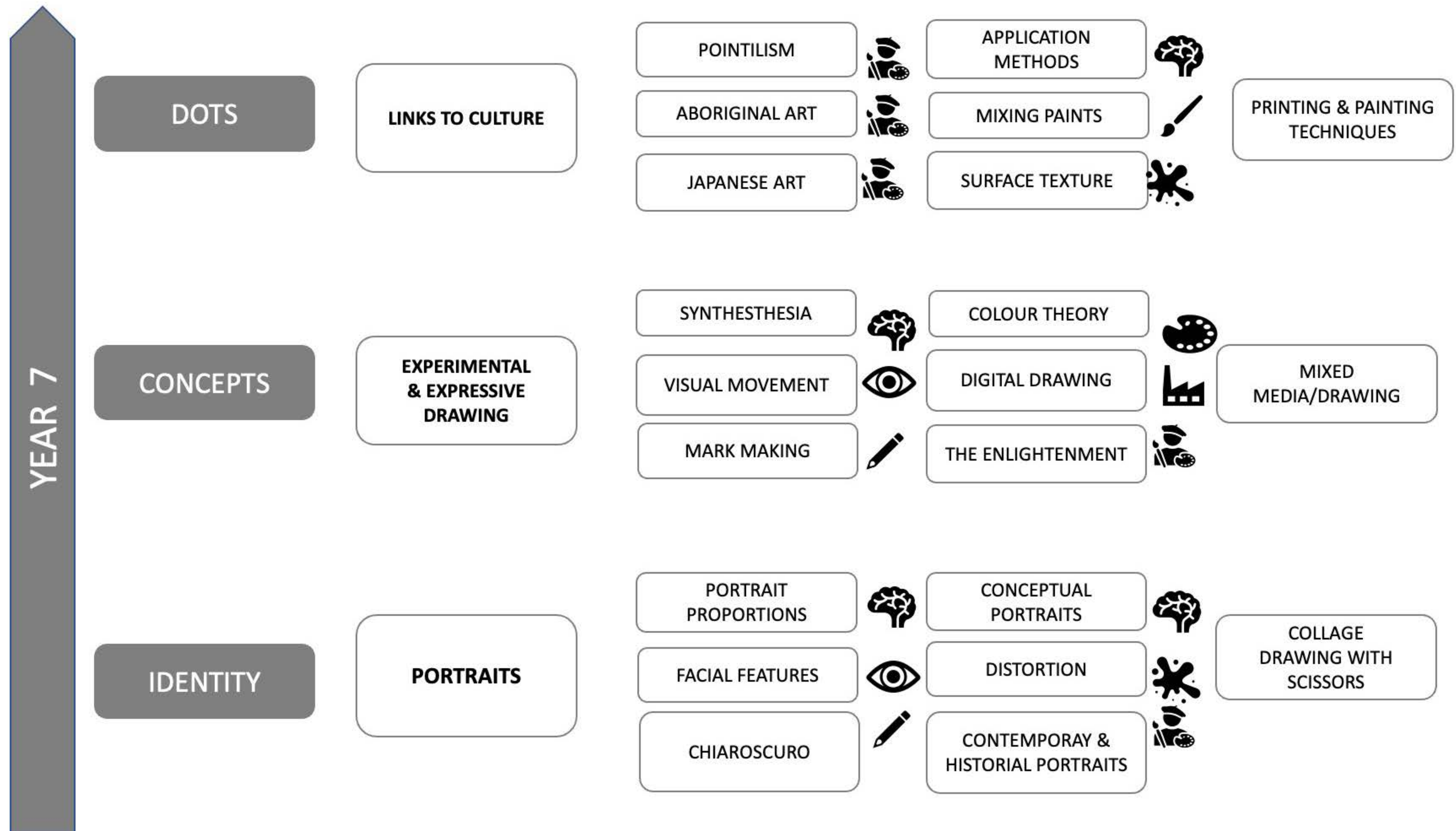
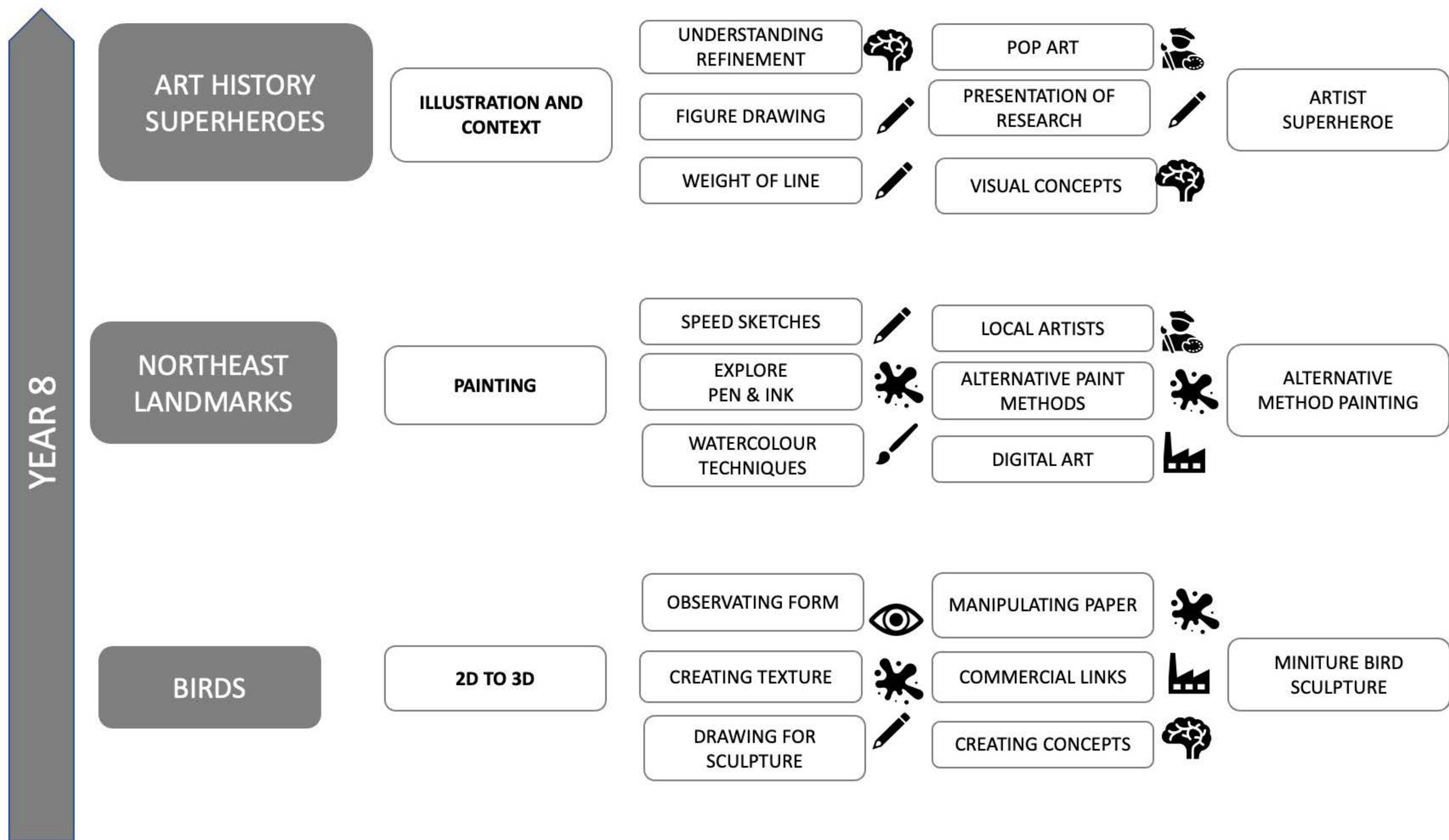


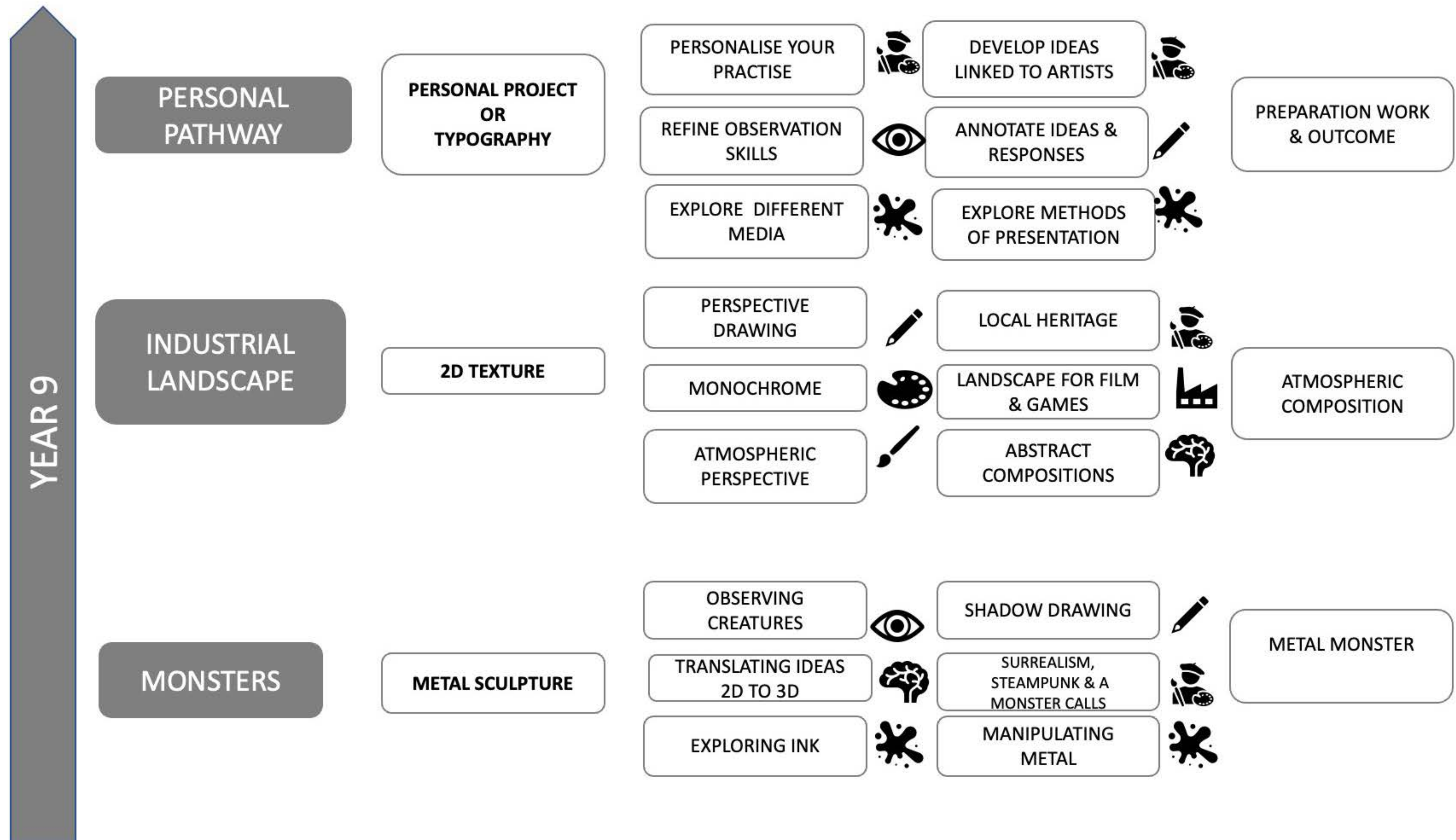
# KEY STAGE 3 LEARNING JOURNEY - ART



# KEY STAGE 3 LEARNING JOURNEY - ART



# KEY STAGE 3 LEARNING JOURNEY - ART



# KEY STAGE 3 LEARNING JOURNEY - ART



Thinking, processing and imagination



Painting



Observing



Links to industry and commerce



Drawing and documenting



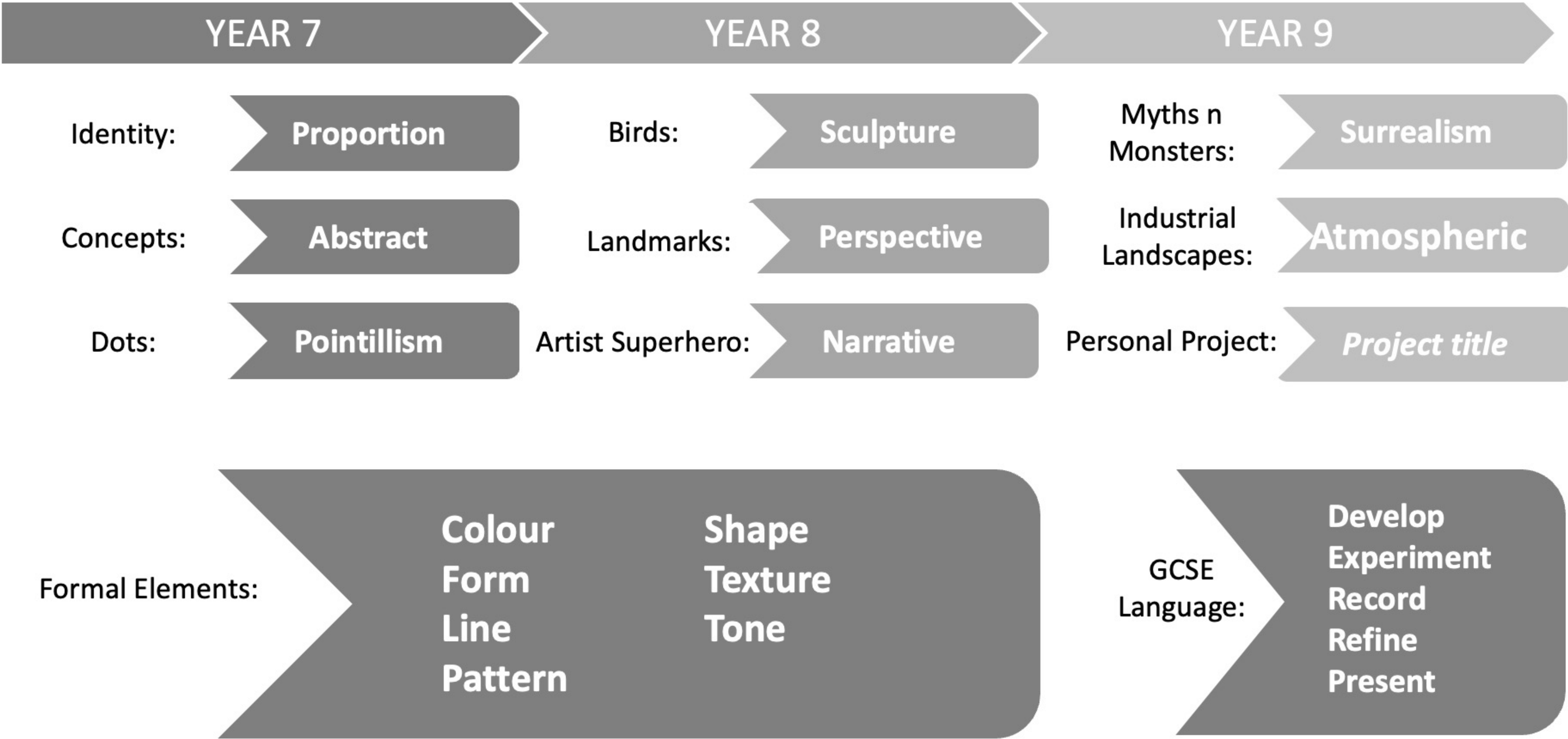
Links to art and culture



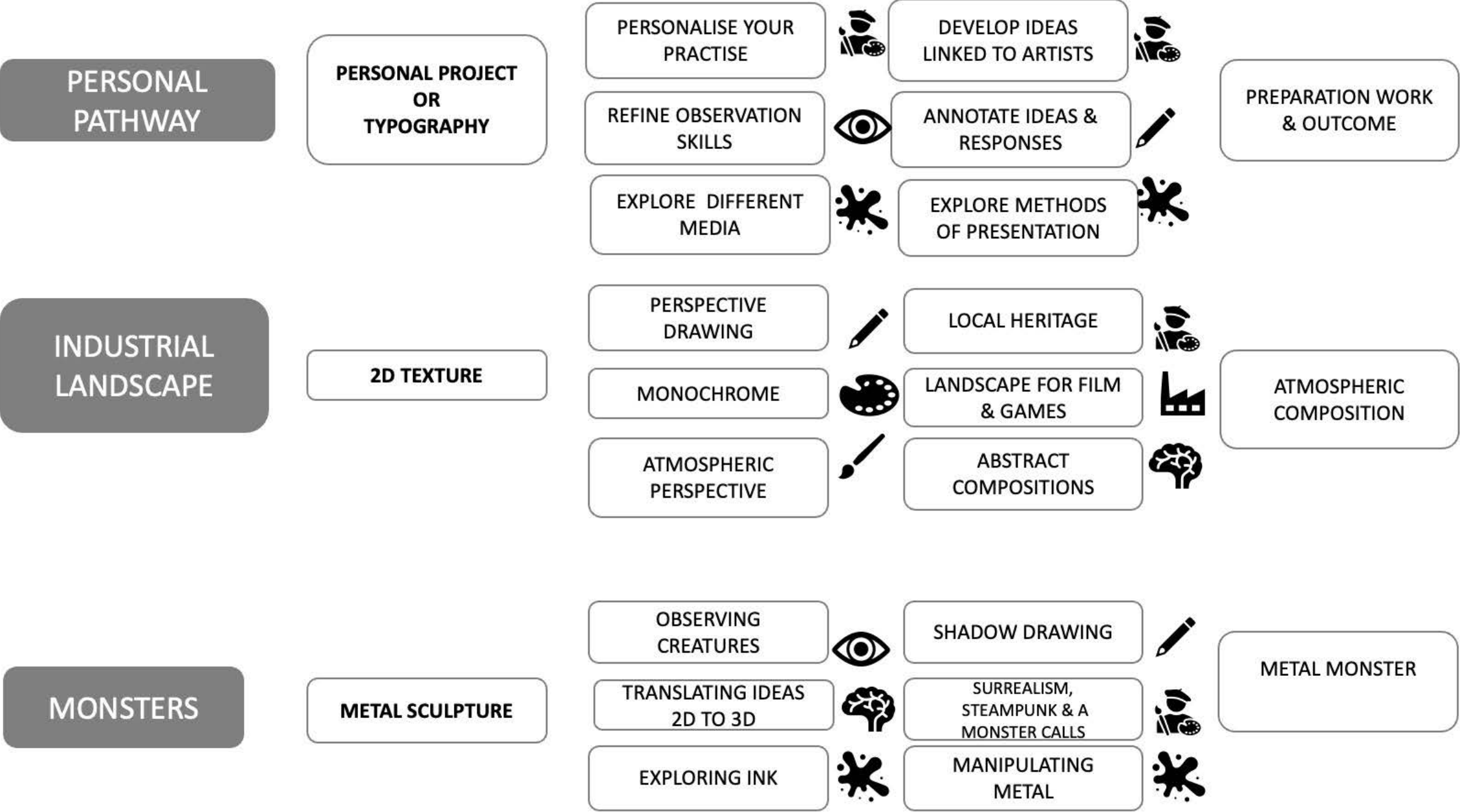
## Unlocking learning

# KEY STAGE 3 LEARNING JOURNEY - ART

## KS3 VOCABULARY



YEAR 9



# Drama Learning Journey

- Virtues
- Development of earlier skills
- Knowledge
- Subject Specific Skills

**Question: What type theatre is more powerful, naturalistic or non-naturalistic?** Explore a range of world events through techniques and styles including encountered throughout the KS3 course.

**Stimuli**  
Symbolism  
Characterisation  
Freeze Frame  
Role-play  
Time-line

**Kindness**  
Forgiveness  
Trust  
Respect  
Empathy

**Question: Can drama help us be healthy?**  
Theatre in Education – explore the effects of contemporary society and how to educate a teenage audience on how to stay safe.

The Impact of society  
Importance of talking  
How to deal with challenges  
Verbatim Theatre

**Unison**  
**Chorus**  
Modern Interpretations

Progression to next stage of learning:  
GSCE Drama

World Events

Theatre in Education

Playwright intentions,  
deconstructing text, Willy Russell,  
Social & Historical context

**Question: How did it all begin?** Greek Theatre – To explore the beginnings of theatre, including the amphitheatres and features of Greek performance

Historical context of theatre  
Story of Troy  
Use of a Greek Chorus

**Narration**  
Foreshadowing  
Symbolism  
Comedy  
Set  
Costume

**Honesty**  
Kindness  
Forgiveness

**Question: What role does symbolism play in foreshadowing events in Blood Brothers?**

Blood Brothers

Greek Theatre – Troy

Proxemics  
Structure  
Narration  
Lighting  
Sound  
Time-line



9

Cross-cutting  
Monologue  
Scripted Drama  
Characterisation  
SFX / Lighting

Historical Events  
People impacted by war  
What can be learnt from history  
Culture

**Question: What makes good theatre?**  
Students will explore a range of stimuli & use their knowledge of performance styles, genre & form to devise a piece of theatre  
Component 2

Empathy  
Respect  
Kindness  
Reflectiveness

Mime  
SFX / Lighting  
Cross-cutting  
Hot-seating  
Role-play  
Scripted Drama

Devising  
Plot / Structure  
Flashbacks

Design For Theatre

World War II

Design Terminology  
Intentions  
Interpretation

**Question: How does design communicate meaning in theatre?**  
Explore a range of design elements when exploring a play text.

**Question: Should drama help to retell the past?**  
Using historical facts to develop empathy, leading to an exploration of events during WW2

Time-line  
Characterisation  
Hot-Seating

About His Person

**Question: Can drama help us to keep safe?**  
Developing script work to ensure accurate Communication.

Emotions  
Comedy  
Vocal Terminology  
Given Circumstances

Time-line  
Monologue Writing  
Slow-motion

Characterisation  
Whole-group drama

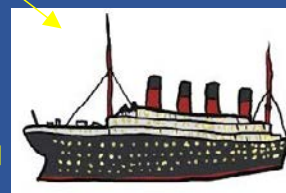
**Question: How to use a stimuli?**  
Students will explore a poem as a starting point to develop a character and their backstory.



Reflection  
Empathy  
Respect  
Collaboration

Scripted Drama

Titanic



Scripted Drama



Reflection  
Resilience  
Respect

SFX  
Proxemics  
Comedy / Humour  
Structure

Characterisation  
Staging  
Cross-cutting  
Lighting  
Monologues

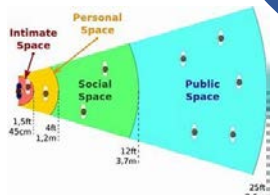
**Question: What makes a story interesting?**  
Students explore storytelling techniques to bring to life the events of Titanic.

Collaboration  
Confidence  
Reflection  
Respect

Story telling structure  
Historical Events  
Research

Blocking  
Line Learning

Characterisation  
Staging / Types



**Question: How far can your imagination take you?**  
Students must put survival skills into practice to ensure they don't end up trapped forever by a tribe.

Collaboration  
Trust  
Play  
Confidence



Whole group drama  
Spontaneous Improvisation

Vocals  
Physicality  
Freeze Frame

Hot-Seating,  
Cross-cutting,  
Lighting

How lighting can be used to create atmosphere.  
Adverts to summarise events  
Teacher In Role



Survivor



Haunted School

Bravery  
Friendship  
Truth  
Self Control

Scenarios  
Creating stock characters  
Gestures  
Facial Expressions  
Music

Characterisation  
Ensemble Performance  
Analysis and Evaluation

**Question: Can drama teach a moral message?**  
Exploring the events within a haunted school, will the year 7 students do the right thing or the easy thing?

Characterisation  
Role-play



Collaboration  
Respect  
Patience  
Sense of humour  
Trust

Staging Types  
Scripted drama  
Genre  
Silent Movie



Mime & Melodrama



Journey on the Orient Express

7

**Question: Does good drama need to rely upon words?**  
Drama Conventions - using Mime and Melodrama students can explore communication through movement and gesture.

Physicality  
Freeze frame

Vocals  
Physicality  
Freeze Frame  
Monologue  
Hot-seating



**Question: How do we become a character?**  
Orient express - students develop their vocal and physical skills through role-play techniques.

Confidence, Resilience, Collaboration, Respect



# YEAR 7 COMPUTING LEARNING JOURNEY

Develop skills, build knowledge and become a confident computer user as you progress through your learning journey.

START

1

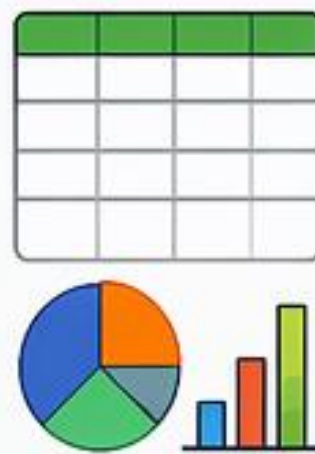
## INTRODUCTION TO COMPUTING



- Use school systems like Frog and Office 365
- Set up and use email to communicate
- Understand how to stay safe online
- Explore how ICT is used in everyday life

2

## INTRODUCTION TO SPREADSHEETS



- Use formulas to calculate totals, averages, min and max
- Analyse data quickly and efficiently
- Create charts and graphs
- Model "what if" scenarios to solve problems

3

## INTRODUCTION TO COMPUTER PROGRAMMING



- Understand what computer programs are
- Develop problem-solving skills
- Use loops and procedures
- Create programs using Scratch and Micro:bit

4

## HOW COMPUTERS WORK



- Learn about computer components and how they work together
- Understand hardware, software and peripherals
- Explore input and output devices
- Use common software like Word, PowerPoint and Publisher

5

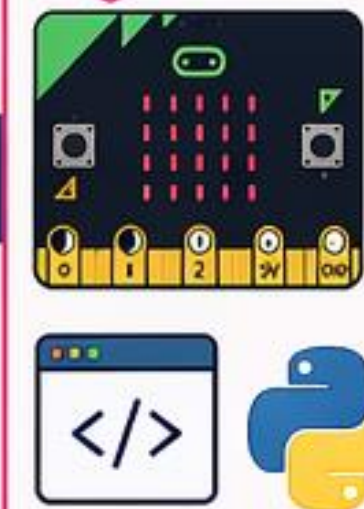
## GRAPHIC DESIGN



- Follow the design process: design, create and evaluate
- Understand client briefs and plan ideas
- Learn about copyright and using images correctly
- Combine text and images to create graphics

6

## MICRO:BIT



- Develop programming skills further
- Learn sequencing, selection and iteration
- Program using Micro:bit and Python
- Create interactive projects

FINISH



**PROBLEM SOLVING**  
Find solutions and think logically.



**DIGITAL LITERACY**  
Stay safe and use technology responsibly.



**CREATIVITY**  
Design, create and express your ideas.



**INDEPENDENCE**  
Build confidence and work independently.



**PREPARE FOR THE FUTURE**  
Develop skills for further study and future careers.



# YEAR 8 COMPUTING LEARNING JOURNEY



Build your skills, deepen your knowledge and become a confident computer user as you progress through your learning journey.

START

1

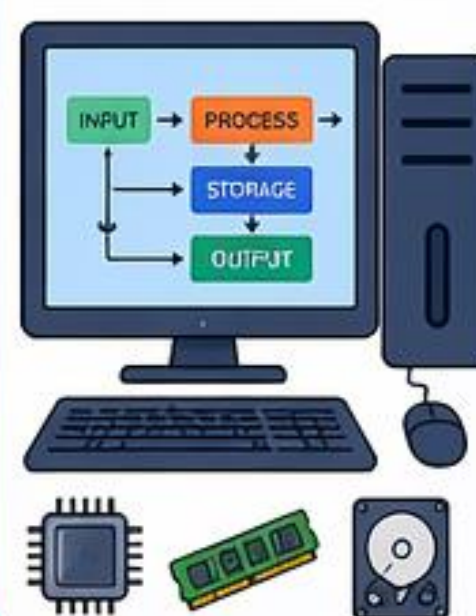
## MICROSOFT OFFICE SKILLS



- Develop your skills using key Microsoft Office applications.
- Create, edit and format documents in Word.
- Work with data in Excel using formulas, functions and charts.
- Design and present professional slides in PowerPoint.
- Create publications and leaflets using Publisher.

2

## HOW COMPUTERS WORK



- Discover how computers really work.
- Learn about hardware components and what they do.
- Understand the difference between hardware and software.
- Learn about input and output devices and peripherals.
- Explore common software including Word, PowerPoint and Publisher.

3

## COMPUTER PROGRAMMING



- Build on your programming knowledge.
- Use problem-solving skills to design efficient solutions.
- Learn about variables, selection, repetition and procedures.
- Create programs using Scratch and Micro:bit.
- In Year 8 Maths you will use coordinates (x and y) in the Cartesian Plane.

4

## GRAPHIC DESIGN



- Learn the full design cycle: design, create and evaluate.
- Interpret a client brief and plan your ideas.
- Use software tools to combine text and images effectively.
- Understand copyright and use images correctly.
- Develop your layout, audience and creativity.

5

## IMAGE EDITING



- Learn how to edit and enhance images.
- Use tools to crop, resize, adjust colours and fix photos.
- Create and manipulate graphics for different purposes.
- Apply your skills to produce high-quality images.

FINISH



### PROBLEM SOLVING

Find solutions and think logically.



### DIGITAL LITERACY

Stay safe and use technology responsibly.



### CREATIVITY

Design, create and express your ideas.



### INDEPENDENCE

Build confidence and work independently.



### PREPARE FOR THE FUTURE

Develop skills for further study and future careers.



# YEAR 9 COMPUTING LEARNING JOURNEY

Build your skills, deepen your knowledge and become a confident computer user as you progress through your learning journey.



START

1

## DATA REPRESENTATION



- Collect, analyse and present data effectively.
- Use spreadsheets to organise data and perform calculations using formulas.
- Create charts and graphs (pie charts, bar charts, column charts, line graphs).
- Interpret information and make informed decisions.

2

## MULTIMEDIA



- Explore different types of media: text, images, audio, video and animation.
- Plan and create multimedia presentations.
- Edit and enhance media using appropriate tools.
- Understand how to combine media to communicate a message effectively.

3

## HOW COMPUTERS WORK



- Understand how data is represented in binary.
- Convert between binary, denary and hexadecimal.
- Perform binary additions and understand overflow.
- Explore computer architecture and how components work together.
- Understand the role of the CPU, memory and storage.

4

## GAMES DESIGN



- Learn the stages of the games design process: plan, design, create and evaluate.
- Design game concepts, characters, levels and storyboards.
- Use software to create games and test them.
- Apply programming skills to add features such as scoring, lives and timers.
- Evaluate and improve your game based on feedback.

5

## COMIC STRIP



- Plan a comic strip with a clear story and characters.
- Create layouts using frames, bubbles and captions.
- Use digital tools to design and draw your comic.
- Apply colour, font and effects to enhance your work.
- Review and improve your comic before finalising.

FINISH



### PROBLEM SOLVING

Find solutions and think logically.



### DIGITAL LITERACY

Stay safe and use technology responsibly.



### CREATIVITY

Design, create and express your ideas.



### INDEPENDENCE

Build confidence and work independently.



### PREPARE FOR THE FUTURE

Develop skills for further study and future careers.

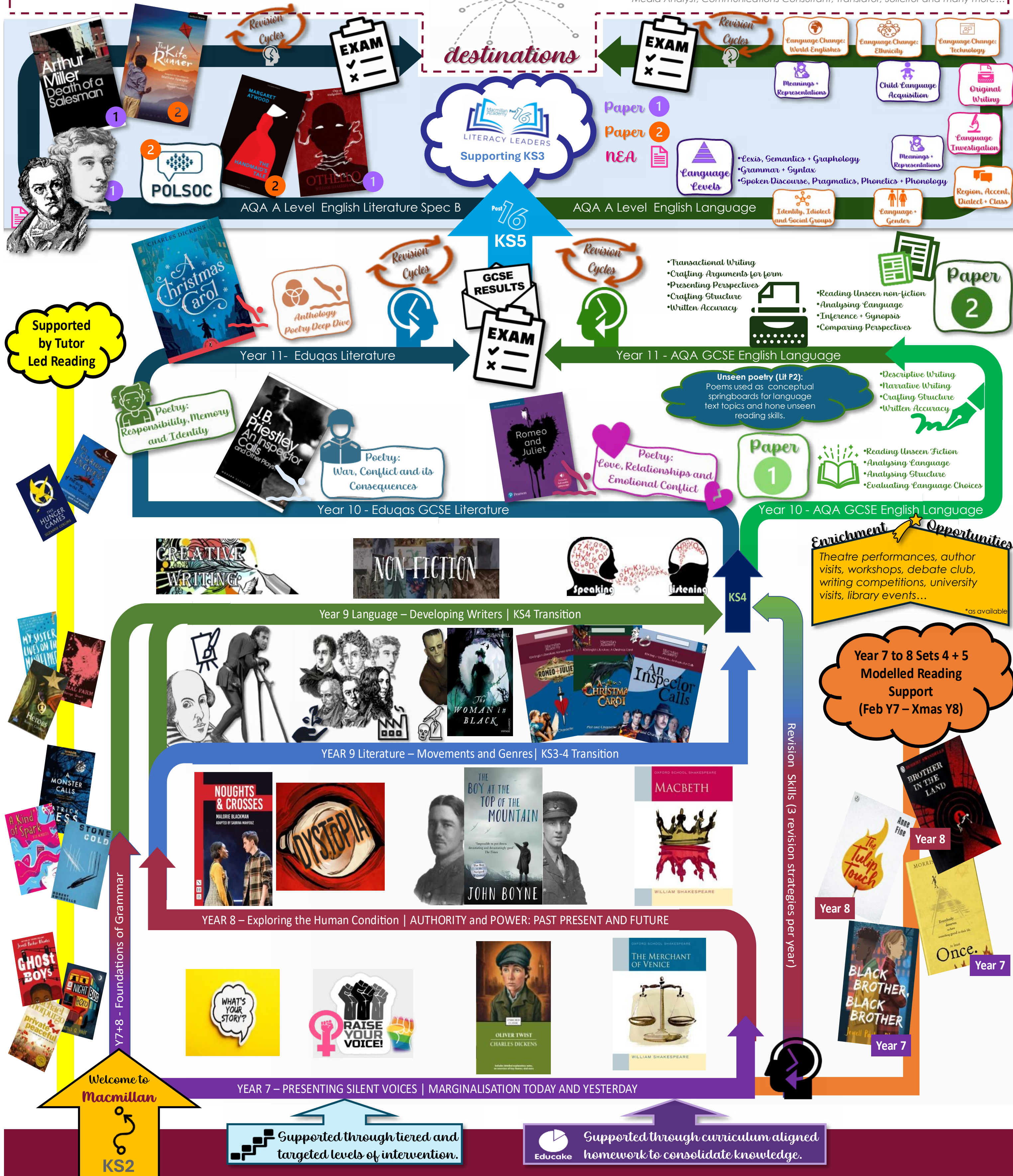


## Higher Education:

English Literature, English Language, Linguistics, Creative Writing, Journalism, Media, Culture and Communication, Publishing, Journalism, Theatre and Performance, Foreign Languages, History, Law, Sociology, Politics, Education, TEFL.

## Careers:

Journalist, Feature Writer, Magazine Editor, Editor, Advertising, Copywriting, Public Relations, Marketing, Publisher, Researcher, Social Media Manager, Teacher, Linguist, Communication Specialist, Screenwriter, Novelist, Content Creator, Investigative Reporter, Media Analyst, Communications Consultant, Translator, Solicitor and many more...



# Geography learning Journey

## Big Geographical Questions:

What value do we put on landscapes?  
How can LIC's lift themselves out of poverty?

# 11

### Thinking like a geographer.

1. Physical Landscapes In The UK: Uplands / Rivers / Coasts.  
2. The Changing Economic World: Work; UK Economy; India's Economy; Tourism in Kenya; Closing the Development Gap.



### Skills:

At GCSE you will need all your map and graph skills.

### Field work investigation:

Seaton Carew dunes and tourism.

## Big Geographical Questions:

What are the direct and indirect effects of human interaction with our Earth?  
Why is there a 'development gap'?

# 10

### Thinking like a geographer.

1. The Challenge of Resources: UK / Global Food; Energy; Water.  
2. The Challenge of Natural Hazards: Tectonic Hazards; Tropical Storms; Extreme UK Weather; Climate Change.



## Big Geographical Questions:

What factors determine wealth?  
Who is responsible for our Earth?



# 9

### Thinking like a geographer.

1. Our Unequal World: Development Gap; Inequality (Migration, Food & Health); Sustainable Solutions.  
2. Focus on Africa: Human and Physical geography; The Sahara; The Horn of Africa.

### Skills:

G.I.S; systems models; thematic maps; and satellite images. Field work skills. The Enquiry Process.

### Field work investigation:

Ecosystems



## Big Geographical Questions:

How 'fair' is our country?  
Is Earth's climate in crisis?

# 8

### Thinking like a geographer.

1. Challenges and Opportunities in the UK: Poverty; Water Supplies; Waste; Air Pollution; Energy.  
2. Our Physical World: Extreme World; Underwater World; Earthquakes; Volcanoes; Global Weather and the Monsoon Climate.

### Skills:

Using OS, atlas & weather maps.  
Climate & population graphs.

### Field work investigation:

Microclimates; Academy Security Survey; and How dangerous is Stockton Road?

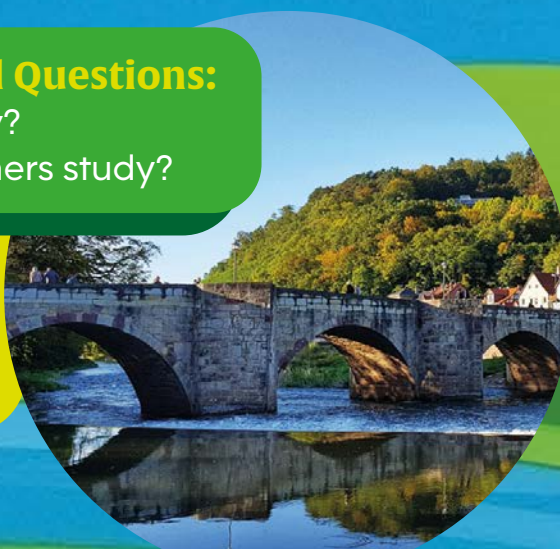
## Big Geographical Questions:

What is geography?  
What do geographers study?

# 7

### Thinking like a geographer.

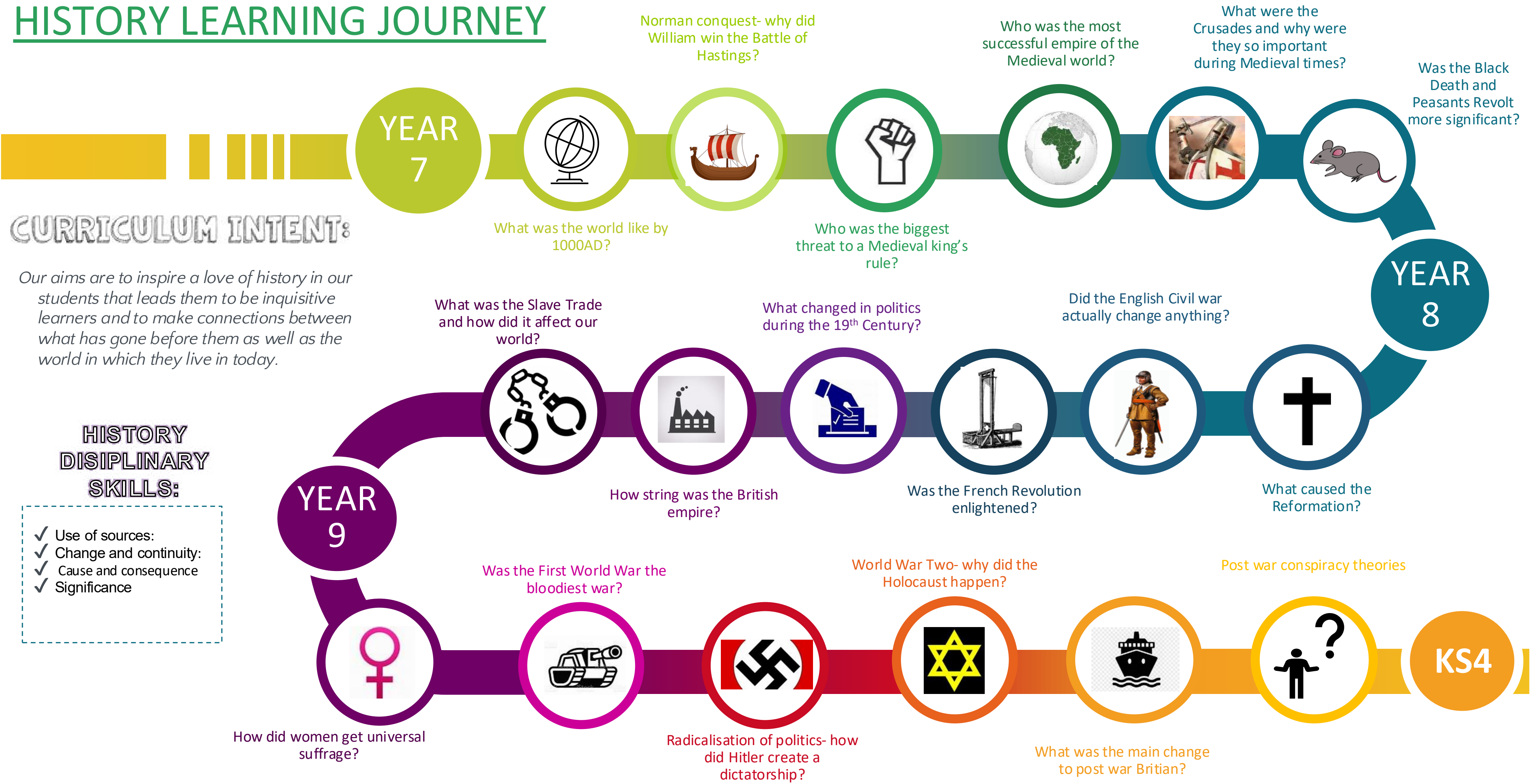
1. Introduction to the UK: Our Island Home; Our Neighbourhood; The UK in Europe, OS Maps of the UK.  
2. Physical Landscapes in the UK: Rivers, Coasts, Uplands and Glacial Landscapes.



Students have two lessons a week to build Confidence, Resilience, Collaboration, Respect, Empathy, Tolerance and consider themselves as 'World Citizens'.



# HISTORY LEARNING JOURNEY



# MATHS LEARNING JOURNEY



## CURRICULUM INTENT:

Our aims are to inspire a love of maths by securing strong foundations that deepen understanding and promote problem solving through our own toolbox. Students build on prior knowledge through a cumulative curriculum, supported by regular retrieval practice and assessment. We aim to develop learners who can confidently apply mathematics in real life contexts, are financially literate, and use precise mathematical language.

## MATHS DISCIPLINARY SKILLS:

- ✓ Fluency
- ✓ Problem solving
- ✓ Reasoning
- ✓ Communication
- ✓ Making connections

YEAR 7

- Sequences
- Algebraic notation and substitution
- Expressions and equations



- Place value, ordering and rounding
- Four operations



- Averages and the range
- Graphing data



- Fractions, decimals, percentages
- Directed number
- Fractions./ percentages of amounts



- Perimeter and area
- Angles and polygons



- Speed, distance, time
- Properties of number
- Add and subtract fractions



YEAR 8

- Interpret and represent data
- Tables and probability
- Graphs and charts



- Angles in parallel lines/ polygons
- Circles



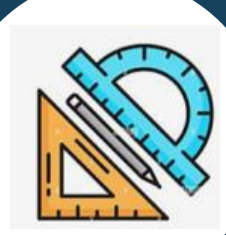
- Equations and inequalities
- Indices



- Multiplying/ dividing fractions
- Percentages
- Standard form



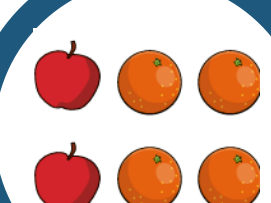
- Symmetry and reflection
- Area, volume and density



- Algebraic manipulation
- Coordinates and graphs



- Ratio
- Proportion and scale



YEAR 9

- Calculations
- Indices
- Factors, multiples primes
- Standard form and surds (H)**



- Notation and manipulation
- Equations and inequalities
- Setting up and rearranging equations
- Sequences



- Averages and the range
- Representing and interpreting data from tables, chart and graphs
- Scatter graphs



- Angle facts
- Angles in parallel lines
- Angles in polygons
- Pythagoras
- Trigonometry (H)**

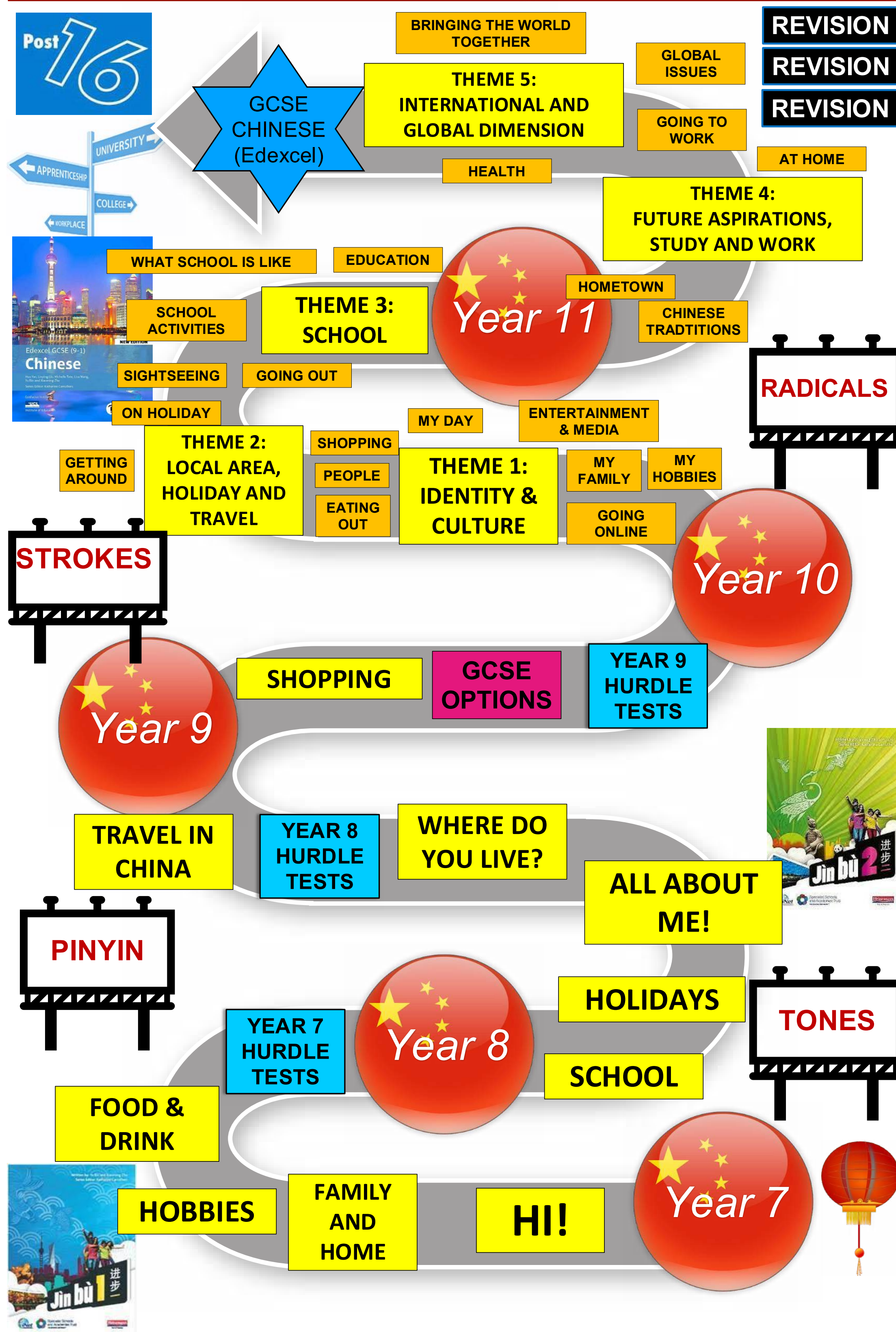


- Fractions
- Percentages
- FDPs



KS4

→ "GETTING KS4 READY" →



‘活到老，学到老’

huó dào lǎo, xué dào lǎo

‘Never stop learning’

*Lit: live until old, study until old*

‘学无止境’

xué wú zhǐ jìng

‘Learning is limitless’

*Lit: study has no limits*

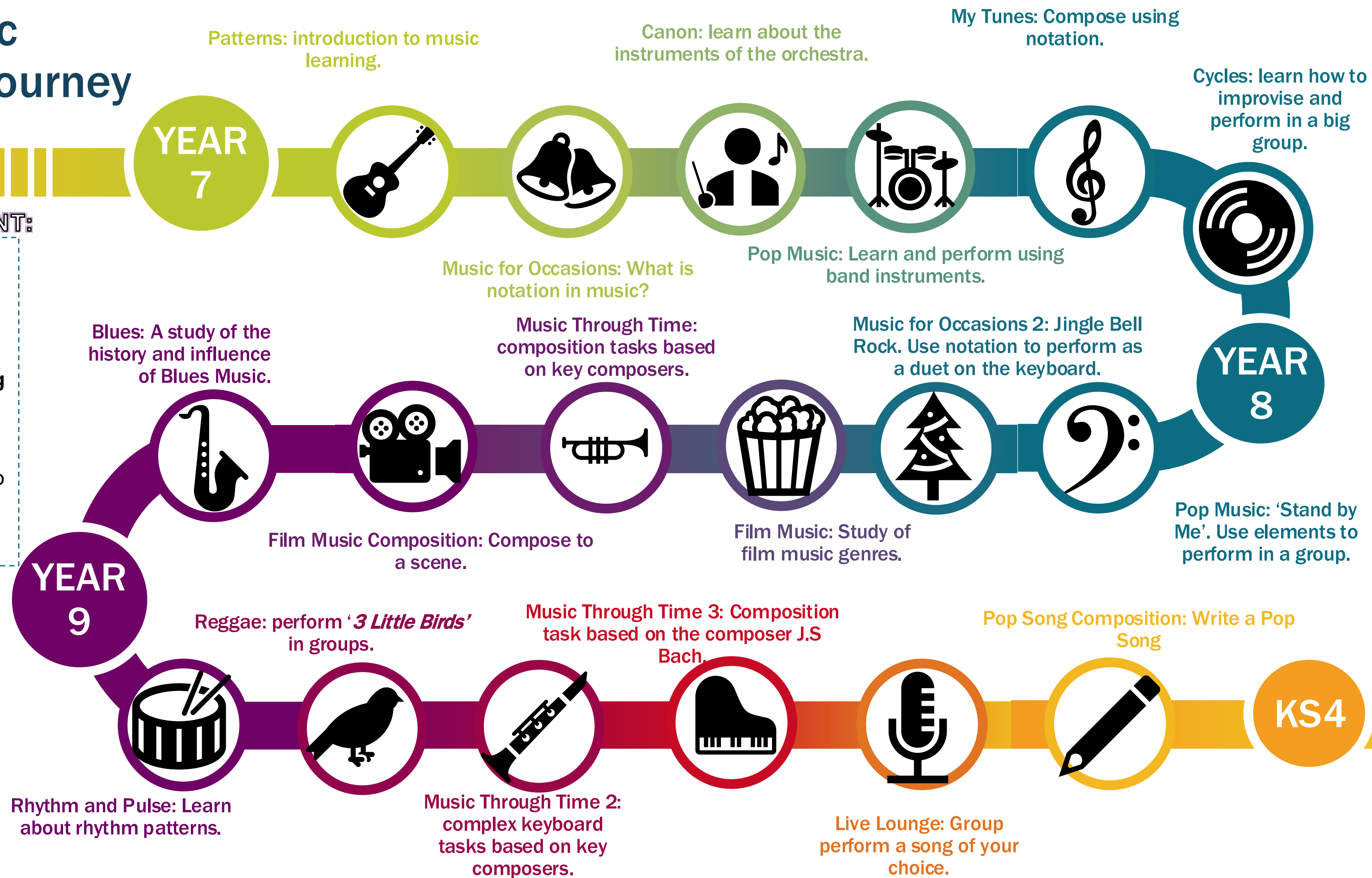
# Music Learning Journey

## CURRICULUM INTENT:

Macmillan Academy's KS3 Music curriculum is all about helping you become a confident and creative musician. You'll learn through **performing** on different instruments, **composing** your own musical ideas, and **appraising** by listening to and talking about music. Across Years 7, 8 and 9, you build skills step by step so you can make music, understand it, and enjoy it even more.

## Music DISCIPLINARY SKILLS:

- ✓ Performance
- ✓ Composing
- ✓ Appraising
- ✓ Ensemble skills



# Outdoor and Adventure Learning

## Curriculum Outline

2026–2027

### CURRICULUM INTENT:

*The Outdoor and Adventure Learning department strives to empower students through experiences which build resilience, curiosity and a lifelong connection to nature:*

- Nurturing students' physical, emotional, social, and intellectual growth by engaging them in a diverse range of activities and outdoor environments.
- Promoting wellbeing and mental health through physical activity and spending time in nature.
- Developing skills for life through participation in challenges, teamwork, environmental stewardship, leadership, problem solving, and communication.
- Cultivating ecological awareness and responsibility of local and global environments.

**Inspiring Students to Succeed**  
Nurturing curiosity, resilience and personal growth for lifelong success

**YEAR 7**



**KICKSTART**  
(By invitation only)  
An introduction to OL



**Y7 Forest Skills Intervention**  
(By invitation only)



**Y7 TUTOR TEAM CHALLENGE**  
Compete against other tutor groups in a carousel of activities



- ADVENTURE DAYS**
- Walking Adventure - Roseberry Topping
  - Climbing Adventure 1
  - High Ropes Adventure 1



**ENRICHMENT**  
Forest School



**ENRICHMENT**  
NICAS Level 1  
Climbing Award

**YEAR 8**



**Y8 Tutor Team Challenge**  
Compete against other tutor groups in a carousel of activities



**RESIDENTIAL**  
Ullswater



- ADVENTURE DAYS**
- Walking Adventure – Coastal Path
  - Climbing Adventure 2
  - High Ropes Adventure 2



**ENRICHMENT**  
Forest School



**ENRICHMENT**  
NICAS Level 2  
Climbing Award

**YEAR 9**



- ADVENTURE DAYS**
- Walking Adventure – The Wainstones
  - Climbing Adventure 3
  - High Ropes Adventure 3



**ENRICHMENT**  
Forest School



**ENRICHMENT**  
NICAS Level 2  
Climbing Award



**DofE**  
Bronze Award / Certificate of Achievement

**KS4**

PERSONAL  
PATHWAY

PERSONAL PROJECT  
OR  
TYPOGRAPHY

PERSONALISE YOUR  
PRACTISE



DEVELOP IDEAS  
LINKED TO ARTISTS



REFINE OBSERVATION  
SKILLS



ANNOTATE IDEAS &  
RESPONSES



EXPLORE DIFFERENT  
MEDIA



EXPLORE METHODS  
OF PRESENTATION



PREPARATION WORK  
& OUTCOME

INDUSTRIAL  
LANDSCAPE

2D TEXTURE

PERSPECTIVE  
DRAWING



LOCAL HERITAGE



MONOCHROME



LANDSCAPE FOR FILM  
& GAMES



ATMOSPHERIC  
PERSPECTIVE



ABSTRACT  
COMPOSITIONS



ATMOSPHERIC  
COMPOSITION

MONSTERS

METAL SCULPTURE

OBSERVING  
CREATURES



SHADOW DRAWING



TRANSLATING IDEAS  
2D TO 3D



SURREALISM,  
STEAMPUNK & A  
MONSTER CALLS



EXPLORING INK



MANIPULATING  
METAL



METAL MONSTER

# YEAR 8

## ART HISTORY SUPERHEROES

### ILLUSTRATION AND CONTEXT

UNDERSTANDING  
REFINEMENT



FIGURE DRAWING



WEIGHT OF LINE



POP ART



PRESENTATION OF  
RESEARCH



VISUAL CONCEPTS



ARTIST  
SUPERHEROE

## NORTHEAST LANDMARKS

### PAINTING

SPEED SKETCHES



EXPLORE  
PEN & INK



WATERCOLOUR  
TECHNIQUES



LOCAL ARTISTS



ALTERNATIVE PAINT  
METHODS



DIGITAL ART



ALTERNATIVE  
METHOD PAINTING

## BIRDS

### 2D TO 3D

OBSERVATING FORM



CREATING TEXTURE



DRAWING FOR  
SCULPTURE



MANIPULATING PAPER



COMMERCIAL LINKS



CREATING CONCEPTS



MINITURE BIRD  
SCULPTURE

# Religious Studies Learning Journey

## CURRICULUM INTENT:

Our aims are to develop **well rounded individuals** who can make positive contributions to a multicultural society whilst understanding where their opinions have come from and being **aware and tolerant** of the world they live in. This is because in a diverse, multicultural country we should **lead the way in acceptance and tolerance** of differences and **encourage harmony and understanding**.

## Types of knowledge in RS:

- ✓ Personal knowledge Building your own awareness and values based on what you study.-
- ✓ Substantiative- Having knowledge of various religious and non-religious traditions.
- ✓ Ways of knowing- Ways of knowing about religion and non-religious beliefs, values and practices.

## ATTITUDES LEARNT:

- ✓ Curiosity and Wonder
- ✓ Commitment
- ✓ Fairness
- ✓ Respect
- ✓ Self-understanding
- ✓ Open-mindedness
- ✓ Critical mindedness
- ✓ Enquiry
- ✓ Tolerance
- ✓ Harmony



YEAR  
7

What does it mean to be Jewish?



What does it mean to be Christian?



What does it mean to be Muslim?



Should religious buildings be sold to feed the starving?

YEAR  
8

Can people express their spiritual belief through the arts?



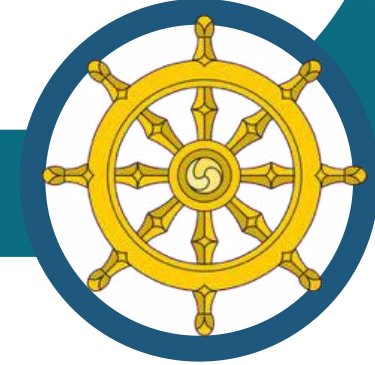
What is a worldview and does everyone have one?



What does faith offer people in the 21<sup>st</sup> Century?



What does it mean to be Sikh?



What does it mean to be Buddhist?

YEAR  
9



Can we prove God's existence?

What does religion say on ethical issues in the modern world?



How does religion respond to conflict?



Is death the end?

KS4

# Science KS3 Learning Journey

## CURRICULUM INTENT:

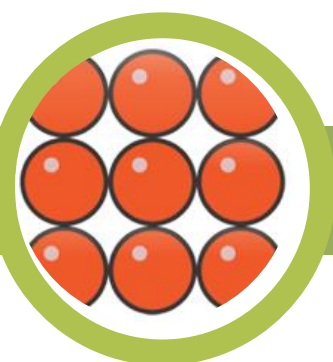
In Science you will aim to understand the world around you. This means planning investigations and carrying out experiments. Topics are sequenced so that each topic builds on what you already know, helping you remember more and understand things more deeply as you move through Year 7, 8 and 9.

## SCIENCE DISCIPLINARY SKILLS:

- ✓ Analyse
- ✓ Communicate
- ✓ Enquire
- ✓ Solve

YEAR 7

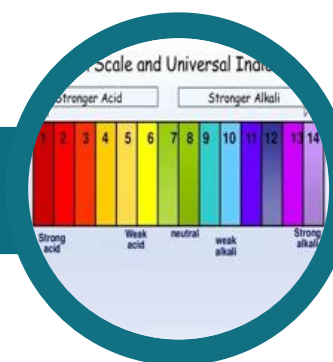
Organisms: What are the key features of a cell and how does our skeletal system work?



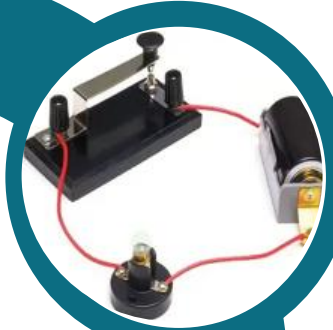
Energy: How is energy transferred and how much does it cost?



Reactions: What are the properties of metals and non-metals and how do acids and alkalis react?



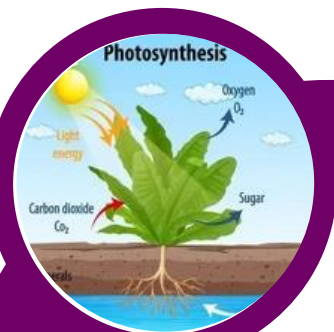
Electromagnets: Look at voltage, current and resistance in circuits



Matter: What are the key properties of the three states?

Genes: How does variation happen through sexual reproduction?

Ecosystems: What are respiration and photosynthesis?



Reactions: What are the key types of chemical reactions?



Organisms: What are the key parts of our respiratory and digestive systems?



Forces: How do we calculate speed and what is the impact of gravity?



Ecosystems: Look at how different organisms interact with each other.

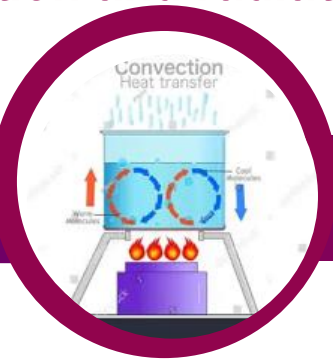
YEAR 9

Waves: What are key parts of a sound wave and how is light impacted by reflection and refraction?

Matter: Look at the key groups on the periodic table

Earth: What are the types of rocks and what is in our universe?

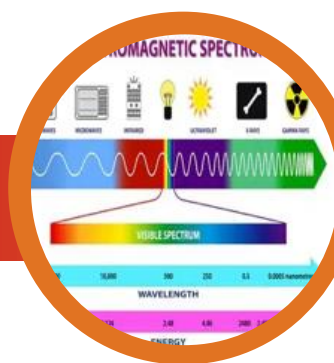
Energy: Investigate conduction, convection and radiation



Earth: What factors impact global warming and therefore climate change?



Genes: How do we show inheritance and what is evolution?



Waves: Investigate the types of waves and the EM spectrum



Forces: What are contact forces and how is pressure calculated?

KS4

- Grammar points
- Present
- Imperfect
- adjectives
- Perfect/preterit
- Future

# Spanish Learning Journey

- Conditional
- opinions

Students have two lessons a week to build Confidence, Resilience, Collaboration, Respect, Empathy, Tolerance and consider themselves as 'World Citizens'.

