

Year 9

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		

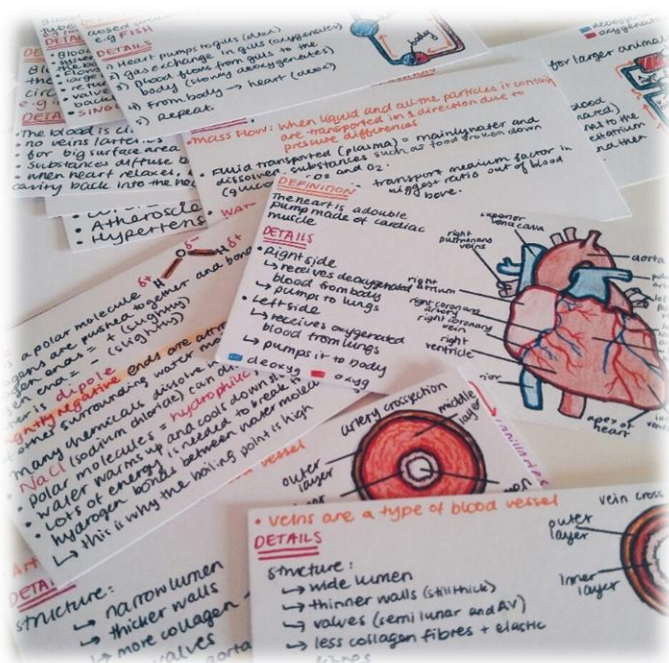
Revision Techniques

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.



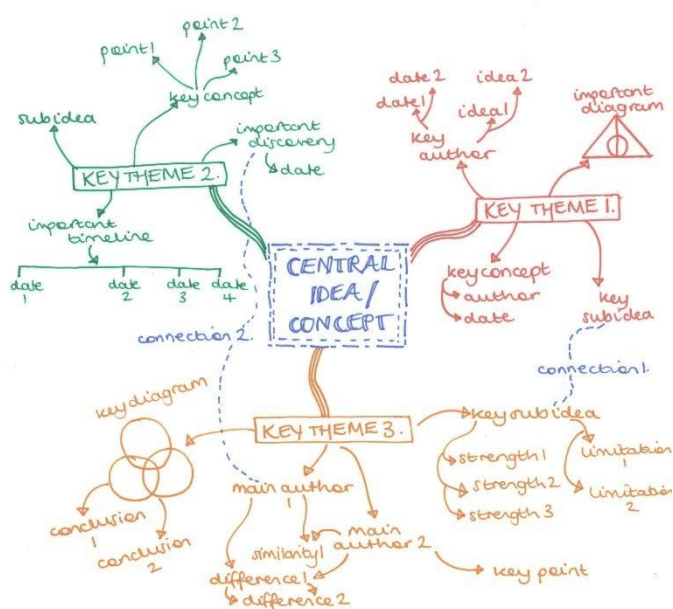
Mind Maps

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

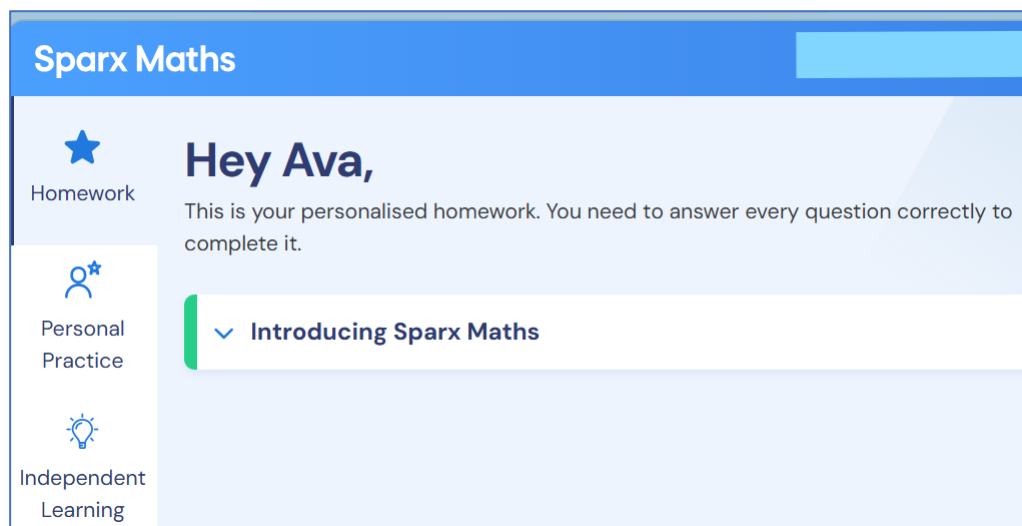
has set. All questions in the homework section must be answered correctly for the independent study to be marked as complete. We advise that students use pen and paper to write out their workings, like they would in the classroom or exam hall. Each task bar will show as green when fully complete.

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 – Becoming and Belonging

Week	Task	Done
w/c 14th September	Punctuation: Rewrite the following paragraph and correct all the punctuation and spelling mistakes. Last saturday, Mia nervously waited outside the village hall. she hadnt seen her childhood freinds for ten years and wondered if they would reconise her. Suddenly the doors opened and a familiar voice called out, "is that really you mia" Everyone rushed over and hugged her. "Weve missed you so much"! shouted Jake. As they laughed and shared there memories, Mia relised that some friendships never truly fade.	
w/c 21st 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 28th September	Punctuation: Rewrite the following paragraph and correct all the mistakes (punctuation and capital letters). arthur miller was born in new york city in 1915 and became one of americas most famous playwrights he wrote plays such as the crucible and A View From The Bridge which explored important social issues during his career he won several awards and gained international recognition for his work millers writing was often influenced by historical events and his own experiences he died in 2005 but his plays are still studied and performed around the world	

w/c 5th October	Complex Sentences: A complex sentence contains a main clause and at least one subordinate clause. Subordinating conjunctions include: because, although, when, while, if, since, after, before, unless. Underline the subordinate clauses in the following sentences: 1. Although Catherine wants more independence, Eddie struggles to let her grow up. 2. Eddie becomes suspicious of Rodolpho because Catherine falls in love with him. 3. When Marco arrives in America, he hopes to earn money for his family. 4. Rodolpho remains cheerful even though Eddie dislikes him. Can you finish these complex sentences? 1. Eddie becomes increasingly jealous because... 2. Although Catherine cares about Eddie, ... 3. Rodolpho continues to visit Catherine even though ...	
w/c 12th October	Vocabulary: Neatly draw/sketch an image or an icon to represent each of the following words/vocabulary: • Masculinity • Immigration • Betrayal And, write a sentence using each word.	
w/c 19th October	Relative Clauses: A relative clause gives extra information about a noun and often begins with: who, whom, whose, which, that, where, when Example: Arthur Miller, who wrote many plays, married Marilyn Monroe. Can you add relative clauses to the following sentences? • Eddie Carbone is a longshoreman. • Rodolpho has blonde hair. • Catherine falls in love with Rodolpho.	

Term 2 – Becoming and Belonging

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. <i>Eddie Carbone lives in Red Hook. He lives with his wife Beatrice. He also lives with his niece Catherine. Catherine gets a new job. Eddie feels worried. He thinks Catherine is growing up too quickly. Two of Beatrice's cousins arrive from Italy. They are called Marco and Rodolpho. They are illegal immigrants. Catherine likes Rodolpho. They spend time together. Eddie becomes jealous. He does not trust Rodolpho.</i> Example: Original: Eddie Carbone lives in Red Hook. Improved: Although Eddie Carbone lives happily in Red Hook with Beatrice and Catherine, he becomes worried because Catherine is growing up quickly. Use some of the following subordinating conjunctions: as, although, when, if while, because	-
w/c 9th November	Characters: Finish these sentences using the because, but, so connectives: • Eddie dislikes Rodolpho because... • Eddie dislikes Rodolpho but... • Eddie dislikes Rodolpho so... And these: • Rodolpho and Marco move to America because... • Rodolpho and Marco move to America but... • Rodolpho and Marco move to America so... •	-
w/c 16th November	Vocabulary: Submissive Dominance Honour 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: Neatly draw/sketch an image or an icon to represent each of the following words/vocabulary: • Patriarchy • Justice • Honour And, write a sentence using each word.	-
w/c 30th November	Themes: Choose TWO themes from A View From The Bridge: • Loyalty • Power • Immigration Explain, in full sentences, how the theme links to the book.	-
w/c 7th December	Tragedy: Write a short paragraph (5 sentences) explaining how A View From The Bridge is a tragedy. In your paragraph, you need to use the following terms: • Tragic Hero • Hamartia • Death • Moral battle Consider the character of Eddie and the ending of the play.	-
w/c 14th December	Creative Task: Create a new version of the front cover of A View From The Bridge. You can: • Draw an image to reflect the plot • Consider font and size of name of book and author (Arthur Miller)	-

Additional Notes

English Knowledge Organisers – Becoming and Belonging

Vocabulary to learn

Masculinity	A set of attributes, behaviours, and social roles traditionally associated with men and boys	♂
Femininity	A set of attributes, behaviours, and social roles traditionally associated with women and girls	♀
Submissive	Willing to yield to the authority, control, or will of another person	
Honour	Refers to a code of conduct based on honesty, courage, and loyalty to one's principles and family	
Dominance	The state or quality of having power, control, or authority over others	
Justice	The moral concept that people should be treated fairly, and correctly according to law and ethics	⚖️
Patriarchy	A system where men hold positions of power and women are largely excluded from positions of power	
Betrayal	Breaking of trust, loyalty or confidence	
Immigration	Moving to another country to live there permanently	

Year 9 English

A View From the Bridge: Becoming and Belonging

Terminology

Monologue	A long speech delivered by a single person. It is used to express a character's internal thoughts aloud	
Motif	An idea or concept that repeats itself through the play or novella.	
Tragedy	A story about a noble character who suffers a major downfall, usually ending in unhappiness, destruction, or death	
Foreshadowing	A hint or clue to a future event	
Tragic Hero	Protagonist of the tragedy. The Tragic hero starts in a respected position and then experiences a downfall due to a flaw.	
Hamartia	A fatal flaw which leads to death.	
Dramatic Irony	When the audience know more about the play's events than the characters on stage do	

Characters

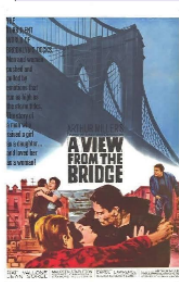
Eddie Carbone	A Longshoreman. Eddie lives with his wife, Beatrice, and orphaned niece, Catherine, in Red Hook Brooklyn. Eddie is the tragic hero. He harbors a secret lust for his niece Catherine which causes his eventual destruction.
Catherine	The niece of Eddie Carbone and Beatrice. Catherine is a smart, young Italian girl. Catherine seeks approval from her uncle and struggles when Eddie does not approve of Rodolpho, the man she intends to marry.
Beatrice	The wife of Eddie Carbone and aunt of Catherine. Beatrice has raised Catherine from the time she was very young and acts as Catherine's mother. Beatrice is a warm and caring woman.
Marco	The cousin of Beatrice. Marco comes to the U.S. to work and make money to send back to his wife and children in Italy. Marco is a hard-working Italian man who is a powerful.

Year 9 English

A View From the Bridge: Becoming and Belonging

Characters

Rodolpho	Beatrice's young, blonde cousin from Italy. Rodolpho prefers singing jazz to working on the ships. To Eddie and the other Longshoremen, Rodolpho seems effeminate because he also cooks, sews and loves to dance.
Alfieri	An Italian-American lawyer. Alfieri is the narrator of the story. He speaks directly to the audience and attempts to make clear the greater social and moral implications of the story.



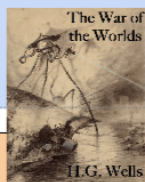
Term 3 – Becoming and Belonging

Week	Task	Done
w/c 4th January	Sentence Variation: Rewrite the paragraph using a variety of sentence starters to make the writing more engaging. For example: <i>Cautiously, In the distance, Without warning, Above me, As I stepped out.</i> I stepped out of the glowing spaceship and looked across the red planet. The ground crackled beneath my boots as strange lights flashed in the distance. I heard a mechanical buzzing sound behind me. The giant robot slowly turned its silver head and stared in my direction.	-
w/c 11th January	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 18th January	Vocabulary: Using the Knowledge Organiser, write a sentence using each of the following words. • Evolution • Exodus • Extra-terrestrial Challenge: Can you link these words to the Science Fiction genre?	-
w/c 25th January	Vocabulary: Authority Exploitation Futuristic 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	Science Fiction Features: Using the Science Fiction Knowledge Organiser to aid you, read the paragraph below. Identify all the features of the Science Fiction genre. Consider: characters, setting, literary devices used. As the silver time capsule hummed to life, Zara adjusted the neural headset pressed against her temples. Instantly, thousands of memories from the year 3026 flooded her mind. The city's AI-controlled towers stretched into the clouds, while silent drones patrolled the streets below. Something about the citizens seemed strange. Each morning, they paused when the same signal echoed from giant screens across the city, then continued their routines with identical smiles and perfectly matched steps. Suddenly, a warning flashed across Zara's holographic display. If she couldn't travel back through the quantum portal and prevent a mysterious invention from being created, the future might never belong to its people again. • List the Science Fiction features. • Explain how each one creates an 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 see enormous glass towers stretching high above the clouds. I hear the low hum of flying vehicles moving between the buildings. I smell a metallic scent drifting from the factories nearby. I see glowing advertisements flickering across the night sky. I hear robotic voices giving instructions to the crowds below. I feel the vibration of machinery beneath my feet as the futuristic city never sleeps. Possible sentence starters: • Above the city, ... • Bathed in the glow of ..., • All around her, ... • Hovering overhead, • Flashes of light danced across ... • The air crackled with ...	

Additional Notes

English Knowledge Organisers – Becoming and Belonging



Year 9 English Science Fiction: War of the Worlds

Page 1

Vocabulary to learn

Extra-terrestrial	of or from outside the earth or its atmosphere
Futuristic	having or involving very modern technology or design
Imperialism	a policy of extending a country's power and influence through colonisation, use of military force, or other means.
Exploitation	the action or fact of treating someone unfairly in order to benefit from their work
Exodus	a mass departure of people
Evolution	the process by which animals and living organisms are transformed into different forms over generations

Vocabulary to learn

Authority	the power or right to give orders, make decisions, and enforce obedience
Oppression	prolonged cruel or unjust treatment or exercise of authority.

Context

- Written in 1898 when the British Empire was the most dominant colonial power on earth.
- In the 19th century there was a very real fear that an apocalypse could begin.
- Queen Victoria died in January 1901.
- Fears included the fear of mass immigration from other parts of the British Empire
- HG Wells was an author of science fiction
- HG Wells used the novel to explore his own reservations about imperialism



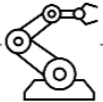
Year 9 English Science Fiction: War of the Worlds

Page 2

Terminology/context

Colonialism	the policy or practice of acquiring full or partial political control over another country, <u>occupying</u> it with <u>settlers</u> , and <u>exploiting</u> it economically.
Empire	At the time Wells wrote War of the Worlds, Britain was at the height of its power as the largest Empire that the world has ever seen.
Apocalypse	Towards the end of the 19th century, there was much anxiety and fear over the future. Queen Victoria was approaching 80 and the successful Victorian era was all Britain had ever known.
The Science Fiction Genre	Whilst speculative fiction had been around for hundred of years, many scholars argued that Science Fiction only became possible due to the technological advancements of the Industrial Revolution

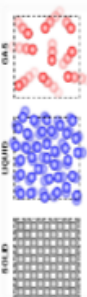
Science Fiction Conventions

Time travel 	Teleportation
Aliens 	Mind control 
Space Travel 	Parallel Universes
Alternative Histories	Fictional Worlds
Advanced technology 	Computers and Robots

CC1/2 States of Matter & Separation Techniques

1. States of Matter

All substances are made up of particles. Solids (s), liquids (l) and gases (g) are made up of particles. Particle arrangement, movement and energy levels determine the state of matter.



State	Arrangement	Movement	Energy levels
Solid	Fixed, regular pattern, tightly packed	Vibrate about fixed positions	Least
Liquid	Irregular pattern, most touching	Slide over one another	
Gas	Randomly	Freely in all directions	Most

2. Changes of State

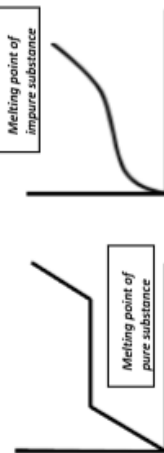
When particles gain energy, their movement and arrangement changes.

More energy causes more forces of attraction between particles to break. The amount of energy needed for a state change depends on the strength of the forces between particles.



3. Pure vs Impure

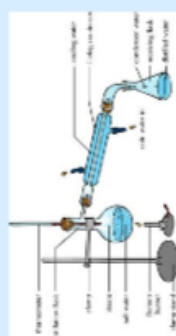
A pure substance is a single element or compound, not mixed with any other substance.



Pure substances melt and boil at specific temperatures. Heating graphs can be used to distinguish pure substance from impure substances.

4. Simple Distillation

This technique is used to separate a mixture of liquids. During distillation, the mixture gets heated causing one liquid at a time to evaporate and then condense.

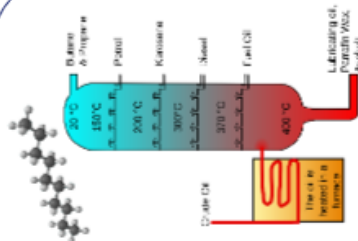


Each liquid has a different boiling point. This enables the liquids to be separated.

5. Fractional Distillation

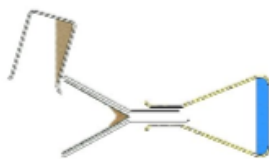
Crude oil is a mixture of hydrocarbons. These hydrocarbons have different boiling points. Each fraction contains molecules with a similar number of carbon atoms in them. The process used to do this is called fractional distillation.

Crude oil is heated and hydrocarbons boil and condense at certain temperatures. Small hydrocarbon chains boil at low temperatures and long hydrocarbon chains boil at high temperatures.



7. Filtration

Filtration can be used to separate substances that are insoluble in a solvent from those that are soluble. An example is sand and water. Large sand particles collect in the filter paper (residue) and the water will pass through the filter paper (filtrate).

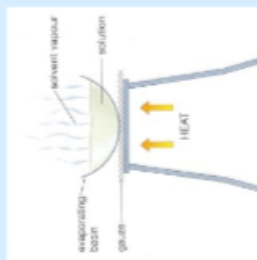


8. Crystallisation

Crystallisation can be used to separate a soluble substance from a solvent by evaporation.

The heat energy causes liquid particles to move further apart and become randomly arranged, moving freely in all directions.

An example of crystallisation is producing sodium chloride from a salt solution.



9. Potable Water

Human drinking water containing low levels of dissolved salts and microbes is safe to drink, clean and cook with. This water is known as potable water.



Most of the UK's water collects in lakes and rivers. Sterilising agents such as chlorine, ozone and UV can be used to treat water.

4 steps to produce potable water:

1. Select water source
2. Sedimentation
3. Filtration
4. Sterilisation/chlorination

In countries where fresh water is limited, desalination of sea water provides potable water. Distillation or reverse osmosis are used BUT require large amounts of energy!

CC1 States of Matter - week commencing 14.09.26

1. Name the 3 states of matter. (3)	2. Name the change of state when ice turns into water. (1)	3. The temperature at which a liquid becomes a gas is called the.... (1)
4. Describe, in terms of the kinetic theory of particles, what happens when a substance melts. (3)	5. Explain how heating graphs can be used to decide whether a substance is pure or impure. (3)	6. Explain why crude oil is an example of an impure substance. (2)
7. Explain whether melting chocolate is a chemical or physical change. (3)	8. Name the movement of particles from an area of high concentration to an area of lower concentration. (1)	9. Particles can be created or destroyed. True or false? (1)

CC2 Distillation - week commencing 21.09.26

1. Name the technique you could use to separate sand and water. (1)	2. Fresh water from rivers contains insoluble solid particles. State the name of the process where these large insoluble particles sink to form sludge. (1)	3. Describe the purpose of the condenser in a simple distillation apparatus (2)
4. Describe how distillation is carried out. (3)	5. Ethanol and water is separated by distillation. Ethanol (boiling point = 78°C). Explain why ethanol is collected before water. (3)	6. Chlorine, Ozone, UV radiation can be used in the final stage of water treatment. Explain the purpose of treating the water with these agents. (1)
7. Give the boiling point of water (1)	8. Draw a particle diagram for a liquid.(2)	9. Describe the particle arrangement in a solid (2)

CC2 Chromatography – week commencing 28.09.26

1. A student uses paper chromatography to separate a mixture of inks. Name the solvent (1)	2. State why the start line is drawn in pencil rather than pen in chromatography (2)	3. Suggest what you can conclude if a sample produces three spots on a chromatogram (2)
4. Ink A travelled 2.5cm and the solvent travelled 5cm. Calculate the R_f value of Ink A. (3)	5. A student carries out chromatography using black ink, it separated into several coloured spots. Explain why the black ink separates into different coloured spots. (3)	6. A student does chromatography on an unknown dye which produces two spots. (Spot 1 is same height as a spot from dye A, Spot 2 is same height as a spot from dye B). Explain what the student can conclude about the unknown dye. (2)
7.State the solvent and solute in a mixture of salt and water (2) Solvent: Solute:	8. Name a suitable piece of equipment used to measure distance (1)	9. State a separation technique that could be used to separate water and salt (1)

CC2 Filtration and Crystallisation - week Commencing 05.10.2026

1.State the name of the liquid that passes through the filter paper during filtration (1)	2. Describe What happens to a solution during crystallisation to make crystals form (1)	3. A soluble / insoluble solid can be separated from a liquid using filtration (1)
4. A student wants to obtain a pure, dry sample of copper sulfate crystals from a copper sulfate solution. Describe how the student could use crystallization to do this. (3)	5. A student leaves a salt solution in a warm place for several days. Explain why crystals form (3).	6. A student has a mixture of sand and salt. Explain why filtration alone cannot separate the salt from the mixture. (3)
7. Is Crystallisation a chemical or physical change (1)	8. Explain your answer to question 7 crystallisation is a chemical/physical change because..... (2)	9. Define 'mixture' (2)

1. Animal Cells

Animal cells are eukaryotic because they have a nucleus.

cytoplasm	site of chemical reactions in the cell	gel like substance containing enzymes to catalyse the reactions
nucleus	contains genetic material	controls the activities of the cell and codes for proteins
cell membrane	semi permeable	controls the movement of substances in and out of the cell
ribosome	site of protein synthesis	mRNA is translated to an amino acid chain
mitochondrion	site of respiration	where energy is released for the cell to function



2. Plant Cells

Plant cells are eukaryotic because they have a nucleus.
Plant cells contain all of the animal parts plus a few extra:

permanent vacuole	contains cell sap	keeps cell turgid, contains sugars and salts in solution
cell wall	made of cellulose	supports and strengthens the cell
chloroplast	site of photosynthesis	contains chlorophyll, absorbs light energy



3. Bacteria Cells

Bacteria cells are prokaryotic because they do not have a nucleus.
They are also much smaller than animal and plant cells.

cytoplasm	site of chemical reactions in the cell	gel like substance containing enzymes to catalyse the reactions
bacterial DNA	not in nucleus floats in the cytoplasm	controls the function of the cell. Can be found as chromosomal DNA and plasmid DNA (small rings).
cell wall	NOT made of cellulose	supports and strengthens the cell
cell membrane	semi permeable	controls the movement of substances in and out of the cell
flagella	whip like tail	allows the bacterial cell to move
ribosome	site of protein synthesis	mRNA is translated to an amino acid chain



CB1 Key Concepts in Biology

4. Specialised Cells

There are some cells which are specialised (or adapted) to do different jobs in animals and plants.

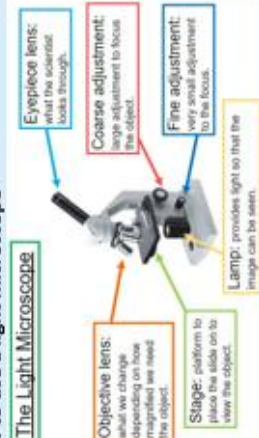
egg	specialised for reproduction	specialised in the cytoplasm, haploid nucleus and changes in the cell membrane after fertilisation
sperm	specialised for movement	streamlined with a long tail, a mitochondrion, haploid nucleus
cloned epithelial cell	used to replace damaged tissue	thin layer of matching cells on the surface of the cells called the

5. Preparing microscope slides

- 1 Slice open the onion
- 2 Cut a piece of onion
- 3 Using forceps, take a thin slice of the onion
- 4 Place flat on a glass slide
- 5 Add a drop of iodine
- 6 Cover with a cover slip

Microscopes are used to view objects that are too small to see with the naked eye. In order to view the cells, the slide must first be prepared.

6. How to use a light microscope



To calculate the magnification of an object we use the equation:
magnification = image size / actual size
e.g. if a cell measures 5mm under the microscope, but is 0.5mm in real life. $M = I/A$. $M = 5/0.5$. $M = 10x$

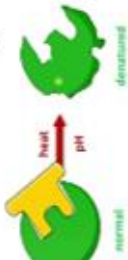
7. Enzyme Action

Enzymes are biological catalysts: they speed up the rate of a reaction but remain unchanged.

The substrate fits into the active site of the enzyme. The active site has a specific shape to the substrate it joins with.



Large changes in pH or temperature can cause an enzyme to stop working (denature). The active site changes shape so the substrate no longer fits.



8. Enzyme Activity

Enzymes increase the rate of specific reactions in living organisms. Enzyme activity is affected by temperature, pH and substrate concentration.



Enzymes have an optimum temperature
Enzymes have an optimum pH
Increasing substrate concentration increases rate. This is limited by number of active sites.

9. Transportation Processes

Diffusion	Osmosis	Active Transport
No energy required	No energy required	Energy required
Particles in solution or gas	Water particles	Movement of particles
Higher concentration to lower concentration	Dilute solution to more concentrated solution	Dilute solution to more concentrated solution
Oxygen and carbon dioxide during gas exchange in lungs	Water into roots via root hair cells	Mineral ions into plant roots Glucose into the small intestine

CB1 Cells - week commencing 12.10.26

1. TRUE or FALSE? Animal and plant cells are eukaryotic (1).	2. State the role of the mitochondria (1).	3. List three organelles found in plant cells but not animal cells (3).
4. Describe the role of the cell wall (1).	5. Explain why bacterial cells are classed as prokaryotic (1).	6. List three structures found in plant cells and bacteria cells (3).
7. Animals have a form of skeleton to provide structure. Explain why their cells do not have a cell wall (2).	8. Photosynthesis is a chemical reaction used to produce glucose (a form of food). Explain why animal cells do not contain chloroplasts (2).	9. Explain why plant and animal cells are eukaryotic (1).

CB1 Microscopy - week commencing 19.10.26

1. Describe the role of the microscope (1).	2. Name the piece of equipment used to peel a thin slice of the cells (1).	3. Iodine is a black liquid. Suggest why iodine is added to the cells (2).
4. Describe the role of the fine and coarse adjustments (1).	5. Calculate the magnification of a cell that has an actual size of 6mm and under the microscope measures 120mm (3).	6. Calculate the actual size of a cell that has been magnified 40x and now has a size of 3.5mm (3).
7. Name the cell organelle that contains genetic material (DNA) (1).	8. Explain why plant cells are eukaryotic (2).	9. Describe the structure of a bacteria cell (3).

CB1 Enzymes - week commencing 02.11.26

1. Name the part of the enzyme where the substrate joins with the enzyme (1).	2. Describe the role of enzymes in the human body (2).	3. Describe what happens to the active site of the enzyme if it is exposed to a very low pH (2).
4. Describe the effect of temperature on the rate of an enzyme-controlled reaction (3).	5. Explain why the rate of a reaction decreases above the optimum temperature (2).	6. Describe the trend in the graph (3).
7. Describe the role of the objective lens (1).	8. Explain why plant cells have a cell wall (2).	9. Calculate the size of a cell viewed under a microscope that has an original size of 2.5mm and is magnified 10x (3).

CB1 Transportation Processes - week commencing 09.11.26

1. TRUE/FALSE: solid particles are able to diffuse (1).	2. Describe the particles that move via osmosis (1).	3. Describe how active transport is different to diffusion (2).
4. Describe how mineral ions move into the root of a plant (2).	5. Describe how water molecules move into a chunk of potato (2).	6. Naomi places a piece of beetroot into water. She notices the mass of the beetroot increases after an hour. Explain why (3).
7. Energy is required for active transport. Name the organelle which is found in cells where lots of active transport takes place (1).	8. Water molecules move into the cell through the cell membrane. Describe the role of the cell membrane (1).	9. Describe the trend in the graph (3).



1. Atoms

The smallest part of an element that can exist

Have a radius of around 0.1 nanometres and have no charge (0). The nucleus is very small compared to the overall size of the atom.

Name of Particle	Relative Charge	Relative Mass
Proton	+1	1
Neutron	0	1
Electron	-1	Very small

Atoms contain equal numbers of protons and electrons in order to have an overall neutral charge.

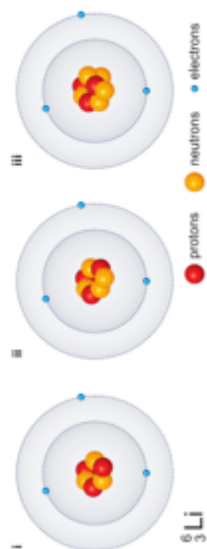
2. Reading the periodic table

For each element on the periodic table there are two numbers. The top number is the mass number, the bottom number is the atomic or proton number

7	Mass number	The sum of the protons and neutrons in the nucleus
Li	Atomic number	The number of protons in the atom
3	Elements	All atoms of a certain element had the same number of protons
		This number of protons is unique to that element.

3. Isotopes

Atoms of the same element with the same number of protons and different numbers of neutrons are called isotopes



CC3/4 Atomic structure and periodic table

5. Calculating the average relative atomic mass of all isotopes

All elements exist as mixtures of isotopes. We use this idea to calculate an elements relative atomic mass (RAM or A_r). A relative atomic mass is the mean mass of an atom of an element compared with carbon-12.

RAMs are not whole numbers 9e.g. Chlorine RAM is 35.5 we can calculate this using the abundances of each isotope. See below ³⁵Cl (75%) and ³⁷Cl (25%)

Relative abundance =

$$(\% \text{ isotope 1} \times \text{mass isotope 1}) + (\% \text{ isotope 2} \times \text{mass isotope 2}) \div 100$$

e.g. $(25 \times 37) + (75 \times 35) \div 100 = 35.5$

4. History of the atom

Pre 1900

Tiny solid spheres that could not be divided

Before the discovery of the electron, John Dalton said a solid sphere made up the different elements.

1897 'plum pudding'

A ball of positive charge with negative electrons embedded in it

JJ Thompson's experiments showed that showed that an atom must contain small negative charges (discovery of electrons).

1909 nuclear model

Positively charged nucleus at the centre surrounded by negative electrons

Ernest Rutherford's alpha particle scattering experiment showed that the mass was concentrated at the centre of the atom.

1913 Bohr model

Electrons orbit the nucleus at specific distances

Niels Bohr proposed that electrons orbited in fixed shells; this was supported by experimental observations.

6. Mendeleev's periodic table 1869

By 1869 there was 63 elements discovered.

Mendeleev a Russian chemistry arranged these elements into order. This was the first periodic table. His table:

- Arranged elements in rows according to their chemical properties (i.e. lithium, sodium, potassium)
- The columns he arranged in mass number.
- Mendeleev used gaps in his table to make predictions about the properties of undiscovered elements.

One main difference to our modern periodic table is

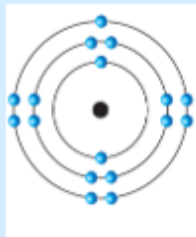
Mendeleev ordered by mass number where we now order by atomic number. The reason for this is in 1869 the proton had not been discovered yet. Therefore no atomic number.

7. Electron configuration

In an atom electrons occupy electron shells arranged around the nucleus.

The way in which an atoms electrons are arranged is called its electron configuration

- The first shell can fit 2 electrons
- The second and third shells can contain up to eight electrons.
- You fill a shell before moving to the final shell.



☞ The electronic configuration of chlorine shows three occupied shells.

Chlorine has 17 electrons (1st shell 2, second shell 8, third shell 7) Or 2,8,7

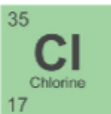
8. Today's periodic table structure

- Elements in a row or periodic are in order of increasing atomic number.
- Each row has the same number of electron shells
- Elements with similar properties are in the same column or group
- Each group has the same number of electrons on their outer shell
- Non metals are on the right of the table
- Metals on the left.

CC3&4 Atoms and Elements - week commencing 16.11.26

1. True or false: An oxygen molecule is made from oxygen atoms. (1) Water is made of hydrogen and oxygen atoms. (1)	2. Name 3 subatomic particles.(3)	3. State the number of protons, electrons and neutrons in one atom of Aluminium. (3) Protons = Neutrons = Electrons = 
4. Draw a diagram to represent an element. (2)	5. Draw and write the electron configuration for a Lithium atom. (3)	6. Describe the differences between a proton and an electron. (2)
7. Explain why most of an atom's mass is found in the nucleus. (3)	8. Explain why atoms are neutral. (3)	9. Compare an element with a compound. (2)

CC3&4 Isotopes - week commencing 23.11.26

1. True or false? (2) Isotopes have the same number of neutrons. Isotopes are atoms of the same element.	2. Isotopes have the same number of a) protons b) neutrons c) atoms (1)	3. Name the subatomic particles found in the nucleus of an atom. (2)
4. Define the word isotope. (2)	5. Calculate the number of protons, electrons and neutrons in chlorine-35 and chlorine-37. (2) 	6. An Oxygen atom has 8 protons and 10 neutrons. Write the formula, showing the atomic number and mass number. (3)
7. Define the word 'element'. (1)	8. Copper-63 (69%) and Copper-65 (31%) are isotopes. Calculate the average relative atomic mass of copper. (3)	9. Explain why isotopes have the same chemical properties. (2)

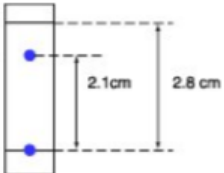
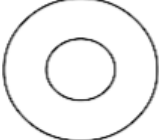
CC3&4 History of the atom - week commencing 30.11.26

1. True or false: Atoms are spheres. (1) Atoms are solid spheres. (1) Most of an atom is empty space. (1)	2. Name the scientist who discovered the nucleus. (1)	3. State the charge of the nucleus in all atoms. (1)
4. Describe how Ernest Rutheford discovered the nucleus. (2)	5. JJ Thomson described the atom as a plum pudding. Describe the plum pudding model. (2)	6. Explain why the nucleus of an atom has a positive charge. (3)
7. Explain why most alpha particles travelled straight through the gold foil in Rutherford's experiment. (2)	8. Explain why some alpha particles were deflected at large angles. (3)	9. Compare Dalton's atomic model with Bohr's atomic model. (3)

CC3&4 Periodic table - week commencing 07.12.26

1. Name the scientist who first organised elements into a table. (1)	2. Complete the sentence below. (2) Metals are found on the right/ left hand side of the periodic table and non-metals are found on the left / right hand side of the periodic table.	3. Complete the electron configuration for Carbon. (2) 
4. Describe the position of calcium in the periodic table. (2)	5. Describe how the modern periodic table is arranged. (2)	6. Describe how the early periodic table was arranged. (2)
7. Explain why there were gaps in the early periodic table. (1)	8. Explain why oxygen is in group 6. (2)	9. Explain why magnesium is in period 3. (2)

CC1, CC2, CC3 & CC4 Overview - week commencing 14.12.26

1. Name the change of state when water vapour turns into water. (1)	2. State the number of protons, electrons and neutrons in one atom of Potassium. (3) Protons = Neutrons = Electrons =	1. True or false? (2) Isotopes have the same number of neutrons. Isotopes are atoms of the same element.
4. Draw the apparatus needed for filtration. (3)	5. Squash is mixed with water to form a solution. Describe how this solution can be separated. (3)	6. Calculate the <i>Rf</i> value for the blue spot. (2) 
7. Complete the electron configuration for Fluorine. (2)  	8. Explain why Lithium is in group 1, period 2. (2)	9. Explain why an atom has no overall charge. (3)

Additional Information

1. Growth in Animals

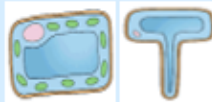
Growth is an increase in the number or size of cells. It can be measured by an increase in mass and an increase in length.

At first, cells divide before differentiating to become specialised. Specific structures help specialised (differentiated) cells carry out a particular function.



2. Growth in Plants

Groups of cells at the end of each shoot and root allow a plant to continue to grow. These groups of cells are called meristems. These cells divide by mitosis before increasing in length (elongating) and finally differentiating into specialised plant cells.



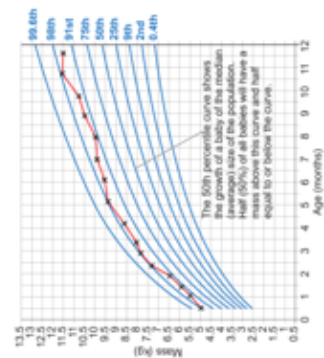
Palisade cells are located in the leaf of a plant. They contain a lot of chloroplasts for photosynthesis. Root hair cells do not contain any chloroplasts. Instead, they have a large surface area to increase the uptake of water and nutrients from the soil.

3. Percentile Charts

Percentile charts can be used to monitor growth.

The 50th percentile is the average growth of the population at that age.

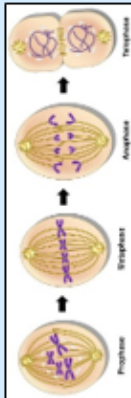
The red line shows how the mass of one baby changes with age (in months old).



CB2 Cells and Control

4. Mitosis

Mitosis is part of the cell cycle and has 5 stages: prophase, metaphase, anaphase, telophase and cytokinesis. Interphase occurs before mitosis as part of the cell cycle.



Interphase – DNA replication makes copies of chromosomes
Prophase – nuclear membrane breaks down and spindle fibres form

Metaphase – chromosomes line up at the equator (middle) of the spindle fibres

Anaphase – chromosome copies are pulled apart to opposite poles (ends) of the cell

Telophase – a new nuclear membrane forms around each set of chromosomes

Cytokinesis – cell membrane forms to separate the cells

The cells produced during mitosis are described as: two, genetically identical daughter cells. As the cells are genetically identical, this is how some organisms reproduce asexually (one parent).

Uncontrolled cell division and growth results in the formation of tumours. This is how cancer develops.

5. Stem Cells

Stem cells divide repeatedly before differentiating.

Embryonic stem cells – differentiate into any specialised cell

Adult stem cells – produce cells similar to those around them

Stem cells are being used to treat a wide range of disease. However, when injected they are often 'rejected' or divide and cause cancer.

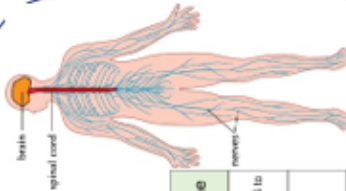
6. Asexual Reproduction

Some organisms can reproduce using one parent. This is known as asexual reproduction where the offspring are clones (genetically identical) of the parent. Asexual reproduction is faster but does not result in variation.

7. The Nervous System

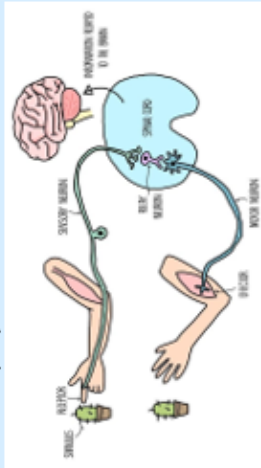
The Central Nervous System (CNS) is made up of the brain and spinal cord. The specialised cells of the nervous system are called neurones. There are three types of neurone:

Name of nerve cell	Sensory neurone	Relay neurone	Motor neurone
Role	Carry impulses (message) from receptor to CNS	Link sensory and motor neurones together	Carry impulses (message) from CNS to effector
Diagram			
Adaptations	Long dendrite to receive impulses to neurone body	Lots of dendrites which are connectors to other nerve cells. No myelin sheath	Long shape. Myelin sheath to insulate axon



8. Reflex Arc

Reflexes are automatic and rapid. They do not involve the conscious part of the brain and can protect humans from harm. There are five key steps in the reflex arc:



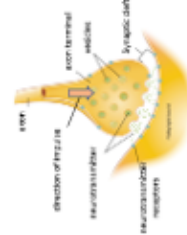
9. Synapses

The gap between two neurones is called a synapse.

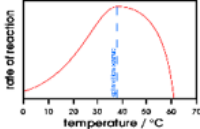
When an impulse (electrical signal) reaches the end of a neurone, a chemical neurotransmitter is released.

It diffuses across the gap (synapse) and is detected by the next neurone which then triggers another impulse.

Synapses slow down neurotransmission but do ensure impulses only flow in one direction.



CB2 Growth week commencing 04.01.27

1. Name the piece of equipment used to measure length (1).	2. Complete the sentence: <i>Cells divide before d.....to become specialised.</i>	3. Name the cells that are found at the end of each shoot and root in a plant (1).
4. Describe how root hair cells are adapted for their role (2).	5. Rearrange these stages of growth in plants (3): A. ELONGATING B. DIVIDING C. DIFFERENTIATING	6. Describe what is meant by the 50 th percentile (1).
7. Categorise these cells into whether they are specialised plant or animal cell (3): a. Root hair cell b. Red blood cell c. Palisade cell	8. Water molecules move into the cell through the cell membrane. Describe the role of the cell membrane (1).	9. ENZYMES: explain why the rate decreases after the optimum temperature (2). 

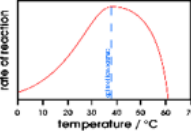
CB2 Mitosis week commencing 11.01.27

1. Name the missing stage of the cell cycle (1): Interphase Prophase Metaphase Telophase Cytokinesis	2. Name the missing stage of the cell cycle (1): Interphase Prophase Metaphase Anaphase Cytokinesis	3. Order the stages of the cell cycle (3): Anaphase Telophase Cytokinesis Metaphase Interphase Prophase
4. Describe the changes to the cell during prophase (2).	5. Describe the changes to the cell during cytokinesis (2).	6. Describe how cancer develops (2).
7. Name one adaptation of palisade cells (1).	8. Describe the use of percentile charts (1).	9. Explain why the mass of a piece of beetroot decreases when placed in a concentrated solution (3).

CB2 Nervous System week commencing 18.01.27

1. Name the two parts of the central nervous system (2).	2. Name the three types of neurone (3).	3. Order the stages of the reflex arc (3): Sensory neurone Motor neurone Receptor Relay neurone Effector
4. Describe the structure of a motor neurone (2).	5. Describe the transmission of an impulse across a synapse (2).	6. Insulated neurones transmit impulses faster. Explain why diseases that break down the myelin sheath effect the rate of an impulse (2).
7. Name one adaptation of relay neurones (1).	8. Describe the four stages of mitosis (PMAT) (1).	9. Explain why stem cells are not 100% effective at treating diseases (2).

CB1 and CB2 Review week commencing 25.01.27

1. Name the cell organelle which is the site of respiration (1).	2. Name the three organelles found in plant cells and not animal cells (3).	3. Order the stages of the reflex arc (3): Sensory neurone Motor neurone Receptor Relay neurone Effector
4. Describe the trend in the graph (2). 	5. Explain why the rate of reaction decreases after the optimum pH (2).	6. Explain why the mass of a carrot increases when placed in water (3).
7. Name one adaptation of motor neurones (1).	8. Describe the changes to the cell during interphase (1).	9. Naomi touches a hot flame. Describe the reflexive response her body takes (5).

1. Scalars and Vectors

Scalars are quantities that only have magnitude (size).
Examples include mass, time, speed, temperature, energy and distance.



Vectors are quantities that have both magnitude (size) and direction.

Examples include force, velocity, momentum, displacement, acceleration and weight.



2. Speed and Velocity

Speed (scalar) in a given direction is known as velocity (vector).
Both speed and velocity are measured in metres per second (m/s).

Speed	How fast an object moves
Velocity	Speed + direction

The speed of a car is 30m/s. A car moves forward with a velocity of 30m/s.

3. Distance and Displacement

Distance is how far an object has travelled and is a scalar.
This can be measured in metres (m) or kilometres (km).



Displacement is the distance travelled in a straight line and is a vector.

An athlete runs once around an athletics track.
This athlete has travelled a distance of 400m but the displacement of the athlete is 0m.

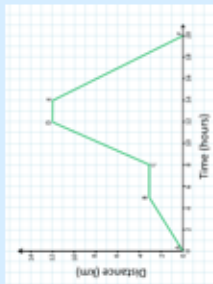
4. Distance Time Graphs

A distance time graph shows how far an object moves along a straight line.

The speed of an object can be calculated from the gradient of a line.

When the line goes flat or has no gradient, the object is stationary.

A steeper line means the object is travelling at a faster speed.

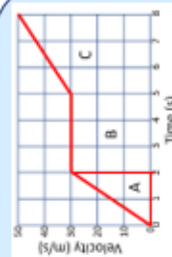


CP1 MOTION



5. Velocity Time Graphs

A velocity time graph shows the velocity of an object over a period of time. It simply shows how fast an object is moving.



A flat line on the graph shows an object moving at constant (same) speed.

A steeper line shows the an object with greater acceleration.

A diagonal line going up shows constant acceleration (speeding up).

A diagonal line going down shows constant deceleration (slowing down).

The area under a line is the distance travelled. This can either be a triangle or a rectangle.

6. Calculating Speed

Measure the distance between 2 points using a tape measure.

Measure the time taken for an object to move between the 2 points.

Use speed = distance / time

Usain Bolt runs the 100m in 9.58 seconds.
Calculate his average speed.

$$\frac{100 \text{ metres}}{9.58 \text{ seconds}} = 10.44 \text{ m/s}$$



7. Acceleration

Acceleration is how quickly an object speeds up. It is also the change in velocity in a certain amount of time. It is measured in m/s/s which can be written as m/s².

Acceleration can be calculated by dividing the change in velocity (final velocity – initial velocity) by the time taken.

$$a = (v - u) \div t$$

A car accelerates from 13m/s to 31m/s in 12 seconds.
Calculate the acceleration of the car.



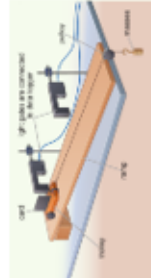
$$\frac{31\text{m/s} - 13\text{m/s}}{12\text{s}} = 1.5\text{m/s}^2$$

8. Investigating acceleration

Acceleration is effected force and mass.

This can be investigated using light gates and a ramp.

Light gates are used to calculate the speed at point A and the speed at point B. They also measure the time taken between point A and point B. The ramp is used to reduce the effect of friction.



Weights are added to the pulley to increase the force.

Masses are added to the trolley to increase the mass.

CP1 speed and d-t graphs week commencing 01.02.27

1. Define scalar quantities. (1)	2. State an example of a vector quantity. (1)	3. State whether each of the following quantities is a scalar or a vector: (4) a) Speed b) Velocity c) Distance d) Acceleration
4. Describe the difference between speed and velocity. (2)	5. Explain why velocity is described as a vector quantity. (2)	6. Calculate the average speed of a cyclist who travels 600 m in 50 seconds. (2)
7. Describe what the gradient of a distance–time graph shows. (1)	8. Describe what a flat (horizontal) section on a distance–time graph indicates about the motion of an object. (1)	9. Calculate the acceleration of a car that changes speed from 10 m/s to 25 m/s in 5 seconds. (2)

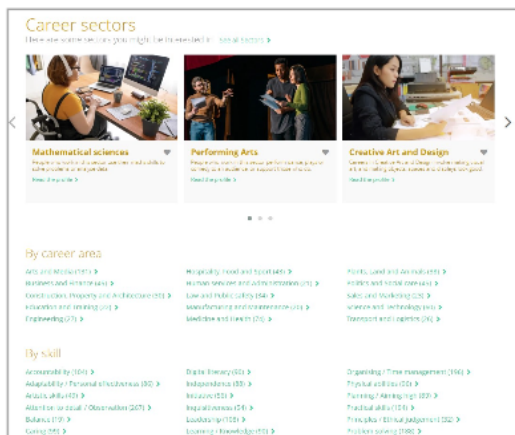
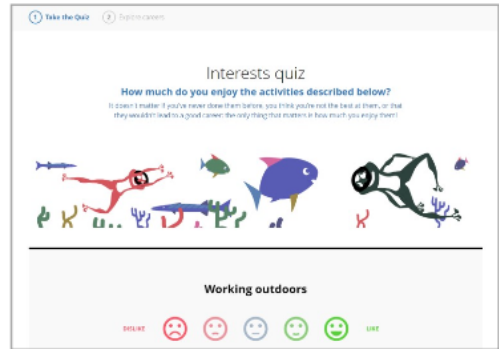
CP1 acceleration and v-t graphs week commencing 08.02.27

1. Define acceleration. (1)	2. State the two quantities that affect acceleration. (2)	3. State the motion of an object when the v-t graphs shows: (3) • A horizontal line • An upwards diagonal line. • A downwards diagonal line
4. Describe how to find the distance moved using a v-t graph. (2)	5. Describe how to set up the apparatus for an investigation for an acceleration. (3)	6. Explain why it is necessary to have the ramp sloping during the acceleration investigation. (2)
7. Calculate the average speed Lucy runs when she completes 100m in 15 seconds. (2)	8. Calculate the time taken for Simon to complete 400m with an average speed of 5 m/s (3)	9. Calculate the acceleration of a train leaving the station, reaching its top speed of 25 m/s in 10 seconds. (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

Web designer	
UK Current jobs Web and multimedia design professionals (SOC2) UK jobs: 96,102 North Somerset jobs: 111 (154th of 214 UK LEAs) Top 5 LEAs: Hertfordshire (2,490), Surrey (2,462), 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: £29,115 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 897,891 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 270 different categories, SOC2 has 50 categories, and SOC3 has 25. Here's an example of how it works. The Unifrog career profile 'Classical musician' goes into the SOC4 category 'Musicians', which goes into the SOC2 category 'Performing, literary and media occupations', which in turn goes into the SOC3 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/MBR) 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) (CWI) 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 (JB/CSK) Drama Studio Dungeons and Dragons (RPE) G3			

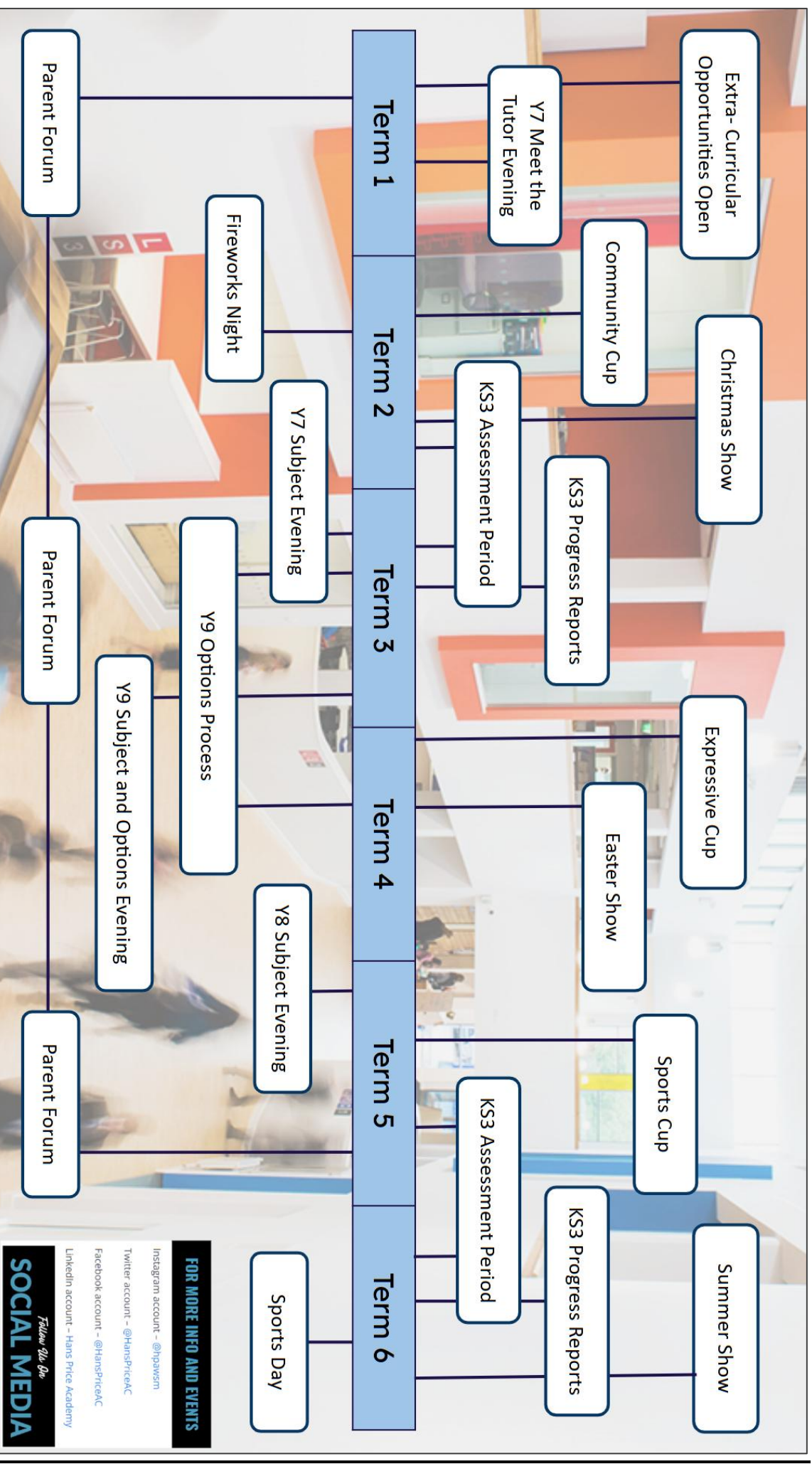
HPA: TRY IT WEEK

Try any new after-school club between the 10th 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					