

The Scholar's Guide

The **OSA** Way

Year 10

Cycle Two

Name:

Tutor Group:



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

Ready

Engaged

Responsible

*Be the best
you can be!*



MY TIMETABLE


My login details....

.....@oxfordspires.anthemtrust.uk


password:

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


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




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




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



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

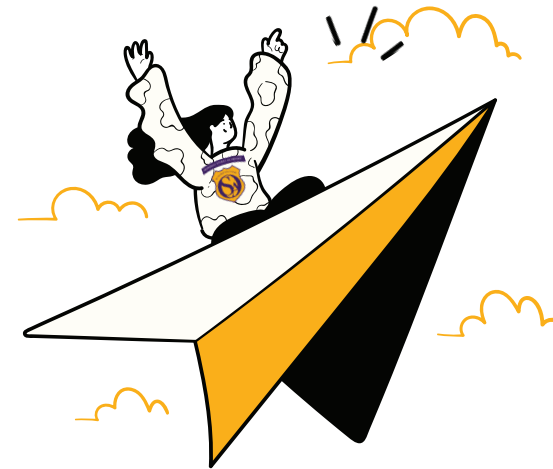
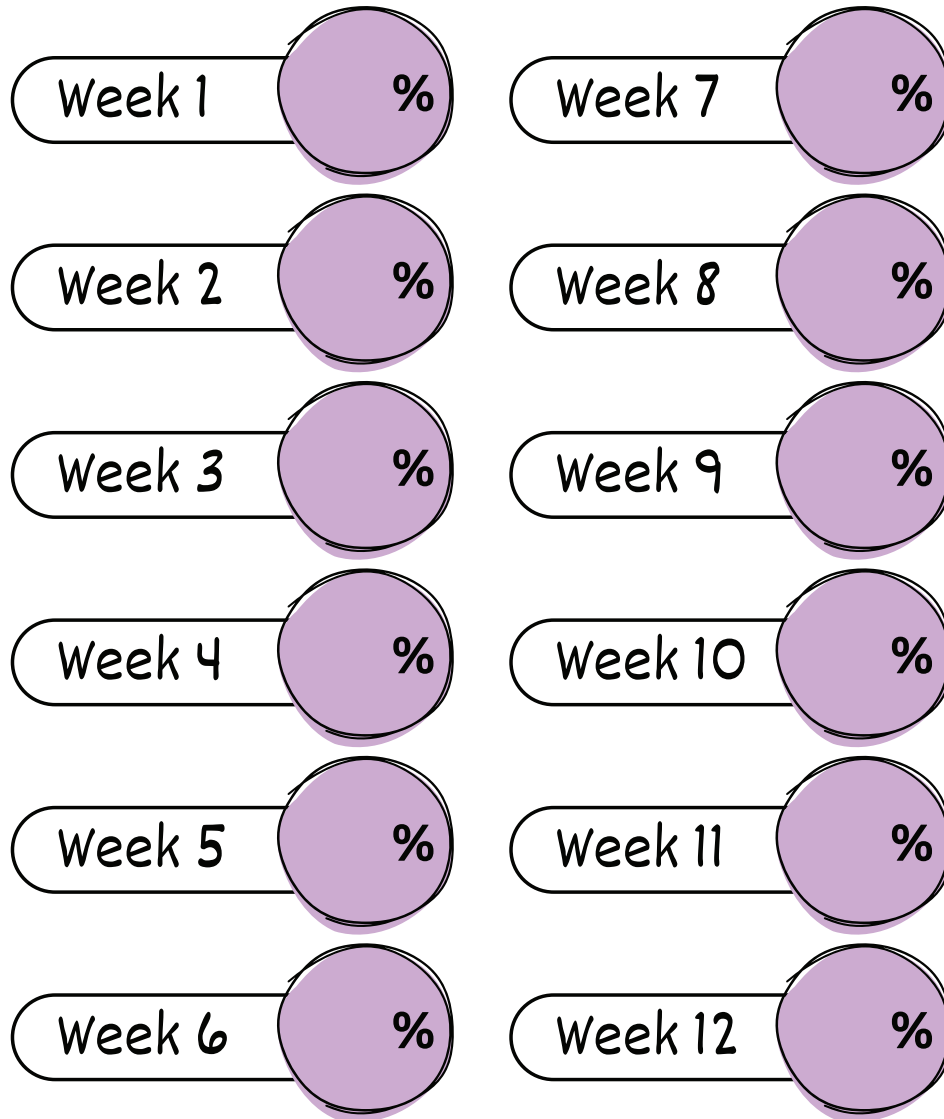


8:30am
The Late Bell goes at 8:30am
Students will be directed to the late tutor room
Lateness logged on Bromcom



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

ATTENDANCE MATTERS



Why does attendance matter?
 Being in school is important to your achievement, wellbeing, and wider development.
 Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results

Scholars Calendar Cycle 2

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

Scholars Calendar Cycle 2

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

Year 10 Pastoral Team



Year 10 Tutor Team



Ms Bhatti
Head of Year



Ms Richardson
Year Team Support Manager



Ms Baker
Designated Safeguarding Lead



Ms Hughes
Director of Behaviour and Inclusion



Ms Coley
SENDCO



Mr Hussain
SLT Link



Ms Henry
Safeguarding Officer



Mr Boyd
Behaviour Support Manager



Ms May
EDI Lead



Ms Doggett



Mr Michno



Mr Newbold



Ms Bureau



Ms Frykfors



Ms Bartlett



Ms Hopkins



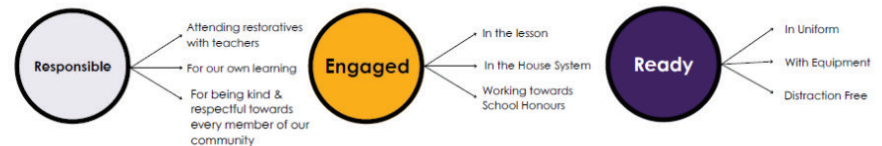
Ms Francis



Mr Marin

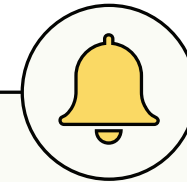
THE OSA WAY

We are always...



YOUR TUTOR

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



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

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



SAFEGUARDING

EVERYBODY EVERYDAY



How to get help when I am not in school:

Mental Health Support Services

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

Emergency Services

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

EDT (Out of Hours Social care)

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

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

Key vocabulary explored in assemblies this cycle:

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

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

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

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

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

My trusted adult is:



READING LIBRARY

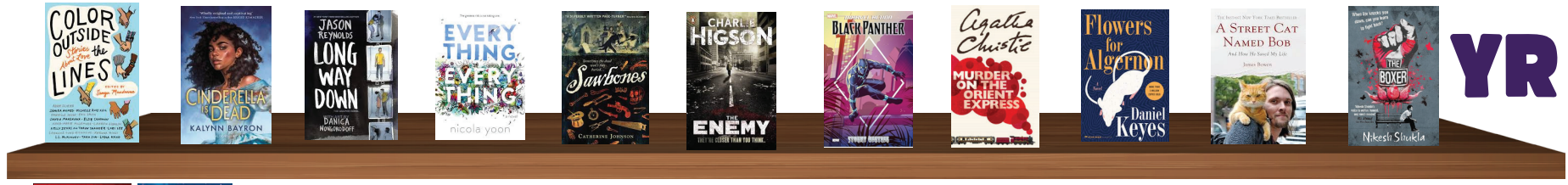
You will need your reading rulers everyday!



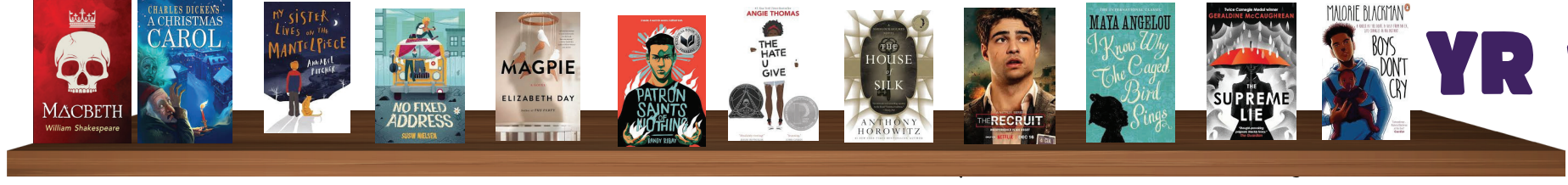
YR 7



YR 8



YR 9



YR 10

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



THE OSA KNOWLEDGE ESSAY

WHAT IS IT?

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

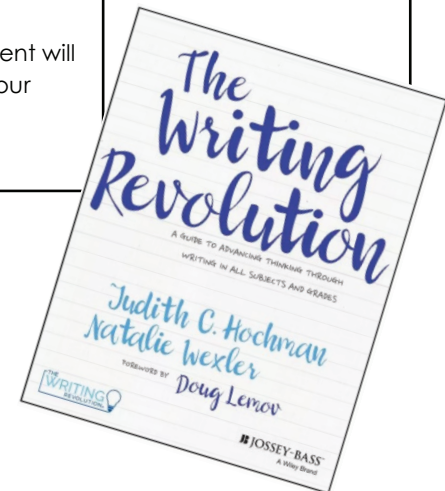
At Spires we have invested time and training using the research from 'The Writing Revolution' (J.Hochman) in order to create 'The Knowledge Essay' which year 7-9 will complete at the end of each cycle.

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

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

THE STRUCTURE

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



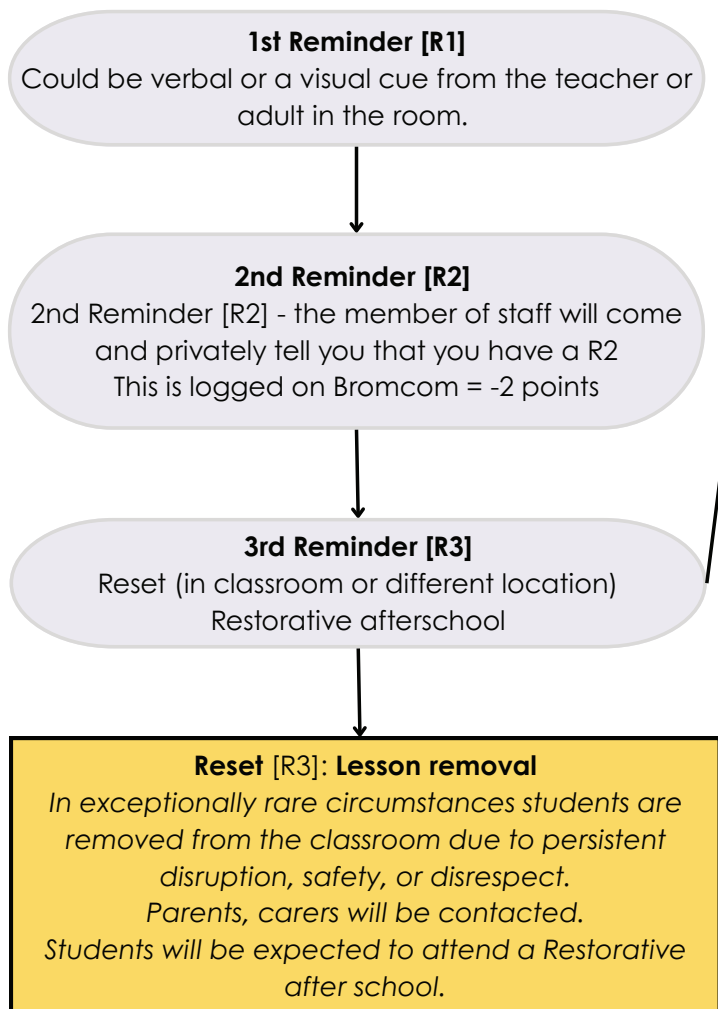


BE ENGAGED

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

CLASSROOM REMINDER SYSTEM

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



Restorative Conversations

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

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

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

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

So, what does that actually mean for you?

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

In that conversation:

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

A good restorative shows that:

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

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



Be Engaged!

VISUAL CUES

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



Purple Pens



Turn and talk



Glue it in



Independent Work/You do



Active listening/I do



Mini Whiteboards



Scholars Guides Out



Reading Rulers



Exit Ticket



Cleaning up



English: Analysis



English: Drill



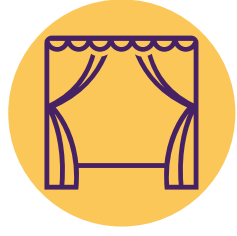
Art: Collect Equipment



History: 5 Bums on a Bench



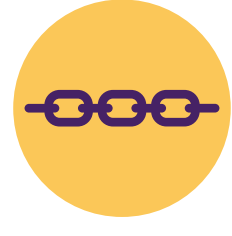
History: CHOPAR



Performing Arts: Respectful Audience for Performances



Business: Application of Case Study



Business: Logic Chain Analysis



Business/Maths/Science: Use of Calculator to Solve



Science: Practical



Be Engaged! OSA HOUSE HONOURS



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

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

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

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



OSA HOUSE HONOURS



How to earn:

Half Colours - Three items from each category

Full Colours - Six items from each category

Honours - Nine items from each category



Academic

- Attend Champion's Hour 10+
- Attend subject intervention 5+
- Book Report
- Attend meet the tutor evening
- Attend Student Consultation evening
- Maths Challenge (intermediate level)
- 98% attendance in Cycle 1
- 98% attendance in Cycle 2
- OSA Score 80+
- ASPIRE points +500
- 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

Extra Curricular

- 70+ Participation Points
- Cheering on OSA at a sporting event
- Attend a Trip
- 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
- Shop Intern
- Write for the INSPIRE Paper
- Attend 3 different clubs over the year



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!

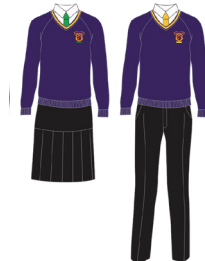
Any year group

- **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 10, Cycle 2, Character Education

Careers linked to topics we study this cycle are: **Veterinary care, IT, social work, teaching, charity work, law enforcement, counselling, youth work, healthcare, legal services, mental health support, safeguarding officer, addiction recovery specialist, community outreach, education support.**

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> The start of Cycle 2 is a chance for a fresh start and a reset. We can set new goals such as attending new enrichment and extra-curricular activities. We can also aim for more ASPIRE points and better attendance than Cycle 1 to ensure that every day we are striving to be the best we can be. Serious anti-social behaviour can lead to legal consequences such as arrest, fines, or imprisonment, and may result in a criminal record that affects future education, employment, and travel opportunities. It also harms communities by creating fear, damaging property, and eroding trust between individuals and local authorities. 	<ul style="list-style-type: none"> Work hard to be the best version of myself Know the consequences of anti-social behaviour
2	<ol style="list-style-type: none"> Red flags are warning signs in a relationship, such as controlling behaviour, dishonesty, or disrespect, that suggest someone may not treat you—or a friend—well. Remember FRIES for The 5 Rules of Consent: F – Freely Given: No pressure or manipulation. R – Reversible: You can change your mind at any time. I – Informed: You know exactly what you're agreeing to. E – Enthusiastic: You're excited and willing. S – Specific: Saying yes to one thing doesn't mean yes to everything. Responsible decisions in a relationship involve setting healthy boundaries, communicating openly, and respecting both your own needs and your partner's. It also means thinking about the consequences of your actions and making choices that align with your values and wellbeing. 	<ul style="list-style-type: none"> Know the signs of an unhealthy relations and feel confident in making decisions
3	<ol style="list-style-type: none"> UK law states that the legal age of consent is 16, meaning anyone under that age cannot legally agree to sexual activity, and no one under 13 can ever legally give consent. The rule of law also protects individuals from being pressured, manipulated, or coerced into sexual activity, and holds people accountable if they ignore or violate someone's right to say no. Emotional readiness means being mature enough to handle the feelings, responsibilities, and challenges that come with a relationship. It includes understanding your own emotions, respecting others' boundaries, and being able to communicate honestly and kindly. 	<ul style="list-style-type: none"> Be informed about the law and consent and how to ensure you are emotionally ready for a relationship.
4	<ol style="list-style-type: none"> Abuse can be physical, emotional, sexual, or financial, and controlling or coercive behaviour—such as isolating someone from friends, monitoring their movements, or making threats—is a criminal offence under UK law (Serious Crime Act 2015, Section 76). These behaviours often happen repeatedly and are designed to make a person feel scared, dependent, or powerless, even if no physical violence is used. Sexting can lead to serious emotional harm, bullying, blackmail, and loss of privacy, especially if images are shared without consent. In the UK, it is illegal to take, share, or possess sexual images of anyone under 18—even if the person in the image consents or sends it themselves. 	<ul style="list-style-type: none"> Be informed about domestic abuse and how to find help if you experience or witness it Know the serious consequences both legally and personally
5	<ol style="list-style-type: none"> Long-term substance abuse can lead to serious physical and mental health issues such as liver damage, heart disease, depression, and memory loss, and may reduce life expectancy by up to 15 years for users of drugs like heroin. It also affects relationships, employment, and legal standing, often resulting in financial hardship and social isolation. Living with someone who is addicted can be emotionally draining and unpredictable, often involving broken trust, financial stress, and disrupted routines. The NHS advises seeking professional support, setting clear boundaries, and avoiding enabling behaviours while encouraging treatment and recover 	<ul style="list-style-type: none"> Know the dangers of long-term substance misuse. Be clear on how to get help and support if living with an addict.

Year 10, Cycle 2 Character Education

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> Everyone in the UK has the legal right to live in safety, free from abuse and neglect, and local authorities have a duty to protect both children and adults at risk under safeguarding laws. If someone is experiencing neglect, you can support them by listening without judgment, encouraging them to seek help, and reporting concerns to social services or a trusted adult. Neglect is often linked to poverty, poor mental health, and lack of access to support, which can increase vulnerability and make it harder for people to meet basic needs like food, hygiene, and medical care. These issues can continue into adulthood, making safeguarding essential to protect individuals from long-term harm and help them access the care they need. 	<ul style="list-style-type: none"> Understand how victims of neglect are protected via law. Be informed about how long-term neglect have lifelong effects.
7	<ol style="list-style-type: none"> People find belonging by connecting with others who share similar values, interests, cultures, or experiences—whether through school, faith groups, sports teams, online spaces, or local organisations. Feeling accepted, respected, and included helps build identity, confidence, and emotional wellbeing. Barriers to belonging can include discrimination, language differences, poverty, mental health challenges, or lack of representation and support. These obstacles can make people feel excluded, misunderstood, or unsafe, especially if their identity or background isn't recognised or valued. 	<ul style="list-style-type: none"> Be someone who helps create a sense of belonging for the people around me.
8	<ol style="list-style-type: none"> Being an ally means standing up for others by listening, learning about their experiences, and using your voice to challenge unfair treatment or exclusion. You can support someone by including them, speaking out against discrimination, and helping create safe, welcoming spaces where everyone feels valued. Belonging helps people feel safe, respected, and able to thrive, which is essential for fairness and equality. When everyone has a sense of belonging, it reduces discrimination, improves mental health, and strengthens communities by making sure no one is left out or left behind. 	<ul style="list-style-type: none"> Feel confident when applying and completing my work experience
9	<ol style="list-style-type: none"> When considering your work experience, start by identifying your interests (e.g. animals, technology, helping people) and matching them to sectors like veterinary care, IT, or social work. Use tools like the National Careers Service Skills Assessment to discover roles that align with your strengths, then look for placements in those areas—such as shadowing a teacher if you enjoy working with children, or volunteering at a charity if you're passionate about community work. When applying, write a short, polite email or letter explaining who you are, why you're interested in their organisation, what you hope to learn, and your availability—then follow up if you don't hear back within a week. 	<ul style="list-style-type: none"> Feel confident when applying and completing my work experience
10	<ol style="list-style-type: none"> Scholar's Prep: To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best! 	<ul style="list-style-type: none"> Feel confident when applying and completing my work experience
11	<ol style="list-style-type: none"> In a workplace, you should expect to follow rules like arriving on time, dressing appropriately, listening carefully, and respecting others' roles and space—whether you're in an office, shop, or workshop. Behave professionally by being polite, asking questions when unsure, offering help, and showing enthusiasm for learning, as this leaves a positive impression and builds your confidence. Make the most of your placement by asking thoughtful questions, keeping a daily log of what you learn, and reflecting on what skills you've developed—like teamwork, communication, or time management. Stay in touch with your supervisor or mentor afterwards (e.g. via LinkedIn), as they could offer references or future opportunities. 	<ul style="list-style-type: none"> Feel confident when applying and completing my work experience
12	<p>Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

English Cycle 2 Year 10: A Christmas Carol

Careers linked to topics we study this cycle can include things like being a journalist, politician, police officer because when you read literature you examine and evaluate sources, you review the historical context identifying relevant issues for the time the text was written and then make comparisons to society today.

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> 1. <i>A Christmas Carol</i> was written by Charles Dickens in the Victorian era. At the time it was written Victorian society was experiencing an Industrial Revolution. Economist Thomas Malthus believed the surplus population deserved to die if they could not support themselves. 2. Dickens despised the New Poor Law of 1834, which sought to reduce the money spent on the poor by expanding the workhouses. Dickens himself, experienced poverty and abandonment which he believed the poor laws exacerbated for the lower classes. 3. Appalled by the Malthusian attitudes of the time, Dickens uses the character of Scrooge as a caricature to represent the selfishness and avarice of the Victorian Capitalists. 4. Motivated by the desire to create social reform, Dickens uses Scrooge to highlight the morally corrupting influence of money and excessive wealth. Scrooge is described as a "covetous old sinner" who claims the working class "had better do it and decrease the surplus population". 5. Scrooge is a misanthropic, miserly employer who only sees his employees in terms of profit. 	<ol style="list-style-type: none"> 1. Explore the context of the novella. 2. Understand the New Poor Laws of 1834. 3. Explore Malthus' theory. 4. Understand Dickens' introduction to 'A Christmas Carol'.
2	<ol style="list-style-type: none"> 1. Dickens uses an asyndetic list of verbs to demonstrate the extent of Scrooge's selfish ways. "squeezing, wrenching, grasping, scraping, clutching" highlights Scrooge's miserly behaviour. The simile "solitary as an oyster" epitomises Scrooge's self-imposed isolation; however, some oyster's contain pearls therefore Dickens suggests that Scrooge could redeem himself. 2. Scrooge's nephew Fred, is the antithesis of Scrooge and represents the Christian ideologies of benevolence and philanthropy. 3. Scrooge and Marley are presented using the language of Christianity, as divinely condemned due to their greed and avarice. 4. The character of Jacob Marley is used to strike fear into contemporary readers. Marley's description of his tormented afterlife served as a warning to members of the upper class who ignored disadvantaged members of society. The quote "No rest. No peace. Incessant torture of remorse" conveys his mental and spiritual anguish, emphasising his remorse for his past life. 	<ol style="list-style-type: none"> 1. Understand Dickens' characterisation of Fred 2. Successfully analyse an extract from Stave 1. 3. Write about how Dickens introduces the characters of Scrooge and Marley and the themes they symbolise.
3	<ol style="list-style-type: none"> 1. In Stave 2, The Ghost of Christmas Past personifies memory and uses the power of nostalgia to bring about a change in Scrooge "And what was light one instant, at another time was dark, so the figure itself fluctuated in its distinctness". 2. The Ghost of Christmas Past is used by Dickens to personify memory itself: fluctuating, changing, relative. Yet, the ghost also represents Scrooge's repressed self-knowledge and its supernatural strangeness makes it clear that the Ghost will reveal hard truths for Scrooge, much as the text reveals such truths for readers. 3. Dickens uses Fezziwig to model the antithesis of Scrooge's model of exploitative capitalism. Here, Fezziwig presents a model of socially responsible capitalism that facilitates emotional and social connection with his workers. Through Fezziwig, Dickens promotes the welfare of the worker and society rather than itself. 	<ol style="list-style-type: none"> 1. Analyse Dickens' presentation of the Ghost of Christmas Past, Fezziwig and Belle in Stave 2. 2. Understand key events in Scrooge's childhood.
4	<ol style="list-style-type: none"> 1. The image of the 'golden idol' is used to exemplify the superficial and immoral character of Scrooge's love of wealth and serves to warn Dickens' Victorian leadership against the 'displacement' of true, Christian values. 2. Dickens uses the character of Belle to convey Scrooge's deep feeling of regret for persistently idealising the pursuit of wealth over human relationships costing him his fiancé and family connections (Fred). Scrooge has learnt, through the Ghost of Christmas Past, what he has lost in his fireless pursuit for financial gain. 3. The use of pathos at the end of Stave 2 humanises the character of Scrooge to ensure an emotional investment in his redemption. Readers start to sympathise with the softening of Scrooge's misanthropic disposition. 4. Dickens emphasises the discomfort that is felt by Scrooge as he seeks to extinguish the ghost "so that the extinguisher covered its whole form; but though Scrooge pressed it down with all his force, he could not hide the light". However, Dickens makes it clear that the power of the past and the power of the truth will always prevail. 	<ol style="list-style-type: none"> 1. Analyse Dickens' presentation of the Ghost of Christmas Present. 2. Understand who is pitied in Stave 3 and why.
5	<ol style="list-style-type: none"> 1. The allusion to the mythical 'horn of plenty' links Christmas with abundance, health, and happiness. The motif of light highlights the ghost as a source of truth for Scrooge. 2. The Ghost of Christmas Present embodies Christmas, contentment, abundance, and nourishment, reflecting Dickens' ideal of philanthropy, benevolence, and family, which he believed should be observed year-round (Christian Values). 	<ol style="list-style-type: none"> 1. Analyse Dickens' presentation of the Ghost of Christmas Present. 2. Understand who is pitied in Stave 3 and why.

English Cycle 1 Year 10: A Christmas Carol

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> The Cratchits idealise the moral value of the traditional Victorian family. They represent unity against the morally degraded, industrialized world, highlighting Dickens' preference for traditional Christian family values. Fred demonstrates agape by his persistent invitations to Scrooge for Christmas dinner despite Scrooge's misanthropy. Dickens uses Fred to evoke pity for the misanthropic "oyster" that is Scrooge. Tiny Tim demonstrates the Christian concept agape by hoping that others will see him and be reminded of Jesus – to unconditionally loving others. Tiny Tim says: "As good as gold... And better" - as wealth comes from within (love, acceptance and kindness). Dickens uses the idealised Tiny Tim as a tool to create pity within the misanthropic Scrooge and therefore guide his path to metamorphosis. Tiny Tim's disability is used to represent the abuse and violence enacted on the poor. 	<ol style="list-style-type: none"> Understand who is pitied in Stave 3 and why.
7	<ol style="list-style-type: none"> Motivated by a desire to inspire his Victorian readership into social reform through education and philanthropy, Dickens uses the allegorical and <i>monstrous</i> characters of Ignorance and Want as a tool to personify the sins and corruption of Victorian, industrialised society. "This boy is Ignorance. This girl is Want. Beware them both". Through the Ghost of Christmas Present, Dickens parrots Scrooge's callous words from Stave One that the poor should go to 'workhouses' and 'prisons' rather than receive help from the state. Dickens uses employs a series of adjectives to emphasize the negative qualities of Ignorance and Want. These adjectives include "yellow", "meagre", "ragged", "scowling" and "wolfish" and evoke a sense of ugliness, poverty, and wickedness associated with the characters due to man's behaviour. 	<ol style="list-style-type: none"> Analyse Dickens' presentation of the Ghost of Christmas Yet to Come. Mid-point assessment - exam style question
8	<ol style="list-style-type: none"> Scrooge, The dark and 'shrouded' Ghost of Christmas Yet to Come represents the unknown element of Scrooge's future. Dickens uses fear as the final catalyst to bring about a change in Scrooge. It could be said that the suffering is the catalyst by which creates change. Dickens uses his description of a future London, in Stave 4, to demonstrate to his Victorian readership that if society continues to enact such abuse on the poor as Scrooge and the capitalist classes do it will lead to the ruination of society. Such terrible conditions will lead to the corruption of those living in poverty. Overall, Dickens presents tension in Stave 4 of 'A Christmas Carol' through the atmospheric setting, the enigmatic Ghost of Christmas Yet to Come, the unknown future, the impact of Scrooge's actions, and the fate of Tiny Tim. These elements work together to create a sense of unease and anticipation as the story reaches its climax. 	<ol style="list-style-type: none"> Analyse the structure of Stave 4. Analyse Dickens' presentation of the Ghost of Christmas Yet to Come.
9	<ol style="list-style-type: none"> Dickens appeals to his contemporary, middle-class readers by depicting Scrooge's character arc from damnation, through repentance, to redemption, mirroring Christ's resurrection on the third day. By the novella's end, Scrooge undergoes a metamorphosis, realising he must repent his sins or face condemnation like Marley. In Stave 5, Scrooge shows his newfound sentimentality by sending a turkey to the Cratchits, attending Fred's Christmas dinner, raising Bob Cratchit's wages, and showing generosity to the boy who fetched the turkey and the cab driver. Dickens urges the Victorian capitalist class to reform and create social change by treating the poor better, inspired by Scrooge's transformation. Motivated by a desire for social reform, Dickens uses the reformed Scrooge to demonstrate that the Victorian capitalist class can change their ways with renewed vigour. Dickens illustrates psychological introspection, with Scrooge's realization, "I don't know anything. I'm quite a baby". To achieve redemption, they must confront their repressed sins. Scrooge's restored goodness, symbolised by "I am light as a feather", represents youthfulness, contentment, and Christian redemption, embodying an ideal for Dickens' readership. 	<ol style="list-style-type: none"> Understand Scrooge's Character Arc. Understand how Scrooge's redemption is presented.
10	<ol style="list-style-type: none"> Scholar's Prep: To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and do your best! 	
11	<p>To write an excellent essay for A Christmas Carol, you must:</p> <ol style="list-style-type: none"> Introduction: Start with a brief introduction to provide context for the topic. Introduce key themes, characters, or ideas to be discussed and state your main argument or thesis. Knowledge: Show comprehensive understanding of the literary text(s) with accurate references to events, characters, quotations, or techniques. Include awareness of historical, social, or cultural context if relevant. Analysis: Conduct a detailed analysis of the text(s), focusing on literary devices, techniques, and themes. Use of Quotations: Use well-chosen quotations to support your analysis. Explain their significance to your argument, analysing the language, tone, and literary features. Evaluation and Critical Thinking: Provide your interpretations and insights on the text(s). Critically engage with themes, ideas, or messages, consider alternative viewpoints, and evaluate the text(s)' effectiveness. Support your evaluations with evidence. Structure and Organization: Organise your response logically with clear paragraphs for different points. Conclusion: Conclude with a summary of your main arguments and restate your thesis. Offer a final insight or reflection on the text(s) or topic. 	<ol style="list-style-type: none"> Identify what makes an exemplar essay successful. Plan, draft and re-draft an essay which will demonstrate my knowledge of A Christmas Carol and my analytical writing skills.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments to strengthen your knowledge and address any gaps.	

Year 10 Maths Cycle 2

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

Week	I will know that:	So that I can:
1 Real Life Graphs	<ul style="list-style-type: none"> The gradient of a straight line is calculated by "change in y" ÷ "change in x". Speed = distance ÷ time We can plot a journey on a distance-time graph 	<ul style="list-style-type: none"> Plot distance-time graphs - U403 Calculate speed from distance-time graphs - U462
2 Real Life Graphs	<ul style="list-style-type: none"> A non-linear (curved) graph does not have a single gradient like in "y = mx + c". To estimate the gradient of a curve at a specific point, you draw a tangent to the curve at that point, then find the gradient of the tangent 	<ul style="list-style-type: none"> Estimate gradients of non-linear graphs using tangents - U800 Estimate areas under non-linear graphs - U882
3 Quadratics	<ul style="list-style-type: none"> To solve a quadratic equation in the form of $ax^2 + bx + c = 0$ I can use the quadratic formula: $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$ To sketch a quadratic, solve when it =0 to find the roots (where it crosses the x-axis) and substitute x= 0 into equation to find the y-intercept 	<ul style="list-style-type: none"> Solve quadratic equations using the quadratic formula - U665 Sketch quadratic graphs - U667
4 Quadratics	<ul style="list-style-type: none"> I can solve two equations by "adding/subtracting one equation to/from another" to remove one of the variables. If the signs are the same I subtract (SSS) I might need to multiply one or both equations by a number first, so that one of the variables cancels when I add/subtract 	<ul style="list-style-type: none"> Solve linear simultaneous equations using substitution - U757
5 Algebraic Fractions	<ul style="list-style-type: none"> Algebraic fractions can be simplified in the same way as a fraction with numbers Common factors in the numerator and denominator can be cancelled 	<ul style="list-style-type: none"> Simplify algebraic fractions by cancelling common factors - U103 Simplify algebraic fractions by factorising into two brackets - U294

Year 10 Maths Cycle 2

Week	I will know that:	So that I can: Sparx code
<p>6 Algebraic Fractions</p>	<ul style="list-style-type: none"> To multiply two algebraic fractions, multiply their numerators and denominators separately To divide by an algebraic fraction, multiply by its reciprocal 	<ul style="list-style-type: none"> Multiply algebraic fractions - U457 Divide algebraic fractions - U824
<p>7 Functions</p>	<ul style="list-style-type: none"> $f(3)$ means the value of the function "$f(x)$" when $x = 3$ A composite function means one function applied after another, for example if $f(x) = 2x$, and $g(x) = x + 1$, then $gf(x) = 2x + 1$, and $fg(x) = 2(x + 1)$. 	<ul style="list-style-type: none"> Substitute into functions - U637 Substitute into composite functions - U895
<p>8 Functions</p>	<ul style="list-style-type: none"> $f^{-1}(x)$ is the notation for the inverse function of the function $f(x)$ To find the inverse function, you set the function to $y=$, then swap x and y and make y the subject. 	<ul style="list-style-type: none"> Find inverse functions - U996
<p>9 Proportion</p>	<ul style="list-style-type: none"> To use a currency conversion chart, you find the currency on the correct axis, read up/across to the line, and then go up/across to the other axis Two quantities are in direct proportion if as one increases, the other increases at the same rate. To calculate a value in direct proportion use $y = kx$ 	<ul style="list-style-type: none"> Calculate Currency conversions - U610 Solve direct proportion word problems - U721
<p>10 Assessment</p>	<p>Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!</p>	
<p>11 Proportion</p>	<ul style="list-style-type: none"> Two quantities are in inverse proportion if as one increases, the other decreases at the same rate. To calculate a value in inverse proportion use $y = \frac{y}{x}$ 	<ul style="list-style-type: none"> Solve inverse proportion word problems - U357 Use Graphs of direct and inverse proportion - U238
<p>12</p>	<p>Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

Year 10 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	□ Badminton	□ Fitness
<p><u>Lesson 1: Passing: Range of passes-</u> To perform a range of passes within competitive situations and selecting the ideal pass to be used in certain scenarios. I will use chest passes for middle distance to be more direct and a bounce pass to get away from a defender. A shoulder pass will be used to cover a long distance to spread play from one side of a third to another third.</p> <p><u>Lesson 2: Gameplay-</u> I will select a suitable pass in a competitive game situation to have my team to outwit the opponents and keep possession of the ball.</p>	<p><u>Lesson 1: Chasse movement</u> - Demonstrate starting position and chasse movement to the forecourt, midcourt and rearcourt. The way you move around the court is called a chasse. To chase the knees are bent and you remain on the balls of your feet.</p> <p><u>Lesson 2: Gameplay</u> - apply chasse movement in a half court singles game</p>	<p><u>Lesson 1: Fitness testing-</u> Performing a series of fitness tests to find a baseline for each component of Fitness and finding both strengths and areas for improvement for my fitness. The fitness test will be on: Aerobic Endurance, Agility, Muscular Strength, Muscular Endurance, Flexibility, Speed, Power.</p> <p><u>Lesson 2:-</u> Completing any remaining Fitness tests and selecting from my results two fitness programmes that I can work on for the rest of the cycle.</p>
<p><u>Lesson 1: Footwork-</u> To apply the footwork rule to keep the ball moving without placing both feet on the ground. I will as I'm running to catch the ball, I will plant my foot into the ground and release the ball on the move before planting my other foot to reduce footwork calls.</p> <p><u>Lesson 2: Gameplay-</u> To select within a game situation whether to plant both feet on the ground and then pivot to pass the ball or to perform a quick pass to keep the ball moving before planting my non standing leg.</p>	<p><u>Lesson 1: Serving</u> Demonstrate the three types of serve and understand when it is appropriate to use each. Backhand low serve Backhand flick serve Forehand high serve</p> <p><u>Lesson 2: Gameplay</u> - Correctly apply the appropriate type of serve in a game to gain an advantage</p>	<p><u>Lesson 1: Fitness testing-</u> Performing a series of fitness tests to find a baseline for each component of Fitness and finding both strengths and areas for improvement for my fitness. The fitness test will be on: Aerobic Endurance, Agility, Muscular Strength, Muscular Endurance, Flexibility, Speed, Power.</p> <p><u>Lesson 2:-</u> Completing any remaining Fitness tests and selecting from my results two fitness programmes that I can work on for the rest of the cycle.</p>
<p><u>Lesson 1:</u> To shoot accurately within competitive situations in both pressurised and non-pressurised situations. To hold the ball above my head and extend at the elbow and knee joints to push the ball up and into the hoop often under pressure.</p> <p><u>Lesson 2: Gameplay-</u> To successfully shoot within competitive game situations with pressure from either the GK or GD. To try and have my best shooter on the court in GS position.</p>	<p><u>Lesson 1:</u> That by performing a successful clear 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.</p> <p><u>Lesson 2: Gameplay</u> To outwit the opponent in a game, I will need to draw them into the net to play a clear to force them to the back.</p>	<p><u>Lesson 1:</u> This will be the second lesson of the training programme for each of their components. I will pick a new session plan which relates to the first component of fitness I am training, or I will pick the previous weeks plan ensuring there is progressive overload in the session.</p> <p><u>Lesson 2:</u> The second lesson will focus on the 2nd component of fitness that the students have chosen to work on with a similar or different session plan that shows progression in the workouts</p>
<p><u>Lesson 1:</u> Offside- To ensure I am always aware of my surroundings in competitive situations so that I can prevent myself from being offside and turning over possession to the other team.</p> <p><u>Lesson 2: Gameplay-</u> To ensure during gameplay that I am never caught offside to maximise chances of possession for my team.</p>	<p><u>Lesson 1:</u> That to perform a drop shot my body must be sideways on with my racket leg backwards. I will make contact with the shuttlecock when it is high in the air at approximately 2 o'clock. When I make contact with the shuttlecock my back leg should follow through.</p> <p><u>Lesson 2: Gameplay</u> Perform a drop shot that outwits the opponent (by forcing them to lift or be unable to return the shot) in a game</p>	<p><u>Lesson 1:</u> The third session on the 1st component of fitness that the students are working to improve on. The session will be looking to increase in effort to push the student to work harder. A session plan will be used to facilitate the session</p> <p><u>Lesson 2:</u> The third session working on the 2nd component of fitness that the student is choosing to have worked on for previous weeks. You will use your own plan for this.</p>
<p><u>Lesson 1: Positional awareness-</u> In competitive scenarios I will use my positioning to try and create space so other players can run into to create more passing opportunities.</p> <p><u>Lesson 2: Gameplay-</u> To use movement and creating space to help my team in gameplay situations to create more opportunities.</p>	<p><u>Lesson 1:</u> That by performing a smash 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.</p> <p><u>Lesson 2: Gameplay</u> Outwit an opponent by ending the rally with a smash in a game</p>	<p><u>Lesson 1:</u> This is the final session on working to improve the chosen component of fitness. They will pick a session that will allow them to get the best results in the final session</p> <p><u>Lesson 2:</u> This is the final session for the student to work on the chosen 2nd component of fitness. The students will pick a suitable training plan</p>

Year 10 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

Tennis	❑ Flag Football
<p><u>Lesson 1:</u> Learning about PASS to gain control and understand basic path of the ball. P stand for Pathway of the ball; A stands for Angle of the racquet; S stands for Stance and being able to be set yourself and be balanced before hitting the ball; S stands for Speed which alludes to understanding how much power and speed to apply in your shot.</p> <p><u>Lesson 2: Gameplay</u> Applying the idea of Pass into cooperative rallies with control.</p>	<p><u>Lesson 1:</u> Learning about correct passing technique and how to grip the ball to ensure correct motion of the ball through the air. Ensuring the correct stance for throwing by being side on with throwing shoulder away from the target. Introducing the rules of flag football</p> <p><u>Lesson 2:</u> Gameplay- Students will apply different passing technique into competitive gameplay situations with correct technique and grip to throw over a range of distances. Each student will act as Quarterback in small sided games to gain practice throwing the ball to teammates.</p>
<p><u>Lesson 1: Forehand shot</u> lesson to practice top spin on the ball. By rotating our body, moving our feet and manipulating the grip and wrist around the racquet to produce top spin forehand shots. By following the correct technique, we will apply pressure on the opponent to deal with the ball spinning towards them and speeding up upon bouncing.</p> <p><u>Lesson 2: Gameplay</u> Applying forehand shots and moving towards the back of the court still with control of the rally.</p>	<p><u>Lesson 1:</u> Learning the basic routes in Flag football: Fade, Slant and Hook. Being able to perform each of these as both a passer and a receiver. Passers will aim to control the tempo of the run from the receiver to throw the ball at the perfect moment.</p> <p><u>Lesson 2:</u> The students will use the passing tree to create a playbook of the different passes: Fade, Hook and Slant. They will then apply these into competitive small sided games. Students will demonstrate the knowledge of how to run each route.</p>
<p><u>Lesson 1: Backhand shot</u> lesson to practice back spin on the ball. Having the ability to control the racquet with a downwards motion to apply the spin. Not over rotating the body to maintain balance and control. This will include variation of spins and volleys of the ball to deal with variety of situations.</p> <p><u>Lesson 2:</u> Gameplay conditioned games to use the backhand shot and win rallies/points.</p>	<p><u>Lesson 1:</u> Students will learn defensive strategy and will play either man to man or zonal marking to learn how to defend offensive players by taking the tags off opponents to prevent them from progressing. Students will know the defensive positions involved in flag football.</p> <p><u>Lesson 2:</u> Students will apply defensive strategies to ensure there is no deficiencies in the defensive and offensive matchups. The students will either play zonal or man to man in each possession of play that happens before the turnover.</p>
<p><u>Lesson 1: Serve</u> is the most important shot in Tennis as its start the rally and you are in total control. Learning about the technique and rules of the serve is vital as it allows us to win points and put the opponent under pressure straight away. By serving effectively we have the ability to control the outcome and tempo of the rally. Serving in competitive scenario.</p> <p><u>Lesson 2: Gameplay</u> begging each rally/ game with the correct serve. Alternating serving games to maximise practice.</p>	<p><u>Lesson 1:</u> In groups the students will have a look at the route tree and create their own playbook in preparation for the tournament next week. Students will then practice in their teams in preparation.</p> <p><u>Lesson 2:</u> Students will create their own playbook of different plays they will use in the game focussing on the key elements from previous lessons. Students will have a training session within their teams in preparation</p>
<p><u>Lesson 1:</u> Tournament with application of the skills learned in the cycle. Quick round robin tournament to play a variety of opponents and use the skills learned during the Tennis Cycle.</p> <p><u>Lesson 2:</u> Gameplay Full 2v2 and 1v1 games.</p>	<p><u>Lesson 1:</u> Tournament style format in the students own teams with positions both offensively and defensively being decided to show application of rules. The students will play the first games of the tournament.</p> <p><u>Lesson 2:</u> Tournament style format in the students own teams with positions both offensively and defensively being decided using the playbook created. The students will have their final day of the tournament to see which group wins the tournament overall.</p>

Science Y10 Combined and Triple

Cycle 2

Exam Board AQA

Y10 COMBINED AND TRIPLE SCIENCE

	Biology	Chemistry	Physics
Weeks	3 or 4 ppf	3 or 4 ppf	3 or 4 ppf
1&2	B2 Organisation	C2 Bonding, Structure, and The Properties of Matter	P2 Electricity
3&4	B2 Organisation	C2 Bonding, Structure, and The Properties of Matter	P2 Electricity
5&6	B2 Organisation	C3 Quantitative Chemistry	P2 Electricity
7&8	B2 Organisation	C3 Quantitative Chemistry	P2 Electricity
9&10	B2 Organisation	C3 Quantitative Chemistry	P3 Particle Model of Matter
11&12	Assessment & Reteach	Assessment & Reteach	Assessment & Reteach

Character Education Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Ramifications	Complex or unintended consequences of an action or decision.	The ramifications of anti-social behaviour can extend into adulthood, affecting career prospects and personal relationships.
2	Autonomy	The ability to make independent decisions and govern oneself.	Establishing autonomy in relationships is essential for maintaining mutual respect and emotional wellbeing.
3	Resilience	The capacity to recover quickly from difficulties or setbacks.	Building resilience helps individuals cope with challenges such as living with an addicted family member.
4	Empathy	The ability to understand and share the feelings of another.	Showing empathy towards someone experiencing neglect can help them feel seen and supported.
5	Integrity	The quality of being honest and having strong moral principles.	Acting with integrity during work experience demonstrates professionalism and earns trust.
6	Inclusivity	The practice of ensuring all individuals feel welcomed and valued.	Promoting inclusivity in school and community settings helps foster a sense of belonging.
7	Accountability	Taking responsibility for one's actions and their outcomes.	Legal systems enforce accountability when someone violates consent laws.
8	Perseverance	Continued effort to achieve something despite difficulties.	Perseverance during work experience can lead to valuable skills and future opportunities.
9	Discernment	The ability to judge well, especially in complex or sensitive situations.	Discernment is key when identifying red flags in relationships.
10	Aspiration	A strong desire to achieve something high or great.	Setting clear aspirations at the start of Cycle 2 helps students stay focused and motivated.

Character Education Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Consent	Permission for something to happen, especially in relationships.	Consent must be freely given, informed, and can be withdrawn at any time.
2	Neglect	Failure to provide necessary care, resulting in harm or risk.	Neglect is a safeguarding concern that can have lifelong effects.
3	Safeguarding	Measures to protect people's health, wellbeing, and rights.	Schools have safeguarding policies to protect students from harm.
4	Coercion	Forcing someone to do something against their will through pressure or threats.	Coercion in relationships is a form of abuse and is illegal.
5	Substance abuse	The harmful or hazardous use of drugs or alcohol.	Substance abuse can damage mental health and relationships.
6	Sexting	Sending or receiving sexually explicit messages or images, especially by phone.	Sexting under the age of 18 is illegal, even if it's consensual.
7	Addiction	A condition of being dependent on a substance or behaviour.	Addiction can affect not just the individual but their whole family.
8	Ally	Someone who supports and stands up for others, especially those who are excluded.	Being an ally means challenging unfair treatment and including others.
9	Belonging	Feeling accepted and included in a group or community.	Belonging improves mental health and helps people thrive.
10	Work placement	A short-term experience in a workplace to learn about a job or career.	A work placement helps students gain real-world skills and confidence.

English Curriculum Dictionary: Tier Two Words

	Word	Definition	In a sentence:
1	Benevolent	Kind, wishing good things for others	The kind and benevolent teacher always made sure to encourage and support each student's unique talents and aspirations.
2	Miserly	Describing a person who keeps wealth and spends as little money as possible	The miserly old woman refused to share even a small portion of her vast fortune, choosing to hoard her wealth instead.
3	Catalyst	A person or thing that causes an event to occur	Marley's Ghost serves as the ultimate catalyst for Scrooge's profound transformation, prompting his fear and eventual desire to change his miserly ways and become a more generous man.
4	Ignorance	lack of knowledge, education, or awareness	Even with many books available, some people prefer to embrace ignorance and not learn about important things.
5	Malevolent	wishing evil or harm to another or others	The malevolent dictator ruthlessly oppressed his people, employing fear and violence to maintain his grip on power.
6	Caricature	a picture, description, or imitation of a person in which certain striking characteristics are exaggerated in order to create a comic or grotesque effect	Dickens constructs Scrooge as a caricature of a miserly, malevolent capitalist who only thinks of his money.
7	Philanthropy	the desire to promote the welfare of others, expressed especially by the generous donation of money to good causes.	The newly redeemed Scrooge demonstrates an intense form of philanthropy by sending a turkey to the Cratchits and making a substantial donation to the charity collector.
8	Redemption	the action of saving or being saved from sin, error, or evil	After a life of crime, the reformed criminal found redemption by dedicating himself to helping others and making positive contributions to society.
9	Metamorphosis	a change of the form or nature of a thing or person into a completely different one	Through self-reflection and personal growth, a person can undergo a transformative metamorphosis , shedding their old ways and embracing a new better way of living.
10	Ephemeral	Lasting for a very short time	The Ghost of Christmas Past is described as an ephemeral spirit, a temporary and flickering presence that takes Scrooge on a journey through his past experiences.

English Curriculum Dictionary: Tier Three Words

	Word	Definition	In a sentence:
1	Allegory	A story which can be interpreted to reveal a hidden meaning, typically a moral or political one.	A Christmas Carol is an allegory where Dickens wanted the Victorian society to realise the damage that was being done by men driven by greed and money, like Scrooge. He hoped his novella would lead to social reform and improvements for society.
2	Semantic field	A semantic field is a group of similar words.	Dickens uses a semantic field of cold at the start of the novella which includes 'cold', 'ice', 'low-temperature', 'thaw' and 'froze' to illustrate how Scrooge's behaviour lacks any warmth or compassion.
3	Anaphora	Repetition of a word or phrase at the beginning of successive sentences, phrases or clauses.	Dickens uses anaphora in the opening of 'A Christmas Carol' when he repeats the word 'no' to emphasise Scrooge's isolation.
4	Pathetic fallacy	Where human feelings and responses are attributed to inanimate things that are not human such as objects, weather, or animals.	Pathetic fallacy is used by Dickens to represent Scrooge's manner. Dickens uses the weather throughout the novella to reflect his state of mind and emotions.
5	Antithesis	a person or thing that is the direct opposite of someone or something else	The lively and outgoing girl was the antithesis of her shy and reserved twin sister.
6	Mammon	wealth regarded as an evil influence or false object of worship and devotion.	Scrooge learned through the Ghost of Christmas Past of all the real human emotion, contact and love he had given up in his worship of the " Mammon " idol.
7	Analepsis	Interrupts the present time taking the reader back to past events that add information or additional background to the story.	Dickens uses an analepsis within the novella when the Ghost of Christmas Past takes Scrooge back to nostalgic events from his past to evoke an emotional response.
8	Biblical allusion	A reference to or use of language and stories associated with the bible and Christianity.	Victorians followed Christianity and to emphasise his message to his readers Dickens includes several biblical allusions one of which is made by Jacob Marley when he links to the birth of Jesus.
9	Symbolism	when a writer uses objects or images to represent deeper ideas and meanings.	Marley's chains and what they contain symbolise his regrets and past mistakes. The fact that Marley himself 'forged' his chains during his life indicate that he was the one responsible. Dickens uses symbolism to show that Marley's actions had consequences.
10	Malthusian attitudes	Attitudes associated with Thomas Malthus an economist who believed the poor were in need due to laziness.	Malthusian attitudes are exposed by wealthy characters, particularly Scrooge, who dismiss charity and view the poor as a "surplus population" that naturally contributes to poverty.

Maths Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Gradient	The slope of something.	A steep hill has a high gradient .
2	Estimate	Calculate something approximately.	I estimate that there are around 2000 students in this school.
3	Sketch	Draw something not accurately.	I sketched a picture of a lion, it wasn't very clear!
4	Cancel	Make a decision to stop something.	To cancel a multiplication you divide.
5	Common	Shared or the same.	Two girls have blue eyes in common .
6	Multiply	Repeated addition.	3 multiplied by 4 (3×4) is a quicker way of doing $3 + 3 + 3 + 3$
7	Substitute	Swap in place of something.	One player was substituted off a football game because they were hurt.
8	Composite	Made up of 2 or more things.	A composite function is 2 or more functions together.
9	Conversion	A change.	The conversion from £ to \$ can be done at a bank.
10	Proportion	A proportion is a mathematical comparison between two numbers.	The proportion of dark chocolate sweets in the bag was 40%.

Maths Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Plot	Put a point on a set of axes.	You plot a point using the x coordinate as the horizontal distance and the y as the vertical.
2	Tangent	A straight line that touches the curve with the same gradient as the curve at the point it touches.	To estimate the gradient of a curve at a particular point use a tangent .
3	Quadratic	An equation containing terms with powers no higher than 2. e.g. $x^2 - 2x + 1 = 0$	You can solve a quadratic equation by factorising.
4	Simultaneous	Equations that are true at the same time.	13:00 and 1pm are simultaneous .
5	Numerator	The top number of a fraction.	The numerator of $\frac{2}{3}$ is 2.
6	Denominator	The bottom number of a fraction.	The denominator of $\frac{2}{3}$ is 3.
7	Function	A set of rules to convert an input into and output.	The function $f(x) = 2x$, means multiply the input by 2.
8	Inverse	Something that is the opposite or reverse of something else.	The inverse operation of multiply is divide.
9	Equation	A statement that 2 things are equal each other.	$2x + 1 = 3$ is an example of an equation .
10	Reciprocal	What you multiply a fraction by to get 1.	The reciprocal of $\frac{2}{3}$ is $\frac{3}{2}$.

Physical Education Curriculum Dictionary: Tier Two/Three Words

Topic	Week / Word		
Netball	1. Ideal	<ul style="list-style-type: none"> Choosing the most appropriate pass to use in a game situation. 	<ul style="list-style-type: none"> It was ideal when I used a bounce pass to my teammate when they had their arms outstretch to the side.
	2. Plant	<ul style="list-style-type: none"> When I place my foot firmly and deliberately on the ground in the best position to allow me to pivot. 	<ul style="list-style-type: none"> I plant my foot when I land after jumping to catch the ball.
	3. Accurately	<ul style="list-style-type: none"> Being able to control movement to perform skills consistently and with high success rate. 	<ul style="list-style-type: none"> I know I can accurately shoot because I score often.
	4. Competitive	<ul style="list-style-type: none"> A match or drill situation where you are trying to beat an opponent 	<ul style="list-style-type: none"> When I play netball matches I am competitive and want to beat others
	5. Positional Awareness	<ul style="list-style-type: none"> Understanding of where you are as a player compared to your teammates, the defender and the ball. 	<ul style="list-style-type: none"> The goalkeeper used positional awareness to know where the goal shooter is.
Badminton	1. Balls of your feet	<ul style="list-style-type: none"> The padded part at the front of your foot below your toes. 	<ul style="list-style-type: none"> The badminton player was in the ready position on the balls of their feet
	2. Serve	<ul style="list-style-type: none"> The shot that is played to start a point. 	<ul style="list-style-type: none"> The player used a forehand long serve.
	3. Clear	<ul style="list-style-type: none"> A badminton shot played overhead aiming to land the shuttle at the back of the court 	<ul style="list-style-type: none"> The players used a clear shot to put the shuttle over the head of their opponent.
	4. Drop shot	<ul style="list-style-type: none"> A badminton shot play overhead aiming to land the shuttle gently over the net 	<ul style="list-style-type: none"> To bring their opponent to the front of the court, the player performed a drop shot.
	5. Whooshing	<ul style="list-style-type: none"> The sound made when the racket travels quickly in the air 	<ul style="list-style-type: none"> As the player hit their smash shop, the racket made a whooshing sound.
Fitness	1. Fitness tests	<ul style="list-style-type: none"> A series of assessments that will give results to show an individual level of fitness 	<ul style="list-style-type: none"> I completed fitness tests to show my ability in each component of fitness.
	2. Fitness programme	<ul style="list-style-type: none"> A short, medium or long term plan to help an individual to improve their levels of fitness. 	<ul style="list-style-type: none"> I designed a six week fitness programme to improve my cardiovascular endurance.
	3. Progressive overload	<ul style="list-style-type: none"> To work harder than previous in a manageable and sustainable way 	<ul style="list-style-type: none"> I will use progressive overload to lift heavier weights than last week
	4. Session plan	<ul style="list-style-type: none"> A detailed outline of the exercises/activities to complete in a time period to improve levels of fitness 	<ul style="list-style-type: none"> The session plan I made focuses on exercises that improved my muscular strength.
	5. Component of fitness	<ul style="list-style-type: none"> The different aspects that contribute to physical fitness/performance. 	<ul style="list-style-type: none"> The component of fitness I was training in my lesson was my flexibility.

Physical Education Curriculum Dictionary: Tier Two/Three Words

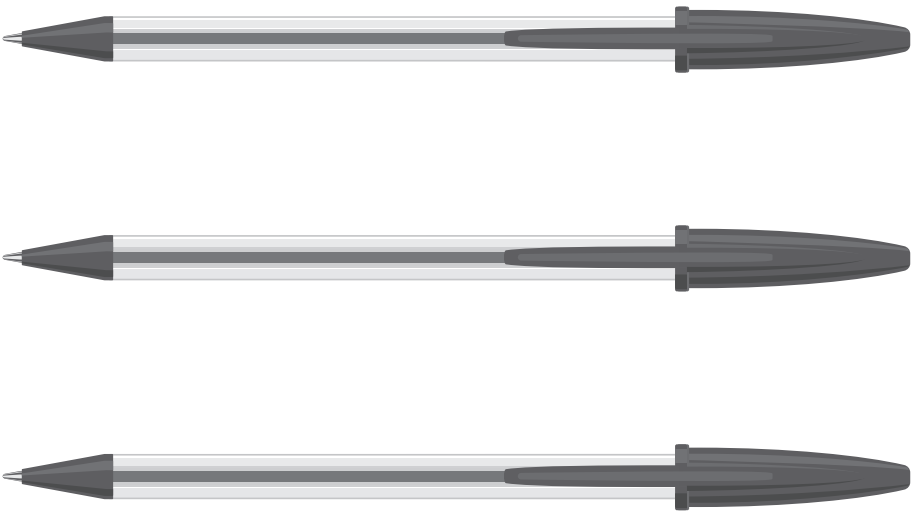
Topic	Week / Word		
Tennis	1. Stance	• A deliberately adopted way to stand to improve skill/performance	• My stance when I hit a forehand is neutral.
	2. Top spin	• Forward rotation of the ball which results in a curved path	• I played a lovely topspin forehand shot, beating my opponent
	3. Back spin	• A backwards spin of the ball that results in the ball stopping quicker than with topspin	• I used my backhand to get backspin on the ball
	4. Rally	• A continuous rotation of opponents playing shots back and forth without aiming to score a point	• The students played a really long rally
	5. Application	• Using the skills practiced in lessons to match play or competitive situations	• The application of the backhand backspin shot was successful by the students.
Flag football	1. Stance	• The way a person stands to allow for a certain movement	•To throw the ball accurately your stance needs to be correct being side on
	2. Routes	• A pattern or path a receiver runs to get open for a forward pass.	•A slant is a route in Flag football
	3. Zonal marking	• A type of defensive strategy where each defender marks a certain area of the pitch	•The players used zonal marking to focus on closing gaps
	4. Route tree	• A diagram to visually represent all possible routes to run	•We used the route tree to create our playbook
	5. Playbook	• A selection of both running and passing plays that a team uses to choose from for each play	•We created our playbook mostly using running plays

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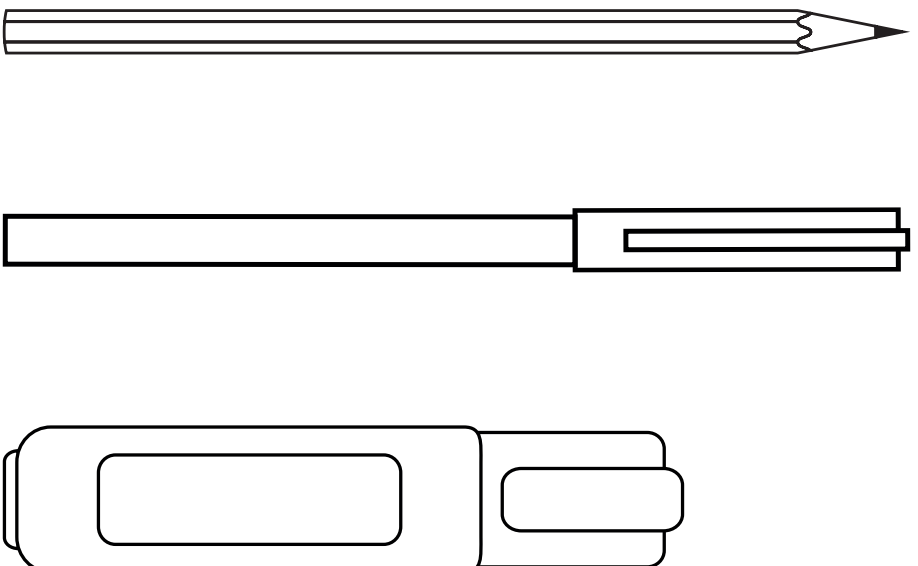
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Tools for Learning

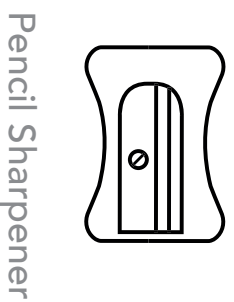
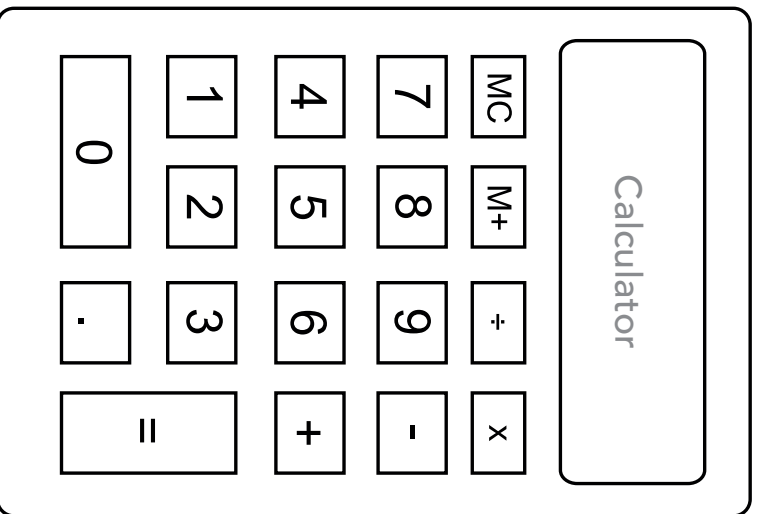
All equipment is available to purchase from the Reprographics Department



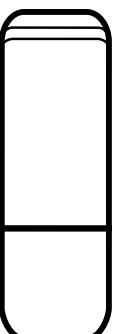
Black, Blue & Purple Pens



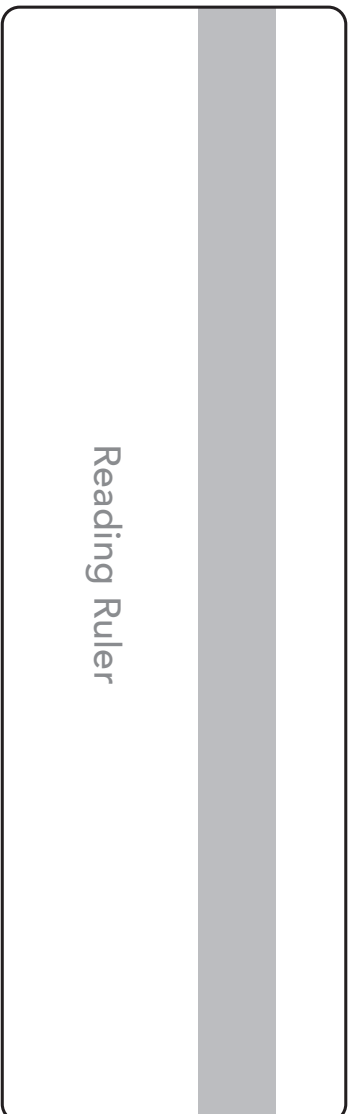
Pencil, Whiteboard Pen & Highlighter



Pencil Sharpener



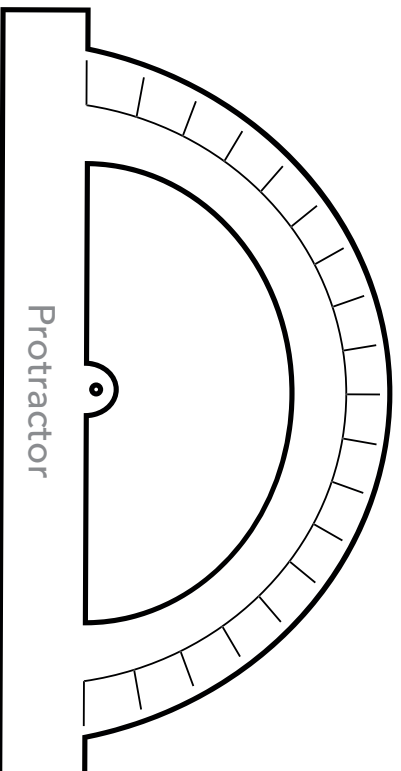
Eraser



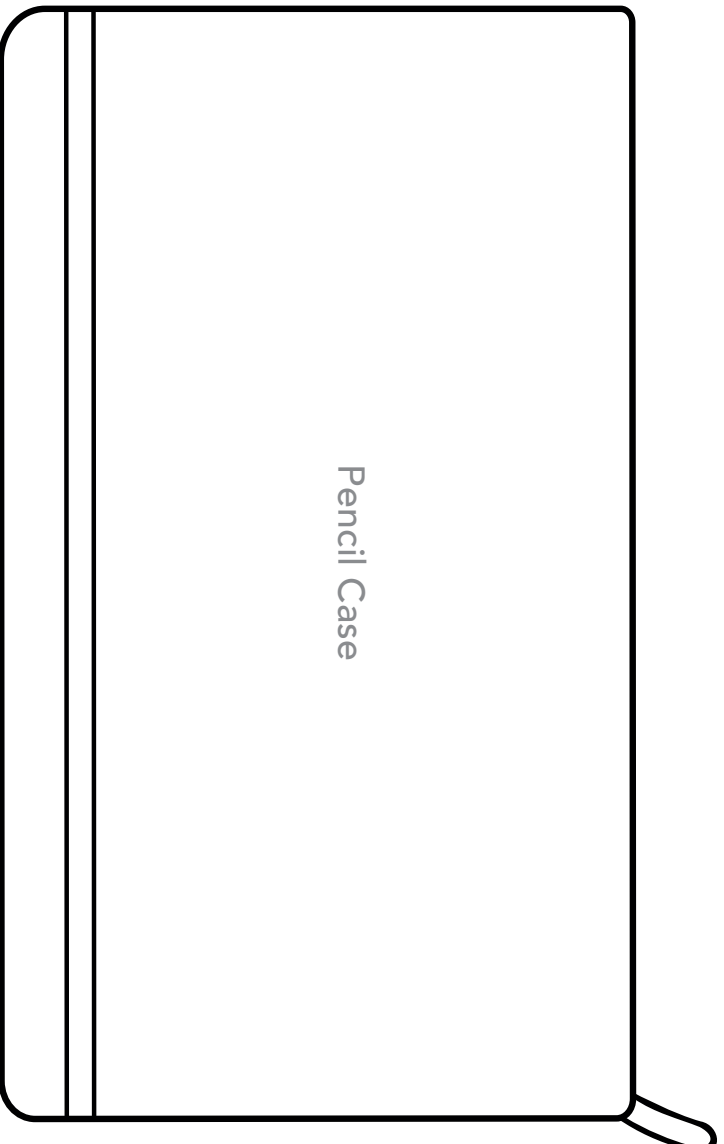
Reading Ruler



GLUE



Protractor



Pencil Case



30cm Ruler



Scholars Guide Competition Winner - Sarah Farhoud

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