

The Scholar's Guide

The **OSA** Way

Year 7

Cycle Two

Name:

Tutor Group:



Every **child** of every **background** in every **classroom** in every **subject** at **Oxford Spires** deserves a **world class education**.

Ready

Engaged

Responsible

*Be the best
you can be!*



MY TIMETABLE


My login details....

.....@oxfordspires.anthemtrust.uk


password:

	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor/Assembly					
1					
2					
3					
4					
5					


My Cycle 1 Assessment Schedule			
Subject	Date/Period	Subject	Date/ Period
English		Music	
Maths		Drama	
Science		Personal Development	
Art & Design		Languages	
Geography		DT/Computing	
History		PE	




8:00am
Breakfast Club starts from **8:00am Willows Gate**
Main Gate opens **8:00am**




8:28am
Main Gate closes at 8:28am
After this time students must enter via the Late Gate
You will have two mins to get to tutor time



8:30am
Personal Development Lesson starts
30mins
with your tutor every day

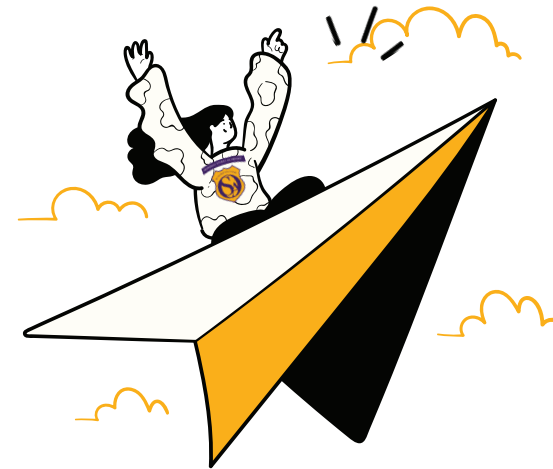
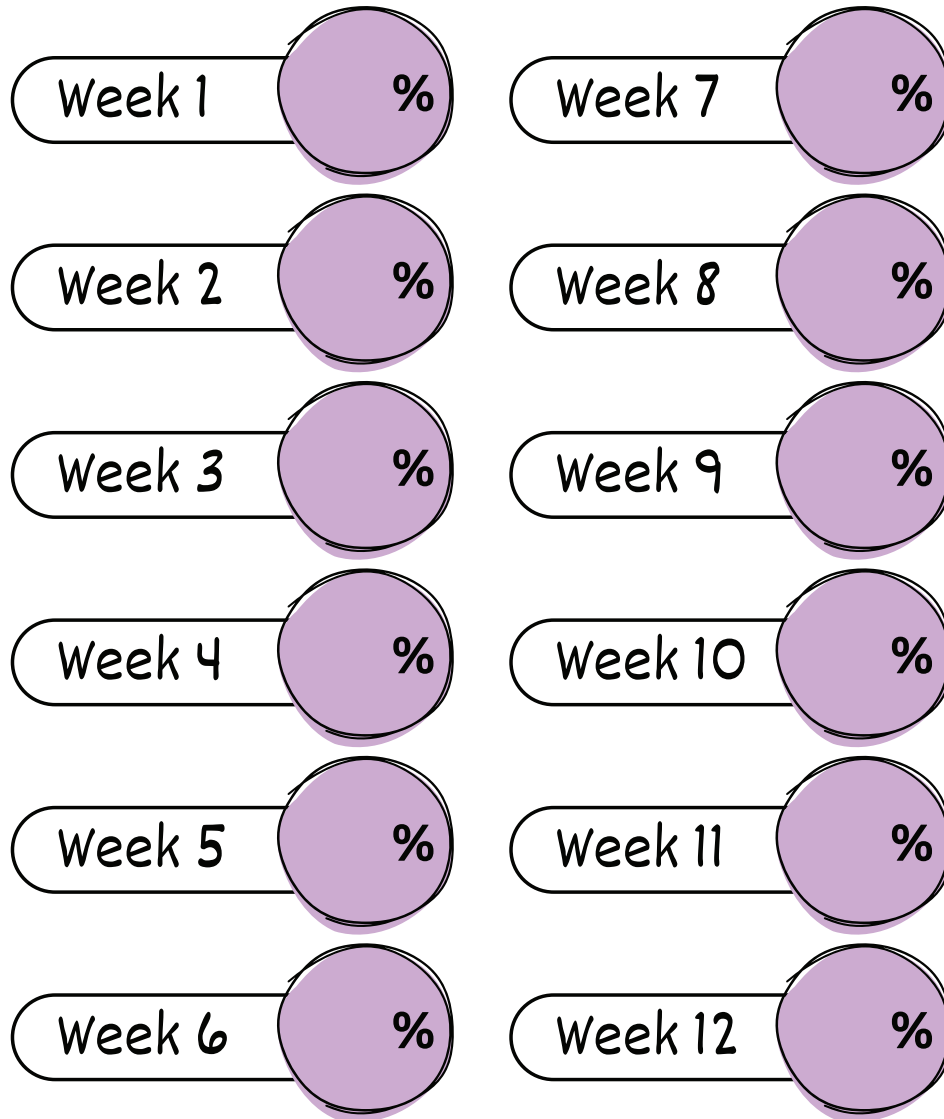


8:30am
The Late Bell goes at 8:30am
Students will be directed to the late tutor room
Lateness logged on Bromcom



8:30-8:40
10 minutes break time detention same day in **Bi4 / PAV**
8:40-8:59
20 minutes break time detention same day in **Bi4 / PAV**
After 9:00am
Phone call home and a 30 min - 2hr detention. afterschool in **Canteen**

ATTENDANCE MATTERS



Why does attendance matter?

Being in school is important to your achievement, wellbeing, and wider development.

Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results

Scholars Calendar Cycle 2

Week	Assembly Theme	Monday	Tuesday	Wednesday	Thursday	Friday
1	Empathy and kindness	8th December	9th December	10th December	11th December	12th December
					Year 11 Student Progress Evening	
2	Rewards	15th December	16th December	17th December	18th December	19th December
END OF AUTUMN TERM						
3	New intentions	5th January	6th January	7th January	8th January	10th January
4	Careers	12th January	13th January	14th January	15th January	16th January
				Year 9 Options Evening		
5	Safety in the community	19th January	20th January	21st January	22nd January	23rd January
6	How do I revise?	26th January	27th January	28th January	29th January	30th January
					Year 9 Student Progress Evening	

Scholars Calendar Cycle 2

Week	Assembly Theme	Monday	Tuesday	Wednesday	Thursday	Friday
7	Attendance matters	2nd February	3rd February	4th February	5th February	6th February
8	Domestic abuse and teenage relationship abuse	9th February	10th February	11th February	12th February	13th February
Spring Half Term						
9	Exploitation	23rd February	24th February	25th February	26th February	27th February
Assessment Week						
10	Fiscal responsibility	2nd March	3rd March	4th March	5th March	6th March
11	Humanitarian Aid Day and Community Action Day	9th March	10th March	11th March	12th March	13th March
					World book day	
Super Teaching Week						
12	Pride of Spires award	16th March	17th March	18th March	19th March	20th March

Year 7 Pastoral Team



Year 7 Tutor Team



Ms Adams
Head of Year



Ms McManus
Deputy Head of Year



Ms Randeem
Pastoral Leader



Ms Chaffey
SLT Link



Ms Baker
Designated Safeguarding Lead



Ms Henry
Safeguarding Officer



Ms Hughes
Director of Behaviour and Inclusion



Mr Boyd
Behaviour Support Manager



Ms Coley
SENDCO



Ms May
EDI Lead



Mx Gaylard



Ms Icely



Dr Thite



Ms Munnery



Ms McPhee



Ms B Marais



Ms Robinson



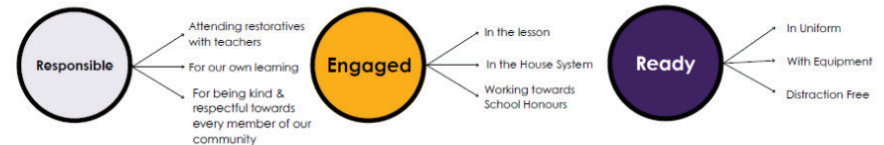
Ms Sabljak



Ms McManus

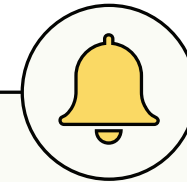
THE OSA WAY

We are always...



YOUR TUTOR

- 01** Will welcome you every morning and set you up for a successful day
- 02** Will make sure you are ready for the day by checking your uniform and equipment every day.
- 03** Will build confidence through positive reinforcement and encouragement in your academic and extracurricular.
- 04** Meet your family at the 'meet the tutor' event on 2nd October at OSA.
- 05** Will ensure you are prepared and have key information about OSA house events, extra curricular and school updates
- 06** Will communicate and meet with you and your family to support and ensure you attend school regularly
- 07** Will check your Positive and Negative points and talk to you about your progress, dreams and aspirations.
- 08** Will be your point of contact for any concerns, will listen and support you.



If you feel a staff member, teacher, tutor deserves recognition for the support they provide please nominate them and share what makes them special!

Nomination postcards are held in the Atrium or Library at breaktime.



SAFEGUARDING

EVERYBODY EVERYDAY



How to get help when I am not in school:

Mental Health Support Services

- 111 (non-emergency)
- 999 (emergency)
- Text support service: text the word 'SHOUT' to 85258 (24/7 service)
- Oxfordshire Mind - 01865 247788
<https://www.oxfordshiremind.org.uk/support-for-you/resources/>

Emergency Services

- You are at immediate risk of harm - is it happening now?
- call 999 and ask to speak with Police, Ambulance or Fire (you can also request a coast guard on this service)

EDT (Out of Hours Social care)

- 0800 833 408 (For social care outside of working hours)

You can always report concerns to your tutor, trusted adult, in the whisper box (library) or by using the online whisper box on the student portal or school website.

Key vocabulary explored in assemblies this cycle:

Exploitation - when someone, or a group of people tricks or misleads another person into doing things to benefit them that are not right or legal.

Domestic abuse - any type of controlling, coercive, threatening behaviour, violence or abuse between people over 16 who are, or who have been in any relationship, regardless of gender or sexuality.

Neglect - to not give enough care or attention to people or things that are their responsibility.

Child-on-child abuse - is behaviour by an individual or group, intending to physically, sexually or emotionally harm others.

Consent - to give permission or approval prior to a decision or action being taken

My trusted adult is:



READING LIBRARY

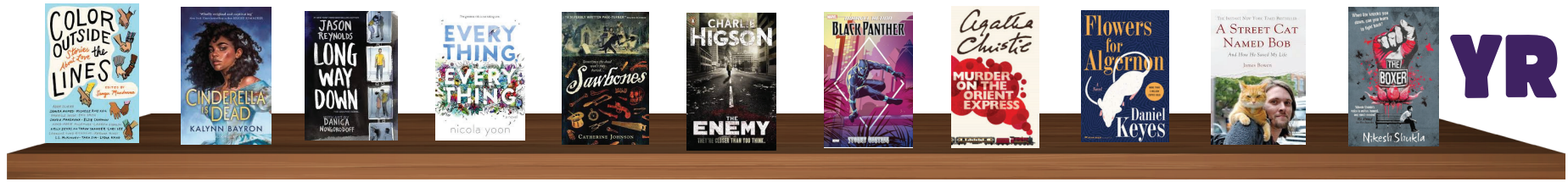
You will need your reading rulers everyday!



YR 7



YR 8



YR 9



YR 10

YOU CAN COLLECT A BOOK REPORT TEMPLATE ANYTIME FROM THE LIBRARY THIS CYCLE WE ARE READING...



THE OSA KNOWLEDGE ESSAY

WHAT IS IT?

Across all the humanities subjects (English, History, Geography and Religious Studies) you are required to write with academic fluency in order to translate your ideas and thinking to paper successfully. This is not only a key skill that you need for the public examinations at all levels but, is a core skill for later careers and adulthood.

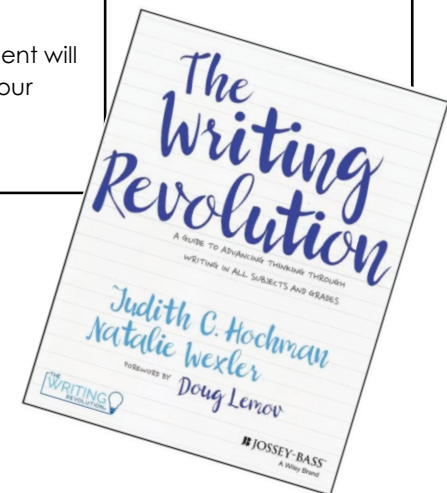
At Spires we have invested time and training using the research from 'The Writing Revolution' (J.Hochman) in order to create 'The Knowledge Essay' which year 7-9 will complete at the end of each cycle.

The 'Knowledge Essay' allows you to use all the knowledge you have learned in your ten week cycle and demonstrate a rich and rigorous understanding of the topic. The title for every essay is written in the Scholar's Guide.

For every essay in all subjects you are provided with a highly scaffolded writing frame (as pictured) that shows you how to frame your essay, as you develop the scaffolding lessens.

THE STRUCTURE

Thesis statement	<i>This is where the overarching point you will make is written with your main ideas introduced.</i>	Vocab <i>Here you will find the tier three vocabulary your teacher suggests you use for each paragraph.</i>
Paragraph One: <i>Here you will find three prompt questions for you to use as a guide to mould your argument.</i>	Topic Sentence: Supporting Detail One: Explanation: Supporting Detail Two: Explanation: Concluding sentence:	
Concluding statement	Here your argument will be a replica of your thesis statement.	



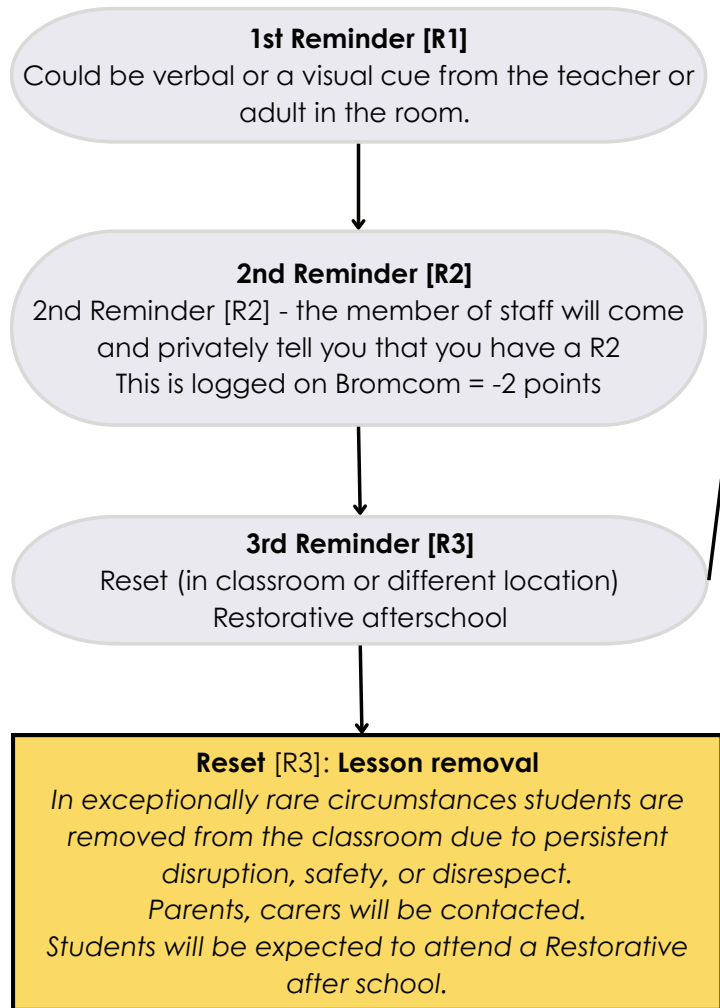


BE ENGAGED

You are responsible for your actions! When you make a poor choice, we are committed to ensuring that you have the time to reflect, make amends, and for us to learn how we can support you.

CLASSROOM REMINDER SYSTEM

In lessons, sometimes we need a reminder to get back on track.



Restorative Conversations

When: 3:00pm **Where:** The Canteen

A time and space to reflect on incidents from the day and discussed and restore relationships. You will meet with staff and complete a reflection booklet.

You earn a restorative conversation if you are **reset** from your lesson or you are **defiant** to a member of staff.

At Oxford Spires Academy, we take a **restorative approach**.

So, what does that actually mean for you?

We understand that no one is perfect. At some point, everyone makes mistakes or finds themselves in conflict this is totally normal. What matters most is how we deal with it afterwards. When something goes wrong, we restore.

In that conversation:

- We'll talk calmly about what happened.
- Both sides will have a chance to share their views.
- We'll reflect on what could have been done differently.
- And most importantly, we'll work together to fix things.

A good restorative shows that:

- You've taken ownership of your actions.
- The issue has been talked through and resolved.
- You're ready to return to lessons or interactions in a positive way.

The goal is to help you move forward and do better, starting fresh the next day.



Be Engaged!

VISUAL CUES

Look out for these visual cues in all your lessons to support you understand what is expected in each phase of the lesson.



Purple Pens



Turn and talk



Glue it in



Independent Work/You do



Active listening/I do



Mini Whiteboards



Scholars Guides Out



Reading Rulers



Exit Ticket



Cleaning up



English: Analysis



English: Drill



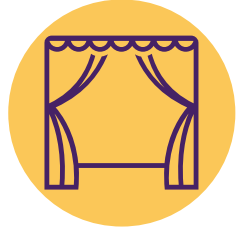
Art: Collect Equipment



History: 5 Bums on a Bench



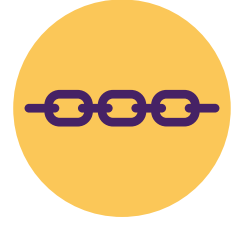
History: CHOPAR



Performing Arts: Respectful Audience for Performances



Business: Application of Case Study



Business: Logic Chain Analysis



Business/Maths/Science: Use of Calculator to Solve



Science: Practical



Be Engaged! OSA HOUSE HONOURS



When you earn/complete one of the items, please record it under the correct category - record what you completed, the date you completed it, and get the teacher who witnessed you to sign.

Academic			
#	What	Date	Teacher Sign
1			
2			
3			
4			
5			
6			
7			
8			
9			

Community			
#	What	Date	Teacher Sign
1			
2			
3			
4			
5			
6			
7			
8			
9			

Extra Curricular			
#	What	Date	Teacher Sign
1			
2			
3			
4			
5			
6			
7			
8			
9			



OSA HOUSE HONOURS



How to earn:

Half Colours - Three items from each category

Full Colours - Six items from each category

Honours - Nine items from each category



Academic

- Book Report
- Attend meet the tutor evening
- Attend Student Consultation evening
- Maths Challenge (junior level)
- 98% attendance in Cycle 1
- 98% attendance in Cycle 2
- OSA Score 80+
- ASPIRE points +300
- Top 25 Cycle 1
- Top 25 Cycle 2
- Subject Award

Community

- Litter Pick (6 times)
- Attend Community Action Day
- Humanitarian Aid day stall
- Volunteer at school event
- Lead a School Tour
- On a Student Advisory Board
- Community Leader Award
- 70+ Empathy Points
- Speak at an assembly
- Recorded for the Broadcast
- Questionnaire completion

Extra Curricular

- 70+ Participation Points
- Cheering on OSA at a sporting event
- Attend a Trip
- Attend 3 different clubs over the year
- Attend Extra Curricular club 6+
- Attend Society Day
- Complete Sports Leaders Award
- Complete Duke of Edinburgh
- Compete for your School
- Attend 6 House Competitions
- Timi Champion
- Write for the INSPIRE Paper



BE RESPONSIBLE

You are responsible for your actions! When you make a poor choice, we are committed to ensuring that you have the time to reflect, make amends, and for us to learn how we can support you.

Late to School Detention [R2]

When: Break 1
Where: Theatre

A detention for students who arrived late to school and missed tutor time.

Your consequence is a **Late detention** if you arrive to school between 8:30 - 9:00

U-Code Detention [R3]

When: 3:00pm
Where: Canteen

A detention for students who arrive to school and missed tutor time and lesson time.

You received a **U-Code detention** if you arrived to school after 9:00.

U codes have a negative impact on your attendance score!

Restorative [R3]

When: 3:00pm
Where: Canteen

A time and space to reflect on incidents from the day and discussed and restore relationships.

Time after school from 3:00 - 3:30pm.
You meet with staff and complete a reflection booklet.

You earn a restorative if you are **reset** from your lesson or you are **defiant** to a member of staff.

PDI Intervention

(Persistent Defiance Intervention)

When: 3:00pm

Where: Theatre, Monday.

This is a Monday after school intervention for students who have earned **15** or more negative points on Bromcom over the past week. This time is for students to reflect with a member of the pastoral team.

You earn a PDI if you receive **15** or more negative points on Bromcom over the past week.

Negative points are earned from: late to school, late to lessons, using your phone, 2nd reminder, poor uniform, missing equipment, being a reset in a lesson, defiance.

Escalation or failed: If you miss two of any of these detentions/restorative [-1 point]

SLT Detention **When:** 3:00pm, **Where:** Theatre A two-hour detention after school on Wednesdays led by the Senior Leadership Team. This is a chance to serve the time you missed from the other detention and reflect. You earn a SLT if you miss or fail two detention or restorative in the past week

If you do not attend or fail this detention, you will be internally isolated or suspended.

Be the best you can be!



BE RESPONSIBLE

Engage with your community! You can develop as a person and make OSA better through your actions!

BROMCOM POINTS

A way to track positive your contributions around the academy. **Use your points at the shop!**

Articulation

Scholar

Participation

Innovation

Reading

Empathy

My goal this cycle is to earn _____
positive ASPIRE Points.



AWARDS

We see and want to celebrate your achievements!



Award	How to earn it
Community Leader Award	Be nominated by a staff member for your contributions to the OSA community.
Top 25 in a cycle	Earl top 25 in your year in a cycle. Top 25 is calculated using the OSA score (attendance, academics, behaviour, and homework and engagement).
Subject Award	Nominated by your teachers for excellent, dedication and improvement in a subject.
98% Attendance in a cycle	Maintain 98% attendance in each cycle to earn a change at a surprise prize.
Honours Award	Earn your Half-Colours, Full-Colours, and Honours over the year.
FriYAY	4 student randomly selected each week who have 100% attendance and no lates that week who get to draw a prize from the purple box.
Progress Awards	Nominated by your teachers, earn a special treat and some time with a member of staff that has supported you.



BE READY

Students with missing uniform or equipment should report to Student Services from 8:10-8:25am where they will be supported to correct their uniform or allowed to borrow equipment without any sanction.

We respect the ownership the student has taken to **be ready** before the school day starts.

UNIFORM - WE ARE PART OF THE OSA COMMUNITY, AND WE DRESS LIKE IT!

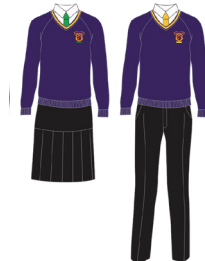
Any year group

- **Black branded blazer**
- White shirt & plain black jumper tucked in
- Kilt, black trousers, or black knee length shorts
- Plain black trainers or black shoes



Year 9, 10 & 11

- **Purple branded jumper**
- White shirt tucked in
- House coloured tie
- Black knee length skirt, black trousers, or black knee length shorts
- Plain black trainers or black shoes



PE Kit - PE Lessons Only

- **Purple branded polo top**
- Black round neck unbranded sweatshirt
or
- Optional branded reversible rugby shirt
- Plain black; jogging bottoms or shorts
- White socks and trainers

🔔 Uniform & Equipment Reminders

- You can wear one stud earring in each ear – plain gold or silver only.
- No rings, bracelets, facial piercings or necklaces are allowed in school.
- No tube skirts or leggings.
- No nail varnish, acrylics or gel nails – keep nails natural.
- False eyelashes are not allowed.
- Natural makeup only.
- Your shoes or trainers must be plain black and have no visible logos or branding.

REMINDER

- If you're missing any uniform or equipment, you can go to Student Services from 8:10am-8:25am to borrow what you need.
- During tutor time each morning, your uniform and equipment will be checked. If something's missing or not right, we'll help you fix it – but you'll also receive a R3 Sanction (-3 points)
- Let's start the day ready and in the right kit – it helps us all stay focused and successful!

📱 Mobile Phone Policy – Oxford Spires Academy

- **We are a Smartphone free school** - Smartphones are not allowed in school.
- If a smartphone is seen or heard during the school day, it will be confiscated, a parent/carer must collect it, and a R5 Sanction (-5 points) will be issued.
- If you need a phone for travel, you may bring a simple "brick" phone (no internet or apps). These must stay out of sight and silent during the school day. If seen or heard, it will be confiscated until the end of the day.
- If you must bring a smartphone, it must be handed in at Student Services before school starts and stored in a locked box. You can collect it at the end of the day.
- Let's keep our school calm, focused, and phone-free.

Year 7, Cycle 2 Character Education

Careers linked to topics we study this cycle are: Teacher, youth worker, social worker, counsellor, psychologist, nurse, doctor, police officer, community support officer, HR officer, diversity and inclusion officer, public health worker, personal trainer, nutritionist, safeguarding officer, charity worker, mentor, careers advisor

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> The start of Cycle 2 is a chance for a fresh start and a reset. We can set new goals such as attending new enrichment and extra-curricular activities. We can also aim for more ASPIRE points and better attendance than Cycle 1 to ensure that every day we are striving to be the best we can be. Respectful behaviour means listening to others, using kind words, and following school rules. It also includes treating everyone fairly and valuing different opinions. 	<ul style="list-style-type: none"> We make the most of every learning opportunity for our personal development.
2	<ol style="list-style-type: none"> A healthy relationship is built on trust, respect, and open communication. Both people feel safe, valued, and supported. Good communication means clearly expressing your thoughts and listening to others without interrupting. Consent means giving permission freely and confidently, and it must be respected at all times. 	<ul style="list-style-type: none"> We know how to treat others and how we should be treated by others
3	<ol style="list-style-type: none"> Peer pressure can lead people to make unsafe or unwise choices just to fit in. It's important to stay true to your values and make decisions that are right for you. Signs of abuse include controlling behaviour, fear, isolation, and being made to feel worthless. Abuse can be emotional, physical, or verbal, and it's important to seek help if you notice these signs. 	<ul style="list-style-type: none"> We can identify signs that someone is not being a good friend or if someone is abusive.
4	<ol style="list-style-type: none"> A good friend is kind, trustworthy, and supportive, especially during tough times. They respect your boundaries and celebrate your successes. Respectful behaviour means treating others how you would like to be treated. It includes being polite, listening, and accepting differences. 	<ul style="list-style-type: none"> I can know how to be a good friend to others and be respectful to everyone I meet.
5	<ol style="list-style-type: none"> Personal hygiene helps prevent illness and keeps your body clean and healthy. Regular washing, brushing teeth, and wearing clean clothes are key habits. Healthy habits include eating balanced meals, getting enough sleep, exercising, and taking time to relax. These routines help you feel better physically and emotionally. 	<ul style="list-style-type: none"> I can ensure I look after my body and physical health
6	<ol style="list-style-type: none"> Being cared for means having your basic needs met, like food, safety, and love. If someone is often hungry, unclean, or left alone, they may be experiencing neglect. The people around you and what you see online can shape how you eat, exercise, and take care of yourself. It's important to think critically and make choices that are healthy for you. 	<ul style="list-style-type: none"> I can spot signs of neglect and report them I can ensure I am not negatively influenced by others

Year 7, Cycle 2 Character Education

Week	I will need to know:	So that I can:
7	<ol style="list-style-type: none"> To feel like you belong means experiencing acceptance, inclusion, and value within a group or community, where you can be your authentic self without fear of judgment. It is a fundamental human need that supports emotional well-being, confidence, and connection with others. You can help others feel included by being friendly, inviting them to join in, and standing up against bullying. Small acts of kindness can make a big difference. 	<ul style="list-style-type: none"> I feel a sense of belonging and help to create a sense of belonging for others
8	<ol style="list-style-type: none"> Everyone is unique, and our differences make the world more interesting and creative. Being different is something to be proud of, not ashamed of. If you feel left out, you can talk to a trusted adult like a teacher, parent, or school counsellor. Friends and peer mentors can also offer support and understanding. 	<ul style="list-style-type: none"> I can celebrate my uniqueness and other people's differences I know what to do if I feel left out
9	<ol style="list-style-type: none"> Your strengths are the things you're good at, like being creative, kind, or a good problem-solver. Knowing your strengths can help you choose goals and careers that suit you. There are many types of jobs and careers in areas such as science, art, business, and healthcare. People get jobs by gaining skills, education, and experience, and applying through interviews or applications. 	<ul style="list-style-type: none"> I can recognise what I am good at it I am informed about different careers I could work in when I am older
10	<p>1. Scholar's Prep: To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!</p>	
11	<ol style="list-style-type: none"> Trying new things helps you learn and grow, even if it feels scary at first. Setting goals gives you direction and helps you achieve your dreams step by step. You can stay motivated by breaking tasks into small steps, celebrating progress, and reminding yourself why your goals matter. Support from others can also help you keep going. 	<ul style="list-style-type: none"> I know how to plan for my future and achieve personal growth
12	<p>Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

Year 7 English Cycle 2 : 'Heroes are made by the paths they choose, not the powers they are graced with'. How are heroes presented across our literary heritage?

Careers linked to topics we study this cycle can be linked to historians and journalists, literary critics and becoming an author. This is because you will study a range of texts across history, looking at examples of fantasy within literature.

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> 1. Studying our literary heritage is important because we gain a deeper understanding of our cultural roots and how past generations viewed the world. 2. By using animals instead of humans, Aesop could critique human behaviour and society without directly offending powerful individuals or groups. This allowed him to comment on issues like greed, arrogance, and dishonesty. 3. Through the fable of <i>The Fox and the Stork</i>, readers learn about fairness, respect, and the importance of empathy shown through the quotation "do not play tricks on your neighbours unless you can stand the same treatment yourself". 	<ol style="list-style-type: none"> 1. Understand the origins of the English language. 2. Create our own moral fable.
2	<ol style="list-style-type: none"> 1. The Hero's Journey has been a dominant storytelling structure across cultures and eras because it reflects fundamental aspects of the human experience. It follows a pattern of departure, initiation, and return, which mirrors real-life challenges and personal growth. 2. Gilgamesh is portrayed as a complex heroic character. Unlike a typical hero who is purely noble or invincible, Gilgamesh is brave and powerful, but also prideful, impulsive, and flawed. 3. In <i>The Mahabharata</i>, Drona taught the art of archery, which symbolised both physical strength and mental focus, to prepare the Pandavas and the Kauravas, the two families at the center of the conflict, for their future roles as rulers and warriors. 	<ol style="list-style-type: none"> 1. Understand the hero's journey through examples from <i>The Epic of Gilgamesh</i> and <i>The Mahabharata</i>.
3	<ol style="list-style-type: none"> 1. Beowulf is one of the oldest surviving stories written in Old English that tells a story of the struggle between good and evil. 2. Beowulf is an example of an epic poem, a lengthy narrative poem typically about the extraordinary deeds of extraordinary characters, that is written to praise the achievements of Scandinavian heroes. 3. Vivid imagery is used when Beowulf "manacled" Grendel highlighting his strength and courage to defeat the horrendous creature. 	<ol style="list-style-type: none"> 1. Understand the importance of Beowulf in our literary heritage.
4	<ol style="list-style-type: none"> 1. Sir Gawain and The Green Knight was written in the 14th century and is a typical example of an Arthurian Legend. 2. Honour was significant in medieval society. Knights were expected to follow a code of chivalry, which emphasised loyalty to one's lord or king, protection of the weak and vulnerable, and upholding justice and truth. 3. Refusing the Green Knight's challenge would bring dishonour to the Round Table, so Gawain acts to preserve the court's reputation. 4. Revision is the process of actively reviewing and reworking study materials, to reinforce understanding, clarify concepts, and prepare for exams or assessments. 	<ol style="list-style-type: none"> 1. Understand the importance of Sir Gawain and The Green Knight in our literary heritage.
5	<ol style="list-style-type: none"> 1. Oral tradition allowed communities to preserve their history, values, and beliefs across generations. 2. Oral storytelling was often a communal event, where people gathered to listen to bards or scops (storytellers). 3. Oral epics were not just stories of adventure — they were moral and ethical guides for their audiences. 4. Medieval society was built on a strict hierarchical system with three main social orders: Nobility: Those who fought (e.g., knights and lords), Clergy: Those who prayed (e.g., monks, priests, and nuns), and Peasantry: Those who worked (e.g., farmers, tradesmen, and labourers). 5. The Wife of Bath, a bold and outspoken character, represents a challenge to the ideal of the submissive, modest woman that was expected in the Middle Ages. 	<ol style="list-style-type: none"> 1. Understand the importance of oral tradition. 2. Understand the importance of Chaucer in our literary heritage.

Year 7 English Cycle 2 : 'Heroes are made by the paths they choose, not the powers they are graced with'. How are heroes presented across our literary heritage?

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> In The Canterbury Tales, The Knight is presented as being dignified and honourable, as he "loved chivalry". One of the main reasons Chaucer presents the Wife of Bath as headstrong is to challenge medieval gender expectations. Shakespeare is credited with creating many new words and phrases that are still in common use today, such as 'break the ice', 'in a pickle'. 	<ol style="list-style-type: none"> Revise and complete my midpoint assessment successfully. So that I can act on feedback and improve my academic writing and analysis. Understand the importance of Chaucer in our literary heritage.
7	<ol style="list-style-type: none"> Faustus feels disillusioned with the limitations of traditional learning (philosophy, medicine, and theology) and believes that magic and a deal with the devil are the only ways to achieve ultimate knowledge and control over the world. Faustus' tragic flaw is his hubris — excessive pride and ambition. He believes he can surpass human limitations by seeking forbidden knowledge and power, attempting to rival God's authority. 	<ol style="list-style-type: none"> Understand the importance of Marlowe in our literary heritage. Make good progress on my mid-point assessment.
8	<ol style="list-style-type: none"> In the Victorian era, women were idealised as mothers, wives, and caregivers. Their primary role was to take care of the home, their husband, and children. Through Jane's character, Brontë explores the theme of female empowerment and shows that a woman can be intelligent, self-reliant, and morally strong without needing to rely on a man for validation or support. Brontë's depiction of Jane and Rochester's marriage reflects the Victorian ideal that a marriage should be based on equality, love, and mutual respect. 	<ol style="list-style-type: none"> Understand the importance of Brontë in our literary heritage.
9	<ol style="list-style-type: none"> Tynan conveys the personal and political impacts of Irish resistance to highlight the deep emotional and social consequences of the Irish struggle for independence during the early 20th century. The barley symbolises the Irish people and the natural landscape of Ireland, while the wind represents the turbulent forces of war and political unrest that disturb this peace. Tynan uses emotive language in "sorrow," "tears" and "grief" to invoke the personal emotional pain that accompanies political resistance. 	<ol style="list-style-type: none"> Write an essay exploring why Jane Eyre is presented as challenging gender norms in the Victorian era. Understand the importance of female poets in our literary heritage.
10	1. Scholar's Prep: To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to Scholarship. Work hard and show your best! Start thinking about who YOUR personal hero is so you can take part in our House BEST essay competition!	
11	<ol style="list-style-type: none"> Angela Carter subverts traditional fairy tales to challenge and reimagine established societal norms, particularly regarding gender and power. Carter subverts the idea of the "happily ever after" by highlighting that such an ending is often unrealistic and incomplete. She shows that the journey of self-discovery, empowerment, and confronting darker aspects of life is more complicated than the simplistic resolutions of traditional fairy tales. 	<ol style="list-style-type: none"> Understand the importance of Carter in our literary heritage. Write an essay exploring how Carter's stories challenge societal norms about gender.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessment. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 7 Maths Cycle 2

Careers linked to topics we study in this cycle are **actuary, architect, computer scientist, game designer, doctor, market researcher, statisticians, quantity surveyor.**

Week	I will know that:	So that I can: Sparx code
1 Fractions, Decimals and Percentages	<ul style="list-style-type: none"> • A fraction is part of a whole, The numerator is the top number, the denominator is the bottom number. • Equivalent fractions have different numerators and denominators but are equal in values. • Mixed numbers consist of a whole number and a fraction 	<ul style="list-style-type: none"> • Find equivalent fractions (M410) • Order fractions (M335) • Convert between mixed numbers and improper fractions (M601)
2 Fractions, Decimals and Percentages	<ul style="list-style-type: none"> • % means percent or per 100 • $0.2 = \frac{1}{5} = 20\%$, $0.125 = \frac{1}{8} = 12.5\%$ • To compare decimal, fractions and %, they must all be in the same format 	<ul style="list-style-type: none"> • Convert between fractions, decimals and percentages (M264) • Order fractions, decimals and percentages (M553)
3 Fractions	<ul style="list-style-type: none"> • Fractions can be added or subtracted if they have the same denominators • To convert from a fraction to a mixed number, divide the numerator by the denominator. • To convert from a mixed number to a fraction, multiply the integer part by the denominator of the fraction part. 	<ul style="list-style-type: none"> • Add and subtract fractions(M835) • Add and subtract mixed numbers(M931)
4 Fractions	<ul style="list-style-type: none"> • The <i>product</i> of two fractions is calculated by multiplying the <i>numerators</i> and multiplying the denominator. • Dividing by a fraction is the same as multiplying by its reciprocal 	<ul style="list-style-type: none"> • Multiply fractions (M157) • Divide fractions (M110)
5 Constructing and Measuring	<ul style="list-style-type: none"> • There are 2 types of symmetry: line symmetry and rotational symmetry. • Shapes can have special properties in terms of their angles and sides. • Angles are part of a turn measured in degrees with a protractor. . 	<ul style="list-style-type: none"> • Work with Symmetry (M523) • Identify Types of angles (M502)

Year 7 Maths Cycle 2

Week	I will know that:	So that I can: Sparx code
<p>6 Constructing and Measuring</p>	<ul style="list-style-type: none"> • Constructing a triangle means drawing it accurately • Pie charts represent data in a circle, with the angle of each section proportional to the size of the data group it represents. 	<ul style="list-style-type: none"> • Constructing triangles (M565) • Interpreting pie charts (M165)
<p>7 Geometric Reasoning</p>	<ul style="list-style-type: none"> • Angles on a straight line add up to 180°. • Angles around a point add up to 360°. • Angles in a triangle add up to a 180°. 	<ul style="list-style-type: none"> • Angles on a line and about a point (M818) • Angles in triangles (M351)
<p>8 Geometric Reasoning</p>	<ul style="list-style-type: none"> • Angles in a quadrilateral add up to a 360° • Special properties result from angles in parallel lines: <ul style="list-style-type: none"> • Corresponding angles are equal. • Alternate angles are equal. • Co-interior angles add up to 180°. 	<ul style="list-style-type: none"> • Angles in quadrilaterals (M679) • Angles on parallel lines (M606)
<p>9 Sets and probability</p>	<ul style="list-style-type: none"> • Probability is a numerical way to measure chance. • A probability of 0 represents an impossible event. A probability of 1 represent an event that is certain. • Probability = $\frac{\text{number of ways the outcome can happen}}{\text{total possible outcomes}}$ 	<ul style="list-style-type: none"> • Writing probabilities as fractions, decimals and percentages (M938)
<p>10</p>	<p>Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!</p>	
<p>11 Sets and probability</p>	<ul style="list-style-type: none"> • 2 events are "mutually exclusive" if they cannot occur at the same time. • A Venn diagram is a tool used to group elements based on specific properties. 	<ul style="list-style-type: none"> • Probabilities of mutually exclusive events (M755) • Venn diagrams (M829)
<p>12</p>	<p>Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

ART Y7 Cycle 2 – The Formal Elements - Colour and Pattern / Texture & Pattern / Shape and Form

Careers linked to topics we study this cycle are....Graphic Designer, Curator, Fashion Designer, Textiles designer, Illustrator, Architect, Interior Designer, Advertising/Marketing Consultant, Gallery owner as I will be developing my practical drawing skills and theoretical knowledge about artists and my ability to communicate ideas.

Week	I will need to know:	So that I can:
1 Artist analysis	<ol style="list-style-type: none"> How to analyse artwork using key terminology and visual vocabulary. How to use the Art Dept Writing frame - LEMMON to analyse the work of Yinka Shonibare 	Complete an artist analysis using a writing structure that links the artists' work to classwork and evaluates the use of media, formal elements and content as well as stating an opinion about the work.
2 Cultural Pattern	How to respond and use sources from a diverse range of cultures . How to use elements from different sources to create motifs and designs.	Draw out a range of ideas for a pattern outcome. To choose a final design for future pattern outcomes (Batik & wax resist).
3 Batik and wax resistant processes	How to observe and understand art processes and techniques through demonstration and questioning.	Practice the process of Batik and hot and cold wax resist in a safe and effective way
4 Batik and wax resistant processes	The process, techniques and tools of Batik and hot and cold wax resist techniques. That there are 2 different Batik techniques-masking & layering.	Draw out design then apply Wax then apply inks.
5 Batik and wax resistant processes	<ol style="list-style-type: none"> How to respond to the work of an artist to inform own work and create designs – in this case Yinka Shonibare. There will be a carousel in order to allow safe access to equipment in weeks 4 & 5 - Batik and oil pastel circle in response to Shonibare's Maxa 2003. 	<ol style="list-style-type: none"> Create links between an artist's work and my own designs

ART Y7 Cycle 2 – The Formal Elements – Colour and Pattern / Texture & Pattern / Shape and Form

Week	I will need to know:	So that I can:
6 Pattern & Texture	That materials (in this case paper) can be manipulated to explore real / physical texture and pattern – ripping, weaving, scrunching, layering, quilling etc. How to present my experiments in an effective way	Manipulate paper to create (at least 5) different textures – physical (real) texture that I can present in a clear and interesting way.
7 Pattern & Texture	That materials (in this case paper) can be manipulated to explore real / physical texture and pattern – ripping, weaving, scrunching, layering, quilling etc. How to present my experiments in an effective way	Manipulate paper to create (at least 5) different textures – physical (real) texture that I can present in a clear and interesting way.
8 How artists use Shape	That artists use shape in many different ways in their work. That artists use a range of different media to create artwork. How we can apply what we observe from artists in classwork.	Respond practically to a range of starting points looking at the artwork of others – i.e. <i>Calder, Kandinsky, Popova, Malevich, Van Doesburg, Delaunays, Terry Frost, Lizitsky etc etc.</i> Explore a range of media, materials and techniques.
9 Shape & Form	The difference between 2D shapes and 3D Forms . How we can apply what we observe from artists in classwork. How to use a variety of materials to create a mixed-media outcome .	
10 Assessment	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11 Shape & Form	How to construct a 3D Form . How to contribute to collaborative outcomes – Whole class 3D cube installation .	Construct my 3D sculpture and collaborate with others to create a final outcome.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 7 Computer Science

Careers linked to topics we study this cycle are....Electronic Engineer; Programmer; IT Technician; Data Scientist

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> 1) Know that respectful use of the IT equipment means not waste your computing time and stay focussed on the lesson tasks. 2) Cyberbullying can be worse than physical bullying and is not acceptable and how to get help if you or your friends are a victim of this. 	<ol style="list-style-type: none"> 1) Use the computer access time I have to further my Computing knowledge and practical IT skills. 2) Recognise cyberbullying and be a good digital citizen and BE KIND ONLINE.
2	<ol style="list-style-type: none"> 1) Computers are made from hardware and software. 2) Examples of input hardware devices and output hardware devices. 3) The computer hardware model takes in (1) input, (2)processes or (3)stores data and (4) outputs useful information. 4) The processing hardware is the CPU and RAM. 	<ol style="list-style-type: none"> 1) Identify hardware and software parts on computers and smart devices. 2) Identify and classify devices as input or output for a computer system. 3) Describe typical processes by which data is turned into information. 4) Identify the CPU and RAM on a motherboard as the hardware parts used to perform processing.
3	<ol style="list-style-type: none"> 1) You have a digital footprint that your future employees will scrutinise. 2) Oversharing is sharing too much personal information and can put you at risk. 3) The 4Cs of online risk are: content, contact, conduct and commerce #CE 	<ol style="list-style-type: none"> 1) My digital footprint presents myself online and is important as it will affect my future. 2) Keep my personal information private to trusted friends and family only. 3) #CE – Link to Character Education.
4	<ol style="list-style-type: none"> 1) Know that the term sexting refers to sharing sexualised texting or nude pictures (nudes). 2) The four ways in which sexting is illegal for under 18 year olds: <ul style="list-style-type: none"> * Cannot create / make * Cannot be the subject * Cannot possess/have * Cannot distribute / share <p>Midpoint Assessment Next Week</p>	<ol style="list-style-type: none"> 1) Can recognise unsolicited posts that may be sexting. 2) Avoid being involved with sexting and know what to do if I am sent a nude.
5	<p>½ Revision of Lesson of UNIT 1 (lessons 1-4) in preparation.</p> <p>Midpoint Assessment Quiz</p>	Demonstrate knowledge and skills on E-Safety & Computer Hardware Systems.
6	<ol style="list-style-type: none"> 1) All computer hardware is built using the transistor. The logic gates are different ways of arranging transistors (AND:Series; OR: Parallel). 2) Identify the 3 logic gates NOT, AND, OR and their evaluation rules: <ul style="list-style-type: none"> * NOT (flip) * AND (BOTH inputs 1; 0 in → 0 out) * OR (EITHER inputs 1; 1 in → 1 out) 	<ol style="list-style-type: none"> 1) Explain why computers use binary codes (0 or 1) for logic. Abstracting transistors to logic gates makes building and programming computers easier. 2) Apply knowledge of the logical gate rules to predict the output of any gate given any input, called a TRUTH TABLE.

Year 7 Computer Science

Week	I will need to know:	So that I can:
7	<ol style="list-style-type: none"> 1) Denary is a normal base 10 number, binary is a base 2 number. 2) A bit is a binary digit, a nibble is 4-bits and a byte is 8 bits. 3) The 4-bit binary place values 8, 4, 2, 1 4) How to interpret 4-bit binary numbers by inspection. 5) Login to trinket with my school email, remix a given blocks program, and share a shared link. 	<ol style="list-style-type: none"> 1) Explain why binary is used by computers to represent numbers. 2) Correctly identify about different size binary numbers. 3) Calculate the 4-bit binary place values 8,4,2,1 4) Count in binary from 0 to 15 and visually be able to read or calculate 4-bit binary numbers. 5) Modify and add to basic block programs.
8	<ol style="list-style-type: none"> 1) The 8-bit binary place values are 128, 64, 32, 16, 8, 4, 2, 1 2) How to interpret 8-bit binary numbers by adding the place values of the 1 (on) bits. 3) How to calculate the 8-bit binary of any denary number 0..255 by subtracting place values, from largest to smallest, recording a 0 if not used and a 1 if used. 4) Login to trinket with my school email, remix a given blocks program, and share a shared link. 	<ol style="list-style-type: none"> 1) Demonstrate I can generate the powers of 2 pattern 2) Apply arithmetic expansion to decode any 8-bit binary numbers. 3) Apply the subtraction method to encode any denary number 0..255 4) Login to trinket and save and share my own blocks programs.
9	Know the short form of the basic turtle commands such as: * fd() as move forward * bk() as move backward * lt() as rotate left and * rt() as rotate right	I can follow or modify given code, add to given, and independently write my own simple blocks turtle programs to solve right angles geometry problems.
10	Assessment Week: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11	<ol style="list-style-type: none"> 1. Use repetition (iteration) to repeat commands 2. For a N sided polygon, know the command to draw a polygon is : repeat (N) : fd(100); rt(360 / N) 	I can enhance my programs by using a repeat loop and draw any size polygon .
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 7 Drama Cycle Two

Careers linked to topics we study this cycle are....storytelling, performance poetry, acting, company directing, events management as I will be developing my leadership and management skills.

Week	I will need to know:	So that I can:
1 Greek Theatre	<ol style="list-style-type: none"> 1. Theatre as a form of entertainment began over 2500 years ago in Greece. There were 2 main categories of Greek plays – tragedies and comedies. 2. Masks were often used to express emotion to an audience who were often sitting far away in an amphitheatre. 3. A Greek chorus is a group of actors who sing, dance and speak together. 	<ol style="list-style-type: none"> 1. Understand the history of Greek theatre. 2. Recognise its impact in modern day dramas and how it has influenced theatre today.
2 Choral movement	<ol style="list-style-type: none"> 1. A gesture is a movement made with the arms or hands. 2. Unison means to perform at the same time in a chorus. 3. Canon means to perform one after the other in a chorus. 	<ol style="list-style-type: none"> 1. Use clear and exaggerated movements that will be seen by an audience. 2. Collaborate in a group when creating ideas, demonstrating respect and teamwork.
3 Choral speaking	<ol style="list-style-type: none"> 1. Lots of Greek plays were performed in an Amphitheatre. 2. Precision is the skill of being in time with other people. Everyone must be doing the exact same thing. This takes a lot of practice! 	<ol style="list-style-type: none"> 1. Speak loudly and confidently when performing. 2. Narrate a traditional Greek play.
4 Blocking	<ol style="list-style-type: none"> 1. Myths are stories created to teach people about something important and meaningful. There is always a moral to a mythical story. 2. Stage positions are always described from the perspective of the actor on stage. 	<ol style="list-style-type: none"> 1. Plan exactly where I am going to stand to be seen in a performance. 2. Describe stage positions using specific drama terminology.
5 Transitions	<ol style="list-style-type: none"> 1. A formation is the position on stage that a chorus stand in. This is so the chorus could provide excellent acoustics for the audience large audiences and provide optimal sightlines for everyone. 2. A transition is a movement between one scene into another. They must be well rehearsed to look professional. 	<ol style="list-style-type: none"> 1. Create smooth and professional looking movements when performing in a Greek chorus. 2. Understand the directing choices of Greek theatre performances.

Year 7 Drama Cycle Two

Week	I will need to know:	So that I can:
6 Narration	<ol style="list-style-type: none"> The Greek chorus often used narration to help the audience understand the story. They set the scene, provide background information, offer commentary on the action, and present a collective perspective for the audience. It is important to face the audience at all times when speaking. 	<ol style="list-style-type: none"> Demonstrate a clear understanding of the story I am performing. Learn a traditional Greek story.
7 Masks	<ol style="list-style-type: none"> Masks were used in Greek theatre to show multiple roles in a play. They were used to portray exaggerated characters, emotions, and gender, and allow a single actor to play multiple roles by changing masks and costumes Multi-role is when an actor performs as more than one character. This was essential in Greek theatre as only 3 speaking performers were allowed in a performance. 	<ol style="list-style-type: none"> Use my physical and vocal skills to match the character I am performing as. Understand how and why masks were used in the history of Greek theatre.
8 Creating	<ol style="list-style-type: none"> A prologue is an introduction to a play or performance. It sets the scene for what has happened before the play starts. Medea is one of the most famous ancient Greek myths, about a woman who seeks revenge against her husband using sorcery. 	<ol style="list-style-type: none"> Interpret a Greek myth in my own unique and creative way. Prepare for my assessment performance.
9 Performance	<ol style="list-style-type: none"> As an audience member it is disrespectful to talk during other people's performances. Everyone should applaud at the end of a performance. 	<ol style="list-style-type: none"> Encourage my peers in their performance and recognise others' successes. Perform in front of an audience using Greek theatre techniques.
10 Assessment	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11 Reflection	We will watch a production of a Greek Theatre adaptation. This will allow us to identify, describe and analyse the effects of Physical Theatre in a performance!	
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 7 Food Technology

Careers linked to topics we study this cycle are.... Chef, hotel/ restaurant manager, event organizer, nutritionist, food scientist, food product developer or food journalist

Week	I will need to know:	Practical:	So that I can:
1 Health & safety	<ol style="list-style-type: none"> The principles of 4Cs – Clean, Cook, Chill, Cross-contamination. The risks associated with food poisoning. e.g. eating undercooked chicken may lead to food poisoning symptoms like stomach cramps and diarrhoea. 	<p>NO practical lesson in the first week.</p> <ul style="list-style-type: none"> In future practical lessons, bring ingredients, a container, and a fork. Store them in the food room BEFORE tutor time. Remove coats and jewellery, put aprons on, and tie long hair before cooking. 	<ol style="list-style-type: none"> Explain why health and safety in food handling is crucial. Explain the concept of cross-contamination and prevent it from occurring in the kitchen.
2 Cooking equipment	<ol style="list-style-type: none"> The names and functions of common kitchen utensils. E.g. A fish slice is good for lifting and turning food while cooking. Use of scale – Don't count the weight of the mixing bowl. Do not mix food on the scale because it will damage the calibrator. *Math Use warm water during washing up to remove bacteria and grease effectively. 	<p style="text-align: center;"><u>Mozzarella Cheese sticks</u></p> <ol style="list-style-type: none"> Breading technique: dredging in flour, moistening in egg wash, and then coating in breadcrumbs. Binding agents keep mixtures from separating. During breading, eggs act as a glue to attach all of the breadcrumbs to the surface of the food. 	<ol style="list-style-type: none"> Use the correct equipment for the job. Maintain a clean cooking environment and ensure the longevity of kitchen tools.
3 Burns	<ol style="list-style-type: none"> To prevent burns, one must use a dry towel or oven mitts to hold a tray as they block the heat. Never touch the hob in any situation because it may contain the remaining heat from the previous class. First Aid: If burns happen, cool down the wound with running tap water for 5 minutes immediately and notify teachers. 	<p style="text-align: center;"><u>Sausage rolls</u></p> <ol style="list-style-type: none"> Puff pastry can be used in sweet and savoury baking goods. Egg Wash (beaten egg) adds shine and colour to the pastry. 	<ol style="list-style-type: none"> Prevent burns and manage them if they happen. Understand oven settings, baking times and testing if the food is cooked correctly.
4 Allergies and intolerances	<ol style="list-style-type: none"> Common allergens include gluten, peanuts, tree nuts, eggs, milk, sesame and fish. OSA is a nut-free school – anything that contains nuts should not be brought into school. Allergy symptoms can be visible (hives rash on skin/ swelling lips and eyelid) or invisible (swelling tongue and throat so the person cannot breathe or speak). 	<p style="text-align: center;"><u>Omelette</u></p> <ol style="list-style-type: none"> Use the claw grip technique when preparing and chopping vegetables - bent fingers and use knuckles to resist the blade. It ensures fingers are out of the way as the knife cuts through the food. 	<ol style="list-style-type: none"> Be aware of the possible allergens used in meals. Use claw grip techniques to make a nutritious breakfast.
5 Eatwell Guide	<ol style="list-style-type: none"> Eatwell Guide – the five main food groups and suggested portion sizes are Vegetables & fruits: 40%, Carbohydrate 30%, Protein 15%, Dairy 10% and Oil & spread 5%. *Character Education Fresh, whole foods are prioritized in Eatwell Guide instead of processed foods, for example, chicken breast instead of chicken nuggets. 	<p style="text-align: center;"><u>Quesadilla</u></p> <ol style="list-style-type: none"> Practice claw grip method to cut the ingredients. Practice heat control to achieve a golden, crispy Quesadilla while ensuring the cheese melts inside. 	<ol style="list-style-type: none"> Apply a balanced diet using all food groups when planning our meals. Limit processed foods and drinks high in added sugars and salt.

Year 7 Food Technology

Week	I will need to know:	Practical:	So that I can:
6 Hydration	<ol style="list-style-type: none"> About 60% of our bodies are water. We should drink around 2 litres of water every day. Dehydration means losing more fluid than what we take in. Teenagers are not encouraged to drink energy drinks as they have an unhealthy amount of caffeine and stimulants. 	<p style="text-align: center;"><u>Chow Mein</u></p> <ol style="list-style-type: none"> Stir-fry method: cook food quickly by cutting it into small pieces and stirring constantly in a wok or frying pan over high heat. 	<ol style="list-style-type: none"> Be aware of the importance of hydration. Choose healthy drinks over sugary and energy drinks.
7 Milk	<ol style="list-style-type: none"> The nutrients in milk – e.g. Protein in milk can strengthen and repair our muscles. *Science According to NHS, whole-fat milk (3.6% fat) is good for babies and semi-skimmed milk (1.8% fat) is good for toddlers. The majority of us should drink skimmed milk (0.5% fat). 	<p style="text-align: center;"><u>Pancake / Crepes</u></p> <ol style="list-style-type: none"> Do not overmix the mixture – it will strengthen the gluten in the flour, leading to a tough texture. Proper technique for flipping pancakes (wait until bubbles form on the side) and its cooking time). 	<ol style="list-style-type: none"> Explain why milk is important for overall health. Know the differences among various types of milk.
8 Dairy	<ol style="list-style-type: none"> Cream is a rich and high-fat component of milk. Cheese is a dairy product made by curdling milk. Butter is a solid fat made from cream. Yogurt contains probiotics which promotes gut health. 	<p style="text-align: center;"><u>Chicken alfredo pasta</u></p> <ol style="list-style-type: none"> Use a red chopping board for raw chicken and a yellow chopping board for cooked chicken. Do not wash the chicken as the Salmonella can be splashed to the tap and the sink. 	<ol style="list-style-type: none"> Make informed choices when selecting dairy products/ substitutes. Learn how to make a chicken dish safely.
9 Eggs	<ol style="list-style-type: none"> The codes on eggs and their meanings, e.g., the lion icon on eggs represents eggs from British hens vaccinated against Salmonella. How to properly store, cook and handle eggs, e.g., cook the egg white fully. 	<p style="text-align: center;"><u>Tomato pasta with cheese</u></p> <ol style="list-style-type: none"> Common types of pasta include spaghetti, linguine, penne, farfalle and fusilli. The best way to check if the pasta is cooked is to taste it. 	<ol style="list-style-type: none"> Explain the farming methods of eggs. Make an easy pasta dinner dish.
10	Scholar's Prep: To prepare for your upcoming assessment, you should self -quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!		
11 Carbohydrates and energy	<ol style="list-style-type: none"> We need good carbohydrates for energy, like potatoes, brown rice, whole grain pasta and bread. Refined carbohydrates have a lot of sugar. They have empty calories and lead to rapid spikes in blood sugar and insulin levels. *Science 	<p style="text-align: center;"><u>Egg fried Rice</u></p> <ol style="list-style-type: none"> Precook the rice can help prevent rice becomes soft and mushy like risotto. 	<ol style="list-style-type: none"> Know why is it important to include carbohydrates in our diets. Make a popular takeaway dish.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.		

Year 7 Geography Cycle 2: How are plants, animals and people adapted to different biomes and what threats do they face in the future?

Careers linked to topics we study this cycle are climatologist, conservationist, zoologist, artist, vet and environmental manager.

Week	I will need to know:	So that I can:
1 Biomes	1. A biome is an area classified according to the species that live in that location. 2. There are five major types of biomes: marine (salt and freshwater), grassland, forest (tropical or temperate), desert, and tundra. *Science	1. Describe the different biomes.
2 Climate	1. Climate varies around the world because of altitude (for every 100m higher, the temperature drops by 1°C), distance from the equator (the further away from the equator, the colder it is), how far from the sea a location is (inland areas have a wider variation in temperature), and wind (wind can either bring warm or cold air to a place).	1. Explain why different biomes exist around the world.
3 Cold deserts	1. A cold desert is an area which has very little rainfall and is generally below 0°C e.g. Antarctica or the Arctic. 2. To survive animals and plants must be adapted to these conditions e.g. to keep warm penguins huddle together and polar bears have thick coats.	1. Describe the characteristics of a cold deserts. 2. Explain how different animals are adapted to the climate in cold deserts.
4 Svalbard	1. Svalbard is a mixture of the polar and tundra biome as 60% is covered in glaciers . 2. For over 2 months Svalbard is in complete darkness. In the summer months it is light for 24 hours a day. This means that their lifestyle is very different to ours. Main jobs there include science research, fishing and tourism (people organising holidays).	1. Understand what life is like in the polar and tundra biomes.
5 Temperate forest	1. Temperate deciduous forests go through four seasons : Winter, Spring, Summer, and Fall. 2. Leaves change colour in autumn, fall off in the winter, and grow back in the spring; this adaptation allows plants to survive cold winters.	1. Explain why temperate forests go through four seasons and the impact that has.

Year 7 Geography Cycle 2: How are plants, animals and people adapted to different biomes and what threats do they face in the future?

Week	I will need to know:	So that I can:
6 Rainforests	<ol style="list-style-type: none"> The Amazon rainforest covers much of northwestern Brazil and extends into Colombia, Peru and other South American countries, and is the world's largest tropical rainforest. It is home to 10% of the world's species. The Amazon is facing the threat of deforestation. Large companies want to continue cutting down trees as it helps them make money whereas wildlife charities like WWF want to protect the rainforest. *Science 	<ol style="list-style-type: none"> Discuss the reasons why there is conflict over protecting the Amazon rainforest.
7 Hot deserts	<ol style="list-style-type: none"> Hot deserts receive very little rainfall—less than 250mm per year—and temperatures can rise to 45°C during the day but fall sharply at night. This makes water scarce and life challenging. The Thar Desert in Pakistan is the most densely populated desert in the world. People have adapted by using traditional rainwater harvesting systems, building thick mud houses to stay cool, and more recently, introducing solar-powered water pumps to help with farming and daily life. 	<ol style="list-style-type: none"> Assess the success of solutions to the challenges faced in hot deserts.
8 Coral reefs	<ol style="list-style-type: none"> For a coral reef to survive the water must be warm (23°–29°C), there must be a lot of sunlight (in shallow water) and there needs to be a supply of plankton for food. The Great Barrier Reef is the world's largest coral reef. It provides jobs for locals in tourism, protects the coasts from large storm waves and is a habitat for thousands of species. 	<ol style="list-style-type: none"> Explain why coral reefs are important.
9	<ol style="list-style-type: none"> <i>This week will be spent planning your knowledge essay</i> 	<ol style="list-style-type: none"> <i>So I can do well in my assessment.</i>
10	<p>Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best! This assessment will be a knowledge essay.</p>	<ol style="list-style-type: none"> Succeed in my cycle 2 assessment.
11	<ol style="list-style-type: none"> The Maldives is a group of Islands that is facing the risk of sea level rising and sea temperatures rising. When water is too warm, corals will expel the algae living in their tissues causing the coral to turn completely white (coral bleaching). This is threatening people's jobs and livelihoods in the Maldives. To encourage new coral growth metal frames are being placed in the sea with small branches of coral that are attached and spread out to form coral nurseries 	<ol style="list-style-type: none"> Explain how new coral growth is encouraged in the Maldives.
12	<p>Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

Year 7 History Cycle 2: Describe and explain how the monarchs of England were challenged during the medieval period.

Careers linked to topics we study this cycle are **Historian, lawyer, epidemiologist, museum curator, political scientist.**

Week	I will need to know that:	So that I can:
1	<ol style="list-style-type: none"> The medieval church was the centre of many peoples lives as it controlled marriages, christenings, burials and trials. People believed that if you did not attend church or follow its teachings you would go to hell. To reflect this the church was covered in Doom paintings which showed you what hell was like. 	<ol style="list-style-type: none"> Understand the importance of the church in Medieval Britain. Explain why the was so influential in Medieval England. Compare the power of the church with the power of the monarch.
2	<ol style="list-style-type: none"> Following the death of King Henry I a bloody civil war broke out between King Stephen and Empress Matilda called the Anarchy. Matilda was a brilliant leader and tactician but because of her gender she was forced to surrender to Stephen. Matilda and Stephen made a deal where he would stay as King, but Matilda's son would be his heir. 	<ol style="list-style-type: none"> Compare how women are seen in society today with in the medieval period. Understand how dangerous it can be when there is a succession crisis. Explain where the Plantagenet dynasty came from.
3	<ol style="list-style-type: none"> Henry II wanted to gain control over the church and its courts as they were a challenge to his authority. He tried making his best friend, Thomas Beckett, the Archbishop of Canterbury to gain this control. Beckett refused to give Henry II what he wanted. Beckett was murdered by three knights in Canterbury cathedral. 	<ol style="list-style-type: none"> Conclude who had the greatest level of power in medieval Britain; the Monarch or the Church. Explain what happened to Thomas Beckett.
4	<ol style="list-style-type: none"> King John was a tyrant who arrested people and imprisoned them without trial. King John was a poor king as he lost most of the English territories in Northern France. The Barons of England rebelled against him and forced him to sign the Magna Carta at Runnymede in 1215. The Magna Carta placed limits on the power of the Monarch. 	<ol style="list-style-type: none"> Explain what the Magna Carta is, and why it's still important today. Identify why the Magna Carta was necessary. Understand what makes a king a tyrant.
5	<ol style="list-style-type: none"> The Black Death arrived in England in June 1348, having come from China, via Venice in 1347. The symptoms of the Black Death included fever, vomiting blood, black spots, and buboes appearing in the groin and armpit. Medieval people did not understand where diseases came from, believing they came from miasmas, God, evil spirits, and foreign spies. Between 40-50% of the population of Britain died in the Black Death. 	<ol style="list-style-type: none"> Explain what the symptoms of the Black Death were. Identify what the medieval people thought cured the Black Death. Examine how the Black Death caused future problems for the monarch of England.

Year 7 History Cycle 2: Describe and explain how the monarchs of England were challenged during the medieval period.

Week	I will need to know that:	So that I can:
6	<ol style="list-style-type: none"> As a result of the Black Death the peasants in England began demanding higher wages but were stopped by a law called the Statute Of Labourers. Other things that annoyed the peasants was the Poll Tax, the arrest of John Ball, and their poor status. The peasants began revolting in 1381, led by Wat Tyler. Tyler was killed under mysterious circumstances, and historians still debate what happened today. 	<ol style="list-style-type: none"> Identify what caused the Peasants Revolt. Conclude in an essay format what the biggest cause of the revolt was. Argue what you think really happened to Wat Tyler.
7	<ol style="list-style-type: none"> Henry V died when his son, (Henry VI) was only 9 months old, causing major issues in the England. Henry VI was a weak ruler and was forced to take a regent, Richard of York, to rule for him. Richard and Henry's wife, Margaret, disagreed heavily about how to rule England, and they started a civil war between the house of Lancaster and York. The Wars of the Roses lasted 30 years and culminated in the Battle of Bosworth. 	<ol style="list-style-type: none"> Explain why a civil war started in the mid 15th century. Identify who the two sides of the Wars of the Roses were. Conclude who won the war and why.
8	<ol style="list-style-type: none"> King Richard III only became king after his nephews Edward V, and Richard of Shrewsbury, went missing. Henry Tudor (VII) used their disappearance as a justification for his invasion in 1485. Historians disagree over what happened to the princes. 	<ol style="list-style-type: none"> Investigate what happened to the Princes in the Tower. Conclude what you think really happened to the Princes in the Tower. Produce a paragraph summarising your opinion.
9	<ol style="list-style-type: none"> Henry VII won the Battle of Bosworth against King Richard III. He then married Henry V's sister Elizabeth to unite the families of York and Lancaster. The Tudor dynasty was made up of Henry VII, Henry VIII, Edward VI, Mary I and Elizabeth I. Lady Jane Grey was queen for only 9 days. 	<ol style="list-style-type: none"> Identify how The Tudors came to power. Explain what Henry VII did to consolidate his family's power. Identify who the different Tudor monarchs were, and what they were famous for.
10	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11	<ol style="list-style-type: none"> Henry VIII broke from Rome to gain a divorce from Catherine of Aragon. The protestant faith believed that the Catholic church was too decadent. Henry VIII dissolved the monasteries to gain their wealth and land. 	<ol style="list-style-type: none"> Explain why the religion of Britain changed so much during the Tudor period. Compare the protestant and Catholic churches. Identify why Henry VIII dissolved the monasteries.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

French Cycle 2 Year 7

Foreign languages are an important tool for communication in many jobs, for example: **Flight attendant, travel blogger**

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Week	I will need to know:	So that I can:
1 Tu es comment? (personality)	<ol style="list-style-type: none"> Je suis gentille et polie. Il est toujours curieux mais timide. Je ne suis pas branchée. 	<ol style="list-style-type: none"> Describe my personality. Describe other people's personality using adjectives which agree (masculine or feminine). Understand and use negative sentences.
2 Tu es comment? (personality and appearance)	<p>We will continue to use our week 1 vocabulary to answer the question 'Tu es comment?'</p> <ol style="list-style-type: none"> Je suis assez grande. Il a les cheveux bruns. J'ai les cheveux roux et les les yeux bleus. 	<ol style="list-style-type: none"> Describe what I look like. Describe what other people look like putting the adjectives in the correct order.
3 Tu as des frères ou des sœurs?	<p>We will continue to use our week 2 vocabulary to answer the question 'Tu es comment?'</p> <ol style="list-style-type: none"> Un père – une mère – un frère – une sœur . Ma mère a les cheveux blonds et les yeux marron. Je n'ai pas de frère ou de sœur. Je suis fils unique. 	<ol style="list-style-type: none"> Say all the different members of my family. Describe my family (age, name, personality and what they look like).
4 Qu'est-ce que tu aimes / n'aimes pas au collège et pourquoi?	<p>We will continue to use our week 3 vocabulary to answer the question 'Tu as des frères ou des sœurs?'</p> <ol style="list-style-type: none"> J'aime beaucoup la géographie. - Ma matière préféré c'est l'anglais parce que c'est intéressant. Je n'aime pas l'EPS parce que le prof n'est pas sympas. 	<ol style="list-style-type: none"> Give my opinion about all the school subjects. Justify my opinion using parce que and give a reason. Say which subjects I don't like and why.
5	<p>We will continue to use our week 4 vocabulary to answer the question 'Qu'est-ce que tu aimes / n'aimes pas au collège et pourquoi?'</p>	<ol style="list-style-type: none"> Give my opinion about all the school subjects. Justify my opinion using parce que and give a reason. Say which subjects I don't like and why.
6 Quelle heure est-il?	<ol style="list-style-type: none"> Speaking assessment. Il est dix heures et quart. Le lundi matin à neuf heures, j'ai l'histoire. 	<p>Mid point assessment Speaking (Questions and answers)</p> <ol style="list-style-type: none"> Say what time it is. Describe my school timetable using the time.

French Cycle 2 Year 7

Week	I will need to know:	So that I can:
7 Tu as ... a quelle heure?	<ol style="list-style-type: none"> 1. Le vendredi après-midi à une heure trente j'ai l'informatique. 2. Le matin, j'ai les sciences et je pense que c'est amusant. 3. Le déjeuner est à midi et demie et je pense que c'est genial. 	<ol style="list-style-type: none"> 1. Talk and give my opinion about the different parts of my school day.
8 Ma journée scolaire.	<ol style="list-style-type: none"> 1. On étudie – on bavarde – on rigole. 2. On finit les cours à trois heures et demie. 3. À la récré, on mange à la cantine. 	<ol style="list-style-type: none"> 1. Describe what I do with my friends at school using on (we). 2. Use a wider variety of verbs to describe my school day.
9 Qu'est-ce que tu manges?	<ol style="list-style-type: none"> 1. Au déjeuner, je mange du poisson, de la glace à la fraise et des crudités. 2. Qu'est ce que tu manges à la cantine ? 	<ol style="list-style-type: none"> 1. Describe what I eat using the correct form of some (du / de la /des). 2. Talk about the food I eat at break and lunchtime. 3. Ask other people questions about the food they eat.
10 revisions	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to leadership. Work hard and show your best!	Assessment Listening Reading (Including translation into English) Writing (Paragraph)
11	<p>We will continue to use our week 9 vocabulary to answer the question 'Qu'est-ce que tu manges?'</p> <ol style="list-style-type: none"> 1. Je suis très sportive. Au college, j'adore l'EPS parce que le prof est sympa. 2. Ma soeur est blonde et a les yeux bleus. Elle aime l'histoire, je pense que c'est ennuyeux. 3. À 11 heures j'ai la récré et je pense que c'est fantastique parceque on bavarde avec mes amis. 	<ol style="list-style-type: none"> 1. Write a paragraph about me, my family and my school day in detail.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

German Cycle 2 Year 7

Foreign languages are an important tool for communication in many jobs, for example: **Flight attendant, travel blogger.**

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Week	I will need to know:	So that I can:
1 Hast du ein Haustier?	<ol style="list-style-type: none"> 1. Ich habe einen Hund/eine Katze/ein Pferd. 2. Katzen, Hunde 3. Er/sie/es heißt Rocky. 	<ol style="list-style-type: none"> 1. Say which pets I have using the correct word for 'a' depending on whether the noun is masculine, feminine or neuter. 2. Be able to use the correct plural ending (more than one) for pets. 3. Say what my pet is called using the correct word for 'it' depending on whether the noun is masculine, feminine or neuter.
2	We will continue to use our week 1 vocabulary to answer the question 'Hast du ein Haustier?'	<ol style="list-style-type: none"> 1. Say which pets I have using the correct word for 'a' depending on whether the noun is masculine, feminine or neuter. 2. Be able to use the correct plural ending (more than one) for pets. 3. Say what my pet is called using the correct word for 'it' depending on whether the noun is masculine, feminine or neuter.
3 Wie ist er/sie?	<ol style="list-style-type: none"> 1. Er/sie/es ist sehr schnell. 2. Er/sie/es ist nicht klein. 3. Er/sie/es kann springen. 	<ol style="list-style-type: none"> 1. Describe my pet using intensifiers (very, quite, a bit) and adjectives and adverbs. 2. Say what my pet is NOT like using intensifiers (very, quite, a bit) and adjectives and adverbs. 3. Describe what my pet can do using the structure kann + infinitive (full version of the verb ending in -en).
4 Hast du Geschwister?	<ol style="list-style-type: none"> 1. Ich habe einen Bruder/zwei Brüder. 2. Ich habe eine Schwester/zwei Schwestern. 3. Er/sie ist... Er/sie wohnt in... Er/sie heißt... 4. Sie sind... Sie wohnen in... Er/sie heißen... 	<ol style="list-style-type: none"> 1. Say which male family members I have, including plurals. 2. Say which female family members I have, including plurals. 3. Describe my family members using third person with the correct verb and ending. 4. Describe my family members using third person plural with the correct verb and ending
5 Wie siehst du aus?	<ol style="list-style-type: none"> 1. Ich habe lockige, blonde Haare und blaue Augen. 2. Er/sie hat glatte, braune Haare und graue Augen. 3. Ich bin klein. 	<ol style="list-style-type: none"> 1. Describe your own hair, hair colour and eye colour. 2. Describe other peoples' hair, hair colour and eye colour. 3. Describe your own and other peoples' height.

German Cycle 2 Year 7

Week	I will need to know:	So that I can:
6	To prepare for your upcoming assessment you should self-quiz on all the language and grammar on your sentence builder (weeks 1-5). Remember that little and often is the key to success.	Mid point assessment Speaking (Questions and answers)
7 Was spielst du gern oder nicht gern?	<ol style="list-style-type: none"> 1. Tennis, Hockey, Federball... 2. Ich spiele (nicht) gern Rugby. 3. Er/sie spielt (nicht) gern <i>Basketball</i>. 	<ol style="list-style-type: none"> 1. Name at least 5 different sports in German, 2. Give your opinion on which activities you like and do not like to play using the word (nicht) gern, with correct word order. 3. Describe other people's' opinions on which activities they like and do not like to play. 4. Know that 'spielen' is a regular verb and follows a pattern.
8 Was machst du gern oder nicht gern?	<ol style="list-style-type: none"> 1. Ich fahre, lese, mache, sehe... 2. Ich lese nicht gern. 3. Ich tanze sehr gern. 	<ol style="list-style-type: none"> 1. Use at least 3 different verbs to describe my hobbies (e.g. go, read, do, watch). 2. Give your opinion on which activities you like and do not like using the word (nicht) gern, with correct word order, using a range of verbs. 3. Express how much you like to do these activities using words intensifiers such as very, quite etc.
9 Wie findest du das?	<ol style="list-style-type: none"> 1. Ich finde das sehr irre. 2. Ich finde das langweilig. 3. Er/sie findet das super! 	<ol style="list-style-type: none"> 1. Express positive opinions on your hobbies. 2. Express negative opinions on your hobbies. 3. Express other peoples' opinions on their hobbies.
10	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to leadership. Work hard and show your best!	Assessment Listening Reading (Including translation into English) Writing (Paragraph)
11 Wie oft machst du das?	We will continue to use our week 9 vocabulary to answer the question 'Wie findest du das?' <ol style="list-style-type: none"> 1. oft, immer, jeden Tag, am Wochenende... 2. Ich schwimme jeden Tag. 	<ol style="list-style-type: none"> 1. Name and understand at least 3 time phrases. 2. Say how often I do my hobbies using time phrases, with correct word order.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Spanish Y7 Cycle 2

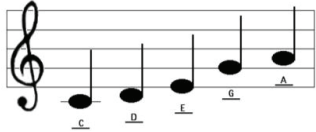
Foreign languages are an important tool for communication in many jobs, for example: **Flight attendant, travel blogger.**
 Please use the sentence builder provided by your teacher and attached to this Scholars Guide (on the next page) for all language covered in this topic. The information provided on this page is limited to 1-4 short example sentences but you will be learning many more!

Week	I will need to know:	So that I can:
1 ¿Qué te gusta hacer?	<ol style="list-style-type: none"> 1. Me encanta escuchar música. 2. No me gusta nada montar en bici. 3. Me gusta mucho ver la tele porque es bastante tranquilo. 	<ol style="list-style-type: none"> 1. Use opinion verbs followed by the infinitive to say what I like to do. 2. Use negative opinion verbs to say what I don't like to do. 3. Give the reason why I like or don't like to do an activity and use intensifiers to give more information.
2 ¿Qué haces normalmente?	<ol style="list-style-type: none"> 1. De vez en cuando monto juego a los videojuegos porque es guay. 2. En otoño, cuando hace sol, salgo con mis amigos porque es fenomenal. 3. En invierno leo sin embargo en verano monto en bici 	<ol style="list-style-type: none"> 1. Understand and use time markers to say how often I do something. 2. Understand and use time markers in the present followed by the present tense ending in the 'I form'. 3. Use connectives to add on extra information or to contrast ideas.
3 ¿Qué deportes haces?	<ol style="list-style-type: none"> 1. A menudo hago equitación porque es muy divertido. 2. Cuando hace frío no juego al baloncesto porque es listo. 3. Los domingos no hago nada porque es tranquilo. 	<ol style="list-style-type: none"> 1. Understand the difference been using 'hacer' or 'jugar' when talking about sports. 2. Use the present tense to say what sports I practice when and why. 3. Say I don't do anything (double negative in Spanish – I don't do nothing')
4 Grammar and phonics	<ol style="list-style-type: none"> 1. Con mi familia vivimos en Oxford. 2. Le gusta mucho el español. 3. España, me llamo, generoso, gato 	<ol style="list-style-type: none"> 1. Have some understanding on the conjugations of the present tense. 2. Understand and practice the verb 'gustar'. 3. To practice the different phonic sounds in Spanish and understand the two different hard and soft sounds for the letter 'g'.
5 Revision	This week we will spend some time revising what we have seen so far in Spanish.	<ol style="list-style-type: none"> 1. Use the present tense to say which sports I play. 2. Give positive and negative opinions on sports. 3. Use time markers to say when/how often I do sports.
6	To prepare for your upcoming assessment you should self-quiz on all the language and grammar on your sentence builder (weeks 1-5). Remember that little and often is the key to success.	<p>Mid-point assessment Speaking (Questions and answers)</p>


Spanish Y7 Cycle 2

Week	I will need to know:	So that I can:
7 ¿Qué estudias?	<ol style="list-style-type: none"> 1. Estudio inglés, español y ciencias 2. Estudio tecnología y matemáticas 3. Por la mañana estudio teatro y por la tarde estudio dibujo. 	<ol style="list-style-type: none"> 1. Understand and use the present tense of the verb 'estudiar'. 2. Say the different subjects that I study. 3. Understand and use the time markers 'in the morning/afternoon'.
8 ¿Qué asignaturas te gustan?	<ol style="list-style-type: none"> 1. Me encanta el español porque es fácil. 2. Me gustan mucho las ciencias porque son interesantes. 3. Odio la historia porque la profe es aburrida. 	<ol style="list-style-type: none"> 1. Use the article 'the' before the school subject when using opinion verbs such as 'encantar/gustar'. 2. Make the appropriate agreements when talking about plural subjects (ciencias/matemáticas) 3. Make the appropriate agreement when describing a female teacher.
9 ¿Qué hay en tu insti?	<ol style="list-style-type: none"> 1. En mi insti hay un campo de fútbol. 2. Mi insti tiene una piscina muy moderna. 3. En mi insti hay un comedor donde chateo con mis amigos. 	<ol style="list-style-type: none"> 1. Understand and say what there is and isn't in your school. 2. Describe the places in your school using intensifiers and adjectives in the correct order (noun then adjective). 3. Give extra information about what you do there.
10	To prepare for your upcoming assessment you should self-quiz on all the language and grammar on your sentence builder (weeks 1-9). Remember that little and often is the key to success.	<p>Assessment</p> <p>Listening</p> <p>Reading (Including translation into English)</p> <p>Writing (Paragraph)</p>
11 ¿Qué comes o bebes durante el recreo?	<ol style="list-style-type: none"> 1. Durante el recreo bebo agua y como un bocadillo. 2. Durante el recreo bebo un refresco en el patio. 3. Durante el recreo comemos caramelos y mi amiga bebe agua. 	<ol style="list-style-type: none"> 1. Understand and use the present tense of the verbs 'beber' and 'comer' to say what you eat/drink at breaktimes. 2. Give extra information about where you do this. 3. Understand and use the 'he/she' and 'we' form of the verbs 'beber' and 'comer'
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 7 Cycle 2 - Gamelan and Minimalism

Week	I will need to know:	So that I can:
1	<p>Musical Cycles</p> <p>Many important genres of music across the world are constructed via the use of musical cells, which are then repeated in cycles. They are also developed via the following techniques: Repetition, metamorphosis, note addition, note subtraction and layering.</p> <p>The Gamelan Music of Indonesia follows these patterns</p>	<p>UNDERSTAND how cyclical music is constructed EXPERIENCE and APPRECIATE music of another culture IMPROVE my own compositions and performances RECOGNISE and work with the building blocks of music</p> <p><i>For my assessment in Week 12, I will need to be able to PERFORM a piece of Minimalist music, DESCRIBE its construction and IDENTIFY methods from musical examples.</i></p>
2	<p>What is Gamelan music?</p> <ul style="list-style-type: none"> • Gamelan is the traditional ensemble music of Indonesia. • A Gamelan uses mainly metallic percussion instruments (metallophones) such as gongs and sarons. • The instruments of a Gamelan are considered sacred and believed to be guided by spirits, so musicians take off their shoes when playing as a sign of respect. • Each instrument (gongs, metallophone or wind instrument) has their own important part of the music to play, which fits seamlessly into the cycle. 	<p>IDENTIFY different instruments which are new to you EXPLORE different TIMBRES and SOUNDWORLDS</p>
3	<p>Perform a Gamelan Piece, Lancaran Cowobo</p> <p>You will be assigned a part to perform by the teacher, you need to learn your part ready for performance. You need to play in time and be accurate (Play the right notes) You can use the notes of the Keyboard to help you. All the parts will fit together if everyone sticks to a steady beat!</p>	<p>INTERPRET written music successfully PERFORM music confidently that has been written by others SHARE my music with others COLLABORATE on the same music, with groups of my friends.</p>
4	<p>Learning the notes of the Slendro Scale:</p> 	<p>CONSTRUCT patterns using the Slendro scale INTERPRET notation correctly CHALLENGE myself to make a melodic cycle using notes from the Slendro scale</p>
5	<p>PERFORMING AS AN ENSEMBLE</p> <ul style="list-style-type: none"> • Today you will put parts 1, 2, 3 together to perform Lancaran Cowobo as a group for an informal assessment. Are you: Playing Fluently? Playing Accurately? Listening to one another? • CHALLENGE: Can you vary your dynamics and tempi as an ensemble? 	<p>COLLABORATE on the same music, with groups of my friends. VARY the effect of my PERFORMANCE through volume SELECT appropriate dynamics for the mood of the music CHALLENGE myself to improve my control of dynamic ranges.</p>

Year 7 Cycle 2 - Gamelan and Minimalism

Week	I will need to know:	So that I can:																		
6	<p>How to compose an interlocking melody by using step by step instructions to create a two part melody. Interlocking melody- when the melodies fit Together in a pattern.</p> <table border="1" data-bbox="853 336 1218 475"> <thead> <tr> <th>Beat</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>Player 2</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Player 1</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Beat	1	2	3	4	5	Player 2						Player 1						<p>PLAY the notes of the Slendro Scale ascending and descending COMPOSE AND PERFORM my interlocking melody with fluency and additional repeated notes</p>
Beat	1	2	3	4	5															
Player 2																				
Player 1																				
7	<p>EXPLORING MINIMALISM</p> <ul style="list-style-type: none"> Minimalism is a compositional approach which began in 1960's America, with the work of Steve Reich, Phillip Glass, Anna Meredith and others. A Cell is a small group of 3-5 notes which are repeated and developed through the use of different techniques. 	<p>Correctly describe the following keywords:</p> <ul style="list-style-type: none"> Minimalism - A compositional technique Cell - a melodic idea Repetition - repeating the cell Shifting - making changes to the cell by shifting the tonal and rhythmic centre Layering- creating layers of shifting cells. 																		
8	<p>UNDERSTANDING TRANSFORMATIVE MINIMALIST TECHNIQUES We will understand and apply the following techniques to the cell you created last week. Note Addition, Note Subtraction, Shifting, Inversion, Metamorphosis, Layering.</p>	<p>Use transformative techniques to provide development of my cell. This will help you compose at GCSE.</p>																		
9	<p>How to notate your cell using staff notation in the treble cleff</p> <p>In this lesson you will need a sharp pencil, a rubber and a ruler.</p>	<p>NOTATE my own music using staff notation, the universal written language of music.</p> 																		
10	<p>Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best</p>	<p><i>You will be FULLY PREPARED through your lessons 1-9 to do well in your assessments. Ensure you keep your booklets neat and tidy and you take opportunities to practise your performances during practical time given in the lesson. Always use lesson time to the best of your ability.</i></p>																		
11	<p>Evaluate your knowledge of Gamelan and Minimalist Music after your assessment. This will involve:</p> <ul style="list-style-type: none"> MUSICAL LITERACY – Improving your knowledge of Gamelan and Minimalist music PERFORMANCE Understanding from notation of Lancaran Cowobo OR your Minimalist Cell. 																			
12	<p>Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>																			

Year 7 Physical Education - students will study 4 sports this cycle

Careers linked to topics we study this cycle are Professional Athlete, Sports Coach/Teacher, Fitness Trainer

• X country	• Badminton	• Gymnastics
<p>That the different routes for cross-country are red, amber, green, purple and purple <u>Identify</u> a suitable route to continuously run without stopping.</p>	<p>That setting up the court requires a net and 2 posts, and they are placed side of the court. The ready position in badminton is to stand central on the court with knees bent, side on and racket ready. The way you move around the court is called a chasse. To chasse the knees are bent and you remain on the balls of your feet. Set up and down the courts and understand the importance of starting position, chasse movement and court markings</p>	<p>To demonstrate different forms of travelling (walking on toes, jumping, hopping, hopscotch, skipping, bunny hops, spider walks, log roll, teddy bear rolls. To put these within a sequence with a partner.</p>
<p>That cardiovascular endurance is needed to run a cross-country course. To <u>confidently</u> run a route and to <u>define</u> cardiovascular endurance.</p>	<p>That to perform a backhand serve I keep my racket below my ribcage, hold the shuttlecock cork directly on top of the racket strings, stand side on, and contact the shuttlecock by moving the elbow and locking the wrist. The shuttlecock should go over the net into opponent's diagonal service box. Perform a serve to start a game with the correct technique in isolated practices</p>	<p>To demonstrate good balance, with support, in a headstand and a handstand. Understand how to support my peer safely whilst they perform a headstand/handstand. Hands should be placed on peers' hips to support.</p>
<p>To That by working collaboratively with team members can help to complete a course of cross country. To also know that muscular endurance is important when running long distances. <u>Perform</u> a route with a team collaboratively giving feedback to one another and to <u>define</u> muscular endurance.</p>	<p>That to perform a net shot I must use a lunge. My racket strings should be facing the ceiling, and I push the racket forwards gently, so the shuttlecock goes low over the net. The shuttlecock should land in the forecourt which is in front of the service line. I will understand that the net shot is used to return a serve, and it forces our opponent to lift the shuttlecock. Respond to a serve by performing a net shot with the correct technique in isolated practices</p>	<p>To demonstrate acrobatic skills (forward roll and cartwheel), with support. Understand how to support my peer safely whilst they perform different forms of travel.</p>
<p>That pacing is important for long distance running such as cross country to enable enough energy for the duration of the course. <u>Define</u> pacing and to <u>apply</u> pacing effectively in a route of your choosing</p>	<p>That there are three different types of overhead shot: clear, drop and smash. For all overhead techniques I must be sideways on and I must chasse backwards so my body is behind the shuttlecock. When making contact with the shuttle the back leg should follow through forwards. My non racket arm will be up in the air to help with direction. Perform the correct chasse movement to get to the rear court and demonstrate an overhead shot footwork technique</p>	<p>Introduction to vault. Understand how to use a springboard and a trampette safely. Only one person will use the apparatus at a time. Bounce on the cross on the trampette and avoid the edges. Use the raised spring end of the springboard. I use two feet to take off from the apparatus.</p>
<p>How I can improve on the route I have chosen such as improving on cardiovascular endurance by participating in more continuous training. <u>Define</u> continuous training and self-assess performance on the route chosen</p>	<p>Single game rules are long and thin court markings on a serve, then the court remains long and thin for the shuttlecock to be in. Double game rules are short and wide court markings on a serve, then the whole court for the shuttlecock to be in. I will understand the singles/doubles game rules</p>	<p>To perform a half-turn or a full-turn off a raised piece of equipment.</p>

Year 7 Physical Education - students will study 4 sports this cycle		
Careers linked to topics we study this cycle are Professional Athlete, Sports Coach/Teacher, Fitness Trainer		
• Netball	• Rugby	• Basketball
That the different types of passes are overhead (long distance), chest (short distance), bounce (short-middle distance) and shoulder pass (any distance). <u>Pass</u> over a variety of distances with accuracy and receive the ball with control in isolated practices.	That main types of passes in rugby are the pop, spin, and flat pass . A pass in rugby must be made sideways or backwards. To perform a flat pass, hold the rugby ball horizontally in two hands, one at each end of the ball and your fingers spread across the seams. Stand with your chest facing forward, keep your elbows slightly bent at the start of the pass, swing your hands through an arc towards your teammate, keeping your elbows close to your body. A flat pass can be from chest to chest or floor to chest.	That the different types of shots to perform are the bank shot, lay-up, set shot and jump shot. To perform the set/jump shot the acronym that is used is 'BEEF', B for balance , E for eyes, E for elbow or extension , F for follow-through or flick. To <u>perform</u> the bank/set/jump shot with some accuracy in isolated practices
That once I plant one foot on the ground, that foot cannot be removed and resurfaced (footwork). However, if landing on both feet at the same time I can decide what foot I would like to take off the ground. That pivoting will allow me to change direction on the spot. <u>To perform</u> correct footwork in isolated practices	That by performing the following will ensure I tackle safely in isolated slow practice: Perform a ring of steel around opponent's thighs (squeezing hard), bending knees, leading with shoulder, staying low and lifting opponent slightly to make opponent off balance, pushing slightly to the side or back to push them over. Fall safely by bending at the ankles and knees, dropping sideways onto knee > hip > shoulder.	To perform the lay-up there are three different phases these are: drive phase, gather phase, finish phase. <u>perform</u> the lay-up with some control in isolated practices and <u>know</u> the teaching points
To shoot accurately I must have the ball above my head in my eye-line of ball and net, bend my elbows out and knees down, then fully extend through these joints to push the ball floaty and high to land within the net. <u>Know</u> the teaching points for shooting and perform	That by performing a ruck successfully, in isolated unopposed/tackle bag practice, I will need to be over a team member (who has the ball placed on the floor) to protect the ball from the opposing players. Opposing players will join on top of the floor player, where I should have my head and shoulders no lower than their players hips. I hold a strong position to hold an opposing player off until a player (scrum half) retrieves the ball from the ground and plays it off.	Handball (basketball skills through handball) – that the different types of passes in basketball are, overhead (long distance), chest (short distance), bounce (short-middle distance) and shoulder pass (any distance). <u>pass with accuracy</u> over a variety of distances in isolated practices
That offside is where a player is in the incorrect area of the court. That the GK/GS can go in the goal third and the shooting area (D), the GA/GD/WA/WD can go in the goal third and the centre third, the C can go anywhere but cannot go in the shooting area. To know the offside rule and where all 7 positions can go in isolated practices	An arrowhead is an attacking formation which consists of students forming an inverted V-shape in relation to the ball carrier when attacking. To commit players, I need to cover ground by running and using agility to successful pass an attacker. Apply arrowhead formation in unopposed & static defensive lines.	that effective dribbling is to push the ball into the ground using the fingertips, allowing the ball to bounce hip height, the ball is to the side of the body or just in front to run with the ball under control . When attacking space, the ball can be pushed ahead more, whereas, when approaching a defender, the ball needs to stay closer to the body for control and agility.
That by creating space by constantly moving will deceive the player marking me and will allow other players to move into the space I have created to become a passing option. By performing the dodge, double dodge and changing pace/speed I can outwit my opponent to become an option to receive the ball in space.	Use a defensive line confidently in adapted practice-game scenarios. A straight-line formation when defending is effective. To be disciplined in defence the command 'Ready, ready, up' or 'hold, hold, go' is used. This means that the team communicate effectively to one another to time their squeeze and high press as a unit.	that a low block formation is a defending formation. Protecting the shoot area by the defenders gathering around to protect the goal and block/intercept any shots.

Year 7 Religious Studies Cycle 2: How important are stories for religious belief?

Careers linked to this topic are social worker, scientist, teacher, historian

Week	I will need to know:	So that I can:
1	1. That different communities and different families use stories as a way of passing on important facts and values 2. Stories can contain philosophical knowledge (knowledge about what is true), ethical knowledge (knowledge about what is right and wrong) and/or historical knowledge (knowledge about what has happened in the past).	1. Identify important stories within my family or community and those of others 2. Analyse the purpose and meaning of these important stories
2	1. Christians believe the world was made by God in 7 days 2. The creation story is contained in the book of Genesis 3. When we are responding to another person's perspective, we must make sure our words are kind, and that we are using empathy ; we are trying to understand the other person's point of view.	1. Explain the Christian creation story in Genesis 2. Analyse the philosophical, ethical and historical knowledge contained in this story 3. Compare this story with my own belief about how the world was created
3	1. In the creation story from science the world was created over millions of year 2. Life evolved over millions of years, first beginning in the sea. This is a theory by Charles Darwin called Evolution 3. The first life form was a single cell life form called an amoeba 4. Animals developed according to their environment. One animal – the chimpanzee – developed to become early man.	1. Compare the Christian story to creation and the story from science, including: <ul style="list-style-type: none"> • Who, or what was in control? • How long did this process take? 2. Give my own view about which story is most believable, and give reasons for my answer
4	1. A myth is a traditional story that passed on through families. The truth of this story is not as important as the meaning it contains 2. In a Chinese myth the world was created by a Pan Ku 3. The forces of Yin and Yang were created from chaos , and everything was made from these forces	1. Explain what is meant by a myth 2. Explain the knowledge that is shared in this myth e.g., that all plants and created were made of Pan Ku's body, that we were all made from Pan Ku's body, so we are all the same
5	1. Hinduism is older than any other living religion. 2. Hindus refer to Hinduism as Sanatana Dharma which means eternal law 3. Brahman is the Hindu word for God, Brahma is the creator deity , and the Trimurti are the three deities involved in the creation, preservation and destruction of the universe	1. Recall an example of a Hindu creation myth 2. Consider whether it matters if myths contain scientific truth

Year 7 Religious Studies Cycle 2: How important are stories for religious belief?

Week	I will need to know:	So that I can:
6	1. A deity is a god or goddess, a murti is an image of a deity in the form of a statute and an avatar is a god who comes to earth as a human or animal 2. Hinduism has many gods and goddesses who perform different roles, for example Ganesha is a god who removes obstacles 3. Different Hindus have different beliefs about the importance of each god and goddess	1. Understand that Hindu belief in gods and goddesses is very diverse, and can differ from family to family 2. Explain the role of 3 different gods or goddesses 3. Consider the strengths and weaknesses of believing in many forms of god
7	1. A shrine is a special place that is dedicated to something/someone important. 2. A Mandir is a Hindu place of worship 3. Puja is the word in Hinduism for worship of the deities. A Puja tray will have six key features: a bell, a dish containing sandalwood, food offerings, a pot containing holy water, an incense stick and an arti lamp	1. Define key terms such as shrine, Mandir and Puja 2. Explain the features of a puja tray 3. Consider how the puja tray can use the 5 senses to communicate with god
8	<i>How important are stories for religious belief?</i> 1. A thesis statement is where I explain the main body of my argument. 2. Evidence is required as a supporting detail to my main argument. 3. A concluding statement is one in which I summarise my whole argument.	1. Plan my argument coherently 2. Work effectively as part of a group to prepare a presentation in response to the Cycle 2 knowledge question
9	To achieve a high mark in my oracy assessment, I must ensure that: 1. My communication is fluent and well prepared (AO1) 2. I present with varied intonation and an interesting style (AO2) 3. I use relevant and appropriate discourse markers when guide the discussion (AO3)	1. Deliver an effective presentation to the audience 2. Evaluate using the content of the knowledge from weeks 1-8 to respond to the Cycle 2 knowledge question
10	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11	1. The Ramayana story tells us about Rama and Sita and their escape from Ravana helped by the deity Hanuman 2. The story is celebrated as the eventual triumph of good over evil and is celebrated by Hindus during the festival Diwali	1. Recall the events of the Ramayana story 2. Consider why the Ramayana story is important to Hindus today 3. Explain how and why Diwali is celebrated
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Character Education Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Respectful	Showing politeness and consideration for others.	She was always respectful in class, listening carefully and never interrupting others.
2	Supportive	Providing encouragement or emotional help.	My friends were supportive when I was nervous about presenting in assembly.
3	Motivated	Having a reason or desire to act or accomplish something	He stayed motivated by setting small goals and celebrating his progress.
4	Valued	Considered to be important or useful.	Everyone wants to feel valued and appreciated for who they are.
5	Trustworthy	Able to be relied on as honest or truthful.	A trustworthy friend keeps your secrets and stands by you.
6	Healthy	In good physical or mental condition.	Eating fruits and vegetables helps you stay healthy and full of energy.
7	Unique	Being the only one of its kind; unlike anything else.	Each student brings something unique to the classroom community.
8	Included	Being part of a group or activity.	She felt included when her classmates invited her to join their group.
9	Creative	Using imagination to create something new or original.	His creative ideas helped the team design a brilliant poster.
10	Confidently	Doing something with certainty and self-assurance	She confidently shared her opinion during the class discussion.

Character Education Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Consent	Permission for something to happen, especially in relationships.	You must always ask for and receive clear consent before borrowing someone's belongings.
2	Neglect	Failure to care for someone properly, especially a child or vulnerable person.	Neglect can happen when a child's basic needs, like food and safety, are not met.
3	Abuse	Harmful treatment of another person, which can be emotional, physical, or verbal.	Abuse can take many forms, including physical, emotional, or verbal harm.
4	Peer pressure	Influence from members of one's peer group to behave in a certain way.	Peer pressure can make people do things they wouldn't normally choose to do.
5	Boundaries	Personal limits that define what is acceptable in relationships.	Setting personal boundaries helps you feel safe and respected in relationships.
6	Hygiene	Practices that maintain health and prevent disease, especially cleanliness.	Good hygiene , like washing your hands regularly, helps prevent illness.
7	Enrichment	Activities that enhance learning and personal development outside the classroom	Joining an enrichment club can help you discover new interests and talents.
8	ASPIRE points	An OSA-specific reward system encouraging positive behaviour and achievement.	Students earn ASPIRE points for showing positive behaviour and effort in school
9	Character Education	Teaching students values and behaviours that help them become responsible citizens.	Character Education teaches us how to be kind, responsible, and respectful citizens.
10	Personal development	The process of improving self-awareness, skills, and overall well-being.	Personal development includes learning how to manage emotions and build confidence.

Year 7 Literary Heritage: Tier Two Words

Week	Word	Definition	In a sentence:
1	Heritage	The traditions, achievements, beliefs, and cultural practices passed down from previous generations.	Literary heritage is the body of written works and traditions passed down through generations, shaping culture and thought.
2	Critique	To evaluate or judge in a detailed and analytical way.	Aesop's fables critique human flaws and behaviors through simple yet powerful moral lessons.
3	Malevolent	Having or showing a desire to do evil to others.	The malevolent Grendel ruthlessly attacked Heorot Hall out of hatred and jealousy.
4	Courageous	Having or showing bravery; able to face danger or pain without fear.	The firefighters were courageous , risking their lives to save those trapped in the burning building."
5	Determined	Having a firm resolution or being resolved to achieve a goal despite difficulties.	"She was determined to finish her marathon training, no matter how challenging it became."
6	Patriarchy	A society ruled by men that largely excludes women.	The patriarchy of the Elizabethan era dictated that men held authority in society, while women were expected to be obedient and subordinate, as reflected in many of Shakespeare's plays
7	Resilient	Able to withstand or recover quickly from difficult conditions.	"The resilient community rebuilt their homes quickly after the devastating hurricane."
8	Heroic	Exhibiting the qualities of a hero, such as bravery, nobility, and self-sacrifice.	"The soldier's heroic actions on the battlefield earned him a medal of honor."
9	Chivalrous	Being polite, honest, fair, honourable and kind.	The chivalrous knight bowed politely before helping the stranger in need, embodying the true spirit of honor and bravery.
10	Academic writing	writing which communicates ideas, information and research to the wider academic community	Essays are one of the most common examples of academic writing .

Year 7 - Literary Heritage: Tier Three Words

Week	Word	Definition	In a sentence:
1	Word Class	There are four major word classes: verb, noun, adjective, adverb.	Verbs are action or state words like: run, work, study, be, seem. Nouns are words for people, places or things like: mother, town, Rome, car, dog. Adjectives are words that describe nouns, like: kind, clever, expensive. Adverbs are words that modify verbs, adjectives or other adverbs, like: quickly, back, ever, badly, away generally, completely.
2	Alliteration	The occurrence of the same letter or sound at the beginning of adjacent or closely connected words.	Sally sells seashells by the sea shore is an example of alliteration .
3	Connotation	An idea or feeling which a word invokes for a person in addition to its literal or primary meaning.	The connotations of the colour red are danger and violence.
4	Imagery	The use of pictures or words to create images, especially to create an impression or mood.	He felt like the flowers were waving hello gives the reader an image of happiness.
5	Archetype	A typical example of something, or the original model of something from which others are copied.	Sir Gawain embodies the archetype of the chivalrous hero in Sir Gawain and the Green Knight, facing trials that test his courage, honour, and loyalty.
6	Context	Context refers to the circumstances, background, or setting that help clarify the meaning and significance of an event, statement, or idea.	"Understanding the context of the Elizabethan era is crucial for interpreting Shakespeare's plays, as it sheds light on the social and political influences of the time."
7	Metaphor	A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.	Eli's eyes were 'dog-hard'. Is a metaphor as his eyes are his own and not a dog's.
8	Simile	A figure of speech comparing two unlike things that is often introduced by like or as.	Her eyes were like two sparkling stars in the dark night.is a simile
9	Personification	A literary device that gives human characteristics to nonhuman things or inanimate objects	The wind whispered through the trees, sharing its ancient secrets with the world is personification .
10	Oral tradition	A system for preserving a group's beliefs, customs, and history, in which elders tell youngsters about them, and the youngsters tell their children, and so on.	The epic poem Beowulf was passed down through oral tradition , preserving its heroic tales long before it was written down.

Maths Curriculum Dictionary: Tier Two Words

	Word	Definition	In a sentence:
1	Fraction	How many equal parts of a whole we have	I save a fraction of my pocket money each week.
2	Percentage	How many parts there would be if the total was 100.	Out of every 100 people, 10 are left-handed. The percentage of left-handed people is 10%.
3	Negative	Less than zero.	The weather was so cold that the temperature was negative 5 degrees.
4	Equivalent	Having the same value.	60 seconds is equivalent to 1 minute.
5	Express	To write or say something in a certain way.	We can express 0.1 as a fraction by writing one tenth.
6	Simplify	To make something as easy as possible to use.	We can simplify the fraction "five tenths" - it is easier to say "one half".
7	Convert	To change something from one form to another.	To convert a length from cm into mm, we multiply it by 10.
8	Probability	The chance/likelihood that something will happen.	The probability of winning a game of "rock paper scissors" is 50%.
9	Estimate	To find a value that is close enough to the right answer.	I estimated there were 2000 seats in the stadium by counting one row then multiplying by the number of rows.
10	Construct	To draw accurately.	To construct a triangle I need to use a compass and a ruler.

Maths Curriculum Dictionary: Tier Three Words

	Word	Definition	In a sentence:
1	Numerator	The top number in a fraction.	For the fraction $\frac{1}{2}$, the numerator is 1.
2	Denominator	The bottom number in a fraction.	For the fraction $\frac{1}{2}$, the denominator is 2.
3	Integer	A whole number.	5 and -8 are integers , but 0.5 and 7.61 are not.
4	Proper fraction	A fraction where the numerator is smaller than the denominator.	$\frac{2}{3}$ is a proper fraction , but $\frac{5}{4}$ is not.
5	Mixed number	An integer plus a proper fraction	"One and a half" written as a mixed number is $1\frac{1}{2}$.
6	Sum	The result of adding two or more numbers.	Two friends have £10 each. The sum of their money is £20.
7	Difference	The result of subtracting one number from another.	The difference in height between two children was 10cm.
8	Quadrilateral	A shape with 4 sides	A square is a special type of quadrilateral.
9	Parallel	Going in the same direction.	2 lines that are parallel will never cross.
10	Mutually Exclusive	Cannot happen at the same time	The day being a weekend and a Wednesday are mutually exclusive .

ART Y7 Cycle 2 – The Formal Elements – Colour and Pattern / Texture & Pattern / Shape and Form: Curriculum Dictionary: Tier Two Words

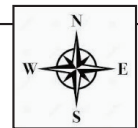
Week	Word	Definition	In a sentence:
1	Process	The steps or actions taken to create an artwork, from planning to the final piece.	The process of making a clay pot includes shaping, drying, and painting it.
2	Experimentation	The action or process of trying out new media, materials, ideas, methods, or activities.	It was a period of innovation and experimentation with new decorative techniques.
3	Observation	Carefully looking at something to notice all the details, which helps when drawing or creating art.	Good observation skills helped him draw the cat's fur with lots of detail
4	Theme	The main idea or message of an artwork, like nature, love, or adventure.	The theme of her artwork was all about culture and pattern.
5	Evaluation	Looking at an artwork to decide what's good, what's not, and how it can be improved.	After I finished my painting, I did an evaluation to see what parts I liked and what I could do better next time
6	Response	The way you react or feel about a piece of art, like what it makes you think or feel	My friend's response to my drawing was a big smile, so I knew she liked it!
7	Opinion	What you personally think or feel about an artwork, whether you like it or not, and why	Her opinion was that abstract art is fun because you can use your imagination
8	Imagery	The pictures, symbols, or visuals used in art to express ideas or tell a story.	I used bright colours and lots of animal imagery in my artwork to make it look like a jungle
9	Exploration	Trying out different art styles, materials, or ideas to discover something new	My exploration of watercolours helped me figure out how to blend colours to make a sunset
10	Technique	A special way of doing something in art, like how you paint, draw, or sculpt to make your work look a certain way	I learned a new technique for drawing fur that made my cat look super fluffy

ART Y7 Cycle 2 – The Formal Elements – Colour and Pattern / Texture & Pattern / Shape and Form: Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Zentangle	A high contrast abstract work of art created by a collection of lines, shapes and patterns.	Their zentangle was very intricate and detailed, with lots of different patterns.
2	Frottage	The technique or process of taking a rubbing from an uneven surface to form the basis of a work of art.	Max Ernst used the rubbings he had taken from natural forms to create his frottage pieces.
3	Artist analysis	Looking closely at a work of art to evaluate the use of media, formal elements and content as well as stating an opinion about the work.	He gave a very insightful and interesting artist analysis about Yinka Shonibare's work.
4	Batik	A resist process in which wax is applied to fabric to mask off areas. When the wax hardens, dye is applied and the wax prevents the dye from reaching the fibres. This creates a pattern.	The fabric of her skirt was decorated using the batik method.
5	Wax resist	The method of using wax to mask parts of a work, such as cloth or pottery,	The pattern was created using a wax-resist method.
6	Tjanting	A pen-like tool used to apply liquid hot wax in the batik-making process.	She used the tjanting very carefully to get neat patterns.
7	Mixed-media	Artworks composed from a combination of different media or materials.	They used lots of different materials to create their mixed-media piece.
8	Collaborative	Produced by or involving two or more parties working together.	The artwork was produced collaboratively involving the work of lots of people.
9	Installation	Large-scale, mixed-media constructions, often designed for a specific place or for a temporary period of time	They took over the gallery space and the corridors with their art installation .
10	L – LINK E – ELEMENTS M – MEDIA M – MOOD O – OPINION N – NARRATIVE	L – LINK – I am looking at Boakye's work because I am doing a project around Portraiture and she paints people. E – ELEMENTS – The most prominent (important) Formal Elements in Boakye's work is composition and colour, because..... M – MEDIA – The media Boakye has used to make the work is paint. M – MOOD – The mood and content within Yiadom-Boakye's paintings is about imaginary stories where fictitious figures live in private worlds. O – OPINION – I like Boakye's work because it reminds me of dreams. N – NARRATIVE - Lynette Yiadom-Boakye (born 1977) is a British painter and writer. She is best known for her portraits of imaginary subjects, or ones derived from found objects, who are painted in muted colours. Her work has contributed to the renaissance in painting the Black figure.	

Year 7 Computer Science – 2024/25 - Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Respectful	To treat someone or something as being valuable.	Respectful use of the IT equipment means not misusing or damaging it.
2	Storage	To save work so it can be used later on.	Office <i>autosaves</i> your work to the <i>OneDrive cloud storage</i> .
3	Scrutinise	1) To examine or inspect closely.	Today, AI (Artificial Intelligence) is used to scrutinise social the media of job applicants before they are even interviewed.
4	Unsolicited	1) Not wanted or not asked for.	Sadly, many students report they receive unsolicited nude pictures.
6	Parallel	Next to, running alongside, not crossing	In a parallel circuit EITHER (OR BOTH) switches being on will turn the circuit on.
7	Denary	A normal number (the place values go up in 10).	Multiplying the denary number 123 by 10 yields 1,23 <u>0</u>
8	Place Value	The value of a column in a denary or binary number.	1) The place value of the 2 in 1,0 <u>2</u> 4 is ten.
9	Rotate	Spin or turn to change the direction you are facing, but not your position in space.	When facing EAST, telling the turtle to LT(90) rotates left 90 so the turtle now faces NORTH.
10	Polygon	A closed shape with all sides and angles being equal.	A 3 sided polygon is an equilateral triangle. A 4 sided polygon is a square. A 5 sided polygon is a pentagon. A 6 sided polygon is a hexagon.



Year 7 Computer Science – 2024/25 - Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Cyberbullying	Sending (posting or reposting) hurtful statements about someone in order to hurt them.	Cyberbullying is no joke, especially when you are the victim.
2	Hardware	The <i>physical part</i> (you can touch) of a computer system.	5/I/O hardware such as a touch screen provides both input/output .
3	Software	The <i>logical</i> (thinking part) of a computer System.	We use PowerPoint software is a graphical note taking tool.
4	CPU	Central Processing Unit . The main <i>microchip</i> . <u>NOT the case!</u>	The CPU is a microchip inside the casing and is not the casing!
6	Transistor	An electrical switch that is turned on or off by a control signal(current).	A CPU or RAM has millions of transistors .
7	Binary	Two states – ON (0) or OFF (1)	Computers are built on transistors , so binary codes 0 or 1 are used.
8	BIT	BIT = B inary d igit – a 0 or 1.	The rightmost bit in binary always represents a unit(1). The BITS then get bigger (right to left) by multiplying by 2.
9	2) Turtle commands	<ul style="list-style-type: none"> • Movement : <ul style="list-style-type: none"> o fd(100) o bk(100) o Rotation: <ul style="list-style-type: none"> o rt(90) o lt(90) o Pen State: <ul style="list-style-type: none"> o pu() o pd() 	
10	2) Iteration	To repeat a group of instructions, from the Loops section of Trinket BLOCKS.	

DRAMA Y7 C2 Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Tragedy	A serious story with a sad or unfortunate ending.	The play ended in tragedy when the hero could not save his friend.
2	Unison	Doing something at the same time as others.	The actors spoke in unison to make the scene more powerful.
3	Precision	Doing something with great accuracy and attention to detail.	The dancer moved with precision , hitting every step perfectly.
4	Perspective	A person's view or way of seeing things.	From her perspective , the villain wasn't really so bad.
5	Formation	An organized way of arranging people or objects.	The actors stood in a circle formation to start the play.
6	Narration	Telling the story or explaining what is happening.	The narration helped the audience understand the character's journey.
7	Multiple-role	When an actor plays more than one character in the same play.	She had a multiple-role , switching between the king and the servant.
8	Prologue	The introduction to a story or play, setting the scene.	In the prologue , the narrator told us what was about to happen.
9	Cue	A signal for an actor to speak or move on stage.	His cue to enter was when the lights turned blue.
10	Audience	The people who watch a performance.	The audience clapped loudly when the play was over.

DRAMA Y7 C2 Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Chorus	A group of performers who speak or sing together in a play.	The chorus chanted to explain what would happen next in the story.
2	Cannon	A set of accepted and recognized works or rules in literature or drama.	The Shakespeare plays are part of the classic English literary canon .
3	Amphitheatre	A large, round, open-air theatre with seats all around.	The actors performed in the ancient amphitheatre, with the audience surrounding them.
4	Blocking	The planned movements of actors on stage during a performance.	The director worked hard on the blocking to make sure everyone was in the right place.
5	Transition	A smooth change from one scene or moment to another.	The transition from the sad scene to the happy one was handled perfectly.
6	Greek Chorus	A group of actors in ancient Greek plays who comment on the main action.	The Greek chorus sang together to tell the audience about the hero's struggles.
7	Mask	A covering worn over the face by actors to represent a character.	The actor wore a mask to show he was playing the role of a monster.
8	Medea	A famous character from a Greek tragedy who seeks revenge.	In the play " Medea ," the main character's actions shocked the audience.
9	Greek myth	A traditional story from ancient Greece about gods, heroes, and mythical creatures.	The Greek myth of Hercules tells the story of his incredible strength.
10	Applaud	To clap in appreciation after a performance.	The audience began to applaud as the actors took their final bow.

Year 7 Food Technology Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Food poisoning	Illness caused by bacteria or other toxins in food, typically with vomiting and diarrhoea.	Food poisoning is often the result of contaminated food, like eating undercooked chicken or unwashed vegetables.
2	Mise en place	Have all ingredients and utensils prepared before cooking.	Mise en place is a time-saving process to help get your kitchen flowing properly.
3	Burn	Caused by dry heat, such as fire	A burn can be described as damage to skin cells and tissue caused by either fire, heat, electricity, chemical, radiation, light or friction.
4	Food allergy	A condition where the body's immune system reacts unusually to specific foods. It can cause a range of symptoms and even be life-threatening.	The most common food allergies are milk, eggs, fish, tree nuts, peanuts, wheat and soybeans.
5	Dairy	Containing or made from milk	The dairy group includes milk, yogurt, cheese and yogurt.
6	Hydration	Having enough fluid in our bodies	The human body requires adequate hydration to function properly.
7	Skimmed	A substance from the surface of a liquid is removed	There is minimal cream and fat in skimmed milk.
8	Curdle	Separate or cause to separate into curds or lumps.	Milk and soy milk are curdled intentionally to make cheese.
9	Affordable	Inexpensive, reasonably priced	Eggs are an affordable source of nutrients for adults and children living in food-insecure environments.
10	Starchy	Containing a lot of starch	Potatoes, bread, rice, pasta, and cereals are all examples of starchy foods and should make up just over a third of the food you eat.

Year 7 Food Technology Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Cross-contamination	The process by which harmful bacteria spread from one substance to another.	Always store raw food at the bottom of the fridge to prevent cross-contamination .
2	Binding agent	It holds other ingredients together.	Eggs can act as binding agents giving strength and stability to meatloaves, casseroles and baked goods.
3	Scald	Caused by something wet, such as hot water or steam	A scalding is often caused by hot bath water, cooking fluids like grease or a hot drink.
4	Food intolerance	A long-term condition where certain foods cause someone to feel unwell and have a range of symptoms; it is usually not life-threatening	A food intolerance doesn't involve the immune system. For example, lactose intolerance is caused by not having enough of the enzyme lactase to break down lactose (natural sugar in milk). Milk allergy is our immune system overreacting to the protein in milk.
5	Protein	One of the many substances found in food such as meat, cheese, fish, or eggs, that is necessary for the body to grow and be strong.	Vegans cannot consume animal products, but they can get all the protein they need from nuts, seeds and beans.
6	Dehydration	Losing more fluid than what we take in	Headaches can be provoked by stress, sleep deprivation, and dehydration .
7	Alternatives	To replace or substitute. They mostly include food products made from plants.	Soy milk, almond milk and oat milk are some common milk alternatives .
8	Probiotics	They are live bacteria and yeasts promoted as having various health benefits.	Probiotics are usually added to yoghurts. They are often described as "good" or "friendly" bacteria.
9	Versatile	Able to be adapted to many different functions	There are few foods as versatile as eggs. They can be boiled, fried, be part of a pancake, omelets and custard, etc.
10	Refined	Foods that have been processed in some way that are no longer considered natural.	Refined foods often have nutrients and fibre removed. Meanwhile, sugars, sweeteners, salt, and preservatives are added.

Geography Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Species	A species is a group of organisms (type of animal or plant) able to breed (have babies).	Different species live in the North Pole compared to the rainforest.
2	Climate	The average weather conditions in an area over 30 years	The climate of the UK is mild and wet.
3	Adaptation	When a species changes to become better suited to the environment.	Polar bears are adapted to the cold weather as they have thick fur.
4	Glacier	A slowly moving river of ice.	There are over 2,100 glaciers on Svalbard.
5	Season	A period of the year that is distinguished by special climate conditions. The four seasons—spring, summer, fall, and winter—follow one another regularly. Each has its own light, temperature, and weather patterns that repeat yearly.	Winter is a cold season .
6	Deforestation	Cutting down the forest to use the wood/clear the land.	Over 20% of the Amazon has been deforested .
7	Rainfall	The amount of rain that falls in a certain place over time.	Rainfall is important for growing crops, and too much or too little can affect food production.
8	Coral reef	A mound or ridge of living coral.	The Great Barrier Reef is a coral reef .
9	Livelihood	A means of supporting one's existence.	Fishing provides a livelihood for many coastal communities.

Geography Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Temperate	A type of climate that is not too hot or too cold.	In geography, temperate climates, like those in Europe, have warm summers and cool winters.
2	Altitude	How high something is above sea level.	In class, we learned that as altitude increases, the air gets thinner and colder, like on a mountain.
3	Conditions	The specific factors or environment in a certain place.	We study how different conditions , like temperature and soil type, affect the growth of plants.
4	Biome	A large area with specific plants, animals, and climate.	In science, we learn about different biomes , like deserts, rainforests, and tundras, which each have their own unique wildlife.
5	Deciduous	Trees that lose their leaves in the fall and grow new ones in the spring.	In geography, we see that forests with deciduous trees change with the seasons, shedding leaves in autumn.
6	WWF	World Wildlife Fund: An organization that works to protect nature and endangered animals	We learned that the WWF helps save species like pandas and tigers from becoming extinct.
7	Densely populated	A large number of people living in an area.	The Thar desert is one of the most densely populated deserts in the world.
8	Plankton	Tiny living organisms that float in water and are the base of the ocean food chain.	In science, we learned that whales eat plankton , which are tiny but very important for life in the ocean.
9	Coral bleaching	When coral loses its colour and health because the water becomes too warm or polluted.	Coral bleaching is harming coral reefs, which are home to many sea creatures.


































History Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	trials	a formal examination of evidence, to decide guilt in a case of criminal proceedings.	The church played an integral role in medieval trials .
2	tactician	a person who uses a carefully planned strategy to achieve a specific end	William the Conqueror was a famed tactician .
3	authority	the power or right to give orders, make decisions, and enforce obedience.	Whilst Matilda was a brilliant leader, she lacked any authority over the people of England due to her gender.
4	succession	the action or process of inheriting a title	Following the death of Edward the Confessor there was a succession crisis.
5	territories	an area of land under the jurisdiction of a ruler or state.	The Angevin Empire controlled territories in both England and France.
6	regent	a person appointed to administer a state because the monarch is a minor or is absent or incapacitated.	Henry VI was incapable of ruling himself as he was a baby, and required a regent to rule instead.
7	justification	the action of showing something to be right or reasonable.	Henry VII used the disappearance of the princes as a justification for his invasion of England.
8	decadent	Luxurious or self-indulgent.	The Catholic church was seen as decadent by many protestants.
9	dissolved	close down or dismiss	Henry VIII dissolved the monasteries to solidify his power.
10	divorce	the legal dissolution of a marriage	Henry VIII divorced his first wife as he wanted a son, and they had failed to make one together.

History Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Doom paintings	a wall-painting of the Last Judgment in a medieval church	Medieval church walls were covered in doom paintings to scare the parishioners into doing as the church commanded.
2	heir	a person legally entitled to the property or rank of another on that person's death.	Henry II became the heir to King Stephen following the civil war of the Anarchy.
3	Archbishop	the chief priest responsible for a large area.	Thomas Becket was the Archbishop of Canterbury.
4	Monarch	a sovereign head of state, especially a king, queen, or emperor.	Empress Matilda and King Stephen fought a bloody war over who was the rightful monarch of England.
5	tyrant	a cruel and oppressive ruler.	King John was considered a tyrant by his people.
6	miasmas	an unpleasant or unhealthy smell or vapour.	Many people believed diseases were spread by bad smells called miasma .
7	buboes	a swollen inflamed lymph node in the armpit or groin.	One of the main symptoms of the Black Death was the formation of buboes in the groin and armpit.
8	Statute Of Labourers	a law created by the English Parliament under King Edward III to cap wages of labourers.	The Statute of Labourers was signed by King Edward III in 1351.
9	Poll Tax	a tax levied on every adult, without reference to their income or resources.	One of the main causes of the Peasants Revolt was the Poll Tax of the 1370's.
10	civil war	a war between citizens of the same country.	The Wars of the Roses is an example of a Civil War .


French/German/Spanish Key sounds

French				German				Spanish				
1  voiture	2  oui	3  douche	4  lunettes	 Jo-Jo	 Vogel	 Wildwassersport	 Zickzack					
5  oiseau	6  jeu vidéo	7  violon	8  éléphant	 Haus	 Freund	 Eis	 Biene					
9  nez	10  danser	11  montagne	12  question	 Bär	 Löwe	 Tür	 Mäuse					
13  Ça va?	14  serpent	15  lapin	16  natation	 Buch	 Schlange	 Spitzbart	 Sterne					








French/German/Spanish Key Terms and Word Classes

Word class	Definition
Verb	A word that describes an action. The original form is called the infinitive . We need to conjugate verbs (change the verb) depending on the subject of the verb. We can use a verb in the first person (to talk about ourselves) or the third person (to talk about others).
Proper noun	Naming word for particular places, people or things.
Common noun	Naming words for people, places, animals, things or ideas. They can be masculine, feminine or plural (or neuter-German only).
Adjective	A word which describes a noun.
Adverb	A word which describes a verb (how/when/how often/how much).
Pronoun	A word used in place of a noun.
Connective/conjunction	A word used to join a sentence or clause (part of a sentence) together.
Preposition	A word which shows us a relationship between 2 nouns. Often used to show locations.
Tense	Tells us when an action takes place (past/present/future).
Article	The word 'the' or 'a/an'. Can be masculine, feminine or plural (or neuter- German only).
Cognate	A word that is similar to English and has the same meaning.
False friend	A word that is similar to English but does not have the same meaning.

MUSIC Y7 C2 Curriculum Dictionary: Tier Two Words

Topic	Word	Definition	In a sentence:
1	Cycle 	A series of events that are regularly repeated in the same order.	The musical cells repeated in a cycle
2	Repetition	The recurrence of an action or event.	The drum rhythm was repeated throughout the song.
3	Accurate	Playing or singing the correct notes and rhythms without mistakes.	The pianist's performance was accurate ; every note was played exactly as written
4	Ensemble	A group of musicians who play or sing together.	Our school's jazz ensemble practiced together for the concert next week.
5	Scale	A sequence of notes in order, either going up or down in pitch.	We practiced the C major scale , starting with a low C and going up to a higher C.
6	Interlocking	When different musical parts fit together perfectly to create a complete sound.	The guitar and piano had interlocking rhythms that made the song sound really cool.
7	Minimalism	A style of music that uses simple and repeated patterns with very few notes or instruments.	The minimalist song only had a few piano notes repeating, but it was still beautiful.
8	Inversion	Turning a chord upside down by putting a different note in the bass.	In the chord inversion , the lowest note changed, but it was still the same chord.
9	Notation	The system of symbols used to write down music, like notes and rests.	I learned to read music notation so I can play songs from sheet music on my violin.
10	Musical literacy	Being able to read, write, and understand music.	With musical literacy , I can look at a piece of sheet music and know exactly how to play it on the flute.

MUSIC Y7 C2 Curriculum Dictionary: Tier Three Words

Topic	Word	Definition	In a sentence:
1	Bali	A province of Indonesia.	The family went to the island of Bali on their holiday.
2	Sacred	Connected with God or dedicated to a religious purpose	The Gamelan ensemble played a concert last Friday.
3	Gamalan 	A traditional instrumental ensemble in Java and Bali, including many bronze percussion instruments.	The Gamelan ensemble played a concert last Friday.
4	Pentatonic D, Eb, F, A, Bb	A scale consisting of 5 notes. It doesn't include semitones.	The piece was composed using a pentatonic scale.
5	Peking 	An instrument in the balugan family of instruments. They play the melody line in Gamelan music.	The child in the ensemble was playing a Peking .
6	Bonang 	An instrument used in Indonesian gamelan music. A collection of small gongs.	The child in the ensemble was playing a Bonang .
7	Saron 	An instrument used in Indonesian gamelan music. It has 7 bronze bars that are placed on top of a resonating frame.	An instrument used in Indonesian gamelan music. It has 7 bronze bars that are placed on top of a resonating frame.
8	Metallophone 	Any musical instrument that has a metal body.	The percussionist played a metallophone .
9	Tabla 	A pair of small hand drums used in Indian music. One is slightly larger than the other. Pressure is applied with the hand to vary the pitch	The musician played the Tabla in the ensemble.
10	Raga 	A melodic framework for improvisation in Indian music.	The performer gradually introduced the raga throughout her performance

Physical Education Curriculum Dictionary: Tier Two/Three Words

Topic	Word	Definition	In a sentence:
X country	1. Cardiovascular endurance	• Cardiovascular endurance is the ability of the heart and lungs to deliver oxygen to the working muscles	• Marathon runners require good levels of cardiovascular endurance to run their race
	2. Muscular endurance	• Muscular endurance is the ability of a muscle or muscle group to undergo repeated contractions for a long period of time	• Rowers need good levels of muscular endurance to complete their race over a long distance
	3. Collaboratively	• Working together with two or more people/in a group	• I work collaboratively to give feedback to my group
	4. Pacing/pace	• Pacing is setting an adequate speed that is a manageable speed for a specific distance	• I will run at a consistent pace throughout the race.
	5. Continuous training	• Continuous training is moving the body for 20 minutes or more at a low-moderate intensity	• Running longer than 20 minutes would be a form of continuous training
Badminton	1. Ready position	• Resuming centre position of the court after every shot preparing for the next shot	• To react to the opponents shot I always resume the ready position
	2. Service box	• An area of the court that the service needs to be received in.	• The service was received in the service box in badminton
	3. Clear	• A defensive shot in badminton to move the opponent towards the back of the court	• I played a tactical clear as my opponent was at the front of the court
	4. Tramline	• A badminton court marking	• I made a clear that landed accurately in the back tramline
	5. Smash	• A smash is an attacking shot in badminton	• I performed a smash in badminton to win the game
Gymnastics	1. Headstand Handstand	• The act of positioning your body so that your head and hands are on the floor and your legs and feet are straight up in the air • The act of balancing yourself upside down on your hands with your body and legs straight up in the air	• The student demonstrated a headstand in their PE lesson • At primary school during break time the students practiced a handstand against the wall
	2. Travel	• When the body is moved from place to place, using a range of movement styles	• The students decided to use a leap as their chosen travel method for their gymnastics routine
	3. Balance	• an even distribution of weight enabling someone or something to remain upright and steady.	• I have good balance in gymnastics to land on the horse
	4. Cartwheel	• a circular sideways handspring with the arms and legs extended.	• I performed a cartwheel as part of a my sequence
	5. Full-turn and half-turn	• A half turn refers to rotating 180 degrees, while a full turn is a complete rotation of 360 degrees.	• The student was able to perform a half-turn and a full-turn within the lesson

Physical Education Curriculum Dictionary: Tier Two/Three Words

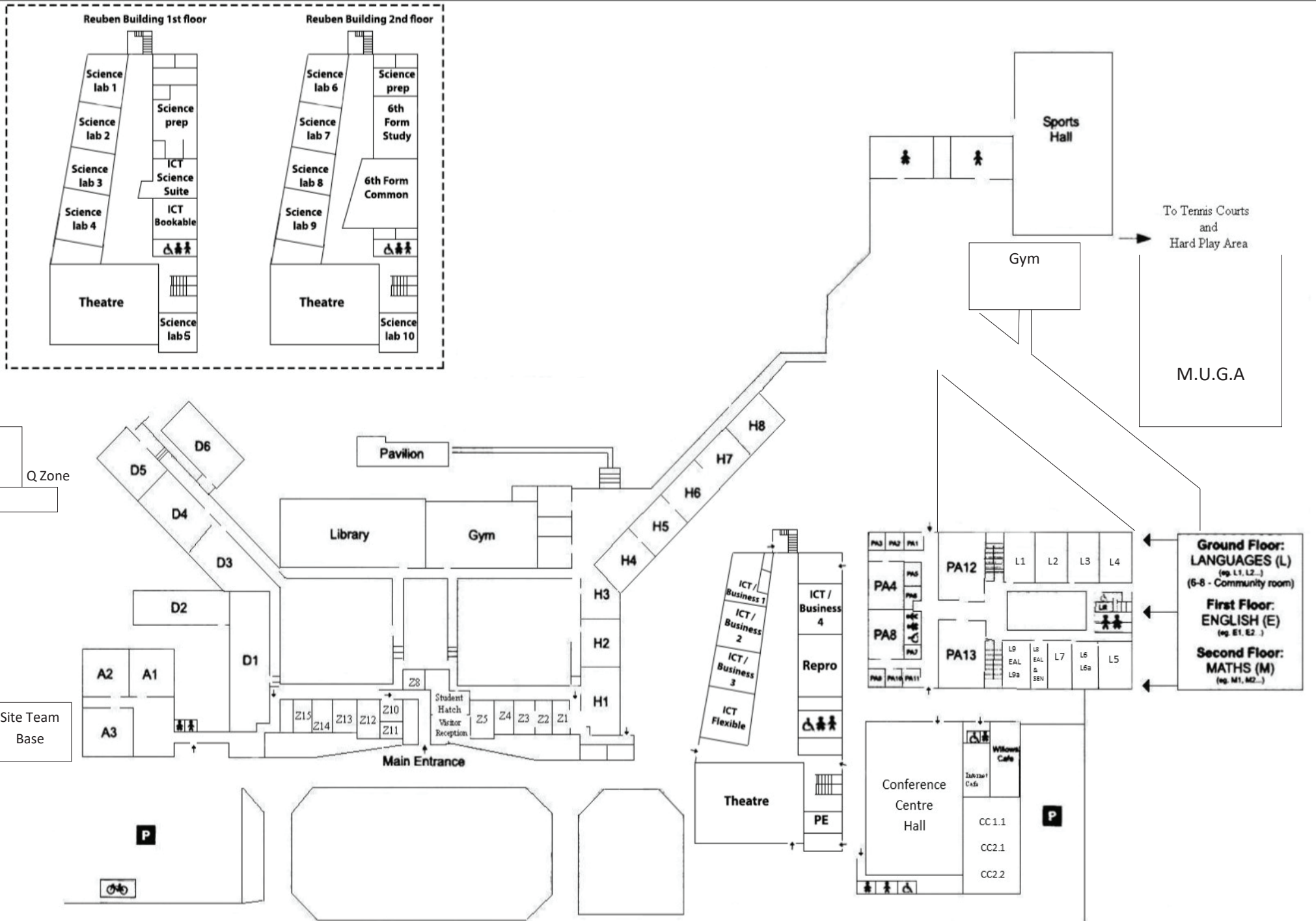
Topic	Word	Definition	In a sentence:
Netball	1. Chest pass	• This is a pass that is performed from a player's chest and received at teammates chest.	• A chest pass is performed when a teammate is close by.
	2. Footwork	• Lifting the foot off the ground and placing it back onto the ground	• Lifting up my landing foot and placing it on the ground is footwork
	3. Extend	• Straightening a limb at a joint	• When I shoot in netball, as I release the ball I extend my arms and legs
	4. Offside	• Being in a position on court where you cannot be in	• The goal shooter is offside if they enter the centre third
	5. Deceive	• To outwit the opponent by trying to make them believe an action or movement	• To deceive the defender, I can run away from the ball and then back towards it, so the defender follows me out, creating space
Rugby	1. Pop pass	• A short pass where the ball to thrown to a teammate who is running onto it.	• The player performed a pop pass to give the ball to a teammate
	2. Ring of steel	• A position that requires the performer to wrap arms around opponent's waist or legs	• A ring of steel is used to ensure a tackler holds onto the player
	3. Ruck	• A ruck is formed after a tackle has been made to secure possession of the ball. The ball must not be handled by any player until it is out of the ruck.	• The attacking team regained possession of the ball after a solid ruck
	4. Arrowhead	• Arrowhead is an attacking formation in rugby	• We formed an arrowhead formation to attack the opposition.
	5. High press	• Arrowhead is an attacking formation in rugby	• The defence used a high press technique.
Basketball	1. Balance	• Balance is the maintenance of the centre of mass over the base of support	• A player has good balance when changing direction whilst dribbling
	2. Lay-up	• A shot in Basketball that consists of a two-step foot pattern on approach	• The player scored a basket using a lay-up shot.
	3. Bounce pass	• A pass that is played from the chest and bounces 2/3 of the way to your partner.	• The player performed a bounce pass to find a teammate in a tight area.
	4. Attacking	• Making a forceful attempt to score and put the defending team under pressure	• Attacking in basketball would be dribbling towards the opposition
	5. Formation	• Formation is categorising players in chosen positions	• The team are playing with a 2-1-2 formation

Religious Studies Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Storytelling	The fun and imaginative way of sharing a tale or adventure with words, pictures, or even actions, so others can enjoy and learn from i	During campfire nights, we take turns storytelling , telling exciting tales of adventure and mystery
2	Creation	The belief that a powerful deity, like God, brought everything in the world and the universe into existence	According to the religious story, God's creation of the world and everything in it is described in the Bible as happening over six days
3	Evolved	Something has gradually changed and developed over time	Over millions of years, animals like dinosaurs evolved into the diverse range of creatures we have today
4	Chaos	A big, messy, and confusing jumble of things where everything is mixed up and doesn't make much sense	Her bedroom was a real mess – it was absolute chaos!
5	Myth	A special kind of story that people from a long time ago used to explain things they didn't understand	Ancient Myths helped people to explain things they didn't understand, such as where thunder and lightning come from
6	Scientific truth	A fact that scientists discover by doing experiments and careful research to understand how things work in the world	The fact that water boils at 100°C is a scientific truth
7	Deity	A god or goddess	Hindu families might show respect for the deity that is most important to them by offering him or her food
8	Karma	A belief that says when you do good or bad things, good or bad things are more likely to happen to you.	He felt sure that falling over that day was karma for his unkindness to his friend
9	Triumph	To win or overcome something	In many stories, good triumphs over evil
10	Thesis statement	An overview statement of an argument	My thesis statement made clear my line of argument

Religious Studies Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Ethical	Doing the right thing and being fair.	In religious studies, being ethical means following rules that teach kindness and honesty, like helping others without expecting anything in return
2	Genesis	The beginning or creation of something.	In the Bible, the Book of Genesis tells the story of how God created the world.
3	Charles Darwin	A scientist who came up with the idea that animals and humans evolved over time.	In religious studies, Darwin's theory of evolution is sometimes compared to creation stories from different religions.
4	Yin	In Chinese philosophy, Yin is the symbol of darkness, calm, and stillness, often balanced with Yang, which is light and energy.	In some Asian religious practices, Yin represents the quiet, passive side of life, and it works together with Yang for balance.
5	Sanatana Dharma	Another name for Hinduism, meaning "the eternal way of truth."	In religious studies, Sanatana Dharma teaches that everyone has a duty to follow their true path in life.
6	Avatar	A god or divine being taking a human or earthly form.	In Hinduism, Lord Vishnu's avatars , like Krishna or Rama, come to earth to help humans when there is trouble.
7	Puja	A special act of worship in Hinduism, where offerings like food, flowers, and prayers are given to a god.	In religious studies, students learn about how people perform puja at home or in temples to show respect to the gods.
8	Atman	The soul or inner self in Hindu belief, which is eternal and connected to the universe.	In religious teachings, Hindus believe that understanding your Atman helps you connect with God.
9	Ramayana	A famous Hindu epic story about the life of Prince Rama and his quest to rescue his wife, Sita.	In religious studies, the Ramayana teaches important lessons about duty, loyalty, and bravery.
10	Knowledge essay	An essay that evaluates the learning across the cycle	I included a range of arguments in my knowledge essay .

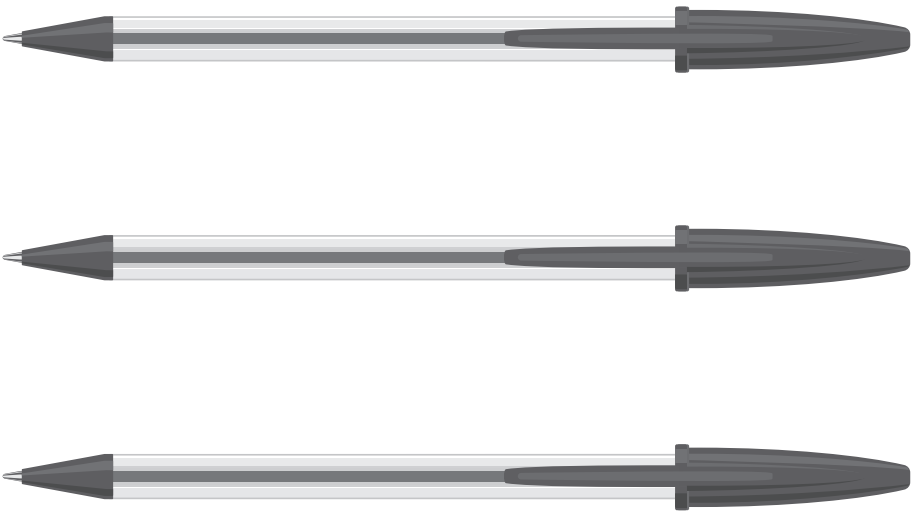


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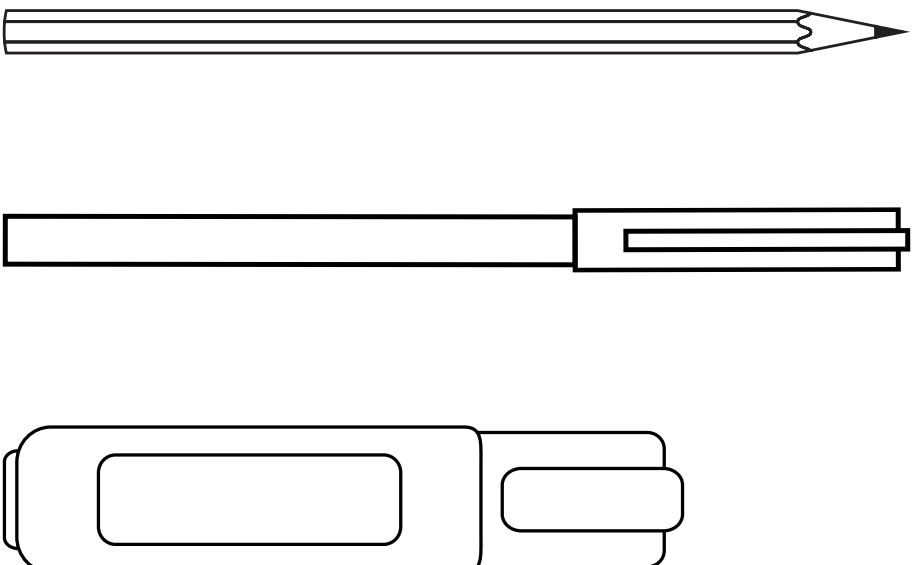
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Tools for Learning

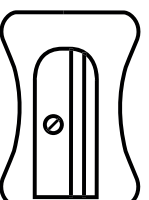
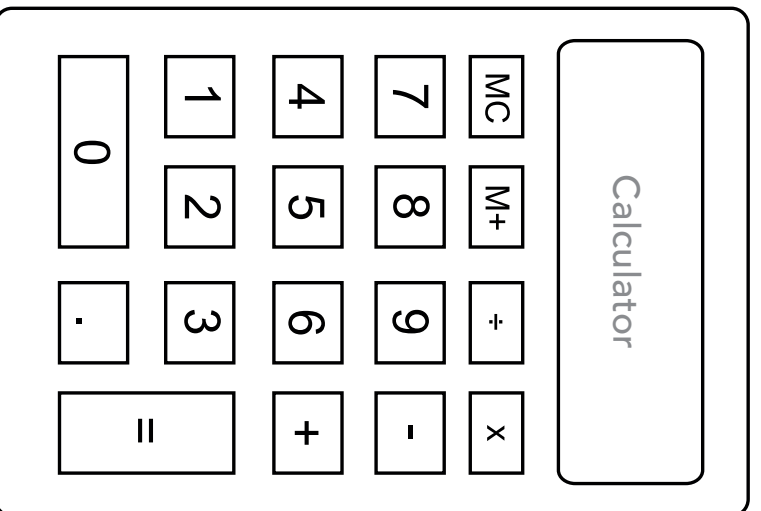
All equipment is available to purchase from the Reprographics Department



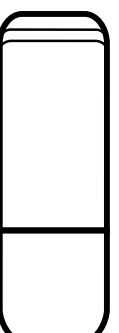
Black, Blue & Purple Pens



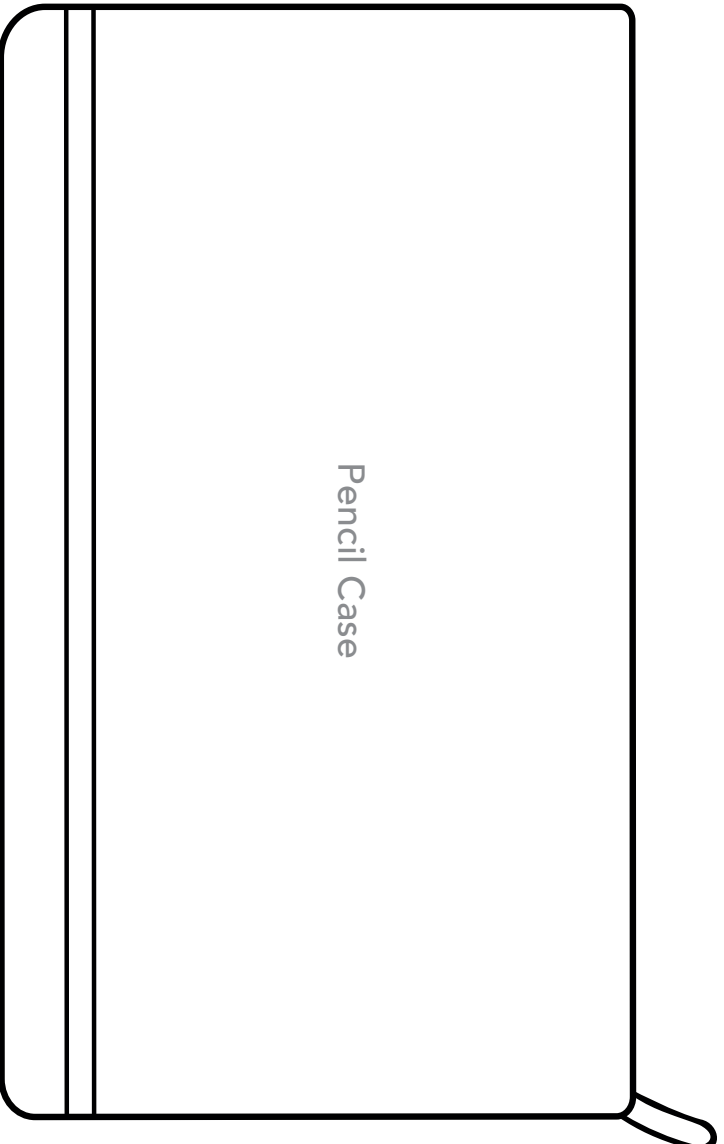
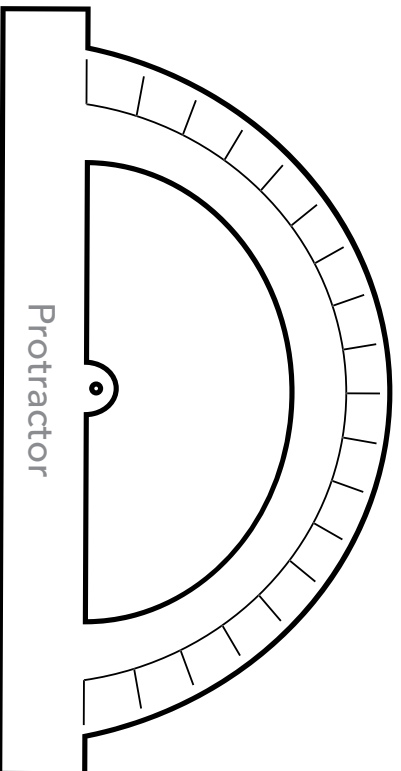
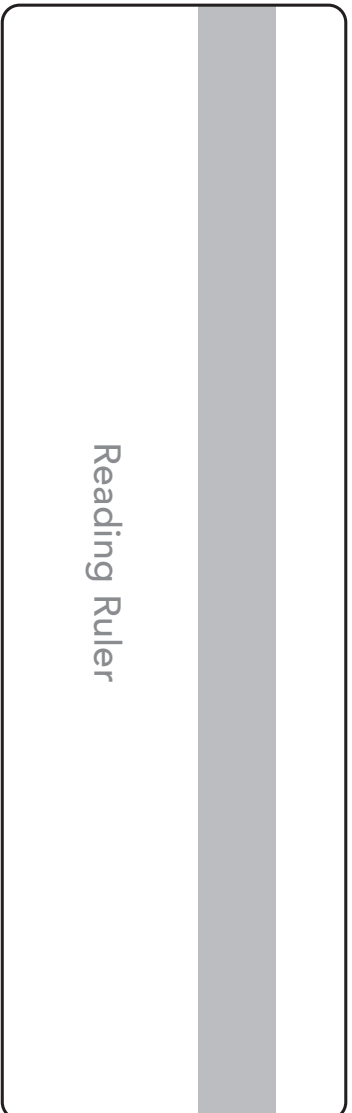
Pencil, Whiteboard Pen & Highlighter



Pencil Sharpener



Eraser





Scholars Guide Competition Winner - Sarah Farhoud

anthem

