



All Saints'
Academy
Cheltenham

Year 7

Cycle 2

Curriculum Organiser

Name : _____

Tutor : _____

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All Saints' Academy Home School Agreement – 2024/25

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

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

The Academy will:	Parents/Carers will:	Students will:
<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 progress, well-being or any other issues. • 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

*'Where every member of our extended family realises their God-given potential, inspired by John 10:10.
Jesus said 'I have come so you may have life in all its fullness'*

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.

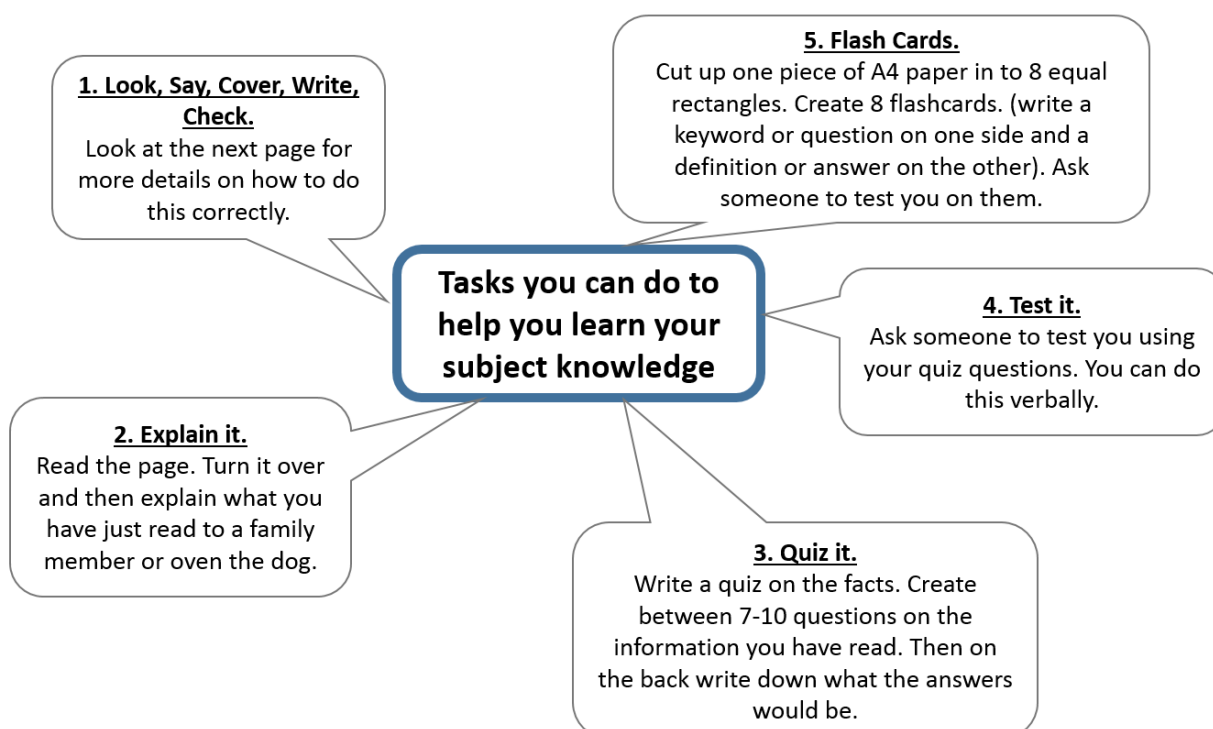
When and what should I study?

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.

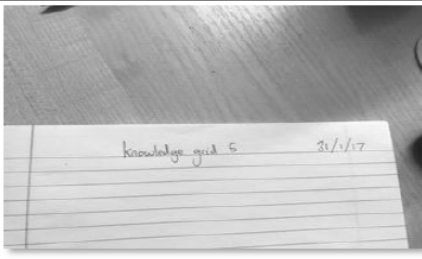
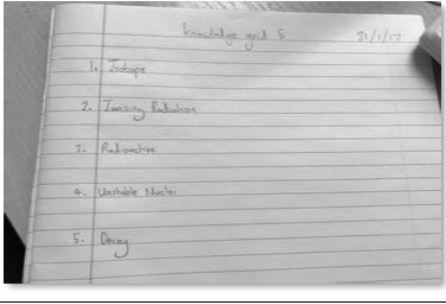



Year 10 and 11 should be completing two hours of homework each evening.

How should I use my Curriculum Organiser to study?



How should I use my Curriculum Organiser to study?

Look, Say, Cover, Write, Check

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

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

	Year 7			Year 8			Year 9		
	Knowledge and skills	Enrichment	Cross-Curricular	Knowledge and skills	Enrichment	Cross-curricular	Knowledge and skills	Enrichment	Cross-curricular
Cycle 1	Creative Choices Creative/ descriptive Writing Genre analysis Assessment: Mid- Write a poem and present to the class. End- Write a story based on a picture. Careers: Author/Poet	AR Launch Creative Writing club Story writing competitions SPOZ-poetry	Skills- annotation: DT	In the Eyes of Adversity Author Study 3 Poetry Articles and documentary Graphic novel Assessment: Mid- Write an opinion article. End- Debate topic: In the eyes of adversity, who has the greatest responsibility? Careers: Police Officer/Researcher/Graphic designer/ Journalist	AR Launch Words that Burn	Content- Suffering: RE History	Defining Decisions Lear Othello Assessment: Mid- Identify and explore different ways of staging a key scene. Write and perform our director's notes. End- Compare how a character changes in the two extracts. Careers: Playwright/Director	BBC School News Report Battle of the Books	Skills- debating: RE
Cycle 2	Power and Privilege Author Study 1 Animal Farm Noughts and Crosses Assessment: Mid- Comprehension questions on the text. Debate which is your favourite character. End- Explore how a character is presented in this extract. Careers: Politician/Speech writer/ Civil rights lawyer.	Book club Carnegie shadowing World Book Day	Content- propaganda: History	Writers of the 19th Century Author Study 4 Sherlock Holmes short story Other short stories Oliver extracts Non-fiction extracts Assessment: Mid- Answering multiple choice questions and quote analysis. Context based presentation. End- How is the character of Sherlock presented in this extract and at other points during the story? Careers: Detective/ Doctor/ Police Officer.	Book club Carnegie shadowing		Injustice in History Author Study 6 To Kill a Mockingbird The Book Thief Assessment: Mid-Write a diary for one of the characters in the novel you are studying. End- How is the theme of injustice explored in the extract and the wider text? Careers: Lawyer/ Historian/ Foster Parent/ social worker.		Content- Holocaust: History
Cycle 3	Choices and Consequences Author Study 2 Journey's End Our Day Out Assessment: Mid- Analyse the theme of choice and consequences presented in the extract. End-Write an alternative scene using the correct layout and features. Careers: Soldier/ Teacher		Skills- Evaluation writing: DT	Family Feuds Author Study 5 Tempest Romeo and Juliet Assessment: Mid- Write and present a monologue as a character from the play. End-How is a key character presented throughout the play? Careers: Actor/ Stage Manager	Book club Carnegie shadowing Book club RSC watch live broadcasts. Globe project.	Skills-(c2) Graphics and Illustration: Art Content- Global concerns: Geo RE	The Art of Rhetoric Introduction to rhetoric Analysis of key speeches Speech writing Assessment: Mid- Analyse a speech that is presented in your assessment session. End- Write and present a speech on a societal issue. Careers: Politician/Speech Writer/Motivational speaker/ Political adviser/ Influencer.	Public Speaking Competition- CC	

Year 7 - Cycle 2: Choices and Consequences- Journey's End		
Characters	Plot Summary	Context
<p>Captain Dennis Stanhope: A British officer whose three years in the front lines have made him a hard, cynical, and heavy-drinking man.</p> <p>Lieutenant Osborne: Stanhope's second in command. He is a middle-aged man who was a schoolteacher in civilian life.</p> <p>Lieutenant Raleigh: A school friend of Stanhope and the brother of Stanhope's fiancée. Raleigh worships Stanhope as a hero.</p> <p>Second Lieutenant Hibbert: An officer in Stanhope's company who is a malingerer and a coward.</p> <p>Trotter: An officer in Stanhope's infantry. Trotter is jovial, irreverent, and gluttonous.</p> <p>Hardy: The second-in-command officer stationed in Stanhope's trenches before Osborne and his group take over.</p> <p>Mason: The officers' cook. Mason is very obedient, constantly trying to accommodate the <u>often</u> ridiculous requests of people.</p> <p>The Colonel: Stanhope's immediate superior. The Colonel is the one who tells Stanhope to expect the large German attack on March 21st.</p>	<p>The first act shows Captain Hardy drying a damp sock with a candle flame. He talks with the older and world-weary Lieutenant Osborne, a former schoolteacher, about the war effort and life in the trenches. Hardy warns him that Captain Stanhope has taken to drinking to soothe his angst about the war. Osborne defends Stanhope's reputation, saying he's still one of the best men they have enlisted. Second Lieutenant Raleigh joins the company after requesting to be stationed near Captain Stanhope. He figures that Stanhope will be happy to see a familiar face; instead, he's enraged that Raleigh would intrude on his life. But the real reason for his objection is that he fears Raleigh will write to his sister that her fiancé is becoming an alcoholic. Raleigh can't believe what the last three years of military service have done to the previously kind and light-hearted Stanhope.</p> <p>In act two, Raleigh learns more about the reality of trench life. Raleigh talks with Osborne about the "silly" war. Stanhope tells the company that a German captive told them that a major operation was going to occur in a couple days. Osborne finally lets the paranoid Stanhope intercept Raleigh's letter to Madge. Stanhope reads that Raleigh only has good things to say. He feels ashamed of himself. Osborne and Raleigh are assigned to lead a raid. Their mission is to capture some Germans.</p> <p>Act three opens with Osborne asking Stanhope to send all his materials to his wife. The two reminisce about life in England. Raleigh survives the mission, but Osborne does not. The raid successfully captures a German. When the higher commands ask Stanhope how the raid went, it's clear that they don't care if men died but if they captured a German who they can milk for information. Stanhope responds to Osborne's death with increasingly erratic behaviour. The attack happens. Soon after, Stanhope receives a message that Raleigh's spine has been broken and he's effectively paralyzed. His body is brought back to Stanhope. Stanhope tends to him in his final moments.</p> <p>Before Stanhope can grieve, he's summoned to fight at the front. It's unclear if Stanhope comes out alive.</p>	<p>Officers were in charge; they were most likely from a higher class in society than the soldiers. Some officers were less experienced and younger than the soldiers they were in charge of.</p> <p>1914-1918: The First World War was fought in the fields of France and Belgium.</p> <p>Many soldiers arrived straight out of school. Some chose to fight for their country, others were forced.</p> <p>Sherriff died in 1975 – this play is considered his greatest achievement.</p> <p>Sherriff was wounded in 1917 during WW1 in France</p>

Subject terminology	Themes	Assessments	Key Words
<p>Word Classes: Example: <u>She</u> walked to school. Proper Noun: Specific name of a person or place. Example: In <u>London</u> you can see the sights. Concrete Noun: A material item. Example: The <u>hat</u> was red. Abstract Noun: An idea, quality, or state. Example: I am <u>hungry</u>. Comparative Adjective: Used to compare differences between two objects. Example: John is <u>taller</u> than Peter. Superlative Adjective: Used to describe the most or least something can be. Example: John is the <u>tallest</u>. Modal Verb: Used to describe possibility of something happening. Example: I <u>will</u> leave one day.</p> <p>Dramatic Features: Stage Direction- More information about how things are done/ said on stage Foreshadowing- Giving hints/ clues about what will happen later in the story. Monologue- an extended speech from one character. Montage-A series of different scenes put together to show passage of time.</p>	<p>Futility of War- The consequences and pointlessness of war is heavily explored. The soldiers frequently lose friends and parts of themselves for seemingly no reason.</p> <p>Trauma- The physical and emotional consequences of war are shown through Stanhope's descent into madness because of the war.</p> <p>Courage and Cowardice- The soldiers have to face situations with courage whilst watching other soldiers become cowards and punishing them for it.</p> <p>Choice and Consequence- Each of the soldiers has a personal life that influences their choices and the consequences throughout the story.</p> <p>Friendship- The importance of friendships between the different groups of children are explored; the play also deals with the positive effect friendship can have on them.</p> <p>Power- Different types of power are explored through the characters. These include the power of authority and the power of social standing.</p>	<p>Mid Cycle: Analyse the theme of change and consequence presented in the extract.</p> <p>End of Cycle: Write an alternative scene using the correct layout and features.</p> <p>Stretch and Challenge Activities: Write a review of the play.</p> <p>Imagine that you are Raleigh – write a letter to a superior officer where you explain your concerns about Stanhope.</p> <p>Research the effects of war on soldiers – how is this evident in the play?</p> <p>Write your own play about a problem at school.</p>	<p>Prejudice- dislike, hostility, or unjust behaviour deriving from preconceived and unfounded opinions.</p> <p>Social class- the position you are in within society based on your financial position.</p> <p>Poverty- having a lack of necessities.</p> <p>Disadvantage- being in an unfair position compared to someone else based on something out of your control.</p> <p>Discrimination- treating someone badly because of something about them they can't control.</p> <p>Trauma- Trauma is the lasting emotional response that often results from living through a distressing event.</p> <p>Cowardice- a lack of bravery.</p> <p>Futility – a pointlessness in doing something.</p>

Year 7 - Cycle 2: Choices and Consequences- Our Day Out		
Characters	Plot Summary	Context
<p>Mrs Kay -The leader of the trip and the teacher of the Progress Class. She is liberal in her views towards education and loves the children.</p> <p>Mr Briggs - The deputy head. He is a strict teacher and has grown to dislike children.</p> <p>Colin -A young and trendy teacher who is the romantic focus of some of the girls. He struggles with this.</p> <p>Susan - a young female teacher. The older boys fancy her.</p> <p>The Driver- gets taken in by the sob stories from the teachers.</p> <p>John and Mac- They run the sweet shop; they discriminate against the kids and then are robbed.</p> <p>Mrs Roberts- café owner.</p> <p>Carol - A young girl who struggles at school and dreams of a better life but knows that it will never happen.</p> <p>Digga - An older boy and former Progress student. He is a bit of a bully and makes nasty comments to the younger teachers.</p> <p>Reilly – Digga's sidekick.</p> <p>Linda - An older girl, quite tough. She flirts with Colin.</p>	<p>The play opens with a girl, Carol, walking to school; she is obviously from a poor background having a carrier bag to take her things to school in.</p> <p>Mrs Kay is in charge of the Progress Class and she is taking her students, including Carol, on a day trip to Conwy Castle in North Wales. For many of the children, this will be their first 'day out' ever. Susan and Colin, two younger teachers, are also going. Briggs, the Deputy Head, disapproves of the trip and invites himself along to supervise. Two older boys, Reilly and Digga, also talk their way onto the trip.</p> <p>The coach tries to stop at café where the owner pretends it is closed. Eventually, they stop at the services and the children steal from the owner, helping themselves to sweets from the counter. Mrs Kay asks the driver to pull in at the zoo. Briggs starts to warn to some of the children and offers to give a talk to the Progress Class on their return to school. The children enjoy it too much and try to steal animals from the zoo.</p> <p>At the castle, Briggs confronts Mrs Kay and tells her they are cutting the trip short. He accuses her of being on the side of the children and she agrees that she is. Despite this, the students really seem to enjoy their time at Conwy Castle and learn a lot. Mrs Kay rebels against Briggs and tells the children they are going to the beach.</p> <p>At the beach the children have a game of football and run around. Digga makes suggestive comments to Susan, and she confronts him, suggesting he'd be better off with Linda. Carol goes missing. The adults split up to look for her. Briggs finds her on the cliff top and confronts her. She accuses him of hating the kids and he realises how mean he has been. He saves her from falling and takes her back to the beach.</p> <p>Briggs insists on a trip to the fair and the day finishes on a high note, having fun and relaxing with the students. Upon return to school, Briggs destroys Mrs Kay's camera film to hide the evidence.</p>	<p>Our Day Out was written by Willy Russell in 1977, and like many of his other plays is centered around issues of social class.</p> <p>It is set in Liverpool and focused on highlighting some of the issues <u>faces</u> by the working classes at the time.</p> <p>Russell was a teacher at <u>Shorefield's</u> Comprehensive before he became an author and used a school trip he went on as inspiration for the play.</p>

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

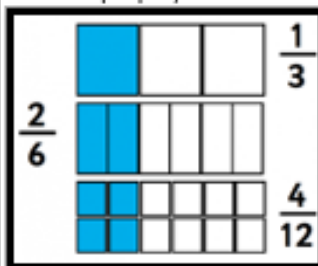
All Saints' Academy Mathematics KS3 Curriculum

Cycle	7			8			9		
	Knowledge & Skills	Enrichment	Cross-Curricular	Knowledge & Skills	Enrichment	Cross-Curricular	Knowledge & Skills	Enrichment	Cross-Curricular
1	Number Positive and Negative Integers; Place Value Algebra Simplifying and collecting terms; Simple equations <i>End of Module Assessment</i>	Fortnightly Number Challenge	Physics: Finding Potential Difference, Current and Resistance by rearranging $V=IR$	Number Factors & Multiples; Rounding & Estimation; Error Intervals; Percentage increase/decrease. Ratio Dividing ratio into parts; Scale factors & scale diagrams; Speed – distance – time. <i>End of Module Assessment</i>	Smoothies Project	LIFE Programme: Estimate the cost of a typical weekly shop by rounding to nearest pound Physics: Share the potential difference across two resistors in a series circuit	Algebra Factorising; Expanding double brackets; Rearranging formulae; Linear, quadratic, reciprocal and exponential graphs; Graphical solution of straight line equations; Geometric Sequences. <i>End of Module Assessment</i>	Frogs Project	PE: Look at the flight of a ball as a quadratic parabolic shape Art: Look at Art which can be generated by various number sequences
Careers	Accountancy Jobs			Architecture			Data Scientist		
2	Number Equivalence of fractions; Four operations on fractions; Percentages and FDP, simple percentage increase. Statistics Line and bar charts; Averages. <i>End of Module Test Assessment</i>	Showersave Project	Geography: Use examples of populations and demographic to consider bar charts	Algebra Substitution into formulae and expressions; Multiplying over a single bracket; Solving linear equations; Plotting and sketching linear functions; $y = mx + c$; Sequences and nth term. <i>End of Module Test Assessment</i>	Algebra Challenge	Physics: Look at the straight-line graph for Hooke's Law	Geometry Line segments; Constructions; Volume and surface area of prisms, cylinders and composite solids Transformations; Similar & Congruent triangles; Pythagoras' Theorem; Euler's Formula and Solid shapes. <i>End of Module Test Assessment</i>	UKMT Intermediate Maths Challenge	DT: Look at the strength of triangles. Technical drawing aspects of mathematical constructions
Careers	Financial Advisors Job			Research Scientist			Carpentry		

	Geometry Types of angle, angles in parallel lines & triangles; Transformations - translation, reflection, rotation; Symmetry & Congruence; <u>Perimeter & Area.</u> <i>End of Module Test Assessment</i>	UKMT Junior Maths Challenge	Business Studies: Look at use of farming space and profit and expenditure	Geometry <u>Quadrilaterals:</u> Polygons and angles; Area and perimeter of <u>quadrilaterals:</u> Circumference & Area of Circles Statistics <u>Pie charts:</u> Scatter graphs. <i>End of Module Test Assessment</i>	UKMT Junior Maths Challenge	Geography/ Physics: Circumference and radius of Earth and other planets Business Studies/ Geography: Look at % spend of GDP by Government	Probability Simple probability and experiments; Sum of outcomes; <u>Sample space diagrams:</u> Venn diagrams. Statistics Discrete, continuous and grouped <u>data:</u> Measures of Central Tendency. <i>End of Module Test Assessment</i>	LIFE Programme: Look at simple probabilities of gambling English: Text Analysis comparison of similar texts
3								
Careers	Computer Games Designer		Animator		Actuary			

Year 7 Cycle 2 Mathematics

LO: I can recognise and use equivalence between simple fractions and mixed numbers.
I can add and subtract simple fractions (proper and improper)



Hegarty videos: 59-66

$$\frac{1}{3} + \frac{1}{5} = \frac{5}{15} + \frac{3}{15} = \frac{8}{15}$$

LO: I can interpret and construct charts appropriate to the data type including frequency tables, bar charts and pictograms for categorical data

I can interpret and construct vertical line charts for ungrouped discrete numerical data

Bar charts

USE PENCIL AND RULER!
Give the bar chart a title.
Use equal intervals on the axes.
Draw bars of equal width.
Leave a gap between each bar.
Label both the axes.
Include a key for the chart if necessary.

Apples Sold



Hegarty videos: 425-246

LO: I can calculate a fraction of a quantity
I can multiply and divide simple fractions (proper and improper)

$\frac{3}{4}$ of 48
divide by the denominator
multiply by the numerator
divide by 4
 $48 \div 4 = 12$
multiply by 3
 $12 \times 3 = 36$



$$\frac{1}{2} \div \frac{1}{4} = \frac{1}{2} \times \frac{4}{1} = 2$$

Multiply by the reciprocal

$$\frac{1}{2} \times \frac{4}{1} = 2$$

Hegarty videos: 67-70

LO: I can calculate the mean, mode, median and range for ungrouped data

Range

Difference between the biggest and smallest numbers in your data

Mean

divide the sum of the numbers by the number of things



Median

Place the numbers in order
find the middle number

Mode

The most frequently occurring

Hegarty videos 404-409

LO: I can express a simple fraction as a terminating decimal or vice versa, without a calculator.

Add and subtract decimals including negative decimals, without a calculator

(a) $\frac{2}{5} = \frac{2 \times 2}{5 \times 2} = \frac{4}{10} = 0.4$
(b) $\frac{3}{50} = \frac{3 \times 2}{50 \times 2} = \frac{6}{100} = 0.06$
(c) $\frac{6}{25} = \frac{6 \times 4}{25 \times 4} = \frac{24}{100} = 0.24$
(d) $\frac{5}{4} = \frac{5 \times 25}{4 \times 25} = \frac{125}{100} = 1.25$
(e) $\frac{7}{250} = \frac{7 \times 4}{250 \times 4} = \frac{28}{1000} = 0.028$



Hegarty videos: 47 & 52

Example:
 $0.32 + 12.965 + 1.1$

$$\begin{array}{r} 0.320 \\ 12.965 \\ + 1.100 \\ \hline 14.385 \end{array}$$



LO: I can convert between fractions, decimals and percentages

I can calculate a percentage of a quantity, and express one quantity as a percentage of another, with or without a calculator.

Decimal	Percentage	Fraction
0.5	50%	$\frac{1}{2}$
0.25	25%	$\frac{1}{4}$
0.75	75%	$\frac{3}{4}$
0.2	20%	$\frac{1}{5}$
0.1	10%	$\frac{1}{10}$
0.3	33.3%	$\frac{1}{3}$



Hegarty videos: 81-87

10%	Divide the amount by 10
1%	Divide the amount by 100
20%	Two lots of 10%
5%	Half of 10%
15%	10% plus 5%
2.5%	Half of 5% (Half 10% and then half again)
11%	10% plus 1%
21%	20% plus 1%
6%	5% (Half of 10%) plus 1%
17%	10% plus 5% plus two lots of 1%

KS3 Science Curriculum 2024-25

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


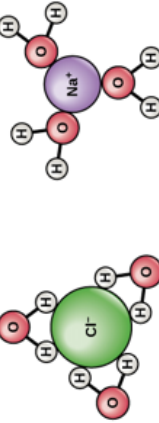

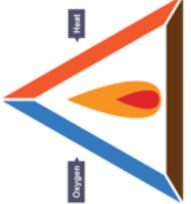
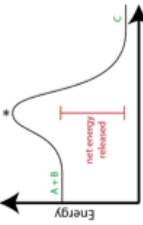
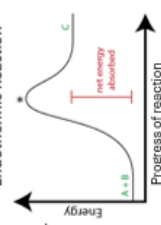
Year 7 – Science – Cycle 2

Biology – Body systems

<p>Levels of organisation</p> <p>Cell Lots of the same type of cell together make a tissue.</p> <p>Organ Different tissues working together make an organ.</p> <p>Organ system Different organs working together make an organ system.</p> <p>An organism is made up of several organ systems.</p>	<p>Organs</p> <p>Stomach – digests food</p> <p>Liver – Removes toxins from our blood</p> <p>Large intestine – removes water from digested food.</p> <p>Heart – pumps blood around the body</p> <p>Lungs – Where gas exchange takes place and needed to breathe</p> <p>Bladder – stores and releases urine</p> <p>Kidneys – Filter waste from the blood</p> <p>Brain – controls the rest of the body</p>	<p>Gas exchange</p> <p>Gas exchange happens in the lungs between structures called alveoli and small blood vessels called capillaries.</p> <p>Oxygen is transferred to the blood.</p> <p>Carbon dioxide is transferred from the blood.</p> <p>Alveoli and capillaries are well adapted for diffusion by having thin walls and large surface areas.</p>	<p>Breathing</p> <p>Inhalation - Breathing in – chest cavity expands – lowers pressure in the lungs and air is forced in.</p> <p>Exhalation – Breathing out – chest cavity contracts – increases pressure in the lungs and air is forced out.</p>	<p>Skeleton</p> <p>Bones in the skeleton may have one or two uses out of:</p> <p>Movement (e.g. humerus, femur, tibia)</p> <p>Protection (e.g. skull, rib cage)</p>	<p>Movement – joints</p> <p>Hinge joints</p> <ul style="list-style-type: none"> - Elbows - Knees <p>Fixed joints</p> <ul style="list-style-type: none"> - Skull plates <p>Ball and socket joints</p> <ul style="list-style-type: none"> - Hips - Shoulders <p>Pivot joints</p> <ul style="list-style-type: none"> - Neck - Radius and ulna 	<p>Movement – muscles</p> <p>Muscles are tissues. They can contract or relax to control movement</p> <p>Most muscles work in pairs: Contracted biceps muscle and Relaxed triceps muscle</p> <p>Whilst one contracts the other relaxes</p> <p>These are called antagonistic pairs.</p>	<p>Sports and injuries</p> <p>Ligaments attached bones to other bones.</p> <p>Tendons attach muscles to bones.</p> <p>Our bodies allow us to partake in lots of different sports.</p> <p>Injuries (whether in sports or otherwise) might include:</p> <ul style="list-style-type: none"> Strains – A stretch or tear of a muscle or tendon. Sprains – A stretch or tear of a ligament. Fractures – What we often call a broken bone.
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Year 7 – Science – Cycle 2

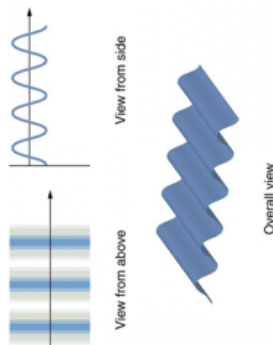
Chemistry – Atoms, elements and compounds & chemical reactions

Atoms	Elements	The periodic table	Compounds
<p>Atoms are the building blocks of all matter. Everything is made of atoms - even yourself.</p> <p>Atom is made up of two words: 'A' - which means 'not' and 'Tomos' - which means 'to cut'</p> <p>So atom means 'not cuttable' or indivisible.</p> <p>Atoms are the smallest unit of matter</p>	<p>Elements are substances made of just one type of atom. They cannot be broken down into anything other than themselves.</p> <p>Elements include:</p> <p>Gold (Au) Aluminium (Al) Carbon (C)</p> <p>Oxygen (O) Helium (He) Calcium (Ca)</p> <p>There are approximately 100 different elements.</p> <p>Each has its own symbol. Some make sense in English, like H for Hydrogen. Some don't, like Fe for Iron.</p>	 <p>A map of all of the elements. Ordered by their properties in groups (vertical columns) and periods (horizontal rows).</p>	<p>When two or more different atoms (that is atoms of different elements) chemically join together they form a compound.</p>  <p>Chemical formulae</p> <p>We can write the names of compounds using the chemical symbols.</p> <p>For example, Carbon Dioxide is made from 1 Carbon atom and 2 Oxygen atoms, so its formulae is CO₂.</p>
<p>Chemical reactions</p> <p>To make or break a compound a chemical reaction must take place. They are often irreversible and there will be a visible change.</p>  <p>Word equations</p> <p>Chemical reactions can be represented as an equation in words, but using a → instead of =</p> <p>Magnesium + Hydrochloric acid → Copper chloride + Hydrogen</p> <p>Reactants are on the left and products are on the right</p>	<p>Burning fuels</p> <p>This is called combustion. It allows us to cook, heat our homes and propel our transport.</p> <p>Combustion is an example reaction. The products are usually carbon dioxide and water. E.g.</p> <p>Butane + oxygen → carbon dioxide + water</p> <p>Thermal decomposition</p> <p>Thermal = heat</p> <p>Decomposition = break down</p> <p>So thermal composition is where a compound is broken down using heat.</p> 	<p>Conservation of mass</p> <p>This is a science law, a rule that always applies.</p> <p>The law of conservation of mass states that during a chemical reaction or a change of state no atoms are created or destroyed, so the mass before is the same as the mass after.</p> <p>mass of reactants = mass of products</p>	<p>Exothermic and endothermic reactions</p> <p>Exothermic reactions transfer energy to their surroundings when they happen. This increases the temperature.</p>  <p>Endothermic reactions absorb energy from their surroundings when they happen. This decreases the temperature.</p> 

Year 7 – Science – Cycle 2

Physics – Waves: Sound and light

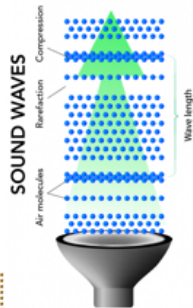
Waves



Waves transfer **energy** not **matter**.
Examples of waves include water waves, sound waves and light.
Two waves can occupy the same space at the same time and add or cancel. This is called **superposition**.

Sound

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



Loudness is determined by **amplitude**.
Pitch is determined by **frequency**.

Detecting sound

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



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

Light

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

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

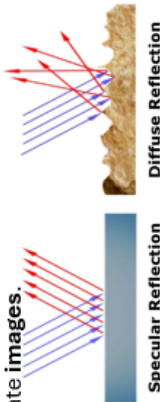
When light hits a surface it can do one or more of three things:

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

Reflection

All waves reflect. Light waves reflects off surfaces and enters our eyes, allowing us to see them.

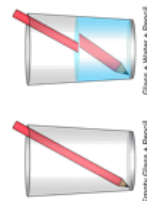
We are used to seeing reflections in light. These reflections are due to **specular reflection** off a smooth surface, which create **images**.



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

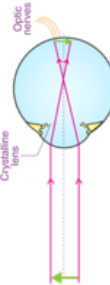
Refraction and lenses

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



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

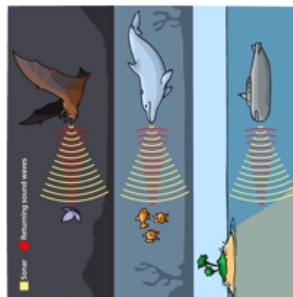
Lenses allow us to use refraction to focus light.



Echoes and ultrasound

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

Humans and animals can use the echoes to calculate distances.



Echolocation and SONAR

Ultrasound



Colour

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



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

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

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

Art Key Stage 3 Curriculum 2024-2025

	Year 7			Year 8			Year 9		
	Knowledge and skills.	Enrichment	Cross-Curricular	Knowledge and skills	Enrichment	Cross-curricular	Knowledge and skills	Enrichment	Cross-curricular
Cycle 1	Still Life Baseline test. Observational drawings in pencil, biro and other mixed media Assessment: Biro pepper study. Mixed media shell study	KS3 Art club. Various topics including reference to remembrance	Numeracy skills – symmetry, using rulers to draw a grid, geometric shapes	Body Art History of tattoos and Celtic design. Henna design and gutta pen outcome. Rose designs in mixed media. Skull and flower final piece. Assessment: Skull and flowers final piece.	KS3 Art club. Various topics including reference to Black history month.	Numeracy - using grid to draw skull. Geography - Cultures	Cultures/ beliefs-mask project. African mask- baseline tonal study. Polynesian mask- pencil crayon tonal and pen pattern work. African 4 way split mask- multimedia. Assessment: African 4 way split mask study.	KS3 Art club. Various topics including reference to Black history month.	DT- Culture, Year 8, Cycle Geography- Natural disasters. Year 8 Cycle 1. DT- World Food, Year 9, Cycle 2.
Cycle 2	Colour Theory Artist research page for Giorgio Morandi. Colour theory painting. Analysis of a Jasper Johns painting. Create own response to artist's work using colour pencil, and watercolour to investigate line,	KS3 Art club. Various topics.	Science – how our eyes perceive colour	Tim Burton and German Expressionism Tim Burton characters- pen. Lettering styles. German expressionism woodblock design. <u>Polyprinting</u> . Assessment: <u>polyblock prints</u> .	KS3 Art club. Various topics.	Film – animation, Tim Burton films, German Cinema	Food. Ron Magnes Artist research, including analysis. Food Collage. Felt tip development from Food Collage. Monoprint. Stippling and watercolour on monoprint. Assessment: Ron Magnes style study.	KS3 Art club. Various topics.	DT- World Food, Year 9, Cycle 2. Science- Diet Year 7 and 8, Cycles

	shape, pattern and colour. Assessment: Jasper John inspired number multi media final outcome.								
Cycle 3	Landscapes & Texture Georgia O'Keeffe watercolour artist copy. Van Gogh experiment samples, artist study and research Create landscape study from own photo using Van Gogh's techniques. Assessment: Georgia O'Keeffe <u>watercolour</u> copy. Post-Impressionist style landscape from own photo	KS3 Art club. Various topics including reference to sustainability, 'World Earth Day'.	DT and Maths – perspective drawing. Post-Impressionism in Art History	Architecture. 1 point perspective drawing. 2 point perspective drawing. Marc Allante <u>research</u> page. Marc Allante style painting. Cheism <u>research</u> page. Cheltenham cityscape collage. Drawing in the style of Cheism. Clay tile or building. Assessment: Perspective drawing.	KS3 Art club. Various topics including reference to sustainability, 'World Earth Day'.		Portraiture. Celebrity portrait-pencil tonal study. Continuous line biro study. Monoprint. Series of experimental studies. Assessment: Portraiture tonal study Experiments.	KS3 Art club. Various topics including reference to sustainability, 'World Earth Day'.	

Year 7 Art Knowledge Organiser – Cycle 2 – Colour Theory



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

Stretch and challenge

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

Wider Thinking

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

What am I looking for in your mixed-media drawings



Success criteria:

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



Movement – Fauvism

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

Checklist:

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



Year 7 Art Knowledge Organiser – Homework Tasks

Task 1 – Creative colour wheel

Create a colour wheel showing a minimum of 6 colours in a way other than drawing it.

Be as creative as possible!

Instructions:

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

Task 2 – Colour theory Quiz

Complete the Colour Theory Quiz on [Satchel:One](#)

Task 3 – Henri Matisse research page

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

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

Task 4 – Fauvism Quiz

Complete the Fauvism Quiz on [Satchel:One](#)



Quiz: Colour Theory

Quiz: Fauvism



Henri Matisse research page



Creative colour wheel





All Saints' Academy Computer Science Department KS3 Curriculum Overview - September 2024-25



Cycle	7	8	9	Enrichment
	<p>Cycle 1: Software Developer, Embedded System Engineer or STEM Educator</p> <p><u>Introduction to using a computer</u></p> <ul style="list-style-type: none"> - Be able to log in, create files and folders and manage your workspace effectively <p><u>Introduction to Micro: bits</u></p> <ul style="list-style-type: none"> - Introduction to the Micro: bit and familiarity with its interface and working(s) - Use a range of variables, loops, conditionals, and event driven programming - Navigate through a series of tutorials, enhancing knowledge of the micro: bit - Design and implement unique projects that demonstrate versatility and creative thinking - Work collaboratively on projects - Think widely and adopt further use for the micro: bit and getting it to integrate with Scratch too. <p><u>Game Maker using make code arcade</u></p> <p>The aim of this project is to introduce Year 7 students to game development using Game Maker Arcade. The students will learn the basics of game design, programming logic, and interactive storytelling while creating their own arcade-style games. The project will span a set duration and will be divided into several key phases:</p> <ul style="list-style-type: none"> - Introduction and Orientation - Game Design and Planning - Game Development - Game Refinement and Testing - Presentation and Showcase 	<p>Cycle 1: Graphics Designers, UI Interface designer or motion Graphics Designer</p> <p><u>Data Science – Spreadsheets (to DE in Maths?) & FLOWVOLA</u></p> <p>Introduce students to the purpose and capabilities of spreadsheet software.</p> <p>Develop essential skills in data entry, formatting, and formula creation.</p> <p>Promote critical thinking and problem-solving abilities through data analysis and modelling.</p> <p>Find ways to present data visually</p> <p>Enhance computational thinking skills using logic and functions</p> <p>Be prolific in SEQUENCING, SELECTION and ITERATION in a series of Controlled experiments using specialist software</p> <p><u>Introduction to JodelsCAD and/or Blender</u></p> <ul style="list-style-type: none"> - Might need a mini project and get started process. - Pen toppler outcome 	<p>Cycle 1: Computer Hardware Engineer, Software Tester or Memory Systems Architect</p> <p>Sep - Oct</p> <p><u>ECOL</u></p> <p>Become competent and fluent in 3 basic office applications (word, PowerPoint and excel), using tailored workbooks and skill-based learning techniques. All tested at the end, against criteria.</p> <p>Oct - Dec (GCSE Options push)</p> <p><u>App Lab – Mobile Phone Development</u></p> <p>Understanding of Programming Concepts: Understand fundamental programming concepts, including variables, loops, conditionals, and functions, enabling them to create simple applications and games.</p> <ul style="list-style-type: none"> • Development of Problem-Solving Skills: • Introduction to User Interface Design: • Collaboration and Communication: • App Development Process: <p><u>Creative Media – Pre-Production</u></p> <p>Understanding Pre-Production Documentation: Students will be able to create and understand key pre-production documents such as mood boards, storyboards, scripts, and visualizations, crucial for planning media projects.</p> <ul style="list-style-type: none"> • Time Management and Planning Skills: • Knowledge of Legal and Ethical Issues: • Risk Assessment and Management: • Client Requirement Analysis: • Students will develop skills to analyse and interpret client briefs and requirements. 	<p>Cyber and Coding Club Thursday 3:10 – 4:10</p> <p>Year 7 – Cyber Explorers Year 8 – BEBRAS Year 9 – Raspberry Pi Set up and configuration</p>
		<p>Cycle 2: Game Designer, Game Artist or Game Tester</p>	<p>Cycle 2: High Level Computer Programmer, Data Analyst or Logic Designer</p>	<p>Cyber and Coding Club Thursday 3:10 – 4:10</p>

2	<p><u>Cyber Security</u></p> <p>Introduce you to the fundamentals of cyber security and empower you with the knowledge and skills to protect yourself and others in the digital world.</p> <ul style="list-style-type: none"> -Introduction to Cyber Security -Online Safety and Privacy -Digital Footprint and social media -Cyber Security Tools and Techniques <p>+ Cyber Explorers www.cyberexplorers.co.uk</p>	<p><u>Vector Graphics in Inkscape</u></p> <ul style="list-style-type: none"> -Use Inkscape to draw and manipulate shapes -Group and manipulate objects -Combine paths -Convert, draw, and edit paths -Create a vector design based on a scenario 	<p><u>Website Development using Rocket cake to create digital portfolios</u></p> <p>Introduce you to the basics of website creation and design.</p> <ul style="list-style-type: none"> -Describe, use, and modify HTML -Display Images -Apply HTML tags to construct a Web Page -Describe, use, and assess the importance of CSS -Use Search technology effectively -Apply Hyperlinks to navigate between webpages 	<p>Year 7 - Year 8 – Game Development Competition Year 9 – Cyber Adventurers</p>
3	<p><u>Cycle 3: Social Media Manager, SOC Analyst, Cyber Security Awareness Trainer</u></p> <p><u>Graphics Designing using Canva</u></p> <ul style="list-style-type: none"> -Introduction to Canva - Graphic Design Principles and Elements - Designing Marketing Materials -Presentations and Infographics -Showcasing <p><u>Extension task Vector Graphics in Inkscape</u></p> <ul style="list-style-type: none"> -Use Inkscape to draw and manipulate shapes -Group and manipulate objects -Combine paths -Convert, draw, and edit paths -Create a vector design based on a scenario <p>** New end goal **</p> <p>Graphics based project: could do chocolate bar wrapper (have some resources in place for this already) Would include analysis of existing designs, what makes a good graphics product, logo design, wrapper design and development. – Print off best 5 – 10 in competition. End of year celebration.</p>	<p>** New end goal **</p> <p>Alessi inspired Phone holder: Working to a brief and identified client, product analysis, understanding of designers, plastics, working to specification, initial design ideas, evaluation against a specification, final CAD solution. Students will have the constraint of the holder must be able to be laser cut from 1 sheet of A4 acrylic, be able to hold a phone of specified maximum size and have minimal waste material.</p> <p>MP – to provide with understanding the Design. and evaluation process.</p> <p>Alessi SOW to follow.</p>	<p>** New end goal continuation **</p> <p>Ideally a project with 3D CAD work possible Tinker CAD or Google Sketch Up. Students identify a genuine need/problem to solve, write their own brief or specification, develop idea/s take to a client for feedback to develop into a final solution. Ideally a 3D printed outcome.</p> <p>Happy to discuss ideas for a suitable product.</p>	<p>Cycle 3: Game Develop, AI Engineer or Ethical Hacker</p> <p>Cyber and Coding Club Thursday 3:10 – 4:10</p> <p>Year 7 – VR Experience Year 8 – Web Design Contest Year 9 – App Development Challenge/ Competition</p>

Year 7 Computer Science Knowledge Organiser | Cycle 2 – BBC Microbit



In this cycle you will learn to code and create projects using the BBC Microbit and be able to apply Sequencing, Selection and Iteration, which are fundamental programming constructs

Key vocabulary to learn

Actor - A movable object in a Kodu game. Actors can be controlled by the player, by scripts, or by other actors.

Behavior - A set of instructions that tell an actor what to do. Behaviours can be simple, such as moving forward, or complex, such as following a path or attacking an enemy.

Condition - An expression that evaluates to either true or false. Conditions are used to control the flow of a script, such as by only running a behavior if a certain condition is met.

Event - An occurrence in a Kodu game that can be used to trigger a script. Events can be triggered by the player, by the environment, or by other actors.

Function - A reusable block of code that can be called from anywhere in a script. Functions can be used to simplify code and make it more organized.

If statement - A conditional statement that executes a block of code if a certain condition is met.

Loop - A block of code that is executed repeatedly until a certain condition is met. Loops are used to automate tasks and to execute code multiple times.

Property - A characteristic of an actor, such as its position, size, or colour. Properties can be changed by scripts to control the behavior of an actor.

Script - A collection of behaviours that define the actions of an actor. Scripts are used to control the behavior of actors in a Kodu game.

Variable - A named location in memory that can store a value. Variables are used to store data that can be used by scripts.

Stretch and challenge

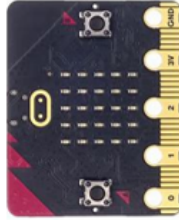
Design and create a mini-game within your BBC Microbit world that incorporates advanced logic and problem-solving elements

Wider Thinking

How could a Kodu game be made to address a real-world issue or promote social and environmental awareness?

What am I looking for you to achieve in this Cycle

You will explore programming concepts like algorithms, loops, and conditionals, using both block-based (MakeCode) and text-based (Python) coding. Students will work with sensors, LEDs, buttons, and wireless communication, developing problem-solving skills while building interactive projects and learning how to debug and troubleshoot their code. By the end of the term, students will be able to design and create their own digital solutions.



What is Kodu?

- BBC Microbit is a small, programmable microcontroller for learning coding.
- Features a 5x5 LED display, buttons, and built-in sensors (accelerometer, compass).
- Supports Bluetooth for wireless communication.
- Can be programmed with MakeCode (block-based) or Python (text-based).
- Ideal for creating interactive projects and learning electronics and coding.

Performing Arts KS3 Curriculum 2024-2025

	Year 7			Year 8			Year 9		
	Knowledge and skills	Enrichment	Cross-Curricular	Knowledge and skills	Enrichment	Cross-Curricular	Knowledge and skills	Enrichment	Cross-Curricular
Cycle 1	<p>The building blocks for performance</p> <p>Melody and Harmony</p> <p>Learning about melodies through singing British Music and playing simple tunes on the keyboard.</p> <p>Assessment:</p> <p>Mid: Singing assessment</p> <p>Final: Keyboard assessment</p> <p>Showcasing successful Silent Movie strategies</p> <p>Developing key performance skills through silent movies – Facial expression, body language, movement and mime.</p> <p>Assessment:</p> <p>Final: Silent Movie Showcase</p> <p>Careers: Actor/ Actress, Silent Movie Writer, Playwright, Music Engineer, Historian, Song writer, Lyricist, Vocalist, Historian, Leadership, Teaching.</p>	Keyboard Club 'One Body' Choir Rock Band Club Drama club KS3 Christmas Service Shakespeare School's Festival	Music: Composition Film: History of films English: Shakespeare stories: Mid assessment to write and perform a monologue.	<p>Using suffering as a form of stimulus</p> <p>The Blues</p> <p>Blues music history and context, understanding the 12-bar blues and improvisation.</p> <p>Writing blues-style lyrics.</p> <p>Assessment:</p> <p>Mid: Keyboard assessment</p> <p>Final: Lyric writing and keyboard assessment</p> <p>Roles and responsibilities in the industry</p> <p>Evaluating and reviewing live theatre through Exploration of Set, lighting, and costume design.</p> <p>Assessment:</p> <p>Final: Designer Presentation</p> <p>Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer, Music producer, Song writer, History Teacher, Musician, Live Theatre Review Author.</p>	Keyboard Club 'One Body' Choir Rock Band Club Industry talks and 'Spill the Tea' career podcasts. Drama Club	English: Prejudice and Persecution RE: Suffering	<p>Building emotion and dramatic tension in the Arts</p> <p>Film and Video game music</p> <p>Understanding the techniques used in Film and Video Game Music and composing a soundtrack to a film.</p> <p>Assessment:</p> <p>Mid: Appraising assessment</p> <p>Final: Film Soundtrack Composition</p> <p>Verbatim and Documentary Theatre</p> <p>Emotionally engaging an audience by responding to a factual event as a form of stimulus.</p> <p>Assessment:</p> <p>Final: Verbatim Showcase</p> <p>Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer, Videographer, Gaming Designer, Film Editor, Screenplay Writer, Music Producer, Music Editor, Music Engineer, Music Composer.</p>	Rock Bands Fundraising for Breck's charity. Shakespeare School's Festival	
Cycle 2	<p>Storytelling through Performing Arts</p> <p>Descriptive Music</p> <p>Performing an iconic piece of Music from the Western Classical Tradition and composing music to accompany a story.</p> <p>Assessment:</p> <p>Mid: Keyboard Assessment</p> <p>Final: Little Red Riding Hood Composition</p>	Keyboard Club 'One Body' Choir Rock Band Club	Art: Music and Art – creating art from <u>Music.</u>	<p>Freedom of Speech</p> <p>Protest Songs and Reggae Music</p> <p>Understanding the key components of Protest throughout the eras.</p> <p>Developing student knowledge of the key attributes of Reggae Music</p> <p>Assessment:</p> <p>Mid: Appraising assessment</p> <p>Final: Keyboard assessment</p>	Keyboard Club 'One Body' Choir Rock Band Club	Art: Films and Festivals	<p>The creation of original Verbatim Music and Theatre</p> <p>Dance Music and Hip Hop</p> <p>Understanding the context and conventions of Popular Music styles focusing on Dance Music and Hip Hop.</p> <p>Assessment:</p> <p>Mid: Keyboard assessment</p> <p>Final: Hip Hop Composition</p> <p>Verbatim theatre</p>	Keyboard Club 'One Body' Choir Rock Band Club	Art: Cultures, Beliefs and Masks

Cycle 3	<p>Storytelling and Revolving Rhymes Applying key performance skills used in melodrama and pantomime to tell well-known fairy tales.</p> <p>Assessment: Final: Performance of Little Red Riding Hood</p> <p>Careers: Presenter, Storyteller, Author, Playwright, Performer, Theatre Manager, Pantomime Director, Pantomime Producer, Audience Interaction Officer, Film Composer, Music critic.</p>	<p>Drama Club</p> <p>Whole Academy Musical</p>	<p>Using the power of performance to voice the importance of freedom of speech Students explore basic Brechtian techniques to educate audiences on a topic of their choice, showcasing the power of freedom of speech.</p> <p>Assessment: Final: Freedom of speech performance</p> <p>Careers: Public Speaker, Politician, Lawyer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer, Songwriter, Lyricist, Composer, Musician.</p>	<p>Drama Club</p> <p>Whole Academy Musical</p>	<p>Develop basic devising techniques inspired by Theatre Company 'Paperbirds' to retell a serious event or incident in history. Option to specialise as both performer and design student.</p> <p>Assessment: Final: Paperbirds Performance or presentation</p> <p>Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer, DJ.</p>	<p>Drama Club</p> <p>Whole Academy Musical</p>	
	<p>The history of Drama and Music styles of performance African Music and Folk Music Learning the key traditions of Music from around the world and how it led to the Music that we experience today.</p> <p>Assessment: Mid: Appraising assessment Final: Folk Song Composition</p> <p>Exploration of traditional Theatre Styles Developing understanding of a range of theatre styles including Greek Theatre and Shakespearean Theatre.</p> <p>Assessment: Final: Performance in their style of choice.</p> <p>Careers: Author, Playwright, Performer, Director, Pantomime Producer, Audience interaction Officer, Musician, Ethnomusicologist.</p>	<p>Keyboard Club</p> <p>'One Body' Choir</p>	<p>Social context within the Performing Arts Rock Band Project Developing performance skills on a range of Popular Instruments to successfully apply techniques required to create a Rock Band.</p> <p>Assessment: Mid: Appraising assessment Final: Rock band showcase</p> <p>How long is forever? Exploring Stephanie Pearce's play text 'How long is forever' to raise awareness of online safety and the dangers of social media.</p> <p>Assessment: Final: Performance or design presentation</p> <p>Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Music Engineer, Stage Manager, Director and Producer, Musician, Roadie, Singer.</p>	<p>Keyboard Club</p> <p>'One Body' Choir</p> <p>Drama Club</p>	<p>Self-expression in the Performing Arts Song writing project Develop key song-writing skills including lyric writing and an understanding of harmonic progressions.</p> <p>Assessment: Mid: Appraising assessment Final: Song composition showcase</p> <p>Building blocks of Devising Exploring the key devising skills required to respond to a rock song or popular song writer as a form of stimulus.</p> <p>Assessment: Final: Performance or design presentation</p> <p>Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Music Engineer, Stage Manager, Director and Producer, Lyricist, Composer, Singer, Musician.</p>	<p>Keyboard Club</p> <p>'One Body' Choir</p> <p>Drama Club</p>	

Year 7 Cycle 2 Performing Arts	Drama – Drama Genres and Styles	Exploring different styles of theatre on stage																																							
Big Picture: To understand the key conventions and skills required to perform traditional styles of Theatre																																									
<p>Lesson 1 – An Introduction to different styles</p> <p>Popular theatrical genres and styles include (but are not limited to):</p> <ul style="list-style-type: none"> - Theatre in education (TIE), Physical theatre, Epic theatre, Political Theatre, Comedy, Tragedy, Historical theatre, Melodrama, Commedia dell'arte, Musical theatre. <p>Work on the skeleton scripts using different emotional states – choose from these emotions.</p> <p>Rehearse, perform & evaluate.</p>																																									
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<p>Lessons 3 and 4 – Exploring popular styles of theatre</p> <p>Spy Film Preparation:</p> <ul style="list-style-type: none"> • Move furtively • Dart from place to place • Follow someone else in the room secretly – do not get caught. Look away if they spot you. • Sidle up to people and whisper a greeting • React to loud noises <p>Gangster Film Preparation: Think Bugsy Malone</p> <p>Learn and practise the accent. Here is a recipe for instant gangster speak:</p> <ul style="list-style-type: none"> - 'you' becomes 'y' - 'Th' becomes 'd', so 'the' becomes 'de' - The letter 't' is either silent, as in <u>doan</u> (don't), or it becomes a 'd', as in 'computer' (computer). - The 'ew' sound becomes 'oo', ie 'new' becomes 'noo' as in 'Noo York'. <p>Wild West Preparation: Think Cowboys & Sheriffs</p> <p>As you rehearse the text, remember:</p> <p>Every entrance is dramatic – for example, when the baddie walks through the swing doors of the saloon</p> <p>Everyone has Wild West accents and a bow-legged walk</p> <p>Body language suggests that you are ready to draw a gun and shoot anyone at any time.</p> <p>Romance Preparation:</p> <p>As you rehearse the text, remember:</p> <ul style="list-style-type: none"> - When you speak every line, you are saying 'I love you' - Gaze into the eyes of your 'beloved' - Try acting jealous, passionately or very romantically. <p>Lesson 5: Assessment and showcase</p> <p>Select your favourite style of theatre that you've explored to either perform or choose a design specialism in to present your research project.</p> <p>TOP TIP: Always reflect on what your <i>artistic intention</i> with this piece is?</p>																																									
<p>Lesson 2 : Exploring successful Musical Theatre:</p> <p>Musical Theatre is a huge style of theatre that combines singing, music, dance and overexaggerated acting on stage. Within Musical Theatre, there are different specialisms in the industry, including:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Projection</th> <th>Key words:</th> <th>Dramatic Response</th> </tr> </thead> <tbody> <tr> <td>Rhyme</td> <td>Scene (changing area)</td> <td>Artistic intention</td> </tr> <tr> <td>Mime</td> <td>Orchestra (stage)</td> <td>Voice projection</td> </tr> <tr> <td>Reaction</td> <td>Theatron</td> <td>Physical Theatre</td> </tr> <tr> <td>Character</td> <td>(seating)</td> <td>Movement</td> </tr> <tr> <td>Interaction</td> <td>Amphitheatre</td> <td>Tragedy</td> </tr> <tr> <td>Communicate</td> <td>Chorus</td> <td>Comedy</td> </tr> <tr> <td>Exaggeration</td> <td>Ensemble</td> <td>Unison</td> </tr> <tr> <td>Facial expression</td> <td></td> <td>Synchronisation</td> </tr> </tbody> </table>			Projection	Key words:	Dramatic Response	Rhyme	Scene (changing area)	Artistic intention	Mime	Orchestra (stage)	Voice projection	Reaction	Theatron	Physical Theatre	Character	(seating)	Movement	Interaction	Amphitheatre	Tragedy	Communicate	Chorus	Comedy	Exaggeration	Ensemble	Unison	Facial expression		Synchronisation												
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Year 7 Cycle 2 Performing Arts	Drama – Drama Genres and Styles	Exploring different styles of theatre on stage
Big Picture: <i>To understand the key conventions and skills required to perform traditional styles of Theatre</i>		
<p>Lesson 1 – Greek Theatre & The Chorus</p> <ul style="list-style-type: none"> Performed in Amphitheatres Seat roughly 15,000 people! Greek chorus helped tell the story Masks were used Tragedy & comedy styles Voice projection – IMPORTANT! Performed outside! <p>The Greek Chorus were usually a group of between 12 and 15 actors (traditionally men) who would provide light entertainment in between scenes.</p> <ul style="list-style-type: none"> Unison (talking at the same time) Echo (repeating a line and then getting quieter) Choral movement (doing a movement at the same time as your group) Stage whisper (a whisper that can be heard by the audience) Canon (where one person says a line and then another joins – like a domino effect) Layering (layering up different sounds and words together to create texture) Repetition (repeating the same thing) 	<p>Lesson 3 – Understanding Shakespeare</p> <ul style="list-style-type: none"> Performed at the Globe 17th century Shakespearean language (old English!) Tragedy, comedy, history (genres) Very popular! A lot of phrases used today invented by him! <p>The Capulets & The Montagues in Romeo and Juliet Act 1 Scene 1</p> <p>How can we show tension and argument in a script?</p> <p>Tone of voice, volume of your voice and gesture can show anger and frustration.</p> <p>Fun facts about The Globe</p> <ul style="list-style-type: none"> The original Globe theatre built in 1599 was destroyed by fire in 1613 The second Globe (built a year later) was closed when it became a crime to attend the theatre! It was then demolished. The third Globe (built in 1997) is what stands in London today. 	
<p>Lesson 2 - Greek Theatre Showcase</p> <p>Showcasing our work helps us to develop our confidence to speak in front of a group people.</p> <p>Does your showcase include:</p> <ul style="list-style-type: none"> A variety of Greek chorus techniques? Voice projection? effective use of the space? <p>What could you add to make your piece more creative?</p>	<p>Lesson 4 - Showcase preparation</p> <p>You will decide which style of theatre you would like to present for your assessment showcase.</p> <p>Greek Theatre Chorus:</p> <ul style="list-style-type: none"> Medea Pandora's Box <p>Shakespeare</p> <ul style="list-style-type: none"> Romeo & Juliet The Witches from Macbeth <p>You should pick the style of theatre you are most confident with to help you get the best grade!</p>	

Lesson 1 – Descriptive Music in the Baroque Era

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

Lesson 2 – The Classical Era

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

Lesson 3 – Creating the Harmony

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

Knowing your music

Baroque:



Classical:



Romantic:



Lesson 6 – Creating music for a mood

Major – music that sounds happy

Minor – music that sounds sad

Texture – the amount of layers used in a piece of music

Consonant harmony – notes that sound good together e.g. a triad

Dissonant harmony – notes that clash together e.g. a cluster chord

Theme – a short tune that represents a person or character

Dynamics – the volume

Tempo – the speed of the music

Duration – the length of the notes

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

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

Scene 1	Scene 2
Scene 3	Scene 4

Lessons 4 and 5: Mid-Cycle Assessment and Feedback

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

Lessons 9 and 10: End of Cycle Assessment and Feedback

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

Food/Catering Key Stage 3 Curriculum 2024-2025

	Year 7			Year 8			Year 9		
	Knowledge and skills	Enrichment	Additional information e.g. Cross-Curricular	Knowledge and skills	Enrichment	Additional information e.g. Cross-Curricular	Knowledge and skills	Enrichment	Additional information e.g. Cross-Curricular
Cycle 1	Introduction to food skills and nutrition Hygiene and safety. Risk assessments Eatwell Guide How to write a dish proposal <i>Practical work: Vegetable cuts Pizza toast</i> Assessment: Pizza toast proposal Knife skills	Gardening club Ready steady cook competition	Annotation: English Communication: annotation of proposal. Verbal communication in kitchens Collaborative working: practical lessons Careers: chef	Diet and life stage Dietary needs at different life stages Protein Pizza proposal <i>Yeast based dough Pizza Sausage rolls</i> Assessment: Pizza proposal and practical outcome	Gardening club	Communication: annotation of proposal. Verbal communication in kitchens Collaborative working: practical lessons Careers: food manufacturing inspector	Introduction to the industry Role of EHO Job roles/customer service. Vitamins. <i>Practical work: Fajitas Samosas</i> Assessment: Exam style questions Samosas practical outcome	Gardening club Watch episode of the Chefs Table or similar program. Design and/or cook a dish inspired by their work	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 Ethical issues/animal welfare Introduction to production plans <i>Practical work: Chicken nuggets Scones</i>	Gardening club Red Tractor challenge task – creative menu design	Communication: writing step-by-step plans, being able to follow a plan. Verbal communication in kitchens Collaborative working: practical lessons Careers: baker	Environmental issues Food packaging and meat production Process of gelatinisation Standard components in food. <i>Pasta Bake Turkey burgers</i>	Gardening club Reduce your carbon footprint competition	Communication: writing step-by-step plans, being able to follow a plan. Verbal communication in kitchens Collaborative working: practical lessons	World foods Writing dish proposals Environmental issues Consumer choice <i>Enchiladas Pastry (short crust)</i> Assessment:	Gardening club	Food and environmental issues/Food security: Science Communication: annotation of proposal. Verbal communication in kitchens Collaborative working:

	Assessment: Chicken nuggets Production plan	Gardening club	Carbohydrates: Science (cycle 1)	Assessment: Sausage rolls practical outcome and evaluation	Gardening club Cooking club	Careers: chef de partie	Dish proposal	Gardening club Cooking Skills Showcase competition (internal competition)	practical lessons Careers: street food trader
Cycle 3	Consumer choice and healthy eating Carbohydrates Seasonal foods Re-think your drink <i>Practical work:</i> <i>Sizzling stir fry.</i> <i>Koftas</i> Assessment: Carbohydrates End of year test	Gardening club	Carbohydrates: Science (cycle 1)	Religion and diet Function of Fats Religion and diet Evaluation <i>Practical work:</i> <i>Muffins</i> <i>Mini Frittatas</i> Assessment: Function of fats End of year test	Gardening club Cooking club	Vocab & Pancakes: MFL Religion: RE Communication: writing step-by step plans, being able to follow a plan. Verbal communication in kitchens Collaborative working: practical lessons Careers: EHO	Future of food Local v global social & environmental issues. Allergens <i>Savoury rice</i> <i>Pasties</i> Assessment: Production Plan End of year exam style questions	Gardening club Cooking Skills Showcase competition (internal competition)	Food Practical skills: MFL Communication: application of key terminology in correct context. Verbal communication in kitchens Collaborative working: practical lessons Careers: food scientist

Year 7 – Cycle 2: Food

Production Planing

Time	Method	Special points
10.10 – 10.27	<p>Fill pan just over half full with boiling water from the kettle.</p> <p>Bring water back to the boil and add the eggs.</p> <p>Boil the eggs cook for 12 minutes</p> <p>Place the eggs in cold water and let chill for 5 minutes. Wash up any equipment not needed.</p>	<p>Make sure water is rapid boil before adding eggs. Place eggs into the water using slotted spoon.</p> <p>Water should cover eggs.</p>
10.27 – 10.30	<p>Peel the eggs and slice lengthwise.</p> <p>Scoop out the yolks, using a teaspoon and place in separate bowl.</p> <p>Place the eggs whites on extra plate.</p>	<p>Put egg shells in bin to avoid contamination.</p> <p>Take care not to damage the white of the egg, leaving neat hole from where the yolk was.</p>
10.30 – 10.35	<p>Add</p> <ul style="list-style-type: none"> 1 heaped tablespoon Mayo 1/2 teaspoon salt 1/2 teaspoon pepper 1 heaped teaspoon mustard to the yolks and mix until creamy. 	<p>Make sure mix is thoroughly combined.</p>
10.35 – 10.40	Scoop mixture into the egg whites and sprinkle with paprika powder.	<p>Take care with presentation making sure 'devilled yolk' filling doesn't spill over onto the egg white.</p>

SMSC

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

Literacy

Use of correct terminology when writing production plans

Numeracy

Sequencing stages of making, timings and units of measurement

Key Words

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

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

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

Production Planning: Special points

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

Starchy food (Carbohydrate)

Carbohydrates – only source of energy our brain recognises.

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

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



Stretch and Challenge Homework

- 1 – research seasonings that could be used in the coating for chicken nuggets
- 2 – Keep a food diary for a week how many simple carbohydrates are you having?
- 3 – finish Carbohydrates poster

Chicken nuggets planning sheet

Chicken nuggets practical outcome

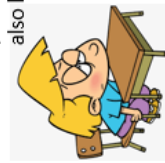
Carbohydrates

Types of Carbohydrates

Starch (complex carbs)



Breaks down **slowly**, providing longer lasting energy.



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

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

Sugars (Simple carbs)



Breaks down **quickly**, providing immediate energy, then a crash!



Nutrients

Carbohydrates – only source of energy our brain recognises.

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

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

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

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

Geography Curriculum 2024-25

	Year 7		Year 8		Year 9	
	Knowledge and skills	Enrichment	Knowledge and skills	Enrichment	Knowledge and skills	Enrichment
Cycle 1	What is Geography? -Human and Physical Geography -Field sketches -Map skills -Understanding atlases Extreme Environments: Antarctica and Sahara -Distribution of biomes -Comparative case studies: Antarctica and the Sahara Assessment: End of cycle test	Contour mapping Biome diorama Careers GIS Surveyor	Hazardous World: Natural hazards: -Tectonics -Eyjafjallajökull – The Icelandic Volcano case study -Haiti – earthquake case study -Japan - tsunami case study Human hazards – conflict: -The Sudan -Afghanistan Assessment: End of cycle test	Making volcanoes Careers Volcanologist Aid worker Relief Worker Oceanographer Geologist	Weather and Atmospheric Systems: -Biomes and global air circulation -The UK as a case study -Microclimates -Hurricane Katrina, USA (2005) case study -Cyclone Nivar, India (2020) case study Assessment: End of cycle test	Microclimate investigation around the Academy Careers GIS Climatologist Meteorologist
Cycle 2	Rapid Rivers: -The water cycle and drainage basin -River processes -Long profile and cross profile -Features of each course -UK flooding case study: Tewkesbury Floods -Global case study: Nile -Flood management Assessment: End of cycle test	GA Photography competition Careers Flood Management Engineer	Crumbling Coasts: -Why is the coast important? -Coastal processes: erosion, weathering, transportation -Erosion landforms -Deposition landforms -Coastal management -UK case study – The Holderness Coastline -Global case study - Maldives Assessment: End of cycle test	Coastal diorama GA Photography competition Careers Flood Management Engineer	Global Issues: -Types of pollution Plastic pollution -What is climate change? Impacts of climate change -Sustainable management goals -‘The Hunger Games’ -Food -Sustainable cities Assessment: End of cycle test	GA Photography competition Careers Flood Management Engineer Climatologist Meteorologist
Cycle 3	Exploring China: -Background and History -Climate -Population -One Child Policy -‘Made in China’ -Modern slavery -Pollution -The Three Gorges Dam -Tourism in China Assessment: End of cycle test	RGS Young Geographer of the Year competition – details released May Careers Town planner Data analyst Consultant	Exploring India: -An introduction to India -Climate -Population -Mumbai and Dharavi -India’s Industries: Primary, Secondary, Tertiary and Quaternary -Tourism Assessment: End of cycle test	RGS Young Geographer of the Year competition – details released May Careers Town planner Data analyst Consultant	Start GCSE: Q3) The Challenge of Resource Management The Living World: Hot Deserts and Rainforests -Ecosystems -Tropical rainforest characteristics -Case study: Malaysia’s Rainforests -Managing tropical rainforests -Hot desert characteristics -Case study: The Thar Desert -Desertification Assessment: End of cycle test	RGS Young Geographer of the Year competition – details released May Careers Geologist Data analyst Consultant Oil rigger Renewable energy specialist

Year 7 Geography

Cycle 2: Rapid Rivers

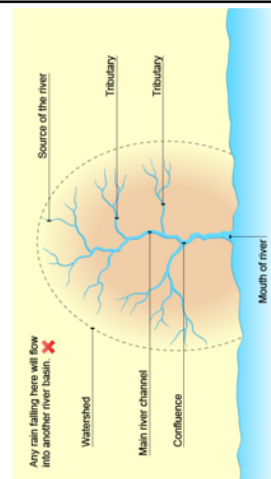
The water cycle key terms:

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



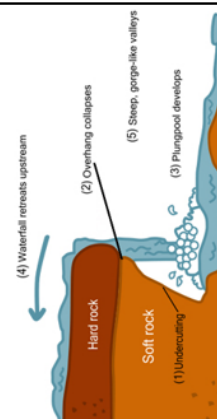
Drainage basin key terms:

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



Formation of a waterfall (Upper course)

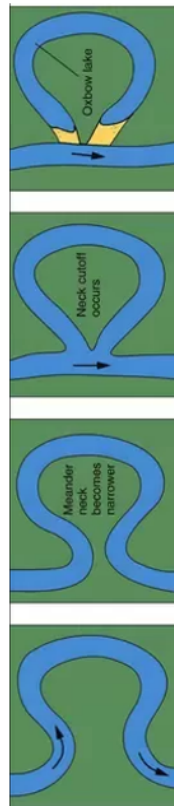
- For waterfalls to form there needs to be hard rock on top of soft rock.
- The water flows over the edge eroding the soft rock underneath via hydraulic action and abrasion and creates a deep plunge pool below.
- The soft rock erodes more quickly, undercutting the hard rock.
- The hard rock is left overhanging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



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

Formation of an oxbow lake (middle course)

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



Formation of levees (Lower course)

Levees are raised river banks

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

High Income Country (HIC) case study: Tewkesbury

Date: 20 July 2007

Location: Tewkesbury Gloucestershire

Causes:

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

Effects:

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

Responses:

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





KS3 Curriculum 2024-2025: History

	Year 7			Year 8			Year 9	
	Knowledge and skills	Enrichment	Assessment Focus: change and continuity, narrative writing	Knowledge and skills	Enrichment	Assessment Focus: evaluating interpretations, analysing consequences	Knowledge and skills	Enrichment
Cycle 1	Migration through Time <i>How has migration shaped England today?</i> <ul style="list-style-type: none"> o Roman England o Jewish migration o The impact of empire o The impact of war Including a local study of Cheltenham 1000-2000CE	Local History Project: voices of our community Careers: Archaeologist, Museum Curator	Assessment focus: change and continuity, narrative writing	The Industrial Revolution <i>Did the Industrial Revolution change the world for the better?</i> <ul style="list-style-type: none"> o The Agricultural Revolution o Technological advancements o Living and working conditions o Attitudes to poverty o The development of democracy 	Extra challenge: using the archives Careers: Law, Social Work	Assessment Focus: evaluating interpretations, analysing consequences	World War One <i>How and why should World War One be remembered?</i> <ul style="list-style-type: none"> o Causes of the war o Recruitment and propaganda o Trench warfare o The Home Front o Armistice 	Poetry competition Battlefields Trip Careers: Military, Editing, Politics
Cycle 2	Medieval England <i>Who had power in Medieval England: the church or the state?</i> <ul style="list-style-type: none"> o Thomas Beckett o The Crusades o The Magna Carta o The Black Death o The Peasants' Revolt 	Competition: Black Death Diorama Careers: Police Force	Assessment focus: change and continuity, narrative writing	The British Empire <i>How has the British Empire shaped the world we live in today?</i> <ul style="list-style-type: none"> o How Britain built an empire o The impact of the British Empire o Resistance and revolt: the Indian Rebellion and the Mau Mau Uprising o The decline of empire Taught using case studies including India, Kenya, Australia and Ireland	Virtual tour of the British Museum Debate: Repatriation of artefacts in the British Museum Careers: Diplomacy	Assessment Focus: evaluating interpretations, analysing consequences	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 Zigei Schipper, a Holocaust Survivor Holocaust Remembrance Day Assembly Careers: Military, Law
Cycle 3	Early Modern England <i>How did the power of the church and the state change?</i> <ul style="list-style-type: none"> o The Reformation o The Religious Rollercoaster o Elizabethan England o The English Civil War 	Trip: Tintern Abbey – cross-curricular with Geography Careers: Historian, Politics	Assessment Focus: analysing consequences, source analysis	The Transatlantic Slave Trade <i>What is the legacy of the Transatlantic Slave Trade in the modern world?</i> <ul style="list-style-type: none"> o The Triangular Trade o The Middle Passage o Conditions for enslaved peoples o Resistance and Rebellion o Abolition o The legacy of slavery 	Trip to M Shed museum in Bristol Careers: Law, Civil Service, Politics	Assessment Focus: change and continuity, narrative writing	Changing 20th Century Society <i>What are the drivers for change?</i> <ul style="list-style-type: none"> o Why did women get the vote? o Why was the 1960s a more 'permissive society'? o How did workers achieve greater rights? 	Debate: were the Suffragettes terrorists or freedom fighters? Careers: Charity, Politics, Law
	Assessment Focus: evaluating interpretations, analysing causation		Assessment Focus: source analysis, causation			Assessment Focus: interpretations, analysing causation		

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

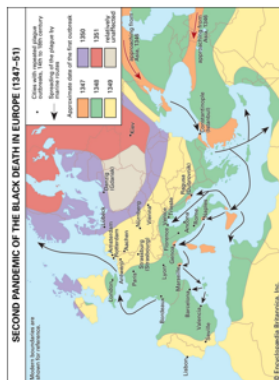
Weeks 7-8: The Black Death

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

- Miasma
- The Four Humours
- God
- Magic

Symptoms included...

- Buboes
- Fever
- Coughing up blood
- Death



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

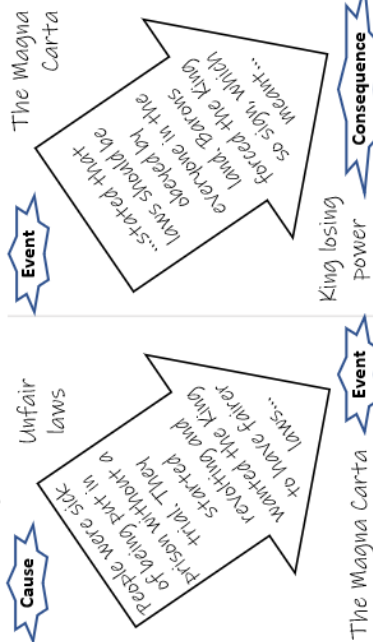
Social	Political	Economic
Villages were abandoned 1/3 of Europe died	The Feudal System was weakened Church lost power	Wages (pay) rose as peasants could demand more

Think Like A Historian!

Cause and Consequence

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

Try to focus on what links it to the event.



Weeks 9-10: The Peasants' Revolt

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

Causes

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

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

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

Think Like A Historian!

Analysing Sources

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



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

How useful is this source?

Provenance:

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

Origin: Who made it?
Where?
When?

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

Key Stage 3 MFL Curriculum Plan

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

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

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

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

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

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

	Essential		Stretch	
	Spanish	English	Spanish	English
<i>Chunks</i>	¿Qué estudias? Voy a Harris Academy ... En mi insti el lunes estudio ... ¿Puedo tener un <i>bolígrafo</i> ?	What do you study? I go to Harris Academy ... In my school on Monday I study ... Can I have a <i>pen</i> ?	¿Cuál es tu día favorito? Mi día favorito es... porque estudio... ¿Me prestas un <i>bolígrafo</i> ?	What is your favourite day? My favourite day is ... because I study ... Can you lend me a <i>pen</i> ?
<i>Nouns</i>	(el) lunes, (el) martes miércoles, jueves viernes, sábado, domingo <u>Las asignaturas</u> el arte el inglés el español la geografía la historia la música las matemáticas las ciencias	(on) Monday, (on) Tuesday Wednesday, Thursday Friday, Saturday, Sunday <u>School subjects</u> Art English Spanish Geography History Music Maths Science	el baile el deporte el dibujo la religión la tecnología la biología la física la química	Dance Sport Art RE (Religious Education) DT (Design and Technology) Biology Physics Chemistry
<i>Verbs</i>	ESTUDIAR (yo) estudio (tú) estudias SER (él/ella) es Negativos (no + verbo)	TO STUDY I study You study (singular, informal) TO BE He/She/It is Negatives (not + verb)	(nosotros) estudiamos (ellos/ellas) estudian Negativos (nunca + verbo)	We study They study Negatives (never + verb)
<i>Question word</i>	¿Qué?	What?	¿Cuál?	What/Which/Which one?
<i>Exclamations</i>			¡Ni hablar!	No way! (Literally: Don't even speak about it!)
<i>Idioms</i>			¡Qué rollo!	What a hassle/pain in the neck! ⁶
			¡Me cuesta mucho!	I find it extremely difficult! (Lit.: It costs me a lot!)

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

	Essential		Stretch	
	Spanish	English	Spanish	English
<i>Chunks</i>	¿Qué asignaturas te gustan? Mi asignatura favorita es ...	What do school subjects do you study? My favourite school subject is ...	Señor/señora ¿puedo ayudar a (+ name)?	Sir/Miss, can I help (+ name)?
<i>Nouns</i>	(el) lunes, (el) martes miércoles, jueves viernes, sábado, domingo <u>Las asignaturas (plural)</u>	(on) Monday, (on) Tuesday Wednesday, Thursday Friday, Saturday, Sunday <u>School subjects (plural)</u>	<u>Las asignaturas (plural)</u>	<u>School subjects (plural)</u>
<i>Adjectives</i>	divertido práctico aburrido raro difícil	fun/amusing practical boring strange/rare difficult	útil fácil difícil emocionante desafiante interesante	useful easy difficult exciting challenging interesting
<i>Comparatives</i>			más ... que menos ... que	more ... than less ... than
<i>Verbs</i>	ser (él/ella) es	to be he/she is	(ellos/ellas) son	they are
<i>Opinions</i>	me gusta no me gusta me encanta creo que ...	I like I don't like I love I think that/I believe that	me gusta(n) me encanta(n) me chifla(n) odio, prefiero en mi opinión pienso que	I like I love I love I hate I prefer in my opinion I think that
<i>Conjunctions</i>	porque ...	because ...	ya que	since ...
<i>Question word</i>	¿Qué?	What?	¿Cuál?	What/Which/Which one?
<i>Intensifiers</i>	muy bastante un poco	very fairly/quite a bit/a little		
<i>Idioms</i>			ser pan comido	To be a piece of cake (To be easy to do) Literally@ "To be bread eaten". ⁹

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

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

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

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

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

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

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

	Essential	
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<i>Time expressions</i>	durante normalmente	during normally
<i>Question word</i>	¿Qué?	What?

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

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

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

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

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

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

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

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

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KS3 PE Curriculum 2024-2025

	Year 7		Year 8	Year 9		Curricular links
	Knowledge and skills development		Outwitting opponents and implementing rules	Game play and tactical development		Enrichment
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, <u>exercising safely</u>.</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, <u>exercising safely</u>.</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, <u>exercising safely</u>.</p> <p>Careers – sports judges/officials, referees PE teacher</p>		Football Netball Rugby Trampolining Fitness club Dance Basketball HRE links Science
Cycle 2	<ul style="list-style-type: none"> Developing technique and performance Replicate accurate movement To develop precision, control and accuracy To understand basic rules and use them within a game Basic leadership skills without teachers support with accurate demonstration <p>Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, <u>exercising safely</u>.</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, <u>exercising safely</u>.</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, <u>exercising safely</u>.</p> <p>Careers – Coaches, personal trainers, managers</p>		Football Netball Rugby Trampolining Fitness club Dance Basketball

Cycle 3	<ul style="list-style-type: none"> Developing technique and performance Replicate accurate movement To develop precision, control and accuracy To 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. Careers – Health safety officer, officials, umpires, athletes</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 – to lead a starter activity Decision making <p>Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely. 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 - To be able deliver aspects of the lesson and to officiating with clarity and presence <p>Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, exercising safely. Careers – Health safety officer, officials, umpires, athletes</p>	Cricket Rounders Athletics	Measurements – Maths
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Year 7 PE– Skill development

Girls Football

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

Trampolining

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

Boys football

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

Table Tennis

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

Netball skills

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

OAA/Problem Solving

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

Rugby

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



Health Related Exercise

(HRE)

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

KS3 Curriculum 2024-2025

	Year 7		Year 8		Year 9	
	Knowledge and skills	Enrichment, careers and Cross curricular links	Knowledge and skills	Enrichment, careers and Cross curricular links	Knowledge and skills	Enrichment, careers and Cross curricular links
Cycle 1	<p><u>Symbolism – Inner and outer worlds</u></p> <p>In this topic we look at the importance of symbolism in society and in religion and how this relates to our inner and outer worlds.</p> <p><u>Assessment –</u></p> <p>Mini assessments in lessons and an end of cycle assessment. The assessments look at skills of recall and evaluation, in terms of application of knowledge to explanation and discussion styles of questioning.</p> <p><u>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><u>Assessment –</u></p> <p>Mini assessments in lessons and an end of cycle assessment</p>	<p>It is the intent at the beginning of every new world religion topic that a representative of that faith would be invited into the Academy to talk about that religion from their perspective.</p> <p>Food <u>iqq</u> food laws</p> <p>Public sector, HR, NGO's, journalism</p>	<p><u>Suffering</u></p> <p>This topic looks at the idea of suffering, and asks questions like who is to blame: suffering from freewill, or suffering as a test of faith or as character <u>development</u></p> <p><u>Assessment –</u></p> <p>Mini assessments in lessons and an end of cycle assessment. The assessments look at skills of recall and evaluation.</p> <p><u>Introduction to Judaism</u></p> <p>We look at how Judaism started in addition to looking at the influence that Judaism had upon other world religions. We look how Kosher rules impact life in Britain today. We address misconceptions and any prejudices that may exist in society.</p> <p><u>Assessment –</u></p> <p>Mini assessments in lessons and an end of cycle assessment</p>	<p>It is the intent at the beginning of every new world religion topic that a representative of that faith would be invited into the Academy to talk about that religion from their perspective.</p> <p>History looking at the Holocaust and English war poets</p> <p>Public sector, HR, NGO's, journalism</p>	<p><u>Religion and Society</u></p> <p>This topic looks at the relationship between people, state and religion. How government is formed and how decisions are made as well as looking at the UK as a multi-ethnic/multi-faith society. We ask questions such as why Christians should promote racial harmony or help asylum seekers.</p> <p><u>Assessment –</u></p> <p>Mini assessments in lessons and an end of cycle assessment. The assessments look at skills of recall and evaluation.</p> <p><u>What is humanism?</u></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>Assessment –</u></p> <p>Mini assessments in lessons and an end of cycle assessment</p>	<p>It is the intent at the beginning of every new world religion topic that a representative of that faith would be invited into the Academy to talk about that religion from their perspective.</p> <p>History democracy and English literature</p> <p>Hist – humanism</p> <p>Public sector, HR, NGO's, journalism</p>
Cycle 2	<p><u>Assessment –</u></p> <p>Mini assessments in lessons and an end of <u>iq</u> assessment.</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>See <u>above</u></p> <p>Food <u>iqq</u> food laws</p> <p>Public sector, HR, NGO's, journalism</p>	<p><u>The life of Jesus and the early Church</u></p> <p>This topic looks at the life of Jesus, including questions about the historical Jesus and the Son of God. We look at significant events in His life and the last days of His life.</p> <p><u>Assessment –</u></p> <p>Mini assessments in lessons and an end of cycle assessment</p>	<p>See <u>above</u></p> <p>History the foundation of the GqEgand Food-Kosher</p> <p>Public sector, HR, NGO's, journalism</p>	<p>An introduction to Philosophy and Ethics</p> <p>We look at basic arguments about existence and associated belief. Ideas such as Free Will and Determinism, Political Philosophy: role of the state and then apply ethical theories such as Utilitarianism and Situation Ethics to the Environment and animal Rights.</p> <p><u>Assessment –</u></p> <p>Mini assessments in lessons and an end of cycle assessment</p>	<p>See <u>above</u></p> <p>History – Kolbe English- speeches and poetry</p> <p>Public sector, HR, Social policy design, law, medical ethics.</p>

Cycle 3	<p>Buddhism - This topic explores what Buddhism is and how it is seen in the world, including famous people who are Buddhists.</p> <p><u>Assessment</u> - Mini assessments in lessons and an end of topic assessment.</p>	<p>It is the intent to take each year group to a place of worship in the summer term, so that at the end of their time at the academy, they will have seen each of the main world religions place of worship.</p> <p>Art - Mandalas</p> <p>Public sector, HR, NGOs, journalism</p>	<p>Stewardship - Experiencing God in the world</p> <p>This topic builds on previous learning and looks at the place of the trinity in the world today, with the focus being the natural world and stewardship.</p> <p><u>Assessment</u> - Mini assessments in lessons and an end of topic assessment.</p>	<p>It is the intent to take each year group to a place of worship in the summer term, so that at the end of their time at the academy, they will have seen each of the main world religions place of worship.</p> <p>Geography. evolution big bang Science, History, the development of the early church - Tudors</p> <p>Public sector, HR, Social policy design, law.</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><u>Assessment</u> - Mini assessments in lessons and an end of topic assessment.</p>	<p>It is the intent to take each year group to a place of worship in the summer term, so that at the end of their time at the academy, they will have seen each of the main world religions place of worship.</p> <p>Geography. evolution big bang Science, History, the development of the early church - Tudors</p> <p>Public sector, HR, Social policy design, law, environmental work, International development</p>
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