]</li> <li>g. [v]</li> <li>h. [rr]</li> </ul>            |
| Summer          | <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] (i)</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, 6] (f)</li> <li>future holidays [7, 3] (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>      | <ul style="list-style-type: none"> <li>a. [o], [i], [e]</li> <li>b. Silent [h]</li> <li>c. [ll]</li> <li>d. Soft [c]</li> <li>e. [qu], [gu]</li> <li>f. Hard [c], [g]</li> <li>g. [v]</li> <li>h. [rr]</li> <li>i. [j]</li> </ul> |

Spring 1 'My current studies **Week 4** '¿Qué asignaturas te gustan?' (What subjects do you like?)

| Essential       |                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                        | Stretch         |                                                                                                                                                                                          |                                                                                                                                                                                    |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 | Spanish                                                                                                                                                                                                                                                                                                                                                                  | English                                                                                                                                                                                                |                 | Spanish                                                                                                                                                                                  | English                                                                                                                                                                            |
| Adjectives      | viejo(s)/ vieja(s)<br>severo(s)/ severa(s)<br>aburrido(s)/ aburrida(s)<br>serio(s)/ seria(s)<br>simpático(s)/ simpática(s)<br>práctico(s)/ practica(s)<br>creativo(s)/ creativa(s)<br>trabajador(es)/ trabajadora(s)<br>joven (plur: jóvenes)<br>útil(es)<br>fácil(es)<br>difícil(es)<br>tolerante(s)<br>impaciente(s)<br>paciente(s)<br>interesante(s)<br>importante(s) | old<br>strict<br>boring<br>serious<br>nice/friendly<br>practical<br>creative<br>hard-working<br>young<br>useful<br>easy<br>difficult<br>easy-going<br>impatient<br>patient<br>interesting<br>important | Adjectives      | gracioso(s)/ graciosa(s)<br>antipático(s)/ antipática(s)                                                                                                                                 | funny<br>unfriendly                                                                                                                                                                |
|                 |                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                        | Opinion phrases | (no) me interesa (+ sing noun)/ me interesan (+ plur)<br>odiar/ odio<br>preferir/ prefiero<br>lo bueno/ lo malo es que<br><br>lo que más me gusta es/son<br>lo que menos me gusta es/son | I am (not) interested in<br><br>to hate/ I hate<br>to prefer/ I prefer<br>the good thing/ bad thing is that<br>what I like the most is/ are...<br>what I like the least is/ are... |
|                 |                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                        | Chunks          | ¿Qué día tienes (inglés)?<br>(en) el recreo<br>(a) la hora de comer<br>¿Cuál es tu día favorito?<br>mi día preferido es el día que tengo (inglés)                                        | What day do you have (English)?<br>(at) break time<br>(at) lunch time<br>what is your favourite day?<br>my favourite day is the day when I have (English)                          |
| Opinion phrases | me encanta/chifla (+ sing noun)/ me encantan/chiflan (+ plur )<br>(no) me gusta (+ sing noun)/ me gustan (+ plur )                                                                                                                                                                                                                                                       | I love<br><br>I (don't) like                                                                                                                                                                           |                 |                                                                                                                                                                                          |                                                                                                                                                                                    |
| Conjunctions    | porque/ya que                                                                                                                                                                                                                                                                                                                                                            | because                                                                                                                                                                                                |                 |                                                                                                                                                                                          |                                                                                                                                                                                    |
| Intensifiers    | demasiado<br>muy<br>bastante<br>poco                                                                                                                                                                                                                                                                                                                                     | too<br>very<br>quite<br>not very                                                                                                                                                                       |                 |                                                                                                                                                                                          |                                                                                                                                                                                    |

Autumn 2 'Stay connected!' **Week 4** - ¿Qué hiciste en línea el fin de semana pasado?' (What did you do online last weekend?) - **Essential**



|            | Spanish                                                                                                                                                                                                                                                                                                                                       | English                                                                                                                                                                                                                                                                                          |                 | Spanish                                                                                                                                                                                                                                                            | English                                                                                                                                                                                                                                                                                                                                                                                     |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chunks     | ¿Qué hiciste en línea el fin de semana pasado?<br>¿Te gustó?<br>usé mi móvil para...<br>subir y ver videos<br>compartir fotos o imágenes<br>pasar el tiempo<br>contactar con mi familia<br>descargar música/ canciones<br>chatear<br>aprender idiomas<br>publicar/mandar mensajes<br>hablar con<br>el fin de semana pasado<br>el (day) pasado | What did you do online last weekend?<br>Did you like it?<br>I used my mobile to...<br>upload and watch videos<br>share photos or images<br>pass the time<br>contact my family<br>download music/ songs<br>chat<br>learn languages<br>post/send messages<br>talk to<br>last weekend<br>last (day) | Verbs           | usé/ usó<br>pasé/ pasó<br>me gustó + infinitive<br>tuiteé/ tuiteó<br>contacté/ contactó<br>chateé/ chateó<br>mandé/ mandó<br>hablé/ habló<br>descargué/ descargó<br><br>publiqué/ publicó<br>subí/ subió<br>compartí/ compartió<br>(no) fue<br>pude (+ infinitive) | I used/ he ,she used<br>I spent/ he, she spent<br>I liked to (+ infinitive)<br>I tweeted/ he, she tweeted<br>I contacted/ he, she contacted<br>I chatted/ he, she chatted<br>I sent/ he, she sent<br>I talked/ he, she talked<br>I downloaded/ he, she downloaded<br>I posted/ he, she posted<br>I uploaded/ he, she uploaded<br>I shared/ he, she shared<br>it was (not)<br>I could (+inf) |
|            |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                  |                 |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                             |
| Adjectives | cómodo(s)/cómoda(s)<br>divertido(s)/divertida(s)<br>peligroso(s)/peligrosa(s)<br>práctico(s)/práctica(s)<br>rápido(s)/rápida(s)<br>adictivo(s)/adictiva(s)<br>caro(s)/cara(s)<br>fácil(es) (de usar)<br>popular(es)<br>útil(es)<br>gratis                                                                                                     | handy / convenient<br>fun<br>dangerous<br>practical<br>quick<br>addictive<br>expensive<br>easy (to use)<br>popular<br>useful<br>free                                                                                                                                                             | Opinion phrases | lo bueno fue que...<br>lo (único) malo fue que...<br>me gustó usar... porque pudo...                                                                                                                                                                               | the good thing was that...<br>the (only) bad thing was that...<br>I liked to use... because I could...                                                                                                                                                                                                                                                                                      |
|            |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                  | Conjunctions    |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                             |
|            |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                  | Prepositions    | para                                                                                                                                                                                                                                                               | (in order) to                                                                                                                                                                                                                                                                                                                                                                               |
|            |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                  | Intensifiers    | muy                                                                                                                                                                                                                                                                | very                                                                                                                                                                                                                                                                                                                                                                                        |
| Adverbs    | ayer<br>también                                                                                                                                                                                                                                                                                                                               | yesterday<br>also, too                                                                                                                                                                                                                                                                           | Question word   |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                             |



|                 | Spanish                                                                                                                                                                                                                                                                                                                                               | English                                                                                                                                                                                                                                                                                                                                              |                         | Spanish                                                                                                                                                                                | English                                                                                                                                                                                                                                                                                                       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chunks          | ver mis series favoritas<br>organizar las salidas con mis amigos<br>controlar mi actividad física / las calorías<br>buscar y descargar música<br>pasar el tiempo / el rato<br>sacar / editar / personalizar fotos<br>conocer a nueva gente<br>lo que fue ... (+ adj or noun)<br>gasté/ gastó dinero comprando (+ noun) con mi móvil/portátil/ tableta | watch my favourite series<br>organise to go out with my friends<br>monitor my physical activity / my calorie intake<br>looking for and downloading music<br>passing the time<br>taking / editing / personalising photos<br>meeting new people<br>which was... (+ adj or noun)<br>I/ he, she spent money buying (+ noun) with my mobile/laptop/tablet | Adjectives              | cuanto(s)/cuanta(s)<br>necesario(s)/necesaria(s)<br>enganchado(s)/enganchada(s) (a)<br>varios/ varias                                                                                  | all<br>necessary<br>hooked (on)<br>many                                                                                                                                                                                                                                                                       |
|                 |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                      | Verbs                   | usamos<br>usaron<br>comprobé/ comprobó<br>organizé/ organizó<br>controlé/ control<br>conocé/ conoció<br>busqué/ buscó<br>saqué/ sacó<br>les gustó<br>fui<br>fue<br>dijo que<br>vi/ vio | we used<br>they used<br>I checked/ he, she checked<br>I organised/ he, she organised<br>I controlled/ he, she controlled<br>I met/ he, she met<br>I looked for/ he, she looked for<br>I took/ he, she took (photos)<br>they liked<br>I was<br>he/she/it was<br>he/she said that<br>I watched/ he, she watched |
| Nouns           | me/te/le (gustó/gustaron)                                                                                                                                                                                                                                                                                                                             | to me/to you/ to him, her, it                                                                                                                                                                                                                                                                                                                        | Adverbs                 | demasiado<br>donde                                                                                                                                                                     | too much<br>where (in a sentence, not in a question)                                                                                                                                                                                                                                                          |
| Opinion phrases | me/le chiflé (chiflaron)<br>fue una aplicación buena para...                                                                                                                                                                                                                                                                                          | I/he, she liked it (them)<br>it was a good app for...                                                                                                                                                                                                                                                                                                | Question word           |                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                               |
| Idiom           | fue como echar agua al mar                                                                                                                                                                                                                                                                                                                            | it was pointless                                                                                                                                                                                                                                                                                                                                     | Prepositions            | desde (mi móvil)<br>sin                                                                                                                                                                | from/on (my mobile)<br>without                                                                                                                                                                                                                                                                                |
| Conjunctions    | así que                                                                                                                                                                                                                                                                                                                                               | so                                                                                                                                                                                                                                                                                                                                                   | Comparative/superlative | el más/ la más (+ adj)<br>que más me gustó                                                                                                                                             | the most (+ adj)<br>that I liked the most                                                                                                                                                                                                                                                                     |

|                 | Essential                                                                                                                                                       |                                                                                                                                     |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
|                 | Spanish                                                                                                                                                         | English                                                                                                                             |
| Adjectives      | peligroso(s)/peligrosa(s)<br>práctico(s)/práctica(s)<br>rápido(s)/rápida(s)<br>adictivo(s)/adictiva(s)<br>caro(s)/cara(s)<br>fácil(es) (de usar)<br>popular(es) | dangerous<br>practical<br>quick<br>addictive<br>expensive<br>easy (to use)<br>popular                                               |
| Adverbs         | al menos<br>(des)afortunadamente<br>siempre<br>nunca<br>a menudo<br>todos los días                                                                              | at least<br>(un)fortunately<br>always<br>never<br>often<br>every day                                                                |
| Opinion phrases | lo bueno es que...<br>lo (único) malo es que...<br>me gusta usar... porque puedo...<br>creo que<br>pienso que                                                   | the good thing is that...<br>the (only) bad thing is that...<br>I like to use... because I can...<br>I believe that<br>I think that |
| Question word   | ¿para qué?<br>¿por qué?<br>¿cuál(es)?                                                                                                                           | what for?<br>why?<br>which (one(s))?                                                                                                |

|               | Stretch                                                                                                                     |                                                                                                                                                                |
|---------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | Spanish                                                                                                                     | English                                                                                                                                                        |
| Adjectives    | amplio(s)/amplia(s)<br>necesario(s)/necesaria(s)<br>enganchado(s)/enganchada(s) (a)<br>varios/ varias<br>útil(es)<br>gratis | extensive<br>necessary<br>hooked (on)<br>many<br>useful<br>free                                                                                                |
| Verbs         | usamos<br>usan<br>soy<br>es<br>estoy<br>está<br>te engancha(n)<br>recomiendo<br>dice que                                    | we use<br>they use<br>I am<br>he/she/it is<br>I am (temporarily)<br>he/she/it is ((temporarily)<br>it (they) get you hooked<br>I recommend<br>he/she says that |
| Adverbs       | es más<br>además<br>por eso<br>casi constantemente<br>completamente<br>antes<br>ahora                                       | furthermore, moreover<br>besides, furthermore<br>therefore, that's why<br>almost all the time<br>completely<br>before<br>now                                   |
| Question word | ¿desde hace cuánto tiempo?                                                                                                  | since when?                                                                                                                                                    |

## Autumn 2 'Stay connected!' Week 2 '¿Cuáles son tus redes sociales favoritas?' (What are you favourite social networks?)


|        | Essential                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                         |                 |                                                                                                                                                                                                                                           |                                                                                                                                      |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
|        | Spanish                                                                                                                                                                                                                                                                                                                                                | English                                                                                                                                                                                                                                                                                                                                 |                 | Spanish                                                                                                                                                                                                                                   | English                                                                                                                              |
| Chunks | ¿Qué aplicaciones usas?<br>¿Tiene algún inconveniente?<br>uso mi móvil para...<br>subir y ver vídeos<br>compartir fotos o imágenes<br>pasar el tiempo<br>contactar con mi familia<br>descargar música<br>chatear<br>aprender idiomas<br>publicar/mandar mensajes<br>hablar con<br>estoy adicto/a a<br>estoy en contacto con<br>mi red social preferida | What apps do you use?<br>Does it have any disadvantage?<br>I use my mobile to...<br>upload and watch videos<br>share photos or images<br>pass the time<br>contact my family<br>download music<br>chat<br>learn languages<br>post/send messages<br>talk to<br>I am addicted to...<br>I am in contact with<br>my favourite social network | Adjectives      | cómodo(s)/cómoda(s)<br>divertido(s)/divertida(s)<br>peligroso(s)/peligrosa(s)<br>práctico(s)/práctica(s)<br>rápido(s)/rápida(s)<br>adictivo(s)/adictiva(s)<br>caro(s)/cara(s)<br>fácil(es) (de usar)<br>popular(es)<br>útil(es)<br>gratis | handy / convenient<br>fun<br>dangerous<br>practical<br>quick<br>addictive<br>expensive<br>easy (to use)<br>popular<br>useful<br>free |
|        |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                         | Verbs           | uso<br>(no) es<br>puedo (+ infinitive)<br>me gusta + infinitive<br>tuiteo                                                                                                                                                                 | I use<br>it is (not)<br>I can<br>I like to (+ infinitive)<br>I tweet                                                                 |
|        |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                         | Adverbs         | al menos<br>(des)afortunadamente<br>siempre<br>nunca                                                                                                                                                                                      | at least<br>(un)fortunately<br>always<br>never                                                                                       |
|        |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                         | Opinion phrases | lo bueno es que...<br>lo malo es que...<br>me gusta usar... porque puedo...                                                                                                                                                               | the good thing is that...<br>the bad thing is that...<br>i like to use... because i can...                                           |
|        |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                         | Conjunctions    |                                                                                                                                                                                                                                           |                                                                                                                                      |
| Nouns  | una red social<br>la (mejor) app                                                                                                                                                                                                                                                                                                                       | a social network<br>the (best) app                                                                                                                                                                                                                                                                                                      | Prepositions    | para                                                                                                                                                                                                                                      | (in order) to                                                                                                                        |
|        |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                         | Intensifiers    |                                                                                                                                                                                                                                           |                                                                                                                                      |
|        |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                         | Question word   | ¿para qué?<br>¿por qué?                                                                                                                                                                                                                   | what for?<br>why?                                                                                                                    |

## Autumn 2 'Stay connected!' Week 2 '¿Cuáles son tus redes sociales favoritas?' (What are you favourite social networks?)

|                 | Stretch                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                            |                          |                                                                                     |                                                                                                                      |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
|                 | Spanish                                                                                                                                                                                                                                                                                                                                                                                    | English                                                                                                                                                                                                                                                                                                                                                                                    |                          | Spanish                                                                             | English                                                                                                              |
| Chunks          | ver mis series favoritas<br>organizar las salidas con mis amigos<br>controlar mi actividad física / las calorías<br>La tengo desde hace ... meses.<br>Es una aplicación buena para...<br>buscar y descargar música<br>pasar el tiempo / el rato<br>sacar / editar / personalizar fotos<br>conocer a nueva gente<br>es la red social/app más importante en mi vida<br>no puedo estar sin... | watch my favourite series<br>organise to go out with my friends<br>monitor my physical activity / my calorie intake<br>I've had it for ... months<br>It's a good app for...<br>looking for and downloading music<br>passing the time<br>taking / editing / personalising photos<br>meeting new people<br>it is the most important social network/app in my life<br>I can't live without... | Adjectives               | amplio(s)/amplia(s)<br>necesario(s)/necesaria(s)<br>enganchado(s)/enganchada(s) (a) | extensive<br>necessary<br>hooked (on)                                                                                |
|                 |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                            | Verbs                    | soy<br>es<br>estoy<br>está<br>te engancha(n)<br>recomiendo                          | I am<br>he/she/it is<br>I am (temporarily)<br>he/she/it is ((temporarily)<br>it (they) get you hooked<br>I recommend |
|                 |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                            | Adverbs                  | es más<br>casi constantemente                                                       | furthermore, moreover<br>almost all the time                                                                         |
| Nouns           | un canal (de comunicación)<br>un inconveniente<br>una pérdida (de tiempo)                                                                                                                                                                                                                                                                                                                  | a channel / means (of communication)<br>a disadvantage<br>a waste (of time)                                                                                                                                                                                                                                                                                                                | Conjunctions             | así que                                                                             | so                                                                                                                   |
| Opinion phrases |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                            | Intensifiers             |                                                                                     |                                                                                                                      |
| Idiom           | ser/es la leche<br>ponerme al día                                                                                                                                                                                                                                                                                                                                                          | to be/it is the best/ the worst<br>to catch up/ to keep updated                                                                                                                                                                                                                                                                                                                            | Comparative /superlative | el más/ la más<br>que más me gusta                                                  | the most<br>that I like the most                                                                                     |



Spring 1 'My current studies **Week 4 '¿Qué sistema educativo prefieres?' (What school system do you prefer?)**

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |                                                                                                                        |                                                                                                                                           |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
|        | Spanish                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | English                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Spanish         | English                                                                                                                |                                                                                                                                           |
| Chunks | En España hay...<br>escuelas públicas/ concertadas/<br>privadas<br>los alumnos (no) se deben llevar<br>uniforme escolar<br>(no) hay que llevar uniforme<br>escolar<br>(hay) no hay ...<br>...asistentes o ayudantes del<br>profesor<br>...muchos recursos en las clases<br>... un examen para pasar a<br>bachillerato<br>... un examen para entrar en la<br>universidad (la Selectividad)<br>las clases empiezan/ terminan a<br>las... (+ time)<br>el horario es más razonable<br>el colegio te da los cuadernos | In Spain there are..<br>state schools/ academies/ private schools<br><br>pupils (don't) have to wear a school<br>uniform<br>you have (not) to wear a school uniform<br><br>there is/are (not)<br>teaching assistants<br><br>lots of resources in class<br>an exam to sit A-levels<br><br>an exam to get into university (university<br>entrance exam)<br>classes start/ end at (+ time)<br><br>the timetable is more reasonable<br>the school gives you books | Adjectives      | razonable                                                                                                              | reasonable                                                                                                                                |
|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Verbs           | (no) se debe + infinitive<br>(no) hay que + infinitive<br>hay/ no hay<br>empieza(n)<br>termina(n)<br>llevar<br>(te) da | you must (not)<br>you (don't) have to<br>there is/ are (no)<br>it starts/ (they start)<br>it ends/(they end)<br>to wear<br>(it) gives you |
|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Adverbs         |                                                                                                                        |                                                                                                                                           |
|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Opinion phrases | prefiero estudiar en el sistema español/ británico                                                                     | I prefer to study in the Spanish/ British system                                                                                          |
|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Conjunctions    | porque/ ya que                                                                                                         | because                                                                                                                                   |
|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Intensifiers    |                                                                                                                        |                                                                                                                                           |
|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Question word   |                                                                                                                        |                                                                                                                                           |
| Nouns  | el uniforme escolar<br>el examen (los exámenes)<br>el bachillerato<br>el horario<br>los asistentes/ayudantes del profe<br>los alumnos<br>los recursos<br>los cuadernos<br>(la) asamblea<br>la(s) clase(s)<br>la(s) escuela(s) pública(s)<br>la(s) escuela(s) concertada(s)<br>la(s) escuela(s) privada(s)                                                                                                                                                                                                        | the school uniform<br>the exam(s)<br>A-levels<br>the timetable<br>teaching assistants<br>pupils<br>resources<br>books<br>assembly<br>the lesson(s)<br>state schools<br>academies<br>private schools                                                                                                                                                                                                                                                           | Comparative     | más<br>menos                                                                                                           | more<br>less                                                                                                                              |
|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Idiom           |                                                                                                                        |                                                                                                                                           |
|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                 |                                                                                                                        |                                                                                                                                           |

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Spring 1 'My current studies **Week 4 '¿Qué sistema educativo prefieres?' (What school system do you prefer?)**


|            | Stretch                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                    |                 |                                                                                                                                                        |                                                                                                                                               |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
|            | Spanish                                                                                                                                                                                                                                                                                                                                                                   | English                                                                                                                                                                                                                                                                                                                                                            | Adjectives      | Spanish                                                                                                                                                | English                                                                                                                                       |
| Chunks     | llevar tus propios materiales a clase<br>comprar libros de texto para todas las asignaturas y llevarlos a clase cada día.<br>el director (no) imparte clase<br>los alumnos (no) cambian de aula<br>los profesores (no) tienen una aula asignada<br>hay escasos recursos/ apenas decoración en las clases<br>se usan los libros del colegio o fotocopias que el profe hace | carry your own equipment to the lesson<br><br>buy textbooks for all subjects and bring them to class everydy.<br><br>the headteacher (doesn't) teach pupils (don't) change classrooms<br><br>teachers have their own classroom<br><br>there are few resources/ barely any decoration in the classrooms<br>they use school books or photocopies done by the teacher | Verbs           | (no) tengo/ tenemos/ tienen que + infinitive<br>(no) imparte<br>cambia/ cambian<br>se usa(add n if the following noun is plural)<br>hace<br>preferiría | I/ we/ they (don't) have to<br><br>he/she doesn't teach (he/she/it) changes/ they change they use<br><br>he/she does/ makes<br>I would prefer |
|            |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                    | Adverbs         | apenas                                                                                                                                                 | barely                                                                                                                                        |
|            |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                    | Time phrases    | cada día                                                                                                                                               | every day                                                                                                                                     |
| Nouns      | el director<br>los materiales<br>(los) libros de texto<br>una aula asignada<br>la fotocopia                                                                                                                                                                                                                                                                               | the headteacher/ principal equipment<br>textbooks<br>an allocated classroom<br>the photocopy                                                                                                                                                                                                                                                                       | Opinion phrases | preferiría estudiar en                                                                                                                                 | I would prefer to study in                                                                                                                    |
|            |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                    | Conjunctions    | mientras que                                                                                                                                           | while, whereas                                                                                                                                |
|            |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                    | Intensifiers    |                                                                                                                                                        |                                                                                                                                               |
|            |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                    | Question word   |                                                                                                                                                        |                                                                                                                                               |
| Adjectives | propio/a(s)<br>escaso/a(s)                                                                                                                                                                                                                                                                                                                                                | own<br>rare                                                                                                                                                                                                                                                                                                                                                        | Comparative     |                                                                                                                                                        |                                                                                                                                               |
|            |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                    | Idiom           | ser un rollo<br>clavar los codos                                                                                                                       | to be a pain<br>to hit the books                                                                                                              |
|            |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                    | Adjectives      |                                                                                                                                                        |                                                                                                                                               |

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Spring 2 'Past & Future Studies' **Week 5 '¿Adónde vas a ir de intercambio con tu instituto? (Where are you going to go for your school exchange?)**

|               | Essential                                                                                                                                                                                           |                                                                                                                                                                                                              |                     |                                                                                                                                   |                                                                                                                                                                                                                 |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | Spanish                                                                                                                                                                                             | English                                                                                                                                                                                                      |                     | Spanish                                                                                                                           | English                                                                                                                                                                                                         |
| <i>Chunks</i> | ¿Adónde vas a ir de intercambio con tu instituto?<br>el mes que viene<br>voy a...<br>vamos a....<br>va a ser...<br>ir de excursión<br>hacer turismo<br>hacer una visita guiada<br>ver los edificios | Where are you going to go for your school exchange?<br>next month<br>I'm going to...<br>we're going to...<br>it's going to be....<br>go on a trip<br>see the sights<br>do a guided tour<br>see the buildings | <i>Verbs</i>        | participar en...<br>viajar<br>conocer<br>visitar<br>llegar<br>ser<br>estar<br>comer<br>asistir a...<br>ir<br>ir a pie<br>alojarse | to take part in...<br>to travel<br>to meet/to get to know<br>to visit<br>to arrive<br>to be (traits)<br>to be (location, temporary)<br>to eat<br>to attend...<br>to go<br>to walk<br>to stay (in accommodation) |
| <i>Nouns</i>  | un intercambio<br>(los) edificio(s)<br>mi ropa de calle<br>la excursión<br>la trompeta<br>una visita                                                                                                | an exchange<br>the building(s)<br>my own clothes<br>a trip<br>trumpet<br>a visit                                                                                                                             | <i>Adjectives</i>   | fácil(es)<br>guay(es)<br>entretenido/a(s)<br>divertido/a(s)                                                                       | easy<br>cool<br>entertaining<br>fun/ funny                                                                                                                                                                      |
|               |                                                                                                                                                                                                     |                                                                                                                                                                                                              | <i>Adverbs</i>      | juntos                                                                                                                            | together                                                                                                                                                                                                        |
|               |                                                                                                                                                                                                     |                                                                                                                                                                                                              | <i>Prepositions</i> | con                                                                                                                               | with                                                                                                                                                                                                            |

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Spring 2 'Past & Future Studies' **Week 5 '¿Adónde vas a ir de intercambio con tu instituto? (Where are you going to go for your school exchange?)**

|               | Stretch                                                                                                                                                                                                                                      |                                                                                                                                                                                                                        |                        |                                                                               |                                                                  |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------|
|               | Spanish                                                                                                                                                                                                                                      | English                                                                                                                                                                                                                |                        | Spanish                                                                       | English                                                          |
| <i>Chunks</i> | el próximo mes/ trimestre<br>el año que viene<br>esta semana<br>el primer día<br>el resto de la semana<br>primero<br>luego<br>ir en coche<br>ir andando<br>pasar todo el día en...<br>practicar el español<br>tener una programación variada | next month/ term<br>next year<br>this week<br>on the first day<br>the rest of the week<br>first<br>later<br>to go by car<br>walk<br>spend the whole day in...<br>(to) practise Spanish<br>(to) have a varied programme | <i>Adjectives</i>      | divertido(s)/divertida(s)<br>creativo(s)/creativa(s)<br>variado(s)/variada(s) | entertained<br>creative<br>varied                                |
| <i>Nouns</i>  | un albergue juvenil<br>una programación                                                                                                                                                                                                      | a youth hostel<br>programme                                                                                                                                                                                            | <i>Opinion phrases</i> | para mí...<br>lo mejor/ lo peor es que<br>pienso que/ creo que...             | for me...<br>the best/ worst thing is that...<br>I think that... |
|               |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                        | <i>Intensifiers</i>    | muy                                                                           | a lot                                                            |
| <i>Verbs</i>  | ir<br>voy / vas / vamos a...<br>practicar el/la/los/las (+ noun)<br>olvidar<br>pasar<br>tener                                                                                                                                                | to go<br>I am/ you are/ we are going to...<br>to practise<br>to forget<br>to spend time<br>to have                                                                                                                     | <i>Idiom</i>           | echar una cabezada                                                            | to take a nap                                                    |

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|        | Essential                                                                                                                                                          |                                                                                                                                                                                           |                 |                                                                                                                                                                   |                                                                 |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
|        | Spanish                                                                                                                                                            | English                                                                                                                                                                                   |                 | Spanish                                                                                                                                                           | English                                                         |
| Chunks | ¿Cómo era tu escuela primaria?<br>(En mi escuela primaria...<br>Los edificios eran...<br>(No) había...<br>lo bueno / malo era que...<br>lo mejor / peor era que... | How was your primary school?<br>In my primary school...<br>The buildings were...<br>there was/were (not any)...<br>the good / bad thing was that...<br>the best / worst thing was that... | Adjectives      | nuevo(s)/nueva(s)<br>antiguo(s)/antigua(s)<br>moderno(s)/moderna(s)<br>amplio(s)/amplia(s)<br>pequeño(s)/pequeña(s)<br>feo(s)/fea(s)<br>atractivo(s)/atractiva(s) | new<br>old<br>modern<br>spacious<br>small<br>ugly<br>attractive |
|        |                                                                                                                                                                    |                                                                                                                                                                                           | Opinion phrases | me encantaba/chiflaba(+ sing noun)/ me encantaban/chiflaban (+ plur )<br>(no) me gustaba (+ sing noun)/ me gustaban (+ plur )                                     | I loved<br><br>I (didn't) like(d)                               |
| Nouns  | el exam/los exámenes<br>los deberes<br>la educación infantil<br>la educación primaria<br>las instalaciones (deportivas)<br>las actividades extraescolares          | exam/exams<br>homework<br>pre-school education<br>primary education<br>(sport) facilities<br>extra-curricular activities                                                                  | Conjunctions    | porque/ya que                                                                                                                                                     | because                                                         |
|        |                                                                                                                                                                    |                                                                                                                                                                                           | Intensifiers    | demasiado<br>muy<br>bastante<br>poco                                                                                                                              | too much<br>very<br>quite<br>not very                           |
|        |                                                                                                                                                                    |                                                                                                                                                                                           | Comparative     |                                                                                                                                                                   |                                                                 |
|        |                                                                                                                                                                    |                                                                                                                                                                                           | Question word   | cuál era/cuáles eran                                                                                                                                              | which or what was; which or what were                           |
|        |                                                                                                                                                                    |                                                                                                                                                                                           | Verbs           | era/eran                                                                                                                                                          | (he/she it) was/ (they) were                                    |



|        | Stretch                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                   |                 |                                                                                                                                                                                                 |                                                                                                                                                                                                  |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | Spanish                                                                                                                                                                                                                                                                              | English                                                                                                                                                                                                                                           |                 | Spanish                                                                                                                                                                                         | English                                                                                                                                                                                          |
| Chunks | mi escuela primaria tenía...<br>las clases eran...<br>donde jugar<br>poco espacio<br>el día escolar...                                                                                                                                                                               | my primary school had...<br>the lessons were<br>somewhere to play<br>little space<br>the school day...                                                                                                                                            | Adjectives      | (in)adecuado(s)/(in)adecuada(s)<br>corto(s)/corta(s)<br>largo(s)/larga(s)                                                                                                                       | (in)adequate<br>short<br>long                                                                                                                                                                    |
|        |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                   | Opinion phrases | (no) me interesaba (+ sing noun)/ me interesaban (+ plur)<br>odiar/ odiaba<br>preferir/ prefería<br>lo bueno/ lo malo era que<br>lo que más me gustaba era(n)<br>lo que menos me gustaba era(n) | I was (not) interested in<br><br>to hate/ I hated<br>to prefer/ I preferred<br>the good thing/ bad thing was that<br>what I liked the most was (were)...<br>what I liked the least was (were)... |
| Nouns  | el exam/los exámenes<br>los deberes<br>el alumno(s)<br>el edificio<br>el colegio<br>el mueble(s)<br>el espacio(s) verde(s)<br>mi tiempo libre<br>la alumna(s)<br>la(s) oportunidad(es)<br>las instalaciones<br>las pizarras interactivas<br>la clase(s)<br>la aula(s) de informática | exam/exams<br>homework<br>pupil(s) (masc.)<br>the building<br>school<br>furniture<br>green space/green spaces<br>my free time<br>pupil(s) (fem.)<br>opportunity (opportunities)<br>facilities<br>interactive whiteboards<br>lesson(s)<br>ICT room | Comparative     | más ... que<br>menos ... que                                                                                                                                                                    | more ... than<br>less ... than                                                                                                                                                                   |
|        |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                   | Adverbs         | antes<br>ahora                                                                                                                                                                                  | before<br>now                                                                                                                                                                                    |
| Verbs  | ser/era/éramos<br>tenía/teníamos<br>había/habían                                                                                                                                                                                                                                     | I was/I, he, she, it was/we were<br>I, he, she, it had/we had<br>there was/were                                                                                                                                                                   |                 |                                                                                                                                                                                                 |                                                                                                                                                                                                  |

Spring 2 'Past & Future Studies **Week 3** '¿Qué haces después del insti?' (What do you do after school?)

| Essential     |                                                                                                                                                                                                                          |                                                                                                                                                                                  |                        |                                                                                                                                             |                                                                                           |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
|               | Spanish                                                                                                                                                                                                                  | English                                                                                                                                                                          |                        | Spanish                                                                                                                                     | English                                                                                   |
| <b>Chunks</b> | ¿Qué haces después del insti?<br>soy miembro del...<br>desde hace ... años / meses<br>te ayudan a...<br>aprender cosas interesantes<br>hacer nuevos amigos                                                               | What do you do after school?<br>I am / have been a member of the...<br>for ... years/months<br>they help you to...<br>learn interesting things<br>make new friends               | <b>Verbs</b>           | jugar / juego (al/ a la + game)<br>practicar / practico (el/ la + activity)<br>tocar / toco (el/ la + instrument)<br>cantar<br>ayudar<br>ir | to play / I play<br>to practise<br>to play (an instrument)<br>to sing<br>to help<br>to go |
| <b>Nouns</b>  | un(os) éxito(s)<br>el judo<br>el coro<br>el club de ajedrez<br>el club de teatro<br>el club de periodismo<br>el club de lectores<br>el club de fotografía<br>los clubs extraescolares<br>mi ropa de calle<br>la trompeta | achievement(s)/success(es)<br>judo<br>choir<br>chess club<br>drama club<br>reporters club<br>book club<br>photography club<br>extracurricular clubs<br>my own clothes<br>trumpet | <b>Opinion phrases</b> | me mola(n) + activity sing (plur)                                                                                                           | I am crazy about                                                                          |
|               |                                                                                                                                                                                                                          |                                                                                                                                                                                  | <b>Adjectives</b>      | divertido(s)/divertida(s)<br>nuevo(s)/nueva(s)<br>genial(es)<br>interesante(s)                                                              | fun<br>new<br>great<br>interesting                                                        |
|               |                                                                                                                                                                                                                          |                                                                                                                                                                                  | <b>Prepositions</b>    | con                                                                                                                                         | with                                                                                      |
|               |                                                                                                                                                                                                                          |                                                                                                                                                                                  |                        |                                                                                                                                             |                                                                                           |

Spring 2 'Past & Future Studies **Week 3** '¿Qué haces después del insti?' (What do you do after school?)

| Stretch       |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                         |                        |                                                      |                              |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------------------------------------|------------------------------|
|               | Spanish                                                                                                                                                                                                                              | English                                                                                                                                                                                                                                                                                                                 |                        | Spanish                                              | English                      |
| <b>Chunks</b> | pasar todo el día en...<br>tener una programación variada<br>era miembro del club de...<br>desde hace ... años / meses<br>lo/la toco desde hace...años                                                                               | spend the whole day in...<br>have a varied programme<br>I was a member of the ... club<br>for ... years/months<br>I have played it for... years                                                                                                                                                                         | <b>Adjectives</b>      | divertido(s)/divertida(s)<br>creativo(s)/creativa(s) | entertaining<br>creative     |
| <b>Nouns</b>  | el (los) lector(es)<br>un(os) éxito(s)<br>un(os) logro(s)<br>un(os)/mi(s) talento(s)<br>la ecoescuela<br>las actividades extraescolares<br>una sensación de...<br>la confianza<br>la oportunidad de...<br>la presión (las presiones) | reader(s)<br>an achievement<br>an achievement<br>a/my talent<br>the eco-school<br>extra-curricular activities<br>a feeling of...<br>confidence<br>the opportunity to...<br>pressure(s)                                                                                                                                  | <b>Adverbs</b>         | antes<br>sin embargo ahora                           | before<br>however now        |
|               |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                         | <b>Opinion phrases</b> | para mí...<br>pienso que / creo que...               | for me...<br>I think that... |
|               |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                         | <b>Intensifiers</b>    | muy                                                  | a lot                        |
| <b>Verbs</b>  | voy / vas / vamos a...<br>me/te ayudan a...<br>me/te dan...<br>ir en coche<br>ir andando<br>practicar el/la/los/las (+noun)<br>olvidar<br>desarrollar<br>expresarse<br>jugaba<br>practicaba<br>tocaba                                | I'm going /you're going /we're going to...<br>they help me/you to...<br>they give me/ you<br>to go by car<br>to walk<br>to practise + activity<br>to forget<br>to develop<br>to express oneself<br>I used to play/ was playing (game)<br>I used to practise/ was practising<br>I used to play/ was playing (instrument) | <b>Idioms</b>          | ser la pera                                          | to be exceptional            |

11

Spring 2 'Past & Future Studies **Week 2** '¿Cuáles son las normas en tu insti?' (What are the rules in your school?)



| Essential     |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                  |                        |                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                     |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | Spanish                                                                                                                                                                                                                                                                                                            | English                                                                                                                                                                                                                                                                                          |                        | Spanish                                                                                                                                                                                                                                                                                                                                                                                                                                      | English                                                                                                                                                                                                                             |
| <b>Chunks</b> | ¿Cuáles son las normas en tu insti?<br>Tengo que llevar ...<br>Tenemos que llevar ...<br>(No) Llevo .../(No) Llevamos ...<br>Es obligatorio llevar ...<br>mejora la disciplina<br>limita la individualidad<br>da una imagen positiva del insti<br>ahorra tiempo por la mañana                                      | What are the rules in your school?<br>I have to wear ...<br>We have to wear ...<br>I (don't) wear .../We (don't) wear ...<br>It's compulsory to wear ...<br>(it) improves discipline<br>(it) limits individuality<br>(it) gives a positive image of the school<br>(it) saves time in the morning | <b>Adjectives</b>      | bonito(s)/bonita(s)<br>feo(s)/fea(s)<br>(in)cómodo(s)/(in)cómoda(s)<br>anticuado(s)/anticuada(s)<br>positivo(s)/positiva(s)<br>amarillo(s)/amarilla(s)<br>blanco(s)/blanca(s)<br>negro(s)/negra(s)<br>rojo(s)/roja(s)<br>morado(s)/morada(s)<br>oscuro(s)/oscura(s)<br>claro(s)/clara(s)<br>elegante(s)<br>formal(es)<br>violeta(s)<br>naranja(_)<br>rosa(s)<br>azul(es)<br>verde(s)<br>gris(es)<br>marrón(marrones)<br>a rayas<br>a cuadros | pretty<br>ugly<br>(un)comfortable<br>old-fashioned<br>positive<br>yellow<br>white<br>black<br>red<br>purple<br>dark<br>light<br>smart<br>formal<br>purple<br>orange<br>pink<br>blue<br>green<br>grey<br>brown<br>striped<br>checked |
| <b>Nouns</b>  | el uniforme<br>un jersey (de punto)<br>un vestido<br>la disciplina<br>la individualidad<br>la imagen<br>la mañana<br>una camiseta<br>una chaqueta (a rayas)<br>una chaqueta de punto<br>una corbata<br>una falda (a cuadros)<br>unos pantalones<br>unos calcetines<br>unos zapatos<br>unos vaqueros<br>unas medias | the uniform<br>a (knitted) sweater<br>a dress<br>discipline<br>individuality<br>image<br>morning<br>a T-shirt<br>a (striped) jacket<br>a cardigan<br>a tie<br>a (checked) skirt<br>trousers<br>socks<br>shoes<br>jeans<br>tights                                                                 | <b>Opinion phrases</b> | me encanta/chifla (+sing. noun)<br>me encantan/chiflan (+plur. noun)<br>(no) me gusta (+sing. noun)<br>(no) me gustan(+plur. noun)<br>Odio<br>Prefiero                                                                                                                                                                                                                                                                                       | I love (+sing. noun)<br>I love (+plur. noun)<br>I (don't) like (+sing. noun)<br>I (don't) (+plur. noun)<br>I hate<br>I prefer                                                                                                       |
| <b>Verbs</b>  | estar/es<br>llevar/llevo/llevamos<br>mejorar/mejora<br>limitar/limita<br>ahorrar/ahorra                                                                                                                                                                                                                            | to be/(he/she it) is<br>to wear/I wear/we wear<br>to improve/it improves<br>to limit/it limits<br>to save (up)/it saves (up)                                                                                                                                                                     |                        |                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                     |

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| Stretch       |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                        |                        |                                                                                                                                                                                                                                                              |                                                                                                                                  |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
|               | Spanish                                                                                                                                                                                                                                                                                                                                                      | English                                                                                                                                                                                                                                                                                                                                                |                        | Spanish                                                                                                                                                                                                                                                      | English                                                                                                                          |
| <b>Chunks</b> | Está prohibido (+inf. Verb)<br>No se permite (+inf. Verb)<br>No se debe (+inf. Verb)<br>Se permite (+inf. Verb)<br>estoy de acuerdo<br>no estoy de acuerdo<br>comer chicle<br>usar el móvil en clase<br>llevar uniforme<br>ser agresivo o grosero<br>correr en los pasillos<br>llevar piercings<br>ser puntual<br>salir del instituto durante el día escolar | It is forbidden (to)<br>You are not allowed (to)<br>You/One must not (to)<br>It is allowed (to)<br>I agree<br>I disagree<br>to chew chewing gum<br>to use your phone in lessons<br>to wear a uniform<br>to be aggressive or rude<br>to run in the corridors<br>to have visible piercings<br>to be on time<br>to leave the school during the school day | <b>Adjectives</b>      | puntual(es)<br>útil(es)<br>relevante(s)<br>exigente(s)<br>prohibido(s)/prohibida(s)<br>(in)justo(s)/justa(s)<br>bueno(s)/buena(s)<br>malo(s)/mala(s)<br>necesario(s)/necesaria(s)<br>severo(s)/severa(s)<br>agresivo(s)/agresiva(s)<br>grosero(s)/grosera(s) | punctual<br>useful<br>relevant<br>demanding<br>forbidden<br>(un)fair<br>good<br>bad<br>necessary<br>strict<br>aggressive<br>rude |
| <b>Nouns</b>  | el día escolar<br>el chicle<br>el móvil<br>el pasillo<br>el piercing(s)<br>la(s) norma(s)                                                                                                                                                                                                                                                                    | school day<br>chewing gum<br>mobile phone<br>corridor<br>piercing(s)<br>the rule(s)                                                                                                                                                                                                                                                                    | <b>Opinion phrases</b> | En mi opinión, ...<br>Pienso que.../Creo que...                                                                                                                                                                                                              | In my opinion, ...<br>I think that                                                                                               |
| <b>Verbs</b>  | deber/ debo/ debemos<br>estar/estoy/estamos<br>llevar/llevo/llevamos<br>ser/soy/somos<br>correr/corro/corremos<br>salir/salgo/salimos                                                                                                                                                                                                                        | must/I must/we must<br>to be/I am/we are<br>to wear/I wear/we wear<br>to be/I am/we are<br>to run/I run/we run<br>to go out/I go out/we go out                                                                                                                                                                                                         | <b>Conjunctions</b>    | porque es/son<br>puesto que/dado que<br>aunque                                                                                                                                                                                                               | because it is/ they are<br>because<br>even if/though                                                                             |
|               |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                        | <b>Intensifiers</b>    | mucho<br>demasiado                                                                                                                                                                                                                                           | a lot<br>too                                                                                                                     |
|               |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                        | <b>Idiom</b>           | ¡Qué va!                                                                                                                                                                                                                                                     | No way!/Come on!                                                                                                                 |

Spring 2 'Past & Future Studies' **Week 4 '¿Qué hiciste en el colegio?'** (What did you do in school?)

| Essential      |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                         |                       |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                    |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                | Spanish                                                                                                                                                                                                                                                  | English                                                                                                                                                                                                 |                       | Spanish                                                                                                                                                                                                                                                    | English                                                                                                                                                                                                                                                                                                                            |
| <b>Chunks</b>  | ¿Qué hiciste en el colegio?<br>la semana pasada<br>el (+ masc noun) pasado/ la (+ fem noun) pasada<br>empecé/ terminé a la(s) (+ time)<br>estudié (+ subjects)<br>toqué un solo<br>fui a (+ noun)/ al (+ masc noun) or a la (+ fem noun)<br>hice deporte | What did you do in school?<br>last week<br>last (+ noun)<br>I started/ finished at (+ time)<br>I studied (+ subject)<br>I played a solo<br>I went to (+ noun)/ to the (+ noun)<br>I played (did) sports | <b>Verbs</b>          | empezar<br>empecé/ empezaron<br>terminar<br>terminé/ terminaron<br>participar en<br>participé en...<br>hacer<br>hice / hicimos...<br>ganar<br>gané / ganamos...<br>tocar<br>toqué<br>sacar (una buena nota)<br>saqué<br>comer<br>comí<br>ser<br>fui<br>fue | to start<br>I started/ they started<br>to finish<br>I finished/ they finished<br>to take part in<br>I took part in...<br>to do<br>I did.../We did...<br>to win<br>I won / we won...<br>to play (an instrument)<br>I played<br>to get (a good grade)<br>I got<br>to eat<br>I ate<br>to be<br>I was/ I went<br>he, she, it was/ went |
| <b>Nouns</b>   | un maratón<br>un torneo<br>un concierto<br>un campeonato<br>un concurso<br>un trofeo<br>un premio<br>un club de jóvenes<br>una prueba<br>una película                                                                                                    | a marathon<br>a tournament<br>a concert<br>a championship<br>a competition<br>a trophy<br>a prize<br>a youth club<br>a test / exam<br>a film                                                            | <b>Opinion phrase</b> | ¡Fue genial!                                                                                                                                                                                                                                               | It was great!                                                                                                                                                                                                                                                                                                                      |
| <b>Adverbs</b> | también                                                                                                                                                                                                                                                  | also                                                                                                                                                                                                    |                       |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                    |

Spring 2 'Past & Future Studies' **Week 4 '¿Qué hiciste en el colegio?'** (What did you do in school?)

| Stretch           |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                    |                       |                                                                                                  |                                                                                                                               |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
|                   | Spanish                                                                                                                                                                                                                                                        | English                                                                                                                                                                                                                                            |                       | Spanish                                                                                          | English                                                                                                                       |
| <b>Chunks</b>     | El año/ el trimestre/ verano pasado...<br>gané un trofeo<br>conseguimos la clasificación como...<br>tuvimos una charla<br>participamos en torneos nacionales<br>ganamos una competición nacional<br>dimos un concierto<br>lo hice/ hicimos (+ time expression) | Last year/ term/ summer...<br>I won a trophy<br>we achieved the award as...<br>we had a talk/presentation<br>we participated in national tournaments<br>we won a national competition<br>we gave a concert<br>I did/ we did it (+ time expression) | <b>Verbs</b>          | conseguir<br>conseguí/ conseguimos<br>tener<br>tuve/ tuvimos<br>dar<br>di/ dimos<br>participamos | to achieve<br>I achieved/ we achieved<br>to have; to take<br>we had; we took<br>to give<br>I gave/ we gave<br>we participated |
| <b>Nouns</b>      | un evento<br>un concurso<br>un solo<br>un cinturón (azul)<br>la clasificación<br>una charla<br>una competición                                                                                                                                                 | an event<br>a competition<br>a solo<br>a (blue) belt<br>the award<br>a talk/presentation<br>a competition                                                                                                                                          | <b>Opinion phrase</b> | ¡Fue un éxito!                                                                                   | It was a success!                                                                                                             |
| <b>Adjectives</b> | pasado(s)/ pasada(s)<br>especial(es)<br>nacional(es)                                                                                                                                                                                                           | past<br>special<br>national                                                                                                                                                                                                                        |                       |                                                                                                  |                                                                                                                               |

|         | Year 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Year 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Year 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Enrichment                                                                          |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|         | Knowledge and skills development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Outwitting opponents and implementing rules                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Game play and tactical development                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                     |
| Cycle 1 | <ul style="list-style-type: none"> <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 <u>used</u> – focusing on motor competence, rules, strategies, tactics, leadership, exercising safely.</p> <p>Careers – sports judges/officials, referees, PE teacher</p>                       | <ul style="list-style-type: none"> <li>Outwitting opponents</li> <li>Encouraging <u>team work</u></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 <u>used</u> – focusing on motor competence, rules, strategies, tactics, leadership, exercising safely.</p> <p>Careers – sports judges/officials, referees PE teacher</p>                | <ul style="list-style-type: none"> <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 <u>used</u> – focusing on motor competence, rules, strategies, tactics, leadership, exercising safely.</p> <p>Careers – sports judges/officials, referees PE teacher</p>                      | Football<br>Netball<br>Rugby<br>Trampolining<br>Fitness club<br>Dance<br>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> </ul> <p>Assessment: Booklet <u>used</u> – focusing on motor competence, rules, strategies, tactics, leadership, exercising safely.</p> <p>Careers – Coaches, personal trainers, managers</p> | <ul style="list-style-type: none"> <li>Outwitting opponents</li> <li>Encouraging <u>team work</u></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 <u>used</u> – focusing on motor competence, rules, strategies, tactics, leadership, exercising safely.</p> <p>Careers – Coaches, personal trainers, managers</p> | <ul style="list-style-type: none"> <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 <u>used</u> – focusing on motor competence, rules, strategies, tactics, leadership, exercising safely.</p> <p>Careers – Coaches, personal trainers, managers</p>                    | Football<br>Netball<br>Rugby<br>Trampolining<br>Fitness club<br>Dance<br>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 <u>used</u> – focusing on motor competence, rules, strategies, tactics, leadership, exercising safely.</p> <p>Careers – Health safety officer, officials, umpires, athletes</p>          | <ul style="list-style-type: none"> <li>Outwitting opponents</li> <li>Encouraging <u>team work</u></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 <u>used</u> – focusing on motor competence, rules, strategies, tactics, leadership, exercising safely.</p> <p>Careers – Health safety officer, officials, umpires, athletes</p>                     | <ul style="list-style-type: none"> <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 <u>used</u> – focusing on motor competence, rules, strategies, tactics, leadership, exercising safely.</p> <p>Careers – Health safety officer, officials, umpires, athletes</p> | Cricket<br>Rounders<br>Athletics                                                    |

# Year 9 PE – Tactical awareness

## Girls Football

### **Attacking:**

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

### **Defending:**

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

## Netball skills

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

## Boys football

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

## Trampolining

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

## Rugby

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

## Health Related Exercise (HRE)

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

## Table Tennis

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

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



|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Cycle 3 | <p><u>Hinduism</u></p> <p>This topic looks at the basis of Hinduism and issues linked to Hindu way of life, <u>in particular</u> with reference to life as a Hindu in 21<sup>st</sup> Century Britain</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, <u>in particular</u> with reference to life as a Hindu in 21<sup>st</sup> Century Britain.</p> <p><u>Assessment -</u></p> <p>Mini assessments in lessons and an end of topic assessment.</p> | <p><b>Food</b> <del>veg</del> food laws</p> <p>Public sector, HR, NGO's, journalism</p> | <p>Protestant reformation. Up to and including the diversity of Christian practices today.</p> <p><u>Assessment -</u></p> <p>Mini assessments in lessons and an end of cycle assessment</p>                                                                                                                                                                                        | <p><b>History the foundation of the</b> <del>Good Food</del> <del>Kosher</del></p> <p>Public sector, HR, NGO's, journalism</p> | <p><u>Assessment -</u></p> <p>Mini assessments in lessons and an end of cycle assessment</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>History - Kolbe</b><br/><b>English- speeches and poetry</b></p> <p>Public sector, HR, Social policy design, law, medical ethics.</p>                                                                                                                                                                                                                                                                               |
|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Food</b> <del>veg</del> food laws</p> <p>Public sector, HR, NGO's, journalism</p> | <p><u>Global concerns</u></p> <p>Building on previous learning this topic looks at the ideas linked to a divided world, poverty, and how to make a difference through fundraising for Christian charities. Pupils plan a campaign and raise funds for a charity of their choice.</p> <p><u>Assessment -</u></p> <p>Mini assessments in lessons and an end of topic assessment.</p> | <p><b>History the foundation of the</b> <del>Good Food</del> <del>Kosher</del></p> <p>Public sector, HR, NGO's, journalism</p> | <p><u>An introduction to Philosophy and Ethics</u></p> <p>We look at basic arguments about existence and associated belief. Ideas such as 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><u>Assessment -</u></p> <p>Mini assessments in lessons and an end of cycle assessment.</p> <p><b>Start of GCSE - An introduction to Christian Beliefs.</b></p> <ul style="list-style-type: none"> <li>• The Trinity</li> <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>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.</p> <p><b>Geography,</b><br/><b>evolution big bang</b><br/><b>Science, History,</b><br/><b>the development of the early church - Tudors</b></p> <p>Public sector, HR, Social policy design, law.</p> |
|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Food</b> <del>veg</del> food laws</p> <p>Public sector, HR, NGO's, journalism</p> | <p><u>Assessment -</u></p> <p>Mini assessments in lessons and an end of topic assessment.</p>                                                                                                                                                                                                                                                                                      | <p><b>History the foundation of the</b> <del>Good Food</del> <del>Kosher</del></p> <p>Public sector, HR, NGO's, journalism</p> | <p><u>Assessment -</u></p> <p>Mini assessments in lessons and an end of cycle assessment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>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.</p> <p><b>Art - Mandalas</b></p> <p>Public sector, HR, NGO's, journalism</p>                                                                                                                         |

## Year 9 PRE – Cycle 2 – Humanism

| Introduction to Humanism                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | How humanists approach life events – ceremonies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Humanism, the environment and the treatment of animals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Humanism, the purpose of life on life after death                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Key terms                                                                                                                                                                                                                             |
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| <p>What is humanism?<br/>An introduction to the humanist approach to life.</p> <p>There are five core areas of knowledge that we will focus on over the next few weeks:</p> <p>Human beings<br/>Understanding the world<br/>The one life<br/>Humanist ethics<br/>Society</p> <p>Three things that humanists believe</p> <ol style="list-style-type: none"> <li>1. The world is a natural place – we should ask questions and look for evidence to help us to understand it.</li> <li>2. We should all be free to find what makes us happy.</li> <li>3. We should be kind to other people, animals, and the planet.</li> </ol> | <p>People have always looked for ways to mark significant events in their lives, like births, marriages, and deaths. Although many ceremonies have often been associated with religious ideas (such as baptism, or a church marriage), nonreligious people have always sought out ceremonies which represent their own values: creating personal and meaningful events to mark the most important moments in their lives. Today, Humanist Ceremonies take place across the world, and Humanists UK have been organising them for over 100 years.</p> <p>We will look at Humanist naming ceremonies, weddings, and funerals.</p> <p>We will think about the importance of life events in society and the wider world.</p> <p>We will think about the following:<br/>What words do you think you might hear at humanist namings, weddings, and funerals?</p>                                                                                                  | <p>Recognising that many animals display altruistic behaviour</p> <p>Recognising that empathy evolved naturally from our nature as social animals who live in communities</p> <p>Recognising we have also evolved less friendly instincts</p> <p>Understanding that biology does not tell us how we should act, but it can help explain the origins of our moral instincts and capacities</p> <p>The belief that we don't need to believe in a god to be good</p> <p> Humanists UK</p>                                                                    | <p>Do you find the idea of an afterlife scary or comforting?</p> <ul style="list-style-type: none"> <li>• What about the idea of no afterlife?</li> <li>• What might it be like to live forever? Wonderful? Exciting? Boring? Repetitive?</li> </ul> <p>Humanists believe that this is the one life we have. Death is the end of our existence. Evidence is important to humanists when deciding what to believe, and they see no reason to believe that we live on after death; the only life we have is the one.</p> <p></p> | <p>As you cover each of these areas in your lessons, write the definitions of the key terms here:</p> <p>Humanism</p> <p>Atheism</p> <p>Agnosticism</p> <p>Theism</p> <p><b>Key vocabulary:</b></p> <p>Welfare</p> <p>Flourishing</p> |
| <p><b>Assisted dying and humanism</b></p> <p>In the past, many people who suffered from serious illness or injuries died quite quickly (and often painfully).</p> <p>Today they can often be treated and kept alive. However, keeping people alive does not always mean their lives are free from pain and suffering.</p> <p>What should we do when a seriously ill person no longer wants to live? Do they have a right to die?</p> <p>What if people want to end their lives but do not have the physical strength or the means to do it painlessly?</p> <p>Do we have a duty to help them?</p>                             | <p><b>Humanism and Ethics</b></p> <p>Philosophers and other thinkers have developed a variety of principles to help us to think about how to act. No principle, however, provides the perfect answer in every situation. Sometimes different principles come into conflict and so we need to think carefully and weigh up which is more appropriate in the particular situation. Often the choice is not between right and wrong but is instead about choosing the lesser of two wrongs.</p> <p>"... THE EVOLUTION OF MORALITY "</p> <p>"... Why should I consider others?... I think the only possible answer to this question is the humanist one – because we are naturally social beings; we live in communities; and life in any community, from the family outwards, is much happier, and fuller, and richer if the members are friendly and cooperative than if they are hostile and resentful."</p> <p>MARGARET KNIGHT, Morals without Religion</p> | <p><b>Humanism and faith schools</b></p> <p>Around a third of all state-funded schools in England and Wales are schools 'with a religious character' – the legal term for 'faith schools', as they are known in England and Wales, or denominational schools, as they are known in Scotland and Northern Ireland. his number has grown in recent years as successive governments have increased the influence of religious groups in the state-funded education system.</p> <p>We will look at Humanist views on Faith schools as well as your own.</p> <p>Humanists believe that Faith schools, if State funded should not be allowed.</p> | <p><b>Famous humanists</b></p> <p>This lesson will be set up as part of a homework.</p> <p>You will research and present in groups information about famous humanists in the world.</p> <p>You will make a <u>powerpoint presentation</u> and then as a group set tasks for the rest of the class.</p> <p>You will explain the views that your famous person has in relation to things like life after death, the environment, or assisted dying.</p>                                                                                                                                                           | <p>shared values</p> <p>Consequences</p> <p>reason, empathy</p> <p>The Golden Rule</p> <p>Responsibility</p> <p>Evolution</p> <p>Social animal</p> <p>Instincts</p>                                                                   |