

Year 7

Planner 1

2026/2027

Independent Study

Name & LF:



Cabot
Learning
Federation

How to Complete Independent Study

Completed IS is valued by teachers as it extends and supports the learning in lessons as well as embedding independent learning habits. It is rewarded with achievement points.

- Three pieces of compulsory IS are due each week for the core subjects: English, Maths and Science. The schedule is included in this booklet for clarity.
- Additional IS projects are introduced throughout the year for other subjects. These allow more creativity and challenge. They are rewarded and celebrated within each department.
- Independent study is introduced, supported and recorded by subject teachers. Further information is posted in Bromcom.
- To complete your independent study, you will need this knowledge organiser and your grey, IS exercise book. Most IS is set using this booklet. Maths will be set online in SPARX.
- IS resources can be collected from the library. Electronic copies of the booklets are available online, on the HPA website, alongside a video explaining IS.

Students can access support and space to complete IS in school, every day.

- **Lunchtime - G7 - 12:45-13:10 (Mrs Tuck and Prefects)**
- **After School - G3a - 15:00-15:50 (Teaching Assistants)**

If students are struggling to complete the compulsory, core IS they will be expected to attend the workshop after school the following week. This is aimed to address any barriers they are facing, reinforce expectations and ensure the work is completed successfully. This session sets them up for the coming week, rather than focusing on work that has been missed.



Contents

Page	
3	Hand-in schedule
4-6	Termly planner
7	Challenge task planner
8	Revision techniques
9	Maths: Understanding Maths IS
10	English IS: Term one tasks
11-12	English IS: Term two tasks
13	English IS: Sense of Self knowledge organisers
14-15	English IS: Term three tasks
16	English IS: Dickens knowledge organisers
17-18	Science IS: Particles
19-20	Science IS: Separating Techniques
21-22	Science IS: Cells and Organisation
23-24	Science IS: Forces
25-27	Science IS: Atoms and Elements
28-30	Science IS: Nutrition and Digestion
31-33	Science IS: Energy Transfers
34-35	Science IS: Reproduction
36	Science IS: Careers
37-38	Extra-Curricular Opportunities
39	KS3 Timeline
40	Add your timetable

Independent Study Hand-In Schedule

The schedule below shows which pieces of independent study will be due each week. Class teachers will decide which day of the week the IS will be checked in lesson.

Date	Schedule	
Term 1		
7 th Sept	Collect resources	
	Collect resources	
	Collect resources	
14 th Sept	English	
	Maths	
	Science	
21 st Sept	English	
	Maths	
	Science	
28 th Sept	English	
	Maths	
	Science	
5 th Oct	English	
	Maths	
	Science	
12 th Oct	English	
	Maths	
	Science	
19 th Oct	English	
	Maths	
	Science	
Term 2		
2 nd Nov	English	
	Maths	
	Science	
9 th Nov	English	
	Maths	
	Science	
16 th Nov	English	
	Maths	
	Science	
23 rd Nov	English	
	Maths	
	Science	

Date	Schedule	
30 th Nov	English	
	Maths	
	Science	
7 th Dec	English	
	Maths	
	Science	
14 th Dec	English	
	Maths	
	Science	
Term 3		
4 th Jan	English	
	Maths	
	Science	
11 th Jan	English	
	Maths	
	Science	
18 th Jan	English	
	Maths	
	Science	
25 th Jan	English	
	Maths	
	Science	
1 st Feb	English	
	Maths	
	Science	
8 th Feb	English	
	Maths	
	Science	

Termly Planners

Term 1						
	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Week 1 7th Sept						
Week 2 14th Sept						
Week 3 21st Sept						
Week 4 28th Sept						
Week 5 5th Oct						
Week 6 12th Oct						
Week 7 19th Oct				Inset Day	Inset Day	End of Term

Term 2						
	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Week 1 2nd Nov						
Week 2 9th Nov						
Week 3 16th Nov	Inset Day					
Week 4 23rd Nov						
Week 5 30th Nov						
Week 6 7th Dec						
Week 7 14th Dec						End of Term

Term 3						
	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Week 1 4 th Jan	Inset Day					
Week 2 11 th Jan						
Week 3 18 th Jan						
Week 4 25 th Jan						
Week 5 1 st Feb						
Week 6 8 th Feb					Inset Day	End of Term
A new IS Booklet will be provided for the next three terms.						

Independent Study Challenge Tasks

Subject		<u>Task</u>
Date Set		
Date Due		
Subject		<u>Task</u>
Date Set		
Date Due		
Subject		<u>Task</u>
Date Set		
Date Due		
Subject		<u>Task</u>
Date Set		
Date Due		
Subject		<u>Task</u>
Date Set		
Date Due		
Subject		<u>Task</u>
Date Set		
Date Due		

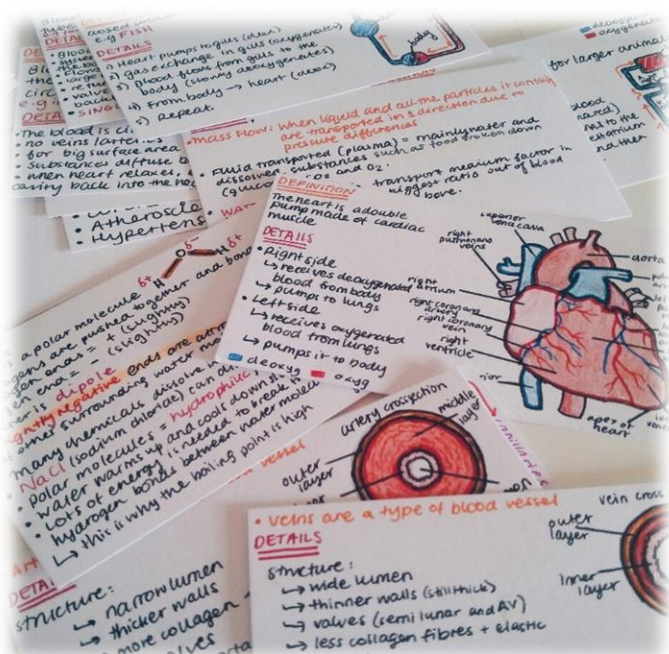
Revision Techniques

Flash Cards

Great for revising key terms and remembering definitions, dates, facts etc.

Split the page of your I.S textbook into four using a ruler or use flash cards which you can collect from the LRC and keep in your I.S folder.

Make brief notes on the information in the knowledge organiser, use colour coding and diagrams where you can to highlight key information.



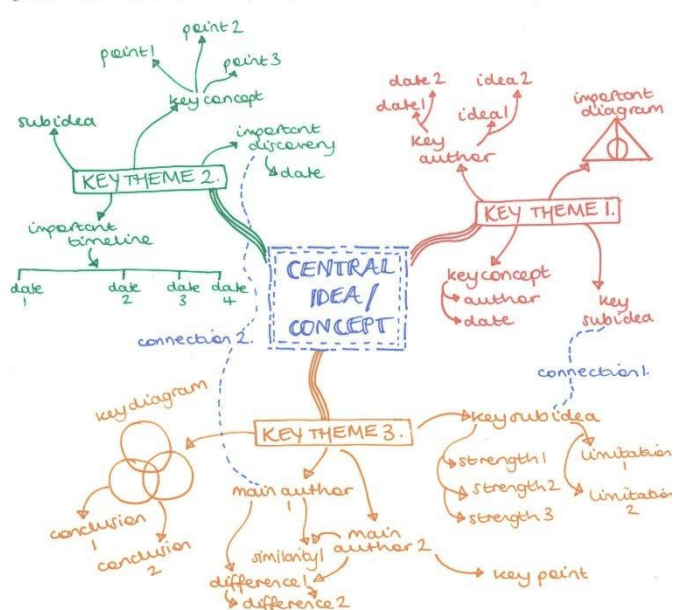
Mind Maps

Great for revising if you are a visual learner, allowing you to select and link key information.

Use a full page to add as much detail as you can to your mind map, starting with a key concept or topic at the centre. Use the knowledge organisers and your own ideas.

You can use colour coding, diagrams and connections to support your learning.

MINDMAPPING GUIDE



Self-Quizzing Questions

Here is a section of a Science Knowledge Organiser. You could test your grasp of this knowledge by asking yourself,

“What ions are found in acids? Acids contain hydrogen ions.”

“What does corrosive mean? A corrosive acid can destroy skin cells and cause burns.”

These are examples of self-quizzing questions. Write 10-20 self-quizzing questions and answers based on the subject knowledge organiser and focusing on the areas where you need to strengthen your knowledge.

2. Acids (pH 1-6)



- Acids are a family of chemicals, examples are lemon juice, vinegar and Coca Cola. There is also acid in our stomach.
- Acids contain Hydrogen (H^+) ions.
- Strong acids like hydrochloric acid are very corrosive this means they destroy skin cells and cause burns.
- Weak acids like vinegar are safe to eat but are still irritant to sensitive parts of the body.

Maths Department – Independent Study Information

Sparx Maths

All Independent Study in the Maths department is set using the online platform SparxMaths. The task will go live on Wednesdays and be due the following Wednesday.

Students need to log into their SparxMaths accounts from the HPA navigation page and complete the questions under the homework tab as seen to the right.

Sparx independent study is tailored to your child and should offer them just the right level of challenge, based on the topics that their teacher

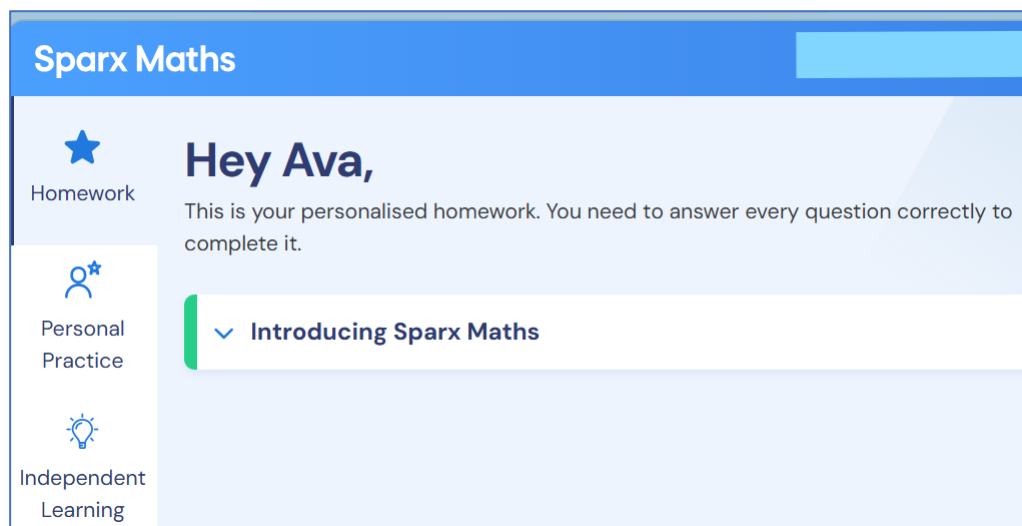
has set. All questions in the homework section must be answered correctly for the independent study to be marked as complete. We advise that students use pen and paper to write out their workings, like they would in the classroom or exam hall. Each task bar will show as green when fully complete.

Personal Practice are an additional 10-question tasks, based on previously seen topics in homework. Students can repeat these tasks with new questions as often as they like, earning 150XP for each task they complete. They will support the students to make greater progress in Maths, but do not form part of the compulsory independent study.

Independent Learning allows students to search for particular topics or codes that they wish to develop further.

If a student receives too much assistance with their independent study, Sparx may think they're able to tackle more difficult questions and their work could get harder. To prevent this, always encourage them to attempt the question first and to watch the support video before getting help or using AI.

Parents will receive a weekly email from Sparx three days before the homework deadline, which includes an update on how much independent study their child has completed as well as any they have outstanding from the previous few weeks. Most importantly, the email contains a link to a short video that parents can watch and use to help support their child in answering one of their target questions.



English Department – Independent Study Information

Term 1 – Sense of Self

Week	Task	Done
w/c 14th September	Powerful Verbs: Read the description of the city below. The verbs have been highlighted in bold. Replace each verb with a more interesting/precise verb. <i>The city was busy from morning until night. Cars went along the crowded streets while people walked through the town centre. Tall buildings stood above the shops and cafés. Bright lights shone from the windows as evening arrived. In the central square, musicians played for passing crowds.</i>	
w/c 21st September	Fronted Adverbials: Read the passage below. Rewrite it by adding a fronted adverbial to the beginning of each sentence. <i>The castle stood high on the rocky hill. The drawbridge creaked open. Guards watched the surrounding land. Horses trotted across the courtyard. The great hall buzzed with activity. Torches flickered against the stone walls.</i> Challenge: Use a different fronted adverbial for each sentence. Here are some ideas: • At dawn, • On the rocky hill, • From the watchtower,	
w/c 28th September	Descriptive Writing: Imagine the quiet countryside/coast. Write six descriptive sentences to describe the setting. Can you use the following: • Three ambitious adjectives (tranquil, secluded, picturesque) • A simile • Personification	
w/c 5th October	Complex Sentences: Read the passage below. Rewrite each sentence by adding a subordinate clause to make it more interesting. <i>The rainforest was full of life. Monkeys swung through the trees. Colourful birds called to one another. The river wound through the jungle. The air felt warm and humid.</i> Example Original: <i>Monkeys swung through the trees.</i> Improved: <i>Monkeys swung through the trees while the sun shone overhead.</i> Use some of the following subordinating conjunctions: as, although, when, if while, because	

w/c 12th October	Characters: Finish these sentences using the because, but, so connectives: • Amara wants to find out about her family because ... • Amara wants to find out about her family but... • Amara wants to find out about her family so ... and , complete these: • Amara is desperate to go to New York because... • Amara is desperate to go to New York but... • Amara is desperate to go to New York so...	
w/c 19th October	Vocabulary: Neatly draw/sketch an image or an icon to represent each of the following words/vocabulary: Resistance Identity Protagonist And, write a sentence using each word.	

Term 2 – Sense of Self

Week	Task	Done
w/c 2nd November	Punctuation: Can you punctuate these sentences which use dialogue? 1. i cant believe you forgot again said leila shaking her head 2. morgan glanced around the empty classroom and whispered i dont think were supposed to be here before edging towards the door 3. olivia folded her arms and replied thats not what i meant at all 4. ive had enough of this argued bella and i refuse to stay any longer	
w/c 9th November	Vocabulary: Resistance Identity Protagonist For each word write the following: • Definition • Synonym (word which means the same) • Antonym (word which means the opposite) • Example sentence using the word	
w/c 16th November	Relative Clauses: A relative clause gives extra information about a noun and often begins with: who, whom, whose, which, that, where, when Example: Amara visits Harlem, which plays an important role in her journey of self-discovery. • Amara travels to Harlem • Grandpa Earl is Amara's grandfather • Harlem is in New York • Amara's father has a complicated relationship with his father	

w/c 23rd November	Suitcase Project: What is your favourite song? Choose some lyrics that are meaningful to you. Write the lyrics down. Explain in a short paragraph why these lyrics are meaningful to you.	
w/c 30th November	Themes: Choose TWO themes from Some Places More Than Others: • Family • Identity • Heritage • Belonging Explain, in full sentences, how the theme links to the book.	
w/c 7th December	Simile or Metaphor Identify whether the following are similes or metaphors: 1. Her laughter was music to my ears. 2. The rain fell like silver threads from the sky. 3. The news hit him like a punch in the stomach. 4. His mind was a machine, constantly working. Create your own original simile to describe: • happiness • fear • anger	
w/c 14th December	Creative Task: Create a new version of the front cover of Some Places More Than Others. You can: • Draw an image to reflect the plot • Consider font and size of name of book and author (Renee Watson)	

Additional Notes

English Knowledge Organisers - Sense of Self

Vocabulary

Identity	Who you are, including your personality, beliefs, culture, interests, and the things that make you unique.
Prejudice	Judging someone unfairly or making assumptions about them before getting to know them.
Resistance	Standing up against something you think is unfair or refusing to accept it.

Terminology

Character	a person, animal, or imaginary being in a story, book, play, or film
Narrator	The person telling the story
Protagonist	The main character, they are good and we usually want them to be successful
Speaker	The narrator in a poem

Year 7 English

Some Places More Than Others: Sense of Self

Terminology

Setting	Where the events of a story take place
Theme	The main message(s) or big idea(s) that a story teaches or explores
Atmosphere	The feeling or mood that a story, place, or scene creates for the reader.
Tone	The writer's attitude or feeling towards the subject, shown through the words they choose.
Dialogue	Speech between characters in a story
Context	All the events that are happening at the time a story is being written or told.

Characters

Amara	12 year old girl from Oregon who is really into her trainers. Is keen to learn more about her family she has never met in New York City.
Charles Baker	Amara's father. He is protective and hardworking. He avoids talking about his childhood and his father because of painful memories
Grandpa Earl	Amara's Grandfather. Quiet and proud. He struggles to accept Amara's dad for who he is. Amara has never met him face to face.
Grandma Grace	Amara's grandmother. She was kind and loving. She died the day Amara was born.
Leslie Baker	Amara's mum. She is kind, hard working and protective of Amara. She sometimes struggles to accept Amara for who she is.

Year 7 English

Some Places More Than Others: Sense of Self

Characters

Titus	Amara's best friend in Oregon,
Nina and Ava	Amara's cousins. Their father is in jail. Amara struggles to bond with them at first
Aunt Tracey	Amara's aunt. Lives in New York City mother to Ava and Nina

Key Context

Harlem Renaissance	A time in the 1920s when Black writers, artists, musicians, and performers celebrated their culture and created important new works, especially in Harlem, New York.
Black History	The study of the achievements, experiences, and contributions of Black people throughout history

Term 3 – Dickens: Growing and Learning

Week	Task	Done
w/c 4th January	Vocabulary: Hierarchy Victimise Morality For each word write the following: • Definition • Synonym (word which means the same) • Antonym (word which means the opposite) • Example sentence linked to Great Expectations •	
w/c 11th January	Sentence Structure: Rewrite the simple sentences below to make them more detailed. Change them to complex sentences using subordinate and relative clauses. Example: Young Pip was afraid of his sister. Improved: Young Pip, who lived in poverty, was afraid of his sister. 1. Magwitch was frightening. 2. Pip met an unusual person. 3. Rich people had power. 4. Children worked hard. 5. Mrs Joe is cruel.	
w/c 18th January	Spelling and Punctuation: The paragraph below contains 10 spelling, punctuation and grammar mistakes. Rewrite it correctly in your IS books. <i>In victorian england many children worked in factorys. They often worked long hours and recieved little pay. rich people lived comfortable lives but poor families struggled. Charles Dickens wanted people too understand these problems.</i>	
w/c 25th January	Characters: Choose one character (Pip, Joe, Estella). Write three adjectives to describe them and three sentences explaining why each word links to the character. Example: <i>Three adjectives for Mrs Joe: Harsh, dominating, short-tempered</i> Sentence 1: Mrs Joe is short-tempered so she uses the tickler to beat Pip.	

w/c 1st February	Fronted Adverbials: Rewrite the paragraph by adding fronted adverbials such as <i>One cold morning, In the lonely marshes, Despite his fear, Without hesitation, and After that frightening encounter.</i> Pip lived with his sister, Mrs Joe, and her husband, Joe Gargery. He often felt lonely and frightened because his sister was strict and harsh. He met an escaped convict in the marshes. The convict demanded food and a file to remove his chains. Pip was terrified, but he helped the man anyway. This encounter changed Pip's life forever.	
w/c 8th February	Creative Task: Draw a model of what you imagine Miss Havisham's house looks like, or an aspect of Miss Havisham's house. Label at least: • The stopped clocks • The wedding feast • The dark rooms	

Additional Notes

English Knowledge Organisers - Dickens

Great Expectations

Year 7 English Dickens: Growing and Learning

Page 1



Context

- Charles Dickens was born on February 7, 1812
- When he was twelve, his father was arrested and taken to debtors' prison.
- *Great Expectations* is set in early Victorian England, a time when great social changes were sweeping the nation.
- The Industrial Revolution of the late eighteenth and early nineteenth centuries had changed society.
- There was a huge divide between the rich, affluent areas and the poor, impoverished areas of London
- More and more people moved from the country to the city in search of jobs.
- Throughout England, the manners of the upper class were very strict and conservative: gentlemen and ladies were expected to have thorough classical educations and to behave appropriately in social situations.

Vocabulary and definitions

Morality	The between right and wrong or good and bad behaviour	Hierarchy	A system where people are ranked according to power/class
Benefactor	A person who gives money or other help to a person or cause.	Benelovent	A kind person who often gives money to help others
Victim	A person harmed, injured, or killed as a result of a crime, accident	Redemption	The action of being saved from sin or evil

Great Expectations

Year 7 English Dickens: Growing and Learning

Page 2

The characters of Great Expectations

Pip Pirrip	The protagonist and narrator, Pip begins the story as a young orphan boy being raised in the marsh country of Kent. Pip is passionate, romantic, and somewhat unrealistic at heart, and he tends to expect more for himself than is reasonable. Pip also has a powerful conscience, and he deeply wants to improve himself.	Miss Havisham	Miss Havisham is a wealthy, eccentric old woman who lives in a manor. As a young woman, Miss Havisham was jilted by her fiancé minutes before her wedding, and now she has a vendetta against all men. She deliberately raises Estella to be the tool of her revenge, training her to break men's hearts.
Joe	Joe is the father figure for Pip. Married to Pip's harsh sister. Joe has no formal education but possess a deep sense of integrity and an unfailing moral compass.	Mrs Joe	Mrs Joe is fiery, tyrannical and false. Obsessed with social status and reputation. Attacked by Orlick for being vile, her temperament changes and she becomes patient and docile.
Mr Jaggers	A famous lawyer in London. He is rational, sharp-minded and intimidating. He prides himself on either expressing not responding to human emotion.	Estella	The adopted daughter of Miss Havisham, Estella is proud, refined, beautiful, and cold, raised by Miss Havisham to "wreak revenge of the male sex".
Magwitch	The escaped convict that Pip meets as a young boy. Inspired by Pip's kindness, Magwitch devotes his life savings to Pip. His criminal record is largely due to unfortunate circumstances, not character. He is kind, good-hearted and generous.	Biddy	Biddy first befriends Pip when they attend school together. After Mrs. Joe is attacked and becomes an invalid, Biddy moves into Pip's home to care for her. Biddy represents the opposite of Estella; she is plain, kind, moral, and of Pip's own social class.

1. Particles

- Everything is made up of **tiny particles**.
- The **properties** of a substance depend on what its particles are like, how they move and how they are arranged.
- The particles in a substance are the same whether it's in the solid, liquid or gas state, but their **arrangement and movement** change.



2. States of matter

Solid

Steel, plastic and wood are solids at room temperature. Ice is solid water.



Liquids

Mercury, petrol and water are liquids at room temperature.



Gases

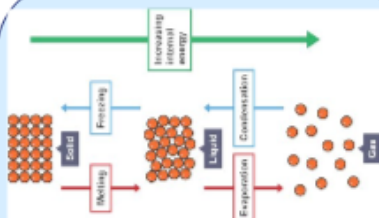
Air, helium and chlorine are gases at room temperature.



4. Movement of particles

Another way to understand solids, liquids, and gases is by thinking about the energy they contain.

As substances increase in temperature, they move faster. Particles that move faster have a higher store of energy.



KS3 Science

Particles

@HansPriceSci
#ReadyToLearnHQA

3. Arrangement and movement of particles

Solids

In the solid state the **vibrating** particles form a **regular pattern**. This explains the fixed shape of a solid and why it can't be compressed or poured.

Liquids

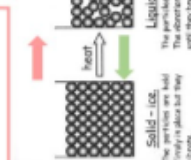
In a liquid the particles still touch their neighbour's, but they **move around, sliding over each other**. This is why you can pour, but not compress, a liquid.

Gases

In the gas state, **widely-spaced particles move around randomly**. This explains why you can compress gases and why they flow.

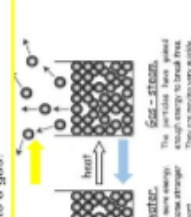
5. Changing states

Melting is the process in which a solid is changing to a liquid.



Solidifying is the process in which a liquid is changing to a solid.

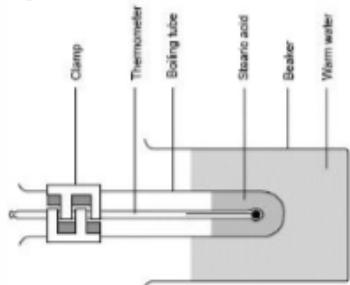
Evaporation is the process in which a liquid is changing to a gas.



Condensing is the process in which a gas is changing to a liquid.

6. Measuring state changes

Stearic acid has a melting point of 69.3 °C. As it is heated up, it visibly changes from an opaque solid to a transparent liquid. Using a thermometer, you can measure the temperature in which the acid changes state.



7. Particles and density

Density means how closely particles are packed together in a substance.



Calculating density:

$$\text{Density} = \frac{\text{mass}}{\text{volume}} \quad (\text{kg/m}^3) \quad (\text{kg/m}^3)$$

A 500kg block has a volume of 100m³. Calculate its density.

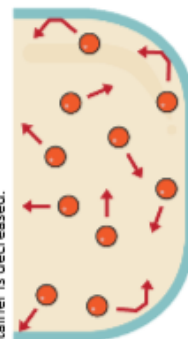
$$\text{Density} = \frac{\text{mass}}{\text{volume}}$$

$$\text{Density} = \frac{500}{100}$$

$$\text{Density} = 5 \text{ kg/m}^3$$

8. Gas Pressure

The particles in a gas move quickly in all directions, but they do not get far before they bump into each other or the walls of their container. When gas particles hit the walls of their container, they cause pressure. If the temperature is increased, the particles in a gas move faster, so they hit the walls of the container more often. This causes the pressure to rise. This is also why the pressure of a gas also increases when the volume of its container is decreased.



PARTICLES 1 (week commencing 14.09.26)

1. Draw the particle arrangement of a solid. (1)	2. Draw the particle arrangement of a liquid. (1)	3. Draw the particle arrangement for a gas. (1)
4. Describe a gas in terms of movement and energy. (2)	5. Explain why pressure increases as gases are heated up. (2)	6. Compare the density of solids to gases. (2)
7. Give an example of a substance that at room temperature is a... • Solid: • Liquid: • Gas: (3)	8. State the piece of equipment used to measure temperature. (1)	9. Define the terms a) Melting (2) b) Condensing (2)

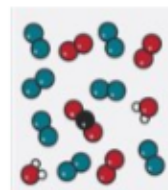
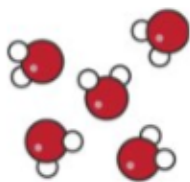
PARTICLES 2 (week commencing 21.09.26)

1. Name the state change when a liquid changes to a solid. (1)	2. Name the state change when a liquid changes into a gas. (1)	3. Name the state change when a solid turns into a liquid. (1)
4. Compare the movement of particles in solids to the movement of particles in liquids. (3)	5. Describe what will happen to a gas as it cools down. (1)	6. Define pressure. (2)
7. Calculate the density of a 5kg block that has a volume of 2.5m ³ . (3)	8. Name the piece of equipment used to measure temperature (1).	9. Explain why a thermometer is added to the stearic acid (2).

1. Pure vs Impure

Pure Substances

A substance made up of **one type** of particle e.g. hydrogen gas or oxygen gas.



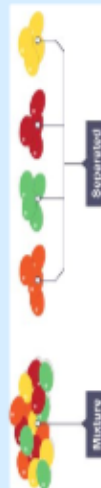
Impure Substances

A substance made up of **mixtures** of different types of particle e.g. bottled water.

2. Mixtures

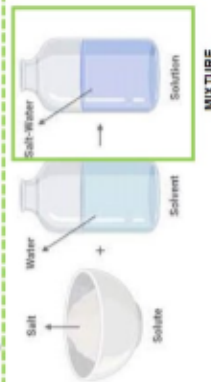
A **mixture** contains two or more substances, not chemically joined together, which can be **separated**.

For example, a packet of sweets may contain a mixture of different coloured sweets. The sweets are not joined together, so can be picked out and separated.



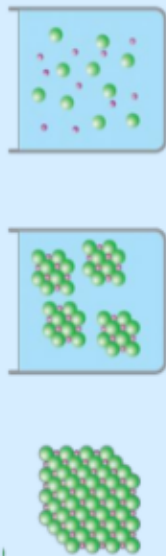
3. Solutions

solute + solvent = solution
(solid) (liquid) (mixture)
e.g., salt + water = solution



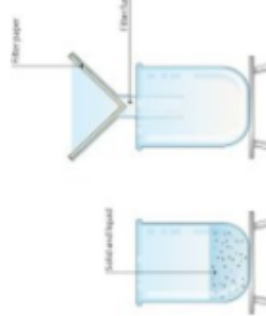
4. Dissolving

During dissolving, the **solvent particles** surround the **solute particles** and move them away so they are spread out in the **solvent**.



Solubility is a measure of how easy it is for a given substance to dissolve.

6. Filtration

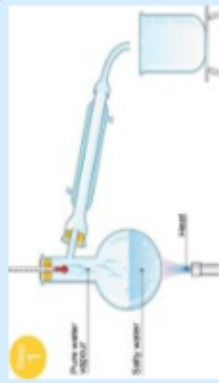


If separating sand from water, the sand (**residue**) stays behind in the filter paper and the water (**filtrate**) passes through the filter paper. Water molecules are small enough to fit through the filter paper.

If you have a **mixture** of an **insoluble solid** and a **liquid** then the mixture can be **filtered** (eg. sand in water).

7. Distillation

Used to separate a liquid from a solution.

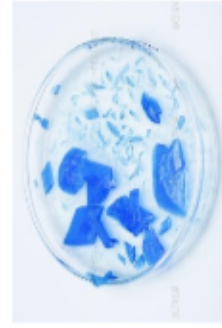


Water **evaporates** from the **solution**, but is then cooled and **condensed** into a separate container. The salt does not **evaporate** and so it stays behind. **Distillation** can also be used to separate two liquids with different **boiling points** (eg. orange squash or ink/water). This is because the one with the lower boiling point will **evaporate** and **condense** first.

8. Crystallisation

Crystallisation is used to produce solid **crystals** from a **solution**. When the **solution** is warmed, some of the **solvent** (liquid) **evaporates** leaving behind a more **concentrated solution**.

To obtain **large crystals**, **evaporate** slowly.
To obtain **small crystals**, **evaporate** quickly using a Bunsen burner.



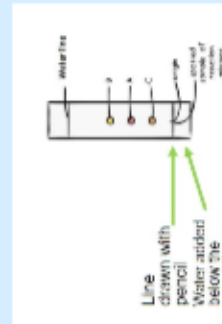
KS3 Science Separating Techniques



@HansPriceEd
#ReadyToLearn194

5. Chromatography

A method for separating a mixture of liquids based on their **solubility**. As the solvent (water) moves up the paper, it carries the mixture with it. Different substances in the mixture will move at different rates due to **solubility** and separate.



SEPARATING TECHNIQUES 1 (week commencing 28.09.26)

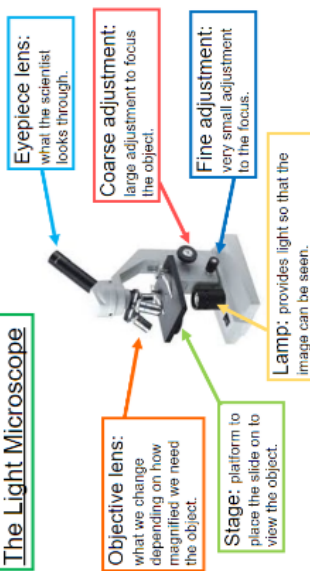
1. State whether hydrogen gas is a pure substance or a mixture. (1)	2. Air contains hydrogen gas, oxygen gas and nitrogen gas. State whether air is a pure substance or a mixture. (1) •	3. Sugary water is a solution. Name the solvent in sugary water. (1)
4. Define the term <i>solubility</i> . (2)	5. Describe how to obtain solid crystals from a solution. (2)	6. Describe how to separate sand from water. (3)
7. Give an example of a substance that at room temperature is a... • Solid: • Liquid: • Gas: (3)	8. State the piece of equipment used to measure temperature. (1)	9. Define the terms a) Melting (1) b) Condensing (1)

SEPARATING TECHNIQUES 2 (week commencing 05.10.26)

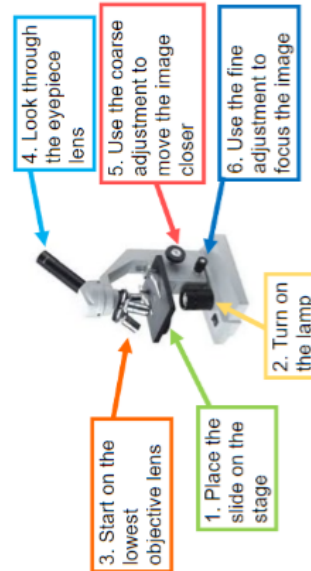
1. Name the separation technique used to separate sand and water. (1)	2. Give an example of a solvent. (1)	3. Give an example of a pure substance. (1)
4. Describe what chromatography is used for. (2)	5. Explain why salt and water cannot be separated using filtration. (2)	6. Describe what distillation is used for. (2)
7. State which state of matter can be a solvent. (1)	8. Describe what happens during evaporation. (2)	9. State the piece of equipment used to heat something. (1)

1. Parts of a Light Microscope

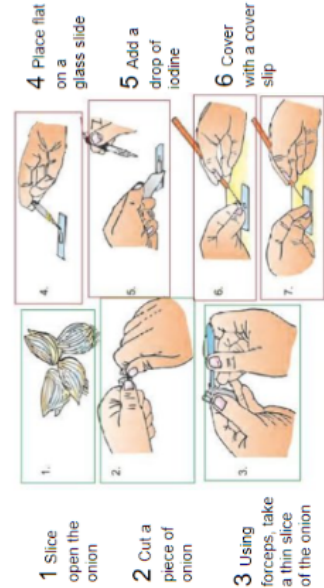
The Light Microscope



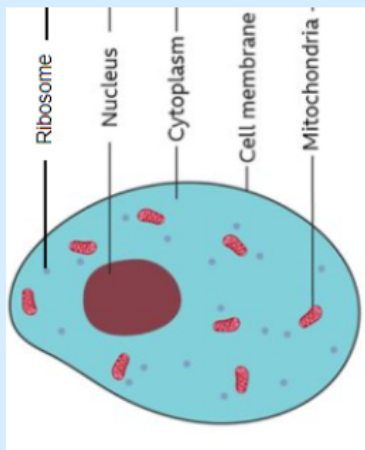
2. Using a microscope



3. Preparing a slide of onion cells



4. Animal cell



6. Organelle Functions

Animal and plant cells

Cell membrane – controls what enters and exits the cell.
Nucleus – contains DNA, the genetic information that cells need to function.

Cytoplasm – this is a jelly-like substance in which chemical reactions happen.

Mitochondria – the site of respiration.

Ribosomes – the site where proteins are made.

Plant cells only

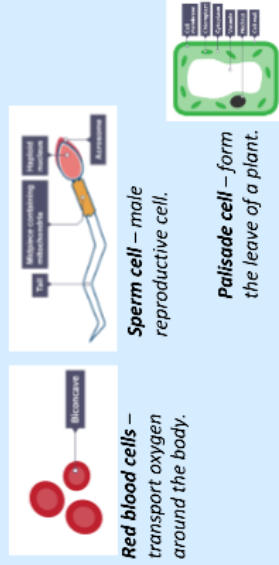
Cell wall – this surrounds the cell and gives it support.

Vacuole – contains sap which gives the plant cell support.

Chloroplasts – these are the site of photosynthesis.

7. Specialised Cells

Specialised cell: a cell with a specific role to perform.



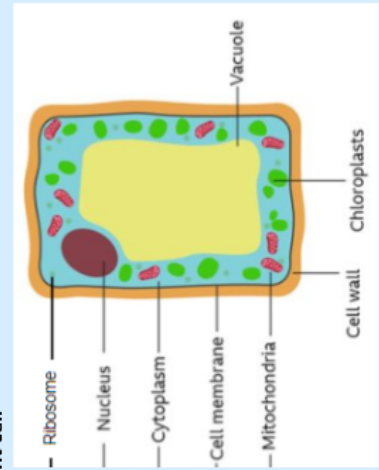
Cells and Organisation



KS3 Science

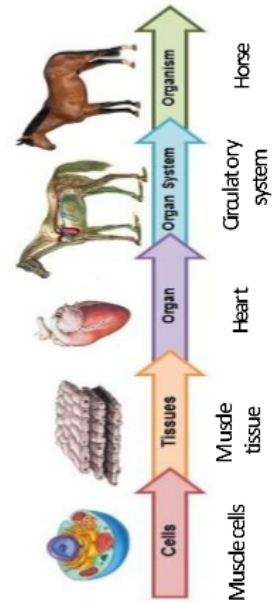
@HansPriceSci
#ReadyToLearnHQA

5. Plant cell



8. Levels of organisation

In the human body, structures are related and form larger structures.



CELLS AND ORGANISATION 1 (week commencing 12.10.26)

1. Name the part of the light microscope we look through. (1)	2. Write a method to explain how you use a microscope (3).	3. Describe the role of the nucleus. (1)
4. Draw and label an animal cell. (5)	5. State two differences between an animal and plant cell. (2)	6. Compare the structure of a red blood cell and a sperm cell. (3)
7. Order these terms from smallest to largest: blood, heart, red blood cell, circulatory system. (1)	8. Describe the role of chloroplasts (1).	9. State what the plant absorbs from the sun for photosynthesis (1).

CELLS AND ORGANISATION 2 (week commencing 19.10.26)

1. Name two parts of a cell that are found in both animal and plant cells. (2)	2. State the equipment used to take a thin slice of onion when preparing a slide of onion cells. (1)	3. Name the male reproductive cell. (1)
4. Describe the role of mitochondria. (2)	5. Describe the role of red blood cells. (2)	6. Explain why only plant cells contain chloroplasts. (2)
7. State the solute in the sugary, watery cytoplasm. (1)	8. Blood is a liquid. Describe the arrangement of particles in blood. (2)	9. Blood contains red blood cells, white blood cells, platelets and plasma. State whether it is pure or a mixture. (1)

1. Forces

A force is a **push** or a **pull** that changes the **shape**, **speed** or **direction** of an object. You cannot see forces but you can see the effects of them.



The unit of force is the **Newton (N)** named after Sir Isaac Newton. We measure force using a piece of equipment called a **Newton metre**.



2. Types of Force

Forces can be divided into two types: **contact** and **non-contact**.

- Contact forces** (e.g. push) are caused when two objects are in contact.
- Non-contact forces** (e.g. magnetism) do not require the objects to be in contact for the force to occur.

Examples of forces include **push**, **pull**, **friction**, **air resistance**, **water resistance**, **thrust**, **upthrust**, **reaction**, **weight**, **magnetism**, **gravity**, **lift** and **tension**.

4. Balanced Forces

When the forces acting in opposite directions are the same magnitude (size) we say the forces are **balanced**. The resultant force (overall force) is **0N**.

This means one of two things:

- The object is **stationary** (not moving)
- The object is **moving at a constant speed**



Duck floating still on the water



Submarine at constant speed and depth



KS3 Science

Forces

© Science Foundation
© Mrs J. F. F. F. F.

6. Weight on different planets

As planets have different masses, a person's weight would be different depending which planet they were on.

For example, a person's weight on Earth is 1000N. If that same person was on Jupiter, their weight would be 2500N.



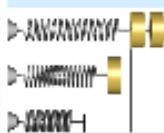
7. Hooke's Law

The extension of an elastic object is directly proportional to the force applied.

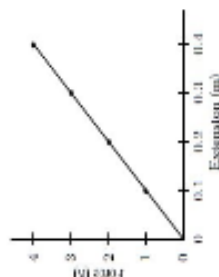
e.g. Force applied = 10N, extension = 5cm

doubles

Force applied = 20N, extension = 10cm



7. Hooke's Law



The extension of a spring (m) is **directly proportional** to the force applied (N).

5. Unbalanced Forces

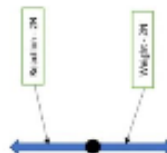
If the forces are **unbalanced** on an object there are two things that could happen:

- If the object is **stationary**, then it will **move** in the direction of the resultant force
- If the object is **moving**, then the object will **speed up** or **slow down** in the direction of the resultant force



3. Force Diagrams

To show the forces acting on a body we use a **free body diagram**. A **free body force diagram** shows all of the forces that are acting on the body. It has arrows that show the direction the force acts. The larger the arrow, the larger the force. A free body force diagram should always have labelled arrows.



FORCES 1 (week commencing 02.11.26)

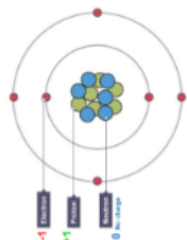
1. State the unit for force. (1)	2. Name two contact forces. (2)	3. Name one piece of equipment required to investigate Hooke's Law. (1)
4. Draw a force diagram which shows a 30N force acting upwards and a 15N force acting downwards. (2)	5. Explain how you know the forces in question 4 are unbalanced. (2)	6. Describe two possible changes to a moving car which has unbalanced forces acting on it. (2)
7. Explain why magnetism is an example of a non-contact force. (2)	8. State Hooke's Law. (2)	9. Describe what will happen to the extension of the spring if the force added to it is doubled. (1)

FORCES 2 (week commencing 09.11.26)

1. State the three things a force can change in an object. (3)	2. Name the piece of equipment used to measure the extension of a spring. (1)	3. Name the shape that represents a force in a force diagram. (1)
4. Describe what is meant by 'balanced forces'. (2)	5. Explain why air-resistance is a contact force. (1)	6. Describe Hooke's law. (2)
7. If I melt a solid spring what state of matter does it turn into? (1)	8. A solid is tapped with a hammer, it does not change shape. Describe what happens to the movement of particles. (2)	9. A car's tyre heats up due to friction. State the piece of equipment that could be used to measure the temperature. (1)

1. Structure of the Atom

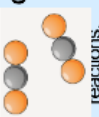
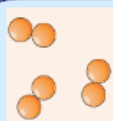
- An atom is made up of three subatomic particles: protons, electrons and neutrons.
- Protons and neutrons are found in the nucleus of the atom (in the centre).
- Electrons are found orbiting the nucleus in shells.
- Protons have a positive charge.
- Electrons have a negative charge.
- Neutrons have no charge.



In an atom, there are equal numbers of protons and electrons because the positive and negative charges need to balance.

2. Elements and Compounds

Elements are substances made up of one type of atom. All the elements are found listed in the Periodic Table



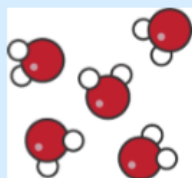
Compounds contain two or more different elements that are chemically joined to each other. **Compounds** are formed by chemical reactions.

Examples of elements	Examples of compounds
Carbon (C)	Carbon dioxide (CO ₂)
Oxygen (O ₂)	Water (H ₂ O)

4. Pure vs Impure

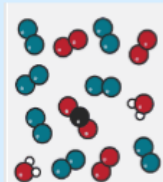
Pure Substances

A substance made up of **one type** of particle e.g. hydrogen gas or oxygen gas.



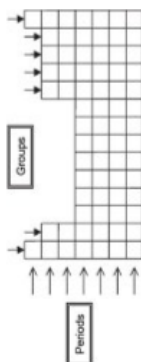
Impure Substances

A substance made up of **mixtures** of different types of particle e.g. bottled water.



6. Patterns in the Periodic Table

Elements are arranged on the periodic table in groups and periods. Horizontal rows are called periods and vertical columns are called groups.



Groups are labelled 1-7 from left to right, with last group being called either group 0. Elements in the same group have similar properties, e.g., group 1 elements are all very reactive.



KS3 Science

Atoms and Elements

@HansPriceSci
#ReadyToLearnHQA

7. Metals and Non-Metals

Metals are grouped together because they all have similar properties.

Physical properties of metals:



Shiny

Strong

Malleable (can bend)

High melting and boiling point

Conduct heat well

Conduct electricity well

Chemical properties of Group 1 metals

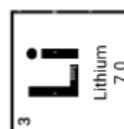
Li	Na	K	Rb	Cs
----	----	---	----	----

least reactive
hard to lose 1 electron

most reactive
loses 1 electron easily

3. Chemical Symbols and Formulae

Each element is coded for by a formulae. Most elements have a formula which is the first letter of its name (e.g. C for Carbon and H for Hydrogen). Other formulae are the first two letters of the element name (e.g. Li for Lithium and Ne for Neon).



Naming Compounds:

Lithium hydroxide - (Lithium, Hydrogen + Oxygen) - LiOH
Lithium nitrate - (Lithium, Nitrogen + Oxygen) - LiNO₃
Lithium carbonate - (Lithium, Carbon + Oxygen) - LiCO₃
Lithium sulphate - (Lithium, Sulphur + Oxygen) - LiSO₄

8. Atomic Number and Mass Number

This is the **Mass Number**
total of protons + neutrons

23

Na

11

This is the **Atomic Number**
number of protons

Sodium has

11 protons,

11 electrons and 2

3-11=12 neutrons.

5. The Periodic Table

All the different elements are arranged on the periodic table. The elements are arranged in order of increasing atomic number. On the periodic table, we can see the metal elements on the left and non-metal elements on the right.

Metals Non-metals

ATOMS AND ELEMENTS 1 (week commencing 16.11.26)

1. State the charge of an electron. (1)	2. Name the two particles found in the atom's nucleus (2).	3. State three properties of metals. (3)
4. Explain why lithium oxide is an example of a compound. (2)	5. State where on the periodic table the metals are found. (1)	6. Chlorine is found in group 7. Explain how this shows it is a non-metal. (1)
7. Air contains hydrogen gas, oxygen gas and nitrogen gas. State whether air is a pure substance or a mixture. (1)	8. Metals are solids. Describe the arrangement of particles in a metal. (2)	9. Hydrogen is a gas at room temperature. Describe how to turn hydrogen gas into a liquid. (1)

ATOMS AND ELEMENTS 2 (week commencing 23.11.26)

1. Give two examples of elements. (2)	2. State the least reactive group 1 metal. (1)	3. State the charge of a neutron. (1)
4. Describe the trend of reactivity of group 1 metals going down the group. (1)	5. Describe what the mass number tells you about an element. (2)	6. Explain why water (H ₂ O) is a compound. (2)
7. State the name for water (liquid) being heated up into steam (gas). (1)	8. Sand and water is a mixture. State the process used to separate these two substances. (1)	9. Explain why nitrogen gas is a pure substance. (1)

ATOMS AND ELEMENTS 3 (week commencing 30.11.26)

1. Define the term <i>element</i> . (1)	2. Name the most reactive metal in group 1. (1)	3. State the charge of an electron. (1)
4. Compare differences between compounds and mixtures. (3)	5. Describe the trend in reactivity in group 7 (2).	6. List 3 properties of metals. (3)
7. Atoms are smaller than cells. Name three structures found in a plant cell but NOT an animal cell (3).	8. Sucrose is used to make cell walls. Sucrose is made of carbon, oxygen and hydrogen. State whether sucrose is an atom or a compound (1).	9. Sucrose dissolves in water to form sugary water. Describe the method for separating sucrose from water (2).

Additional Notes

1. A healthy diet

To keep healthy, it is vital to eat a **balanced diet**. This means eating foods that contain **nutrients** in the correct amount.



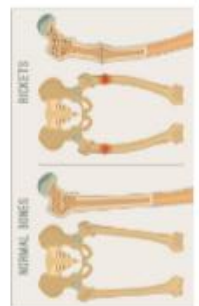
2. An unhealthy diet

An imbalanced or poor diet can contain too much or too little of a particular nutrient. If you have too little of a particular nutrient, we say that you have a **deficiency** in that nutrient. Deficiency can cause you to feel poorly.



3. Consequences of an unhealthy diet

- iron deficiency can cause anaemia, where there are too few red blood cells
- iodine deficiency can cause a swelling in the neck called goitre
- vitamin A deficiency can cause blindness
- vitamin C deficiency causes scurvy, which makes the gums bleed
- vitamin D deficiency causes rickets, which makes the legs bow outwards in growing children



4. Nutrients

Nutrient	Use in the body	Good sources
Carbohydrates	To provide energy	Cereals, bread, pasta, rice
Protein	For growth and repair	Fish, meat, eggs, beans, pulses
Lipids	To provide energy and store energy in the body and insulate it against the cold	Butter, oil, nuts
Minerals	Needed in small amounts to maintain health	Salt, milk (for calcium), liver (for iron)
Vitamins	Needed in small amounts to maintain health	Fruit, vegetables, dairy foods
Dietary fibre	To provide roughage to help keep the food moving through the gut	Vegetables, bran
Water	Needed for cells and body fluids	Water, fruit juice, milk



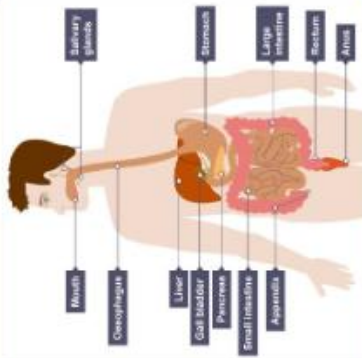
KS3 Science

Nutrition and digestion

@HansPriceSci
#ReadyForMFM

6. Digestive system

The digestive system is made up of a group of organs that work together to break down food.



7. Digestive system function

The mouth: Brakes down food mechanically and chemically by enzymes.

The stomach: Food mixes with the stomach acid and enzymes. The stomach is a muscular bag which churns the food, breaking it down into small pieces.

The intestines: Food passes through into the small intestine, where more enzymes are released, breaking down food into small nutrients. The large intestine is the site of water reabsorption into the body.

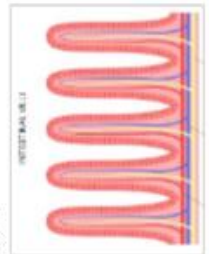
The rectum: The faeces is passed into the rectum and is excreted from the body through the anus.

ENZYMES – substances that speed up the rate of digestion in the mouth, stomach and small intestine.



8. Diffusion of nutrients

Digested food molecules, which are small, are absorbed in the **small intestine**, through structures called **villi**. This means that they pass through the wall of the small intestine and into our bloodstream.



5. Digestion

Digestion: process by which food molecules are broken down to be absorbed by the body.

Chemical digestion: enzymes break down food into smaller molecules.



Why do we need to digest our food?

The food we eat contains nutrients. However these nutrients cannot be absorbed and used by the body unless the food is broken down.

NUTRITION AND DIGESTION 1 (week commencing 07.12.26)

1. List the seven components of a balanced diet (7).	2. List in order the organs food passes through in the human digestive system (6).	3. Describe the consequences of a vitamin D deficiency (1).
4. Describe the use of lipids in the body (2).	5. List three good sources of carbohydrates (3).	6. Define the term <i>digestion</i> (1).
7. Order these structures from smallest to largest: <i>Stomach, specialised digestive cells, digestive system</i> (2).	8. Carbohydrates are made up of oxygen, carbon and hydrogen. State whether carbohydrates are an element or a compound (1).	9. A sample of digestive cells is taken and placed on a slide. Describe how to view the cells using a light microscope (3).

NUTRITION AND DIGESTION 2 (week commencing 14.12.26)

1. State what is meant by a balanced diet. (1)	2. Describe how food particles move from the small intestines into the blood (1).	3. Name 3 consequences of an unhealthy diet. (3)
4. Explain why we need to digest our food (2).	5. State the role of enzymes in digestion (1).	6. List two good sources of minerals (2).
7. Iron is an important mineral needed for our blood. It is an element found on the left side of the periodic table. State whether iron is a metal or a non-metal (1).	8. Fibre is insoluble in water. It can be separated using filtration. Draw and label the equipment that can be used to filter fibre from water (2).	9. Swallowing requires a force. Name the piece of equipment that could be used to measure the force of swallowing (1).

NUTRITION AND DIGESTION 3 (week commencing 04.01.27)

1. Name the condition caused by a vitamin C deficiency (1).	2. State the role of protein in the diet (1).	3. List two good sources of dietary fibre (2).
4. Describe the process of <i>mechanical digestion</i> (2).	5. Explain why we need to digest our food (2).	6. Name two substances the food is mixed with in the stomach (2).
7. Milk contains calcium. Calcium is a metal. Suggest which side of the periodic table calcium is found (1).	8. Salt is an important mineral. Salt is soluble. Describe the method for separating salt from water (3).	9. Order these structures from smallest to largest: <i>Digestive cells, digestive system, large intestine</i> (3).

Additional Notes

1. What is energy?

Energy is a quantity that is stored in objects and systems. It makes things happen.

For example, the energy stored in a car makes it move.



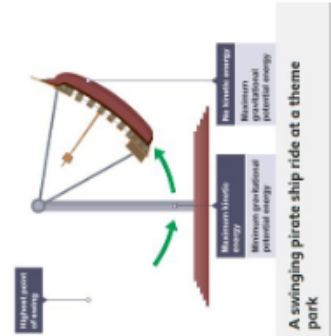
Energy is measured in joules (J).

2. Energy Stores

Energy store	Example
Chemical	
Kinetic	
Gravitational potential	
Elastic	
Thermal	

3. Energy Transfers

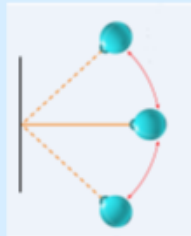
Energy can be transferred between different stores.



4. Conservation of Energy

When energy is transferred from one store to another the **total amount of energy does not change**.

Energy cannot be created or destroyed. All that can be changed is how it is stored. This idea is called the **law of conservation of energy**.



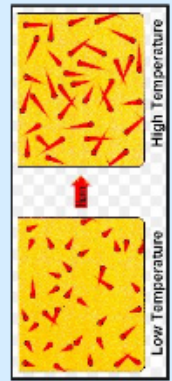
KS3 Science Energy Transfers



5. Temperature

The **temperature** of an object is to do with how hot or cold it is, measured in degrees Celsius (°C).

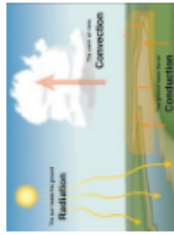
The temperature is due to the movement of the particles in the object. When an object is heated, its particles move more vigorously and its temperature increases.



6. Heating



energy is always transferred from the hotter object to the cooler one



Energy can be transferred thermally in three ways:
conduction (between solids),
Convection (between liquids and gases), radiation (where there are no particles).

7. Conductor and Insulators

A substance that transfers energy easily from the hot end to the cold end it is called a **conductor**.

Examples – Metals, water, diamonds.



A substance that does not transfer energy easily from the hot part to the cold part is called an **insulator**.

Examples – Plastics, air, wool.



8. Power

The amount of energy transferred is called '**work done**' and is measured in joules (J)

Power is the amount of work done divided by the time it took to transfer all the energy. It is measured in **watts (W)**.

To calculate the **power** we use the equation:

$$\text{power} = \frac{\text{work done}}{\text{time taken}}$$

Where:

- power (P) in watts (W)
- work done (E) in joules (J)
- time (t) in seconds (s)

$$P = \frac{E}{t}$$

ENERGY TRANSFERS 1 (week commencing 11.01.27)

1. State the units for energy. (1)	2. How do objects store kinetic energy? (1)	3. A Bunsen burner heats up. Its store of chemical energy is transferred to which store? (1)
4. A ball is rolled down the hill. Its store of gravitational potential energy is transferred to which store? (1)	5. Describe what happens to the movement of particles as an object is heated. (1)	6. State the units for temperature. (1)
7. List two examples of thermal conductors. (2)	8. Calculate the power in a hair dryer that transfers 100J of energy in 10s. (2)	9. Naomi says that when she defrosts her car, her hands get cold because the cold is transferred from the ice to her hand. Explain why Naomi is incorrect. (2)

ENERGY TRANSFERS 2 (week commencing 18.01.27)

1. State the unit for energy. (1)	2. Name five energy stores. (1)	3. Give an example of a kinetic energy store. (1)
4. Describe the energy transfer when lifting a ball up and then dropping it. (2)	5. Calculate the power used when 200J is used in 50s. (2)	6. Give an example of a good insulator. (1)
7. Describe what the law of 'conservation of energy' states. (1)	8. Explain what happens to particles when they increase in temperature. (2)	9. State 3 ways energy can be transferred. (3)

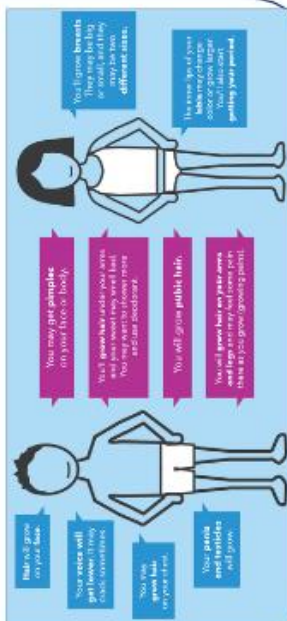
ENERGY TRANSFERS 3 (w/c 25.01.27)

1. State the name of a material that is good at transferring heat. (1)	2. Describe why cooking instruments are often made from wood. (2)	3. State what kind of energy a hot object has. (1)
4. Describe what is meant by the law of conservation. (2)	5. Calculate the power used when 450J is used in 20s. (2)	6. Describe the energy transfer of a ball being dropped. (2)
7. State what method of heating the Sun uses to warm the Earth. (1)	8. Describe why conduction cannot take place in space. (2)	9. Explain why double-glazed windows reduce the amount of heat loss. (3)

Additional Notes

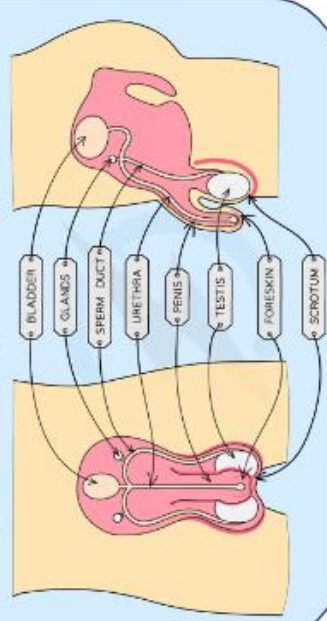
1. Puberty and Adolescence

As a child develops into an adult, their body prepares for reproduction.



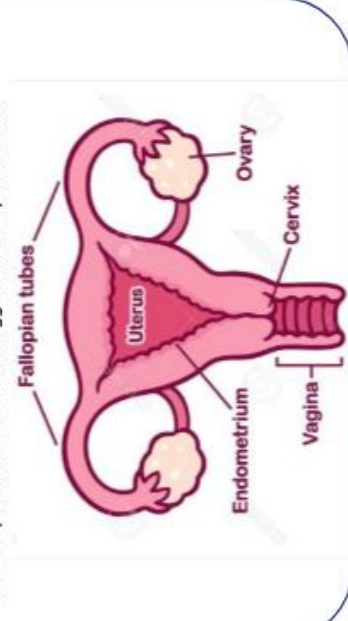
3. Male Reproductive System

ROLE – produce and store sperm cells for reproduction.



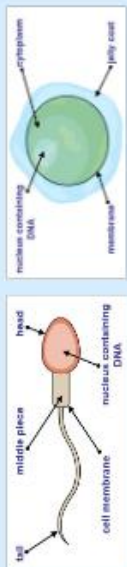
3. Female Reproductive System

ROLE – produce and release egg cells for reproduction.



4. Gametes

Gametes are sex cells. Sperm cells are the male gamete and egg cells (ova) are the female gamete.



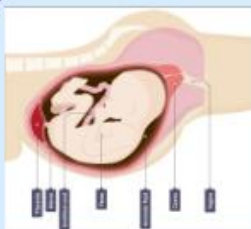
ROLE: join with the sperm cell for fertilisation.

ADAPTATION: Lots of nutrients and very large.

6. Gestation and Pregnancy

A fertilised egg cell divides to form a ball of cells called an embryo. The embryo attaches to the lining of the uterus where it gets nutrients and oxygen. It begins to develop into a foetus and finally into a baby.

The foetus will grow an umbilical cord and a placenta. The placenta is responsible for removing waste substances, as well as providing oxygen and nutrients. The umbilical cord connects the foetus to the placenta.



The foetus is protected from bumps and knocks by the amniotic fluid sac.

7. Birth

In humans, gestation lasts 40 weeks. This is the amount of time it takes for a foetus to develop into a baby. When the baby is ready to be born, the cervix relaxes and the muscles in the wall of the uterus contract. Muscle contractions increase in intensity and frequency, eventually pushing the baby out of the vagina.

Unfortunately, a baby can enter the world unhealthy. This can be due to inheriting diseases from one of the parents or due to lifestyle choices made by the mother:

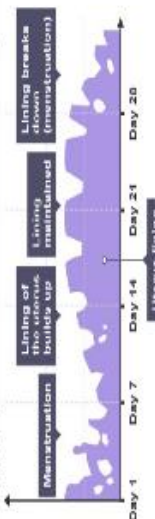
Smoking leads to less oxygen diffusing from mother to foetus via the placenta.

Foetal Alcohol Syndrome (FAS) is when the mother drinks excessive alcohol whilst pregnant. This damages the baby's nervous system and brain.



8. Menstrual Cycle

The menstrual cycle prepares the female body for pregnancy by causing eggs (ova) to mature and be released. It lasts for 28 days.



On about day 14, the mature egg cell is released from the ovary. This is called ovulation. If the egg cell does not meet with a sperm cell in the oviduct, the lining of the uterus begins to break down, the female experiences a period, and the cycle repeats.

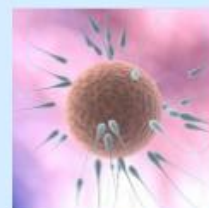
Human Reproduction

KS3 Science



5. Fertilisation

Fertilisation: the process of a sperm cell and an egg fusing. Sperm cells are released into the female reproductive system during sexual intercourse (ejaculation). Only one sperm cell breaks through the cell membrane and enters the egg and only the head enters.



The cells join together, putting the mother and father's genetic information together. The fertilised egg is now called an embryo.

REPRODUCTION 1 (*week commencing 01.02.27*)

1. List three physical changes to males and females during puberty. (3)	2. List three components of the female reproductive system. (3)	3. Describe the role of the female reproductive system. (2)
4. Describe the adaptations of the egg cell. (2)	5. Draw a labelled diagram of a sperm cell. (2)	6. Define the term <i>fertilisation</i> . (2)
7. State what happens during day 14 of the menstrual cycle. (2)	8. Describe the role of the placenta. (2)	9. Explain why pregnant women are told not to drink alcohol. (2)

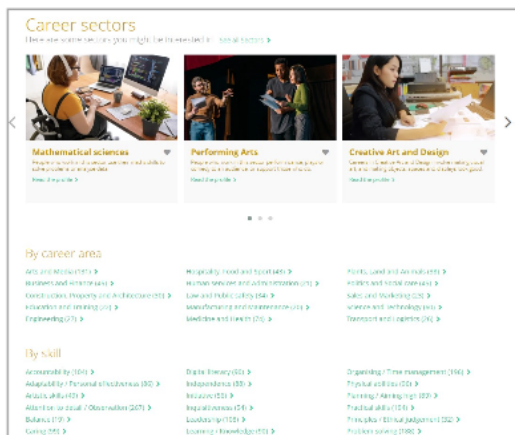
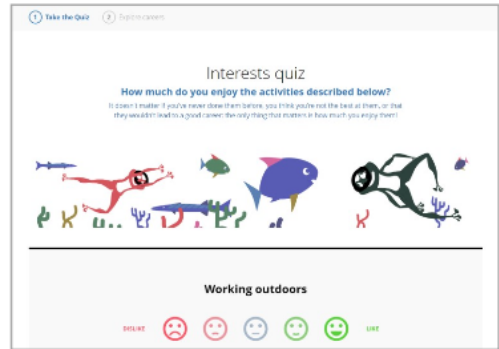
REPRODUCTION 2 (*week commencing 08.02.27*)

1. State the name of the male sex cell. (1)	2. State the length of gestation in humans. (1)	3. State the length of the average menstrual cycle in females. (1)
4. Describe the role of the female reproductive system. (2)	5. Describe the role of the placenta. (2)	6. Describe one difference between the male and female reproductive system. (2)
7. Explain the risk of a mother drinking alcohol whilst pregnant. (2)	8. Explain why smoking can be harmful to an unborn foetus. (1)	9. Explain why ovulation is required for fertilisation. (2)

CAREERS AT HPA

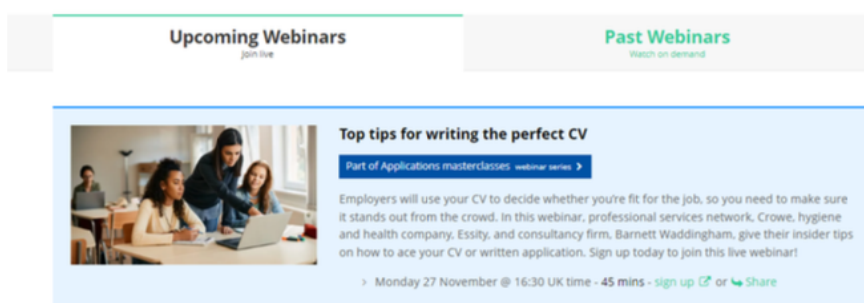
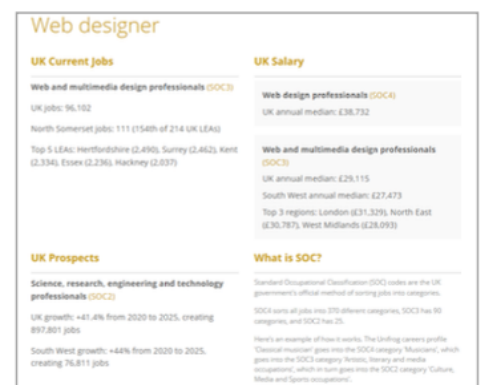
Our Careers guidance and provision at Hans Price offers a wide range of experiences and opportunities to inform and develop aspirations for the future. In addition to a careers featuring in our SPACE curriculum and weaving through all subjects taught at Hans Price, all students use UniFrog to support their careers provision and their planning for Post-16 and beyond.

Unifrog is the universal destinations platform and is designed to support learners in making the most informed decisions about their futures. It has a range of tools that are suitable for all year groups. Each student has their own account where they can explore all the career and next step options available to them and find information on everything from managing their workload to writing a winning CV. Students have access to a wide variety of video and written content, and interactive quizzes and tests, information about careers and the local labour market and emerging industries.



Students can access Unifrog through the LCF Student Navigator page or searching for Unifrog online. Students initially sign up to the platform by clicking a link in their welcome email, where they create a password and can begin using the platform. They sign in to Unifrog using their Hans Price email address and password and they can do so from any computer, tablet, or smartphone. We would encourage you to use the platform with your child so you can support them through the process of deciding their next step.

You can also have your own Unifrog account. You'll be able to research careers, attend webinars delivered by employers and universities to learn more about their opportunities, and compare pathways so you can support your child in making an informed decision about their next steps. The sign up code you need is: **HPAMParents** and you can sign up here: www.unifrog.org/code. You can also sign up to Unifrog's parent/carer newsletter when you first sign



PERFORMING ARTS OPPORTUNITIES



SCHOOL MUSICAL:



SCHOOL MUSICAL IS IN JULY - REHEARSALS ARE TUESDAY & WEDNESDAY AFTER SCHOOL READY FOR THE SHOW IN JULY.

DANCE SHOW:

YOU CAN AUDITION FOR THE DANCE SHOW IN APRIL. AUDITIONS ARE USUALLY 3 WEEKS BEFORE THE SHOW.

MUSIC SHOW:

YOU CAN AUDITION FOR THE MUSIC SHOW IN FEBRUARY. AUDITIONS ARE USUALLY 3 WEEKS BEFORE THE SHOW.

PLEASE SEE YOUR MUSIC TEACHER FOR A LIST OF UP TO DATE CLUBS.

DANCE CLUB:

DANCE CLUB WITH ANGELS DANCE ACADEMY IS EVERY FRIDAY LUNCH IN THE DANCE STUDIO.

Extra-Curricular opportunities you can try this term. All clubs are free to attend.

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School	Breakfast Club 7.40am Canteen Library 8.20am	Breakfast Club 7.40am Canteen Library 8.20am	Breakfast Club 7.40am Canteen Touch Rugby 7.15am (SHO) 3G Library 8.20am	Breakfast Club 7.40am Canteen Library 8.20am	Breakfast Club 7.40am Canteen Library 8.20am
School Day: lunch time unless stated	Library (RAL) Year 7 Futsal (EHO) Sports Hall KS3 IS Club (DTU) G7 Card Games (FEL) LRC1 Chess (AAG/WBR) F6 Dance Club (SAN) Dance Studio	KS3 IS Club (DTU) G7 Film Club Library Dance rehearsal space Dance Studio Year 8 Futsal (HBR) Sports Hall	Dance rehearsal space Dance Studio Year 9 Futsal (LPU) Sports Hall KS3 IS Club (DTU) G7 Card Games (FEL) LRC1	Calm Club (Break Time) (RWA) F3a Year 10 Futsal (CGR) Sports Hall KS3 IS Club (DTU) G7 Dance rehearsal space Dance Studio	Year 11 Futsal (DDI) Sports Hall KS3 IS Club (DTU) G7 Card Games (FEL) LRC1 Dance Club (SAN) Dance Studio
After School	Darts (UA) Dance Studio IS Club LS3 Hans Price Herald (Newspaper Club) (CW) G7	Badminton (DDI) Boys Football (LPU/CGR) Field School of Rock (MBR) Music IS Club LS3 Netball - Courts Year 8&9 Gym Club (TRU) Gym Goldskidz Kids (JBI/CSK) Drama Studio Dungeons and Dragons (RPE) G3	Performing Arts Rehearsals (KS4) (BDA) Drama Studio IS Club LS3 Mindfulness Club (OCO) Quiet Room	Girls Football (EHO) 3G IS Club LS3 Mixed Basketball (CGR) Sports Hall Rugby (LPU/DDI) Field	IS Club LS3
Enrichment Timetable Term 1	Drums / Guitar / Singing lessons (every day) (External provider)				

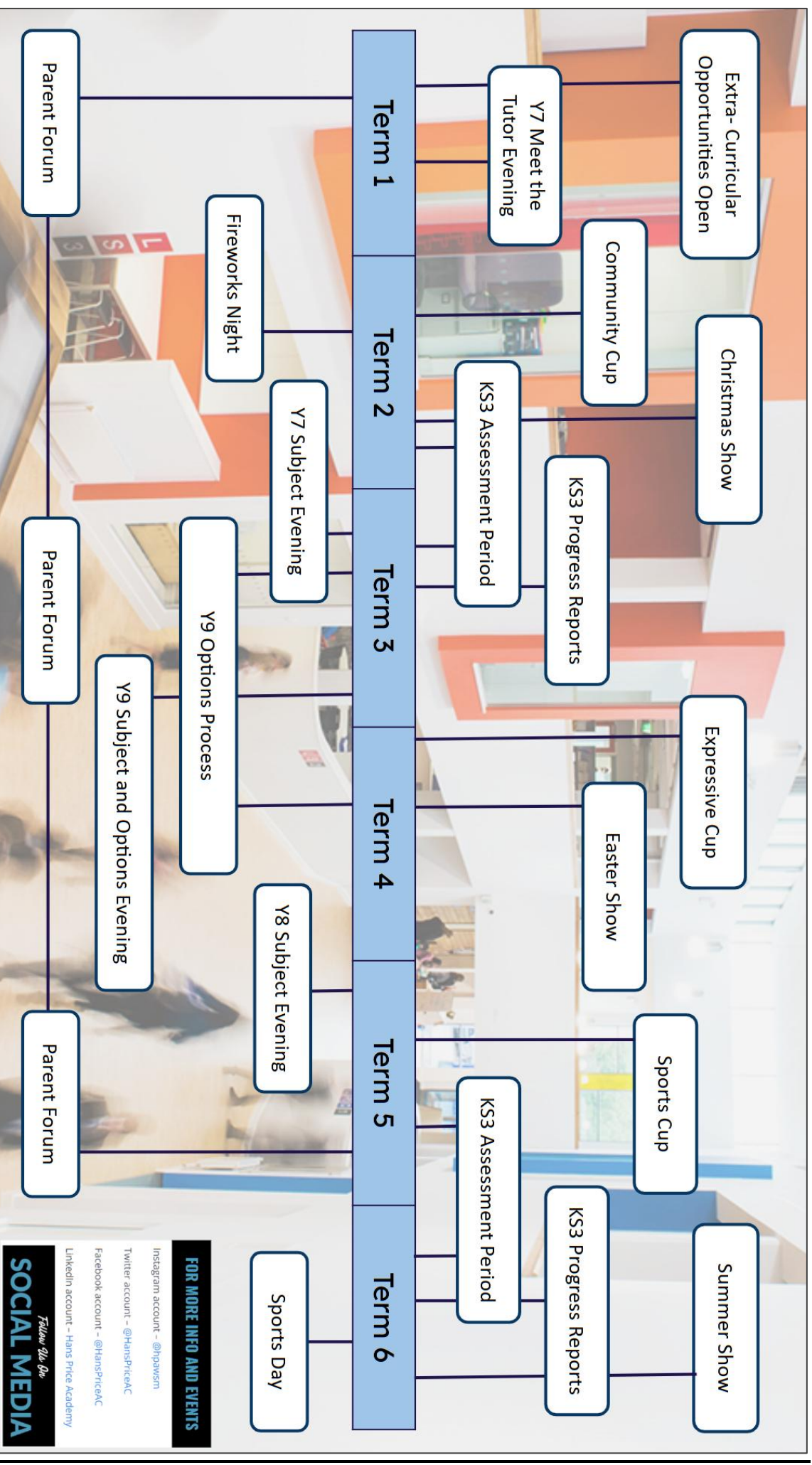
HPA: TRY IT WEEK

Try any new after-school club between the 14th and 18th September

and earn **TRIPLE ACHIEVEMENT POINTS!**

No limit on club attendance.

Hans Price Academy KS3 Timeline



FOR MORE INFO AND EVENTS

Instagram account - @hpawsm

Twitter account - @HansPriceAC

Facebook account - @HansPriceAC

LinkedIn account - Hans Price Academy

Follow Us On
SOCIAL MEDIA

Timetable

Stick your timetable here or fill in the timetable below with your lessons and extra-curricular activities.

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1					
Period 2					
LF					
Break					
Period 3					
Period 4					
Lunch					
Period 5					
Period 6					
Period 7					