

ACHIEVING EXCELLENCE PROGRAMME

MODULE 1 - YEAR 8



THE HAMBLE SCHOOL

ACHIEVING EXCELLENCE TOGETHER

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INTRODUCTION

WELCOME to The Hamble School's Achieving Excellence Programme – Module 1 for 2026-2027.

The aim of the Achieving Excellence Programme is that students become confident in answering the question “how do I revise?” and will involve students being taught skills that foster their independence and encourage responsibility in their own learning. By explicitly teaching vital study skills in every year group, we believe that when students get to KS4, they will be confident, independent learners who are ready for their next few years studying for and completing their GCSEs.

For students to get the most out of the Achieving Excellence Programme, they will require parents' / carers' support at home, which is why our programme includes a three-part parent course that is designed to complement students' learning in school. The parent course will be made up of three modules, the dates for which are outlined below. Each module will briefly outline the key elements of the study skills curriculum students have been focusing on in school and will be bespoke to each year group. Each session will provide both parents/ carers and students opportunities to practice using the revision strategies together, where appropriate.

Module 1	• Year group journey • Setup of books and folders • Assessment and feedback in Year 8	5pm Monday 21 September 2026
Module 2	• How do I revise effectively in core subjects?	5:30pm Tuesday 24 November 2026
Module 3	• Getting the most out of homework • End of Year exam preparation	5:30pm Tuesday 23 March 2027

HOW TO USE THIS BOOKLET

Within this booklet you will find a detailed overview for each subject. In particular, you will see the topics studied at each stage throughout the year, support available to your child and guidance towards resources for how you can support your child with their learning. This is provided to enable you to have learning conversations with your child.

Should you have further questions, or require further detail on each module, please contact your child's tutor or class teacher in the first instance.

Alternatively, contact the Head of Department for the subject who can re-direct your queries on to the relevant teacher. Please send all enquiries to general@thehambleschool.co.uk

English

2026-2027

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	Gothic Exploration of fiction and non-fictional texts, and creative writing.	Nature and the Romantic Exploration of poetry.
Spring	Prejudice Whole class reader. Study of fiction and structure	Prejudice Whole class reader. Transactional writing focus
Summer	Does Power Corrupt? 'Macbeth' Shakespeare Study	Does Power Corrupt? 'Macbeth' Shakespeare Study

SKILLS DEVELOPED

Students will continue to develop their reading and writing skills as they read a wide range of texts based on a theme. Students will develop their critical reading as they explore the methods that writer's use to create meaning. Students will have opportunities to write creatively in response to different tasks and purposes to show their growing knowledge of how to engage and influence readers effectively. Students will also have opportunities to develop their communication skills, through discussion and class debates.

RESOURCES AVAILABLE TO SUPPORT

Homework	Homework focuses on a variety of skills needed in English and is designed to support students with independence. Homework will include vocabulary, historical context, writing for purpose, critical reading and explaining an opinion. Tasks are designed to support with learning in the classroom, either by researching before a topic or
Websites	https://www.bbc.co.uk/bitesize/subjects/z3kw2hv https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units
Homework Support	Class Charts, Homework Club (T2)

HOW PARENTS CAN HELP

Homework	• Establish a suitable time and place for completing homework. • Discuss homework. • Monitoring the completion of weekly homework tasks. • Ensure that students are reading for pleasure at home regularly.
Resources	Students need access to class charts via a device that has internet. This is the only resource required. Use of the above websites to support understanding and practise.

Mathematics

2026-2027

TOPICS TO BE COMPLETED THIS YEAR

	Curriculum Overview
Topics Covered	Unit 1: Number 1 - 4 Operations Unit 2: Shape 1 - Area and Volume Unit 3: Number 2 - Special Numbers and Rounding Unit 4: Algebra 1 - Simplifying Unit 5: Handling Data - Representing Data Unit 6: Number 3 - Fractions, Decimals, Percentages Unit 7: Algebra 2 - Equations and Sequences Unit 8: Shape 2 - Angles and Construction Unit 9: Ratio and Proportion Unit 10: Algebra 3 - Coordinates and Linear Graphs Unit 11: Shape 3 - Measurement and Transformations Unit 12: Probability

SKILLS DEVELOPED

Through the mathematics curriculum, students are taught to: 1. Develop fluency 2. Reason mathematically 3. Solve problems
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RESOURCES AVAILABLE TO SUPPORT

Websites (Video Lessons and online practise)	drfrost.org/login www.corbettmaths.co.uk www.oaknationalacademy.co.uk
Homework Support	All Dr Frost questions have paired videos that link with the questions, and Dr Frost marks student answers "live" as they answer. Teachers are available to help with homework at students request in advance of the due date.

HOW PARENTS CAN HELP

Homework	Monitoring the completion of weekly homework tasks. Ensuring students watch the videos on the above websites if unsure.
Resources	Use of the above websites to support understanding and practise.

Science

2026-2027

TOPICS TO BE COMPLETED THIS YEAR

Autumn	Energy Transfers by Heating Photosynthesis Chemical Reactions Part 2 Electricity and Magnetism
Spring	Structure of the Earth Human Machine Genetics
Summer	Motion Metals Acids and Bases

SKILLS DEVELOPED

Working Scientifically Skills are practised and developed year on year. These include thinking scientifically, planning investigations, lab safety, drawing graphs, evaluating results, writing conclusions.

RESOURCES AVAILABLE TO SUPPORT

Websites	BBC Bitesize KS3 Science - BBC Bitesize Focus eLearning Focus eLearning by Focus Educational Software Ltd. Seneca Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com)
Homework Support	Speak to teacher in class or via class charts. QR codes in Homework Booklets

HOW PARENTS CAN HELP

Homework	Homework will focus on knowledge retention and key scientific vocabulary. Students will receive a homework booklet for each term with a specific page set once a week. This will consist of 3 tasks to complete. 1. Questions to talk about at home. This is to promote students to talk at home about what they have been learning and includes a go further questions to extend knowledge. 2. A Summary of the weeks learning. Students should use their exercise books to write 3-5 bullet points summarising learning. 3. A task to complete: This will often be a task based around a specific key word and they will need to complete a Frayer Model for this word. They will be taught how to do this in school. Other tasks might involve learning key information, labelling diagrams or looks at practical work. At the end of each topic in the booklet there will be a list of revision questions which can be used to prepare for the review assessment weeks. Along with a list of key words and content to learn – we recommend that these are made into cue cards.
Resources	Use of the above websites to support understanding and practise. Also encouraging your child to read Science books that interest them, or watch science documentaries.

Geography

2026-2027

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	Why and how does our weather change? <i>Exploring weather and climate</i>	Why do some people have less money than others? <i>Exploring development</i>
Spring	Why are glaciers important? <i>Exploring our frozen planet</i>	How does food impact the world? <i>Exploring the geography of food</i>
Summer	Where has the best geography? <i>Developing a sense of place</i>	How does water shape our lives? <i>Exploring the geography of water</i>

SKILLS DEVELOPED

To be confident to interpret and use information from different types of graphs and charts.

To be able to answer geographical questions in detail using data and geographical language (and a range of key terms).

To be able to use a range of sources confidently.

To have a good understanding of how to complete a fieldwork enquiry and collect data using a range of techniques.

RESOURCES AVAILABLE TO SUPPORT

Homework	Homework focuses on knowledge retention. Students will be expected to complete homework to improve their recall of the core skills needed for Geography. Homework will include spelling and reading tasks, as well as creative tasks. Class teachers will give feedback in class and use the information to inform future teaching in order to fill gaps in students' knowledge.
Websites	https://www.bbc.co.uk/bitesize/subjects/zrw76sq https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/ https://www.ordnancesurvey.co.uk/mapzone/ https://www.bbc.co.uk/newsround
Homework Support	Class Charts Homework Club

HOW PARENTS CAN HELP

Homework	• Establish a suitable time and place for completing homework. • Discuss homework. • Monitoring the completion of weekly homework tasks. • Ensure that students are keeping up to date with world news – and discussing the geography of this news. (Consider the impacts to people, the economy and the environment) • Encourage your child to explore – and practice their map skills. (What direction are they going? Could they plan the route you will take?)
Resources	Students need access to class charts via a device that has internet. This is the only resource required. Our school library has a wonderful selection of geographical fiction that will help broaden students understanding.

History

2026-2027

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	How did the Industrial Revolution impact Britain and her people?	Why was WWI so significant?
Spring	Why was WWI so significant?	Did Europe become politically unstable in the interwar period?
Summer	What do sources reveal about WWII and its impact on people's lives?	What was the Holocaust and why did it happen?

SKILLS DEVELOPED IN HISTORY

- Chronological understanding
- Disciplinary Skills – Change & Continuity, Cause & Consequence, Source analysis, Interpretations, Significance
- Key historical themes and knowledge

RESOURCES AVAILABLE AND HOW PARENTS CAN HELP

Websites	https://spartacus-educational.com/ https://www.historylearningsite.co.uk/ https://www.bbc.co.uk/bitesize/subjects/zk26n39
Homework	This is set once per week. Homework on Class Charts which will involve a range of different activities to enrich and deepen students' knowledge.
Reading	Parents can help by encouraging students to regularly read. The websites have short and long sections enabling variation for the students. Our school library has a wonderful selection of historical fiction that will help broaden students understanding.

MFL – French

2026-2027

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	Food and eating out	Lifestyle and healthy living
Spring	My town	Stuttgart
Summer	TV and cinema	Technology

SKILLS DEVELOPED

Reading, listening, writing and speaking.

RESOURCES AVAILABLE TO SUPPORT

Websites (Video Lessons and online practise)	www.quizlet.com www.duolingo.com https://www.bbc.co.uk/bitesize/subjects/zgdqxb
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HOW PARENTS CAN HELP

Homework	Total Recall vocabulary and Grammar on Class Charts.
Resources	Use of the above websites to support understanding and practise.

MFL – Spanish

2026-2027

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	Food and eating out	Lifestyle and healthy living
Spring	My town	Stuttgart
Summer	TV and cinema	Technology

SKILLS DEVELOPED

Reading, listening, writing and speaking.

RESOURCES AVAILABLE TO SUPPORT

Websites (Video Lessons and online practise)	www.quizlet.com www.duolingo.com https://www.bbc.co.uk/bitesize/subjects/zfckjxs
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HOW PARENTS CAN HELP

Homework	Total Recall vocabulary and Grammar on Class Charts.
Resources	Use of the above websites to support understanding and practise.

MFL – German

2026-2027

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	Food and eating out	Lifestyle and healthy living
Spring	My town	Stuttgart
Summer	TV and cinema	Technology

SKILLS DEVELOPED

Reading, listening, writing and speaking.

RESOURCES AVAILABLE TO SUPPORT

Websites (Video Lessons and online practise)	www.quizlet.com www.duolingo.com https://www.bbc.co.uk/bitesize/subjects/zcj2tfr
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HOW PARENTS CAN HELP

Homework	Total Recall vocabulary and Grammar on Class Charts.
Resources	Use of the above websites to support understanding and practise.

Art

2026-2027

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	Theme - Surrealism • What is Surrealism? • Eugenia Loli – surrealist • Elena Samborskaja • Hundertwasser	Theme - Surrealism • Desmond Morris • Joan Miro • Salvador Dali – Lobster Phone
Spring	Theme- Surrealism • Salvador Dali – Clocks landscape • One-point perspective • Melting Clay Clocks	Theme - Portraiture • Portrait proportions • Eye Drawing • Alexander Calder – continuous line drawing • Hattie Stewart – ‘doodling’
Summer	Theme - Portraiture • Veerle Symoens – paper collage, portrait manipulation and pattern • Geraldine Georges – linear pattern	Theme – Portraiture • Loui Jover – pattern, colour and shape • Combining ideas/design ideas • Final outcomes

SKILLS DEVELOPED

Drawing and recording, collage, coloured pencil blending, composition, oil pastel blending, clay sculpture, acrylic markers, one-point perspective drawing, line drawing, pattern, combining ideas, resist methods, continuous line drawing, responding to artists (Salvador Dali, Joan Miro, Elena Samborskaja, Desmond Morris, Hundertwasser, Alexander Calder, Hattie Stewart, Veerle Symoens, Geraldine Georges, Loui Jover)

RESOURCES AVAILABLE TO SUPPORT

Websites	Tate Kids - www.tate.org.uk/kids BBC Bitesize - www.bbc.co.uk/bitesize/subjects/z6hs34j YouTube drawing tutorials (various topics) Student Art Guide - www.studentartguide.com/
Homework Support	Access to art rooms break, lunch and after school (by prior arrangement) if specialist equipment is needed to complete tasks.

HOW PARENTS CAN HELP

Homework	Monitoring the completion of weekly homework tasks. Monitoring the completion of larger project homeworks to ensure students are on track for the deadline.
Resources	Supply students with specialist art equipment where possible. Advice available from art staff as to where this can be bought.

Dance

2026-2027

TOPICS TO BE COMPLETED THIS YEAR

	Term 1
Autumn	<u>Topic: Martin Luther King</u> Students use the life and messages of Martin Luther King as inspiration for movement. They will: • Learn a contemporary dance study. • Build physical skills such as strength, control, and extension. • Develop expressive skills like focus, projection, and musicality. • Use images and text to inspire choreography. • Work effectively in groups, showing leadership and collaboration. • Watch and discuss dance using simple, age-appropriate vocabulary to identify strengths and areas for improvement.
Spring	<u>Topic: Street Dance</u> Students explore the energy and history of Street Dance. They will: • Learn about the origins and development of Street Dance. • Perform a street dance routine and develop it using choreographic tools (actions, space, dynamics, relationships). • Strengthen physical and expressive skills suited to the style. • Improve technical accuracy, timing, and movement clarity. • Evaluate their own and others' work to support progress.
Summer	<u>Topic: Sherlock Holmes</u> Students use detective themes to inspire creative problem-solving in dance. They will: • Explore choreographic devices to build their own movement ideas. • Use problem-solving skills to create and refine choreography. • Continue developing physical, expressive, and technical skills. • Focus on characterisation, bringing Sherlock-style storytelling into their performance. • Reflect on performances using appropriate dance vocabulary.

SKILLS DEVELOPED

Knowledge of Action, Space and Dynamics
Technical, Expressive and Appreciation Skills.

RESOURCES AVAILABLE TO SUPPORT

Homework Support	Class Charts, Homework Club (T2)
Resources	https://www.bbc.co.uk/bitesize/topics/zw2h34j

HOW PARENTS CAN HELP

Homework	Homework focuses on vocabulary and literacy through online quizzes and Knowledge organisers. Students may wish to practice at home.
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Design Technology

2026-2027

TOPICS TO BE COMPLETED THIS YEAR

Design Technology Materials Windchime	Materials The Sustainability of materials and what impact they have on the environment What stock forms timbers are available in How designers use the 6Rs to ensure their products are environmentally friendly as possible
Design Technology CAD Architecture	Architecture Drawing skills to create a range of design ideas Energy sources and the difference between fossil fuels and renewable energies Modelling and construction skills using the appropriate tools
Design Technology Fabric Zero waste case	How do the Textile industry deal with the waste from manufacturing products and what is the environmental impact of this? Using different designers to influence your work Sewing techniques and using hand techniques as well as machine to create a finished product
Food Technology	Food preparation and nutrition Looking at the Eat well plate and the 8 healthy tips for a balanced diet What is seasonal produce and why do we need to consider this when planning our meals Where does our food come from and what is Food miles? How to stop cross contamination in a kitchen so you are working safely

SKILLS DEVELOPED

Technical knowledge, analysing, designing, evaluating, practical skills

RESOURCES AVAILABLE TO SUPPORT

Websites (Video Lessons and online practise)	https://www.bbc.co.uk/bitesize/subjects/z23vkhv https://www.foodafactoflife.org.uk/11-14-years/
Homework Support	The websites above and speaking with or messaging your teacher on Class Charts.

HOW PARENTS CAN HELP

Homework	Monitoring the completion of the material area homework which will be given out at the start of each new topic and will be completed in their class books at the back
Resources	Use of the above websites to support understanding and practise.

Drama

2026-2027

TOPICS TO BE COMPLETED THIS YEAR: 8

	Term 1	Term 2
Autumn	Topic: ‘Teechers’ – Scripted and Devised Comedy - Accurately interpret stage directions and dialogue - Create a clear and exaggerated character using vocal and physical skills - Effectively use direct address and multirole in performance - Identify and mark key moments of comedy - Use split stage effectively - Create contrasts in performance	Topic: ‘Skool Lyfe’ Devising Comedy - Create an original comedy piece - Present a current social issue - Perform using multirole effectively - Plan an episodic structure - Use inventive transitions - Create moments of contrast for the audience - Include devices to meet my performance aims; direct address, split-stage, slow motion
Spring	Topic: Documentary Theatre – Scripted and Devised Performance. - Know and understand the aims and conventions of Documentary Theatre? - Identify the use of Drama devices in a scripted performance work - Demonstrate empathy - Explore the responsibilities of a Theatre Director - Use pace to create mood and atmosphere.	Topic: Documentary Theatre - Rehearse and perform an original piece of devised theatre - Work collaboratively to explore a stimulus - Complete independent research around a historical event - Use verbatim techniques to develop a sensitive role/s in performance - Reflect on how successfully my performance work meets its dramatic intentions.
Summer	<u>Topic: Puppetry</u> - Learn how to manipulate a puppet using breath, focus and weight - present a story using puppetry and soundscape - create suspense and tension - use sound to create mood/atmosphere for my performance	<u>Topic: Reviewing Live Theatre</u> - Analyse a professional - Consider the impact of theatrical decisions on the audience - Assess the merit of different approaches - Review a professional performance

SKILLS DEVELOPED

Characterisation Skills, Storytelling Techniques, Dramatic Intentions, Interpreting Script, Analysing Theatre, Rehearsal Techniques

RESOURCES AVAILABLE TO SUPPORT

Websites	https://www.bbc.co.uk/teach/ks3-drama/zrjhcqt https://www.youtube.com/@NationalTheatre
Homework Support	Class Charts, Homework Club (T2)

HOW PARENTS CAN HELP

Homework	Homework focuses on either the development of descriptive, analytical or evaluative language or will be project based, culminating in a specific theatre designer task. Students are expected to use the videos and links provided within the homework task to support if they need help. Class teachers will check homework, issue rewards for excellent homework and ensure any areas of concern are incorporated into future teaching
Resources	https://www.bbc.co.uk/teach/ks3-drama/zrjhcqt

ICT and Computer Science

2026-2027

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	Media: Vector Graphics – Creating vector graphics through objects, layering, and path manipulation.	Bebras Challenge – a series of interactive tasks designed to encourage logical thinking and problem solving. Layers of Computer Systems – Exploring the fundamentals elements that make up a computer system.
Spring	Developing for the Web – Using HTML and CSS to create webpages.	Representations: From clay to silicon – Representing numbers and text using binary digits
Summer	Mobile app development – Using event-driven programming to create an online gaming app	Introduction to Python – applying the programming constructs of sequence, selection, and iteration in Python.

SKILLS DEVELOPED

- Throughout KS3 the ICT and Computing program of study covers each of the 10 areas below in years 7, 8, and 9.
 - **Algorithms** – Be able to comprehend, design, create, and evaluate algorithms
 - **Computer networks** – Understand how networks can be used to retrieve and share information, and how they come with associated risks.
 - **Computer systems** – understand what a computer is, and how its constituent parts function together as a whole
 - **Creating media** – select and create a range of media including text, images, sounds, and video
 - **Data and information** – understand how data is stored, organised, and used to represent real-world artefacts and scenarios
 - **Design and development** – understand the activities involved in planning, creating, and evaluating computing artefacts
 - **Effective use of tools** – use software tools to support computing work

- **Impact of technology** – understand how individuals' systems, and society as a whole interact with computer systems
- **Programming** – create software to allow computers to solve problems
- **Safety and security** – understand risks when using technology, and how to protect individuals and systems.

RESOURCES AVAILABLE TO SUPPORT

Websites (Video Lessons and online practise)	• https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/computing • https://www.bbc.co.uk/bitesize/subjects/zvc9q6f
Homework Support	Staff can be messaged through Class Charts or email for support.

HOW PARENTS CAN HELP

Homework	Homework will range from a continuation of lesson content, flipped learning and knowledge retrieval quizzes. Pupils will see the details of homework on Class Charts. If they are required to access Teams, they should do this through www.office.com , and signing in using their school email address (username@thehambleschool.co.uk) and their normal school password.
Resources	Use of the above websites to support understanding and practise.

Music

2026-2027

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	Electronic Dance Music To further explore rhythm and texture following on from polyrhythms in year 7. To understand the genre of EDM, where it came from, how it is performed and to be able to compose their own pieces – reviewing and evaluating	
Spring	Composing with Chords To understand how 3 or 4 chords can be the foundation to an entire piece of music, to work with primary and secondary chords within a given key to create a chord sequence and simple melody.	
Summer	Music for Adverts To understand how and why music is used in advertising. To identify the common musical features of music in adverts such as hooks, genre, tempo, tonality, chords and instrumentation. To sequence their own music for an advert using a combination of loops, sequenced parts, FX and SFX.	Twelve Bar Blues To identify the common musical features of blues music and be able to identify, describe and explain the use of musical elements such as pitch, rhythm, tempo and melody, as well as identify bass line, chords and melody line and the 12-bar blues structure.

SKILLS DEVELOPED

Composing music via use of Music Technology, developing performing and compositional skills, to work with primary and secondary chords within a given key to create a chord sequence and simple melody.

RESOURCES AVAILABLE TO SUPPORT

Websites	https://www.bbc.co.uk/bitesize/subjects/zmsvr82
Homework Support	Class Charts, Homework Club (T2)

HOW PARENTS CAN HELP

Homework	Monitoring the completion of fortnightly homework tasks.
Resources	Use of the above websites to support understanding and practise.

PE

2026-2027

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	Autumn and Spring Terms Throughout the Autumn and Spring terms, students will participate in a half-termly rotation of sports and physical activities. Building on the foundations developed in Year 7, students will further refine their physical skills, develop greater tactical awareness, and demonstrate increased independence, leadership and confidence in a range of sporting contexts. Student progress will be assessed using the Head, Heart and Hands model: • Head – Tactical understanding, decision-making and problem-solving skills • Heart – Resilience, teamwork, leadership and personal responsibility • Hands – Technical performance, movement competence and physical development	
Spring	Students will rotate through the following activities: Gymnastics: Students will develop more complex balances, rotations and travelling movements, applying these within sequences that demonstrate control, creativity and fluency. They will evaluate and refine their own and others' performances using key performance criteria. Students will need: <i>White socks for all gymnastics lessons.</i> Swimming: Students will further develop their swimming technique and confidence in the water by refining the three main strokes: front crawl, backstroke and breaststroke . They will focus on improving efficiency, coordination, breathing techniques and stamina, while continuing to develop their understanding of water safety and personal survival skills.	

	Students will need: <i>Swimming costume or trunks, a towel, and goggles if required.</i> Hockey: Students will develop and refine the fundamental skills of hockey, including passing, receiving, dribbling and ball control. They will learn the principles of attacking and defending, applying these skills within small-sided games and competitive situations. Students will also develop their tactical awareness, decision-making and teamwork. Students will need: <i>A navy round-neck PE sweatshirt or jumper (no hoods or zips). Base layers may be worn during colder weather.</i> Badminton: Students will improve their consistency and accuracy when performing a range of badminton shots, including serves, clears, drop shots and smashes. They will also develop movement patterns, tactical awareness and an understanding of game strategy. Students will need: <i>Full PE kit and suitable indoor trainers.</i>
Summer	Throughout the Summer Term, students will take part in a 3-4-week rotation of sports and physical activities. Students will build upon previously acquired skills while developing greater confidence in applying tactics, analysing performance and working effectively within teams. Student progress will continue to be assessed through the Head, Heart and Hands model: • Head – Tactical understanding, decision-making and problem-solving skills • Heart – Resilience, teamwork, leadership and personal responsibility • Hands – Technical performance, movement competence and physical development Students will rotate through the following activities: Athletics: Students will refine running and throwing techniques while improving their understanding of pacing, performance analysis and event-specific strategies. Outdoor Adventurous Activities (OAA): Students will engage in increasingly challenging team-building and problem-solving activities.

	They will develop communication, leadership, resilience and strategic thinking skills while working collaboratively to overcome challenges. Tennis: Students will improve their serving, rallying and shot selection while developing tactical awareness and court positioning. They will begin to apply strategies to outmanoeuvre opponents in both singles and doubles play. Rounders: Students will develop and refine the key skills required in rounders, including batting, throwing, catching and fielding. They will develop an understanding of the rules and tactics of the game, learning how to contribute effectively in both attacking and defensive situations. Students will also improve their communication, teamwork and decision-making through competitive gameplay. Students will need: <i>Full PE kit, suitable trainers and a water bottle.</i>
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SKILLS DEVELOPED

Physical: Advanced movement competence, fitness, sport-specific techniques, coordination and performance consistency.
Social: Effective communication, teamwork, leadership, cooperation and respect for others.
Emotional: Confidence, resilience, self-motivation, self-regulation and perseverance.
Cognitive: Decision-making, tactical awareness, performance analysis, evaluation and problem-solving.

RESOURCES AVAILABLE TO SUPPORT

Websites	https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/physical-education
Extra-Curricular Timetable	https://www.thehambleschool.co.uk/extra-curricular-activities/

HOW PARENTS CAN HELP

Resources	Parents play a vital role in supporting their child's success and enjoyment in PE. You can help by: • Ensuring your child arrives at school with the correct PE kit and appropriate footwear for every lesson. • Encouraging a positive attitude towards physical activity and participation. • Supporting healthy routines, including regular exercise, good nutrition and adequate sleep. • Communicating with PE staff if there are any medical, physical, emotional or other factors that may affect participation, so that appropriate support can be provided. • Encouraging resilience, effort and a willingness to try new activities, rather than focusing solely on performance or results. Celebrating progress and achievements, helping students to build confidence and develop a lifelong enjoyment of physical activity.
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RELIGIOUS EDUCATION

2026-2027

TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	<u>Topic 1: Christianity</u> Continuing to build upon and deepen our knowledge of Christian beliefs and practices	<u>Topic 2: Non-religious world views</u> Exploring non-religious worldviews and their place in the UK today
Spring	<u>Topic 3: Islam</u> A depth study of the world's second largest religion	<u>Topic 4: The Origins of Life</u> Exploring different worldviews about the origins of life and the universe
Summer	<u>Topic 5: Judaism</u> A depth study of the Abrahamic faith of Judaism	<u>Topic 6: Religion and Art</u> An investigation into the world of religion and art

SKILLS DEVELOPED IN RELIGIOUS EDUCATION:

- Confidently describe the variety of religious and non-religious traditions that make up our local, national and global community
- Evaluate the impact of beliefs on individuals and communities using well-informed judgements
- Pose questions to others, with a clear understanding of the purpose of the line of questioning

RESOURCES AVAILABLE AND HOW PARENTS CAN HELP

Websites	Christianity: Facts about Christianity – KS3 Religious Studies – BBC Bitesize Non-Religious Worldviews: Facts about non-religious beliefs – KS3 Religious Studies – BBC Bitesize Judaism: KS3 Religious Studies - BBC Bitesize Islam: KS3 Religious Studies - BBC Bitesize Religion and Art: https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/zjqcf4j For more detailed links, please message your classroom teacher for specifics.
Homework	Engage in discussions relating to homework tasks in order to draw out the deeper meanings of topics.
Reading	Encourage an approach to reading materials with the aim of understanding the worldview of their author and intended audience. Ask your child to consider, too, the views that they bring with them when reading.

NOTES

[illegible]



T: 023 8045 2105 • general@thehambleschool.co.uk
www.thehambleschool.co.uk
www.facebook.com/thehambleschool • x.com/TheHambleSchool

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Reception is open during the school term from 8am until 4pm from Monday to Thursday and 8am until 3:30pm on Friday.