

Year 8

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.



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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>
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Date Due		

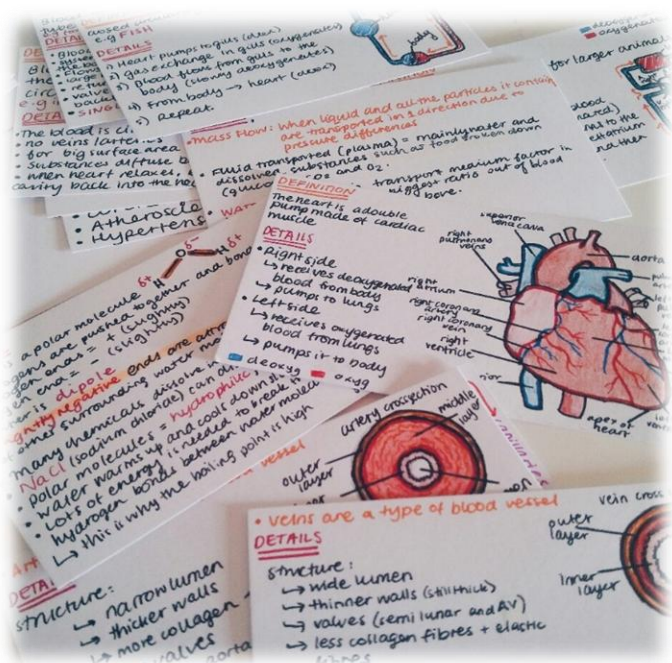
Revision Techniques

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.



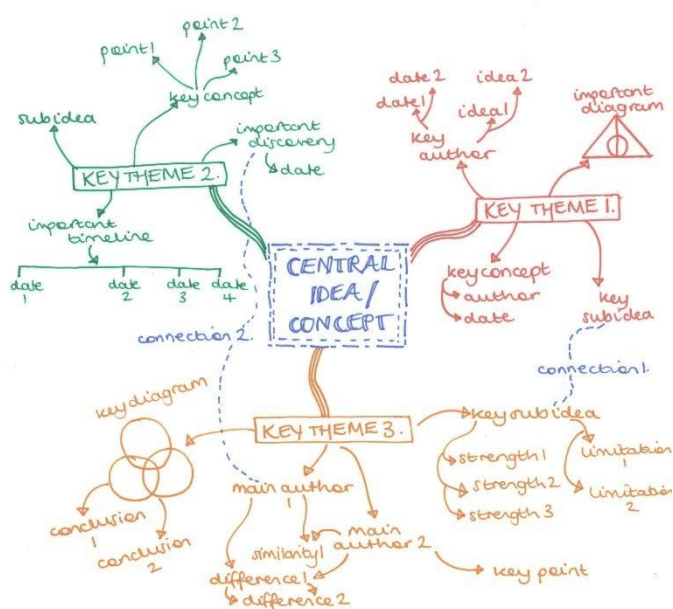
Mind Maps

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

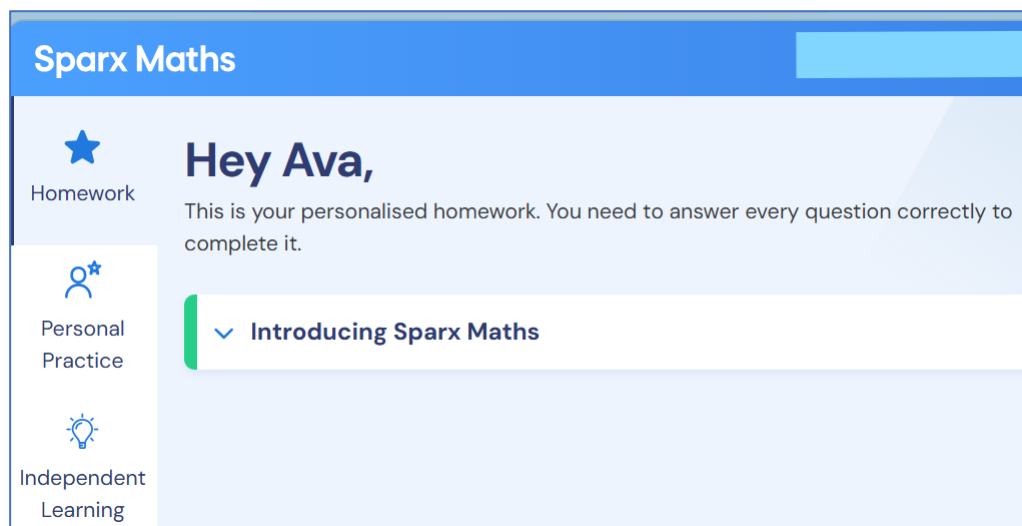
has set. All questions in the homework section must be answered correctly for the independent study to be marked as complete. We advise that students use pen and paper to write out their workings, like they would in the classroom or exam hall. Each task bar will show as green when fully complete.

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 – Rhetoric and Revolution

Week	Task	Done
w/c 14th September	Understanding Dystopia: Read the description of a dystopian setting below. Explain in full sentences WHY this is a dystopian setting. Give three reasons. The streets stretched endlessly beneath a grey sky. Tall cameras hung from every building, silently watching the citizens below. No one spoke above a whisper. Giant screens flashed government messages across the city, reminding people to obey. The air smelled of smoke and rust, and even the birds seemed too afraid to sing.	
w/c 21st September	Vocabulary: Neatly draw/sketch an image or an icon to represent each of the following words/vocabulary: • Oppression • Resistance And, write a sentence using each word.	
w/c 28th September	Characters: Finish these sentences using the because, but, so connectives: • Old Major believes the animals should rebel because... • Old Major believes the animals should rebel but... • Old Major believes the animals should rebel so...	
w/c 5th October	Persuasive Devices: Read these quotations from Old Major's speech. "What is the nature of this life of ours?" "No animal in England is free." "All men are enemies. All animals are comrades." • Identify the persuasive devices in each sentence and explain why each sentence is persuasive. • What does it make the other animals think and feel?	
w/c 12th October	Persuasive Devices: Should social media be banned? Write some persuasive sentences arguing your point. Write an example of the following persuasive devices about the topic of social media: • Rhetorical Question • Emotive Language • Triple	

w/c 19th October	Punctuation: Rewrite the following paragraph and correct all the punctuation and spelling mistakes in chapter 1 of animal farm the animals gather in the barn to listen to old major speech he explains that humans are the enemy and that animals are treated unfairly. the animals listen carefully because they respect old major and believe his ideas could change there lives forever old major encourages them to dream of freedom equality and a better future for all animals?	
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Term 2 – Rhetoric and Revolution

Week	Task	Done
w/c 2nd November	Complex Sentences: Read the passage below. Rewrite each sentence by adding a subordinate clause to make it more interesting. The animals planned a revolution. The animals broke into the shed to steal food. The animals worked really hard. The pigs took control. Example: Original: <i>The animals gathered in the barn.</i> Improved: <i>When Mr Jones had gone to bed, the animals gathered in the barn.</i> Use some of the following subordinating conjunctions: as, although, when, if while, because	
w/c 9th November	Relative Clauses: A relative clause gives extra information about a noun and often begins with: who, whom, whose, which, that, where, when Example: Squealer, who represents propaganda, is a persuasive and cunning pig. Can you add relative clauses to the following sentences? • Snowball is intelligent • Boxer is the hardest worker on the farm. • The animals wanted to rebel against Mr Jones.	
w/c 16th November	Vocabulary: Freedom Rebellion Corruption 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 23rd November	Vocabulary: Finish the following sentences to show an understanding of the book Animal Farm. 1. Animal Farm is an allegory because... 2. Animal Farm is considered a fable because... 3. Animal Farm is considered dystopian because... 4. There is a hierarchy on the farm because...	-
w/c 30th November	Themes: Choose TWO themes from Animal Farm: • Corruption • Power • Class Explain, in full sentences, how the theme links to the book.	-
w/c 7th December	Vocabulary: Neatly draw/sketch an image or an icon to represent each of the following words/vocabulary: • Hierarchy • Propaganda • Tyranny And, write a sentence using each word.	-
w/c 14th December	Creative Task: Create a new version of the front cover of Animal Farm. You can: • Draw an image to reflect the plot • Consider font and size of name of book and author (George Orwell)	-

Additional Notes

English Knowledge Organisers – Animal Farm

Vocabulary to learn

Hierarchy	A system where people or things are arranged into different levels based on importance, or authority 
Propaganda	Spreading of information, ideas, rumours, or half-truths to influence people
Corrupt	Dishonest use of power 
Tyranny	Cruel, unfair, and absolute power used by a ruler
Rebellion	An act of open, organised, and often armed resistance against an authority 
Resistance	The refusal to accept or comply
Manipulation	Controlling or influencing someone unfairly
Oppression	Cruel or unjust treatment to keep people down
Freedom	The act of being allowed to do, say or think whatever you want 



Year 8 English Animal Farm: Rhetoric and Revolution

Terminology

Allegory	A story with a hidden meaning, often a social or political one
Fable	A short story that teaches a lesson often using animals
Dystopia 	An imagined place where everything is unpleasant
Utopia	An imagined place where everything is perfect
Rhetoric 	The art of persuasive speaking or writing
Pathos 	A quality that evokes pity and sadness
Logos 	Appealing to reason, logic and understanding
Ethos 	Credibility

All the animals represent figures or concepts from the **Russian Revolution**.

Year 8 English Animal Farm: Rhetoric and Revolution



Napoleon	Squealer	Snowball	Boxer
Napoleon is the pig who emerges as the leader of Animal Farm after the rebellion. Napoleon's character is based on Joseph Stalin – the leader of the communist Soviet Union. Napoleon is cunning, treacherous, lazy and selfish. He uses Squealer (propaganda) and the dogs (military force) to exert power over others.	Squealer represents propaganda. He is a pig who is a gifted and persuasive speaker, and is used to spread positivity about Napoleon, and negativity about Napoleon's competition. He twists the truth to ensure that the pigs retain political and social control.	Snowball is one of the other leading pigs, who challenges Napoleon for leadership of the farm after the rebellion. He represents Leon Trotsky. He is intelligent and passionate, yet he does not resort to the same levels of cunning and manipulation as Napoleon.	Boxer is a cart-horse, who demonstrates incredible strength, work ethic, and loyalty. He represents those in the working classes who were hugely overworked. His downfall is his slow wit, which ensures that he is unable to think for himself and is easily manipulated.



Term 3 – Fear and Foreboding

Week	Task	Done
w/c 4th January	Creative: Write five descriptive sentences describing either an abbey (church) or a graveyard. Use some sensory imagery (sight, smell, touch, taste, sound) and one simile.	
w/c 11th January	Sentence Structure: Rewrite the sentences below to make them more detailed. Change them to complex sentences using subordinate/relative clauses. Example: The manor stood at the edge of the forest and its dark windows looked out over the empty fields. A cold wind moved through the trees. The branches scraped against the walls. The air smelled damp and an owl called somewhere in the darkness. Amelia walked towards the house. She felt nervous because the shadows seemed to move around her.	-
w/c 18th January	Spelling and Punctuation: The paragraph below contains spelling, punctuation and grammar mistakes. Rewrite it correctly in your IS books. the old castel stood alone at the top of the hill its broken windows stared into the darkness like empty eyes. a cold wind whispered through the trees and the smell of damp earth filled the air. somewhere in the distance a door creaked slowly and emma felt a shiver run down her spine she didnt want to find out what was hiding in the shadows.	-
w/c 25th January	Vocabulary: Submissive Supernatural Foreboding For each word write the following: • Definition • Synonym (word which means the same) • Antonym (word which means the opposite) • Example sentence linked to Gothic texts	-

w/c 1st February	Gothic Features: Using the Gothic Knowledge Organiser to aid you, read the paragraph below. Identify all the features of the Gothic genre. Consider: characters, setting, literary devices used. The ruined abbey loomed over the village, its black stone walls glistening beneath the stormy sky. Rain lashed against the shattered windows while thunder growled in the distance, shaking the ground beneath Eleanor's feet. As she approached the ancient doorway, a sudden chill wrapped around her, and she was certain she heard a whispered voice calling her name from inside. High above, the cruel Lord Blackwood watched from a narrow tower window, his presence casting a shadow over the frightened villagers below. • List the Gothic Features. • Explain how each one creates a Gothic atmosphere.	
w/c 8th February	Sensory Imagery: Rewrite the description below so that none of the sentences begin with "I can see," "I can hear," or "I can smell." Keep the sensory details but improve the sentence openings. I can see a ruined castle standing on top of a dark hill. I can hear the wind howling through the broken windows. I can smell damp stone and rotting leaves in the cold air. I can see shadows stretching across the cracked ground. I can hear a distant creak coming from behind an old wooden door. Example sentence starters: • Through the darkness... • Above the hill... • All around... • From somewhere nearby... • In the cold air...	

Additional Notes

English Knowledge Organisers – Fear and Foreboding

Year 8 English
Gothic: Fear and Foreboding

Page 1

Values and ideas held by Gothic writers

- Gothic writers are preoccupied with the supernatural because they believe that not everything has a scientific explanation.
- They believed that nature is 'sublime': it has the power to simultaneously inspire awe and terror in people.
- They challenged society's expectations about propriety and emotion. To show wild emotion was seen as crass and uncouth, but not to the gothic writers, who often depicted passion and rage.
- They explored the role of the female characters: often in gothic texts, there are powerful female roles, which contrasted the contemporary society.
- They were very interested in the psychological exploration of characters, particularly in relation to themes of madness.

Terminology

Unreliable narrator	A narrator who cannot be trusted
Personification	Describing something non human using human qualities
Pathetic fallacy	When an author gives human emotions and traits to nature or inanimate objects. It is often used when describing weather to show characters' moods
Antagonist	The character who opposes and works against the main character
Tension	The feeling that something bad will happen - the feeling of uneasiness

Year 8 English
Gothic: Fear and Foreboding

Page 2

Typical Genre Features	Archetypal Characters	Typical Settings
1. Death and darkness 	1. Mysterious characters with high social status e.g Princes, counts 	1. Remote, uninhabited places (older gothic) or monsters intermingling in everyday life (newer gothic)
2. Supernatural (magic, ghosts, vampires, curses) 	2. Female or feminine characters that are threatened by powerful men	2. Medieval Style castles, churches or abbeys 
3. Curses or prophecies 	3. Threatening women who are monsters or vampires	3. Gloomy, decayed and ruined environments
4. Madness and intense emotions/paranoia	4. Powerful, tyrannical male figures	4. Wild landscapes 
5. Mystery, terror and suspense	5. Villains, vampires, ghosts, werewolves, giants	5. Volatile and threatening weather (symbolism) 

Vocabulary to learn

Isolation	The condition of being alone or separate from others, or the fact that something is not connected to other things
Submissive	To obey the orders of others
Supernatural	attributed to some force beyond scientific understanding or the laws of nature.
Ominous	giving the impression that something bad or unpleasant is going to happen; threatening
Tyrannical	Exercising power in a cruel and controlling way
Foreboding	A feeling that something bad will happen

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.

1. Contact forces (e.g. push) are caused when two objects are in contact.

2. Non-contact forces (e.g. magnetism) do not require the objects to be in contact for the force to occur.

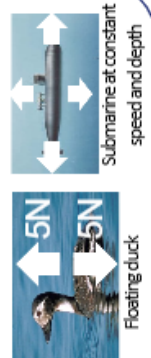
Examples of forces include **push**, **pull**, **friction**, **air resistance**, **water resistance**, **thrust**, **upthrust**, **reaction**, **weight**, **magnetism**, **gravity**, **lift** and **tension**.

3. 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:

1. The object is stationary (not moving)
2. The object is moving at a constant speed



For example, the vertical resultant force acting on the duck is $5\text{N} - 5\text{N} = 0\text{N}$

4. Unbalanced Forces

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

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

**100N - 60N
= 40N (to the right)**



Hot air balloon rising

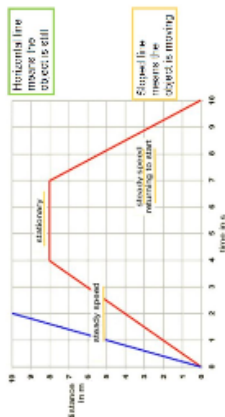


KS3 Science

Forces and Motion

@HansPriceSci
#ReadyToLearnIPA

6. Distance-Time Graphs



Speed can be calculated from a distance-time graph. In the first 4 seconds, this object travelled 8m. Its speed was $8 / 4 = 2\text{m/s}$

7. Reducing forces for the better

Friction opposes the direction of motion, making it more difficult to move.

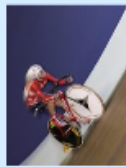
This can be helpful:

- ✓ Your shoes and the floor to stop you slipping
- ✓ Tyres and the road to prevent skidding
- ✓ Brakes and the wheel to slow you down

This can be unhelpful:

✗ If you do not lubricate your bike chain using oils, friction between the chain and the axles make it difficult to pedal.

Like friction, air resistance and water resistance forces can also be reduced. This is known as streamlining.



8. Investigating Forces

Scientific Question: Does wing length affect the time taken to land?

Independent variable:

wing length (cm)

Dependent variable:

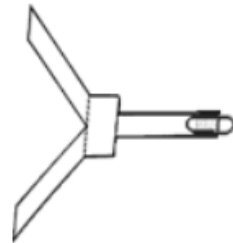
time taken to land (seconds)

Control variable:

height dropped from (cm)

mass of helicopter (g)

Conclusion: The longer the wings, the greater the force of air resistance.



5. Speed, Distance and Time

How do you find the average speed of an object?

- 1) Measure the distance travelled
- 2) Measure the time taken to travel that distance

speed = distance / time

Worked example:

Q) A car travels 2000 km in 100 s.

Calculate its average speed.

$2\text{ km} = 2000\text{ m}$

$2000\text{ m} / 100\text{ s} = 20\text{ m/s}$



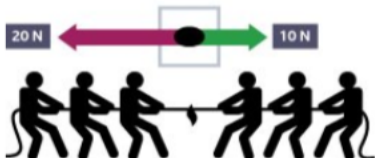
FORCES & MOTION 1 (week commencing 14.09.26)

1. State the unit for force. (1)	2. Name two contact forces (2)	3. Explain why magnetism is an example of a non-contact force. (2)
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. Calculate the speed of a ball which rolls 14m in 2s. (2)
7. Describe what a horizontal line on a distance-time graph represents. (1)	8. Describe how to reduce the frictional forces acting on a bicycle's chain. (1)	9. Sketch a distance-time graph to show a person travelling 3m, stopping for 5s and returning to the start. (2) 

FORCES & MOTION 2 (week commencing 21.09.26)

Complete the sentence: A force is a push or a _____ that can change the _____, _____ or _____ of an object. (4)	Which of the following is a non-contact force ? (1) A. Friction B. Air resistance C. Weight D. Water resistance	Name the piece of equipment used to measure force (1)
Describe what happens when forces acting on an object are balanced. (2)	Explain why a cyclist may find it harder to pedal if the chain and axle are not lubricated. (2)	Describe what a non-contact force is (1)
A car travels 150 m in 15 s. Calculate the average speed. (2)	A distance-time graph shows an object travelling 24 m in 12 s. Calculate the object's speed. (2)	A student wants to find out whether the mass of a ball affects how long it takes to fall 10m. Identify the independent and dependent variable. (2)

FORCES & MOTION 3 (week commencing 28.09.26)

The force that opposes motion between two surfaces in contact is called _____. (1)	If the resultant force acting on an object is zero, the forces are (1) A. Unbalanced B. Equal and opposite C. Increasing D. Non-contact	A force of 75 N acts to the left and a force of 25 N acts to the right. Calculate the resultant force. (2)
Explain why tyres on a car need friction with the road surface. (2)	Describe what can happen to an object when unbalanced forces act on it. (2)	Calculate the resultant force from the diagram below (2) 
Sketch a distance-time graph to show a person travelling 10m, stopping for 5s and travelling a further 10m. (3) 	If a car travels 180 miles in 3 hours, calculate their speed in miles per hour (mph). (2)	Explain the effect of the unbalanced forces above on the motion of the people pulling the rope (2)

Additional Notes

1. Chemical Reactions

Atoms are rearranged in a chemical reaction.

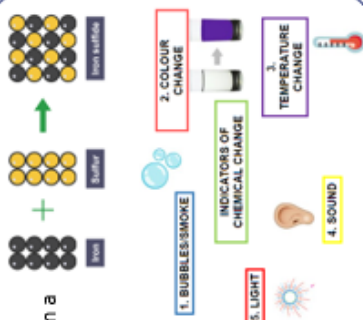
Their changes are

irreversible.

There are 5

indicators of

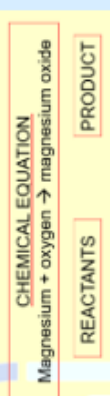
chemical change.



2. Chemical Equations

Changes in a chemical reaction are written as a chemical equation.

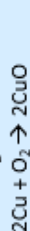
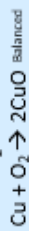
Word equation:



Symbol equation:

Copper + Oxygen → Copper Oxide

(more copper needed on left) (more oxygen needed on right)



3. Combustion

Combustion is the scientific term for burning. There are 3 things that are needed for a fire: oxygen, fuel and heat, shown by the fire triangle.

Complete combustion

occurs when there is good

supply of oxygen. The

general equation is:

Fuel + oxygen → carbon

dioxide + water



4. Incomplete combustion

Combustion without enough oxygen.

The general equation is:

Fuel → carbon monoxide + water + carbon (soot)

Problems with incomplete combustion

X Carbon monoxide, CO, a colourless toxic gas which can kill.

X Particles of carbon, which appear as soot and smoke, and which cause breathing problems.



KS3 Science

Chemical Reactions

© Hans Price Academy

5. Oxidation

Combustion is an example of a type of reaction called **oxidation**. In an oxidation reaction, a substance gains oxygen.

Metal + oxygen → metal oxide

magnesium + oxygen → magnesium oxide

Non-metal + oxygen → non-metal oxide

Carbon + oxygen → carbon dioxide

Rusting is an example of oxidation.



6. Thermal Decomposition



Thermal decomposition is a chemical reaction that happens when a compound breaks down when heated. Thermal decomposition reactions happen at high temperatures. The reactants absorb lots of energy before breaking down into the products. Thermal decomposition is an example of an **endothermic** reaction.

7. Exothermic Reactions

Energy is released to the surroundings, indicated by a temperature increase.

This means that the

reactants produce

both heat energy and

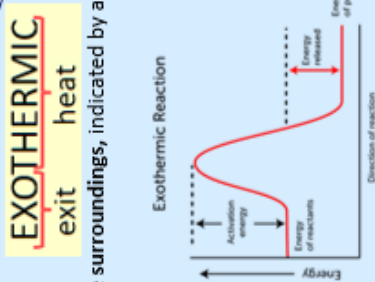
products in the

reaction. The energy

level diagram shows

the lower energy in

the products.



8. Endothermic Reactions

Energy is absorbed from the surroundings, indicated by a temperature decrease.

This means that the

reactants combined

with heat energy

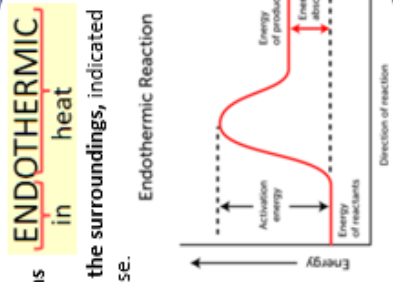
produce products in the

reaction. The energy

level diagram shows

the higher energy in

the products.



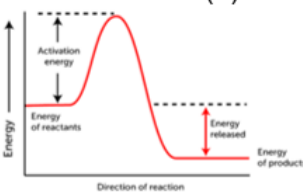
CHEMICAL REACTIONS 1 (week commencing 05.10.26)

1. List three indicators of chemical change. (3)	2. Complete the word equation (1) Lithium + oxygen →	3. Balance the symbol equation (1) $\text{Ca} + \text{O}_2 \rightarrow \text{CaO}$
4. List the three parts of the fire triangle. (3)	5. Naomi burns a candle under a beaker. After 3 minutes, the flame goes out. Explain why. (2)	6. Describe two negative impacts of incomplete combustion. (2)
7. Define the term <i>thermal decomposition</i> . (2)	8. State whether there is more energy in the reactants or the products in an exothermic reaction. (1) 	9. Describe how Harry can investigate whether a chemical reaction is exothermic or endothermic. (2)

CHEMICAL REACTIONS 2 (week commencing 12.10.26)

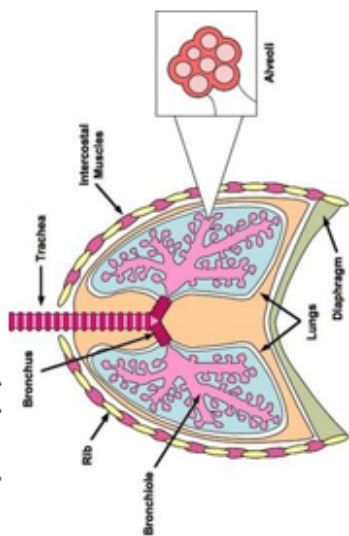
Complete the sentence: A chemical reaction is a process in which atoms are _____ to form new substances. (1)	Name three indicators that a chemical change has taken place. (3)	Which of the following is an example of an exothermic reaction? (1) A. Thermal decomposition B. Combustion C. Melting ice D. Dissolving sugar in water
Describe what happens during a complete combustion reaction and write the general word equation. (4)	Explain why incomplete combustion can be dangerous to humans. (2)	Compare exothermic and endothermic reactions. Include what happens to energy and the temperature of the surroundings. (4)
State the three things needed for a fire to burn (the fire triangle). (3)	Classify the following as elements or compounds: (1) a) Oxygen b) Sulfur c) Iron sulfide d) Carbon dioxide	Explain why rusting is described as an oxidation reaction. (1)

CHEMICAL REACTIONS 3 (week commencing 19.10.26)

State whether chemical reactions are reversible or irreversible (1)	State whether this is a reaction profile for an endothermic or exothermic reaction. (1) 	Balance the symbol equation: (2) $\text{Mg} + \text{O}_2 \rightarrow \text{MgO}$
Write the word equation for a reaction between Calcium and oxygen to form calcium oxide. (2)	Describe what would happen to the temperature of a solution if an exothermic reaction was happening (2)	Describe what would happen to the temperature of a solution if an endothermic reaction was happening (2)
Write a word equation for the formation of carbon dioxide from carbon and oxygen. (2)	Classify the following as elements or compounds: (4) a) Carbon monoxide b) Gold c) Helium d) Magnesium oxide	Name the three subatomic particles (3)

Additional Notes

1. The Respiratory System



2. Adaptations of the Alveoli

Alveoli are the small air sacs in the lungs and are the site of gas exchange. There are several adaptations that make them suited to their function.

- Large surface area to allow for maximum gas exchange
- Walls one cell thick to minimise the diffusion distance.
- Good blood supply to ensure gases are transported quickly.
- Moist walls to allow gases to dissolve.



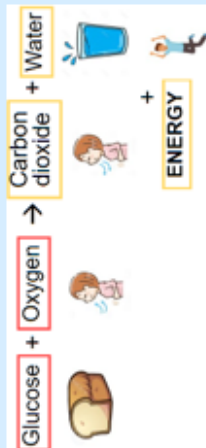
3. Ventilation

Ventilation is the scientific word for breathing. Breathing is a process that takes oxygen into the body and removes carbon dioxide. Breathing in is called **inhalation** and breathing out is called **exhalation**.

	Inhaling	Exhaling
Diaphragm	Contracts and moves downwards	Relaxes and moves upwards
Intercostal muscles	Contract, moving the ribs upwards and outwards	Relax, letting the ribs move downwards and inwards
Volume of rib cage	Increases	Decreases
Pressure inside the chest	Decreases below atmospheric pressure	Increases above atmospheric pressure
Movement of air	Moves into the lungs	Moves out of the lungs

4. Aerobic Respiration

Respiration is a chemical reaction which releases energy, to keep us alive. The energy is used to processes such as: growth, repair and movement. This process happens in the mitochondria of cells.

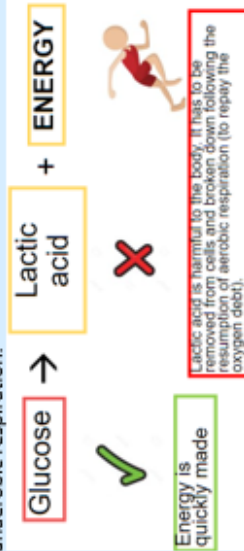


KS3 Science
Respiration

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#studytolearn194

5. Anaerobic Respiration

During intense exercise not enough oxygen can be supplied to our muscles. When this happens, our bodies carry out anaerobic respiration.



6. Respiration and Exercise

When our bodies undergo exercise our breathing rate and heart rate increases.

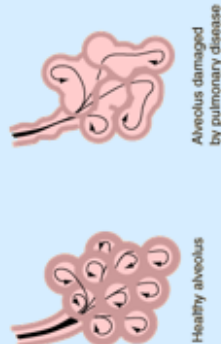
Breathing rate increases in order to draw more oxygen into our bodies which is needed for respiration. This also removes the carbon dioxide which is being produced quickly through respiration.

Our heart rate increases in order to pump oxygen around the body faster to the muscles. We can measure our heart rate by finding our pulse.



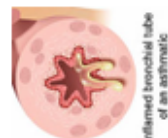
7. Smoking

Smoking cigarettes cause damage in the lungs. Over time the alveoli become damaged and change shape. This reduces the surface area of the alveoli and reduces the amount of gas exchange that can take place. This causes symptoms like fatigue and shortness of breath.



8. Asthma

Asthma is a condition that affects the bronchioles in the lungs. The bronchioles become inflamed and produce mucus making it harder for air to enter and leave the lungs. This causes shortness of breath and tightness in the chest. Inhalers are used as a treatment for asthma. They cause the bronchioles to widen allowing air flow to return to normal.



RESPIRATION 1 (week commencing 02.11.2026)

1. List the order of structures that air passes through from the nasal cavity to the alveoli. (2)	2. State why the alveoli have a good blood supply. (1)	3. Describe the changes to the diaphragm and ribcage when breathing in. (2)
4. State the location of respiration in the cell. (1)	5. Complete the equation for aerobic respiration: (3) $\begin{array}{c} \text{Glucose} \\ + \\ \text{.....} \end{array} \rightarrow \begin{array}{c} \text{.....} \\ + \\ \text{Water} \\ + \\ \text{.....} \end{array}$	6. Describe one disadvantage of anaerobic respiration. (1)
7. Name one lifestyle choice that can reduce the surface area of alveoli. (1)	8. Name the part of the respiratory system that is affected by asthma. (1)	9. Describe changes to the bronchioles during an asthma attack. (2)

RESPIRATION 2 (week commencing 09.11.2026)

1. True or false? Respiration takes place in the ribosomes (1)	2. Name the two reactants needed for aerobic respiration. (2) Glucose + Oxygen → Carbon dioxide + water	3. Complete the equation for anaerobic respiration (1) Glucose → _____
4. Describe two adaptations of the alveoli that make them suited to gas exchange. (2)	5. Name three life processes in a living organism that require energy. (3)	6. Explain why plants need photosynthesis as well as respiration. (2)
7. Compare aerobic and anaerobic respiration. (3)	8. Explain why breathing rate increases during exercise. (2)	9. Explain why heart rate increases during exercise. (1)

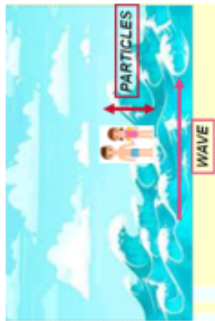
RESPIRATION 3 (week commencing 16.11.2026)

1. True or false? The bronchioles are found in the lungs. (1)	2. Name the two products of aerobic respiration. (2)	3. Complete the sentence: Breathing in is called _____ and breathing out is called _____. (2)
4. Describe what happens to the intercostal muscles and ribcage during inhalation. (1)	5. Explain why smoking damages the lungs and how this affects gas exchange. (3)	6. Explain how you might know anaerobic respiration is taking place when you are exercising (2)
7. Name three structures found in an animal cell. (3)	8. Explain why the digestive system is important for respiration. (1)	9. Explain how the circulatory system and the respiratory system work together. (2)

Additional Notes

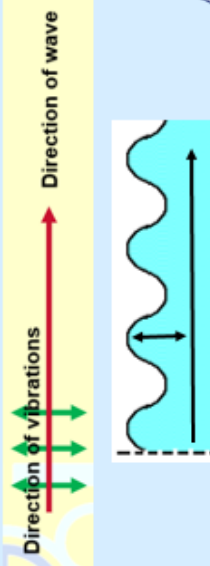
1. Waves

Waves are a **transfer of energy**. They do **not** transfer particles. For example, when in the sea, the wave moves past you and you bob up and down. You are the particle in this example



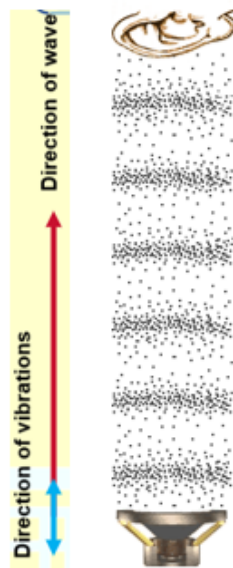
2. Water waves

The particles in water waves move at a right angle to the direction of the wave. Water waves are an example of **transverse waves**.



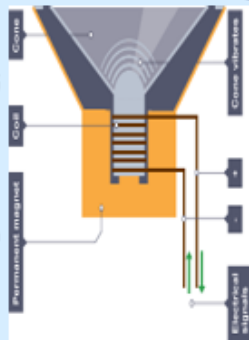
3. Sound waves

Sound waves are **longitudinal waves** - the vibrations are in the same direction as the direction of travel.



4. Loudspeakers

Sound waves are produced by all vibrating objects. Loudspeakers work by converting chemical energy into kinetic energy, by electrical transfer. This moves the cone which creates the sound waves.



6. Microphones

Mobile phones and telephones contain microphones. These devices contain a diaphragm, which does a similar job to an ear drum. The vibrations in air make the diaphragm vibrate, and these vibrations are changed to electrical impulses. In the lab, the electrical impulses can be sent to an oscilloscope, which represents them as a graph on a screen



7. Oscilloscope traces

Amplitude is the height of the wave from its resting position – the greater the amplitude, the louder the sound

Wavelength is the distance between the crests (tops) of two waves

Frequency is the number of waves per second – the higher the frequency, the closer together the waves are and the higher the pitch

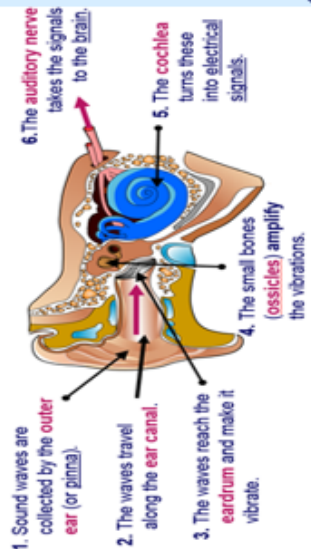


KS3 Science

Sound Waves

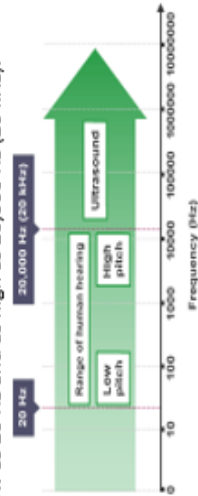
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5. Detecting sounds

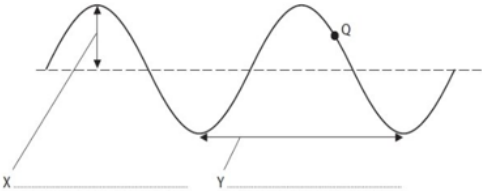


8. Human Hearing range

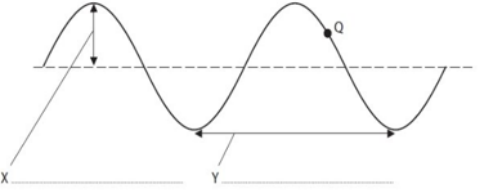
The frequency of sound waves is measured in hertz, which has the symbol Hz. The bigger the number, the greater the frequency and the higher the pitch of the sound. Human beings can generally hear sounds as low as 20 Hz and as high as 20,000 Hz (20 kHz).



SOUND WAVES 1 (week commencing 23.11.2026)

1. State what waves transfer. (1)	2. Describe the movement of particles in a longitudinal wave. (1)	3. State whether sound is a transverse or longitudinal wave. (1)
4. List the structures the sound wave passes through: Pinna,,, auditory nerve. (1)	5. Label point X and Y. (2)	
6. State what will happen to the pitch of the sound as the frequency is increased. (1)	7. A whistle has a frequency of 4000 Hz. Explain whether a human can hear the whistle. (2)	8. List the human hearing range. (1)

SOUND WAVES 2 (week commencing 30.11.2026)

1. True or false? Water waves are longitudinal (1)	2. The higher the amplitude the _____ the sound (1)	3. State the unit for frequency (1)
4. List the structures the sound wave passes through (1):	5. Label point X and Y. (2)	
6. Explain what happens to the pitch of a sound as the frequency increases. (1)	7a. Name three organs found in the human body. (3) 7b. State one used for hearing. (1)	8. Explain the difference between a longitudinal and a transverse wave. (2)

1. Sound and Light

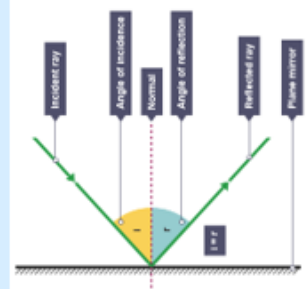
Light travels at 300,000,000 m/s, much faster than sound, which travels at 343 m/s. This is why you see lightning before you hear it.

	Light waves	Sound waves
Type of wave	Transverse	Longitudinal
Can they travel through matter (solids, liquids and gases)?	Yes (if transparent or translucent)	Yes
Can they travel through a vacuum?	Yes	No
How are they detected?	Eyes, cameras	Ears, microphones
Can they be reflected?	Yes	Yes
Can they be refracted?	Yes	Yes

2. Reflection

When light reaches a mirror, it reflects off the surface of the mirror:

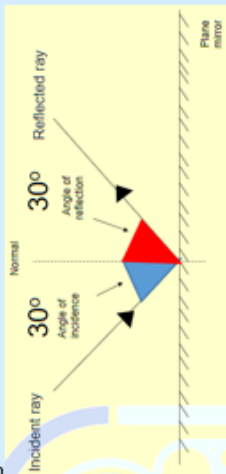
the **incident ray** is the light going towards the mirror
the **reflected ray** is the light coming away from the mirror



3. The law of reflection

The **law of reflection** states that the angle of incidence equals the angle of reflection, $i = r$.

For example, if the angle of reflection is 30° then the angle of incidence is 30° .



Hans Price
Academy

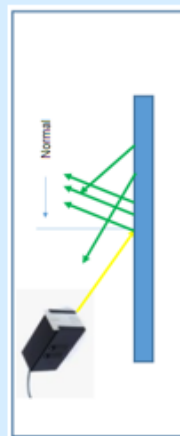
KS3 Science

Light Waves

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4. Scattering

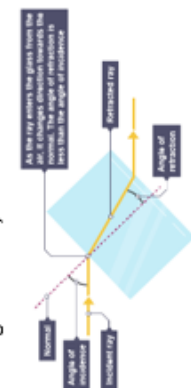
The reason a reflection is not seen in dull objects is because of scattering.



Dull objects cause light to be reflected in all directions. This is called **SCATTERING**.

5. Refraction

Light waves change speed when they pass across the boundary between two substances with a different **density**, such as air and glass. This causes them to change direction, an effect called **refraction**.



6. Coloured light

There are three primary colours in light: red, green and blue. Light in these colours can be added together to make the

secondary colours magenta, cyan and yellow.
All three primary colours add together make white light.

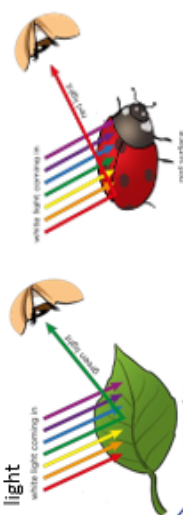


7. Seeing in colour

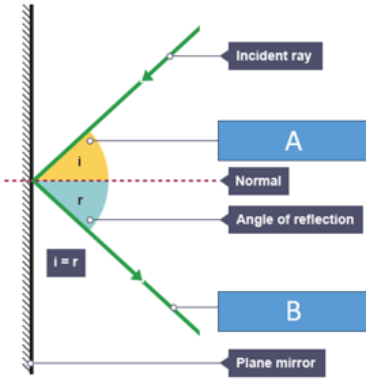
Any coloured object reflects the colour that it is, and absorbs the rest. A leaf looks green because it has absorbed all colours except for green.

Black objects absorb all colours

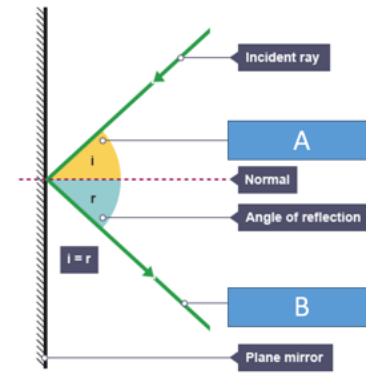
White objects absorb no colours and reflect all the light



LIGHT WAVES 1 (week commencing 07.12.2026)

1. State whether light is a transverse or longitudinal wave. (1)	2. Compare the detection apparatus of sound and light waves. (2)	3. State whether light can pass through a transparent solid. (1)
4. Label A and B. (2) 	5. State the law of reflection. (1) 7. When light is passed through objects with different densities, its speed changes. Name this process. (1)	6. Naomi measures the angle of incidence to be 40° . Predict the angle of reflection. (1) 8. Describe how to produce yellow-coloured light. (3)

LIGHT WAVES 2 (week commencing 14.12.2026)

1. True or false? Sound can travel through a vacuum. (1)	2. Name the three primary colours of light. (3)	3. Complete the sentence: The angle of incidence _____ the angle of reflection. (1)
4.  (2)	5. Describe what refraction is and explain why it happens. (2) 7. Explain why you see lightning before you hear thunder. (1)	6. Explain why a red ladybird appears red. (1) 8. Describe what would happen to the colour you see if all three primary colours of light were shone together. (1)

TERM 3 I.S. SUMMARY BLOCK 1 + 2 04.01.2027

1. True or false? Atoms are rearranged in a chemical reaction. (1)	2. Name the unit that force is measured in. (1)	3. Complete the sentence: In an endothermic reaction, energy is _____ from the surroundings. (1)
4. Describe the difference between a contact force and a non-contact force. Give an example of each. (3)	5. Explain why incomplete combustion is dangerous. (2)	6. Compare anaerobic and aerobic respiration. (2)
7. Name three indicators that a chemical reaction has taken place. (3)	8. Explain why you see lightning before you hear thunder. (1)	9. Describe how to reduce the frictional forces acting on a bicycle's chain. (1)

Additional Notes

1. Variation

All of the tomatoes in the world look slightly different. Their colour, shape and size is not identical. This means they show variation.

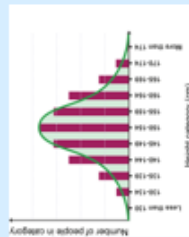
VARIATION: differences in characteristics between individuals of the same species.



2. Continuous Variation

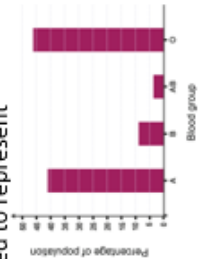
Human height is an example of continuous variation. It ranges from that of the shortest person in the world to that of the tallest person. Any height is possible between these values – making it an example of continuous variation.

A bell-shaped curve represents continuous variation.



3. Discontinuous Variation

If a characteristic can be categorised into a group, it is labelled discontinuous variation. Examples of this include eye colour, blood group and shoe size. A bar chart can be used to represent discontinuous data.

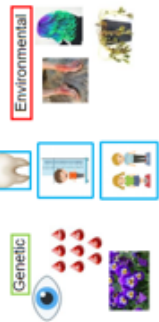


4. Genetic and Environmental Variation

Some variation is passed on from parents to offspring, via genes, during reproduction. This is **genetic** variation and examples include eye colour, sex and ability to roll your tongue.

Some variation is the result of differences in the surroundings, or what an individual does such as lifestyle, culture and climate you live in. This is called **environmental** variation and examples include your language and religion.

Some variation is caused by a mixture of both genes and environmental factors and examples include your weight and height.



6. Extinction

Changes in the environment may leave individuals less well adapted to compete successfully for resources such as food, water and mates. Sometimes an entire species may become unable to compete successfully and reproduce. These problems can lead to **extinction**.

Extinction is the loss of an entire species.

Causes of extinction:

1. new disease
2. new predator
3. climate change
4. competition

Examples of animals who have gone extinct: the dodo, dinosaurs and the West African Black Rhinoceros.



7. Biodiversity

Biodiversity: the variety of living organisms in an area.

Biodiversity is important for:

1. Food
2. Resources
3. Medicine
4. Well-being



8. Conservation Measures

Some species in Britain are endangered, including the skylark, red squirrel and grass snake. They could be helped by conservation measures such as:

- education programmes
- captive breeding programmes
- legal protection and protection of their habitats
- making artificial ecosystems for them to live in.

Plant species can also be endangered. Seed banks are a conservation measure for plants. Seeds are carefully stored so that new plants may be grown in the future.



5. Evolution

If all the individuals of a species were genetically identical, they would be vulnerable to the same diseases. If this were the case a single disease could wipe out an entire species! As a result of their genes, some individuals of a species might have better camouflage, or be able to run faster. These individuals are more likely to survive. This is called the **survival of the fittest**.

The members of a species that survive may reproduce. Their offspring are likely to have the desirable characteristics of their parents. This process is known as **evolution**.



KS3 Science
Evolution



TERM 3 SCIENCE I.S: EVOLUTION 1 (11.01.2027)

1. Define the term <i>variation</i> . (2)	2. Name two characteristics that show discontinuous variation. (2)	3. Describe the shape of a continuous curve. (1)
4. The neck length of a giraffe has increased over many generations, making them better adapted to their environment. State what process this is an example of. (1)	5. White rhinos which are closely related are less likely to survive. Suggest a reason why. (1)	6. Define the term <i>biodiversity</i> . (1)
7. List three reasons conserving biodiversity is important. (3)	8. Name three endangered British species. (3)	9. The Hazel Dormouse is at risk of going extinct. Describe ways to protect the species from extinction. (3)

Additional Notes

TERM 3 SCIENCE I.S: EVOLUTION 2 (18.01.2027)

1. Define the term variation, including an example. (1)	2. State one example of continuous variation. (1)	3. State one example of discontinuous variation. (1)
4. Define genetic variation. (1)	5. Describe the causes of variation. (2)	6. Describe how discontinuous variation is represented. (1)
7. Explain why variation within a species is important for survival. (2)	8. Explain why human height is an example of continuous variation. (1)	9. Explain two reasons why biodiversity is important to humans. (2)

TERM 3 SCIENCE I.S: EVOLUTION 3 (25.01.2027)

1 State the cause of hair colour. (1) ○ Continuous ○ Environment ○ Genetics ○ Discontinuous	2 Name 2 organisms that have gone extinct. (2)	3 Define the word extinction. (1)
4 Describe the possible causes of extinction. (2)	5 Describe what is meant by the word 'biodiversity'. (1)	6 Describe how you inherit characteristics from your parents. (2)
7 Explain how a new predator can cause a species to become extinct. (2)	8 Explain why biodiversity is important. (2)	9 Explain why seed banks are used. (1)

TERM 3 SCIENCE I.S: EVOLUTION 4 (01.02.2027)

1 State the cause of eye colour. (1) ○ Continuous ○ Environment ○ Genetics ○ Discontinuous	2 Name 2 British organisms that are endangered. (2)	3 Define the term <i>variation</i> . (2)
4 Describe the possible causes of extinction. (4)	5 Describe the shape of a graph that shows continuous variation. (1)	6 Describe how a person's weight is caused by a combination of genetic and environmental factors. (2)
7 Mountain gorillas live in areas which are used for mining. Explain why they are at risk of going extinct. (2)	8 Explain why biodiversity is important. (2)	9 Explain why all individuals of a species being identical is a risk to their survival. (1)

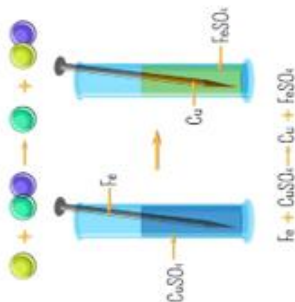
Additional Notes

1. Displacement reactions

Displacement reactions are used to help establish the order of reactivity for metals.

In these reactions a more reactive metal replaces a less reactive metal to form a salt.

Colour changes are a good indicator of displacement.



2. The Reactivity Series

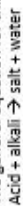
The reactivity series is the order of metals based on their reactivity. We can use this to predict what is made in a reaction. Carbon and hydrogen are included as carbon is sometimes used to extract metals from their ores.

Potassium	most reactive
Sodium	
Calcium	
Magnesium	
Aluminium	
Carbon	
Zinc	
Iron	
Tin	
Lead	
Hydrogen	
Copper	
Silver	
Gold	
Platinum	least reactive

3. Acid and Alkali Reactions

An acid and an alkali can be reacted together in a neutralisation reaction. This produces salt and water.

The general equation for this is:



Example:
Hydrochloric acid + sodium hydroxide $\rightarrow$ sodium chloride + water



4. Acid and Metal Reactions

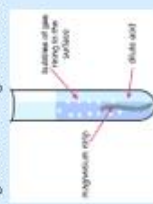
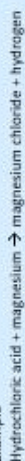
Acid and metal reactions are used to determine a metal's reactivity.

The general equation for this is:



Bubbles of hydrogen gas are observed.

Example



KS3 Science Metals and Reactivity



6. Naming Salts

Salts are produced during reactions with metals.



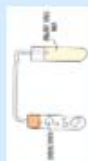
acid	alkali	salt
Hydrochloric acid		Chloride
Sulfuric acid		Sulfate
Nitric acid		Nitrate

Eg.
Hydrochloric acid + sodium hydroxide $\rightarrow$ sodium chloride + water
Hydrochloric acid + magnesium $\rightarrow$ magnesium chloride + hydrogen

7. Tests for Carbon Dioxide and Hydrogen

CO₂ – Carbon Dioxide

1. Lit splint is extinguished (goes out) in the presence of CO₂ gas.
2. lime water turns from colourless to cloudy.



H₂ – Hydrogen

Squeaky pop test – a lit splint, in the presence of hydrogen makes a squeak pop sound.



8. Group 1 Metals

In group 1 metals the reactivity increases down the group.

Element	Observations
Lithium, Li	Fizzes steadily, slowly becomes smaller until it disappears
Sodium, Na	Melts to form a ball, fizzes rapidly, quickly becomes smaller until it disappears
Potassium, K	Quickly melts to form a ball, burns violently with sparks and a lilac flame, disappears rapidly, often with a small explosion

TERM 3 SCIENCE I.S: REACTIVITY 1 (08.02.2027)

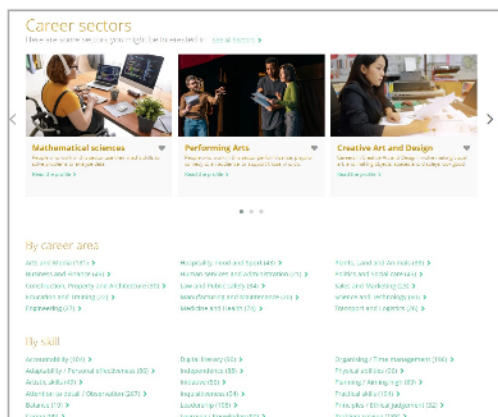
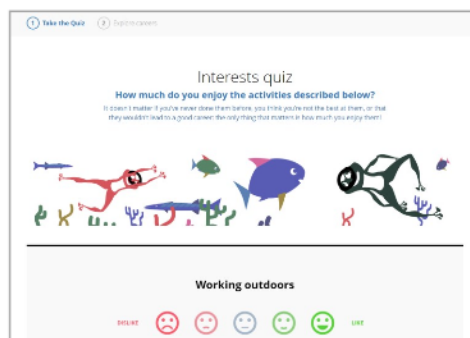
1. State whether potassium is a metal or non-metal. (1)	2. State the general equation for a metal reacting with an acid. (2)	3. Name the gas produced by a metal reacting with an acid. (1)
4. Complete this word equation: (2) sodium hydroxide + → hydrochloric acid	5. Name the salt produced when potassium hydroxide reacts with hydrochloric acid. (1)	6. State the general equation for a metal carbonate reacting with an acid. (2)
7. Complete the equation (2) barium hydroxide + → hydrochloric acid	8. Name the non-metal which is more reactive than copper, but less reactive than lead. (1)	9. Describe the test for hydrogen gas. (2)

Additional Notes

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

Web designer	
UK Current jobs Web and multimedia design professionals (SOC3) UK jobs: 96,102 North Somerset jobs: 111 (154th of 214 UK LEAs) Top 5 LEAs: Hertfordshire (2,490), Surrey (2,442), Kent (2,334), Essex (2,236), Hackney (2,037)	UK Salary Web design professionals (SOC4) UK annual median: £38,732 Web and multimedia design professionals (SOC3) UK annual median: £26,115 South West annual median: £27,473 Top 3 regions: London (£31,329), North East (£30,787), West Midlands (£28,093)
UK Prospects Science, research, engineering and technology professionals (SOC2) UK growth: +41.4% from 2020 to 2025, creating 897,801 jobs South West growth: +44% from 2020 to 2025, creating 76,811 jobs	What is SOC? Standard Occupational Classification (SOC) codes are the UK government's official method of sorting jobs into categories. SOC sorts all jobs into 370 different categories. SOC has 50 categories, and SOC has 25. Here's an example of how a career profile 'Classical musician' goes into the SOC category 'Musician', which goes into the SOC category 'Arts, literary and media occupations', which in turn goes into the SOC category 'Culture, Media and Sports occupations'.

Upcoming Webinars

Join live

Past Webinars

Watch on demand

Top tips for writing the perfect CV

Part of Applications masterclasses webinar series >

Employers will use your CV to decide whether you're fit for the job, so you need to make sure it stands out from the crowd. In this webinar, professional services network, Crowe, hygiene and health company, Essity, and consultancy firm, Barnett Waddingham, give their insider tips on how to ace your CV or written application. Sign up today to join this live webinar!

> Monday 27 November @ 16:30 UK time - 45 mins - sign up < or < Share



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 (LJA) Dance Studio IS Club LS3 Hans Price Herald (Newspaper Club) (CWJ) 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	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)	Goldskidz Kids (JBI/CSK) Drama Studio Dungeons and Dragons (RPE) G3			

For all lunchtime sports clubs please bring trainers and remove the and blazer

HPA: TRY IT WEEK

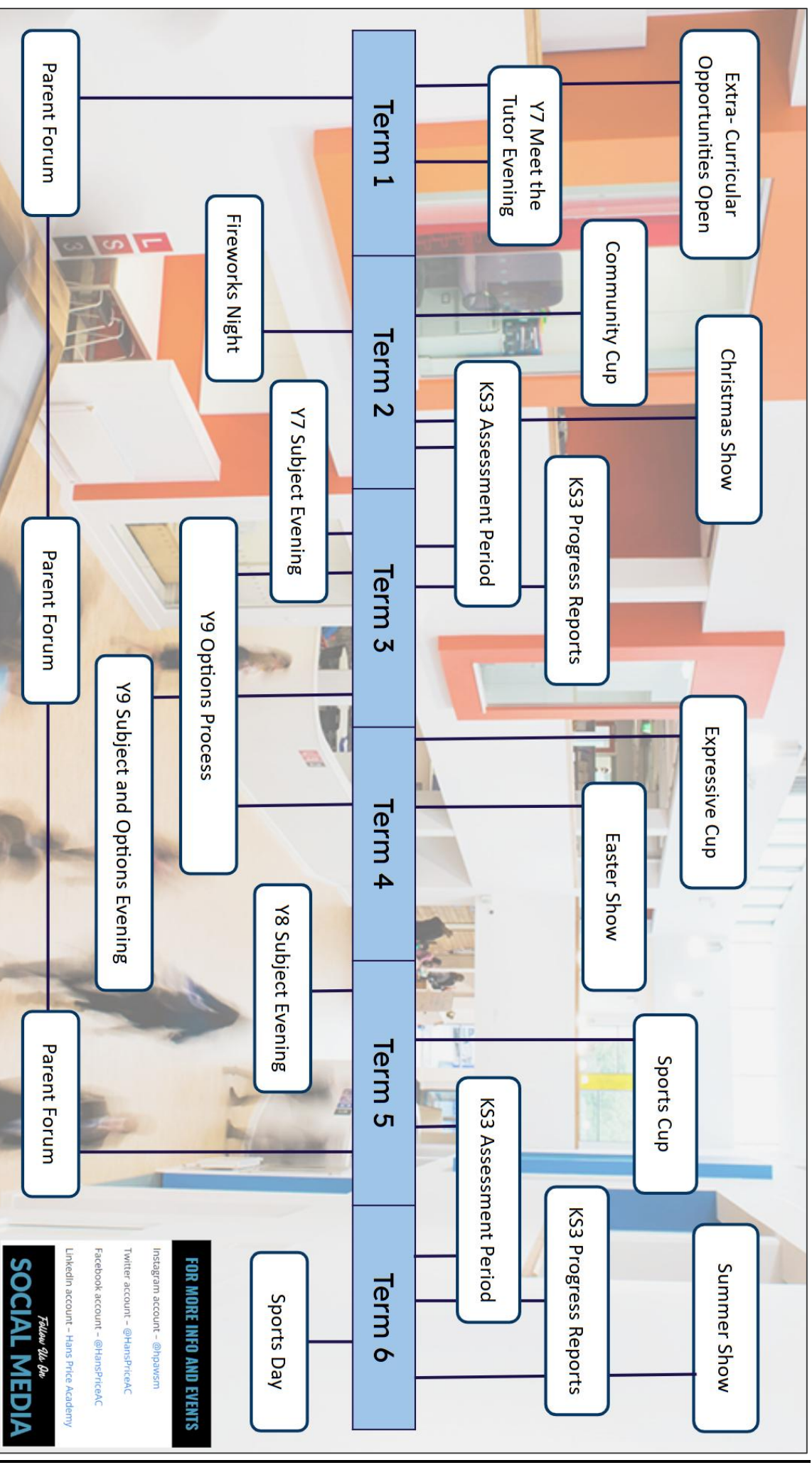
Ilans Price

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					