

# The Scholar's Guide

The **OSA** Way

Year 9

**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

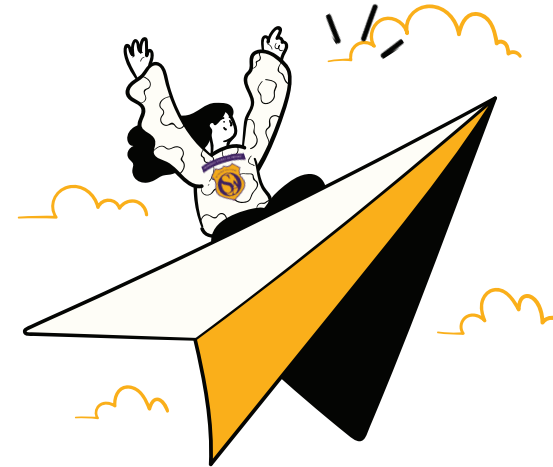
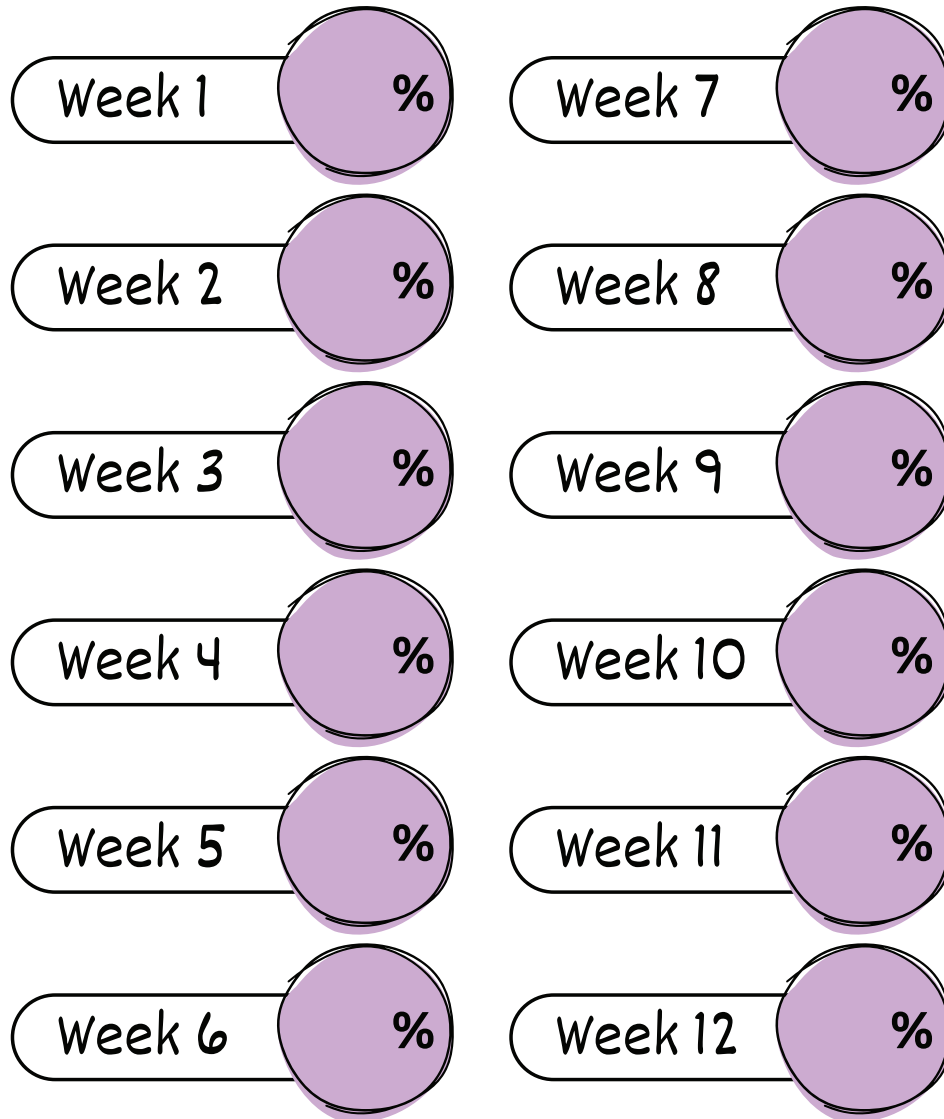


**8:30am**  
The Late Bell goes at 8:30am  
Students will be directed to the late tutor room  
Lateness logged on Bromcom



**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
					<b>Year 11 Student Progress Evening</b>	
2	Rewards	15th December	16th December	17th December	18th December	19th December
<b>END OF AUTUMN TERM</b>						
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
				<b>Year 9 Options Evening</b>		
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
					<b>Year 9 Student Progress Evening</b>	

## 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
<b>Spring Half Term</b>						
9	Exploitation	23rd February	24th February	25th February	26th February	27th February
<b>Assessment Week</b>						
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
					<b>World book day</b>	
<b>Super Teaching Week</b>						
12	Pride of Spires award	16th March	17th March	18th March	19th March	20th March

# Year 9 Pastoral Team



# Year 9 Tutor Team



**Ms Wilkinson**  
Head of Year



**Mr Strand**  
Deputy Head of Year



**Ms Champion**  
Year Team Support Manager



**Ms Cooper**  
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



Ms Pinker



Mr Green



Mr Brown



Ms Qureshi



Ms M Marais



Ms Figueiredo



Ms Spacksman



Ms Constantine



Mr Wyatt



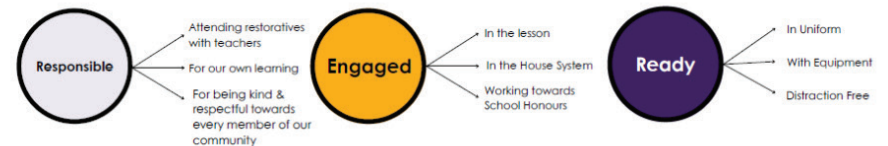
Mr Strand



Ms Madani

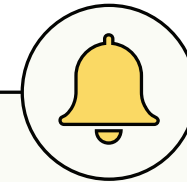
## THE OSA WAY

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 2<sup>nd</sup> 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**

- Tips: Alex Shearer
- Marcus Rashford: You Are a Champion
- Ed Threlking
- Zana Fraillon: The Bongo Sparrow
- Radiya Hafiza: Rumaysa
- Chantel Q. Rauf: Night Bus Hero
- Jamela Gavin: Coram Boy
- Patrick Ness: A Monster Calls
- Who Let the Gods Out?
- The Horse and His Boy
- Midsummer Night's Dream

**YR 8**

- I Am Malala
- Malorie Blackman: Noughts & Crosses
- Starseeker
- The Giver
- Jewell Parker Rhodes: Ghost Boys
- Ben Davis: The Soup Movement
- Unstoppable
- Neil Gaiman: The Graveyard Book
- Tom Palmer: D-Day Dog
- Boy Everywhere
- Romeo and Juliet
- Alex Gino: Rick

**YR 9**

- Color Outside the Lines
- Kalynn Bayron: Cinderella's Dead
- Danica Monaghan: Jason Reynolds: Long Way Down
- Nicola Yoon: Everything, Everything
- Catherine Johnson: Sawbones
- Charles Higson: The Enemy
- Black Panther
- Agatha Christie: Murder on the Orient Express
- Daniel Keyes: Flowers for Algernon
- A Street Cat Named Bob
- Nikeesh Shukla: The Boxer

**YR 10**

- Macbeth
- Charles Dickens: A Christmas Carol
- Amber Freue: My Sister Lives on the Mantlepiece
- Sow Helder: No Fixed Address
- Elizabeth Day: Magpie
- Emmy Teka: Patron Saints Not for the Faint of Heart
- Angie Thomas: The Hate U Give
- Anthony Horowitz: The House of Silk
- The Recruit
- Maya Angelou: I Know Why the Caged Bird Sings
- Gregory Maguire: The Last Days of Socrates
- Malorie Blackman: Boys Don't Cry

**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.

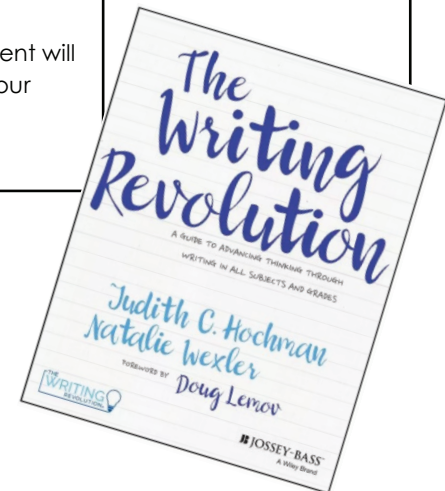
At Spires we have invested time and training using the research from 'The Writing Revolution' (J.Hochman) in order to create 'The Knowledge Essay' which year 7-9 will complete at the end of each cycle.

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

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



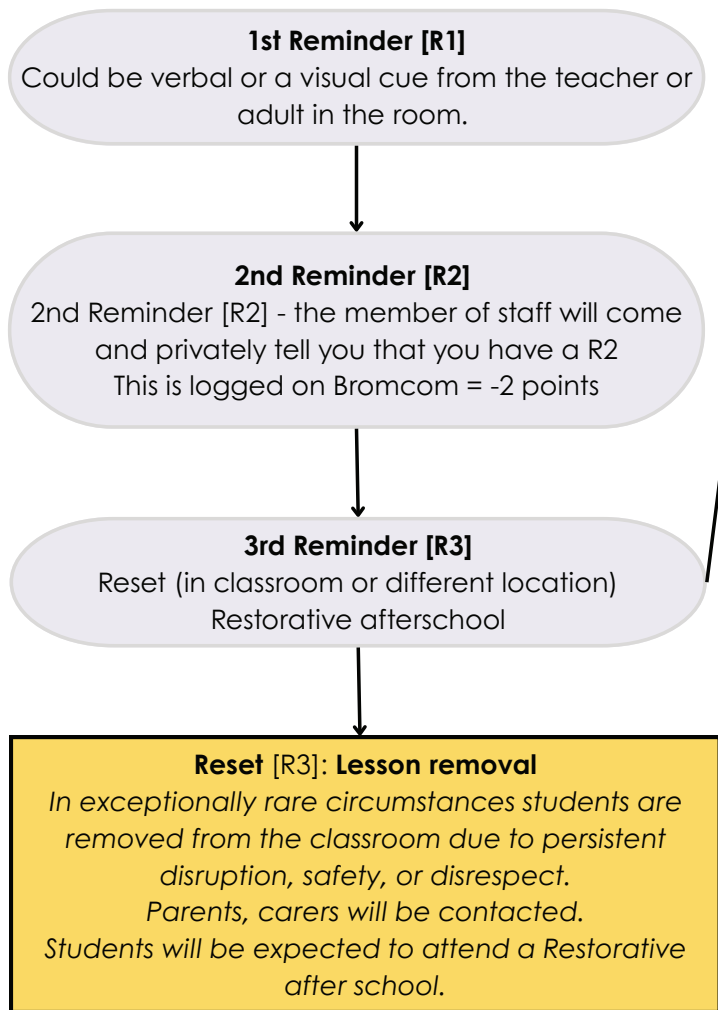


# BE ENGAGED

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 Spire 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



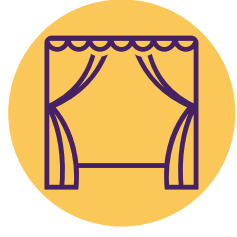
Art: Collect Equipment



History: 5 Bums on a Bench



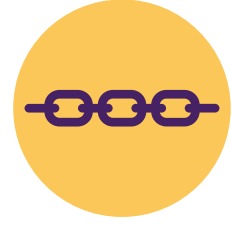
History: CHOPAR



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!

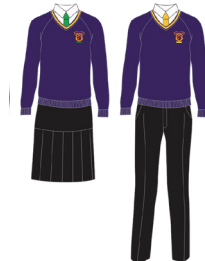
### Any year group

- **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 9 Cycle 2 Character Education

Careers linked to topics we study this cycle are: Engineer, healthcare worker, graphic designer, IT technician, teacher, counsellor, social worker, apprenticeship trainer, college lecturer, careers advisor, safeguarding officer

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> <li>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 <b>ASPIRE</b> points and better attendance than Cycle 1 to ensure that every day we are striving to be the best we can be.</li> <li><b>Intimidating</b> behaviour includes threats, aggressive body language, staring, or using power to make others feel scared or small. Be aware of your tone, body language, and personal space. Speak up if you witness <b>intimidation</b>. If you feel intimidated, talk to a trusted adult or teacher.</li> </ol>	<ul style="list-style-type: none"> <li>Work hard to be the best version of myself</li> <li>Ensure I am always respectful of others when in the community</li> </ul>
2	<ol style="list-style-type: none"> <li>Poor mental health can affect <b>communication</b>, trust, and emotional availability. Practice <b>active listening</b>, be patient, and check in with friends. Support each other and seek help when needed. Healthy relationships can improve mental wellbeing.</li> <li><b>Self-esteem</b> affects confidence, decision-making, and how you relate to others. Body image is how you perceive your physical self. Celebrate your strengths and talk to someone if you're struggling with self-image.</li> </ol>	<ul style="list-style-type: none"> <li>Understand how poor mental health impacts relationships and what to do if this happens</li> <li>Know how body image impacts mental health and self-esteem</li> </ul>
3	<ol style="list-style-type: none"> <li><b>Consent</b> means giving permission freely and clearly. It applies to physical contact, sharing images, and personal boundaries. <b>Remember FRIES for The 5 Rules of Consent: F – Freely Given:</b> No pressure or manipulation. <b>R – Reversible:</b> You can change your mind at any time. <b>I – Informed:</b> You know exactly what you're agreeing to. <b>E – Enthusiastic:</b> You're excited and willing. <b>S – Specific:</b> Saying yes to one thing doesn't mean yes to everything.</li> <li>The <b>rule of law</b> means everyone is subject to the law. Sexual harassment includes unwanted comments, touching, or messages. You are <b>never to blame</b> for someone else's inappropriate behaviour. If you're unsure whether something is harassment, <b>talk to a trusted adult</b>.</li> </ol>	<ul style="list-style-type: none"> <li>I am clear on what consent looks and sounds like and how to ensure I have it and give it</li> <li>I am informed about sexual harassment and know where to go for help if I need it.</li> </ul>
4	<ol style="list-style-type: none"> <li><b>Coercion</b> is pressuring someone to do something. <b>Control</b> involves limiting someone's freedom. <b>Abuse</b> can be emotional, physical, or psychological. A <b>red flag</b> is a sign of a <b>toxic relationship</b>. For example, red flags like isolation, threats, or manipulation.</li> <li><b>Domestic</b> abuse is harmful behaviour between people in a close relationship. It includes physical, emotional, and financial abuse. Abuse is never the victim's fault. Support is available through school or helplines.</li> </ol>	<ul style="list-style-type: none"> <li>I know the difference between healthy and harmful relationships</li> </ul>
5	<ol style="list-style-type: none"> <li><b>Neglect</b> is the failure to meet a child's basic needs. It can be physical, emotional, or educational. Signs of neglect could be Poor hygiene (e.g. unwashed clothes), constant hunger or stealing food, inappropriate clothing for the weather.</li> <li><b>Substance misuse</b> can cause short-term effects like poor judgement, mood swings, and physical illness, while long-term use can lead to serious health problems, addiction, mental health issues, and damage to relationships and future opportunities.</li> </ol>	<ul style="list-style-type: none"> <li>Recognise signs of neglect and report them</li> <li>Be informed about the dangers of substance use</li> </ul>

Year 9, Cycle 2 Character Education

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> <li>1. <b>Physical addiction</b> occurs when the body becomes so used to a drug that it needs it to function normally, leading to withdrawal symptoms like shaking, sweating, nausea, or pain when the substance is not taken.</li> <li>2. Different <b>illegal drugs</b>—such as cannabis, cocaine, ecstasy, and heroin—can cause serious effects including impaired memory, increased risk of mental health disorders, addiction, organ damage, and in some cases, death, depending on the substance and how often it’s used</li> </ol>	<ul style="list-style-type: none"> <li>• Be informed about the dangers of substance use</li> </ul>
7	<ol style="list-style-type: none"> <li>1. Feeling <b>excluded</b> can lead to loneliness, low self-esteem, anxiety, and even depression, as it makes young people feel unwanted, disconnected, and less valued by their peers.</li> <li>2. Social media can help young people feel connected and included through shared interests and communication, but it can also intensify feelings of exclusion and comparison when they see others participating in events or friendships, they’re not part of.</li> </ol>	<ul style="list-style-type: none"> <li>• We understand that a strong sense of belonging supports mental health and actively make others feel like they belong.</li> </ul>
8	<ol style="list-style-type: none"> <li>1. <i>You can support someone who feels isolated by reaching out with kindness, including them in conversations or activities, and showing that they are valued—small actions like this help rebuild their sense of <b>belonging</b> and connection.</i></li> <li>2. <i>To build stronger connections, listen actively, show genuine interest in others, and be consistent in your kindness, as these behaviours create trust and help everyone feel like they truly belong.</i></li> </ol>	
9	<ol style="list-style-type: none"> <li>1. After Year 11, students can choose from sixth form for academic <b>A-levels</b>, college for <b>vocational</b> courses like <b>BTECs</b> or <b>T-levels</b>, <b>apprenticeships</b> that combine paid work with training, or traineeships that prepare them for employment or further study—all offering different pathways to careers and helping students find where they belong based on their strengths and interests.</li> <li>2. Your personal interests—like solving puzzles, helping others, creating art, or working with technology—can guide you toward careers such as engineering, healthcare, graphic design, or IT, helping you find a role where you feel motivated, capable, and a sense of belonging.</li> </ol>	<ul style="list-style-type: none"> <li>• We are clear on our post-16 options and how this influences our GCSE options choices</li> </ul>
10	<ol style="list-style-type: none"> <li>1. <b>Scholar’s Prep:</b> 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!</li> </ol>	
11	<ol style="list-style-type: none"> <li>1. A <b>CV (Curriculum Vitae)</b> is a document that lists your skills, qualifications, and experiences, and it’s important because it helps you stand out when applying for jobs, apprenticeships, or college—showing where you belong in the world of work or further study.</li> <li>2. <i>You can make informed choices by exploring your strengths, researching different pathways, and speaking to trusted adults or career advisors, which helps you feel more confident and connected to a future that suits who you are and where you want to belong.</i></li> </ol>	<ul style="list-style-type: none"> <li>• We know how the choices we make now influence our options when we’re older.</li> </ul>
12	<p><b>Super teaching week:</b> 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 9 English Cycle Two: How can I use features of a genre in my creative writing?

Careers linked to topics that we study this cycle include evidence interpretation and critical thinking, psychology or counselling (by understanding complex human behaviours through literary characters).

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> <li>1. A <b>coming-of-age narrative</b>, also known as a <b>bildungsroman</b>, is a <b>genre</b> of literature that focuses on the psychological and moral growth of the protagonist from youth to adulthood.</li> <li>2. <b>"The Flowers" by Alice Walker</b> is a <b>poignant</b> coming of age short story that captures the <b>loss of innocence</b> of a young girl named Myop, as she discovers the harsh realities of racial violence in the Southern states of America.</li> <li>3. <b>"The Boxer" by Nikesh Shukla</b> is a coming-of-age novel that follows the journey of a young man, Sunny, navigating <b>identity</b> and racism, who takes up <b>boxing</b> to build confidence and <b>resilience</b> after experiencing a racially motivated attack.</li> <li>4. <b>Derogatory language</b> is a broad category of language that expresses strong disrespect or <b>insults; slurs</b> (a subset of derogatory language) are highly offensive words used against someone of a specific race, condition, sexuality, gender, illness, or other characteristic that is likely to insult them or damage their reputation. Derogatory language is harmful as it reinforces <b>prejudice</b>, adversely affects mental well-being, and causes a ripple effect by fostering negativity and unkindness.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Develop</b> a narrative voice that reflects the protagonist's growth and experiences.</li> <li>2. <b>Create</b> a compelling coming-of-age story that resonates with readers.</li> <li>3. <b>Understand</b> the <b>profound</b> impact derogatory language, including slurs, has on individuals and the wider society.</li> <li>4. <b>Evaluate</b> to what extent writers emphasise the impact of language.</li> </ol>
2	<ol style="list-style-type: none"> <li>1. <b>Freytag's Pyramid</b> is a framework for storytelling that outlines the typical progression of a <b>narrative</b> through five parts: <b>exposition, rising action, climax, falling action, and resolution</b>.</li> <li>2. <b>Structure</b> in writing refers to the organisation and arrangement of ideas and elements in a piece of writing to ensure <b>clarity, coherence, and logical flow</b>.</li> <li>3. <b>In medias res</b> means starting a text in the middle of the action. To employ in medias res <b>effectively</b>, writers start with a compelling scene or event that captures the <b>essence</b> of the story, and later fills in necessary backstory through carefully timed flashbacks or exposition. <b>Shukla</b> uses in medias res in the opening line, <b>"The bell rings and my paws are up"</b> to <b>immerse the reader</b> into the action of a boxing match.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Manipulate</b> structure for effect and <b>create</b> an engaging narrative that maintains interest.</li> <li>2. Use the <b>DROP ZOOM FLASH END</b> method to organise my narrative to build <b>tension</b> and provide a <b>satisfying resolution</b>.</li> <li>3. Evaluate how successfully Shukla <b>evokes</b> curiosity in the reader regarding Sunny's experiences.</li> </ol>
3	<ol style="list-style-type: none"> <li>1. A <b>hook</b> is a <b>crafted</b> opening designed to captivate the reader's interest and <b>compel</b> them to engage with the text.</li> <li>2. A <b>flashback</b> means going back in time. Shukla employs flashbacks of the <b>authoritarian</b> and critical nature of Sunny's father in <b>Round 2</b> to <b>contrast</b> the supportive and collaborative dynamic between Sunny and his mother.</li> <li>3. <b>Characterisation</b> in writing is the process of creating and developing characters through their traits, actions, dialogue, and interactions to reveal their personalities and roles within the narrative.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Craft</b> an opening of a narrative story that sets the tone and hints at the story's direction to engage from the outset.</li> <li>2. <b>Identify</b> how a writer constructs a character through the methods they use</li> </ol>
4	<ol style="list-style-type: none"> <li>1. <b>Varied sentence types</b> (such as <b>declarative, exclamatory, interrogative, and imperative</b> sentences) control pace, emphasise themes, and evoke emotional responses, thus contributing to the overall tone of the text and its impact on the reader.</li> <li>2. Shukla skillfully depicts Madhu and Sunny's friendship to be an unwaveringly loyal one, evident in Madhu's <b>emphatic</b> plea, "Just tell me!" This <b>exclamatory phrase</b> illustrates Madhu's sincere concern and willingness to help her vulnerable best friend, Sunny.</li> <li>3. <b>Anaphora</b> means repeating words or phrases at the beginning of successive sentences. Shukla presents Sunny and Keir's friendship as unhealthy using anaphora within, <b>"We</b> found that out sparring. <b>We</b> found that out training. <b>We</b> found that out now," exposing Keir's awareness of the racially inflicted wound and how he exploits this for leverage in the boxing match.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Vary</b> sentence structure and length to create rhythm and emphasis so that I can craft sentences that are dynamic and keep the reader engaged.</li> <li>2. <b>Craft</b> sentences with deliberate choices of words and punctuation so that I can enhance the clarity and impact of my writing.</li> </ol>
5	<ol style="list-style-type: none"> <li>1. A <b>motif</b> is a recurring theme, symbol or idea in a piece of writing. They are usually <b>symbolic</b> and stand for something, motifs should connect to the big ideas in a story and not just be a few passing references. E.g. if the theme is loneliness the motif could be an isolated tree.</li> <li>2. <b>Shukla</b> uses the opening boxing scenes in each chapter as a <b>metaphorical</b> device to symbolise the ongoing internal and external struggles faced by the <b>protagonist</b>, Sunny. The boxing scenes serve as a recurring <b>motif</b> to mirror Sunny's journey, resilience, and the challenges he encounters, both within the ring and in his broader life.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Identify and use</b> recurring motifs and clusters of images so that I can create a cohesive and layered narrative that enriches the reader's experience.</li> </ol>

## Year 9 English Cycle Two: How can I use features of a genre in my creative writing?

Careers linked to topics that we study this cycle include evidence interpretation and critical thinking, psychology or counselling (by understanding complex human behaviours through literary characters).

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> <li><b>Metaphoric language</b> conveys imagery to enable a reader to <b>empathise</b> with a character. Shukla uses a <b>metaphor</b> when Sunny says, "And flooded, red, all through me," likening Sunny's anger to a flood while the use of the colour red connotes intensity.</li> <li><b>Sensory language</b> is the use of descriptive words that appeal to the five senses (sight, sound, smell, taste, touch) to create vivid imagery and enhance the reader's emotional engagement with the text.</li> <li><b>Good writing</b> is well planned.</li> </ol>	<ol style="list-style-type: none"> <li><b>Understand</b> how language and structure are used by a writer to convey tone.</li> <li><b>Use</b> descriptive and evocative details that appeal to the senses, to create a more immersive and emotionally engaging experience for the reader.</li> <li><b>Complete</b> my mid-point assessment:</li> </ol>
7	<ol style="list-style-type: none"> <li>"<b>Show, don't tell</b>" is a narrative technique within a story where ideas are conveyed through actions, senses, and other vivid details rather than <b>explicit</b> explanation.</li> <li>When OSA scholar's write, they remember that <b>less is more</b>, as we aim for <b>quality over quantity</b>.</li> <li><b>Revising</b> and <b>enhancing</b> my work at single word and single sentence level, will improve the clarity, impact, and style of my narrative voice.</li> <li><b>Implementing</b> feedback and making <b>deliberate changes</b> to sentence structure and word choice will elevate the quality of my writing.</li> </ol>	<ol style="list-style-type: none"> <li><b>Understand</b> how 'show don't tell' is used to convey tone.</li> <li><b>Analyse</b> how tone can be manipulated by a writer for impact.</li> <li><b>Produce</b> polished and effective writing.</li> <li><b>Act on</b> feedback from my mid-point to improve the quality of my writing.</li> </ol>
8	<ol style="list-style-type: none"> <li>A <b>character arc</b> is the transformation or inner journey of a character over the course of a story. If a story has a character arc, the character begins as one sort of person and gradually transforms into a different sort of person in response to changing developments in the story.</li> <li>In "The Boxer", <b>Sunny's character arc</b> follows his transformation from a fearful and insecure young man, struggling with his identity and the trauma of a racially motivated attack, to a confident and resilient individual who finds empowerment and self-discovery through boxing.</li> </ol>	<ol style="list-style-type: none"> <li><b>Explain</b> character complexity and how this impacts reader engagement.</li> <li><b>Reflect</b> on a character's transformation and development throughout a novel.</li> <li><b>Plan and implement</b> a character's journey and transformation through compelling narrative.</li> </ol>
9	<ol style="list-style-type: none"> <li>The <b>shift</b> from Sunny's constant self-blame throughout the novel, repeating "It was all my fault," to the final <b>assertion</b> "It's not my fault. It was never my fault," marks a liberating <b>conclusion</b> in the story.</li> <li>A <b>cyclical structure</b> in writing is a narrative technique where the story begins and ends in a similar way or setting, creating a sense of closure and reinforcing key themes.</li> <li>In "<b>The Boxer</b>," Shukla employs a cyclical structure by having Sunny return to the boxing ring where his journey began, but this time he walks away with a newfound sense of confidence and self-worth, signifying his personal growth and transformation.</li> </ol>	<ol style="list-style-type: none"> <li><b>Identify</b> structural devices used by a writer at the conclusion of a text and explain the effect.</li> <li><b>Analyse</b> how Shukla uses <b>cyclical structure</b> for effect</li> <li><b>Strategically employ</b> this technique to maintain narrative tension, encourage critical analysis, and ensure a compelling progression that motivates continued reader involvement and investment in my story's outcome.</li> </ol>
10	<ol style="list-style-type: none"> <li><b>Scholar's Prep:</b> 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!</li> </ol>	
11	<ol style="list-style-type: none"> <li><b>Planning and carefully crafting is the key to producing and excellent quality</b> extended piece of writing.</li> <li><b>Descriptive language</b> can be used to create vivid and immersive settings and transport the reader to different locations within my narrative. Integrating <b>setting</b> descriptions seamlessly into the narrative will enhance the mood and context of my narrative without disrupting the flow of the story.</li> </ol>	<ol style="list-style-type: none"> <li><b>Produce</b> excellent, planned, crafted writing that thoroughly engages the reader under time pressured conditions.</li> <li><b>Understand and explain</b> how contextual influences shape authorial intent.</li> </ol>
12	<b>Super teaching week:</b> 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 9 Maths Cycle 2

Careers linked to topics we study in maths are **actuary, architect, computer scientist, game designer, doctor, market researcher, statisticians, quantity surveyor, construction worker, interior designer, CAD engineer, financial analyst, stock trader.**

Week	I will know that:	So that I can: Sparx code
<b>1</b> Representing solutions of equations & inequalities	<ul style="list-style-type: none"> <li>Collecting like terms means grouping together terms in the same 'family'</li> <li>To <b>expand</b> a single bracket, use the grid method to <b>multiply</b> every <b>term inside</b> the bracket by the <b>term outside</b> the bracket, and <b>add</b>.</li> <li>To <b>factorise</b> multiple terms into a single bracket, put the <b>highest common factor</b> of the terms at the front of the brackets.</li> </ul>	<ul style="list-style-type: none"> <li>Simplifying expressions by collecting like terms [U105]</li> <li>Expanding single brackets and factorising into one bracket [U179, U365]</li> <li>Solving linear equations [U755, U325, U505]</li> </ul>
<b>2</b> Representing solutions of equations & inequalities	<ul style="list-style-type: none"> <li>We <b>rearrange</b> an equation by following the rules of balancing equations. You have to do the same operation on both sides.</li> <li>To make a variable the subject of an equation, you need to "get it on its own". For example x is the subject in "<math>x = 2y + 5</math>".</li> </ul>	<ul style="list-style-type: none"> <li>Changing the subjects of formulae [U556]</li> <li>Constructing and solving equations [U599, U870]</li> <li>Solving and constructing linear simultaneous equations using elimination [U760, U137]</li> </ul>
<b>3</b> Representing solutions of equations & inequalities	<ul style="list-style-type: none"> <li>Solving an <b>inequality</b> is like solving an <b>equation</b>. You can add, subtract, multiply, or divide on both sides until the <b>variable</b> is on its own.</li> </ul>	<ul style="list-style-type: none"> <li>Reading and drawing inequalities on number lines [U509]</li> <li>Solving single inequalities and inequalities with the unknown on both sides [U759, U738]</li> </ul>
<b>4</b> Representing solutions of equations & inequalities	<ul style="list-style-type: none"> <li>To <b>expand</b> a double bracket, draw a grid and multiply terms to fill the grid. <b>Collect like terms</b> to simplify the expression.</li> <li>To <b>factorise</b> multiple terms into a single bracket, put the <b>highest common factor</b> of the terms at the front of the brackets.</li> </ul>	<ul style="list-style-type: none"> <li>Expanding double and triple brackets [U768, U606]</li> <li>Factorising quadratic expressions [U178]</li> <li>Factorising the difference of two squares [U963]</li> <li>Solving double inequalities [U145]</li> </ul>
<b>5</b> Trigonometry 1	<ul style="list-style-type: none"> <li>"<b>SOHCAHTOA</b>" helps me to remember the 3 important formulas involving sin, cos, and tan</li> <li><math>\sin(\text{angle}) = \text{opposite} \div \text{hypotenuse}</math></li> <li><math>\cos(\text{angle}) = \text{adjacent} \div \text{hypotenuse}</math></li> <li><math>\tan(\text{angle}) = \text{opposite} \div \text{adjacent}</math></li> </ul>	<ul style="list-style-type: none"> <li>Label right angle triangles <b>U605</b></li> <li>Find unknown sides in right-angled triangles using sin, cos, and tan <b>U283</b></li> </ul>

Year 9 Maths Cycle 2		
Week	I will know that:	So that I can: Sparx code
6 Trigonometry 2	<ul style="list-style-type: none"> <li>To find an unknown angle, I need to use the inverse functions <math>\sin^{-1}</math>, <math>\cos^{-1}</math>, or <math>\tan^{-1}</math> on my calculator</li> </ul>	<ul style="list-style-type: none"> <li>Find unknown angles in right-angled triangles using <math>\sin</math>, <math>\cos</math>, and <math>\tan</math> <b>U545, U627</b></li> </ul>
7 Statistics 1	<ul style="list-style-type: none"> <li>The <b>median</b> is the middle number from an ordered list, the <b>mode</b> is the most common, you add the values and divide by the number of values for the <b>mean</b></li> <li><b>Cumulative frequency</b> is a running total of all the frequencies so far</li> </ul>	<ul style="list-style-type: none"> <li>Calculate the different averages from sets of data</li> <li>Plot cumulative frequency graphs</li> <li><b>U456, U260, U526, U291</b></li> </ul>
8 Statistics 2	<ul style="list-style-type: none"> <li>In a <b>box and whisker plot</b> the 5 key points are: Lowest value, lower quartile, median, upper quartile and highest value</li> <li>In a <b>two-way table</b> the numbers must sum up vertically and horizontally</li> </ul>	<ul style="list-style-type: none"> <li>Plot box plots and analyse them</li> <li>Fill in and interpret two-way tables</li> <li><b>U879, U981</b></li> </ul>
9 Statistics 3	<ul style="list-style-type: none"> <li>A <b>stem and leaf diagram</b> represents data with the higher place value digits on the left of the line, it requires a key</li> <li>A <b>frequency polygon</b> is made by plotting mid points of grouped data on the x-axis vs frequency on the y-axis and joining up with a straight line</li> <li>In a <b>Venn</b> diagram, <math>A \cup B</math> or "union" is everything in the circles A and B, <math>A \cap B</math> or "intersection" is everything in the overlapping section</li> </ul>	<ul style="list-style-type: none"> <li>Draw and interpret stem and leaf diagrams</li> <li>Draw and interpret frequency polygons</li> <li>Find probabilities from Venn diagrams</li> <li><b>U200, U909, U840, U748</b></li> </ul>
10 Assessment	<p><b>Scholar's Prep:</b> 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 Angles	<ul style="list-style-type: none"> <li>Angles <b>around a point</b> sum to <b><math>360^\circ</math></b>. Angles on a <b>straight line</b> sum to <b><math>180^\circ</math></b>.</li> <li><b>Vertically opposite</b> angles are <b>equal</b>.</li> <li>Angles in a <b>triangle</b> sum to <b><math>180^\circ</math></b>. Angles in a <b>quadrilateral</b> sum to <b><math>360^\circ</math></b>.</li> </ul>	<ul style="list-style-type: none"> <li>Angles on lines and in polygons [<b>U390, U730, U628, U732</b>]</li> <li>Combining angle facts and angles on parallel lines [<b>U655, U826</b>]</li> </ul>
12	<p><b>Super teaching week:</b> 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 Y9 C2 – Portraiture 25-26

Careers linked to topics we study this cycle are....Graphic Designer, Curator, Fashion Designer, Textiles Designer, Illustrator, Architect, Interior Designer, Ceramicist, 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.

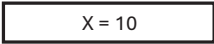
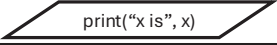
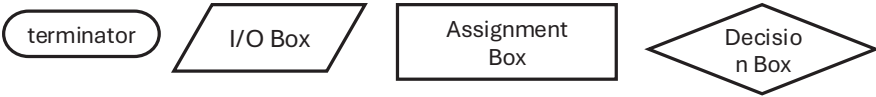
Week	I will need to know:	So that I can:
<b>1</b> Proportions of the face	1. When drawing portraits artists use guidelines to improve realism, these are called the ' <b>proportions of the face</b> '.	1. Create a drawing of a portrait, including all facial features, applying my understanding of these <b>proportions</b> .
<b>2</b> Proportions of the face	1. Approaches to drawing the features of the face whilst appreciating how these are unique to each person, and how they change depending on <b>perspective</b> and expression.	1. Draw a range of <b>facial features</b> from <b>observation</b> , using mirrors and/or imagery. (Eyes, Nose, Mouth, Ears)
<b>3</b> Using a viewfinder & selecting colour mixing and matching	1. To know how to use a viewfinder to select a section of an image to work from. 2. How to select an interesting section <b>composition</b> .	1. Select a section of <i>Picasso's Weeping Woman</i> to show my understanding of <b>composition</b> and my ability and skill using media to <b>colour</b> mix and <b>colour</b> match.
<b>4</b> Viewfinder Continued	1. How to enlarge an image using a viewfinder. 2. How to blend oil pastel <b>colours</b> to <b>colour</b> match a well-known image.	1. Create my own composition inspired by the work of Picasso
<b>5</b> Cardboard engineering	1. How to <b>observe</b> and understand art processes and techniques through demonstration and questioning. 2. The process and techniques of manipulating and layering cardboard. 3. That there are health and safety issues surrounding cutting processes. 4. How to respond to the work of an artist to inform own work and create designs – in this case <i>Giles Oldershaw</i>	1. Practice cutting processes with cardboard in a safe and effective way to produce a <b>relief</b> sculpture of the face in cardboard. 2. Draw out an individual design for <b>relief</b> card sculpture with annotations to show intention and understanding.

## ART Y9 C2 – Portraiture 25-26

Week	I will need to know:	So that I can:
<b>6</b> Relief portrait	<ol style="list-style-type: none"> <li>1. Which cutting techniques to use to create the desired detail and <b>texture</b>.</li> <li>2. That there are health and safety issues surrounding cutting processes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice cutting processes with cardboard in a safe and effective way to produce a <b>relief</b> sculpture of the face in cardboard.</li> <li>2. Manipulate cardboard in various ways in order to create detail and <b>texture</b>.</li> </ol>
<b>7</b> Relief portrait	<ol style="list-style-type: none"> <li>1. How to respond to the work of an artist to inform own work – in this case Giles Oldershaw</li> </ol>	<ol style="list-style-type: none"> <li>1. Pay attention to detail to create a <b>refined</b> outcome.</li> </ol>
<b>8</b> Large-scale collaborative graphite portrait	<ol style="list-style-type: none"> <li>1. The grid method for breaking down images into parts.</li> <li>2. How to enlarge an image.</li> <li>3. How to work <b>collaboratively</b> to create a large-scale image.</li> <li>4. How to effectively use charcoal to create gradients of light and dark – <b>tone</b>.</li> <li>5. To use various <b>tones</b> to match those on the photocopied sections.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use prior learning about the grid method to create a <b>collaborative</b> portrait.</li> <li>2. Take a section of an image and enlarge this accurately.</li> </ol>
<b>9</b> Extraordinary Portraits	<ol style="list-style-type: none"> <li>1. How to use found imagery alongside photographic portraits to create a <b>surreal</b> narrative and alter images.</li> <li>2. How to respond to the work of an artist to inform own work – in this case <i>Hannah Hoch and Deborah Roberts</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Explore <b>surreal</b> and imaginative narratives to work with photos of famous artists and make meaning.</li> <li>2. Create my own composition inspired by the work of surrealist artists</li> </ol>
<b>10</b> Assessment	<p><b>Scholar's Prep:</b> 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!</p>	<p><b>Assessment: Knowledge Pillars - Theoretical &amp; Practical</b></p>
<b>11</b> Presentation	<p>Clear and impactful presentation allows others to see your work at it's best. Meaningful <b>annotation</b> includes identifying strengths and where success criteria has been fulfilled – <b>WWW (What Works Well)</b> and also how improvements could be made to develop <b>practical skill</b> and <b>theoretical knowledge – EBI (Even Better If)</b>.</p>	<p>Create a neat presentation of my work with clear titles and <b>reflective annotation</b> to show an awareness of visual language.</p> <p><b>Assessment: Knowledge Pillar - Disciplinary</b></p>
<b>12</b>	<p><b>Super teaching week:</b> 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 9 Computer Science**

**Careers linked to topics we study this cycle are....**White Hat Hacker; Computer Programmer; IT Technician; IT Project Manager; Data Scientist

Week	I will need to know: <b>Computer Systems &amp; Problem Solving</b>	So that I can:
1	1) The information system model & Computer Hardware <b>Acronyms</b> . 2) RAM is <b>volatile</b> memory, storage is <b>non-volatile</b> memory. 3) The python <b>data types</b> : <code>int()</code> ; <code>float()</code> ; <code>str()</code> ; <code>bool()</code> 4) Identifier naming convention for <b>variables</b> : <b>camelCase</b>	1) Identify and describe hardware and software roles in terms of input, process, output or storage using the correct <b>acronyms</b> . 2) Explain why storage is needed. 3) Correctly classify data python is storing 4) Write valid identifier names for my <b>variables</b>
2	1) The 3 main CPU components are the <b>ALU, CU</b> and <b>Registers</b> . 2) The purposes of the Data, Address and Control <b>Bus</b> . 3) The output command <b>print()</b>  4) What <b>assignment</b> is and how to calculate simple expressions. 	1) Describe the role of the <b>ALU, CU</b> and <b>registers</b> in the FDE Cycle. 2) Describe how the CPU <b>address</b> and uses <b>RAM</b> . 3) Understand what each <b>register</b> holds. 4) Echo variables and messages to the screen as output. 5) Understand, extend, and independently code <b>arithmetic</b> calculations.
3	1) The 5 contents of the 5 von Neumann CPU registers ( <b>ACC, PC, CIR, MAR, MDR</b> ). 2) The flowchart symbols: <b>terminator</b> ; <b>assignment</b> ; <b>I/O Box</b> ; <b>Decision Box</b> 	1) Explain what values the <b>register</b> hold (data, address or instruction) 2) Rewrite given flowchart algorithms as python code.
4	1) The standard units <b>Byte, KB, MB, GB, TB, PB</b> 2) Calculate file size of <b>text</b> or <b>image</b> files 3) Correctly <b>Type-cast</b> numeric input <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <b>File Size in BYTES:</b>                          Text File = Number of chars                          Image File = <b>colour depth x resolution/8</b> </div>	1) Correctly order data sizes and convert between them. 2) Calculate the amount of space required to store text or image files. 3) Understand, rewrite, correct and independently read in data for my programs.
5	1) Classify common storage as <b>magnetic, optical</b> or <b>flash</b> . 2) Apply the Input-Process-Output framework to solve simple problems. <b>MID-POINT ASSESSMENT NEXT WEEK – 40 MARKS</b>	1) Correctly classify typical storage devices as its correct storage type. 2) Convert flowcharts correct given code and write and plan my own IPO programs with scaffolding. <b>MID-POINT ASSESSMENT NEXT WEEK – 40 MARKS</b>

## Year 9 Computer Science

Week	I will need to know:	So that I can:	
6	1) Describe common storage <b>characteristics</b> of <b>magnetic, optical</b> or <b>flash</b> . 2) Apply the Input-Process-Output framework to solve simple problems.	1) Justify the choice of a storage technology for a given scenario. 2) Independently convert flowcharts correct given code and write and plan my own IPO programs without scaffolding.	
7	1) Describe current <b>social engineering</b> attack methods: <b>Phishing; Vishing; Smishing; Shouldering</b> and <b>Impersonation</b> . 2) The logic gates : <b>*AND *OR *NOT</b> and evaluation rules. 3) Algebraic Notation : NOT ' AND . OR +	1) Recognise and take the appropriate action when under a social engineering attack. 2) Complete truth tables or evaluate simple logic gate circuits. 3) Write algebraic expressions	
8	1) Describe current <b>malware vectors</b> : virus, worm, Trojan, adware, spyware, ransomware, root kits.	1) Recognise and take the appropriate action when <b>malware</b> is suspected or detected.	
9	1) The evolution of the Data Protection Act 2018 and how it protects your personal data. 2) The Selection Flowchart & the if then else statement. 3) Translate flowcharts into python 4) The == (equal to) and != (not equal to) operators	1) Know my personal data rights and responsibilities. 2) Understand diagrammatically the logic of instruction flow that selects or bypasses instruction clauses. 3) Write flowchart algorithms as working programs 4) Understand, correct and independently write simple if then else solutions	
10	<b>Assessment Week:</b> 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) How the Copyright Design & Patents Act 1988 protects original work. 2) How to chain if elif else statements efficiently with scaffolding	<pre> if variable == value1:     # then - must match value1     print("match1") elif variable == value2:     # elif - must match value2     print("match2") else :     # catch all - when all above fail     print("no match") </pre>	1) Know my rights and responsibility towards content creators. 2) Understand, correct and independently write simple if then elif else solutions without scaffolds 1) 3) Understand, correct and independently write simple if then elif else solutions with scaffolds
12	<b>Super teaching week:</b> 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 9 Drama Cycle 2: Physical Theatre

Careers linked to this cycle are actor, stage manager and any customer facing role requiring clear communication

Week	I will need to know:	So that I can:
<b>1</b> Physical Theatre	<ol style="list-style-type: none"> <li>1. The opposite of realism is Abstract drama, where events or feelings are represented through different forms.</li> <li>2. Physical Theatre is a style of drama which uses movement to communicate a message to the audience.</li> </ol>	<ol style="list-style-type: none"> <li>1. Experiment with different styles of Drama to communicate meaning.</li> <li>2. Identify how Physical Theatre can be used to <i>show not tell</i> the audience a message.</li> </ol>
<b>2</b> Ensemble movement	<ol style="list-style-type: none"> <li>1. A group of performers is called an ensemble.</li> <li>2. Movement that is done by an ensemble at the same time is called 'unison'</li> <li>3. Movement that is done by an ensemble one after another is called 'canon'</li> </ol>	<ol style="list-style-type: none"> <li>1. Plan my movements with other performers to create a professional looking performance.</li> <li>2. Understand the precise timing that Physical Theatre requires.</li> </ol>
<b>3</b> Body-as-prop	<ol style="list-style-type: none"> <li>1. Contact work is when a performer makes physical contact with another performer during movement. However, it should always be well rehearsed, appropriate and each performer should feel comfortable with the contact.</li> <li>2. Body-as-prop is a physical theatre technique where the actors create the shape and form of an object on stage.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ensure all performers feel comfortable and safe when trying new things.</li> <li>2. Work collaboratively as an ensemble while maintaining our school's expectations of being <i>ready, safe and respectful</i>.</li> </ol>
<b>4</b> Body-as-prop	<ol style="list-style-type: none"> <li>1. Successful body-as-prop work requires commitment as an ensemble to maintain focus and clearly defined shapes.</li> <li>2. It is important to consider exactly what the audience can see in Physical Theatre work.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create theatrical staging from scratch, using just my physical form to show a scene.</li> <li>2. Apply the body-as-prop technique to a staging of <i>Metamorphosis</i>.</li> </ol>
<b>5</b> Frantic Assembly	<ol style="list-style-type: none"> <li>1. Frantic Assembly are a British company who create Physical Theatre performances.</li> <li>2. Devising is the process of creating new theatre from scratch, without a script but just an idea.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify new techniques that will help me devise my own dramatic work.</li> <li>2. Take inspiration from a theatre company.</li> </ol>

## Year 9 Drama Cycle 2: Physical Theatre

Week	I will need to know:	So that I can:
<b>6</b> Chair duets	<ol style="list-style-type: none"> <li>1. A chair duet is a sequence of movements which show a relationship between 2 or more characters.</li> <li>2. Music can be used in Physical Theatre sequences to help maintain a rhythm.</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate relationships between characters through non-realistic performance styles.</li> <li>2. Build a 'string-of-material' using Frantic Assembly techniques.</li> </ol>
<b>7</b> Round-by-through	<ol style="list-style-type: none"> <li>1. Frantic Assembly use 3 simple instructions to devise new choreography: moving around another performer, moving past by another performer, or going through a passage your partner creates.</li> </ol>	<ol style="list-style-type: none"> <li>1. Expand my range of devising techniques for independently creating new drama.</li> <li>2. Interpret meaning through movement.</li> </ol>
<b>8</b> Hymn-Hands	<ol style="list-style-type: none"> <li>1. Hymn-Hands is a technique where each person takes it in turns to manipulate the other person in 2-3 movements, this is then repeated by the other person.</li> <li>2. Dialogue can be added to Physical Theatre choreography to make meaning clear to an audience.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create unique narratives based on my own Physical Theatre work.</li> <li>2. Take inspiration from a stimulus and use this to devise my own work.</li> </ol>
<b>9</b> Performance	<ol style="list-style-type: none"> <li>1. As an audience member it is disrespectful to talk during other people's performances.</li> <li>2. Everyone should applaud at the end of a performance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Encourage my peers in their performance and recognise others' successes.</li> <li>2. Perform a Physical Theatre performance in front of an audience.</li> </ol>
<b>10</b> Assessment Week	<p><b>Scholar's Prep:</b> Evaluate the work of the unit to ensure you have a secure understanding of the aim of Physical Theatre and an extensive toolkit in which to create live theatre that has a clear message and the creative intention for audience</p>	
<b>11</b> Reflection	<p>We will watch a recording of a Frantic Assembly performance. This will allow us to identify, describe and analyse the effects of Physical Theatre in a performance!</p>	
<b>12</b>	<p><b>Super teaching week:</b> 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>	

## Design and Technology Y9

Careers linked to topics we study this cycle are.... Aeronautical, electrical, structural, Nuclear, environmental, communications, marine, sound, lighting and robotic engineers. Interior, graphical, web, game and industrial designers. Architects, IT, manufacturing, fashion and beauty. Inventor etc.

Week	I will need to know:	So that I can:
1 Design opportunities and analysis Night light. Systems and control.	<ol style="list-style-type: none"> <li>Problems and needs provide designers with <b>design opportunities</b></li> <li>An <b>automated</b> process utilizes technology and/or software to accomplish a task without the need for constant human control.</li> <li>An <b>automated process</b> can be broken down into three stages e.g. <b>input, process and output.</b> *Science</li> <li>Sensors one of many input devices. *Science</li> </ol>	<ol style="list-style-type: none"> <li>Analyse the context and identify a design opportunity.</li> <li>Identify individual components which make up a system.</li> <li>Identify which components of a system are input, process and output.</li> <li>Identify and correctly apply the correct input sensors to an automated system.</li> </ol>
2 Electronic components and circuits. Circuit assembly.	<ol style="list-style-type: none"> <li><b>Electronic components</b> all have different functions and values e.g. a <b>resistor</b> reduces the flow of electricity and is measured in ohms. *science</li> <li>There are two types of circuit e.g. <b>Series and parallel circuits.</b> *science</li> <li>A <b>bread board</b> is a temporary way of building and testing a circuit..</li> <li>A <b>PCB (printed circuit board)</b> has <b>finned</b> pads which allow you to <b>solder</b> easily. The coloured coating is called <b>solder resist</b>.</li> </ol>	<ol style="list-style-type: none"> <li>Identify and understand the purpose of a resistor, variable resistor, transistor, LDR and an LED in an electrical circuit.</li> <li>Construct a temporary circuit, using a bread board, to light and LED and multiple LED's</li> <li>Where to place the resistor to ensure the LED receives the correct current.</li> <li>Safely Solder electrical components to a PCB</li> </ol>
3 Layout and orientation of components within a design. Quality control	<ol style="list-style-type: none"> <li>Electrical diagrams use <b>symbols.</b> *science</li> <li>A <b>semi-conductor</b> has a positive and negative leg e.g. <b>The long leg of an LED is positive.</b> *science</li> <li>Solder is used to connect components because it <b>conducts electricity.</b> It sometimes contains <b>flux</b>, which prepares the surface to be soldered by keeping it clean..</li> <li>A <b>short circuit</b> is when you provide an alternative route for electrical energy to take. <b>Electricity always takes the path of least resistance.</b> *science</li> </ol>	<ol style="list-style-type: none"> <li>Position components correctly on a PCB</li> <li>Orientate components correctly to ensure the positive and negative legs are the correct way around.</li> <li>Connect the LED and LDR to the PCB.</li> <li>Rectify faults in a nonworking circuit</li> </ol>
4. Reading and communicating working drawings.	<ol style="list-style-type: none"> <li><b>Engineering drawings</b> are scaled drawings that communicate dimensions, constructional details and types of materials to be used.</li> <li><b>Scale is a ratio</b> applied when producing a copy of something. *Maths</li> <li><b>Construction line</b> enable you to generate shapes when producing and engineering drawing..</li> <li><b>Projection and dimension line</b> are used on working drawing to communicate size..</li> <li>A <b>cutting list</b> is a summary of component sizes and types of materials to be used on a working drawing.</li> </ol>	<ol style="list-style-type: none"> <li>Identify object, hidden detail and dimension line within an engineering drawing.</li> <li>Read a drawing and produce a 1:1 scale reproduction accurately.</li> <li>Construct a complex object using light lines.</li> <li>Correctly dimension a working drawing</li> <li>Produce a cutting list for an engineering drawing that communicates scale, units of measurements, materials and all component sizes.</li> </ol>
5. Construction methods with wood.	<ol style="list-style-type: none"> <li>The components which make a <b>mortise and tenon</b> joint. E.g. The <b>shoulder, cheeks and face</b> of a joint.</li> <li>A <b>marking gauge</b> and <b>tri square</b> are used to mark out the <b>mortise and tenon</b> . *Maths</li> <li>A <b>mallet</b> and chisel are used to remove waste when producing a mortise.</li> <li><b>Paring</b> is when you use a chisel to remove small shavings of wood.</li> </ol>	<ol style="list-style-type: none"> <li>Identify a mortise and tenon.</li> <li>Accurately select the correct tools and mark out the components of a mortise and tenon.</li> <li>Safely use a mallet and chisel to remove waste from the mortise and use a tenon saw and chisel to produce a 4 shouldered tenon.</li> <li>Make adjust to the cheeks and face of the tenon with a chisel to ensure a tight fit.</li> </ol>

## Design and Technology Y9

Week	I will need to know:	So that I can:
6 Assembly and finishing of wooden components. Assembling electronic components within a product.	<ol style="list-style-type: none"> <li>1. Direct measurements are when you use an object to mark a size instead of using a ruler. *Maths</li> <li>2. Work must be clamped when using <b>PVA (poly vinyl acetate)</b>. The vice is an excellent way of clamping work together while it is drying..</li> <li>3. A <b>belt sander</b> or <b>orbital sander</b> can be used to <b>finish</b> wooden components.</li> <li>4. Plastic <b>stand offs</b> can be used to mount a PCB</li> </ol>	<ol style="list-style-type: none"> <li>1. Produce all wooden parts for housing the electronics</li> <li>2. Glue, clamp, check and make adjustments.</li> <li>3. Use abrasives to prepare work for a oil finish.</li> <li>4. Correctly assemble sensors and mount the PCB into the housing of the night light.</li> </ol>
7 Using sketching to form ideas and further iterations. CAD basics with 2D design.	<ol style="list-style-type: none"> <li>1. Sketching can be used as a quick way to clarify ideas. *Art</li> <li>2. <b>Annotation</b> can be used around sketches to provide further explanation to a solution..</li> <li>3. Designs can be produced with software on a computer e.g. <b>Computer Aided Design</b>.</li> <li>4. The draw, edit and drawing aids tool bars within <b>2D</b> design will enable you to produce a drawing..</li> </ol>	<ol style="list-style-type: none"> <li>1. Produce and react to a feedback loop to produce a range of iterations.</li> <li>2. Use shading to show depth of drawing and written annotation communicating intention against a design specification.</li> <li>3. Identify where and when to use CAD and state its advantages and disadvantages when designing.</li> <li>4. Draw lines and circles to specific measurements. Delete part or whole lines. Divide lines accurately using nodes. Add text and radius corners.</li> </ol>
8 Applying CAD to develop a solution. Using CAM to produce a component.	<ol style="list-style-type: none"> <li>1. All lines drawn using software will be life size, even though they will not appear like that on a small screen..</li> <li>2. The <b>contour tool</b> is an automated process used to trace an image by draw a line <b>parallel</b> to the original..</li> <li>3. You must use the select tool and select a line before asking the software to perform a process..</li> <li>4. Work in 2D Design must be saved manually. You can also export images in different formats e.g. <b>JPEG, Bitmap</b> etc</li> <li>5. When using a laser cutter, you will need to set the preferences in the <b>print menu</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Correctly size and draw a piece of acrylic to fit the nightlight.</li> <li>2. Apply a contoured design to the piece of acrylic. Disassemble a contoured drawing to use specific parts for a design.</li> <li>3. Use red (cut) and black (engrave) lines to be read by the CNC laser cutter.</li> <li>4. Set the height and all cutting speeds of the laser cutter to produce a design.</li> </ol>
9 Assembly of multiple batch produced components and finishing.	<ol style="list-style-type: none"> <li>1. Soldered components can be removed and <b>soldered</b> again.</li> <li>2. Extra fitting can be used to mount the <b>LED</b> and <b>sensor</b>.</li> <li>3. The circuit can be made more sensitive by adjusting the <b>variable resistor</b>. *Science</li> <li>4. The <b>aesthetics</b> can be improved on your product by adding additional components to create a theme..</li> </ol>	<ol style="list-style-type: none"> <li>1. Remove the LDR from the working circuit .</li> <li>2. Correctly position the LDR in the wooden housing and resolder it in place.</li> <li>3. Adjust the variable resistor in a working circuit to change its sensitivity.</li> <li>4. Add addition modelling materials to create the final design.</li> </ol>
11 Assessment	<b>Scholar's Prep:</b> 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 Evaluating a product against a design specification.	<ol style="list-style-type: none"> <li>1. A structured evaluation has <b>Terms of reference, methodology, findings, conclusion and recommendations</b>.</li> <li>2. <b>Qualitative data</b> is non- numerical and <b>quantitative data</b> is numerical *Business, Maths</li> </ol>	<ol style="list-style-type: none"> <li>1. Test, evaluate and write a detailed report on the products performance highlighting areas for improvement.</li> <li>2. Include qualitative and quantitative data when required in the evaluation process.</li> </ol>
12	<b>Super teaching week:</b> 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 9 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 Review of practical lesson	<ol style="list-style-type: none"> <li><b>Danger temperature zone</b> is between 5°C to 63°C. Cooked and reheated food should be piping hot (reach 70°C), and ingredients should be kept in the fridge (under 5°C) to avoid food poisoning.</li> <li>It is not safe to defrost meat at room temperature. <b>Defrost meat safely</b> by placing it <b>in the fridge</b> the day before. Make sure it is on a tray on the bottom shelf to prevent cross-contamination.</li> </ol>	<p><b>NO</b> practical lesson in the first week.</p> <ul style="list-style-type: none"> <li>In future practical lessons, <b>bring ingredients, a container, and a fork</b>. Store them in the food room <b>BEFORE tutor time</b>.</li> <li><b>Remove coats and jewellery, put aprons on, and tie long hair</b> before cooking.</li> </ul>	<ol style="list-style-type: none"> <li>Explain why health and safety in food handling is crucial.</li> <li>Explain the concept of danger temperature zone and how it can occur in food preparation.</li> </ol>
2 Heat methods	<ol style="list-style-type: none"> <li><b>Dry heat methods:</b> baking, roasting, grilling, searing, frying</li> <li><b>Moist heat methods:</b> boiling, simmering, steaming, stewing</li> <li><b>Microwaves use radiation</b> to heat food quickly.</li> <li>Heat can enhance flavors through browning the meat and caramelization, but excessive heat can lead to undesirable changes like drying out or burning.</li> <li>However, water-soluble vitamins (B &amp; C) may be lost during heating.</li> </ol>	<p style="text-align: center;"><u>Roasted chicken and vegetables</u></p> <ol style="list-style-type: none"> <li>Garlic, rosemary, thyme and oregano go well with most meat and vegetables.</li> <li><b>Use a red chopping board for raw chicken</b> and use a yellow chopping board for cooked chicken. Don't wash chicken as Salmonella can be splashed on the tap.</li> </ol>	<ol style="list-style-type: none"> <li>Optimize the quality, safety, and nutritional value of food products.</li> <li>Learn how to use the oven to roast meat and vegetables.</li> </ol>
3 Good fat, bad fat	<ol style="list-style-type: none"> <li><b>Saturated fat</b> is animal fat, usually solid at room temperature, such as butter and pork belly. Overeating saturated fat can clog your arteries.</li> <li><b>Unsaturated fat</b> is healthy. It is usually from plants and liquid at room temperature, like olive oil.</li> <li><b>Trans fat</b> is the most harmful fat among the three. It is artificial fat that can raise your bad cholesterol. Examples are deep-fried food and margarine.</li> </ol>	<p style="text-align: center;"><u>Carbonara</u></p> <ol style="list-style-type: none"> <li>Traditional Italian Carbonara uses egg yolk and parmesan cheese to create creamy textures, instead of adding cream.</li> <li>Ensure the skillet is off the heat before adding the egg mixture to prevent scrambling.</li> </ol>	<ol style="list-style-type: none"> <li>Choose healthy fats in diets. Reduce the intake amount of saturated and trans-fat.</li> <li>Cook traditional Carbonara.</li> </ol>
4 Sports and diet	<ol style="list-style-type: none"> <li><b>Carbohydrates</b> are the main fuel for high-intensity exercise.</li> <li><b>Proteins</b> is necessary for muscle repair and growth.</li> <li><b>Calcium and Vitamin D</b> are essential for bone health, reducing the risk of fractures and injuries.</li> <li><b>Hydration</b> can prevent heat-related illness. For extended activities, sports drinks with electrolytes may be beneficial. <b>*PE</b></li> </ol>	<p style="text-align: center;"><u>Chilli con carne</u></p> <ol style="list-style-type: none"> <li>Meat Browning: Ensure the meat is well-browned to develop a rich, deep flavor.</li> <li>If you practice this dish again at home, allow sufficient simmering time to let the flavors meld. Slow cooking can significantly enhance the taste.</li> </ol>	<ol style="list-style-type: none"> <li>Understand how diet impacts sports performance.</li> <li>Cook a balanced and nutritious spicy dish.</li> </ol>
5 Study and diet	<ol style="list-style-type: none"> <li>Fats like <b>Omega-3 and omega-6 fatty acids</b> are crucial for the development of the brain and nervous system. They can be found in fatty fish (salmon, mackerel), chia seeds, walnuts, and avocados.</li> <li><b>Vitamins like B Complex and minerals like iron and zinc</b> are important to cognitive functions. They can be found in red meat, leafy greens and whole grain products. <b>*Science</b></li> </ol>	<p style="text-align: center;"><u>Falafel</u></p> <ol style="list-style-type: none"> <li>Falafel is a staple in Middle Eastern cuisine.</li> <li>The chickpeas in falafels are high in protein, which makes them popular worldwide as a vegetarian and vegan option.</li> </ol>	<ol style="list-style-type: none"> <li>Learn how food affects cognitive function, concentration, memory, and overall brain health.</li> <li>Make a vegetarian dish that is high in protein value.</li> </ol>

## Year 9 Food Technology

Week	I will need to know:	Practical:	So that I can:
6 Digestion	<ol style="list-style-type: none"> <li>1. Vegetables, fruits and carbohydrates can be digested quickly. Proteins take a moderate amount of time to digest. <b>Processed and fast foods</b> which are high in fats <b>take the longest time to digest</b>.</li> <li>2. <b>Easily digestible foods</b> allow our bodies to absorb nutrients and recover energy efficiently. They also <b>prevent bloating, gas and discomfort</b>. *Science</li> </ol>	<p style="text-align: center;"><u>Scallion flatbread</u></p> <ol style="list-style-type: none"> <li>1. It is a type of Chinese savoury, unleavened flatbread folded with oil and finely minced scallions.</li> <li>2. Use scales to measure correctly. Do not mix food on top of the scale because it will damage the calibrator.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make informed choices that promote better digestive health.</li> <li>2. Learn how to roll and knead a dough.</li> </ol>
7 Sugar rush	<ol style="list-style-type: none"> <li>1. A sugar rush is a sudden burst of energy after the consumption of food or drink with a high sugar content.</li> <li>2. Zero-calorie or low-calorie drinks have <b>sweeteners</b> instead of sugar.</li> <li>3. <b>Excessive intake of sugar</b> can lead to obesity, <b>type 2 diabetes</b>, heart disease, and dental problems.</li> </ol>	<p style="text-align: center;"><u>Pizza</u></p> <ol style="list-style-type: none"> <li>1. Originating from Italy, pizza is beloved for its versatility because it goes well with many toppings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make healthier choices regarding their sugar intake.</li> <li>2. Practice mixing and shaping pizza dough.</li> </ol>
8 Food ethics I	<ol style="list-style-type: none"> <li>1. Animal welfare: <b>Grass-fed beef, free-range chickens and wild fish</b> eat foods that are natural to their diet. They also have the freedom to roam around in their natural environment.</li> <li>2. <b>Genetically Modified (GM) food</b>: the DNA of these foods has been changed to resist pests, diseases and spoilage. *Geography</li> </ol>	<p style="text-align: center;"><u>Apple Turnover</u></p> <ol style="list-style-type: none"> <li>1. Add cinnamon and lemon juice to the apple filling can enhance flavour.</li> <li>2. They are especially popular in the autumn when apples are in season.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain what are the benefits of eating local and seasonal food and support English produce more.</li> <li>2. Learn how to use puff pastry to make snacks.</li> </ol>
9 Food ethics II	<ol style="list-style-type: none"> <li>1. <b>Fair trade</b> aims to help farmers in less economically developed countries by ensuring they receive a <b>fair price for the goods and a reasonable working condition</b>.</li> <li>2. Bananas, coffee, chocolate, tea, flowers and sugar are examples of Fair-trade products. *Geography</li> </ol>	<p style="text-align: center;"><u>Berry Crossover</u></p> <ol style="list-style-type: none"> <li>1. England is known for producing high-quality berries.</li> <li>2. Explore puff pastry shaping techniques.</li> </ol>	<ol style="list-style-type: none"> <li>1. Support farmers to get paid a fair deal for their efforts.</li> <li>2. Further practice skills with puff pastry.</li> </ol>
10 Assessment	<p><b>Scholar's Prep:</b> 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!</p>		
11 The future of food	<ol style="list-style-type: none"> <li>1. <b>Nutritious foods and healthy, balanced diets:</b> Consume more vegetables and fruit. Reduce the intake of salt, sugar and calories.</li> <li>2. <b>Plant-based options</b> will be more accessible in the market.</li> <li>3. Retailers and manufacturers will aim to reduce food waste.</li> <li>4. Use sustainable practices. <b>Stop deforestation and promote biodiversity</b>. *Geography</li> </ol>	<p style="text-align: center;"><u>Brownie</u></p> <ol style="list-style-type: none"> <li>1. Chocolate is sensitive to heat and can <b>scorch</b> easily, leading to a burnt and bitter flavour. To melt chocolate, we should set up a <b>water bath</b> - putting the chocolate in a glass bowl in a pot of hot water.</li> </ol>	<ol style="list-style-type: none"> <li>1. Consolidate the knowledge of nutrition and sustainability through the case studies of some corporations.</li> <li>2. Learn to use the water bath method to prevent chocolate scorch.</li> </ol>
12	<p><b>Super teaching week:</b> 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 9 Geography Cycle 2: What risks and opportunities does our physical world provide?**

Careers linked to topics we study this cycle include environmental manager, landscape architect, charity worker and travel agent.

Week	I will need to know:	So that I can:
<p><b>1</b> Earth's structure</p>	<p>1. The earth is made up of different layers: The crust, the mantle, the inner core and outer core. The inner core of the earth is extremely hot (5,500°C) and made from solid iron. The outer core is liquid and 2,000 km thick. The mantle is semi-molten and about 3,000 km thick. The crust varies between 5 and 70 km thick and can be categorised into oceanic and continental. We know about the <b>structure</b> of the earth because of overturned crust, earthquake waves and meteorites.</p> <p>2. The crust is split into tectonic plates, which move due to <b>ridge push</b> and <b>slab pull</b>. <b>Science</b></p>	<p>1. Describe the structure of the Earth. 2. Explain how tectonic plates move.</p>
<p><b>2</b> Plate boundaries</p>	<p>1. There are three main plate <b>boundaries</b>: Convergent (plates move towards each other), divergent (away from each other), and conservative (move sideways).</p> <p>2. At destructive margins, composite volcanoes form as the denser oceanic plate <b>subducts</b> the continental plate. The oceanic plate melts due to <b>friction</b> in the subduction zone and the heat of the mantle. At constructive margins, plates move apart and shield volcanoes are formed as magma moves upwards to fill in the gap and new crust is formed. Volcanoes are not found at conservative plate margins. A hotspot is an area in the Earth's mantle where intense heat rises. As the rock above melts, it pushes through the crust to form volcanoes.</p> <p>3. Shield volcanoes erupt runny (low <b>viscosity</b>) lava whereas composite volcanoes are cone shaped and very explosive.</p>	<p>1. Explain the processes occurring at destructive, constructive and collisional plate margins. 2. Compare shield and composite volcanoes and the hazards they present.</p>
<p><b>3</b> Volcanic hazards Earthquakes</p>	<p>1. <b>Primary hazards</b> from volcanoes include pyroclastic flows, lava flows and gas release. The <b>secondary hazards</b> include lahars and jökullhaupts.</p> <p>2. Earthquakes are caused by a sudden slip on a <b>fault</b> when pressure overcomes <b>friction</b>. The focus is the place inside Earth's crust where an earthquake originates. The epicentre is the point on the earth's surface vertically above the focus of an earthquake.</p> <p>3. A seismometer is an instrument used to detect any sudden movement or vibrations in the Earth's crust. The Moment Magnitude Scale measures the amount of energy released by an earthquake event.</p>	<p>1. Assess the significance of primary and secondary volcanic hazards. 2. Explain how earthquakes are caused.</p>
<p><b>4</b> Earthquake impacts and responses</p>	<p>1. Nepal (2015) and New Zealand (NZ) (2016) both experienced a 7.8 <b>magnitude</b> earthquake. In Nepal 9000 people died, 22,000 injured, 4million left homeless and there was \$5bn in damage, whereas in New Zealand only 2 people died, 50 were injured, but the total damage was \$8.5bn.</p> <p>2. Short term (ST) <b>responses</b> in Nepal included temporary shelters and charity led search and rescue, but even after 2 years not everyone had access to clean water whereas in NZ the government provided £5.3million to help rebuild the area and temporary power and water supplied were provided within hours.</p>	<p>1. Compare the impacts of tectonic hazards in developing and developed countries. 2. Evaluate the success of short term and long term responses to tectonic hazards.</p>
<p><b>5</b> Tsunamis</p>	<p>1. In 2023 a 7.8 magnitude earthquake hit Syria and Turkey. This caused significant damage, especially in Syria as the country is in civil war. It killed over 50,000 people. The Red Cross and other charities have provided aid and shelter for those homeless.</p> <p>2. When an earthquake happens underwater, it can trigger a <b>tsunami</b> and a large amount of water is <b>displaced</b>. Japan experienced a 9.0 magnitude earthquake triggering a tsunami in 2011. The Fukushima Daiichi Nuclear Power Plant was damaged meaning 270,000 had to be evacuated. Over 1 million households had no water.</p>	<p>1. Use a source to extract information about the response to the Turkey-Syria earthquake. 2. Explain the causes and impacts of tsunamis.</p>

**Year 9 Geography Cycle 2: What risks and opportunities does our physical world provide?**

Week	I will need to know:	So that I can:
<b>6</b> Coastal processes	1. Many important cities are located on the <b>coast</b> because of trade links, <b>tourism</b> , the fishing industry and the oil and gas industry. 2. Erosional processes (breaking down of rock) include hydraulic action, abrasion, attrition and solution. Transportation processes (moving of material) include traction, saltation, suspension and solution. Deposition (dropping of material) occurs when the sea loses energy.	1. Explain the positives and negatives of living on the coast. 2. Explain the processes of erosion, transportation and deposition.
<b>7</b> Erosional landforms	1. Waves are created by wind blowing over the sea. The <b>friction</b> from the wind causes the surface water to move in ripples which eventually form full waves. 2. Destructive waves are tall, stormy waves. The <b>backwash</b> is strongest, so the beach sediment is removed, and erosion occurs. Constructive waves are smaller, flatter waves. The <b>swash</b> is stronger than the <b>backwash</b> , so the beach is built up. 3. If there are alternating bands of hard and soft rock perpendicular to the coast, the soft rock will erode faster forming headlands and bays. Overtime, a crack in a headland can be eroded to form a cave, which when eroded further becomes an arch, then stack and then stump.	1. Explain the difference between destructive and constructive waves. 2. Using a diagram, explain how a stump is formed.
<b>8</b> Depositional landforms	1. <b>Longshore drift</b> moves sediment along a beach in the direction of the prevailing wind (most common wind direction) in a zig zag motion. 2. A spit is an extended stretch of beach material that projects out to sea and is joined to the <b>mainland</b> at one end. A spit will form if there is a change in the direction of the coastline. 3. When longshore drift occurs across a bay, a bar can form.	1. Explain how material is transported along a coastline. 2. Describe the difference between a spit and a bar, and how they are formed.
<b>9</b> Coastal flooding	1. The coast can be <b>managed</b> through <b>hard</b> and <b>soft engineering</b> . <b>Hard engineering</b> works against the coast e.g. sea walls, groynes. <b>Soft engineering</b> works with the coast e.g. managed retreat. 2. The Holderness Coast is eroding at 2m a year due to the soft boulder clay. The cost of protecting the entire coastline is enormous, so only coastal towns are being protected.	1. Evaluate the success of hard and soft engineering. 2. Complete a cost benefit analysis.
<b>10</b>	<b>Scholar's Prep:</b> 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! <b>This assessment will be a short answer and skills-based assessment.</b>	
<b>11</b>	1. Coastlines are becoming increasingly <b>vulnerable</b> to flooding due to sea level rise and increased frequency of <b>storm surges</b> . If sea level rises by 2m, over 100,000 properties are at risk of flooding in SE of England alone. 2. Bangladesh is vulnerable to coastal flooding as it is a low-lying country which experiences tropical cyclones. Cyclone Amphan (2020) caused 128 deaths and left 500,000 homeless. 3. In 2013, a <b>storm surge</b> caused extensive flooding on the east coast of the UK. 2 people died and 1,000 homes were flooded.	1. Assess the causes of coastal flooding. 2. Compare the impacts of coastal flooding between Bangladesh and the UK.
<b>12</b>	<b>Super teaching week:</b> 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 9 History Cycle 2:** Using the two sources and your own knowledge, describe the impact the Nazis had on Europe between 1939 and 1945?

Careers linked to History include law, teaching and journalism as I will be developing my research and analytical skills.

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> <li>The British and French pursued a policy of <b>Appeasement</b> in hopes of preventing a war with Hitler which resulted in an increasing antagonistic Germany</li> <li><b>Blitzkrieg</b> was Germany's invasion of France and Belgium</li> <li>The <b>Battle of Dunkirk</b> was a pivotal World War II evacuation operation in 1940, where British and Allied forces successfully evacuated over 300,000 troops from the beaches of Dunkirk, France, to England, preventing their capture by the advancing German army</li> </ol>	<ol style="list-style-type: none"> <li>Explain the consequences of the German and French policy of Appeasement</li> <li>Analyse primary sources to explain how the Battle of Dunkirk was portrayed during the time</li> </ol>
2	<ol style="list-style-type: none"> <li>There were many impacts of WWII on those in Britain: rations, the <b>blitz</b>, and children being evacuated</li> <li>The <b>Battle of Stalingrad</b> was fought from August 1942 to February 1943 between the Germans and the Russians after Germany invaded Russia</li> <li>The Battle of Stalingrad had the highest death toll in WWII, over 2 million people died, and was a turning point in the war</li> </ol>	<ol style="list-style-type: none"> <li>Describe the impact that WWII had on those living in Britain</li> <li>Explain what the Battle of Stalingrad was a turning point in the war</li> <li>Analyse primary sources to explain what the Battle of Stalingrad was like and its outcome</li> </ol>
3	<ol style="list-style-type: none"> <li>Japan joined the <b>Tripartite Pact</b>, aligning them with Germany and Italy in 1940</li> <li>Japan began to take over land in the Pacific, expanding their empire, alongside the rise of Japanese militarism</li> <li>The Japanese attacked the American naval base at <b>Pearl Harbour</b> on December 7, 1941, which brought America into WWII</li> <li>The Pearl Harbour attack was a surprise attack that involved 358 Japanese aircrafts and led to 2,403 people dead</li> </ol>	<ol style="list-style-type: none"> <li>Describe Japan's expansion efforts during WWII</li> <li>Explain why America entered WWII</li> <li>Explain differing American views of Pearl Harbour using primary sources</li> </ol>
4	<ol style="list-style-type: none"> <li><b>D-Day</b> was the allied invasion of France in June 1944 that started the French Liberation</li> <li><b>Propaganda</b> is the information, especially of a biased or misleading nature, used to promote a political cause or point of view</li> <li>The British government created a lot of propaganda in order for its citizens to help with the war effort</li> </ol>	<ol style="list-style-type: none"> <li>Describe the D-Day invasion: what it was and its significance</li> <li>Using British propaganda, explain how the British government encouraged people to help the war effort</li> </ol>
5	<ol style="list-style-type: none"> <li>Both the Allies and the Germans used spies and tried to decode the <b>cyphers</b> each side used</li> <li>Alan Turing, an English man, created the <b>Bombe</b>, a machine, that was able to decode German messages created that had been created with the <b>enigma machine</b></li> <li><b>VE Day</b> was May 7, 1945 when Germany surrendered to the Allies and the war in Europe was over</li> <li><b>VJ Day</b> was on August 15, 1945 when Japan surrendered to the Allies and WWII was over</li> </ol>	<ol style="list-style-type: none"> <li>Describe the ways that nations tried to gather and protect their intelligence during WWII</li> <li>Explain Alan Turing's legacy as a queer scientist</li> <li>Analyse primary sources from VE &amp; VJ Day to explain how people celebrated</li> </ol>

**Year 9 History Cycle 2:** Using the two sources and your own knowledge, describe the impact the Nazis had on Europe between 1939 and 1945?

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> <li>The Manhattan Project was the code name for a secret American effort to create a bomb using nuclear energy during WWII</li> <li>American dropped two <b>atomic bombs</b> on Japan that ended the war; first, at Hiroshima and second, at Nagasaki</li> </ol>	<ol style="list-style-type: none"> <li>Explain the moral arguments for and against the dropping of the Atomic bomb</li> <li>Describe the significance of American dropping the Atomic bomb</li> <li>Midterm assessment using source skills on WW2.</li> </ol>
7	<ol style="list-style-type: none"> <li>The <b>Holocaust</b> was the systematic mass slaughter of 6 million European Jews in Nazi Germany between 1933-1945</li> <li>The Nazi's sought to create a "racial state" to protect the "<b>Aryan</b>" race</li> <li>Nazi's <b>antisemitic</b> laws increased as time went on</li> <li><b>Kristallnacht</b> ('Night of broken glass') was the night of 9th–10th November 1938, Jewish communities across Germany and Austria were attacked.</li> </ol>	<ol style="list-style-type: none"> <li>Create my own definition of the Holocaust</li> <li>Look at patterns in a timeline of antisemitic laws passes during Nazi Germany</li> <li>Analyse testimonials from survivors from Kristallnacht</li> </ol>
8	<ol style="list-style-type: none"> <li><b>Ghetto</b> is an area of a town or city in certain parts of Europe in which Jews were interned by the Nazis during the Second World War</li> <li><b>Final Solution</b> was the systematic attempt by Nazis to murder every Jewish man, women, and child.</li> <li><b>Auschwitz-Birkenau</b> was the largest killing site of the <b>Holocaust</b> and an example of an <b>death</b> and <b>concentration camp</b></li> </ol>	<ol style="list-style-type: none"> <li>Describe what life in ghettos was like</li> <li>Explain that evolution of the Nazi's Final Solution policy</li> <li>Look at how the Nazi's Final Solution impacted various Jewish communities across Europe</li> </ol>
9	<ol style="list-style-type: none"> <li><b>Amidah</b> is a Hebrew word that means "standing up against" and was used to describe Jewish <b>resistance</b> during WWII</li> <li>The Warsaw uprising was an example of Jewish military resistance during WWII, led by Zivia Lubetkin.</li> <li>Many people in Nazi Europe were either: <b>perpetrators, collaborators, bystanders, resisters</b></li> <li>The French town <b>Le Chambon-sur-Lignon</b> provide refuge for thousands of Jews during WWII</li> </ol>	<ol style="list-style-type: none"> <li>Describe the many ways Jews resisted the Nazi persecution</li> <li>Identify whether someone was a perpetrators, collaborators, bystanders, or resisters from a reading excerpt</li> <li>Describe the impact the Le Chambon-sur-Lignon had during WWII</li> </ol>
10	<p><b>Scholar's Prep:</b> 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"> <li><b>Liberators</b> &amp; those <b>liberated</b> felt a vary of complex emotions following the liberation concentration camps</li> <li><b>The Nuremberg trial</b> was held from 1945-1949 where leading Nazi figures were tried for crimes against humanity</li> </ol>	<ol style="list-style-type: none"> <li>Analyze the complex emotion both the liberators and liberated felt</li> <li>Explain what the Nuremberg Trials were</li> </ol>
12	<p><b>Super teaching week:</b> 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>	

## French Cycle 2 Year 9

Careers linked to topics we study this cycle are: Digital marketing, logistics, Teacher, travel agent, Flight attendant, travel blogger, Translator, pilot, Nurse, manager, Engineer, journalist, Chemist, lawyer, Digital marketing, logistics, First responder, sales executive

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 Qu'est-ce que tu mangeras pour être plus sain?	<ol style="list-style-type: none"> <li>1. Normalement, je mange <b>du</b> pain, <b>de la</b> viande et <b>des</b> pommes de terre.</li> <li>2. Je ne mange pas <b>de</b> légumes et je ne mange jamais <b>de</b> fruits.</li> <li>3. Pour manger plus sain, <b>je mangerai équilibré. Je mangerai plus de</b> produits laitiers et <b>moins de</b> nourriture salée. <b>Je mangerai trois portions de</b> légumes à chaque repas. <b>Je boirai beaucoup d'</b>eau aussi.</li> <li>4. Pour manger plus sain, <b>je ne mangerai pas de</b> sel et <b>je ne boirai jamais de</b> boissons gazeuses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Talk about what I usually eat and drink, using the correct 'some' word</li> <li>2. Say what I don't or never eat and drink</li> <li>3. Use the 'simple future' tense to explain what I <b>WILL</b> eat and <b>WILL</b> drink in order to be healthier</li> <li>4. Say what I <b>WILL NOT</b> eat and drink in order to be healthier.</li> </ol>
2	We will continue to use our week 1 vocabulary to answer the question <b>Qu'est-ce que tu mangeras pour être plus sain?</b>	
3 Qu'est-ce que tu feras pour être en forme?	<ol style="list-style-type: none"> <li>1. À l'avenir, <b>je prendrai</b> les escaliers et <b>je ferai</b> du sport régulièrement.</li> <li>2. Aussi, je <b>n'irai plus</b> au collège en voiture et <b>je ne prendrai pas</b> le bus.</li> </ol>	<ol style="list-style-type: none"> <li>1. Talk about what I <b>WILL</b> do in the future (apart from a better diet) to be fitter and healthier - using other verbs in the <b>SIMPLE FUTURE</b> tense, including irregular verbs.</li> <li>2. Talk about what I <b>WILL NOT/NO LONGER/NEVER</b> do in order to become fitter and healthier – using negatives with the variety of verbs in the <b>SIMPLE FUTURE</b> tense.</li> </ol>
4 Es-tu en forme?As-tu des resolutions?	<p>We will continue to use the vocabulary from week 3 to answer the question <b>Qu'est-ce que tu feras pour être en forme?</b></p> <ol style="list-style-type: none"> <li>1. En général, <b>je n'aime pas faire de l'exercice, je ne suis pas très sportif(ive)</b> et <b>je joue à des jeux vidéos souvent.</b></li> <li>2. Mon problème c'est que <b>je me couche tard.</b></li> <li>3. Alors, j'ai pris des résolutions. D'abord, <b>je ferai</b> au moins trente minutes d'exercice par jour et <b>j'irai</b> au collège en vélo. Ensuite, <b>je ne jouerai plus</b> au jeux vidéos.</li> <li>4. Hier, <b>je suis allé(e)</b> chez mes grands-parents et <b>j'ai marché.</b> Aussi, la semaine dernière, <b>je n'ai pas joué</b> au jeux vidéos les jours d'école.</li> </ol>	<ol style="list-style-type: none"> <li>1. Express what I normally do/eat/drink (in terms of lifestyle).</li> <li>2. Say what the problem with my lifestyle is.</li> <li>3. Say what steps I will take to improve (resolutions)</li> <li>4. Talk about what I have already done and not done recently towards becoming fitter and healthier.</li> </ol>
5	<p>We will continue to use the vocabulary from week 4 to answer the question <b>Es-tu en forme?As-tu des resolutions?</b></p> <p>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>	<p><b>MID-CYCLE ASSESSMENT</b></p> <p><b>Speaking (Question and answers)</b></p>

## French Cycle 2 Year 9

Week	I will need to know:	So that I can:
6 Qu'est-ce que tu veux faire plus tard et pourquoi?	<ol style="list-style-type: none"> <li>1. <b>Un jour, je vais</b> aller à l'université,</li> <li>2. parce que <b>c'est mon rêve</b>.</li> <li>3. <u>Je vais/je veux/j'espère faire</u> un apprentissage, <b>travailler</b> et <b>avoir</b> un emploi bien payé, <b>devenir</b> avocat ...</li> <li>4. Quand je suis plus âgé(e), <u>je voudrais être</u> footballeur professionnel(le), car j'adore le sport et <u>j'aimerais</u> voyager.</li> <li>5. Cependant, devenir vétérinaire, <b>ça ne m'intéresse pas vraiment</b> parce que je n'aime pas les animaux!</li> </ol>	<ol style="list-style-type: none"> <li>1. Talk about what I plan to do using different future time frames and different phrases (I am going to...; I want to...; I would like to...; I hope to...)</li> <li>2. Say why I am going to/want to do this.</li> <li>3. Correctly use expressions followed by the infinitive to express what I am going/want/hope <b>TO</b> do.</li> <li>4. Say what job I would like to do and why</li> <li>5. Say what job does not interest me.</li> </ol>
7 Apprendre une langue étrangère est important?	<p>We will continue to use the vocabulary from week 4 to answer the question <b>Qu'est-ce que tu veux faire plus tard et pourquoi?</b></p> <ol style="list-style-type: none"> <li>1. Parler une autre langue c'est <b>un avantage/un plus/essentiel</b>.</li> <li>2. Avec les langues, <b>on peut voir le monde, communiquer avec les jeunes de son âge et habiter à l'étranger</b>.</li> <li>3. <b>Si on veut travailler</b> dans un autre pays ou <b>rencontrer</b> des personnes intéressantes, parler une autre langue c'est essentiel.</li> </ol>	<ol style="list-style-type: none"> <li>1. Express how important learning another is</li> <li>2. Talk about what <b>one can</b> do if you can speak another language (using '<b>on peut</b>' + <b>an infinitive</b>)</li> <li>3. Say that <b>if you want</b> to do certain things, then learning another language matters (using <b>si</b> '<b>on veut</b>' + <b>an infinitive</b>).</li> </ol>
8	<p>We will continue to use our week 7 vocabulary to answer the question <b>Apprendre une langue étrangère est important?</b></p>	
9 Que faisais-tu quand tu étais plus jeune?	<ol style="list-style-type: none"> <li>1. Quand <b>j'étais</b> plus jeune, <b>j'avais</b> beaucoup d'amis, <b>j'adorais</b> le collège, <b>je faisais</b> mes devoirs et <b>je jouais</b> de la guitare.</li> <li>2. <b>C'était génial</b> et <b>marrant</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Say a variety of things you <b>USED TO DO</b> when you were younger – using the <b>IMPERFECT</b> tense.</li> <li>2. Say what it was like using a range of adjectives</li> </ol>
10	<p><b>Scholar's Prep:</b> 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!</p>	<p><b>Assessment</b></p> <p><b>Listening</b> <b>Reading (Including translation into English)</b> <b>Writing (Paragraph)</b></p>
11	<p>We will continue to use our week 9 vocabulary to answer the question <b>Que faisais-tu quand tu étais plus jeune?</b></p>	<ol style="list-style-type: none"> <li>1. Say a variety of things you <b>USED TO DO</b> when you were younger – using the <b>IMPERFECT</b> tense.</li> <li>2. Say what it was like using a range of adjectives</li> </ol>
12	<p><b>Super teaching week:</b> 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>	

## German Cycle 2 Year 9

Careers linked to topics we study this cycle are digital marketing, logistics.

Week	I will need to know:	So that I can:
<p><b>1</b> Was für Musik hörst du gern/nicht gern? Warum?</p>	<ol style="list-style-type: none"> <li>1. Ich höre gern <b>Rockmusik</b>, weil sie <b>energiegeladen</b> ist.</li> <li>2. Ich höre am liebsten <b>Reggaemusik</b>, weil sie <b>gute Laune macht</b>.</li> <li>3. Ich höre keine <b>Jazzmusik</b>, weil sie <b>nervig</b> ist.</li> <li>4. Meine Lieblingsband ist <b>Alt J</b>, weil sie <b>originell</b> ist.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe what type of music I like/don't like to listen to and why.</li> <li>2. Describe what music I prefer/like to listen to the most and why</li> <li>3. say what music I don't listen to using the negative 'kein' (no) and why</li> <li>4. Say what my favourite band is and why</li> </ol>
<p><b>2</b> Spielst du ein Instrument? Seit wann? Wie oft? Wo?</p>	<ol style="list-style-type: none"> <li>1. Ich spiele seit <b>drei</b> Jahren <b>Gitarre</b></li> <li>2. <b>Mein Bruder</b> spielt <b>jeden Tag Geige</b>.</li> <li>3. Ich spiele in einer Band <b>in der Schule Schlagzeug</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Say how long you have been playing an instrument or not</li> <li>2. Use the word 'seit' with the correct tense in German</li> <li>3. Say how often you play an instrument</li> <li>4. Say where you play an instrument</li> </ol>
<p><b>3</b> Wie war's auf dem Festival?</p>	<ol style="list-style-type: none"> <li>1. Ich bin zu einem Festival gegangen.</li> <li>2. Ich habe <b>neue Leute kennengelernt</b>.</li> <li>3. Wir haben <b>in einem Zelt geschlafen</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. say what I did at a music festival using the perfect tense (past tense) to say what I did and what we did</li> <li>2. Use the correct auxiliary verb (habe or bin) in the perfect tense</li> </ol>
<p><b>4</b> Wie war's auf dem Festival?</p>	<p>We will continue to use our week 3 vocabulary to answer the question 'Wie war's auf dem Festival?'</p>	<ol style="list-style-type: none"> <li>1. say what I did at a music festival using the perfect tense (past tense) to say what I did and what we did</li> <li>2. Use the correct auxiliary verb (habe or bin) in the perfect tense</li> </ol>
<p><b>5</b> Wer war besser?</p>	<ol style="list-style-type: none"> <li>1. Die <b>Musik von Rammstein war lauter</b> als <b>Alt J</b>.</li> <li>2. Der <b>Sänger von Seeed war lustiger</b> als <b>Ed Sheeran</b>.</li> <li>3. Ich finde ihn <b>nerviger</b>.</li> <li>4. Ich finde sie <b>dynamischer</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe musicians/bands using the imperfect tense (past tense)</li> <li>2. Compare two bands using the comparative</li> <li>3. Use the indirect object pronoun to describe <b>him/her</b></li> </ol>

## German Cycle 2 Year 9

Week	I will need to know:	So that I can:
<b>6</b> Speaking assessment	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.	<b>Mid point assessment</b> <b>Speaking (Question and answers)</b>
<b>7</b> Wie bist du? Was würdest du machen?	<ol style="list-style-type: none"> <li>1. Ich bin <b>ziemlich abenteuerlustig</b>, aber <b>gar nicht mutig</b>.</li> <li>2. Ich würde nie <b>Kakerlaken essen</b>, aber ich würde bestimmt <b>mit Haifischen schwimmen</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe my personality using a range of intensifiers and adjectives</li> <li>2. Say what I would maybe/definitely/never do using the conditional tense</li> </ol>
<b>8</b> Hast du einen Job im Moment?	<ol style="list-style-type: none"> <li>1. Ich arbeite seit <b>zehn Wochen</b> als <b>Babysitter</b>.</li> <li>2. Ich arbeite seit <b>zwei Monaten</b> in <b>einem Supermarkt</b>.</li> <li>3. Man muss <b>saubermachen</b>, aber man darf nicht <b>Ball spielen</b>.</li> <li>4. Ich mag den Job, weil er <b>Spaß macht</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Say what part time job I have since when and where</li> <li>2. Say what I have to/ can/ am (not) allowed to do using modal verbs</li> <li>3. Give my opinion on the job</li> </ol>
<b>9</b> Was möchtest du in der Zukunft machen?	<ol style="list-style-type: none"> <li>1. Ich würde <b>zuerst um die Welt reisen</b>, um <b>Leute kennenzulernen</b>.</li> <li>2. Ich möchte <b>später bei BMW arbeiten</b>, um <b>Erfahrungen zu bekommen</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Say what job I want to do in the future using the conditional tense and sequencers</li> <li>2. Give a reason why (in order to) I want that job using the infinitive with zu</li> </ol>
<b>10</b>	<b>Scholar's Prep:</b> 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!	<b>Assessment</b> <ul style="list-style-type: none"> <li>• <b>Listening</b></li> <li>• <b>Reading (Including translation into English)</b></li> <li>• <b>Writing (Paragraph)</b></li> </ul>
<b>11</b> Was möchtest du in der Zukunft machen?	We will continue to use our week 9 vocabulary to answer the question 'Was möchtest du in der Zukunft machen?'	<ol style="list-style-type: none"> <li>1. Say what job I want to do in the future using the conditional tense and sequencers</li> <li>2. Give a reason why (in order to) I want that job using the infinitive with zu</li> </ol>
<b>12</b>	<b>Super teaching week:</b> 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 Cycle 2 Year 9

Careers linked to topics we study this cycle are: Digital marketing, logistics, Teacher, travel agent, Flight attendant, travel blogger, Translator, pilot, Nurse, manager, Engineer, journalist, Chemist, lawyer, Digital marketing, logistics, First responder, sales executive  
 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 gustaría ser?	<ol style="list-style-type: none"> <li>1. Me encantaría ser <b>bombero porque es práctico.</b></li> <li>2. <b>Me gustaría ser</b> peluquero.</li> <li>3. Espero trabajar <b>con niños al aire libre.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Say what job I would like to do in the future and why using.</li> <li>2. Use the conditional tense to say what job I 'would like/love'.</li> <li>3. Say what characteristics the job would have.</li> </ol>
2 ¿A qué se dedica tu modelo a seguir?	<p>We will continue using our week 1 vocabulary to answer the question <b>¿Qué te gustaría ser?</b></p> <ol style="list-style-type: none"> <li>1. <b>Mi modelo a seguir es músico.</b></li> <li>2. Mi modelo a seguir es veterinario, <b>así que tiene que cuidar a los animales.</b></li> <li>3. <b>Le chifla su trabajo</b> porque es interesante.</li> </ol>	<ol style="list-style-type: none"> <li>1. Say what your role model does.</li> <li>2. Say what your roles model's job involves doing.</li> <li>3. Say if they like/don't like their job and why</li> </ol>
3	<p>We will continue using our week 2 vocabulary to answer the question <b>¿A qué se dedica tu modelo a seguir?</b></p>	<ol style="list-style-type: none"> <li>1. Say what your role model does.</li> <li>2. Say what your roles model's job involves doing.</li> <li>3. Say if they like/don't like their job and why</li> </ol>
4 ¿Cómo va a ser tu futuro?	<ol style="list-style-type: none"> <li>1. En el futuro <b>voy a ganar mucho dinero. Me va a gustar</b> porque <b>va a ser</b> flipante.</li> <li>2. En el futuro <b>iré a la universidad. Lo odiaré</b> porque <b>será monótono.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Say what your future will be like using the immediate future tense.</li> <li>2. Say what your future will be like using the simple future tense.</li> </ol>
5	<ol style="list-style-type: none"> <li>1. We will continue using our week 2 vocabulary to answer the question <b>¿Cómo va a ser tu futuro?</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Say what your future will be like using the immediate future tense.</li> <li>2. Say what your future will be like using the simple future tense.</li> </ol>
6	<p>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>	<p><b><u>Mid point assessment</u></b></p> <p><b>Speaking (Questions and answers)</b></p>

## Spanish Cycle 2 Year 9

Week	I will need to know:	So that I can:
7 ¿Cómo ha cambiado tu ciudad?	<ol style="list-style-type: none"> <li>1. <b>Antes vivía</b> en un pueblo grande en el norte de Inglaterra. <b>Ahora vivo</b> en una ciudad bonita en el centro de los estados unidos.</li> <li>2. En el pasado mi ciudad <b>estaba muy sucia</b> y <b>había mucha contaminación</b>. Hoy en día <b>está más limpia y tiene muchos espacios públicos</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand and use the past imperfect tense to describe where you used to live and contrast with where you live now.</li> <li>2. Describe what your city was like in the past using the imperfect tense and contrast with what it is like nowadays.</li> </ol>
8 ¿Qué haces para ayudar al medio ambiente?	<ol style="list-style-type: none"> <li>1. <b>Para mí, es importante</b> ir a clase en autobús <b>para proteger el medio ambiente</b>.</li> <li>2. <b>Voy a apagar las luces</b> para hacer un mundo mejor.</li> <li>3. <b>No deberíamos usar bolsas de plástico</b> para ayudar al planeta.</li> </ol>	<ol style="list-style-type: none"> <li>1. Give your opinion on what is important to do in order to protect the environment.</li> <li>2. Say what you are going to do/not going to do in order to help using the immediate future tense.</li> <li>3. Say what we should/should not do in order to protect the environment using modal verbs.</li> </ol>
9 ¿Cuáles son los derechos de los niños?	<ol style="list-style-type: none"> <li>1. <b>En Inglaterra tengo derecho a</b> la educación, así que no tengo que tener dinero para acceder a la misma.</li> <li>2. En otros países hay niños que <b>no tienen acceso a</b> la protección y <b>no pueden</b> salir a la calle.</li> </ol>	<ol style="list-style-type: none"> <li>1. Say what rights you have as a young person in the UK.</li> <li>2. Say what rights young people have/don't have in other countries around the world.</li> </ol>
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><b>Assessment</b></p> <p><b>Listening</b> <b>Reading (Including translation into English)</b> <b>Writing (Paragraph)</b></p>
11	We will continue using our week 9 vocabulary to answer the question <b>¿Cuáles son los derechos de los niños?</b>	<ol style="list-style-type: none"> <li>1. Say what rights you have as a young person in the UK.</li> <li>2. Say what rights young people have/don't have in other countries around the world.</li> </ol>
12	<b>Super teaching week:</b> 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 9 Music Cycle 2 Variations

Careers linked to this cycle are musical director, performer, composer, arranger

Week	I will need to know about: Variations	So that I can:
1	<p>Many great musical ideas are developed by VARYING the melody. The main ways to do this are:</p> <ul style="list-style-type: none"> <li>• Adding and subtracting notes from your <b>THEME (Main Tune)</b></li> <li>• Flipping the notes upside down via <b>INVERSION</b></li> <li>• Repeating your ideas in a new part in <b>CANON</b></li> <li>• Playing your theme backwards in <b>RETROGRADE</b></li> <li>• Changing your <b>DYNAMICS</b> (your volume)</li> <li>• <b>For your assessment in Week 11, you will need to perform your own variation of the song, 'Frere Jacques'. You will be able to do this on acoustic instruments OR using the music technology.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>PERFORM</b> a variation on a theme</li> <li>• <b>EXPRESS</b> myself through sound.</li> <li>• <b>RECOGNISE</b> and work with development techniques to create <b>BIG</b> pieces from <b>SMALL</b> ideas.</li> </ul> 
2	<p><b>THEME-</b> The main melody or idea is what you are going to VARY. Try changing the notes and labelling them Variation 1 on your handout.</p>	<ul style="list-style-type: none"> <li>• <b>INTERPRET</b> notation from a score</li> <li>• <b>CREATE</b> new music using note addition and subtraction</li> <li>• <b>COMPLETE</b> your first variation</li> </ul>
3	<p><b>CHANGING THE TONALITY</b></p> <ul style="list-style-type: none"> <li>• Frere Jacques is in the <b>MAJOR</b> key.</li> <li>• By adding flat notes, we can change the tonality to <b>MINOR</b></li> <li>• What new effect and mood does this create?</li> <li>• Practise until you can play this fluently (no hesitation)!</li> <li>• Label this Variation 2 on your handout.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>WORK</b> with the Musical element: Tonality</li> <li>• <b>SWITCH</b> from major to Minor with confidence</li> <li>• <b>COMPLETE</b> your second variation.</li> </ul>
4	<p><b>PERFORMING QUALITY</b></p> <p>In this lesson we will focus on playing <b>LEGATO</b> – smoothly, with the correct fingers. Watch the teacher demonstration carefully and listen to the sound they create. Can you play the Theme and your two variations <b>LEGATO</b> with the correct fingering?</p>	<ul style="list-style-type: none"> <li>• <b>STRENGTHEN</b> my keyboard skills</li> <li>• <b>PLAY</b> with correct fingering</li> <li>• <b>CONFIDENTLY</b> navigate the keyboard</li> </ul>
5	<p><b>Mid-point Performance assessment :</b></p> <p>You will be asked to <b>SHOW</b> your written work which demonstrates your notation of the variations.</p> <p>You will be asked to <b>PLAY</b> the variations on a classroom instrument.</p>	<ul style="list-style-type: none"> <li>• <b>COMPLETE</b> an effective performance</li> <li>• <b>PERFORM</b> under pressure</li> <li>• <b>SELF-ASSESS</b> against our Year 9 Mastery Statements</li> </ul>

## Year 9 Music Cycle 2 Variations

Week	I will need to know:	So that I can:
6	<p><b>Mid-point recording evaluation of assessment :</b> You will be asked to assess your performance using a recording and complete a written evaluation against the Year 9 Mastery Statements.</p>	<ul style="list-style-type: none"> <li>• DEVELOP my understanding of I can improve my performance against our Year 9 Mastery Statements.</li> </ul>
7 - 9	<p><b>USING MUSIC TECHNOLOGY TO CREATE VARIATIONS</b></p> <ul style="list-style-type: none"> <li>• Login to Bandlab</li> <li>• Record in your THEME (Main melody)</li> <li>• Record in your Variations ensuring you are demonstrating:</li> <li>• Ostinato (Repeated pattern)</li> <li>• Note Addition and Subtraction</li> <li>• Retrograde</li> <li>• Inversion</li> <li>• Dynamic changes.</li> </ul>	<ul style="list-style-type: none"> <li>• DEVELOP Music tech skills which are important for GCSE music and music production.</li> <li>• LEARN how to use the MIDI keyboards in the computer suite</li> <li>• SELF-ASSESS against Mastery statements</li> </ul>
10	<p><b>Scholar's Prep:</b> 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>	<ul style="list-style-type: none"> <li>• PERFORM a variation on a theme</li> <li>• EXPRESS myself through sound.</li> <li>• RECOGNISE and work with development techniques to create BIG pieces from SMALL ideas.</li> </ul>
11	<p><b>Introducing GROUND BASS</b> –a Repeated Bass Line underneath the harmony and melody lines. In this lesson you will play the Ground Bass beneath U2s song, 'With or Without You' and choose from a variety of variations to try out on our classroom instruments. You will also improvise to create an additional part and record in your work using our music technology.</p>	
12	<p><b>Super teaching week:</b> 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 9 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
<ol style="list-style-type: none"> <li>1. A reintroduction to the cross-country course and the different routes and select a chosen route that is manageable for their individual <b>pace</b>.</li> <li>2. That will be able to <u>identify</u> the routes on the cross-country course.</li> </ol>	<ol style="list-style-type: none"> <li>1. The starting position in badminton is to stand central on the court with knees bent and <b>racket ready</b>. 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 <b>chasse</b>. To <b>chasse</b> the knees are bent and you remain on the balls of your feet.</li> <li>2. Demonstrate starting position and <b>chasse</b> movement to the forecourt, midcourt and rearcourt</li> </ol>	<p>To demonstrate <b>group balances</b> with a group of 3 or more students . Demonstrate a variety of group balances with support for my group safety. To incorporate travel into the group balances to show effective linking of skills.</p>
<ol style="list-style-type: none"> <li>1. Students will know how to use a compass to <b>navigate</b> around a course to find selected points on the course.</li> <li>2. <u>Identify</u> on a compass where North, East, South and West are.</li> </ol>	<ol style="list-style-type: none"> <li>1. That to perform a <b>forehand serve</b> I keep my racket below my head, hold the shuttlecock directly on top of the racket, stand side on, and contact the shuttlecock to go over the net into opponent's service box. Serves should be diagonal every time.</li> <li>2. Perform a serve to start a game with the correct technique to force my opponent towards the rear court</li> </ol>	<p>To link together travel and group balance skills into a routine with raised <b>apparatus</b> (benches) and music. When travel and balance skills are linked together the transition will be smooth and it will flow.</p>
<p>How to successfully <b>orienteer</b> compass points on a map to identify the location of targets to then answer questions on flags</p>	<ol style="list-style-type: none"> <li>1. That by performing a successful <b>clear</b> I must have the racket above my head and hit the shuttlecock at the highest point possible, aiming for the back tramline. I should be sideways on and when making contact with the shuttlecock my racket leg should follow through. To outwit the opponent in a <u>conditioned game</u>, I will need to draw them into the net to play a <b>clear</b> to force them to the back.</li> </ol>	<p>Perform effective timing and <b>synchronicity</b> to maximise the aesthetics of your floor routine. Provide effective feedback to my peers on their floor routine. Effective feedback will provide why an aspect worked well in the routine and how to improve a particular aspect.</p>
<p>To plot compass points on a map to create a challenge for <b>opposing</b> students</p>	<ol style="list-style-type: none"> <li>1. That by performing a <b>smash</b> I extend my racket elbow quickly, I turn my body by rotating my opposite shoulder backwards, contact the shuttlecock high up and in front of the body, flick the wrist to create a 'whooshing' sound and aim directly at opponent. I start with my body sideways on.</li> <li>2. Outwit an opponent by ending the rally with a smash in an <u>isolated practice</u>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate a <b>side vault</b> using a piece of raised apparatus.</li> <li>2. Take off from springboard/trampoline with both feet. Both hands push onto the raised apparatus. Legs swing round the side of the apparatus to land with two feet on the mat on the opposite side of the raised apparatus.</li> </ol>
<p>To understand how to follow the <b>compass</b> to identify and locations of questions to then unscramble a puzzle.</p>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Understand the singles/doubles game rules and independently <b>officiate competitive games</b></li> </ol>	<p>Demonstrate the technique for a <b>handspring</b> with some control and with peer support.</p>

**Year 9 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
<p>Using the types of passes: Chest, Bounce, <b>Shoulder</b> and Overhead to select the right type of pass in competitive practices to advance the ball quickly up the pitch through the thirds for quicker transitions to create more chances to score.</p>	<p>That main types of passes in rugby are the pop, spin, and <b>flat pass</b>. A pass in rugby must be made sideways or backwards. To perform a spin 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. As you release the ball twist your hands to cause the ball to rotate.</p>	<p>Layup under <b>pressure</b>- Performing a layup under <b>pressure</b> and using the skills learned in Year 8 to build on this knowledge. By attacking the defender and going to the basket. Performing the skill in a competitive scenario.</p>
<p>Using the footwork rules in competitive practices/ scenarios to best move the ball and prevent a <b>turnover</b> to the other team by planting both feet on the floor to then offload the ball before moving the feet. Pivoting to select the best pass possible to allow the flow of the ball to continue.</p>	<p>To break the defensive line/tackle, wrap the ball up in one arm, twist your torso to point the ball carrying shoulder towards the defender, push the defender (tackle bag) out of your way. To <b>outwit</b> the defender, lean into a step one way then push off this leg to run the other way.</p>	<p>Shooting under pressure- Being able to find space and <b>separation</b> between the defender to have more space to shoot. Depending on the angle/ position you are in the court then choosing the correct way to shoot and score the basket.</p>
<p>To shoot accurately in competitive scenarios with pressure from the GD/GK and move the ball to the best location to allow for the best shot within the <b>shooting D</b>. Shooting will be performed in competitive conditioned games.</p>	<p>That by performing a ruck successfully, in a game of <b>tag</b>, 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 that opposing player off until a player (scrum half) retrieves the ball from the ground and plays it off.</p>	<p>Passing and <b>Triple Threat</b> – to understand the term <b>Triple Threat</b> is to be able to pass dribble and shoot. So, receiving the ball should always be with two hands and catching the ball with control and balance to perform next action with consistent control.</p>
<p>To implement the <b>offside</b> rules in competitive scenarios and keep myself in the correct position of the court for where my position is allowed. To be aware of teammates positioning to ensure they are in the correct position to not result in any turnovers.</p>	<p>Apply additional attacking techniques to a basic arrowhead formation in a game of tag. Outwit an opponent by using variety in running lines, <b>miss-passes</b> (faking a pass or missing out teammates and passing longer) and loop arounds (one teammate moving out of arrow formation, running around the ball carrier to take the ball on the other side).</p>	<p><b>Full court press</b> - Working together as a team to win the ball back high up the court in the opposition half and be close to the opposition basket. By winning the ball up high we can create more opportunities to score.</p>
<p>In competitive gameplay applying all previously learned skills into the context of a game and showcasing these skills to help create space and spread the court through quick <b>transitions</b> and movement by short sharp passes into space where the opponents aren't on the court.</p>	<p>Use a defensive line confidently in full game situations. 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 <b>unit</b>.</p>	<p>Attacking through dribbling and engaging defenders. To learn the moves such as <b>cross over</b>, hip swivel, and hesitation.</p>

## Religious Studies Cycle 2: What is the cause of evil and suffering?

Careers linked to topics we study this cycle are **Philosopher, Historian, Theologian**

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> <li>1. Some people think that near <b>death experiences</b> prove the existence of God</li> <li>2. Some people argue that remembering your past life is evidence for reincarnation. <b>Reincarnation</b> could suggest the existence of a God</li> <li>3. A <b>miracle</b> is an extraordinary event that cannot be explained by natural or scientific laws</li> <li>4. An <b>interventionist God</b> is an active and caring God who gets involved in the world</li> </ol>	<ol style="list-style-type: none"> <li>1. Define the terms 'near death experience and 'interventionist God'</li> <li>2. Explain why some people argue this evidence proves the existence of God</li> <li>3. Evaluate the evidence for and against the existence of an interventionist God</li> </ol>
2	<ol style="list-style-type: none"> <li>1. <b>Moral evil</b> refers to the evil acts of humans. For example, stealing and murder.</li> <li>2. <b>Natural evil</b> refers to natural disasters such as, earthquakes or tsunamis.</li> <li>3. <b>The problem of evil</b> asks the question: that if God is <b>omnipotent</b> (all powerful), <b>omniscient</b> (all knowing) and <b>omnibenevolent</b> (all loving) then why is there evil and suffering in our world?</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain what is meant by moral and natural evil and provide examples</li> <li>2. Explain what is meant by the problem of evil</li> <li>3. Consider whether I think the problem of evil undermines the existence of God</li> </ol>
3	<ol style="list-style-type: none"> <li>1. The <b>Holocaust</b> refers to the mass killing of innocent people under the <b>Nazi</b> regime</li> <li>2. In the Bible Jewish people are described as being the "chosen people" of God. God made a <b>covenant</b> (promise) with Abraham that he would always protect his people</li> <li>3. Some people ask why did an <b>omnipotent</b> (all powerful) and <b>omnibenevolent</b> (all loving) God allow the <b>Holocaust</b> if the Jews are his 'chosen people'</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the events of the Holocaust and the concept of God's chosen people</li> <li>2. Explain how the Holocaust is an example of moral evil</li> <li>3. Evaluate the Holocaust as an example of the problem of evil</li> </ol>
4	<ol style="list-style-type: none"> <li>1. The <b>Nuremberg Laws</b> were introduced in 1935. They placed limits on the <b>rights</b> of Jewish people. For example, they were forbidden from marrying German people.</li> <li>2. <b>Anne Frank</b> was born in 1929 in Germany. She was given a diary for her birthday</li> <li>3. Under the Nazi regime, Jewish people were set to hard and punishing work in the <b>concentration camps</b>. They were fed very little and kept in poor conditions</li> <li>4. In her diary, Anne explains her belief in an <b>interventionist God</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Explain what life was like for Jewish people under the Nazi regime</li> <li>2. Give examples of Nuremberg laws</li> <li>3. Explain the concept of an interventionist is God in reference to Anne Frank's diary</li> </ol>
5	<ol style="list-style-type: none"> <li>1. <b>Theological determinism</b> means that everything that takes place in our world is a part of God's divine plan and humans have no choice over it</li> <li>2. <b>Free will</b> means that humans can choose between doing good and bad actions</li> <li>3. <b>Original sin</b> is a Christian belief that says that everyone is born sinful. This means that they are born with a built-in urge to do bad things and to <b>disobey</b> God</li> <li>4. Christians believe that Jesus sacrificed his life to save humans from <b>original sin</b></li> <li>5. In the <b>Book of Job</b>, the story teaches that evil and suffering is a test of faith</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain responses to the problem of evil:</li> <li>2. That moral evil is caused by free will;</li> <li>3. That Jesus has saved humans from original sin</li> <li>4. That evil and suffering are a test of faith</li> <li>5. Evaluate these religious arguments and consider whether they solve the problem of evil</li> </ol>

**Religious Studies Cycle 2: What is the cause of evil and suffering?**

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> <li>1. <b>Absolute morality</b> means the good never changes. <b>Relative morality</b> means that good changes depending on the situation. Which you believe is true might depend on your belief in a God</li> <li>2. Different people have different ideas about where ideas about right and wrong come from e.g., <b>religious laws</b>, the <b>conscience</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the concepts of absolute and relative</li> <li>2. Explain different sources of morality</li> <li>3. Give me own view about whether morality is relative or absolute</li> </ol>
7	<ol style="list-style-type: none"> <li>1. A <b>crime</b> is an action that breaks the human law</li> <li>2. <b>Bye-laws</b> are made by local governments apply to local areas and <b>parliamentary laws</b> are made by the Government and apply to everyone in the country</li> <li>3. We can categorise crimes into different types e.g. <b>crimes against a person</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Explain different types of UK laws and crimes</li> <li>2. Explain the connection between crime and religious belief about God and free will</li> <li>3. Give me own opinion about which crimes are most serious</li> </ol>
8	<ol style="list-style-type: none"> <li>1. There are several reasons people commit crimes e.g. upbringing, addiction</li> <li>2. Factors that influence crime include <b>environmental</b> (the area and living place and conditions where you are brought up/ how you grow up), <b>psychological</b> (Your emotional state/how you feel) and <b>social</b> (The effects of society / people / peers / friends on your views)</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain factors influencing crime</li> <li>2. Evaluate whether:</li> <li>3. People are born evil</li> <li>4. People can claim to oppose unjust laws</li> <li>5. Crimes can ever be excusable</li> </ol>
9	<ol style="list-style-type: none"> <li>1. <b>Sin</b> is any action, thought or behaviour that may be considered <b>immoral</b> or goes against God's law. Crimes are usually also <b>sins</b> however, not everything that is sinful is illegal</li> <li>2. The <b>Parable of the sheep and the goats</b> teaches that we should visit people when they are in prison and that we should treat others with kindness</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the difference between religious and secular laws</li> <li>2. Explain Christian attitudes to people who commit crimes</li> <li>3. Explain Christian teachings about attitudes to criminals</li> </ol>
10	<p><b>Scholar's Prep:</b> 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! <b>This assessment will be a short answer and skills-based assessment.</b></p>	
11	<ol style="list-style-type: none"> <li>1. Two types of punishment are not legal in the UK: <b>Corporal punishment</b> – physical punishments (e.g. whipping, caning); <b>Capital punishment</b> – the death penalty</li> <li>2. There are several reasons for punishing e.g. <b>Reform</b> to change a person's character and prevent them from reoffending</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the different aims of punishment</li> <li>2. Consider whether prison sentences meet these aims</li> <li>3. Give me own view about what the aim of punishment should be</li> </ol>
12	<p><b>Super teaching week:</b> 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>	

## Character Education Curriculum Dictionary: Tier Two Words

Week	Word	Definition	Example
1	<b>Resilience</b>	The ability to recover quickly from difficulties or setbacks.	Developing <b>resilience</b> helps you bounce back from challenges in school and life.
2	<b>Empathy</b>	The ability to understand and share the feelings of another.	Showing <b>empathy</b> builds stronger relationships and a more inclusive community.
3	<b>Perseverance</b>	Continued effort to do or achieve something despite difficulties.	<b>Perseverance</b> is key when preparing for exams or learning new skills.
4	<b>Accountability</b>	Taking responsibility for your actions and decisions.	Practising <b>accountability</b> helps build trust with teachers and peers.
5	<b>Initiative</b>	The ability to assess and begin things independently.	Taking <b>initiative</b> in group work shows leadership and confidence.
6	<b>Collaboration</b>	Working effectively with others to achieve a common goal.	<b>Collaboration</b> is essential in both school projects and future careers.
7	<b>Reflection</b>	Serious thought or consideration, especially about one's learning or actions.	Regular <b>reflection</b> helps students improve their behaviour and performance.
8	<b>Engagement</b>	Active participation and emotional involvement in learning or activities.	High <b>engagement</b> in lessons leads to better understanding and achievement.
9	<b>Integrity</b>	Being honest and having strong moral principles.	Acting with <b>integrity</b> means doing the right thing, e
10	<b>Aspiration</b>	A strong desire to achieve something meaningful or important.	Setting clear <b>aspirations</b> can help students stay focused on their goals.

**Character Education Curriculum Dictionary: Tier Three Words**

Week	Word	Definition	In a sentence:
1	<b>Aspiration</b>	A strong desire to achieve something meaningful or important.	Setting clear <b>aspirations</b> can help students stay focused on their goals.
2	<b>Resilience</b>	The ability to recover quickly from difficulties or setbacks.	Developing <b>resilience</b> helps you bounce back from challenges in school and life.
3	<b>Empathy</b>	The ability to understand and share the feelings of another.	Showing <b>empathy</b> builds stronger relationships and a more inclusive community.
4	<b>Perseverance</b>	Continued effort to do or achieve something despite difficulties.	<b>Perseverance</b> is key when preparing for exams or learning new skills.
5	<b>Accountability</b>	Taking responsibility for your actions and decisions.	Practising <b>accountability</b> helps build trust with teachers and peers.
6	<b>Initiative</b>	The ability to assess and begin things independently.	Taking <b>initiative</b> in group work shows leadership and confidence.
7	<b>Collaboration</b>	Working effectively with others to achieve a common goal.	<b>Collaboration</b> is essential in both school projects and future careers.
8	<b>Reflection</b>	Serious thought or consideration, especially about one's learning or actions.	Regular <b>reflection</b> helps students improve their behaviour and performance.
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10	<b>Integrity</b>	Being honest and having strong moral principles.	Acting with <b>integrity</b> means doing the right thing
11	<b>Aspiration</b>	A strong desire to achieve something meaningful or important.	Setting clear <b>aspirations</b> can help students stay focused on their goals.

## English Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	<b>Criticises</b>	To dispute / argue the truth or validity of something.	In "Romeo and Juliet," Shakespeare <b>criticises</b> how Elizabethans violently pursue honour, illustrating tragic losses as the consequence.
2	<b>Powerfully</b>	With a strong effect on people's feelings or thoughts.	Malorie Blackman <b>powerfully</b> explores the deep-rooted issues of racial prejudice and social injustice within her play, "Noughts and Crosses".
3	<b>Expose</b>	To reveal the true nature of something.	The documentary <b>exposed</b> how child labour is used within the chocolate making industry.
4	<b>Admonish</b>	The reaction to something.	To firmly criticise or warn someone or a group.
5	<b>Defies</b>	To openly resist or refuse to obey.	Juliet <b>defies</b> her father in marrying Romeo in secret.
6	<b>Profound</b>	Deep and meaningful; having a strong impact	The speech had a <b>profound</b> effect on everyone in the audience.
7	<b>Coherent</b>	Logical and well-organized; easy to understand.	Her essay was <b>coherent</b> , with each paragraph flowing smoothly into the next.
8	<b>Resilience</b>	The ability to recover quickly from difficulties; toughness.	The community showed remarkable <b>resilience</b> after the natural disaster.
9	<b>Empathy</b>	The ability to understand and share the feelings of another	Her empathy for others made her a great doctor.
10	<b>Constructs</b>	Ideas or theories that are created by combining simpler elements.	The novel's characters are complex <b>constructs</b> , representing various human traits.

## English Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	<b>In medias res</b>	A narrative technique where a story begins in the midst of action or critical situation, rather than at the chronological beginning.	"The Boxer" begins <b>'in medias res'</b> , immediately throwing viewers into an exciting boxing match with no initial background, building curiosity and encouraging them to uncover the unfolding story.
2	<b>Hyperbole</b>	The use of extreme exaggeration.	In the intense heat, she exclaimed, "I'm melting!" using <b>hyperbole</b> to express her discomfort.
3	<b>Imagery</b>	The use of vivid language to create mental pictures or sensations in the reader's mind.	<b>Imagery</b> was used to detail the fireplace crackling, filling the room with warmth and a soft, comforting glow.
4	<b>Juxtaposition</b>	Two ideas together which contrast each other, often in order to bring out their differences.	The quiet, empty street at dawn was a sharp <b>juxtaposition</b> to the noisy, lively street during the day.
5	<b>Repetition</b>	Repeating something that has already been said or written for impact.	The poet's <b>repetition</b> of the phrase "I am strong" reinforced the theme of resilience.
6	<b>Cyclical</b>	Occurring in cycles; repeated regularly.	The author employed a <b>cyclical</b> narrative structure, beginning and ending the story with the same event to highlight the protagonist's growth and the passage of time.
7	<b>Show don't tell</b>	Method of writing in which characters and story come to life through vivid sensory details and actions.	Instead of telling the reader, "he was angry" we can use the <b>"show don't tell"</b> method to describe how his "face turned red, his jaw clenched, and he slammed the door shut with a loud bang."
8	<b>Tone</b>	The attitude that a character, narrator, or author takes towards a given subject.	"Lamb to the Slaughter" adopts a suspenseful <b>tone</b> as Mary, seemingly composed, transforms what was a normal routine evening by using a frozen leg of lamb as a weapon.
9	<b>Dramatic irony</b>	When the reader knows something that the other characters do not.	In "Lamb to the Slaughter," detectives eat a leg of lamb, not realising it is the murder weapon. Readers, who know this detail, experience <b>dramatic irony</b> .
10	<b>Pathetic fallacy</b>	A literary device where human emotions or characteristics are attributed to nature, weather, or inanimate objects to reflect the mood or tone of a scene.	As the novel reached its climax, the author employed <b>pathetic fallacy</b> through the howling wind, intensifying the sense of impending doom.

## Maths Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	<b>Expression</b>	In algebra, an expression is multiple terms grouped together with operators (such as + or x)	An <b>expression</b> for the perimeter of a rectangle is $2L + 2W$
2	<b>Solve</b>	To find a value (or values) we can put in place of a variable that makes an equation true.	To <b>solve</b> the equation $x + 5 = 8$ , we work out that $x = 3$ makes the equation correct
3	<b>Factors (in algebra)</b>	In algebraic expressions, factors can be numbers, variables, or combinations of both.	In the <b>expression</b> $5x^2$ , the <b>factors</b> are 5 and $x^2$ .
4	<b>Formula</b>	A formula is a mathematical rule or relationship that uses letters (called variables) to represent amounts which can be changed.	The <b>formula</b> for the area of a rectangle is length times width, or $A = lw$ .
5	<b>Hypoteneuse</b>	The longest side on a right-angle triangle, which is always opposite the right angle	In a right-angled triangle of side lengths 6cm, 8cm and 10cm, the 10cm side is the <b>hypoteneuse</b>
6	<b>Opposite side</b>	Given an angle, the <b>opposite</b> side is the side on the other side of the triangle.	The <b>opposite</b> side length is 12cm.
7	<b>Adjacent side</b>	Given an angle, the <b>adjacent</b> side is the short side touching the angle (not the hypotenuse).	The formula she used was $\cos(\text{angle}) = \text{adjacent} \div \text{hypotenuse}$ .
8	<b>Range</b>	The range is the difference between the largest and smallest number in a set of data	If a group of students scored between 70 and 95 on a test, the <b>range</b> would be $95 - 70 = 25$ .
9	<b>Independent Variable</b>	This is the variable you change in an experiment	I looked at different ages of people to see if it affected their height, the age was the <b>independent variable</b>
10	<b>Angle</b>	A way of measuring how much something turns, or the difference in direction between two lines.	The <b>angle</b> between the two lines was $45^\circ$ .

## Maths Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	<b>Inequality</b>	An <b>inequality</b> compares two values, showing if one is less than, or greater than, the other	The <b>inequality</b> $x > 2$ tells us that x is greater than 2.
2	<b>Factorise</b>	Finding what to multiply to get an expression	To <b>factorise</b> the quadratic expression $x^2 + 7x + 10$ , we write it as $(x + 5)(x + 2)$
3	<b>Quadratic</b>	A <b>quadratic</b> equation or expression is one in which the highest power of x is 2	The quadratic equation $x^2 + 5x + 6 = 0$ has two solutions
4	<b>Simultaneous equations</b>	<b>Simultaneous equations</b> are two or more algebraic equations that share common variables and are solved at the same time (that is, simultaneously).	<b>Simultaneous equations</b> can be used by athletes, for example when calculating the best routes for running or cycling training.
5	<b>Trigonometry</b>	A branch of mathematics concerned with relationships between angles and side lengths of triangles.	<b>Trigonometry</b> is used in real life to calculate the height of tall objects like buildings and mountains, as well as the distances between stars by astronomers
6	<b>Sine</b>	<b>Sine</b> is a trigonometric function of an angle	<b>Sine</b> , Cosine and Tangent are the main functions of angles used in Trigonometry and can be based on a Right-Angled Triangle.
7	<b>Relative frequency</b>	<b>Relative frequency</b> is used to estimate the probability of something happening. It is how often something happens, divided by the total frequency.	The <b>relative frequency</b> of picking a blue counter is .
8	<b>Independent events</b>	Two events are <b>independent</b> if one is not affected by the other.	Rolling a 6 on a dice and getting tails on a coin are <b>independent events</b> .
9	<b>Cumulative Frequency</b>	Cumulative frequency is a running total of frequencies within a dataset, adding up the frequencies as you progress through a table.	Cumulative frequency diagrams help visualize how data is distributed, allowing you to see how many values fall below or above a certain point.
10	<b>Parallel</b>	Parallel lines are straight lines that are always the same distance apart and never intersect, even if extended infinitely.	The two railings of a staircase are <b>parallel</b> , meaning they run side by side and never meet, maintaining a constant distance from each other.


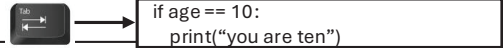
## ART Y9 C2 – Portraiture: Curriculum Dictionary: Tier Two Words 25-26

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

## ART Y9 C2 – Portraiture: Curriculum Dictionary: Tier Three Words 25-26

Topic	Word	Definition	In a sentence
1	<b>Proportions</b>	Proportion refers to the dimensions of a composition and relationships between height, width and depth. How proportion is used will affect how realistic or stylised something seems. Proportion also describes how the sizes of different parts of a piece of art or design relate to each other.	The <b>proportions</b> of the face were incorrect. The eyes were too far up.
2	<b>Distortion</b>	Any change made by an artist to the shape, size or visual character of a form to express an idea, convey a feeling or enhance visual impact.	The purpose of art is not to recreate reality, but to transform it into something more intriguing, <b>distorting</b> reality to great effect.
3	<b>Collage</b>	A technique of art creation, primarily used in the visual arts by which art results from an assemblage of different forms, thus creating a new whole.	She <b>collaged</b> the photos one on top of another to create her picture.
4	<b>Cubism</b>	Cubism was a revolutionary new approach to representing reality invented in around 1907–08 by artists Pablo Picasso and Georges Braque. They brought different views of subjects (usually objects or figures) together in the same picture, resulting in paintings that appear fragmented and abstracted.	<b>Cubism</b> is one of the most well-known Art movements.
5	<b>Relief</b>	The surface of a sculpture in which the three-dimensional elements are raised from a flat base.	The patterns on the vase stood up from the surface in <b>relief</b> .
6	<b>Sculpture</b>	The art of making three-dimensional representative or abstract forms, most commonly by carving stone or wood, or by casting metal or plaster.	One of the most famous <b>sculptures</b> in the world is 'David' by Michelangelo.
7	<b>Collaborative</b>	Produced by or involving two or more parties working together.	The artwork was produced <b>collaboratively</b> involving the work of lots of people.
8	<b>Refine</b>	The improvement of an idea or outcome. It does not involve radical changes, but is about making small changes in order to improve an artwork.	He spent some time <b>refining</b> his painting to make it neater.
9	<b>Surreal</b>	A style in which ideas, images, and objects are combined in a strange way. Dream-like artwork or symbolic images,	The scene of the painting was <b>surreal</b> and strange, like it came from a dream.

## Year 9 Computer Science Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	<b>Acronym</b>	An abbreviation formed from the initial letters of other words	"RAM is the <b>acronym</b> for Random Access Memory"
2	<b>Arithmetic</b>	Involving + (Add) – (subtract) * (multiply) or / (divide)	"All computer <b>arithmetic</b> is carried out by the ALU inside the CPU"
3	<b>Data</b>	Values stored as variables by a program..	"Each Program maintains its state by changing the <b>data</b> in its variables"
4	<b>Instruction</b>	A machine (binary) code the CPU knows how to execute. 	"The PC register points to the address of the next <b>instruction</b> , which is fetched during the FDE cycle" 
5	<b>Magnetic</b>	Using North/South poles of a magnet to encode bits as 0 or 1.	" <b>Magnetic</b> storage devices like HDD can be damaged by magnets"
6	<b>Characteristics</b>	The properties or attributes of a person or object.	"Capacity is a <b>characteristic</b> that shows how much data can be stored in Bytes"
7	<b>Vector</b>	A line of attack/method used. Vectors in Maths and Science have a direction.	"Phishing uses email as a <b>vector</b> to attack its victims"
8	<b>Indent</b>	Python uses the TAB key to indent code in for loops or if statements.	for x in range(10): print(x)
9	<b>Act</b>	In the UK a law is often called an Act.	"The Data Protection <b>Act</b> 2018 is the UK law that protects your personal data, when collected and stored by an organisation"
10	<b>Piracy</b>	Making an illegal copy of an original piece of work without paying the creator the money they are due.	" <b>Piracy</b> is a violation of the Copyright, Design and Patents Act 1988"
11	<b>Optical</b>	Using light / lasers to reflect off a DVD or Blu-ray.	"Pits" scatter the laser being read as a 0, while a reflected "land" is a 1"
12	<b>Selection</b>	To choose one option over another.	"The IF is the <b>selection</b> instruction. If the test is true follow the THEN-BRANCH, ELSE (otherwise) if the test is false follow the ELSE-BRANCH"

## Year 9 Computer Science – Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	<b>Volatile</b>	Short term memory, loses data when power is lost.	"RAM is <b>volatile</b> memory that the CPU uses because of its fast access speed"
2	<b>print()</b>	The command to send output to the screen.	<b>print</b> ("hello, world") # is a one-line python program
3	<b>ALU</b>	Arithmetic Logic Unit – performs all math and logic calculations.	"The <b>ALU</b> performs all calculations in binary using logic gate circuits"
4	<b>CU</b>	Control Unit – carries out the FDE Cycle.	"The <b>CU</b> carries out the Fetch-Decode-Execute Cycle"
5	<b>Register</b>	Register – Small fast dedicated memory inside the CPU.	"The <b>registers</b> are changed with each instructions FDE Cycle"
6	<b>ACC</b>	Accumulator Register – Holds input and output of the ALU.	"The <b>ACC</b> will hold the result of any calculation the ALU has calculated"
7	<b>PC</b>	Program Counter – Holds the address of the next instructions.	"The <b>PC</b> hold the address the next instruction at the starts the FDE Cycle"
8	<b>CIR</b>	Current Instruction Register – Holds current Instruction to decode and execute.	"Once the instruction has been fetched, the CU stores it in the <b>CIR</b> to be decoded and executed"
9	<b>MAR</b>	Memory Address Register – RAM address to be read/written.	"The first step of instruction fetch (in the FDE cycle) copies the PC into the <b>MAR</b> "
10	<b>MDR</b>	Memory Data Register – Instruction or Data read/to be written.	"The 2nd step of instruction fetch (in the FDE cycle ) read the instruction from RAM at the address pointed to by the MAR into the <b>MDR</b> "
11	<b>Social Engineering</b>	Attacking people as the weak point of a system.	" <b>Social engineering</b> is a prevalent threat, with 90% of data breaches having social engineering components".
12	<b>Malware</b>	Any form of malicious software designed to damage or compromise the security of a computer system.	"Ransomware attacks are without a doubt becoming the costliest and damaging <b>malware</b> attack of the 2020's."

**DRAMA Y9 C2 Curriculum Dictionary: Tier Two Words**

Topic	Word	Definition	In a sentence:
1	<b>Physical Theatre</b>	A type of theatre/drama that focuses on communicating meaning mainly through movement.	The performance was made in the <b>Physical Theatre</b> style.
2	<b>Ensemble</b>	A group of actors and theatre makers who work together equally to create and perform drama.	The <b>ensemble</b> performed a production of Macbeth.
3	<b>Body-as-prop</b>	Body-as-prop is a Physical Theatre technique where the actors create the shape and form of an object on stage	I used <b>body-as-prop</b> to create the shape of a tree.
4	<b>Collaborate</b>	To work together on a project.	The group performance was a successful <b>collaboration</b> .
5	<b>Frantic Assembly</b>	A famous British theatre company who focus on creating unique and engaging Physical Theatre. They have created a lot of their devising techniques used around the world.	We used <b>Frantic Assembly</b> techniques to create a Physical Theatre piece.
6	<b>Chair duet</b>	Developed by Frantic Assembly, a sequence of movements which show a relationship between 2 or more characters, usually sitting side-by-side.	The argument was presented through a <b>chair duet</b> .
7	<b>Round-by-through</b>	A technique where a performer moves "around" their partner, then, passes "by" them, and finally moves "through" a passage the partner has created.	The performers used <b>round-by-through</b> to develop a 12 step sequence.
8	<b>Hymn-Hands</b>	The idea of Hymn-Hands is to physically interact with a partner using only each others hands.	We showed the sisters' close friendship through the <b>Hymn-Hands</b> technique.
9	<b>String of material</b>	A sequence of movements which are devised, step-by-step.	Once I'd created my <b>string of material</b> , I planned how I was going to change the pace of my movements.
10	<b>Muscle memory</b>	The ability to move a part of your body without thinking about it.	By rehearsing my movements repeatedly, it became part of my <b>muscle memory</b> .

**DRAMA Y9 C2 Curriculum Dictionary: Tier Three Words**

Topic	Word	Definition	In a sentence:
1	<b>Abstract</b>	A style of art that does not attempt to represent reality and instead uses representation through colour, shapes and imagery.	I painted an <b>abstract</b> picture of a sunset.
2	<b>Unison</b>	Speaking, singing, or moving together as one.	We all put our hands up in <b>unison</b> .
3	<b>Steven Berkoff</b>	A theatre practitioner who is famous for using human bodies as a substitution for set pieces on stage.	I researched the work of <b>Steven Berkoff</b> to understand the body-as-prop technique.
4	<b>Contact work</b>	Physical Theatre moves that involve making contact with another performer.	The performance used <b>contact work</b> to link the members of the ensemble together.
5	<b>Process</b>	A series of actions or steps taken in order to achieve a particular end.	Frantic Assembly always use the same <b>process</b> to create new material for their performances.
6	<b>Rhythm</b>	A strong, regular repeated pattern of movement or sound.	There was a strong <b>rhythm</b> in the music that helped us stay in time during our movement.
7	<b>Choreograph</b>	To create and organise movement sequences (not just dance), often to music.	Our movement was <b>choreographed</b> to a piece of music by Coldplay.
8	<b>Manipulate</b>	To move or shape something.	I <b>manipulated</b> my partner's hands in our chair duet.
9	<b>Dynamics</b>	The study of movement.	The <b>slow-motion</b> dynamics made the performance more tense.
10	<b>Devise</b>	Devising is the process of creating new theatre from scratch, without a script but just an idea.	I <b>devised</b> a piece of drama based on two friends who had fallen out.

## Design and Technology Curriculum Dictionary: Tier Two Words

	Word	Definition	In a sentence:
1	<b>Sensor</b>	A device which detects or measures a physical property – Heat, movement, light, sound.	The <b>sensor</b> was used to activate street lamps as darkness falls.
2	<b>Component</b>	A part that combines with other parts to form something bigger.	Several types of electrical <b>component</b> are used to produce the circuit in a night light.
3	<b>Input</b>	Something that is used to put in or used to activate a system.	The Light Dependent Resistor is used as the sensor in the night light circuit.
4	<b>Process</b>	A series of actions or events performed to make something.	A calculator will <b>process</b> information and display an answer.
5	<b>Output</b>	Something that is produced.	When data is put into a computer the <b>output</b> is displayed on the monitor.
6	<b>Economical</b>	Giving good value or return in relation to the money, time, or effort	A Light Emitting Diode is <b>economical</b> due to it using very little energy and lasting a long time.
7	<b>Sustainable</b>	Able to be maintained at a certain rate or level.	Wood sourced from Managed forests are very <b>sustainable</b> .
8	<b>Mortise and Tenon</b>	A mortise and tenon joint connects two pieces of material (Usually wood). The pin is the Tenon and the hole is the Mortise.	The <b>mortise</b> and <b>Tenon</b> is used for the two upright parts, which hold the acrylic, in your night light.
9	<b>Batch</b>	A quantity or consignment of goods produced at one time.	Printed circuit boards are produced in <b>batches</b> . As demand increases more <b>batches</b> can be made of them.
10	<b>Ohms</b>	A unit of electrical resistance,	A 1000 <b>ohm</b> resistor is used in the light sensing circuit.

## Design and Technology Curriculum Dictionary: Tier Three Words

	Word	Definition	In a sentence:
1	<b>Light Emitting Diode (LED)</b>	A light-emitting diode glows when a voltage is applied. It uses very little energy, produces hardly any heat and lasts a very long time making it very efficient.	<b>Light emitting diodes</b> have replaced filament bulbs in all areas of modern living for lighting and electrical equipment standby indicators.
2	<b>Light Dependent Resistor (LDR)</b>	An LDR is a sensor that increases its resistance in the dark and limits current flow.	The <b>light dependent resistor</b> is the sensor in the night light circuit which activates the light emitting diode.
3	<b>Transistor</b>	A miniature semiconductor that regulates current or voltage flow. It will also amplify a signal and act as a switch.	The <b>transistor</b> acts as a switch and amplifies the signal to turn on the light emitting diode in the night light.
4	<b>Computer Aided Design (CAD)</b>	The use of computer-based software to aid in design and drawing.	<b>Computer Aided Design</b> allows the user to make multiple copies, make corrections easily, change textures, save space when storing designs and be able to email final designs to a client.
5	<b>Computer Aided Manufacture (CAM)</b>	The use of software and computer-controlled machinery to automate a manufacturing process	<b>Computer Aided Manufacture</b> is when you produce a design using a computer and send the information to a CNC machine for it to be manufactured.
6	<b>Computer Numerically Controlled (CNC)</b>	An automated machine which is controlled by binary code.	<b>Computer Numerically Controlled</b> laser cutters enable the user to accurately cut out identical components and minimise the amount of waste material.
7	<b>Printed Circuit Board (PCB)</b>	It is a board that has copper lines and pads that connect various points together and is used for electrical circuits.	The written information on the surface makes it easy to identify where the electrical components go on a <b>Printed Circuit Board</b> .
8	<b>Engrave</b>	Cut or carve text or a design on the surface of a piece of material.	The laser cutter <b>engraves</b> lines into the acrylic to create a design.
9	<b>Laser Cutter</b>	A laser cutter is a type of CNC that uses a laser to vaporize materials.	The <b>laser cutter</b> is computer numerically controlled machine used to cut and engrave materials.
10	<b>Preferences</b>	An alternative over another or others	When printing work it is important to set all the printing <b>preferences</b> correctly.

## Year 9 Food Technology Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	<b>Cross-contamination</b>	The process by which harmful bacteria spread from one substance to another.	Always store raw food in at the bottom of the fridge to prevent <b>cross-contamination</b> .
2	<b>Browning (meat)</b>	A technique to give the meat a flavourful brown-coloured crust by partially cooking the surface of it.	<b>Browning</b> beef gives it a richer, deeper and more complex flavour, not to mention an enticing aroma.
3	<b>Saturated fat</b>	Unhealthy fat, mainly from animal sources	Food sources of <b>saturated fats</b> are butter, cheese and meat, etc.
4	<b>Muscle strength</b>	Ability to lift a heavy maximum weight for a short period.	Lifting weights is an example of a <b>muscle-strengthening</b> activity.
5	<b>Concentration</b>	Paying close attention	Students who eat breakfast have higher <b>concentration</b> levels and are more willing to take part in group activities.
6	<b>Dietary fiber</b>	It is made up of the indigestible parts of plants that can clean our bowels.	<b>Dietary fiber</b> is found in wholegrain cereal, vegetables and fruits.
7	<b>Sweetener</b>	Natural and artificial substances that provide a sweet taste	<b>Sweeteners</b> are in many kinds of foods and drinks labeled sugar-free or diet.
8	<b>Animal welfare</b>	The protection of the health and well-being of animals.	As a nation of animal lovers, the UK is the first country in the world to practice <b>animal welfare</b> legislation.
9	<b>Fair trade</b>	A movement ensuring farmers receive fair prices and reasonable working conditions	Starbucks supports <b>fairtrade</b> by purchasing coffee beans from these farmers and funding them to strengthen their farming practices.
10	<b>Deforestation</b>	The purposeful clearing of forested land	As the global demand for meat continues to rise, <b>deforestation</b> occurs to create the area of land for farming cattle.

## Year 9 Food Technology Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	<b>Danger temperature zone</b>	Bacteria grow most rapidly between 5°C to 63°C.	Food poisoning bacteria rapidly grows at the <b>temperature danger zone</b> .
2	<b>Caramelization</b>	A process of browning of sugar used extensively in cooking for the resulting rich, butter-like flavour and brown colour.	Toasting bread to turn it brown and generate flavor is an example of <b>caramelization</b> .
3	<b>Unsaturated fat</b>	Healthy fat, mainly from plant and fish sources	Foods such as sardines, vegetable oil and walnuts provide a good amount of <b>unsaturated fats</b> .
4	<b>Muscle endurance</b>	Repeating an exercise for a long time without fatigue.	Marathon, swimming and jumping rope are examples of <b>muscle endurance</b> activities.
5	<b>Cognitive</b>	The mental process involved in knowing, learning, and understanding things.	As children grow older, their <b>cognitive</b> processes become better.
6	<b>Probiotics</b>	They are good bacteria that can speed up digestion by maintaining gut health.	<b>Probiotics</b> are usually added to yogurts. They are often described as "good" or "friendly" bacteria.
7	<b>Type 2 diabetes</b>	The pancreas makes less insulin than used to, and your body becomes resistant to insulin.	<b>Type 2 diabetes</b> occurs mostly in people over 45, or younger people with obesity.
8	<b>Genetically Modified (GM) food</b>	The DNA of these foods has been changed to resist pests, diseases and spoilage.	90% of corn in North America is <b>genetically modified (GM) food</b> corn to resist insects and pests.
9	<b>Food ethics</b>	The consideration of the economic, social and environmental impacts of consuming foods	Vegetarians don't eat meat because they don't want animals to suffer is an example of <b>food ethics</b> .
10	<b>Biodiversity</b>	The variety of all living things and their interactions	<b>Biodiversity</b> is important because it ensures ecosystem stability and resilience, providing essential services and resources for all life forms.

## Geography Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	<b>Structure</b>	The arrangement of something.	The <b>structure</b> of the earth is divided into four major components: the crust, the mantle, the outer core, and the inner core.
2	<b>Subducts</b>	When one thing sinks below something else.	Oceanic tectonic plates <b>subduct</b> into the mantle as they are denser and heavier than continental plates.
3	<b>Primary</b> <b>Secondary</b>	Direct result of something. Indirect result of something.	<b>Primary</b> hazards are direct hazards (e.g. shaking earth) whereas <b>secondary</b> hazards are indirect hazards (e.g. landslide).
4	<b>Responses</b>	The reaction to something.	<b>Short term</b> and <b>long term responses</b> are how countries react to an earthquake.
5	<b>Displaced</b>	The relocation/movement away of someone or something.	A group of people can be <b>displaced</b> if a war begins.
6	<b>Tourism</b>	When people travel from where they live to another place for pleasure or relaxation.	<b>Tourism</b> can boost the economy of the local area.
7	<b>Friction</b>	A force between two surfaces that are sliding, or trying to slide, across each other.	The <b>friction</b> between air moving and water creates waves.
8	<b>Mainland</b>	The main part of a country, not including islands around it.	The Isle of Wight is not the <b>mainland</b> .
9	<b>Vulnerable</b>	At risk.	Some people are more <b>vulnerable</b> than others.
10	<b>Management</b>	The handling of something.	Coastal <b>management</b> aims to protect the coast.

## Geography Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Slab pull Ridge push	Slab pull occurs where older, denser tectonic plates sink into the mantle at subduction zones. As these plates sink, newer and less dense sections of plate are pulled along behind. Ridge push occurs when magma rises as the plates move apart. The magma cools to form new plate material. As it cools it becomes denser and slides down away from the ridge. This causes other plates to move away from each other.	<b>Slab pull</b> and <b>ridge push</b> are causes of plate movement.
2	Viscosity	The thickness of lava. Higher viscosity lava means less gas can escape making it more explosive and dangerous.	The <b>viscosity</b> of the lava that erupts from a volcano affects the shape of the volcano.
3	Fault	A joint or crack between two rocks/tectonic plates.	A <b>fault</b> can cause a rock to be more vulnerable to erosion.
4	Magnitude	A measure of the size of an earthquake.	The moment magnitude scale is the most common method for measuring <b>magnitude</b> .
5	Tsunami	Tsunamis are giant waves caused by earthquakes or volcanic eruptions under the sea.	<b>Tsunamis</b> can cause significant destruction.
6	Coast	Where land meets water.	The <b>coast</b> is a popular holiday destination.
7	Swash Backwash	Swash is the movement of water up the beach. Backwash is movement of water down the beach.	All waves have a <b>swash</b> and <b>backwash</b> .
8	Longshore drift	The movement of material along the shore by wave action.	<b>Longshore drift</b> moves stones and pebbles along a beach.
9	Storm surge	A change in sea level caused by intense low-level pressure systems from depressions and hurricanes.	<b>Storm surges</b> can be very dangerous.
10	Hard engineering Soft engineering	A hard engineering approach involves building structures, such as groynes, sea walls or rock armour, to protect the coastal area. A soft engineering approach works with natural processes.	<b>Hard engineering</b> and <b>soft engineering</b> are used in coastal and river management.


































## History Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	<b>Propaganda</b>	The information, especially of a biased or misleading nature, used to promote a political cause or point of view	The government used <b>propaganda</b> to manipulate public opinion and gain support for its policies.
2	<b>Cyphers</b>	Communication turned into a secret code	The spies communicated using secret <b>cyphers</b> to ensure the confidentiality of their messages.
3	<b>Atomic Bomb</b>	a weapon with immense power that results from the sudden release of energy upon the splitting, or fission, of the nuclei of a heavy metal (such as plutonium or uranium)	The dropping of the <b>atomic bomb</b> on Hiroshima and Nagasaki forced Japan to surrender.
4	<b>Holocaust</b>	The systematic mass slaughter of 6 million European Jews in Nazi Germany between 1933-1945	The <b>Holocaust</b> , resulted in the systematic genocide of millions of innocent people by the Nazi regime during World War II.
5	<b>Antisemitism</b>	Hostility and persecution of the Jewish people	<b>Antisemitism</b> , a deeply ingrained prejudice, has persisted for centuries, leading to discrimination and persecution against Jewish communities around the world.
6	<b>Resistance</b>	The refusal to accept or comply	The <b>resistance</b> movement in Nazi-occupied France played a crucial role in undermining the German occupation.
7	<b>Bystanders</b>	Those who know of, or witness a crime, but do nothing to stop it.	Many people in the Nazi occupied countries did nothing to stop the atrocities that were perpetrated. They simply stood by as <b>bystanders</b> .
8	<b>Collaborators</b>	Those who helped commit the Holocaust and cooperated with the Nazis.	Some individuals who lived in occupied territories during World War II chose to become <b>collaborators</b> , assisting the Nazis in various ways.
9	<b>Perpetrators</b>	Those directly responsible for persecuting or discriminating against Jewish People.	Those who carried out the atrocities of the Holocaust were its <b>perpetrators</b> .
10	<b>Liberated</b>	To set free or release from something horrific	After the Allied forces arrived, those held in concentration camps were finally <b>liberated</b> , and they could begin their journey to recovery.

## History Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	<b>Appeasement</b>	A diplomatic policy aimed at avoiding war by making concessions	The policy of <b>appeasement</b> , which involved making concessions to avoid conflict, ultimately failed to prevent World War II as it emboldened aggressive nations like Nazi Germany.
2	<b>Blitzkrieg</b>	Germany's invasion of France and Belgium	The German tactic to defeat France quickly was called the <b>Blitzkrieg</b> .
3	<b>The Blitz</b>	a series of air strikes that started on the 7 <sup>th</sup> of September 1940 and ended in May 1941	During the <b>Blitz</b> in World War II, London and other British cities endured relentless bombing raids by German aircraft.
4	<b>VE Day</b>	May 7, 1945 when Germany surrendered to the Allies and the war in Europe was over	<b>VE Day</b> , which stands for Victory in Europe Day, is celebrated on May 8th to commemorate the end of World War II in Europe and the surrender of Nazi Germany to the Allied forces.
5	<b>VJ Day</b>	August 15, 1945 when Japan surrendered to the allies	<b>VJ Day</b> , or Victory over Japan Day, is observed on August 15th to mark the end of World War II following Japan's surrender.
6	<b>Aryan</b>	The Nazi concept of a white, Germanic race, that is superior to others	In Nazi ideology, the concept of the " <b>Aryan race</b> " was distorted and exploited as a pretext for their racially discriminatory policies, which ultimately led to the Holocaust and other atrocities.
7	<b>Ghettos</b>	An area of a town or city in certain parts of Europe in which Jews were interned by the Nazis during the Second World War	The Nazis established <b>ghettos</b> in many European cities during World War II, confining Jewish residents to overcrowded and inhumane living conditions as part of their systematic persecution.
8	<b>Final Solution</b>	The systematic attempt by the Nazis to murder every Jewish man, woman and child in Europe the was established in 1942	The " <b>Final Solution</b> " was the name the Nazis gave to their terrible plan to kill the Jewish people, during World War II.
9	<b>Concentration Camp</b>	a facility where many people are detained and subjected to harsh conditions, typically associated with wartime or political conflict.	During World War II, the Nazis established <b>concentration camps</b> where they imprisoned and subjected millions of innocent people to horrific living conditions and forced labor, resulting in widespread suffering and death.
10	<b>Death Camp</b>	a facility designed and used with the explicit purpose of systematically killing many people.	Auschwitz-Birkenau is an example of a <b>Death camp</b> .
11	<b>Nuremberg Trial</b>	The international military tribunal in Nuremberg Germany (1945-1949).	The <b>Nuremberg Trials</b> were a series of international military tribunals held after World War II to prosecute Nazi leaders for war crimes and crimes against humanity.

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

## MUSIC Y9 C2 Curriculum Dictionary: Tier Two Words

Topic	Word	Definition	In a sentence:
1	<b>Theme and Variation</b>	A form of music that begins with a main melody that is altered or changed throughout the piece.	Charles Ives wrote a <b>theme and variation</b> piece called <i>Variations On America</i>
2	<b>Development</b>	The way in which a musical idea is changed	I use a number of compositional techniques to <b>develop</b> my composition work.
3	<b>Retrograde</b>	A melody or rhythm that is the reverse	wrote a <b>retrograde</b> version of my melody to develop my composition
4	<b>Inversion</b>	A melody or rhythm that is rearranged upside down	I wrote an <b>inverted</b> version of my melody to develop my composition
5	<b>Modulation</b>	The change of one tonality to another.	I used a <b>modulation</b> in my composition. I <b>modulated</b> from C to F major
6	<b>Dotted Notes</b>	A note with a small dot written after it. The dot increases the basic note by half of the original note value.	A <b>dotted note</b> is seen in lots of classical music.
7	<b>Ornamentation</b>	Embellishments or musical flourishes. Ornaments are not essential to the melody but seek to embellish it.	<b>Ornamentation</b> is used in a lot of baroque and classical music.
8	<b>Canon</b>	When a melody is played and then imitated by another part after a delay	Pachelbel wrote a famous <b>Canon</b> that many people choose as music for their Wedding Day!
9	<b>Added (passing) notes</b>	A note that is added to a melody to transition between two notes.	Purcell added lots of <b>passing notes</b> to his vocal melody in <i>Music For A While</i>
10	<b>Musical literacy</b>	Being able to read, write, and understand music.	With <b>musical literacy</b> , I can look at a piece of sheet music and know exactly how to play it on the guitar.

## MUSIC Y9 C2 Curriculum Dictionary: Tier Three Words

Topic	Word	Definition	In a sentence:
1	<b>Ostinato</b>	A musical phrase or motif that is repeated throughout the piece	The <b>ostinato</b> maintained the tension in the war-like march
2	<b>Crescendo</b>	Gradually getting louder	The melody line was a gradual <b>crescendo</b>
3	<b>Diminuendo</b>	Gradually getting softer	The melody line was a gradual <b>diminuendo</b>
4	<b>Dolce cantabile</b>	A performance direction to play 'sweetly and in a singing style.'	Mozart liked to direct the melodies as <b>dolce cantabile</b>
5	<b>Staccato</b>	An articulation directing the musician to play the notes detached	The piano part began a <b>staccato</b> section
6	<b>Legato</b>	An articulation directing the musician to play the notes smoothly	Most right-hand melodies in the first movement are <b>legato</b>
7	<b>Forte</b>	Loudly	The Brass section played <b>forte</b> for the main theme of Star Wars
8	<b>Piano</b>	Softly	The woodwind section played <b>piano</b> for the Harry Potter soundtrack
9	<b>Accelerando</b>	Getting faster	Most exciting music features an <b>accelerando</b>
10	<b>Ritardando</b>	Getting slower	It is expressive to feature a <b>ritardando</b> at the end of a dreamy sounding piece.

**Physical Education Curriculum Dictionary: Tier Two/Three Words**

Topic	Week /Word	Definition	In a sentence:
X country	1. <b>Pacing/pace</b>	Setting an adequate speed that is a manageable to maintain for a specific distance.	When running a long distance, I make sure I <b>pace</b> myself so I can finish the race without stopping
	2. <b>Navigate</b>	Plan, plot and/or direct the path around a course or distance.	I needed to <b>navigate</b> my way through the course to get to the finish.
	3. <b>Orienteer</b>	A outdoor adventure that challenges the mind and the body to find a way around a course using maps and compasses.	I was asked to <b>orienteer</b> around my school.
	4. <b>Opposing</b>	To be in competition with another person or team.	I played a game of capture the flag against 3 <b>opposing</b> teams.
	5. <b>Compass</b>	A pieces of navigation equipment containing a magnet to show the direction of North.	I used a <b>compass</b> to navigate my way from one place to another.
Badminton	1. <b>Racket ready</b>	The position in which shows the player is ready with their racket above their head	Being <b>racket ready</b> enables me to respond to better to the shot from my opponent
	2. <b>Forehand serve</b>	A serve played with the palm of the hand facing in the direction of the stroke and landing in backcourt.	When I what to serve to the back of the court, I use a <b>forehand serve</b> .
	3. <b>Clear</b>	A shot played high above the head, aiming to land the shuttle over the head of your opponent at the backcourt	I performed a <b>clear</b> shot over the head of my opponent.
	4. <b>Smash</b>	A shot where the shuttle is hit downwards at an opponent with power and speed	I performed a <b>smash</b> in badminton to win the game
	5. <b>Officiate</b>	To be in charge of applying the rules of badminton to a match.	I <b>officiated</b> a badminton match in my PE lesson.
Gymnastics	1. <b>Group balances</b>	Positions where the different members of the group work together to hold a static position.	I can perform a group balance with 3 students
	2. <b>Apparatus</b>	Pieces of equipment used in gymnastics to complete movements on or with.	I used a vault as my <b>apparatus</b> to perform a jump off.
	3. <b>Synchronicity</b>	To perform movements at the same time as my partner/group.	The <b>synchronicity</b> of the forward roll my partner, and I performed was good.
	5. <b>Side vault</b>	A gymnastics vault where the legs swing round the side of the apparatus to land with two feet on the mat on the opposite side of the apparatus.	The <b>side vault</b> was the most challenging task to complete in the gymnastics lesson
	6. <b>Handspring</b>	An acrobatic movement where a gymnast leaps forward or backward, placing their hands on the floor to turn over and land on their feet	I performed a handspring in my gymnastics routine

**Physical Education Curriculum Dictionary: Tier Two/Three Words**

Topic	Week /Word	Definition	In a sentence:
Netball	1. <b>Shoulder pass</b>	A one-handed pass used for longer distances that follows a straight line between your shoulder and the receiver's hands.	To pass from the shooting D to the centre third, I used a <b>shoulder pass</b> .
	2. <b>Turnover</b>	When one team loses possession of the netball to the opposing team.	I intercepted the ball from the opposition centre to <b>turnover</b> the ball.
	3. <b>Shooting D</b>	The area of the Netball court that is D shaped and the only place a shot can be made from.	As a goal attack when I am in the <b>shooting D</b> I shoot to try to score for my team.
	4. <b>Offside</b>	Being in a position on court where you cannot be in	The <b>centre</b> is offside if they enter the shooting D.
	5. <b>Transitions</b>	Changes in the game, such as switching from attack to defence.	As a centre I control many of the <b>transitions</b> in the game.
Rugby	1. <b>Flat pass</b>	Passing the ball to a teammate who is horizontally in line with you.	As my teammate was running at my side I passed the ball <b>flat</b> to them.
	2. <b>Outwit</b>	To get the better of your opponent.	The player successfully <b>outwit</b> their opponent running past them.
	3. <b>Tag</b>	A game of rugby where you aim to remove the worn tags of your opponent to represent a tackle being made.	We used our <b>tag</b> belts to play a game of <b>tag</b> rugby.
	4. <b>Miss-pass</b>	A pass where the player will the pass passes it to a player who is not next to them in the attacking line but further down the line, missing out players in between.	I performed a <b>miss-pass</b> so the opposition were unsure of who was receiving the ball.
	5. <b>Unit</b>	The 15 players on a rugby team working together to perform successful techniques/moves in a match.	The back row is a solid <b>unit</b> during a scrum.
Basketball	1. <b>Pressure</b>	Performing a skill with a defender trying to stop you.	I took a shot under <b>pressure</b> from the defender.
	2. <b>Separation</b>	An attacking player using agility and awareness to put distance between themselves and the defender.	The <b>separation</b> I made from the defender gave me more room to shoot.
	3. <b>Triple threat</b>	When a player is in a position to be able to shoot, dribble or pass the basketball	I caught the ball with 2 hands to be in a <b>triple threat</b> position to attack.
	4. <b>Full court press</b>	An aggressive tactic where player mark/put pressure on the opposition in all areas of the court.	To apply more pressure to the opposition team we use a <b>full court press</b> tactic.
	5. <b>Cross over</b>	When a basketball player dribbling the ball rapidly switches it between hands.	To confuse my defender I used a <b>cross over</b> dribble technique.

## Religious Studies Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	<b>Miracle</b>	An unexpected event that cannot be explained by logic or science	Jesus performed a <b>miracle</b> by turning water into wine
2	<b>Evil</b>	Bad, the opposite of good	The Holocaust is an example of human <b>evil</b>
3	<b>Discrimination</b>	To treat a person or a group in a negative way, often because of stereotyping	She felt hurt when she experienced <b>discrimination</b> at school because some students made fun of her for being different
4	<b>Rights</b>	Things that everyone should be able to have and do because they make our lives safe, fair, and happy	Many people believe we have basic human <b>rights</b> , for example the right to have freedom of speech
5	<b>Disobedience</b>	The act of going against a rule	The teacher had to talk to the student about his <b>disobedience</b> in class because he kept talking loudly when he was supposed to be quiet
6	<b>Source</b>	Origin; where something comes from	An important <b>source</b> of religious teachings in Islam is the Qur'an
7	<b>Crime</b>	An action that breaks human law	The police arrested the person who committed the <b>crime</b> of stealing from the shop
8	<b>Just</b>	Right, fair or moral	It's not fair that only one person got a turn; everyone should have a chance to play, so it's <b>just</b> to take turns
9	<b>Sin</b>	An action that breaks God's law	He knew he had committed a <b>sin</b> when he lied to his parents as this broke one of the 10 commandments in the Bible
10	<b>Reform</b>	To change something, often for the better	The aim of prison is to <b>reform</b> prisoners to make them ready to join society again after their sentence

## Religious Studies Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	<b>Near death experience</b>	When someone comes very close to dying but doesn't, and they might see or feel unusual things during that time	When she finally woke up from the coma, she realised she had had a <b>near death experience</b> – she had seen a light at the end of the tunnel
2	<b>Natural evil</b>	Evil that comes from nature	Earthquakes are an example of <b>natural evil</b>
3	<b>Antisemitism</b>	Hatred towards Jewish people	The treatment of the Jews under the Nazi regime amounted to <b>antisemitism</b>
4	<b>Nuremberg laws</b>	Rules made in 1935 in Germany that treated some people very unfairly, especially Jewish people, because of their background	The <b>Nuremberg Laws</b> , passed in 1935, restricted the rights and freedoms of Jewish people in Nazi Germany, leading to discrimination and persecution
5	<b>Determinism</b>	The religious idea that an event was always going to happen, because it has decided by God	He believed in religious <b>determinism</b> , God had a plan for the events that would happen in his life
6	<b>Conscience</b>	Your inner sense or voice or right and wrong	Always let your <b>conscience</b> be your guide in life
7	<b>Parliamentary law</b>	A law that is made in Parliament that affects everyone in the country	One example of <b>Parliamentary law</b> is the Offences Against the Persons Act
8	<b>Psychological causes</b>	Reasons related to our feelings, thoughts, or emotions that can make us behave or feel a certain way	There were <b>psychological causes</b> of the crime; she suffered from a mental condition that made her behave in this way
9	<b>Secular</b>	Non-religious	Human laws are <b>secular</b> laws because they are not based on religious rules
10	<b>Corporal punishment</b>	Physical punishments e.g. whipping	<b>Corporal punishment</b> used to be common in UK schools, for example children used to be given a caning if they made mistakes



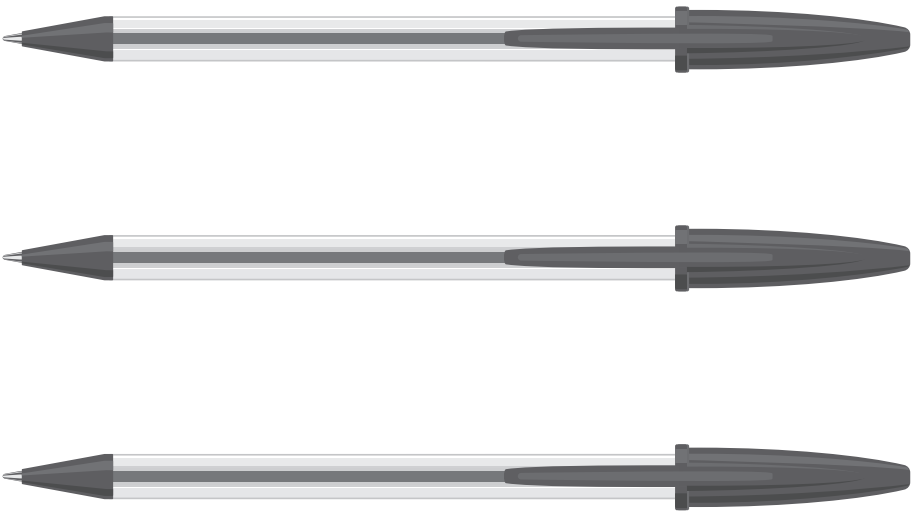


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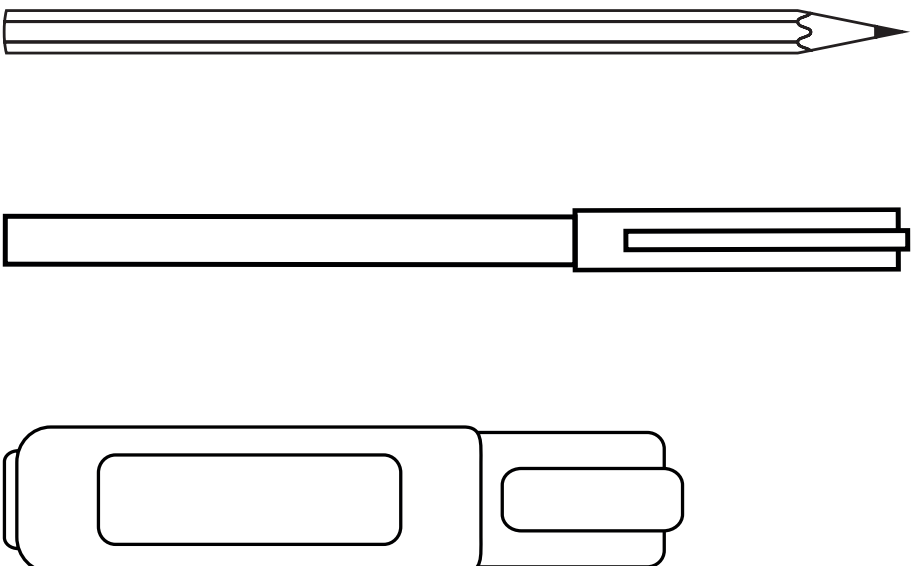
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# Tools for Learning

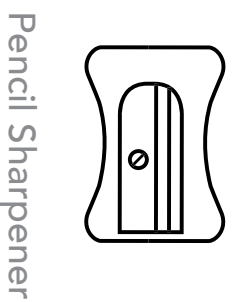
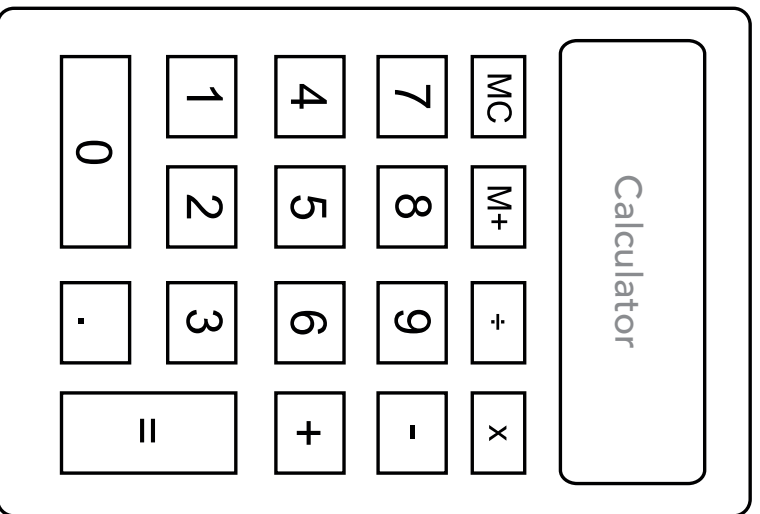
All equipment is available to purchase from the Reprographics Department



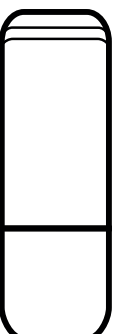
Black, Blue & Purple Pens



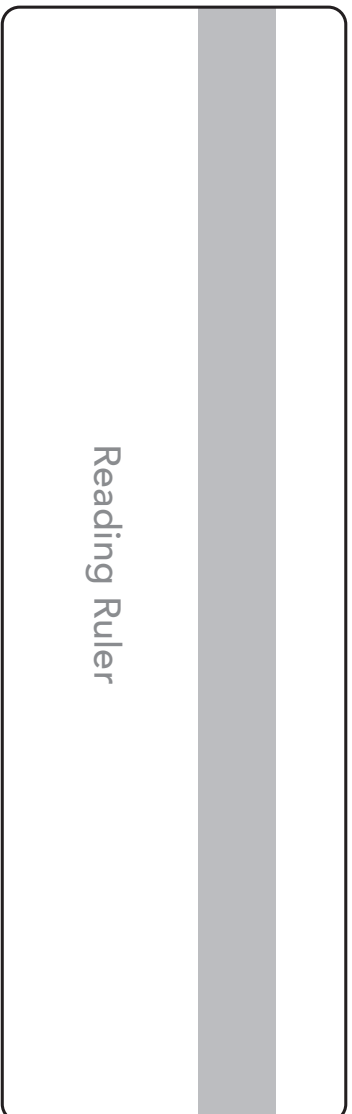
Pencil, Whiteboard Pen & Highlighter



Pencil Sharpener



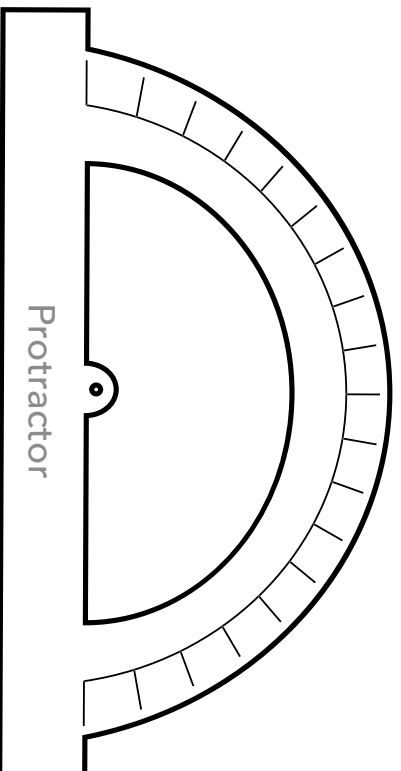
Eraser



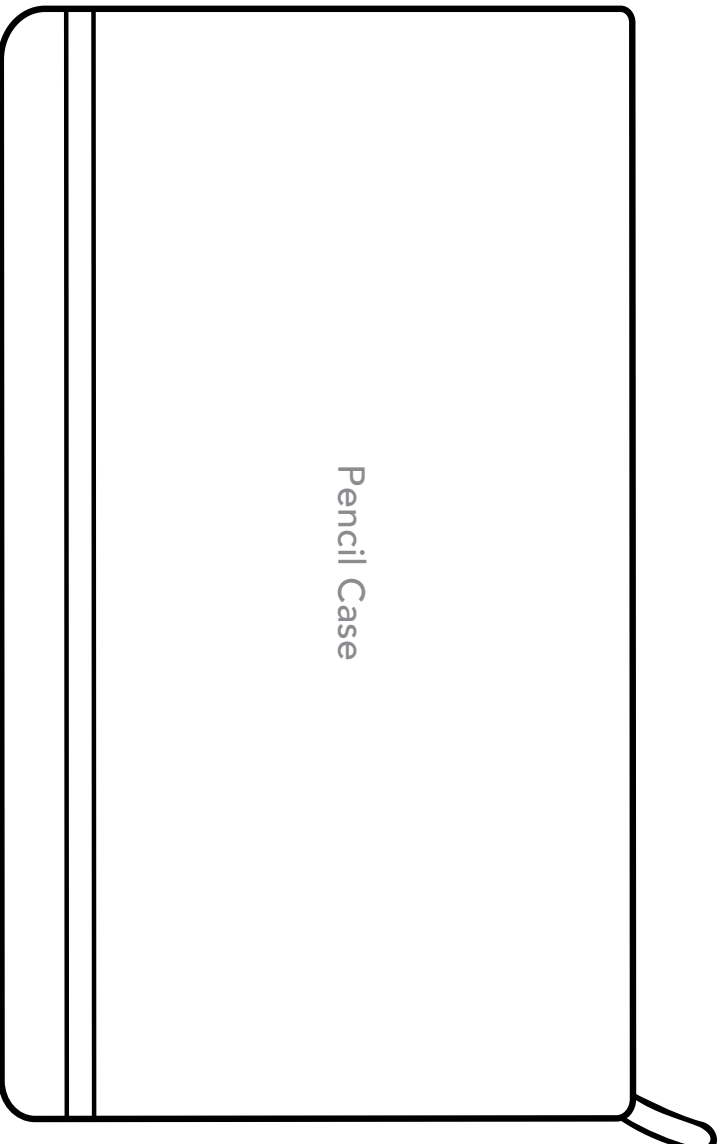
Reading Ruler



GLUE



Protractor



Pencil Case



30cm Ruler

