



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:

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

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

Independent homework timetable

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

Why study?

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

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

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

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

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

When and what should I study?

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

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

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

How should I use my Knowledge Organiser to study?

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

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

5. Flash Cards.

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

Tasks you can do to help you learn your subject knowledge

2. Explain it.

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

4. Test it.

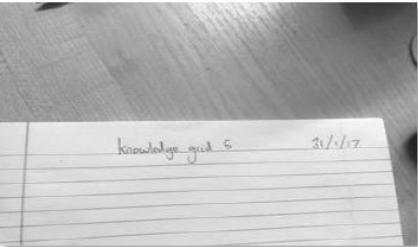
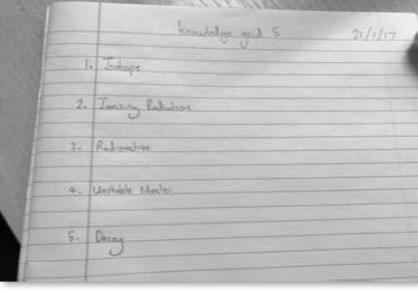
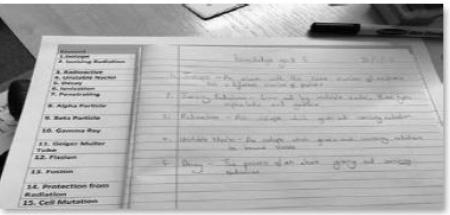
Ask someone to test you using your quiz questions. You can do this verbally.

3. Quiz it.

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

How should I use my Knowledge Organiser to study?

Look, Say, Cover, Write, Check

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

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

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



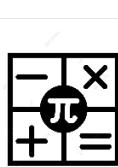
Year 9: Cycle 1: Defining Decisions- Othello	
Characters	Plot Summary
<p>Othello - A Christian Moor and army general married to Desdemona.</p> <p>Iago - The villain of the play. Angry at having been passed over by Othello for promotion.</p> <p>Desdemona - The Daughter of Brabantio.</p> <p>Michael Cassio - A charming soldier. The new lieutenant promoted by Othello.</p> <p>Brabantio - Venetian senator, Desdemona's father.</p> <p>Emilia - Iago's wife and Desdemona's maid.</p> <p>Duke of Venice - The official authority in Venice.</p> <p>Roderigo - A long-rejected suitor of Desdemona.</p> <p>Bianca - A prostitute in Cyprus, who expresses real affection for Cassio.</p> <p>Lodovico - Brings letters from Venice to Cyprus.</p> <p>Montano - The governor of Cyprus before Othello's arrival.</p> <p>Gratiano - Brabantio's kinsman.</p>	<p>Plot:</p> <p>Act One - 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>Act Two - 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>Act Three - Iago begins to scheme in earnest. He gets Cassio drunk while on duty. Then Iago goads Desdemona 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>Act Four - 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>Act Five - 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>Tragedy Genre</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>Shakespeare's Tragedies</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
Protagonist - the main character in a story. Antagonist - a person who opposes the main character usually their enemy. Foil - a character that is the direct opposite of another in terms of personality or actions. <u>Dramatic Features</u> Soliloquy : an extended speech to the audience giving information about a character's thoughts or feelings. Follow on lines : where one character completes the line of someone else. Turn taking : Where two characters take it in turns to speak in a scene. Stage directions : Instructions about what to show on stage or how actors should deliver lines.	Staging Aspect Speech : in plays, characters' speech occurs after their name and a colon and does not require speech marks. Stage directions : occur either in brackets or in italics. They are instructions for actors about how to perform their lines and position themselves on stage. Props : the items that help tell the story or enhance characterisation.	Tragic Hero - a main character by fate and possesses a tragic flaw. Hubris - Excessive pride or arrogance that leads to character's downfall. External Conflict - A problem the protagonist faces, often set in motion by the antagonist. Internal Conflict - The struggle the hero engages in with his/her fatal flaw.	Similarities : Similarly Additionally Furthermore Differences : Comparatively However Although On the other hand
 <u>Literary Features</u> Pathetic Fallacy : using the weather or setting to mirror the feelings of characters. Foreshadowing : giving clues in a text about something that will happen later. Dramatic Irony : the audience knows things that the characters do not. Symbolism : where an object is used to represent a bigger idea or concept.	 Literary Features Pathetic Fallacy : using the weather or setting to mirror the feelings of characters. Foreshadowing : giving clues in a text about something that will happen later. Dramatic Irony : the audience knows things that the characters do not. Symbolism : where an object is used to represent a bigger idea or concept.	Iambic Pentameter - a line of verse with five metrical feet, each consisting of one short (or unstressed) syllable followed by one long (or stressed) syllable Cuckold - a man whose wife has been unfaithful. Jacobean - written during the reign of King James of England.	Stretch and Challenge Activities Read another of Shakespeare's tragedies. Write a review of the play. Imagine you are the director of the play. Pick a scene and explain how you would direct it.

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



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 $a \times 10^n$.	1.2×10^6

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 cm^3
Surface area	Total area of all faces of a 3D object.	Cube with side 2 cm has surface area 24 cm^2
Density	Mass per unit volume.	Gold has density 19.32 g/cm^3

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

Year 9 – 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.

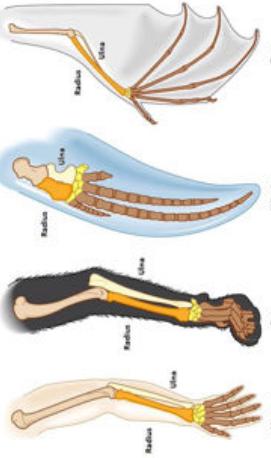
F – Falsifiable – can the theory/data be disproved?

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?

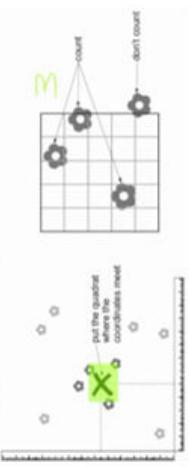
Achieving – peer-review the evidence for evolution



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

Achieving – define and identify biotic and abiotic factors

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



Achieving – describe how to sample an area using a quadrat
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

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

Mean
7, 3, 4, 1, 7, 6

Sum of numbers divided by the total numbers

Mean = $(7+3+4+1+7+6)/6 = 28/6 = 4.66$

Median
7, 3, 4, 1, 7, 6

Arrange in order and pick the middle value

1, 3, 4, 6, 7, 7
Median = $(4+6)/2 = 5$

Range
7, 3, 4, 1, 7, 6

Difference between highest and lowest

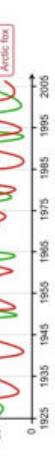
Range = $7 - 1 = 6$

Mode
7, 3, 4, 1, 7, 6

Most common number
7, 3, 4, 1, 7, 6

Mode = 7

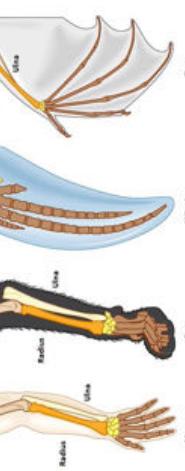
Exceeding – explain the relationship between different species



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

Achieving – peer-review the evidence for climate change

Further evidence for evolution



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?

Satellite data

• Extreme weather/lack of rain/forest fires

• Sea/land temperature data

But what are the problems with this theory?

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.

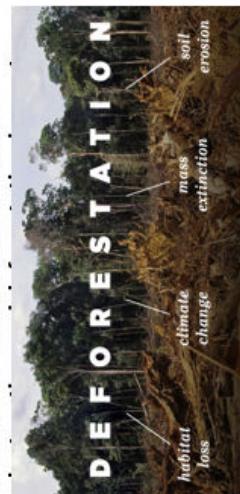
Some areas with low biodiversity are farms or deserts.

Achieving – describe how 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.

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

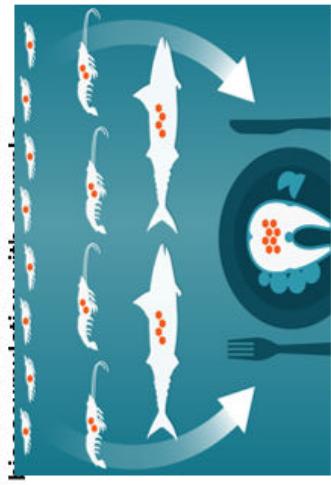
How is energy transferred between organisms?

Achieving – draw a food chain and food transfers through a food web



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 the process of energy transfer



Bioaccumulation is when substances such as toxins are passed between trophic

Achieving – describe how energy can be lost between trophic levels

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 its important functions such as respiration, movement and reproduction.

Exceeding – explain how energy can be lost between trophic levels

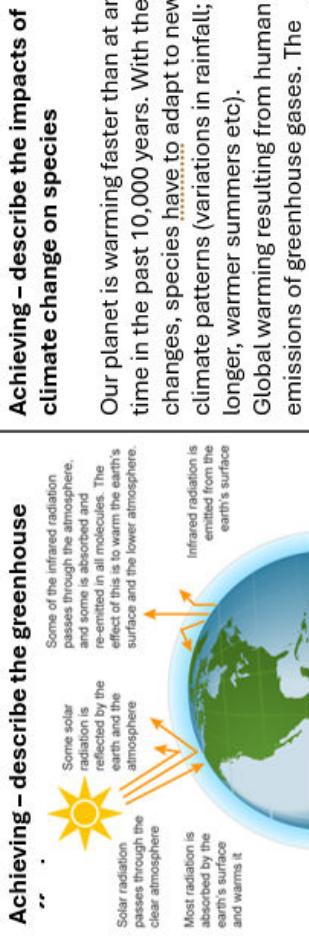
When an organism consumes another, not all of the energy is passed on.

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



Year 9 – Biology – Cycle 2

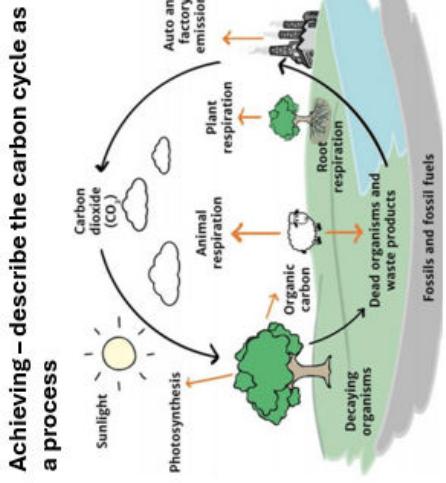
Why is the climate changing?



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.

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

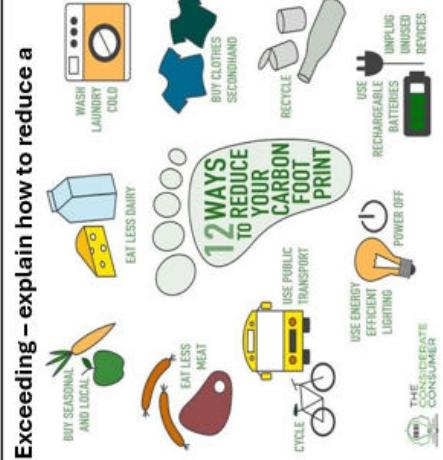
How can humans fight for our planet?



Achieving – describe what food security is and discuss sustainability

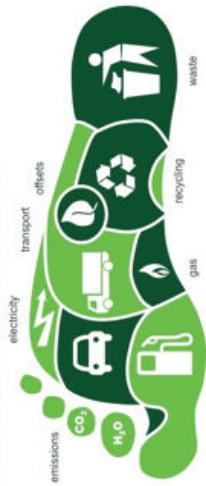
Food security, as defined by the United Nations' Committee on World Food Security, means that all people, at all times, have physical, social, and economic access to sufficient, safe, and nutritious food that meets their food preferences and dietary needs for an active and healthy life.

Food security is important, but we also need to meet the needs of the world sustainably. This includes sustainable farming and fishing.



Achieving – describe a carbon footprint and give examples of its factors

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



Exceeding – analyse data to draw a GLOBAL AVERAGE SURFACE TEMPERATURE

Difference from 1901-2000 average ($^{\circ}C$)

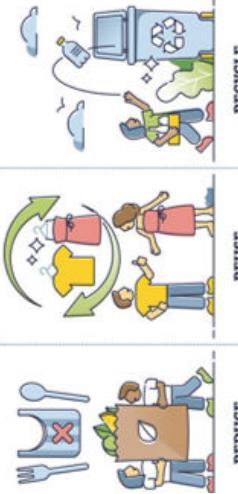
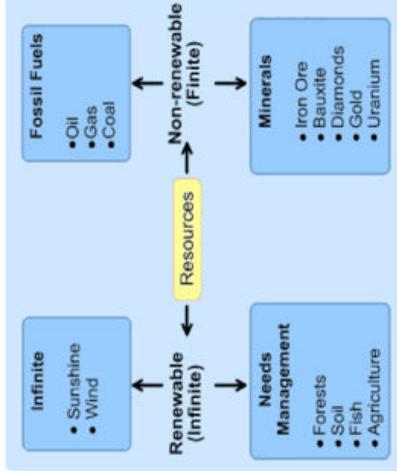
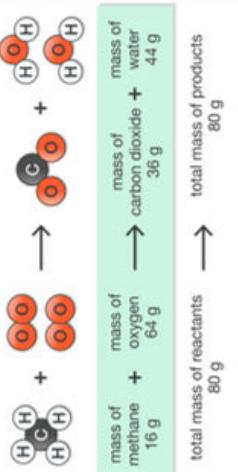
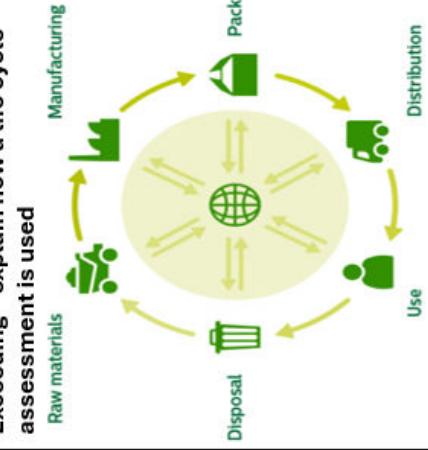
Years

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.

Year 9 – Chemistry – Cycle 2

How do we use resources sustainably?	How do we predict using Chemistry?						
<p>Achieving – describe the concepts of reduce, reuse and recycle</p>  <p>Achieving – describe and identify the use of finite resources</p> 	<p>Achieving – show that mass is conserved in a reaction</p> <p>The conservation of mass is a law that states that the mass of the reactants is equal to the mass of the products.</p> 						
<p>Achieving – explain how a life cycle assessment is used</p> 	<p>Achieving – calculate the percentage yield of a reaction</p> <p>The percentage yield can be calculated using the equation below, there is also an example.</p> $\% \text{ Yield} = \frac{\text{Actual Yield}}{\text{Theoretical Yield}} \times 100\%$ $\% \text{ Yield} = \frac{15.0 \text{ g CaO}}{16.8 \text{ g CaO}} \times 100\% = 89.3\%$ <p>Exceeding – balance some symbol equations to represent reactions</p> <p>To balance an equation, we must make sure that the number of each reactant atom is equal to the number of each product atom.</p> <p>For example, the number of each carbon, chlorine and hydrogen atoms is equal on both sides of the equation.</p> $\text{CH}_4 + 4\text{Cl}_2 \rightarrow \text{CCl}_4 + 4\text{HCl}$ <table> <tr> <td>$\text{C} = 1$</td> <td>$\text{H} = 4$</td> </tr> <tr> <td>$\text{H} = 14$</td> <td>$\text{Cl} = 58$</td> </tr> <tr> <td>$\text{Cl} = 28$</td> <td></td> </tr> </table>	$\text{C} = 1$	$\text{H} = 4$	$\text{H} = 14$	$\text{Cl} = 58$	$\text{Cl} = 28$	
$\text{C} = 1$	$\text{H} = 4$						
$\text{H} = 14$	$\text{Cl} = 58$						
$\text{Cl} = 28$							
<p>Achieving – describe the problems of pollution</p> <p>Pollution can come from a variety of sources including overuse of plastic.</p> <p>Sulphur dioxide can lead to acid rain.</p> <p>Carbon dioxide can lead to global warming.</p> <p>Toxins in plastic can poison species.</p> <p>Particulates can lead to global dimming.</p>							

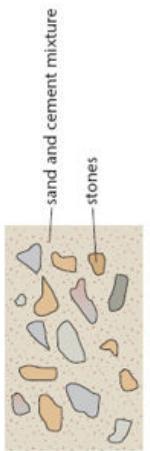
Year 9 – Chemistry – Cycle 2

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

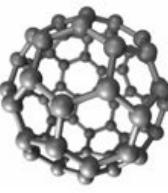
Metal structures in concrete can add strength, especially when building tall structures, or structures that undergo a lot of stress and strain.



Engineers will frequently test and

Achieving – describe the properties of a nanotechnology/smart material

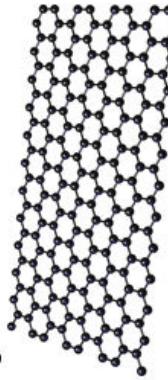
Nanoparticles are structures, 1-100 nanometres (nm) in size, that usually contain only a few hundred atoms. This means that nanoparticles are around 100 times larger than atoms and simple molecules.



Achieving – describe the properties and uses of graphene

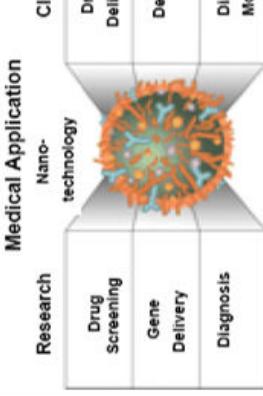
Some properties of graphene are:

- High thermal conductivity.
- High electrical conductivity.
- High elasticity and flexibility.
- High hardness.
- High resistance.



Achieving – describe how nanotechnology can be used in medicine

Nanotechnology has the potential to do many things in medicine.



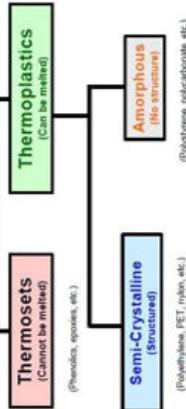
Achieving – give a balanced argument for an ethical issue

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.

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.



(Polyethylene, PET, nylon, etc.)

Achieving – describe and identify different polymers and plastics

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

Year 9 – Physics – Cycle 2

What is gravity?

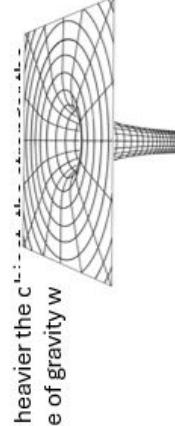
Achieving – calculate the weight when given the equation

To calculate weight we use the equation

$$\text{Weight} = \text{mass} \times \text{gravitational field strength} \\ (\text{N}) \quad (\text{kg}) \quad (\text{N/kg})$$

The gravitational field strength is different in different places depending on the mass of the location.

Mass is a constant in the Universe.



Achieving – describe the properties of gravity

Gravitational forces are exerted and exist between any objects with mass.

All matter has a mass, therefore all matter will experience the force of gravity.

A satellite is an object that orbits a planet.

Our solar system also has the asteroid belt and dwarf planets like Pluto and Ceres.

Our Moon is a natural satellite, the ISS is an artificial satellite.

Achieving – Describe the structure of the solar system

Planets – Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

A planet is an object that orbits a star.



How big is the Universe?

Achieving – Describe the structure of the Milky Way

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.

Exceeding – Convert units to represent distances

- Speed of light = $300,000,000 \text{ m/s} = 3 \times 10^8 \text{ m/s}$.
- 1 light year = $3 \times 10^8 \text{ m/s} \times 31,536,000 \text{ s} = 9.46 \times 10^{15} \text{ metres}$.
- 1 light year = $9.46 \times 10^{15} \text{ m}$.

An astronomical unit (AU) is the distance from the Earth to the Sun.

1 AU = about 150000000000 metres

Achieving – Describe the properties of some celestial objects

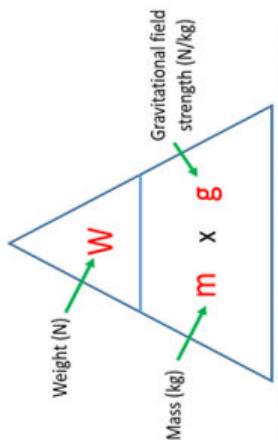
Nebula – a cloud of gas and dust in outer space.

Neutron star - a celestial object of very small radius (typically 30 km) and very high density, composed predominantly of closely packed neutrons.

Black hole - a region of space having a gravitational field so intense that no matter or radiation can escape.

Exceeding – rearrange the equation to find mass/gravity

Weight and Gravity

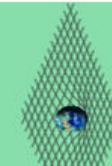


Weight (N) = Mass (kg) x gravitational field strength (N/kg)
 The gravitational field strength is the measure of the force of gravity in a particular location. It is also called gravitational acceleration.

Achieving – describe the basic theories of gravity

NEWTON'S LAW OF UNIVERSAL GRAVITATION

GENERAL RELATIVITY



Explains gravity as a result of **space-time curvature**. More accurate and more complex. Used in applications involving very large masses or speeds.

Explains gravity as a **force**. Simpler and less accurate. But still gives sufficiently accurate results for most applications on Earth.

Exceeding – rearrange the equation to find mass/gravity

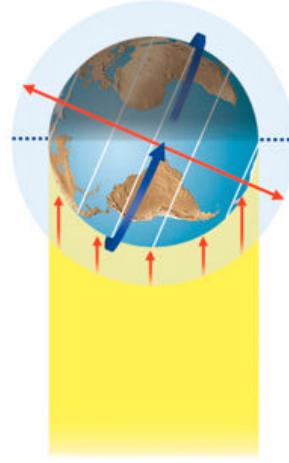
Weight and Gravity



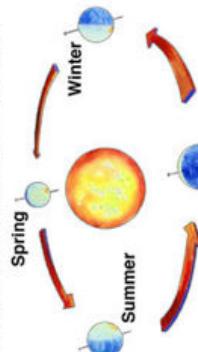
Year 9 – Physics – Cycle 2

How do we understand the Universe from Earth?

Achieving – describe how night and day occur on Earth



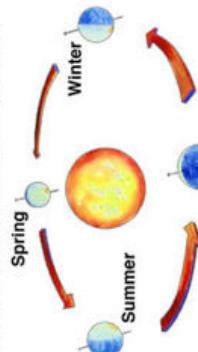
The Earth is tilted on its axis at 23.5° . As the Earth rotates around the Sun, once a year, the different hemispheres are either tilted towards or away, giving us seasons.



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

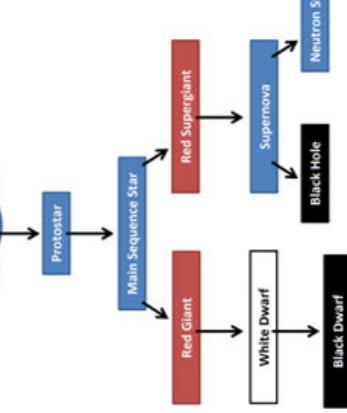
Achieving – describe how the seasons occur on Earth

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



What is the life cycle of a star?

Achieving – describe the life cycle of a star



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.



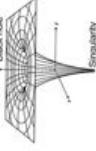
If a star is massive enough, it could collapse at the end of its life and become a supernova, an exploding star.

Achieving – describe the properties of nebulae and supernovae

Achieving – describe the properties of a star

When you evaluate a model or theory:

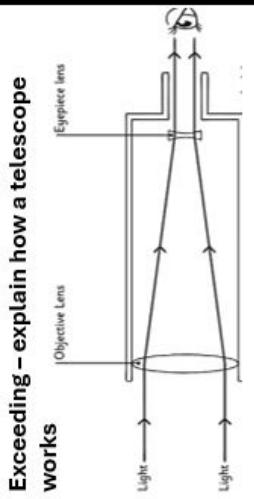
1. Look for positives or ways in which the model displays the theory well.
2. Look for negatives or ways in which the model does not represent the theory well.
3. Make a judgment.
4. Suggest possible improvements.



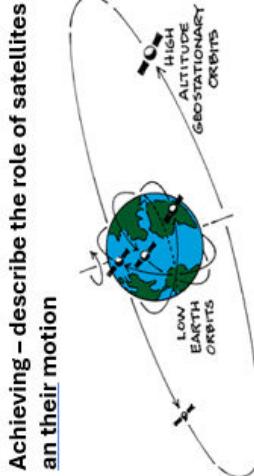
Achieving – evaluate models of a black hole

At the end of a star's 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.

Achieving – describe the properties of neutron stars and black holes



At the end of a star's 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!

Some telescopes use the concepts of reflection or refraction to allow us to see distant objects in great detail.

However, it is not just in visible light. We can also observe the Universe using Radio, Micro, Infrared, UV, X-Ray and Gamma rays.

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.

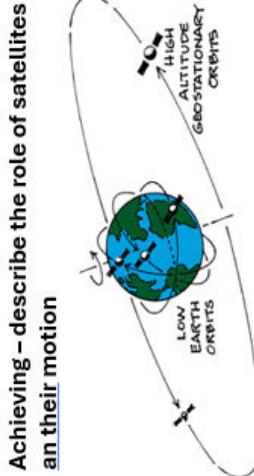
Exceeding – evaluate models of a black hole

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.
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Art Key Stage 3 Curriculum 2025-2026

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

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



Year 9 Art and Design.

Cycle 3- Portraiture project- Celebrity portrait and developments.

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:

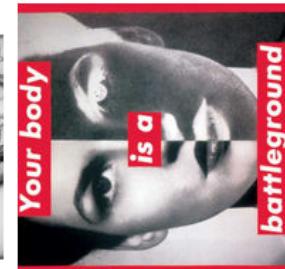
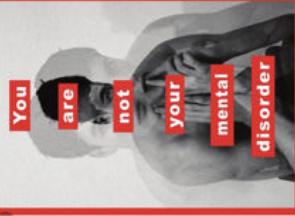
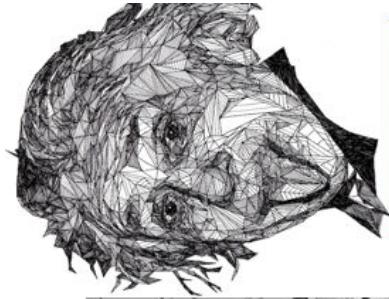
Continuous line studies.

- 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.



Task 3: Pattern on portraits.

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



Key vocabulary to learn

Value	The lightness or darkness of objects.
Composition	The way in which all its elements work together to produce an overall effect.
Tints	When an artist adds a colour to white to create a lighter version of the colour.
Graphic Art	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:	<i>Tick once completed.</i>
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.
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<u>Literacy link:</u> Artist research.	<u>Spirituality link:</u> Value of self and individuality
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All Saints' Academy Computing KS3 Curriculum 2025-2026

Cycle/Year	Knowledge & Skills	7	8	9	Cross-Curricular
	Introduction to Using a Computer				
	<ul style="list-style-type: none"> - Logging in, creating files, managing workspace -Computer ethics and lab rules. -Online Safety -How to report danger online - How to search and reference credible resources. 	Computing & PSHE Topics: Online safety, computer ethics, how to report danger online.	Algorithms (flowcharts) with FLOW! <ul style="list-style-type: none"> -Selection -Iteration -Sub programs -Creating algorithms -Correcting algorithms -Enhancing algorithms 	Math Link: Logical reasoning, sequences, problem-solving. Activity: Use flowcharts to solve math word problems or model real-world processes (e.g., calculating area, solving equations).	MS office advanced skills <ul style="list-style-type: none"> -Word processing. -Spreadsheets Presentation software. AI exploration: Code.org <ul style="list-style-type: none"> -basics of generative AI -How large language models are trained -neural networks and embedding -Prompt engineering and retrieval. -experiment with AI model -learn prompt engineering -promoting ethical development and responsible use.
1	Introduction to Office applications				
	<ul style="list-style-type: none"> - Knowledge to create: Documents, PowerPoints, Presentation skills. 		Introduction to Binary: <ul style="list-style-type: none"> -Binary numbers. -Conversion to and from denary -How computers use binary -Hexadecimal number systems and conversions -How computers represent images and sound. 		
	DT:				
	3D design and printing: -Designing for others -Pre-production documentation (mood boards, storyboards, sketching) -Modelling skills -Prototype Production -Graphic communication -Introduction to CAD/3D modelling -Technical drawings and materials -Printing Spongboob		AI <ul style="list-style-type: none"> •Role-play scenarios on how to report online dangers or unethical behaviour. -Understanding AI bias -How AI build the knowledge -Model cards and career -Using LLM -AI ecosystems -Improve AI use through practice. 		
	Careers				
	Cyber Explorers				
2	Computer Networks <ul style="list-style-type: none"> • The internet • Network Hardware 	Geography	DT: 3D design and printing:	Science Material properties	English / Literacy <ul style="list-style-type: none"> -Industry and job roles.

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



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

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.

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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.

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.

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

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

	Knowledge and skills	Year 7	Year 8	Year 9	Enrichment	Cross-Curricular	Knowledge and skills	Year 8	Year 9	Enrichment	Cross-Curricular
Cycle 1	The Building Blocks of Performance We Will Rock You Finding our voices and learning the basic techniques of effective warm up and vocal projection.	'One Body' Choir History of films Rock Band Club	Suffering in Music The Blues Blues music history and context, including the impact of slavery and work songs on modern day music. Understanding and playing the 12-bar blues, blues scale and how to create authentic improvisation.	'One Body' Choir Rock Band Club	Enrichment 'One Body' Choir English: Prejudice and Persecution RE: Suffering	Cross-Curricular 'One Body' Choir Rock Band Club	Contemporary Musical Styles Band Skills Understanding the notation used for popular instruments and modern songs, and applying different instrumental techniques to perform a piece of music as a band.	Contemporary Musical Styles Band Skills Using techniques such as loops and samples to create an original Hip-Hop style backing track, with authentic lyrics that are rapped.	Contemporary Musical Styles Band Skills Using techniques such as loops and samples to create an original Hip-Hop style backing track, with authentic lyrics that are rapped.	Enrichment 'One Body' Choir Rock Band Club	Cross-Curricular 'One Body' Choir
Cycle 2	Christmas Songs Learning the basic technique for playing piano or trumpet, and applying these new skills to playing Christmas songs.	Christmas as Carol Service Pantomime Trip	Assessment: Mid-Cycle: Appraisal Questions End of Cycle: Performance Careers: Ethnomusicologist, Performing Musician, Musical Historian.	Freedom of Speech Reggae Music Understanding the key components and cultural differences in Reggae music and its inception in the Caribbean through performing an iconic Reggae song.	Art: Films and Festivals 'One Body' Choir Rock Band Club	Blockbuster Composers Film Music Embracing the world of sound-effects and synchronising subtle changes in background music to fit with a video clip. Students will analyse some of the film world's greatest soundtracks for inspiration.	Blockbuster Composers Film Music Whole Academy Musical	Art: Cultures, Beliefs and Masks 'One Body' Choir Rock Band Club	Art: Cultures, Beliefs and Masks 'One Body' Choir Rock Band Club	Enrichment 'One Body' Choir Rock Band Club	Cross-Curricular Whole Academy

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

Year 9 Cycle 2 Performing Arts	Drama – Transforming a script from page to stage	Blood Brothers
Lesson 1 – Part A: What is the plot of Blood Brothers? <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 heartbreak conclusion.	Lesson 1 – Part B: Interpreting Mickey as a monologue Monologue – A one person speech that reveals the character's deeper feelings and emotions whilst directly addressing the audience. (Root word: Mono : Meaning One).	Big Picture: <i>To understand the importance of social, cultural and historical context in a play and how you can transform a plot from page to stage.</i>
Lesson 3 and 4 – Costume Designs Costume Design is a vital part of bringing a play to life. When exploring key design ideas, you need to be <u>really specific</u> with the level of detail that you provide. - Style, cut and fit - Colour, fabric (cotton, lace, leather, denim, plaid, silk, tweed) decorative features (buttons, trim, ribbons etc) - Condition (worn or new, neat or wrinkled, clean or stained etc) - Footwear (in keeping with the time Year 7, 8 and 9) - Accessories (Pearls, Wooden Sling Shot, Baby Pram, Meccano Set) - Makeup and hairstyle (Scruffy, wild, slick, gelled side comb over, Pigtail etc)		Lesson 5 – Showing a contrast in education through staging school scenes. 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 difference between the Independent and State School sector. Key definitions to retrieve: Proxemics: The distance between performers on stage. Emphasis: Putting focus on and highlighting a key word/ phrase/ moment. Interaction: How performers act and react with one another on stage. Impact: What effect or emotion do you want to achieve from the audience?
Lesson 2 – Explore a dialogue between Mickey and Eddie. 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.	Key acting skills you want to apply on stage: Physical skills:   Vocal skills: 	Lesson 6 – Exploring the role of the Narrator 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 fate, destiny and superstition 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. <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>

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

**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.

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

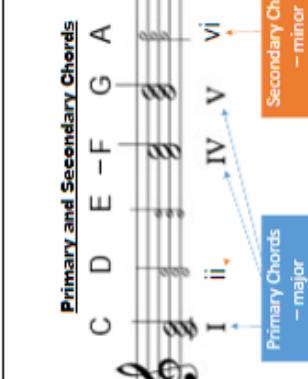
Lessons 9 and 10 – How do you end a piece of film music?

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

**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 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 in the clip.

Food/Catering Key Stage 3 Curriculum 2025 - 2026

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

<p>Assessment: Chicken nuggets Production plan and outcome Muffins proposal</p>	<p>Yuk Sung Turkey burgers Assessment: Burger proposal White sauce</p>	<p>Careers: chef de partie</p>	<p>Samosas practical outcome</p>	<p>practical lessons Careers: street food trader</p>
<p>Cycle 3</p>	<p>Consumer choice and healthy eating Carbohydrates Seasonal foods Re – think your drink</p>	<p>Ethical issues Vitamins. Traceability Animal welfare Food processing</p>	<p>Cook at home</p>	<p>Communication: application of key terminology in correct context. Verbal communication in kitchens</p>

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.

Street Food Proposal	Provide food and drink at places where it is not normally provided
Savoury Rice Planning	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
Samosas	Serve and feed guests Clear up Customer can enjoy the event and not worry about the food

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



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

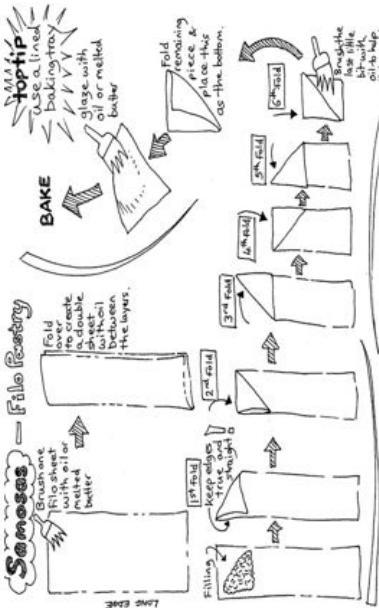
Literacy – to be able to follow a step by step plan to make a dish with independence.

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

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?

Carbon
footprint

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 gasses 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**.

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.

Geography Curriculum 2025-26

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

Recent Evidence for climate change

Global temperature Average global temperatures have increased by more than 0.6°C since 1950.

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

Historic Evidence for climate change

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

- Introduction:**
Show you have understood the questions. Location, introduce case study etc.
- On one hand...**
Opinion 1 (2-3 points explained)

- On the other hand...**
Opinion 2 (the opposite opinion) (2-3 points explained)

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

Issues of climate change:

Flooding- Bangladesh and the UK

Drought- Edge of the Sahara desert

Desertification- Areas of fertile land becoming infertile.

Normality- 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.

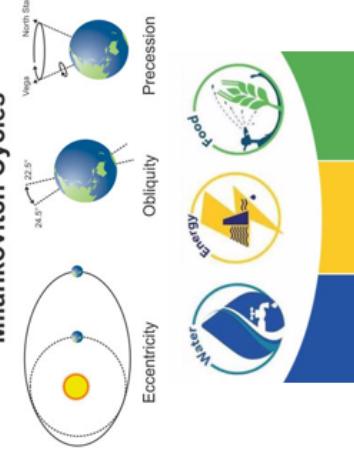
Wildfires- Australia

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.

Milankovitch Cycles



Cause of climate change (Natural/physical)

Volcanic Eruptions	Volcanoes release large amounts of dust containing gases. These can block sunlight and results in cooler temperatures.
Sun Spots	Dark spots on the Sun are called Sun Spots. They increase the amount of energy Earth receives from the Sun.
Orbital Changes (Milankovitch Cycles):	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'.

- In conclusion...**
(Give your own opinion and a reason why. You think that.)
- On one hand...**
Opinion 1 (2-3 points explained)
- On the other hand...**
Opinion 2 (the opposite opinion) (2-3 points explained)



KS3 Curriculum 2025-2026: History

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

Year 9 History

Cycle 2:

World War Two



Week 1: Outbreak of War

Hitler was determined to remove the Treaty of Versailles and make Germany stronger and bigger again.

Anschluss: Appeasement

March 1938: The German Army marched into Austria with little to no opposition from the population. Austria became part of the 'Greater German Reich'. European countries chose to **appease** Hitler to avoid war.

Annexation: Appeasement

September 1938: Germany **annexed** the Sudetenland, a part of Czechoslovakia, and it became part of the Reich.

European countries continued to **appease** Hitler to avoid war, signing the Munich Pact.

Invasion: War

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.

3rd September: Britain and France declared war on Germany.

Anschluss: When Austria became part of the German Reich

Blitzkrieg: A fast and intense attack

Luftwaffe: German air force

Dog-fight: A fight between two planes

Propaganda: Any media designed to persuade you of an idea

Homefront: The people at home during a war

Conscription: When people are forced to join the army

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

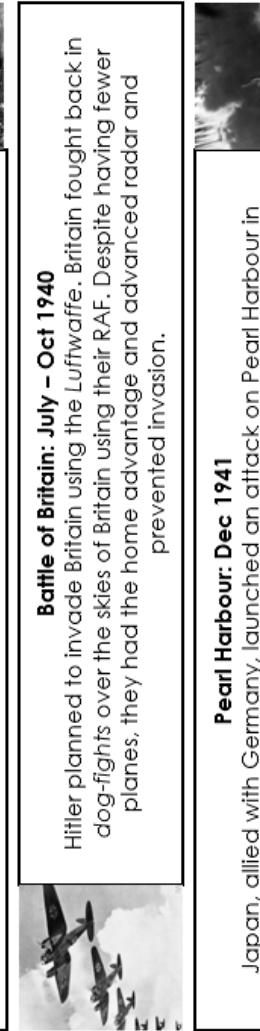
Weeks 2-3 : Turning Points



Dunkirk: May – June 1940

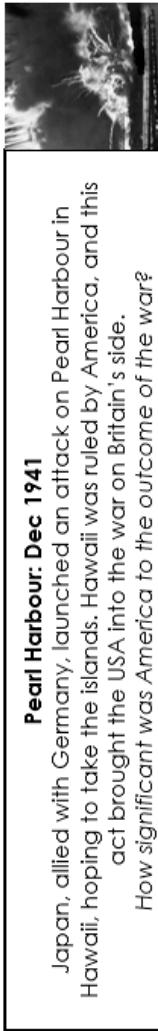
Germany managed to push allied troops back and take all of France in only a few months. British soldiers were forced to evacuate from the beaches in Operation Dynamo.

Was this a victory or a defeat for Britain?



Battle of Britain: July – Oct 1940

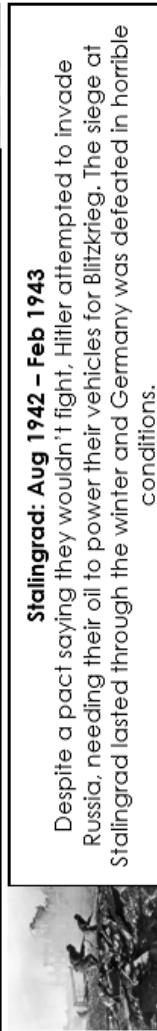
Hitler planned to invade Britain using the Luftwaffe. Britain fought back in dog-fights over the skies of Britain using their RAF. Despite having fewer planes, they had the home advantage and advanced radar and prevented invasion.



Pearl Harbour: Dec 1941

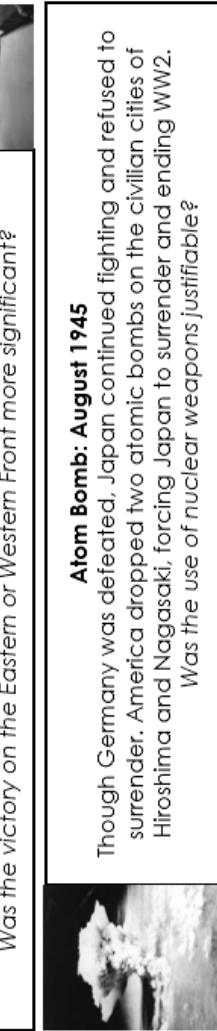
Japan, allied with Germany, launched an attack on Pearl Harbour in Hawaii, hoping to take the islands. Hawaii was ruled by America, and this act brought the USA into the war on Britain's side.

How significant was America to the outcome of the war?



Stalingrad: Aug 1942 – Feb 1943

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.



Atom Bomb: August 1945

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. Was the use of nuclear weapons justifiable?

Week 4: Jewish Life before the Holocaust

The Nazis did not invent anti-Semitism:

- Jews were persecuted in the Middle Ages for religious reasons. In many European countries Jews were blamed for spreading the Black Death. In towns they were usually confined to certain areas—ghettos and subject to restrictions such as curfews.

In the 1930s in Germany, many Jewish people were **assimilated**: many were not religious and identified primarily as German. In countries such as Poland, many Jewish people lived in stetls and were fairly separated from non-Jewish communities.

Week 5: Defining the Holocaust

The term 'The Holocaust' refers to the systematic murder of 6 million Jews by Nazi Germany and their collaborators.

The word literally means 'burnt sacrifice' – some Jewish people prefer the word '**Shoah**'.

Though 'The Holocaust' refers only to the killing of the Jews, many other minorities were targeted and persecuted.

This includes Roma and Sinti, homosexuals, communists, disabled people and Eastern Europeans. The total number of those murdered by the Nazis is around 11-12 million people.

Over the 1930s, the Nazis slowly introduced more restrictions to Jewish life. They intended to **alienate** them and mark them as different.

When WW2 broke out, Jewish people were moved into **ghettos**. Conditions were awful and many people died of starvation and disease.

When Germany invaded Poland, the Einsatzgruppen (killing squads) murdered Jews, Roma and communists. Killings increased after the invasion of Russia in 1941. The Einsatzgruppen were responsible for 1/3 of the deaths in the Holocaust.

1933: 1935: 1938: 1939: 1940: 1942: 1945:

Boycott Nuremberg Laws **Kristallnacht** **WW2 Begins** **Lodz Ghetto Wannsee Conference** **Liberation**

Week 7: Responses to the Holocaust

The people of Germany and the occupied countries, both Jewish and non-Jewish, had to decide whether to be bystanders, perpetrators or resisters.

Resistance included armed fighting, such as in the Warsaw Ghetto and the Jewish partisans, but could also include hiding people from the Nazis, spreading propaganda against them, or even keeping your culture alive to resist being dehumanised.

However, some people **collaborated** and were **persecutors**. Some may have done this because they agreed with the Nazis, while others may have done it out of fear or to improve their own lives – for example, by taking a job driving the trains to Auschwitz.

However, most people were **bystanders** – meaning they saw what was happening but didn't act.

Who do you think holds some responsibility for the Holocaust?

Think Like A Historian!

Evaluating Interpretations

An interpretation is a view or opinion of an event that a historian holds, based upon evidence from sources.

Their interpretation might be about...



- The main consequence of something
- The main cause of something

At Auschwitz-Birkenau, every/last remnant of respect and dignity was squeezed out of us. In our loose, insect-ridden clothing and with our hair dropped or shaved, we felt completely dehumanised.

Your job is to identify what view they might hold, and then use your own knowledge to decide whether or not you agree!

Week 6: Experiences of the Holocaust

The most famous image of the Holocaust is the death camps. In a death camp victims would arrive in train carts and were sorted into two lines: those to work, and those to die.

Those sent to die were told they were showering and where sent to gas chambers. Their bodies were burnt in huge ovens called crematoria.

Those sent to work had their heads shaven, their clothes replaced with a striped uniform, and a number tattooed on their arm.

They were given almost no food, slept 10 to a bunk, and were given hard labour. Most would die from the terrible conditions.

Gena Turgel, Krakow:

At Auschwitz-Birkenau, every/last remnant of respect and dignity was squeezed out of us. In our loose, insect-ridden clothing and with our hair dropped or shaved, we felt completely dehumanised.

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

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

Year 9 One Year	Topic	Core Grammar	Core Phonics
Autumn	<p>Modulo 1: Diviértete (Theme 2; popular culture + theme 3; communication and the world around us)</p> <ul style="list-style-type: none"> - describing family members [1, 2, 3] (a, c) - passions [4, 6] (b, d) - family and relationships [1, 2, 3, 4, 5, 7] (d) - activities with family [4, 5, 6] (d, f) - describing how you used to be [4, 5, 6] (d, f) - social media and devices [4, 5, 6] (d, f) - internet [1, 7] (g, e) <p>Modulo 5: A Clase! (Theme 1; People and Lifestyle)</p> <ul style="list-style-type: none"> - school subjects and studies [1, 2, 3] (a) - school rules [5] (c) - school facilities [4] (h) - Spanish school system [2, 3, 4] (b) - school exchange [8] (g) - primary school [6] (e) - extra-curricular activities [7] (e) - what did you do at school [6] (f) 	<p>Me, People in my Life & Stay Connected!</p> <ol style="list-style-type: none"> 1. Adjectival agreement 2. Present tense of SER and TENER 3. Comparatives 4. Present tense (including reflexives) 5. Structures + INFINITIVE 6. Verb subject agreement 7. Preterite and imperfect tenses <p>My Current, Past & Future Studies</p> <ol style="list-style-type: none"> 1. Definite articles and indefinite articles 2. Superlatives 3. Comparatives 4. Present tense 5. Infinitive structures (obligation) 6. Preterite and imperfect tenses 7. Desde hace 8. Near future tense 	a. [e], [i], [a], [o], [u] b. [l] c. Hard [c], Soft [c] d. Hard [g], Soft [g] e. [ñ] f. [v] g. [qu]/[gu]
Spring	<p>Modulo 2: Viajes (Theme 3; communication and the world around us + Theme 2; popular culture)</p> <ul style="list-style-type: none"> - holiday activities [1, 2] (a) - past holidays [3, 4] (l) - holiday accommodation [3] (c) - past holiday activities [3, 4, 5] (c, f) - disastrous holidays [3, 5] (d) - booking accommodation [2, 3] (f) - future holidays [7, 5] (e) - los san fermines [8] (h) 	<p>Holiday Memories, Future Travels</p> <ol style="list-style-type: none"> 1. Cuando + impersonal verb 2. Present tense 3. Past tenses (preterite and imperfect) 4. Hace + time 5. Sequencers 6. Question structures 7. Near future tense 8. Conditional (including reflexive verb) 	a. [o], [i], [e] b. Silent [h] c. [l] d. Soft [c] e. [qu], [gu] f. Hard [c], [g] g. [v] h. [rr] i. [j]
Summer			

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

Essential			Stretch		
	Spanish	English		Spanish	English
<i>Adjectives</i>	viejo(s)/ <i>vieja(s)</i> severo(s)/ <i>severa(s)</i> aburrido(s)/ <i>aburrida(s)</i> serio(s)/ <i>seria(s)</i> simpático(s)/ <i>simpática(s)</i> práctico(s)/ <i>práctica(s)</i> creativo(s)/ <i>creativa(s)</i> trabajador(es)/ <i>trabajadora(s)</i> joven (plur: jóvenes) útil(es) fácil(es) difícil(es) tolerante(s) impaciente(s) paciente(s) interesante(s) importante(s)	old strict boring serious nice/friendly practical creative hard-working young useful easy difficult easy-going impatient patient interesting important	<i>Adjectives</i> <i>Opinion phrases</i>	<i>gracioso(s)/ <i>graciosa(s)</i></i> <i>antipático(s)/ <i>antipática(s)</i></i> (no) me interesa (+ sing noun)/ me interesan (+ plur) odiar/ odio preferir/ prefiero lo bueno/ lo malo es que lo que más me gusta es/son lo que menos me gusta es/son	funny unfriendly I am (not) interested in to hate/ I hate to prefer/ I prefer the good thing/ bad thing is that what I like the most is/ are... what I like the least is/ are...
	me encanta/chifla (+ sing noun)/ me encantan/chiflan (+ plur) (no) me gusta (+ sing noun)/ me gustan (+ plur)	I love I (don't) like		Chunks ¿Qué día tienes (inglés)? (en) el recreo (a) la hora de comer ¿Cuál es tu día favorito? mi día preferido es el día que tengo (inglés)	What day do you have (English)? (at) break time (at) lunch time what is your favourite day? my favourite day is the day when I have (English)
<i>Conjunctions</i>	porque/ya que	because			
<i>Intensifiers</i>	demasiado muy bastante poco	too very quite 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	
<i>Chunks</i>	¿Qué hiciste en línea el fin de semana pasado? ¿Te gustó? usé mi móvil para... subir y ver videos compartir fotos o imágenes pasar el tiempo contactar con mi familia descargar música/ canciones chatear aprender idiomas publicar/mandar mensajes hablar con el fin de semana pasado el (day) pasado	What did you do online last weekend? Did you like it? I used my mobile to... upload and watch videos share photos or images pass the time contact my family download music/ songs chat learn languages post/send messages talk to last weekend last (day)	<i>Verbs</i>	usé/ usó pasé/ pasó me gustó + infinitve tuiteé/ tuiteó contacté/ contactó chateé/ chateó mandé/ mandó hablé/ habló descargué/ descargó publiqué/ publicó subí/ subió compartí/ compartió (no) fue pude (+ infinitive)	I used/ he ,she used I spent/ he, she spent I liked to (+ infinitive) I tweeted/ he, she tweeted I contacted/ he, she contacted I chatted/ he, she chatted I sent/ he, she sent I talked/ he, she talked I downloaded/ he, she downloaded I posted/ he, she posted I uploaded/ he, she uploaded I shared/ he, she shared it was (not) I could (+inf)	
<i>Adjectives</i>	cómodo(s)/ <i>cómoda(s)</i> divertido(s)/ <i>divertida(s)</i> peligroso(s)/ <i>peligrosa(s)</i> práctico(s)/ <i>práctica(s)</i> rápido(s)/ <i>rápida(s)</i> adicitivo(s)/ <i>adicitiva(s)</i> caro(s)/ <i>caras(s)</i> fácil(es) (de usar) popular(es) útil(es) gratis	handy / convenient fun dangerous practical quick addictive expensive easy (to use) popular useful free		<i>Opinion phrases</i> <i>Conjunctions</i> <i>Prepositions</i> <i>Intensifiers</i>	lo bueno fue que... lo (único) malo fue que... me gustó usar... porque pudo... para muy	the good thing was that... the (only) bad thing was that... I liked to use... because I could... (in order) to very
	ayer también	yesterday also, too		<i>Question word</i>		



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

Autumn 2 'Stay connected!' Week 5 - '¿Cuáles son las ventajas y desventajas de las redes sociales?' (What are the advantages and disadvantages of social networks?)

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

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

Essential					
	Spanish	English		Spanish	English
Chunks	<p>¿Qué aplicaciones usas? ¿Tiene algún inconveniente? uso mi móvil para... subir y ver vídeos compartir fotos o imágenes pasar el tiempo contactar con mi familia descargar música chatear aprender idiomas publicar/mandar mensajes hablar con estoy adicto/a a estoy en contacto con mi red social preferida</p>	<p>What apps do you use? Does it have any disadvantage? I use my mobile to... upload and watch videos share photos or images pass the time contact my family download music chat learn languages post/send messages talk to I am addicted to... I am in contact with my favourite social network</p>	<p><i>Adjectives</i></p>	<p>cómodo(s)/cómoda(s) divertido(s)/divertida(s) peligroso(s)/peligrosa(s) práctico(s)/práctica(s) rápido(s)/rápida(s) adictivo(s)/adictiva(s) caro(s)/cara(s) fácil(es) (de usar) popular(es) útil(es) gratis</p>	<p>handy / convenient fun dangerous practical quick addictive expensive easy (to use) popular useful free</p>
				<p><i>Verbs</i></p>	<p>uso (no) es puedo (+ infinitive) me gusta + infinitive tuiteo</p>
				<p><i>Adverbs</i></p>	<p>al menos (des)afortunadamente siempre nunca</p>
				<p><i>Opinion phrases</i></p>	<p>lo bueno es que... lo malo es que... me gusta usar... porque puedo...</p>
Nouns	<p>una red social la (mejor) app</p>	<p>a social network the (best) app</p>	<p><i>Conjunctions</i></p>	<p>para</p>	<p>(in order) to</p>
				<p><i>Prepositions</i></p>	
				<p><i>Intensifiers</i></p>	
			<p><i>Question word</i></p>	<p>¿para qué? ¿por qué?</p>	<p>what for? why?</p>

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

Stretch					
	Spanish	English		Spanish	English
Chunks	<p>ver mis series favoritas organizar las salidas con mis amigos controlar mi actividad física / las calorías La tengo desde hace ... meses. Es una aplicación buena para... buscar y descargar música pasar el tiempo / el rato sacar / editar / personalizar fotos conocer a nueva gente es la red social/app más importante en mi vida no puedo estar sin...</p>	<p>watch my favourite series organise to go out with my friends monitor my physical activity / my calorie intake I've had it for ... months It's a good app for... looking for and downloading music passing the time taking / editing / personalising photos meeting new people it is the most important social network/app in my life I can't live without...</p>	<p><i>Adjectives</i></p>	<p>amplio(s)/amplia(s) necesario(s)/necesaria(s) enganchado(s)/enganchada(s) (a)</p>	<p>extensive necessary hooked (on)</p>
				<p><i>Verbs</i></p>	<p>soy es estoy está te engancha(n) recomiendo</p>
				<p><i>Adverbs</i></p>	<p>es más casi constantemente</p>
				<p><i>Conjunctions</i></p>	<p>así que</p>
Nouns	<p>un canal (de comunicación) un inconveniente una pérdida (de tiempo)</p>	<p>a channel / means (of communication) a disadvantage a waste (of time)</p>	<p><i>Intensifiers</i></p>		
Opinion phrases					
Idiom	ser/es la leche ponerme al día	to be/it is the best/ the worst to catch up/ to keep updated	<i>Comparative /superlative</i>	el más/ la más que más me gusta	the most 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... escuelas públicas/ concertadas/ privadas los alumnos (no) se deben llevar uniforme escolar (no) hay que llevar uniforme escolar (hay) no hayasistentes o ayudantes del profesores ...muchos recursos en las clases ... un examen para pasar a bachillerato ... un examen para entrar en la universidad (la Selectividad) las clases empiezan/ terminan a las... (+ time) el horario es más razonable el colegio te da los cuadernos	In Spain there are.. state schools/ academies/ private schools pupils (don't) have to wear a school uniform you have (not) to wear a school uniform there is/are (not) teaching assistants lots of resources in class an exam to sit A-levels an exam to get into university (university entrance exam) classes start/ end at (+ time) the timetable is more reasonable the school gives you books	<p><i>Adjectives</i></p> <p><i>Verbs</i></p> <p><i>Adverbs</i></p> <p><i>Opinion phrases</i></p> <p><i>Conjunctions</i></p> <p><i>Intensifiers</i></p>	razonable (no) se debe + infinitive (no) hay que + infinitive hay/ no hay empieza(n) termina(n) llevar (te) da	reasonable you must (not) you (don't) have to there is/ are (no) it starts/ (they start) it ends/(they end) to wear (it) gives you
					I prefer to study in the Spanish/ British system
					because
Nouns	el uniforme escolar el examen (los exámenes) el bachillerato el horario los asistentes/ayudantes del profe los alumnos los recursos los cuadernos (la) asamblea (la)s clase(s) (la)s escuela(s) pública(s) (la)s escuela(s) concertada(s) (la)s escuela(s) privada(s)	the school uniform the exam(s) A-levels the timetable teaching assistants pupils resources books assembly the lesson(s) state schools academies private schools	<p><i>Question word</i></p> <p><i>Comparative</i></p> <p><i>Idiom</i></p>		
				más menos	more less
					14

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



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

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
Chunks	¿Adónde vas a ir de intercambio con tu instituto? el mes que viene voy a... vamos a.... va a ser... ir de excursión hacer turismo hacer una visita guiada ver los edificios	Where are you going to go for your school exchange? next month I'm going to... we're going to... it's going to be.... go on a trip see the sights do a guided tour see the buildings		Verbs	participar en... viajar conocer visitar llegar ser estar comer asistir a... ir ir a pie alojarse
				Adjectives	fácil(es) guay(es) entretenido/a(s) divertido/a(s)
Nouns	un intercambio (los) edificio(s) mi ropa de calle la excursión la trompeta una visita	an exchange the building(s) my own clothes a trip trumpet a visit		Adverbs	juntos
				Prepositions	con

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

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	Essential				
	Spanish	English		Spanish	English
Chunks	¿Cómo era tu escuela primaria? (En mi escuela primaria... Los edificios eran... (No) había... lo bueno / malo era que... lo mejor / peor era que...	How was your primary school? In my primary school... The buildings were... there was/were (not any)... the good / bad thing was that... the best / worst thing was that...		Adjectives nuevo(s)/nueva(s) antiguo(s)/antigua(s) moderno(s)/moderna(s) amplio(s)/amplia(s) pequeño(s)/pequeña(s) feo(s)/fea(s) atractivo(s)/atractiva(s)	new old modern spacious small ugly attractive
Nouns	el exam /los exámenes los deberes la educación infantil la educación primaria las instalaciones (deportivas) las actividades extraescolares	exam/exams homework pre-school education primary education (sport) facilities extra-curricular activities		Opinion phrases me encantaba/chiflaba(+ sing noun)/ me encantaban/chiflaban (+ plur) (no) me gustaba (+ sing noun)/ me gustaban (+ plur)	I loved I (didn't) like(d)
			Conjunctions	porque/ya que	because
			Intensifiers	demasiado muy bastante poco	too much very quite 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... las clases eran... donde jugar poco espacio el día escolar...	my primary school had... the lessons were somewhere to play little space the school day...		Adjectives (in)adecuado(s)/(in)adecuada(s) corto(s)/corta(s) largo(s)/larga(s)	(in)adequate short long
Nouns	el exam/los exámenes los deberes el alumno(s) el edificio el colegio el mueble(s) el espacio(s) verde(s) mi tiempo libre la alumna(s) la(s) oportunidad(es) las instalaciones las pizarras interactivas la clase(s) la aula(s) de informática	exam/exams homework pupil(s) (masc.) the building school furniture green space/green spaces my free time pupil(s) (fem.) opportunity (opportunities) facilities interactive whiteboards lesson(s) ICT room		Opinion phrases (no) me interesaba (+ sing noun)/ me interesaban (+ plur) odiar/ odiaba preferir/ prefería lo bueno/ lo malo era que lo que más me gustaba era(n) lo que menos me gustaba era(n)	I was (not) interested in to hate/ I hated to prefer/ I preferred the good thing/ bad thing was that what I liked the most was (were)... what I liked the least was (were)...
Verbs	ser/era/éramos tenía/teníamos había/habíamos	I was/I, he, she, it was/we were I, he, she, it had/we had there was/were		Comparative más ... que menos ... que	more ... than less ... than
				Adverbs antes ahora	before now

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

		Essential			
		Spanish	English	Spanish	English
Chunks	¿Qué haces después del insti? soy miembro del... desde hace ... años / meses te ayudan a... aprender cosas interesantes hacer nuevos amigos	What do you do after school? I am / have been a member of the... for ... years/months they help you to... learn interesting things make new friends		Verbs	jugar/ juego (al/ a la + game) practicar / practico (el/ la + activity) tocar / toco (el/ la + instrument) cantar ayudar ir
Nouns	un(os) éxito(s) el judo el coro el club de ajedrez el club de teatro el club de periodismo el club de lectores el club de fotografía los clubs extraescolares mi ropa de calle la trompeta	achievement(s)/success(es) judo choir chess club drama club reporters club book club photography club extracurricular clubs my own clothes trumpet		Opinion phrases	me mola(n) + activity sing (plur)
				Adjectives	divertido(s)/divertida(s) nuevo(s)/nueva(s) genial(es) interesante(s)
				Prepositions	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
Chunks	pasar todo el día en... tener una programación variada era miembro del club de... desde hace ... años / meses lo/la toco desde hace...años	spend the whole day in... have a varied programme I was a member of the ... club for ... years/months I have played it for... years		Adjectives	divertido(s)/divertida(s) creativo(s)/creativa(s)
				Adverbs	antes sin embargo ahora
Nouns	el (los) lector(es) un(os) éxito(s) un(os) logro(s) un(os)/mi(s) talento(s) la ecoescuela las actividades extraescolares una sensación de... la confianza la oportunidad de... la presión (las presiones)	reader(s) an achievement an achievement a/my talent the eco-school extra-curricular activities a feeling of... confidence the opportunity to... pressure(s)	Opinion phrases	para mí... pienso que / creo que...	for me... I think that...
				Intensifiers	muy
			Idioms	ser la pera	a lot
					to be exceptional
Verbs	voy / vas / vamos a... me/te ayudan a... me/ te dan... ir en coche ir andando practicar el/la/los/las (+noun) olvidar desarrollar expresarse jugaba practicaba tocaba	I'm going /you're going /we're going to... they help me/you to... they give me/ you to go by car to walk to practise + activity to forget to develop to express oneself I used to play/ was playing (game) I used to practise/ was practising I used to play/ was playing (instrument)			

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

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

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

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

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

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

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

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

Year 9 PE – Tactical awareness

Girls Football

Attacking:

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

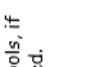
Table Tennis

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

	Year 7	Year 8	Year 9
	Knowledge and skills	Knowledge and skills	Knowledge and skills
	Enrichment, careers and Cross curricular links	Enrichment, careers and Cross curricular links	Enrichment, careers and Cross curricular links
Cycle 1	<p>Symbolism - Inner and outer worlds</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>Assessment - Mini assessments in lessons and an end of cycle assessment. The assessments look at skills of recall and evaluation, in terms of application of knowledge to explanation and discussion styles of questioning.</p> <p>Assessment - Mini assessments in lessons and an end of cycle assessment</p>	<p>Suffering</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>Assessment - Mini assessments in lessons and an end of cycle assessment. The assessments look at skills of recall and evaluation.</p> <p>Introduction to Judaism</p> <p>We look at how Judaism started in addition to looking at the influence that Judaism had upon other world religions. We look how Kosher rules impact life in Britain today. We address misconceptions and any prejudices that may exist in society.</p> <p>Food & food laws</p>	<p>An Introduction to Islam</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>Assessment - Mini assessments in lessons and an end of cycle assessment. The assessments look at skills of recall and evaluation.</p> <p>Multi faith society</p> <p>History looking at the Holocaust and English war poets</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>Assessment - Mini assessments in lessons and an end of cycle assessment</p>
Cycle 2	<p>The life of Jesus</p> <p>We will look at the way Jesus told stories and how these stories still have meaning for believers today. Pupils will look at different parables and miracles and use these to help support understanding of what beliefs in action look like.</p> <p>Assessment will be in the form of project presentations and pupils will be assessed on descriptive and oracy skills.</p>	<p>The spread of the Church</p> <p>See above</p>	<p>What is humanism?</p> <p>See above</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>

<p><u>Hinduism</u></p> <p>This topic looks at the basis of Hinduism and issues linked to Hindu way of life, in particular with reference to life as a Hindu in 21st Century Britain</p>	<p>Food & food laws</p> <p>Protestant reformation. Up to and including the diversity of Christian practices today.</p> <p>Assessment – Mini assessments in lessons and an end of cycle assessment</p>	<p>History the foundation of the SoftEgg Food-Kosher</p> <p>Public sector, HR, NGOs, journalism</p>	<p>History - Kolbe English- speeches and poetry</p> <p>Public sector, HR, Social policy design, law, medical ethics.</p>
<p><u>Sikhism</u></p> <p>This topic looks at the basis of Sikhism, founders and important festivals, and issues linked to Hindu way of life, in particular with reference to life as a Hindu in 21st Century Britain.</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 of the main world religions place of worship.</p> <p>Global concerns</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>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 of the main world religions place of worship.</p> <p>Assessment –</p> <p>Mini assessments in lessons and an end of topic assessment.</p>	<p>An introduction to Philosophy and Ethics</p> <p>We look at basic arguments about existence and associated belief. Ideas such Free Will and Determinism, Political Philosophy, role of the state and then apply ethical theories such as Utilitarianism and Situation Ethics to the Environment and animal Rights.</p> <p>Assessment –</p> <p>Mini assessments in lessons and an end of cycle assessment.</p> <p>Start of GCSE - An introduction to Christian Beliefs.</p> <p>Geog-global Geog-global Geog-global Geog-global</p>
<p>Art - Mandalas</p> <p>Mini assessments in lessons and an end of topic assessment.</p>	<p>public sector, HR, NGOs, journalism</p>	<ul style="list-style-type: none"> The Trinity The creation of the universe and humanity The incarnation The last days of Jesus' life The nature of salvation Christian eschatology The problem of evil and suffering Solutions to the problem of evil and suffering 	<p>Public sector, HR, Social policy design, law, environmental work, International development</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 an life after death
<p>What is humanism? 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> <ul style="list-style-type: none"> Human beings Understanding the world The one life Humanist ethics Society <p>Three things that humanists believe</p> <ol style="list-style-type: none"> 1. The world is a natural place - we should ask questions and look for evidence to help us to understand it. 2. We should all be free to find what makes us happy. 3. We should be kind to other people, animals, and the planet. 	<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. We will think about the importance of life events in society and the wider world.</p> <p>We will think about the following: What words do you think you might hear at Humanist naming, weddings, and funerals?</p>	<p>Do you find the idea of an afterlife scary or comforting? • What about the idea of no afterlife? • What might it be like to live forever? Wonderful? Exciting? Boring? Repetitive?</p> <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  that we live on after only life we .</p> <p>Key vocabulary:</p> <ul style="list-style-type: none"> Atheism Agnosticism Theism Flourishing <p>Key terms</p> <p>As you cover each of these areas in your lessons, write the definitions of the key terms here:</p> <ul style="list-style-type: none"> Humanism Atheism Agnosticism Theism Flourishing 	
<p>Assisted dying and humanism</p> <p>In the past, many people who suffered from serious illness or injuries died quite quickly (and often painfully). Today they can often be treated and kept alive. However, keeping people alive does not always mean their lives are free from pain and suffering.</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>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>Humanism and faith schools</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  in recent years as successive governments have  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>Famous humanists</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  presentation 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>Key vocabulary:</p> <ul style="list-style-type: none"> shared values Consequences reason, empathy The Golden Rule Responsibility Evolution Social animal Instincts 	