

The Scholar's Guide

The **OSA** Way

Year 7

Cycle Three

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



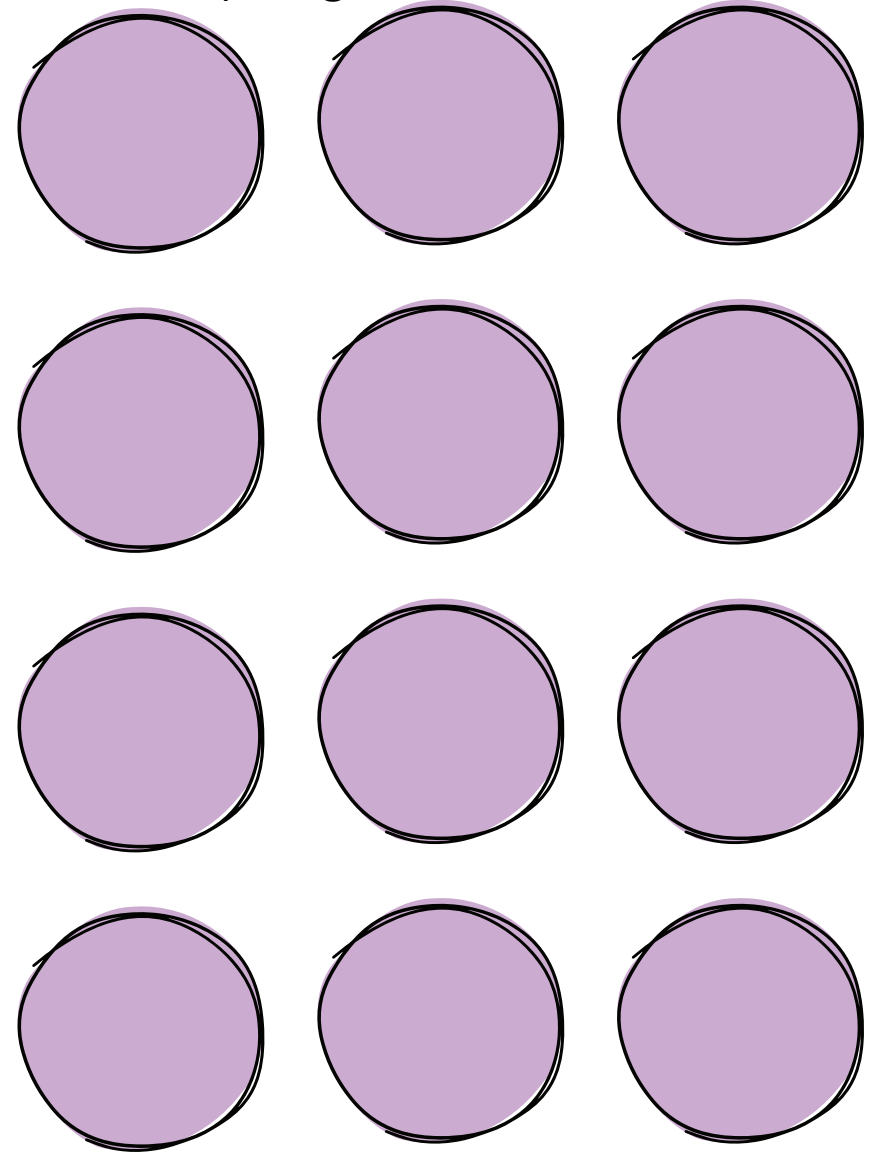
8:30am
The Late Bell goes at 8:30am
Students will be directed to the late tutor room
Lateness logged on Bromcom



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**

TRACKING 100% ATTENDANCE

Collect an attendance sticker every week you get 100% attendance



A poster titled "100% ATTENDANCE BADGES" with a purple border. At the top, the title is in white on a pink banner. Below are three circular badges: a brown one with three stars and "100% ATTENDANCE", a blue one with three stars and "100% ATTENDANCE", and a green one with three stars and "100% ATTENDANCE". Below these are the labels "CYCLE 1", "CYCLE 2", and "CYCLE 3". A pink speech bubble contains the text: "Collect all 3 to win the special edition pink badge! & a full year fast lunch pass for 2026/2027". At the bottom left is a pink badge with three stars and "100% ATTENDANCE". At the bottom right is a cartoon illustration of a smiling man in a blue suit and red tie.

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

Week	Theme of the week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Water safety	23rd March	24th March	25th March	26th March	27th March
		Year 10 Human Geography Trip High School Musical – School Production	High School Musical – School Production	Year 10 Human Geography Trip Open Doors Event for Student Council High School Musical – School Production	Year 8 & 13 Parents Evening	
Easter Holiday						
2	Celebrating cycle 2 achievements	13th April	14th April	15th April	16th April	17th April
3	Responsibility in the community	20th April	21st April	22nd April	23rd April	24th April
		Year 10 Human Geography				
4	Enrichment and honours	27th April	28th April	29th April	30th April	1st May
				Junior Mathematical Challenge Y7 & Y8 Open Doors Event Student Council	Year 10 Parents Evening	
5	Role models	4th May	5th May	6th May	7th May	8th May
		Bank Holiday				
6	Healthy families	11th May	12th May	13th May	14th May	15th May

Scholars Calendar

Week	Theme of the week	Monday	Tuesday	Wednesday	Thursday	Friday
7	Careers	18th May	19th May	20th May	21st May	22nd May
			Y10 Geography trip to the beach	Y10 Geography trip to the beach		
Half Term						
8	Communicating boundaries in relationships	1st June	2nd June	3rd June	4th June	5th June
				Timi London Day		
9	Self esteem	8th June	9th June	10th June	11th June	12th June
		Junior Kangaroo (Maths Challenge)				
Assessment Week						
10	Summer safety choices	15th June	16th June	17th June	18th June	19th June
			Timi Forum			
11	Pride	22nd June	23rd June	24th June	25th June	26th June
				Open Doors Event Student Council	Year 6 Transition Days	Year 6 Transition Days
Super Teaching Week						
12	Community safety	29th June	30th June	1st July	2nd July	3rd July
						(5th – 10th July) Strasbourg & Freiburg) (4th-5th July DofE Bronze Practice Expedition)

Year 7 Pastoral Team



Year 7 Tutor Team



Ms Adams
Head of Year



Ms McManus
Deputy Head of Year



Ms Ramdeen
Pastoral Leader



Ms Chaffey
SLT Link



Ms Hughes
Director of Behaviour and Inclusion



Mr Boyd
Behaviour Support Manager



Ms Coley
SENDCO



Ms May
EDI Lead



Ms Baker
Designated
Safeguarding Lead



Ms Henry
Deputy DSL



Ms Richardson
Deputy DSL



Ms Icely



Ms Marais



Ms Gaylard



Dr Thite



Ms Munnery



Ms McPhee



Mr Ogden



Ms McManus



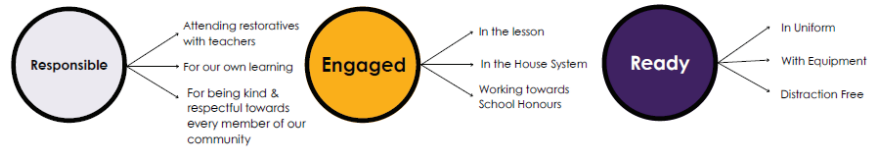
Ms Francis



Ms Robinson

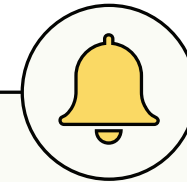
THE OSA WAY

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.

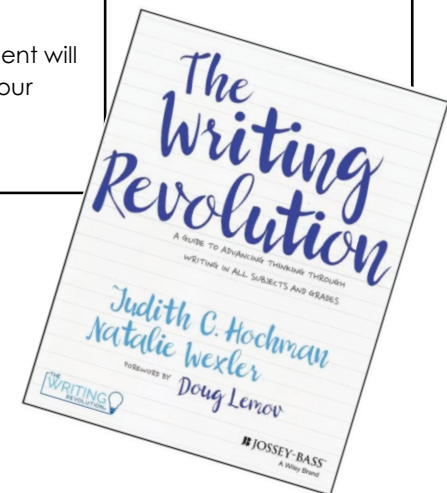
At Spires we have invested time and training using the research from 'The Writing Revolution' (J.Hochman) in order to create 'The Knowledge Essay' which year 7-9 will complete at the end of each cycle.

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.	



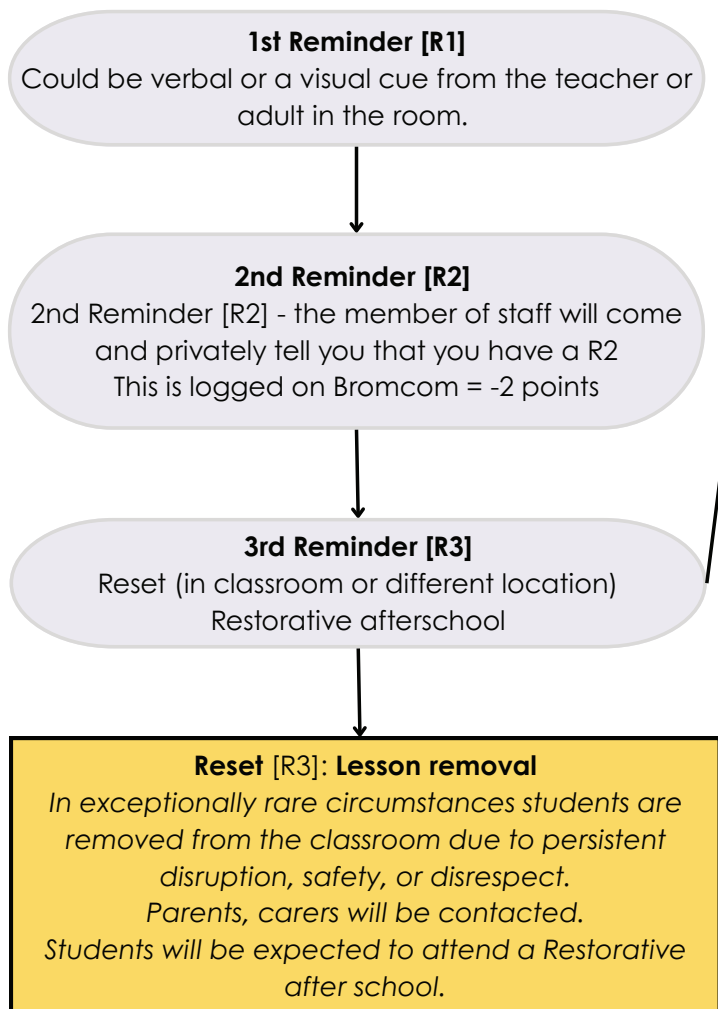


BE ENGAGED

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 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



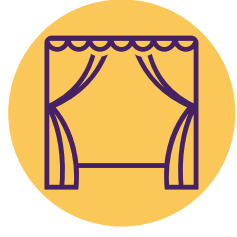
Art: Collect Equipment



History: 5 Bums on a Bench



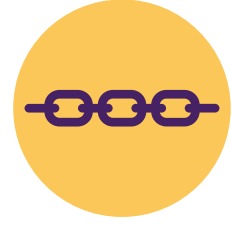
History: CHOPAR



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

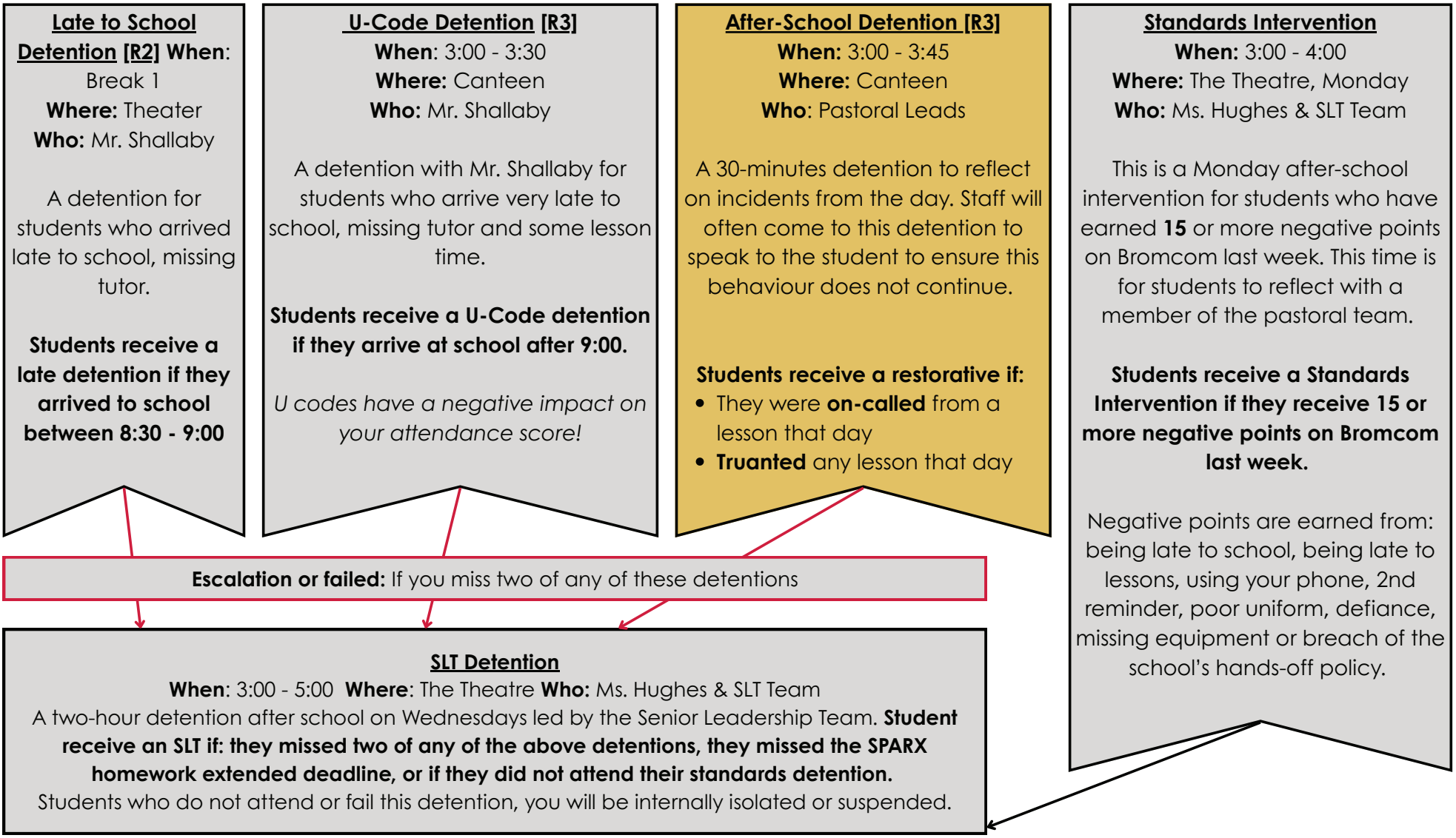
Extra Curricular

- 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



OSA DETENTIONS

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





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
- *Optional:* Plain white long sleeve tshirt



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, leggings or tracksuit bottoms (no cuffed trousers, drawstring trousers or trousers with cargo pockets)
- 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.

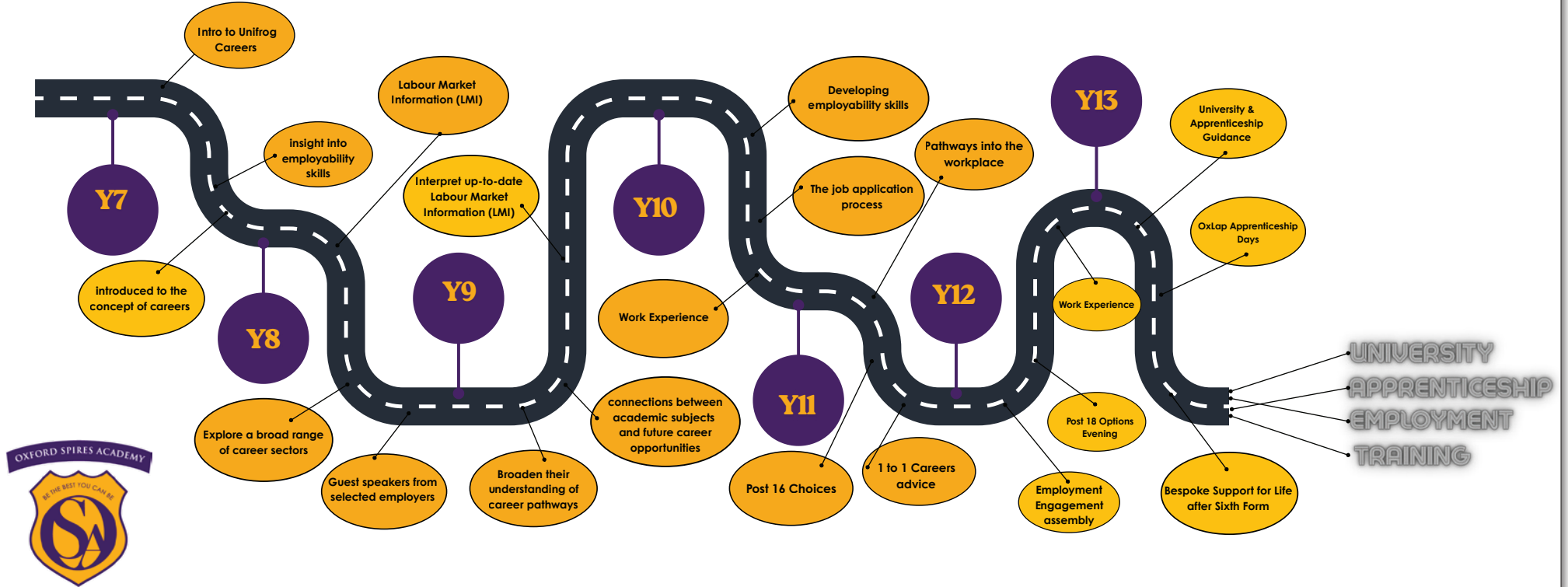
REMINDER

- 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. Incorrect uniform or equipment will mean -3 negative points on Bromcom.
- Coats, hoodies must have a full zip and must be worn in addition to your blazer or purple jumper.
- If you are not in the correct uniform you are not ready to learn and will be able to attend lessons until your uniform is corrected.
- 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.

OSA Careers Roadmap





AI ACCEPTABLE USE AGREEMENT

This agreement outlines how I as a student at Oxford Spires Academy, will use artificial intelligence (AI) responsibly. AI has many benefits for our learning, but it is important to use it correctly.

1. My promises on using AI

Purposeful use: I will use AI tools to help with my learning, following the school's rules and my teachers' guidance on when and how to use AI for my assignments.

Honesty: I will be honest about using AI for my work and will not submit work made entirely by AI as my own.

Reviewing AI work: When I use AI, I will check its work for any mistakes.

2. How AI can help me learn

Boosting creativity: I will use AI to help come up with new ideas and be creative in different subjects.

Helping with teamwork: AI can help me work on group projects by offering ideas, research support, and helping us connect different pieces of information.

Personal tutoring: AI can act as a personal tutor, available anytime to help with homework, explain difficult concepts, and support my learning.

3. What I shouldn't do with AI

No bullying: I understand that using AI to bully or harass others is not allowed, including creating deepfakes or other harmful content.

Avoiding overdependence: I know it's important to think for myself and not rely too much on AI for my learning.

No plagiarism: I will not plagiarise by using AI-generated work as my own. I'll always say when I've used AI to help with my work. I have read and understand the requirements of the JCQ in relation to any assessed work for formal qualifications

4. Agreeing to this policy

By signing this agreement, I confirm that I understand and agree to use AI properly and responsibly at school and when completing schoolwork.

Signed by student

Year 7 Character Education Cycle 3

Careers linked to topics we study this cycle are Police officer, social worker, Firefighter, paramedic, therapist, financial advisor, accountant, digital forensic investigator

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> To be successful in Cycle 3, I need to ensure my timetable is copied into my scholar's guide with the correct rooms. I must ensure I have my scholar's guide out at the start of every lesson, come to school with correct equipment and uniform and ensure I am always punctual. I should actively participate in lessons, house events and school enrichment opportunities and ensure I am respectful and kind in my words and actions. Online behaviour should follow the same respectful and kind rules we use in real life. Just because you're behind a screen doesn't mean your actions don't affect others. 	<p>Best the best I can be and fulfil my potential</p> <p>Understand how online actions have consequences.</p>
2	<ol style="list-style-type: none"> Sharing personal details online can put you at risk of scams, bullying, or strangers knowing too much about you. Once something is online, it's hard to take it back or control who sees it. Social media can spread rumours quickly and make arguments worse because people often say things they wouldn't say face-to-face. Misunderstandings online can lead to hurt feelings and damaged friendships. 	<p>Keep myself safe online</p> <p>Prevent myself from hurting others online.</p>
3	<ol style="list-style-type: none"> Exploitation means using someone unfairly for personal gain, often without their full understanding or consent. You can spot it when someone is being pressured, treated unfairly, or not getting something they deserve. People might be pressured by friends, older peers, or online strangers who make bad choices seem cool or normal. Tricks like offering gifts or pretending to be a friend are often used to get someone to do something unsafe. 	<p>Identify signs of exploitation and keep myself and others safe.</p>
4	<ol style="list-style-type: none"> Extremism is when someone holds very strong views and tries to force others to agree, sometimes in harmful ways. It can show up in politics, religion, or social groups when people reject others who think differently. If someone makes you feel scared, guilty, or pressured to agree with them, they might be trying to influence you unfairly. Watch out for people who don't respect your opinions or try to isolate you from others. 	<p>Identify signs of extremism and keep myself and others safe.</p>
5	<ol style="list-style-type: none"> Rules and laws protect people and help everyone know what is right and wrong. They make sure we live in a fair and safe community where people are treated equally. School rules help keep students safe and learning well, like wearing uniform and arriving on time. Community rules guide behaviour in local places like parks (e.g. no littering) or shops (e.g. no stealing), while national laws are made by the government and apply to everyone in the country, such as laws against carrying weapons or bullying online. 	<p>Be a respectful and good citizen.</p> <p>Understand the role myself and others have in ensuring a fair society.</p>
6	<ol style="list-style-type: none"> Fairness means treating people equally and listening to all sides of a story, like letting both friends explain their side during a disagreement. It helps solve problems peacefully and makes sure everyone feels respected and heard. Teachers, police officers, and other trusted adults help make sure rules are followed, such as teachers managing classroom behaviour and police responding to crimes. They work to keep us safe and support us when things go wrong. 	
7	<ol style="list-style-type: none"> Respectful behaviour in school means listening to teachers, following instructions, and treating classmates kindly—for example, helping someone who's struggling or waiting your turn to speak. It also includes using polite language and keeping shared spaces tidy. In the community, respectful behaviour means being polite to others, keeping noise levels down, and following local rules—like not littering in parks or respecting queues in shops. It also means helping others when needed and being a good neighbour. 	

Year 7 Character Education Cycle 3

Week	I will need to know:	So that I can:
8	<ol style="list-style-type: none"> 1. Money is something we use to buy goods and services, like food, clothes, or transport. People earn money by working in jobs, such as being a teacher, shop assistant, or builder. 2. Needs are things we must have to live, like food, water, and a place to live. Wants are things we'd like to have but don't need to survive, like video games, sweets, or designer clothes. 	<p>Be sensible and informed in having, spending and saving money.</p>
9	<ol style="list-style-type: none"> 1. Saving money helps you prepare for emergencies, buy things you need in the future, and feel more secure. You can start by putting aside a small amount each week in a savings jar or bank account and avoiding spending on things you don't really need 2. . You can keep your money safe by storing it in a secure place, like a bank account or a locked drawer at home. Avoid sharing your bank details or passwords with anyone and be careful when spending online. 	
10	<p>Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!</p>	
11	<ol style="list-style-type: none"> 1. Addiction is when someone feels a strong need to keep doing something, even if it's harmful—like smoking, vaping, or playing video games too much. It can affect your health, relationships, and ability to focus on school or other responsibilities. 2. Smoking and vaping can damage your lungs, heart, and brain, and make it harder to breathe or concentrate. They also contain harmful chemicals that can lead to serious health problems, even if you're young. 	<p>I can stay safe and protect my physical wellbeing.</p>
12	<ol style="list-style-type: none"> 1. Staying safe in public spaces means staying in well-lit, busy areas, letting a trusted adult know where you're going, sticking with people you trust, and keeping your phone charged. 2. If you feel unsafe or think you're being followed in a public place, you should go to a safe location like a shop or café where there is CCTV and ask for help from a trusted adult and call a parent or the police if needed. 3. Recognising and responding to emergency situations like fire or water danger involves noticing warning signs such as smoke or fast-moving water, getting to safety quickly, and calling for help from emergency services. 4. Trusting your instincts is important because your gut feelings are your brain's way of warning you when something doesn't feel right, and listening to them can help you avoid danger and make safer choices. 	

English Cycle 3 Year 7: How does Shakespeare present women in the world of *A Midsummer's Night Dream*?

As I will be developing my analytical, written and communication skills careers linked to this topic are: actor, playwright, writer/journalist and teacher.

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> Context is the time, setting and circumstances in which something happens or exists. William Shakespeare is one of England's most significant writers – as both a playwright and poet. He lived and wrote during the Elizabethan and Jacobean era. He owned a theatre company called the King's Men. During the Elizabethan Era, England experienced a flourishing of the arts, expansion of exploration, and significant developments in politics and religion under the rule of Queen Elizabeth I. Elizabethan society was a patriarchal society and operated as a social hierarchy, known as the Great Chain of Being. Shakespeare wrote sonnets, tragedies, comedies and histories. <i>A Midsummer's Night Dream</i> is a comedy. 	<ol style="list-style-type: none"> Articulate who William Shakespeare was, when and where did he write, what did he write and WHY did he write. Understand how context impacts the meaning of the text. Analyse the influence of the Elizabethan era on Shakespeare's work. Identify the conventions of Elizabethan theatre in the comedy "A Midsummer Night's Dream"
2	<ol style="list-style-type: none"> In the Elizabethan Era, Midsummer was a time of love, superstition and magic. Shakespeare uses setting to juxtapose the freedom of the forest with the rigid societal expectations of Athens. When we are reading Shakespeare's plays, we should be considering what is he teaching, criticising, warning, exploring, exposing or advocating through his use of characterisation, setting, structure, tension and pronouns. 	<ol style="list-style-type: none"> Analyse how Shakespeare explores romantic love, unrequited love, and the capricious, magical love induced by fairy enchantments through various characters. Explore how in the world of the play, Hippolyta and Hermia are both seen as commodities and have no agency in a patriarchal society. Analyse why Shakespeare shows us an extreme example of patriarchal power through the character of Egeus.
3	<ol style="list-style-type: none"> A soliloquy is the when a character speaks their thoughts aloud alone on stage, regardless of any listeners. Shakespeare's comedies all follow a set of rules, meaning that whilst the jokes and the characters differ, the audience will be able to recognise similar themes and ideas in each one. Comic relief is a literary device writers use to create light-hearted or humorous moments to temporarily alleviate tension or emotional intensity. Shakespeare uses the characters of the mechanicals to create comic relief. 	<ol style="list-style-type: none"> Write a speech from the point of view of Hermia using rhetorical devices and logos, pathos and ethos. Analyse how Helena laments her unrequited love for Demetrius. Make inferences about how Shakespeare will use the vehicle of comedy to create mix-ups and misunderstandings between the four lovers, Hermia, Lysander, Helena, and Demetrius.
4	<ol style="list-style-type: none"> Oberon and Titania have an unequal power dynamic. Titania is the Queen of the Fairies, possessing considerable power within the realm of fairyland. Despite her status, Titania experiences manipulation and domination from Oberon, reflecting how even powerful women can be subject to the whims and control of men in a patriarchal society. Doubling is a theatrical technique where one actor plays multiple roles within a single production. In their conflict, Demetrius and Helena both display off-putting behaviour. 	<ol style="list-style-type: none"> Analyse how Titania's power struggles with Oberon highlight the impact of gender dynamics even in supernatural realms. Evaluate how Shakespeare uses doubling to intensify the atmosphere of his plays. Identify why a contemporary audience could more swiftly identify that Demetrius mistreats Helena, whose devotion to him is unhealthy.
5	<ol style="list-style-type: none"> Shakespeare presents Puck as the comedic joker figure in the play. Oberon sends Puck to fetch a love potion made with the juice of a flower which 'will make or man or woman madly dote/ Upon the next live creature that it sees'. The juice of the flower is used unethically when Demetrius falls in love with Helena. The love juice is so beguiling that upon waking Titania asks, 'What angel wakes me from my flowery bed?' referring to Bottom. 	<ol style="list-style-type: none"> Describe how Puck's role is integral to 'A Midsummer Night's Dream' being a comedy. Analyse how Shakespeare presents the character of Puck as an agent of mischief. Examine how the negative effects of the love potion continues as Titania falls in love with the donkey-headed Nick Bottom.
6	<ol style="list-style-type: none"> Shakespeare's uses dramatic irony to create humour as the audience is aware of the chaos caused by Puck, yet the characters are unaware. Due to the confusion caused by Puck; Lysander and Demetrius fall in love with Helena. Helena feels dejected and calls her mockery a "many enterprise" reinstating the dominance of males over female characters. Retrieval refers to the process of recalling information from memory to use it for answering questions, solving problems, or reinforcing learning. 	<ol style="list-style-type: none"> Explain the chaos that has been caused by Puck's actions. Describe how the actions and behaviour of others cause distress for Helena. Identify the use of dramatic irony and explain the effect on the audience. Prepare and perform well in my mid-point assessment.

English Cycle 3 Year 7: How does Shakespeare present women in the world of *A Midsummer's Night Dream*?

As I will be developing my analytical, written and communication skills careers linked to this topic are: actor, playwright, writer/journalist and teacher.

Week	I will need to know:	So that I can:
7	<ol style="list-style-type: none"> In Act 3 Scene 2, more confusion occurs when Helena assumes Hermia to be a part of Lysander and Demetrius' plan to humiliate her, Hermia now is the 'most ungrateful maid' and not Helena's best friend anymore. Embedding more specific context into my analytical writing will help me more clearly explore and integrate Shakespeare's big ideas into my thesis. Shakespeare wrote because he was influenced by what was going on in the world he was living in. Society, religion, politics, family and personal experiences and beliefs will all have impacted what Shakespeare was writing and why he was writing it! 	<ol style="list-style-type: none"> Evaluate how Shakespeare uses language to create sympathy for Helena. Analyse how Shakespeare creates tension. Pay careful attention to how I can improve the quality of my writing and make progress before my end-point assessment. Explore the different influences that shaped Shakespeare's writing and identify these influences in the world of the play.
8	<ol style="list-style-type: none"> In the early modern English of Shakespeare's time, thou and you could indicate fine distinctions of social status and interpersonal relationships. Thou was used to address social inferiors and you was used to social superiors. Elizabethans believed that if there was fighting in the fairy world that it would cause chaos in the human world. Oberon devises a plan to restore order and to harmonise the relationships between the four lovers and to release Titania from her infatuation for Bottom. In doing so, Oberon displays empathy for all those impacted by the love potion. Metadrama is when there is a play within a play. The use of metadrama is one of Shakespeare's most famous techniques and also used in plays like 'Hamlet'. 	<ol style="list-style-type: none"> Analyse how Shakespeare uses pronouns to make implicit suggestions about the relationship between Oberon and Puck and how they are in an unequal power dynamic. Make predictions about how Oberon and Titania's reconciliation will be the beginning of a restoration of order. Examine why Shakespeare mirrored the plot of 'Pyramus and Thisbe' to reflect the story of the lovers. What was his authorial intention?
9	<ol style="list-style-type: none"> Theseus overrules Egeus' demand to evoke the patriarchal Athenian law giving Hermia and Lysander blessings to get married. Demetrius also confesses Helena to be 'the object and the pleasure of (his) eyes'. In Act 4 Scene 2, the revival of Nick Bottom is a big relief to the rude mechanicals as Peter Quince rejoices: 'Bottom! O most courageous day! O most happy hour'. The mechanicals can now perform the tragedy for the wedding of Theseus and Hippolyta. Bottom's revival is another example of how peace is restored in the play and how the chaos of Nick Bottom's transformation has been resolved. 	<ol style="list-style-type: none"> Evaluate how the end of <i>A Midsummer Night's Dream</i> fits the conventions of comedy—specifically through the resolution of conflicts, the restoration of social order, and the multiple marriages. Understand Shakespeare's alignment with the traditional structure and themes of comedic plays."
10	<p>Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; as revising for your assessments keeps you on the path to scholarship. Always try your best and make sure you've prepared.</p>	
11	<ol style="list-style-type: none"> Shakespeare includes dreams in <i>A Midsummer Night's Dream</i> to explore the blurred lines between reality and illusion, highlight the characters' inner desires and fears, and enhance the whimsical and magical atmosphere of the play. "<i>A Midsummer Night's Dream</i>" is still relevant today because it explores timeless themes such as love, identity, and the complexities of human relationships, as well as the interplay between reality and illusion. The play's humour, magical elements, and insights into the nature of desire resonate with contemporary audiences, highlighting the enduring challenges of navigating love and personal relationships in a complex world. 	<ol style="list-style-type: none"> Respond to an analytical question that demonstrates an awareness of Shakespeare's methods to create an effect on the audience. Demonstrate an understanding of key themes in the play and their relevance to society. Explain how the themes in the play are still relevant for a modern audience.
12	<p>Super teaching week: Your lessons this week will focus on key areas identified from your assessments. The lessons will provide you with an opportunity to strengthen your knowledge on content covered from weeks 1-10 and revisit and fill any gaps in knowledge.</p>	

Year 7 Maths Cycle 3

Careers linked to topics we study in this cycle are engineer, architect, graphic artist, marketing, academia, data scientist, statistician, data analyst, doctor, nurse, interior designer

Week	I will know that:	So that I can: Sparx code
1 Primes and Proof	<ul style="list-style-type: none"> Prime numbers only have 2 unique factors: 1 and themselves. Any number can be written as the product of its prime factors. 	<ul style="list-style-type: none"> Write a number as a product of prime factors M108
2 Measures	<ul style="list-style-type: none"> 1m = 100cm, 1cm = 10mm When converting units of area or volume, you first need to sketch a shape with that area or volume and convert the lengths, then find the new area or volume. 	<ul style="list-style-type: none"> Convert units of length, mass and capacity M772
3 Cartesian Plane	<ul style="list-style-type: none"> A coordinate represents the exact position of a point. The x coordinate comes first. Lines that are x = number go up and down. Lines that are y = number go up/down. 	<ul style="list-style-type: none"> Read and plot coordinates M618 Plot horizontal and vertical lines M797
4 Cartesian Plane	<ul style="list-style-type: none"> Substitution means putting numbers in place of letters to calculate the value of an <i>expression</i>. To plot a line, substitute the x values into the equation to find the y values. Then plot the points and join them up in a straight line. 	<ul style="list-style-type: none"> Calculate value for algebraic expression and formulae M208 Plot straight line graphs M932
5 Averages	<ul style="list-style-type: none"> Mean, mode and median are the 3 different types of averages. Mode = most frequent, Median = middle in order Mean = add all numbers up and divide by the frequency Range = biggest number – smallest number 	<ul style="list-style-type: none"> Calculating the mode M841 Calculating the median M934 Calculating the mean M940 Calculating the range M328

Year 7 Maths Cycle 3

Week	I will know that:	So that I can: Sparx code
6 Representing Data	<ul style="list-style-type: none"> • Frequency means the number of items in that group • Two way table are used when data is split into 2 categories, e.g. gender and age 	<ul style="list-style-type: none"> • Using frequency tables U322, M945 • Interpret frequency tables and two-way tables M899, M441
	Mid Cycle Assessment	
7 Representing Data	<ul style="list-style-type: none"> • A scatter graph has 2 variables, one on each axis. Each data point is shown by a cross. • A line of best fit is a straight line following the direction of the points on a scatter graph 	<ul style="list-style-type: none"> • Plotting and interpreting scatter graphs M769, M596 • Use lines of best fit U128
8 Ratio	<ul style="list-style-type: none"> • A ratio is written with a colon (e.g. 2:3) and shows how a total is split into parts • To share an amount in a ratio you divide by total number of parts, then multiply each section of ratio by this number 	<ul style="list-style-type: none"> • Write and simplify ratios M885 • Use equivalent ratios to find unknown amounts M801 • Share amounts in a given ratio M525
9 Construction	<ul style="list-style-type: none"> • A bisector of an angle splits the angle exactly in half. • A perpendicular bisector is a line that splits a line in half and is at right angles to it. 	<ul style="list-style-type: none"> • Constructing bisectors of angles M232 • Constructing perpendicular bisectors and lines M239
10	Assessment week: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11 - 12	Super teaching weeks: 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 1-9 and cover any gaps in knowledge.	

Art Y7 C3 – Form & Art Movements 25-26

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

Week	I will need to know:	So that I can:
1 3D letter in Cardboard	How to observe and understand art processes and techniques through demonstration and questioning. The process and techniques of manipulating, joining and layering cardboard. That there are health and safety issues surrounding cutting processes.	Practically use the techniques I have observed. Draw out an individual design of 2D shapes onto cardboard to begin a 3D sculpture and to show intention and understanding.
2 3D letter in Cardboard	The process and techniques of manipulating, joining and layering cardboard. That there are health and safety issues surrounding cutting processes. How to respond to the work of an artists and art movements to inform own work and create designs.	Practice cutting processes with cardboard in a safe and effective way to produce a relief sculpture of the face in cardboard. Draw out an individual design for relief card sculpture with annotations to show intention and understanding.
3 Papier-mâché	How to refine the appearance of a sculpture and practice finishing techniques.	Cover cardboard sculpture with Papier-mâché to create a refined appearance and an effective painting surface.
4 Contextual Analysis	That historical, personal, social, political, economic and environmental factors impact on what artists make. Rococo / Pointillism / De Stijl / Pop Art / Graffiti	Make connections between the work of artists and the place, time and environment in which they lived and worked. Take part in class discussion about Art History. Create a timeline that shows a variety of Art movements .
5 Research & Experiment	We can learn about styles, media, techniques and processes of painting by analysing and responding to artists and Art movements. Rococo / Pointillism / De Stijl / Pop Art / Graffiti	Research into Art movements that displays an awareness of Art History. The mood board will include images, written information and practical experiments. Work will include research (images, written info,) and practical experiments.

Art Y7 C3 – Form & Art Movements 25-26

Week	I will need to know:	So that I can:
6 Painting Styles and techniques	How to recreate painting techniques in the style of Art movements studied – Rococo / Pointillism How to use acrylic paint and brushes effectively and confidently to paint successfully. How to paint neatly. How to mix colours in acrylic paint.	Decorate 3D letter sculpture in acrylics, using what we have learnt about Art movement styles and painting techniques.
7 Painting Styles and techniques	How to recreate painting techniques in the style of Art movements studied – De Stijl How to use acrylic paint and brushes effectively and confidently to paint successfully. How to paint neatly. How to mix colours in acrylic paint.	Decorate 3D letter sculpture in acrylics, using what we have learnt about Art movement styles and painting techniques.
8 Painting Styles and techniques	How to recreate painting techniques in the style of Art movements studied – Pop Art How to use acrylic paint and brushes effectively and confidently to paint successfully. How to paint neatly. How to mix colours in acrylic paint.	Decorate 3D letter sculpture in acrylics, using what we have learnt about Art movement styles and painting techniques.
9 Painting Styles and techniques	How to recreate painting techniques in the style of Art movements studied - Graffiti How to use acrylic paint and brushes effectively and confidently to paint successfully. How to paint neatly. How to mix colours in acrylic paint.	Decorate 3D letter sculpture in acrylics, using what we have learnt about Art movement styles and painting techniques.
10 Assessment	Scholar's Prep: To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11 Refine 3D Sculpture	How to reflect on own work and use feedback to designate time to refining outcomes. How to effectively annotate work showing understanding and knowledge -WWW / EBI.	Use reflection questions to identify what worked well and how to improve. Act upon reflections to improve work.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 7 Computer Science

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

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> 1) Know that respectful use of the IT equipment means not waste your computing time and stay focussed on the lesson tasks. 2) Cyberbullying can be worse than physical bullying and is not acceptable and how to get help if you or your friends are a victim of this. 	<ol style="list-style-type: none"> 1) Use the computer access time I have to further my Computing knowledge and practical IT skills. 2) Recognise cyberbullying and be a good digital citizen and BE KIND ONLINE.
2	<ol style="list-style-type: none"> 1) You will demonstrate visual coding skills with the Scratch interface. 2) This interface will allow you to use selection and repetition code. 3) Like any program, Scratch needs to hold data, variables are used for this. 4) Scratch code can complete more complicated tasks like producing lists and creating small programs (procedures). 	<ol style="list-style-type: none"> 1) Use your visual coding skills to learn about the main structures of coding. 2) Identify and classify the input or output coding block in Scratch. 3) Use variables to hold data and identify what it is. 4) Understand the strengths of using lists and procedures to code.
3	<ol style="list-style-type: none"> 1) You have a digital footprint that your future employees will scrutinise. 2) Oversharing is sharing too much personal information and can put you at risk. 3) The 4Cs of online risk are: content, contact, conduct and commerce #CE 	<ol style="list-style-type: none"> 1) My digital footprint presents myself online and is important as it will affect my future. 2) Keep my personal information private to trusted friends and family only. 3) #CE – Link to Character Education.
4	<ol style="list-style-type: none"> 1) Know that the term sexting refers to sharing sexualised texting or nude pictures (nudes). 2) The four ways in which sexting is illegal for under 18 year olds: <ul style="list-style-type: none"> * Cannot create / make * Cannot be the subject * Cannot possess/have * Cannot distribute / share <p>Midpoint Assessment Next Week</p>	<ol style="list-style-type: none"> 1) Can recognise unsolicited posts that may be sexting. 2) Avoid being involved with sexting and know what to do if I am sent a nude.
5	<p>½ Revision of Lesson of UNIT 1 (lessons 1-4) in preparation.</p> <p>Midpoint Assessment Quiz</p>	Demonstrate knowledge and skills on E-Safety & Computer Hardware Systems.
6	<ol style="list-style-type: none"> 1) You will know different forms of cyber attack like viruses, worms and trojan horses. This is all know as malware. 2) The other sub section of cyber security is social engineering where people are manipulated into doing negative actions. The main method is Phishing. 	<ol style="list-style-type: none"> 1) Can recognise different types of malware to counter its effects. These could include checking messages, securing logins and using access levels. 2) Apply knowledge of social engineering techniques to recognise fake emails and secure your online social media sites.

Year 7 Computer Science

Week	I will need to know:	So that I can:
7	1) Class resources can be taken from Teams. This resource also provides a message board and use of set assignments. 2) How to use resources on One Drive like properly storing work in folders and using the uploading and downloading features.. 3) Know how to you the key feature on Outlook emails. 4) Know how to organise my folders on my desktop computer. This includes ways to manipulate files and folders.	1) I can properly navigate through Teams to get to the teacher's resources. 2) I can use the One Drive cloud to create my own folder structures. Any resources will be uploaded to the cloud. 3) Construct a properly worded email that could include attachments, hyperlinks, pictures and tables. 4) Use Windows resources to create, name and sort files/folders.
8	1) How to use basic Flowchart symbols: square, diamond, parallelogram. 2) To use lines that show the logical processes of a task. 3) To display understanding of the input and output process using correct shapes. 4) To use start and stop symbols and sometime use these multiple times.	1) Use boxes in the correct order. 2) Show that diamond shapes can make a decision. 3) Remember to use parallelogram for input and output. 4) Correctly use lines and looped lines to show logic of yes/no.
9	Know the short form of the basic turtle commands such as: * fd() as move forward * bk() as move backward * lt() as rotate left and * rt() as rotate right	I can follow or modify given code, add to given, and independently write my own simple blocks turtle programs to solve right angles geometry problems.
10	Assessment Week: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11	1. Use repetition (iteration) to repeat commands 2. For a N sided polygon , know the command to draw a polygon is : repeat (N) : fd(100); rt(360 / N)	I can enhance my programs by using a repeat loop and draw any size polygon .
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 7 Drama Cycle 3– Texts in Practice: *Wendy & Peter*

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

Week	I will need to know:	So that I can:
1 Wendy & Peter	<ul style="list-style-type: none"> Wendy & Peter is a play written by Ella Hickson based on the original children's story of Peter Pan, set over 100 years ago. An adaptation is when the story of an original book, film or play is turned into a unique and different version. 	Challenge my existing knowledge of the Peter Pan story by learning about it from Wendy Darling's perspective.
2 Features of a script	<ul style="list-style-type: none"> The Dramatis Personae is the list of characters in a play. The act and scene number identifies where in the story a scene is taking place. The stage directions are the description of characters, setting, exits and entrances, performance suggestions. The character names show who is saying which line. Dialogue are the words spoken by a performer. 	Confidently read and perform a script in the way the writer intended, so that I can transform a written text into a live performance.
3 Becoming a hero	<ul style="list-style-type: none"> The Suffragettes were a group of people who protested for women's right to vote in elections during the early 1900s, when the play is set. A hero is a person who is admired for their courage, outstanding achievements, or noble qualities. 	Use my own personal experiences to influence how I perform the role of a character and understand the developed character of Wendy Darling.
4 Wendy Darling	<ul style="list-style-type: none"> Like the Suffragettes, Wendy Darling is a hero because she uses her bravery to achieve her goals. Levels are the use of different heights on stage. They can show power. 	Make directing decisions that clearly communicate a character's change in emotions.
5 Building tension	<ul style="list-style-type: none"> Tension is a growing sense of excitement in a piece of drama, the feeling that the story is building up towards something dramatic happening. Stage positions are always described from the perspective of the actor, not the audience. 	Make directing decisions that show an audience the relationship between 2 or more characters.

Year 7 Drama Cycle 3– Texts in Practice: *Wendy & Peter*

Week	I will need to know:	So that I can:
6 Becoming a villain	<ul style="list-style-type: none"> A villain is a character who behaves with evil intentions. Because a Villain character is the opposite of a Hero, they often cause obstacles to the Hero's story. The Hero must defeat the Villain to be successful. Status is the level of power or influence a character has. 	Create an imaginative backstory for my characters to influence the acting choices that I make.
7 Captain Hook	<ul style="list-style-type: none"> Captain Hook has high status as he influences his army of pirates to follow his orders. A character's motivation is the reason why they act the way they do. Hook's motivation to capture Peter Pan is because he is jealous of his youth. 	Make directing decisions that visually show an audience a character's level of status.
8 Rehearsal	<ul style="list-style-type: none"> The climax of a play is the scene with the most tension. The main characters must make decisions and face challenges that define who they are and what they stand for. The climax of <i>Wendy & Peter</i> is when Wendy must decide whether to reveal Peter's hiding spot to Hook. 	Make directing decisions that keep an audience engaged and excited, ready for my performance of an extract from <i>Wendy and Peter</i> .
9 Performance	<ul style="list-style-type: none"> The expectations of an audience member are just as important as the performers. It is important to show respect as an audience member by not talking during performances and applauding at the end. 	Encourage my peers in their performance and recognise others' successes.
10 Assessment	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11 Assessment	We will watch a production of <i>Peter Pan</i> to analyse how tension is built, and identify stock characters like the Hero and the Villain.	
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Design and Technology

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 Health and Safety. Marking out. Waste Removal. Types of wood.	<ol style="list-style-type: none"> 1. Workshop safety rules. Glasses, one person at a machine, sensibly line up while waiting, hair and loose clothing secured. 2. A tri square is used to mark 90-degree angles and a marking gauge is used to mark parallel lines. *Maths 3. That a tenon saw is used to cut straight lines. 4. That there are two types of wood: hardwood and softwood. *Science 	<ol style="list-style-type: none"> 1. Work safely to ensure the safety of myself and others. 2. Use a tri square accurately mark 90 degree lines to one edge. 3. Use a Tenon saw to safely cut across grain and remove waste material 4. So that material uses can be justified for their application.
2 Joint construction	<ol style="list-style-type: none"> 1. A dimension line is a way of communicating a measurement. *Maths 2. A T halving joint is made up of a through housing and a lap joint 3. Waste material is removed using a tenon saw, chisel and a hand router to produce a through housing joint. 	<ol style="list-style-type: none"> 1. Use a tri square and marking gauge to correctly mark out a through Housing and Lap joint. 2. Have knowledge of wooden construction methods and the importance of accuracy. 3. Use a tenon saw, chisel and a hand router safely to complete a T halving joint.
3 Machining Components	<ol style="list-style-type: none"> 1. You must wear safety glasses when using a pillar drill to drill a hole. 2. A pillar drill is a piece of workshop machinery used to drill holes. 3. A belt sander is a piece of machinery used to sand wood. 4. Some type of wood are manufactured e.g. Plywood 5. A scroll saw is used to cut curved patterns e.g. A jigsaw piece. 	<ol style="list-style-type: none"> 1. Work safely to ensure the safety of myself and others when using machinery. 2. Safely use a pillar drill to drill holes correctly. 3. Safely use a band sander to finish the end grain on the T halving joint. 4. Safely cut the complex shape of a trigger out of plywood.
4 Forming Plastic through vacuum forming. Finishing components and assembly.	<ol style="list-style-type: none"> 1. There are different categories of plastic e.g. thermoforming, thermosetting and elastomers. *Science 1. That vacuum forming is a process used to shape thermoforming plastics. 2. That sanding is a process, using glass paper, to finish a piece of wood. 3. That PVA (Poly Vinyl Acetate) is used to permanently join wooden joints. 	<ol style="list-style-type: none"> 1. Understand thermoforming plastics can return to their original state when heat is applied. Focus on Polystyrene. 2. Use a vacuum former correctly to produce the polystyrene components for their product. 3. Use glass paper to finish and aesthetically improve a products appearance. 4. Glue, clamp and check a wooden assembly
5 Evaluation. End of unit test	<ol style="list-style-type: none"> 1. That evaluation enables you to make calculated adjustments to improve performance. 2. All materials, tools, processes and their application used during this unit. 	<ol style="list-style-type: none"> 1. Test and modify the performance of components to improve the function of their product. 2. Demonstrate knowledge of materials, tools, and processes used in the production of their product by completing end of unit test.

Design and Technology

Week	I will need to know:	So that I can:
6 Systems and control. Electronic components. Soldering.	<ol style="list-style-type: none"> 1. Input, process and output approach to electronic systems. 2. The symbols and functions of resistors, LED's, buzzers, Thyristors and batteries. *Science 3. When soldering you must wear safety glasses and take great care when holding a hot soldering iron. 4. Soldering is the process of joining electronic components to a circuit board. 	<ol style="list-style-type: none"> 1. Understand the use of an the elements of the system which makes up the Hand Steady game 2. Be able to accurately identify the components. To be used in this unit. 3. Solder components safely in place.
7 Circuit construction.	<ol style="list-style-type: none"> 1. It is important to correctly position components to ensure a circuit works correctly. 2. Electrical principles e.g. Circuits must be complete to work, Electricity takes the path of least resistance. volts, amps and resistance. *Science 3. Light emitting diodes are more environmentally friendly than traditional lighting because they last a long time and use less power. 	<ol style="list-style-type: none"> 1. Select components and safely solder them directly to the circuit board using a technical diagram. 2. Connect materials correctly to allow electrical conductivity. 3. justify why LED's have replaced traditional lighting.
8 Connecting components with wires. Forming plastic using Line bending	<ol style="list-style-type: none"> 1. You can connect components in a circuit using different methods e.g. Copper strip board 2. That polystyrene is a thermoforming plastic. *Science 3. Line bending is a process used to bend acrylic 4. A jig is used to reproduce identical components. 	<ol style="list-style-type: none"> 1. Attach components to a circuit board using wires. 2. Consolidate knowledge of thermoforming plastics focusing on Acrylic and its properties. 3. Safely use a strip heater to line bend acrylic for the product base. 4. Use jigs to batch produce components for the product
9 Ideas and development	<ol style="list-style-type: none"> 1. Ideas are quick sketches which promote further iterations. *Art 2. Modelling is used to test a solution. 3. A scaled drawing will communicate sizes to a third party. *Maths 4. Applying mathematical principle to reach a solution. 	<ol style="list-style-type: none"> 1. Produce ideas which meet a design specification. 2. Develop a solution using a scaled drawing 3. Produce a working drawing to scale. 4. Calculate the material required for the product.
10 Assessment week	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11 Assembly and Testing.	<ol style="list-style-type: none"> 1. Evaluation leads to further problems which need to be solved. 2. Solder across the tracks of copper strip board will stop a circuit working (short circuit). 3. The structure of an evaluation - What were you asked to do? What did you produce? How will you test it? What did you discover? How could you improve the product? 	<ol style="list-style-type: none"> 1. So that errors can be rectified to successfully assemble a product. 2. Identify faults within an electrical circuit. 3. Write a report evaluating a product which identifies further improvements.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 7 Food Technology

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

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

Year 7 Food Technology

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

Year 7 Cycle 3 Geography: Oracy Assessment: *How are Asia and Africa diverse and dynamic?*

Careers linked to topics we study this cycle are **civil servant, climatologist, conservationist, urban planner, charity worker and environmental manager.**

Week	I will need to know:	So that I can:
1 Asia	1. Asia's topography is very diverse , featuring towering mountain ranges like the Himalayas, expansive deserts such as the Gobi, fertile river plains like the ones along the Yangtze and Ganges, and lush rainforests in areas like Borneo and the Western Ghats.	1. Describe the physical geography of Asia.
2	1. Natural gas forms over millions of years from buried layers of dead plants and sea creatures, trapped in sedimentary rock, and is mainly composed of methane. *Science 2. Russia really values natural gas because it's a big part of what they sell to other countries (export), helping their economy and giving them influence in world affairs .	1. Explain how natural gas forms and why it is important for Russia.
3	1. Beijing is the capital of China and Yunnan is an example of a rural area. The quality of life in Beijing is much higher as people can have higher paying jobs so can afford larger houses. 2. The average income in Beijing is \$2,400 a month. The average income in Yunnan is \$745 a month.	1. Describe the differences in quality of life between rural and urban areas in China.
4	1. China is a superpower as it makes 28% of the worlds goods (products), has the second largest population in the world, and China spends the second most money in the world on its military (army), at \$293 billion a year.	1. Assess the reasons why China is a superpower.
5 Africa	1. Many parts of Africa were colonised by Europeans in the past. Colonialism made Europe much wealthier than Africa, which led to the stereotype that Africa will always be 'poor'. *History 2. Africa's physical geography is incredibly diverse as there are deserts (e.g. the Sahara), busy cities such as Cairo in Egypt, mountain ranges (e.g. Atlas Mountains) and rainforests (e.g. in the Congo)	1. Explain why telling a single story about Africa is damaging.

Year 7 Geography: Oracy Assessment: How are Africa and Asia diverse and dynamic?

Week	I will need to know:	So that I can:
6	1. Ethiopia's climate is diverse e.g. in northeast Ethiopia the Danakil desert it is very hot and dry but in the central highlands of Ethiopia it is much cooler and wetter. This is partly because of the mountain range causing relief rainfall . The population density of the highlands is much higher than the desert as it is easier to live there.	1. Explain why the climate varies in Ethiopia.
7	1. Addis Ababa is the capital of Ethiopia. It is a very diverse as there are lot so informal settlements with poor quality houses but also areas with very large mansions. 2. An environmental quality survey can be used to look at the quality of life and environmental quality of an area through photos.	1. Describe how Ethiopia is diverse .
8	1. Rural Ethiopia has a much lower level of development with less access to healthcare, jobs and services. Only 6.3% of people in rural communities have access to improved sanitation (toilets, soap and washing facilities). 2. However, since 1990 the country has developed so now about 65% of people now have access to clean water, compared to 13% of people in 1990, and life expectancy in Ethiopia has increased from 45 in 1990 to 65 in 2023.	1. Assess how far life in rural Ethiopia is improving
9	1. This week will be spent preparing your group presentation.	1. So you can do well in assessment week!
10	1. Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best! <i>This assessment will be a presentation.</i>	
11	1. The Grand Ethiopian Renaissance Dam has been built across the Nile to improve irrigation (water for crops), help protect areas from flooding, generate electricity and to control the amount of sediment in the river. 2. The dam creates 6,000MW of electricity, which could power millions of homes and could be used to store water and provide a stable supply of clean water to millions of Ethiopians. However, it cost \$4.8 billion, which is 15% of what Ethiopia earns each year and for the dam to be built, 20,000 people in Ethiopia lost their homes.	1. Evaluate whether the Grand Ethiopian Renaissance Dam is good for Ethiopia
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 7 History Cycle 3 Describe and explain why Salah ad-Din and Mansa Musa are so famous today

Cycle Question: Describe and explain why Salah ad-Din and Mansa Musa are so famous today.

Week	I will need to know that:	So that I can:
1	<ul style="list-style-type: none"> The Crusades were a series of religious wars for control of the Holy Land between the Christian nations and the Muslim ones. The Holy Land is modern day Israel and Palestine and is important to 3 major world religions; Islam, Christianity and Judaism. The First Crusade lasted from 1096-1099 and resulted in the capture of the Holy land for the Christians, and the setting up of 4 crusader nations – Edessa, Antioch, Jerusalem and Tripoli. 	<ol style="list-style-type: none"> Understand why Salah ad-Din wished to recapture them in the late 12th century. Place the events of Salah ad-Din's life into a Historical context.
2	<ul style="list-style-type: none"> Salah ad-Din (westernised to Saladin) witnessed the Battle for Damascus, during the Second Crusade in 1148, and his older brother died in the battle. Salah ad-Din was a powerful general, and was given the role of Vizier of Cairo at 31 years old, following the death of the previous Vizier (Shirkuh) Salah ad-Din took control of Syria between 1174 and 1183 to build an army strong enough to lead a Jihad against the crusader states and recapture Jerusalem. 	<ol style="list-style-type: none"> Argue why Salah ad-Din's early life impacted his desire to free the Holy Land. Explain how Salah ad-Din unified the Islamic world.
3	<ul style="list-style-type: none"> Salah ad-Din greatest enemy was Reynald de Chatillon, a vengeful, evil Crusader who attacked pilgrims on their way to Mecca. This attack on pilgrims triggered Salah ad-Din to launch his Jihad to recapture Jerusalem, and capture and kill Reynald. Reynald and Salah ad-Din met at the Battle of Hattin in July 1187, where Salah ad-Din won a fantastic victory, and he executed Reynald personally. 	<ol style="list-style-type: none"> Define why Reynald was Salah ad-Din's greatest enemy. Understand why Salah ad-Din was such a respected ruler/warrior amongst his people.
4	<ul style="list-style-type: none"> The Siege of Jerusalem began on 20th September 1187, and Salah ad-Din used war machines called mangonels to attack the walls. The two sides reached a stalemate as Salah ad-Din had a large enough force to destroy the city, but the Christians had 5,000 Muslim prisoners and threatened to many Muslim holy sites. The city surrendered to Salah ad-Din in October and he allowed many of the Christians to live and leave in peace, in contrast to the slaughter of Muslims following the First Crusade. 	<ol style="list-style-type: none"> Explain why Salah ad-Din is referred to as 'the merciful' by many historians. Describe how Salah ad-Din reconquered Jerusalem with as little bloodshed as possible.
5	<ul style="list-style-type: none"> Pope Urban III launched a Crusade immediately to recapture Jerusalem in 1187. This was led by 3 monarchs; Frederick I (Holy Roman Emperor), Philip II (France) and Richard the Lionheart (England). The Crusaders sieged Acre from 1189-1191. The only major battle of the 3rd crusade was the battle of Arsuf in which Salah ad-Din was defeated. The Crusaders failed to recapture Jerusalem and left the Holy land in October 1192. Salah ad-Din had successfully protected Jerusalem. 	<ol style="list-style-type: none"> Understand why Richard the Lionheart and Salah ad-Din are often depicted as enemies. Explain why this was not entirely accurate. Argue how successful the 3rd Crusade was.

Year 7 History Cycle 3 Knowledge essay: : Describe and explain why Salah ad-Din and Mansa Musa are so famous today

Week	I will need to know that:	So that I can:
6	<ul style="list-style-type: none"> Mansa Musa is commonly known as the richest man in history, and he ruled over the West African Mali Empire. Mali was rich in gold and salt and was ideally placed to be a trade hub for people on the Silk Road. Mali was placed on the Niger river and the fertile delta provided large amounts of farmland to grow crops. 	<ol style="list-style-type: none"> Explain why Mali was such a rich and powerful empire, and why it dominated West Africa. Understand why Mansa Musa is so famous.
7	<ul style="list-style-type: none"> The Hajj is a religious pilgrimage taken by Muslims to the holy city of Mecca to see the Kabba. Mansa Musa took 60,000 people on the 'Great Hajj' in 1324. There were 80 camels with him carrying 300lbs of gold each. Whilst in Cairo Mansa Musa spent so much gold that he destabilised the Egyptian economy. The Hajj had a great religious impact on Mansa Musa and led to development of Timbuktu. 	<ol style="list-style-type: none"> Identify how Mansa Musa's Hajj changed his views and his style of ruling. Explain why Mansa Musa's Hajj became known as the Great Hajj.
8	<ul style="list-style-type: none"> Mansa Musa employed a chief architect called Abu Ishaq Al-Sahili to build the Djingereyber Mosque, which became a major centre of learning in Timbuktu. Timbuktu became a major centre of education and learning in Africa, and the city became known as the 'pearl of Africa'. Timbuktu became such a famous centre of learning that scholars moved there from the great madrassas of Mecca, Fez, Tunis and Cairo. 	<ol style="list-style-type: none"> Challenge stereotypes about Africa and its history, culture and art. Explain why Timbuktu is still a culturally significant place.
9	<ul style="list-style-type: none"> Historians are not sure when Mansa Musa died, but he left Mali as a thriving and powerful empire. Many independence movements appeared following Mansa Musa's death, and in 1433 Mali was forced to give up control of Timbuktu. Portuguese, French and English explorers contacted the Mali empire in the 15th century, and during the 16th they began trading slaves with the West African nations. 	<ol style="list-style-type: none"> Identify why Mali began to decline in power following the death of Mansa Musa. Explain who replaced Mali as the main powers in Western Africa.
12	<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>	
11	<ul style="list-style-type: none"> Mali became a part of the French Empire in the 19th century and the African people lost many of their rights. In 1960 Mali gained its independence from France, with Modibo Keita as their president. In 2012 Ansa Dine, a radical Islamic group, attacked Timbuktu and destroyed many religious and historic artifacts. 	<ol style="list-style-type: none"> Explain what Mali is like today. Identify why Mali's past is still important to its future.
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>	

French Cycle 3 Year 7

Foreign languages are an important tool for communication in many jobs, for example: **Translator, pilot**

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 fais avec ton ordinateur?	<ol style="list-style-type: none"> Je surfe sur internet tous les jours. J'envoie des SMS deux fois par semaine. 	<ol style="list-style-type: none"> Say what I do on my computer or mobile phone. Use time phrases in my sentences.
2 Qu'est-ce que tu fais avec ton ordinateur?	<ol style="list-style-type: none"> Je joue – nous jouons – vous jouez Je ne joue pas – je ne fais pas – je ne regarde pas 	<ol style="list-style-type: none"> Conjugate (use, form) ER verbs in the present tense. Make negative sentences in French using a variety of verbs.
3 Qu'est-ce que tu fais?	<ol style="list-style-type: none"> En été quand il fait beau, je joue au rugby. Quand il fait froid, je joue sur la wii. 	<ol style="list-style-type: none"> Talk about what activities I do and what sports I do and play. Describe the weather and use it to add details in my sentences.
4 Qu'est-ce que tu aimes faire?	<ol style="list-style-type: none"> Le soir, j'aime retrouver mes amis en ville. j'aime faire du sport Je fais du judo, mon frère fait de la natation, ma famille fait de l'équitation. 	<ol style="list-style-type: none"> Talking about what I like to do, on different days or time of day. Use 2 verb structure (aimer + infinitive) Understand and use the correct form of some (du – de la – des) with I do (je fais) Use correctly au / à la / aux with jouer (to play)
5 Qu'est-ce que tu aimes faire?	<p>We will continue to use our week 3 vocabulary to answer the question "qu'est-ce que tu aimes faire?"</p> <ol style="list-style-type: none"> J'aime jouer sur ma playstation – des promenades. Je joue au basket – je joue à la pétanque 	<ol style="list-style-type: none"> Talking about what I like to do, on different days or time of day. Use 2 verb structure (aimer + infinitive) Understand and use the correct form of some (du – de la – des) with I do (je fais) Use correctly au / à la / aux with jouer (to play)
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>Mid point assessment Speaking (Read aloud)</p>

French Cycle 3 Year 7

Week	I will need to know:	So that I can:
<p>7 Qu'est-ce qu'il y a dans ta ville?</p>	<p>1. Dans ma ville il y a un château, il n'y a pas de centre commercial. 2. Je pense que c'est très jolie mais trop ennuyeux.</p>	<p>1. Describe what there is and isn't in my town. 2. Give my opinion about my town/village.</p>
<p>8 Tu vas où le weekend?</p>	<p>1. Quelquefois je vais à la patinoire. 2. Je vais – tu vas – il va – nous allons – vous allez – elles vont. 3. Je vais au café - je vais à la piscine. – je vais à l' hôtel</p>	<p>1. Say where I go at the weekend. 2. Use the verb to go (aller) with every person. 3. Use the correct form of to the (masculine, feminine, before a vowel or h)</p>
<p>9 Qu'est-ce qu'on peut faire dans ta ville?</p>	<p>1. Je peux faire une promenade en barque, c'est bien. 2. Je peux – tu peux – il peut – nous pouvons – vous pouvez – elles peuvent</p>	<p>1. Explain what I can do in my town. 2. Use the verb can (pouvoir) with every person</p>
<p>10</p>	<p>Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!</p>	<p>Assessment Listening (Dictation) Reading (Including translation into English) Writing (Paragraph)</p>
<p>11 Qu'est-ce que tu voudrais faire?</p>	<p>Dans le future, je voudrais faire le tour du monde, parce que ce serait passionant.</p>	<p>Say what I would like to do in the future and give my opinion.</p>
<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>	

German Cycle 3 Year 7

Foreign languages are an important tool for communication in many jobs, for example: **Translator, pilot**

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 Was ist dein Lieblingsfach	<ol style="list-style-type: none"> 1. Mein Lieblingsfach ist Deutsch, weil es sehr einfach ist. 2. Ich hasse Mathe, weil es ziemlich schwierig ist. 	<ol style="list-style-type: none"> 1. Say what is my favourite subject at school is and give a reason 2. Give a variety of opinions on other subjects
2 Was hast du am Montag?	<ol style="list-style-type: none"> 1. Am Montag habe ich Mathe in der ersten Stunde. 2. Heute nach der Pause habe ich Englisch. 	<ol style="list-style-type: none"> 1. Say what lessons I have on each day of the week in what session using ordinate numbers
3 Um wieviel Uhr hast du Englisch?	<ol style="list-style-type: none"> 1. Ich habe Geschichte um elf Uhr zwanzig. 2. Wir haben Sport um zwei Uhr. 	<ol style="list-style-type: none"> 1. Say what time of the day I have what lesson
4 Wie sind deine Lehrer und Lehrerinnen?	<ol style="list-style-type: none"> 1. Mein Lehrer heißt Herr Brown. 2. Er ist sehr streng, aber ein bisschen launisch. 3. Frau Smith kann gut Gitarre spielen. 4. Ihre Lieblingssendung ist 'Gladiators' 	<ol style="list-style-type: none"> 1. Say my teachers' names 2. Describe my teachers' personality 3. Say what my teacher can do 4. Talk about my teachers' favourite things using sein (his) and ihr (her)
5 Wie sind deine Lehrer und Lehrerinnen?	We will continue to use our week 5 vocabulary to answer the question 'Wie sind deine Lehrer und Lehrerinnen?'	<ol style="list-style-type: none"> 1. Say my teachers' names 2. Describe my teachers' personality 3. Say what my teacher can do 4. Talk about my teachers' favourite things using sein (his) and ihr (her)
6	To prepare for your upcoming assessment you should self-quiz on all the language and grammar on your sentence builder (weeks 1-5). Remember that little and often is the key to success.	Mid point assessment Speaking (Read aloud)

German Cycle 3 Year 7

Week	I will need to know:	So that I can:
7 Was gibt es in deiner Stadt?	<ol style="list-style-type: none"> In meiner Stadt gibt es einen Bahnhof und ein Schloss, aber es gibt keine Kunstgalerie. Ich mag Oxford, weil es eine Universität gibt. 	<ol style="list-style-type: none"> Describe what there is and isn't in my town. Give my opinion about my town and a reason.
8 Was kann man in Oxford machen?	<ol style="list-style-type: none"> Man kann hier sehr viel sehen. Man kann im Sommer eine Radtour machen. 	<ol style="list-style-type: none"> Say what I can do in my town Say what I can do in other towns in the summer or in the winter Use man kann + a variety of infinitive verbs
9 Was kann man in Oxford machen?	We will continue to use our week 8 vocabulary to answer the question 'Was kann man in Oxford machen?'	<ol style="list-style-type: none"> Say what I can do in my town Say what I can do in other towns in the summer or in the winter Use man kann + a variety of infinitive verbs
9 Was wirst du in den Sommerferien machen?	<ol style="list-style-type: none"> Ich werde wandern und ein Picknick machen. Er wird segeln und im Meer baden. Wir werden meine Oma besuchen und zwei Wochen bleiben. 	<ol style="list-style-type: none"> Say what I or someone else will do in the summer holidays using the future tense Use the verb werden + a variety of infinitive verbs
10	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	Assessment Listening (Dictation) Reading (Including translation into English) Writing (Paragraph)
11 Was wirst du in den Sommerferien machen?	We will continue to use our week 9 vocabulary to answer the question 'Was wirst du in den Sommerferien machen?'	<ol style="list-style-type: none"> Say what I or someone else will do in the summer holidays using the future tense Use the verb werden + a variety of infinitive verbs
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Spanish Cycle 3 Year 7

Careers linked to topics we study this cycle are: Translator, pilot

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 need to know the following information from my sentence builder and be able to substitute the words in bold.	So that I can:
1 Háblame de tu familia	<ol style="list-style-type: none"> 1. Tengo una prima que se llama María, me encanta porque es graciosa y simpática. 2. Mis abuelos se llaman José y Susana, no son severos. 	<ol style="list-style-type: none"> 1. Describe your family member using adjectives in the singular form. 2. Describe family members in the plural form.
2 ¿Cuándo es su cumpleaños?	<ol style="list-style-type: none"> 1. Mi tía tiene treinta y cuatro años. Mis padres tienen cuarenta años. 2. Su cumpleaños es el dieciocho de julio. 	<ol style="list-style-type: none"> 1. Using the third person in singular and plural form to be able to say age of family members. 'tiene / tienen' 2. Say birthday of family members using third person verbs.
3 ¿Cómo eres físicamente?	<ol style="list-style-type: none"> 1. Tengo los ojos azules, y el pelo rubio y largo. Soy bastante alta y guapa. 2. Mi padre es un poco calvo y muy alto, tiene los ojos verdes y lleva gafas. 	<ol style="list-style-type: none"> 1. Describe my physical self. 2. Describe others using third person verbs.
4 Phonics & Grammar	<ol style="list-style-type: none"> 1. Tiene los ojos azules. Tienen el pelo castaño. 2. Me encanta el inglés, pero me gustan las ciencias 	<ol style="list-style-type: none"> 1. Spell out different words such as my name. 2. Understand and use the verb 'tener'. 3. Understand verbs like 'gustar' and when we use the plural 4. How to pronounce the Spanish Alphabet.
5 Repaso	This week we will revise in preparation for the Speaking Assessment.	<i>Prepare to the best of my ability for the assessment</i>
6	To prepare for your upcoming assessment you should self-quiz on all the language and grammar on your sentence builder (weeks 1-5). Remember that little and often is the key to success.	<p>Mid point assessment</p> <p>Speaking (Read aloud)</p>

Spanish Cycle 3 Year 7

Week	I will need to know:	So that I can:
7 ¿Dónde vives?	<ol style="list-style-type: none"> Vivo en una casa bastante moderna. Vivo en un pueblo muy grande que está en la costa. 	<ol style="list-style-type: none"> Say what type of house you live in. Say where you live using 'ESTAR'.
8 ¿Qué hay en tu ciudad?	<ol style="list-style-type: none"> En mi ciudad hay un castillo y muchos restaurantes modernos. Mi ciudad tiene una bolera grande donde me gusta salir con mis amigos porque es divertido. 	<ol style="list-style-type: none"> Describe what is there in your city using adjectives. Say what you like to do in your city.
9 ¿Qué vas a hacer este fin de semana?	<ol style="list-style-type: none"> Este fin de semana voy a ir de compras. Va a ser guay. Si hace calor, vamos a ir al parque a las ocho y cuarto con mis amigos. Va a ser gracioso. 	<ol style="list-style-type: none"> Use the near future tense to describe future plans. Use the near future tense and weather phrases to describe future plans.
10 Assessment	<p>Scholar's Prep: 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>	<p>Assessment Listening (Dictation) Reading (Including translation into English) Writing (Paragraph)</p>
11 Cultura de América del sur.	<p>This week we will learn about different Spanish speaking cultures in South America.</p>	<p>Learn about other countries where Spanish is spoken as an official language.</p>
12	<p>Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

Year 7 Music, Mood and the Movies Cycle 3

Careers linked to topics we study this cycle are **film producer, composer**

Week	I will need to know:	So that I can:
1	<p>Role of Film Music</p> <p>Music plays a major role in lots of different types of screen-based media, including: Film, TV and video games</p> <ul style="list-style-type: none"> • Film composers use the Musical Elements combined with special compositional tools called Devices. These create the different moods and effects needed for different genres of Music. • The music chosen for specific scenes has a profound effect on the viewer, influencing the way they feel about the action or a character. 	<ul style="list-style-type: none"> • UNDERSTAND how Film music is constructed • EXPERIENCE and APPRECIATE music created for screen • IMPROVE my own compositions and performances • RECOGNISE and work with the building blocks of film composition
2	<p>Theme and Leitmotif</p> <ul style="list-style-type: none"> • Film Music contains themes which are associated with characters, called Leitmotifs. • These will be made up of special musical devices which have emotional effects, for example, dissonance or cluster chords will create a dark effect, while using a brass fanfare could indicate a hero, like Luke Skywalker or Indiana Jones. In the movie Jaws, two notes a minor second apart are repeated endlessly to create the sense of menace the shark creates as it stalks its prey. 	<ul style="list-style-type: none"> • IDENTIFY specific effects in order to play a well-known theme. • INTERPRET music successfully when you listen to it • EXPLORE a filmic SOUNDWORLD
3	<p>Genre</p> <ul style="list-style-type: none"> • The main genres of Film music include: Action and Adventure, Thriller, Family, Comedy, Romantic Comedy, Horror, Western and Animation. • Action and Adventure: Fast tempi, large Performing Forces • Comedy: Memorable themes and 'funny' effects including slapstick# • Horror: Jump scares, chromaticism, dissonance, cluster chords • Western: Wide Tessitura of Instruments and textures to create an 'epic' quality. 	<ul style="list-style-type: none"> • UNDERSTAND how Film music reflects a specific genre • EXPERIENCE and APPRECIATE music created for screen • IMPROVE my own compositions by considering genre
4	<p>Creating Sinister Moods</p> <p>Sinister music on the keyboard requires Ostinato and Chromaticism (see dictionary)</p> <p>Horror music requires Jump Scares using cluster chords and dissonance</p>	<p>COLLABORATE on the same music, with groups of my friends.</p> <p>VARY the effect of my PERFORMANCE through volume</p> <p>SELECT appropriate dynamics for the mood of the music</p> <p>CHALLENGE myself to improve my control of dynamic ranges.</p>

Year 7 Music, Mood and the Movies Cycle 3

Week	I will need to know:	So that I can:
5	<p>Beginning Film Composition using a Cue Sheet</p> <p>A cue sheet is a timed chronological sheet which explains exactly what is happening on screen. This means film composers can match the exact music to the action without having to watch the film. Writing for a cue sheet requires you to create effects and themes to mirror the action,</p>	<p>CONSTRUCT film music using a cue sheet INTERPRET a cue sheet correctly CHALLENGE myself to make music according to time requirements.</p>
6	<p>Creating an Ostinato</p> <p>An ostinato is a repeated pattern of music that continues throughout the musical excerpt. It is used to create coherence (so that the music makes sense and is unified) as well as being used to create specific effects, such as tension and a build up of suspense.</p> <p>Using BandLab, you will create an ostinato in this lesson, using the MIDI keyboard and the recording software.</p>	<p>Correctly describe the following keywords:</p> <ul style="list-style-type: none"> • Ostinato - A compositional technique • Coherence- a melodic idea • Repetition - repeating the cell • Shifting - making changes to the ostinato by shifting the tonal and rhythmic centre • Layering- creating layers of shifting cells.
7-9	<p>Creating a drone, textures, layers and effects</p> <ul style="list-style-type: none"> • Over these three lessons you will add new effects to your composition. • Textures refer to the amount we layer instrumental or vocal forces. • A long held note, or drone in the bass part will allow you to build shifting textures over a continuous foundation. Conversely, a long held note in the higher register creates incredible tension. 	<p>Use transformative techniques to provide development of my music. This will help you compose at GCSE.</p>
10	<p>Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!</p>	
11	<p>Refining our work using quantizing and adding effects.</p> <p>Quantization is a production technique you can use to make your imperfect timing, perfectly in time. When you quantize a note or a group of notes, it snaps the notes to the "grid" so all the notes land exactly on the beat and/or the subdivisions.</p> <p>To quantize in BandLab, you can: Select MIDI notes out of time, right-click, and choose "Quantize" from the drop-down menu. You can select the desired note resolution (e.g., 1/4, 1/8, 1/16)!</p>	<p><i>You will be FULLY PREPARED through your lessons 1-10 to do well in your assessments. Ensure you keep your booklets neat and tidy and you take opportunities to practise your performances during practical time given in the lesson. Always use lesson time to the best of your ability.</i></p>
12	<p>Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

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

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

Athletics Field	Athletics Track
<p><u>Shot Putt</u> – When performing a shot putt the shot is held in fingertips and not palm. Placed in at the neck and throwing arm elbow high. Non-throwing arm to be used for aiming. Throwing arm is straightened to putt the shot. To putt the shot I will lean onto my back foot and then transfer the weight onto the front foot to generate power as I release the putt at 1 o'clock. This encourages use of the legs in the performance. So that I can <u>apply</u> techniques to safely throw the shot</p>	<p><u>Middle Distance (1)</u> 800m is a middle-distance event. 800m is 2 laps of the track. To race a middle-distance race and be able to keep up the same speed for the entirety of the race</p>
<p><u>Discus</u> – When throwing the discus, it is held in dominant hand with just the fingertips. The non-throwing hand used to aim and support discus in throwing hand. Momentum is built by rotating the body back and forth. Discus is released from the front of the hand off of the index finger (first finger). So that I can <u>apply</u> techniques safely throw the discus</p>	<p><u>Middle distance (2) - 1500m</u> 1500m is a middle-distance event. 1500m is 3 and ¼ laps of the track. Pacing is running the race at a consistent pace to ensure that the athlete does not fatigue before the end of the race. Complete a 1500m race So that I can <u>apply</u> pacing skills during a 1500m race to ensure I can complete the event.</p>
<p><u>High Jump</u> – A legal high jump is one where the performer takes off from one foot. All jumps can be split into four components – Approach, take-off, flight, and landing. A high jump can be performed using a scissors or Fosbury flop technique. A safe landing is one where the performer lands on the top of their back. The performer takes off of the nearest foot to the bar. So that I can <u>perform</u> a legal and safe jump in High jump.</p>	<p><u>Sprinting (1)</u> Sprint starts are performed with the athlete kneeling on the ground. The athlete goes into this position on the command 'take your marks'. The athlete raises up on the command 'set' and begins to run on command 'go'. Good sprinting technique involves both arms and legs moving powerfully straight up and down. So that I can <u>perform</u> a sprint start effectively and maintain good technique in the race.</p>
<p><u>Long Jump</u> - A legal long jump is one where the performer takes off from one foot. All jumps can be split into four components – Approach, take-off, flight, and landing. A long jump can be performed using a hang or hitch kick technique. A safe landing is one where the performer lands on side of their leg. A performers foot must not be over the take-off board when starting their flight phase. So that I can <u>perform</u> a legal long jump with god technique</p>	<p><u>Sprinting (2)</u> Some sprint races require athletes to run around bends. Technique for this is to lean slightly when running into the bend maintaining good sprint technique. Apply this technique into 200m/300m/400m races. So that I can effectively <u>apply</u> techniques to run a sprint race which includes a bend/bends</p>
<p><u>Triple Jump</u> A legal triple jump is one where the performer takes off from one foot. All jumps can be split into four components – Approach, take-off, flight, and landing. The triple jump consists of three phases, a hop, a step and a jump. These must be performed in this order. A performers foot must not be over the take-off board when starting their hop phase. So that I can <u>perform</u> a legal Triple Jump by linking the 3 phases together</p>	<p><u>Relay – change overs</u> Upsweep is where the baton is moved in an upward direction and placed in next runners' hand between thumb and index (first) finger. Down-sweep is where the baton is moved in a downward position and placed in the next runners palm of their hand. Baton is passed to next runners opposite hand – e.g. left to right or right to left. So that I can <u>perform</u> change overs effectively and efficiently during a relay race.</p>

Year 7 Physical Education - students will study 4 sports this cycle	
Careers linked to topics we study this cycle are Professional Athlete, Sports Coach/Teacher, Fitness Trainer	
Cricket	Softball/rounders
<p><u>Fielding</u> – long and short barrier Long barrier performed by placing one knee behind heel of foot of other leg. Arms placed in front of knee with hands pointing towards the ground. Short barrier performed with hand lined up with a foot which is placed side on to the ball. So that I can <u>understand</u> how to stop the ball in cricket in isolated practices with a range of balls to try and stop.</p>	<p><u>Fielding</u> – long and short barrier in isolated practices to focus on technique.. Long barrier performed by placing one knee behind heel of foot of other leg. Arms placed in front of knee with hands pointing towards the ground. Short barrier performed with hand lined up with a foot which is placed side on to the ball. So that I can <u>understand</u> how to stop the ball in Rounder/Softball</p>
<p><u>Batting 1</u> – Defensive shots The bat is held with both hands, with both V's (between thumb and index finger) pointing down the grip. Dominant hand should be the bottom hand. Forward defence shot performed by angling the bat towards the ground to avoid ball being hit in the air. Follow through is stopped at point of contact and front elbow remains high. Head position is over the ball at point of contact. So that I can perform a defensive shot in cricket and protect my stumps.</p>	<p><u>Fielding</u> – catching and mitt work in isolation. If a ball is above chest height use fingers pointing up method. Hands together to form a cup, thumbs of both hands overlapping slightly. Hands move back slightly on impact to cushion the catch. If a ball is below chest height use fingers pointing down method. Hands together to form a cup, little finger of both hands overlapping slightly. Hands move back slightly on impact to cushion the catch. Mitt placed on non-dominant hand. Other had used to stop ball falling out. Mitt hand squeezes once ball has entered the mitt. So that I can <u>apply</u> catching skills to get an opponent out.</p>
<p><u>Batting 2</u>– Attacking shots The bat is held with both hands, with both V's (between thumb and index finger) pointing down the grip. Dominant hand should be the bottom hand. A front foot drive is performed by angling the bat towards the ground to avoid ball being hit in the air. Follow through is through the ball with bat ending up high by head. So that I can perform a front foot drive to score runs in cricket.</p>	<p><u>Batting</u> Bat is held in one or two hands. Batter stands at a right angle to bowler. Non dominant shoulder nearest to bowler. Batter watches the ball all the way on to the bat. Bat is swung horizontally backwards then forward to contact the ball. Only attempt to hit a ball which is bowled between knee and shoulder (softball) or head (rounders) height. So that I <u>apply</u> batting technique to hit the ball and attempt to score rounders/runs. These will be done in isolated practices.</p>
<p><u>Bowling</u> Bowling is performed by keeping delivery arm straight and releasing the ball at approximately the 1 o'clock position. Ball is held by thumb and index and middle finger. Thumb placed on the side of the ball. Index and middle finger placed on seam of the ball. Non bowling arm used to aim. Body should be side on when releasing the ball with head looking over non bowling arm shoulder. Ball should bounce once before reaching stumps/batter. So that I can perform a legal bowling action in cricket.</p>	<p><u>Bowling (straight bowl)</u> A legal ball is bowled between the batter's knee and shoulder (softball) or head (rounders) and on bat side of their body. Ball is bowled with one hand. Stand side on with non-dominant hand nearest batter. Use non-dominant hand to aim. Hand starts by side, swing back and then forwards releasing ball at 8 o'clock. So that I can <u>perform</u> the role of bowler in a game of rounders/softball. Bowling will be performed and practiced in isolation.</p>
<p><u>Games play</u> Use the skills learnt within a conditioned game of cricket, to perform the roles of fielder, batter and bowler. Understand some basic rules of the game. Runs are scored by changing ends with a partner after the ball has been bowled. A run out occurs if the stumps are hit by a fielder before a player has reached the opposite end of the wicket. So that I can apply learnt skills and techniques to competitive situations.</p>	<p><u>Gameplay</u> Use the skills learnt within a conditioned game of Rounders/Softball to perform the roles of fielder, batter and bowler. Runs are scored in Rounders at base two (½) and four (1), and in Softball at base four (1). Run outs occur if bases have been stumped before runners have reached that base. So that I can apply learnt skills and techniques to competitive situations.</p>

Y7 Religious Studies Cycle 3: "Funerals are all about preparing the deceased for the afterlife". Discuss this statement. You must consider religious and non-religious views

Careers linked to topics we study this cycle are : Humanitarian, Funeral Director, Lecturer, Philosopher, Art Historian

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> 1. That a Humanist is a person who believes in creating a fair and just world and there is one life. 2. That that eternal soul is when a person's physical body is no longer living but their 'eternal soul' returns to the after life. 3. Hindus believe that the soul is reincarnated 	<ol style="list-style-type: none"> 1. Define key concepts related to life after death 2. Explain key religious and non-religious beliefs related to life after death 3. Explain my own response to religious and non-religious concepts related to life after death
2	<ol style="list-style-type: none"> 1. Christians believe that death is not the end of a person's life. 2. Christians believe that the soul lives on in either Heaven or Hell 3. Christians believe that there will be a judgement from God based on a person's actions on Earth. 4. Some Christians' believe that Heaven and Hell are physical places and others believe they are spiritual 	<ol style="list-style-type: none"> 1. Explain Christian beliefs in heaven, hell and purgatory 2. Explain the concept of judgement in the afterlife 3. Explain how belief in these concepts influences Christians
3	<p>There are several distinctive features of a Muslim death and funeral rites, including:</p> <ol style="list-style-type: none"> 1. The body is gently washed and wrapped in sheets of unsewn white cotton 2. The Shahadah is recited near the point of death 3. Mourning lasts no more than 3 days <p>These rituals emphasise the equality of all human beings, the physical resurrection of the body and the fact that wealth and possessions are unimportant in the afterlife</p>	<ol style="list-style-type: none"> 1. Explain what Muslim death and funeral rites 2. Explain how these rituals link to key Muslim beliefs 3. Evaluate the significance of these rituals to Muslim beliefs
4	<ol style="list-style-type: none"> 1. Hindus believe we exist in a cycle of life death and rebirth 2. Hindus believe that reincarnation depends on a person's actions from their previous life. 3. Reincarnation is when the atman leaves the body of the deceased and enters a new body 4. A Hindu funeral often uses water from the river Ganges as they believe this ensure the reincarnation process happens quickly 	<ol style="list-style-type: none"> 1. Explain the relationship between reincarnation, the atman and the cycle of life, death and rebirth 2. Explain Hindu funeral practices 3. Explain how Hindu funeral practices link to Hindu beliefs
5	<ol style="list-style-type: none"> 1. Humanists believe that we should base our knowledge on reason and historical / scientific fact, rather than on faith or superstition. For this reason, Humanists do not believe there is an afterlife 2. Humanists believe that we have one life which should be lived to the fullest 3. Humanists often work to create a fair, loving and compassionate society 	<ol style="list-style-type: none"> 1. Explain how religious belief in the afterlife differs from non-religious belief 2. Explain a Humanist perspective on life after death 3. Explain how Humanist funeral practices link to their beliefs 4. Compare a Humanist perspective on life after death with my own

Y7 Religious Studies Cycle 3: "Funerals are all about preparing the deceased for the afterlife". Discuss this statement. You must consider religious and non-religious views

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> 1. There are several similarities between Islam and Christianity, for example they both share a belief in one God and a day of judgement. 2. There are some similarities between Hinduism and Christianity: Hindus have one God, Brahman, who takes numerous forms – one special combination is the Trimurti (Brahma, Vishnu, & Shiva). Christians believe God has 3 special attributes, too (Father, Son, & Holy Spirit) 3. There are some similarities between Hinduism and Islam, for example According to Islam, all beings created with reason will be accountable to God on Judgment day. Similarly, in Hinduism, a person is held accountable for their actions or karma, which impacts their reincarnation 4. Although Humanists do not believe in an afterlife, they still emphasise the importance of ethical living in this life 	<ol style="list-style-type: none"> 1. Compare and contrast religious beliefs about the afterlife 2. Compare religious belief to non-religious belief in the afterlife 3. Begin to evaluate religious belief in the afterlife 4. Form my own clear view of my own perspective on belief in life after death
7	<ol style="list-style-type: none"> 1. Windows in Christian churches are often stained glass that depict religious stories from the Bible. A famous example is <i>Sainte Chapelle</i> in Paris France. 2. Mandala is a Sanskrit word that means 'circle' and is a form of art used by Hindus to represent the universe. 3. Geometric designs and patterns are used in Muslim art, calligrapher (a type of decorative handwriting) is also often used. There are never any images of Allah PBUH depicted in the Muslim faith as this is seen as disrespectful. 4. Humanist art is classical and emerged during the renaissance period. It encompasses painting, sculpture and architecture. 	<ol style="list-style-type: none"> 1. Identify different types of religious artwork 2. Explain how some people use art to express their religious beliefs
8	Sources of wisdom in scripture are highly valued by billions: The Bible and the Quran are the world's most popular books. These texts contain holy and wise words which inspire people and are often used in art	Select a piece of religious text that I connect with and explain how I will use this text to inspire my sacred art
9	<ol style="list-style-type: none"> 1. A thesis statement is where I explain the main body of my argument. 2. Evidence is required as a supporting detail to my main argument. 3. A concluding statement is one in which I summarise my whole argument. 	Plan my Knowledge essay coherently
10	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11	<ol style="list-style-type: none"> 1. The Spirited Arts competition was set up in 2004 and has around 3,000 entries each year 2. Your entry can be a piece of; Art (painting, drawing, sketching, etc), Poetry or Calligraphy 3. Your entry should consist of a piece of art, and a corresponding write-up, limited to 400 words. 4. The write-up should explain why you chose to create a piece of art you have and explain how it connects to the theme. The write up should providing a meaningful commentary 	Create my own Spirited Arts entry by producing a piece of art and explaining how my piece of art represents the sacred and links to religious belief
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Character Education Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Successful	When you achieve the goals you wanted or do something well.	She felt successful after winning the school science competition.
2	Personal	Something private or about you and your own life.	He didn't want to share the personal letter he wrote.
3	Pressure	Stress or a feeling that you must do something difficult.	He felt pressure to finish his homework before the deadline.
4	Politics	The way decisions are made in a country, school, or group, especially about rules and leadership.	They learned about politics in history class and how governments make laws.
5	Equally	In the same way or to the same amount.	The teacher shared the sweets equally between all the students.
6	Polite	Being respectful and using good manners.	It is polite to say "thank you" when someone helps you.
7	Earn	To get money or reward because you worked for it.	She can earn extra money by helping her neighbours with chores.
8	Savings	Money you keep and do not spend, usually for the future.	His savings grew each week because he put a little money aside.
9	Harmful	Something that can cause damage, hurt, or bad effects.	Too much screen time can be harmful to your sleep.
10	Public	Something open to everyone or shared with all people.	The park is a public space where anyone can visit.

Character Education Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Scholar's Guide	An OSA created booklet that helps students learn or understand a subject.	The teacher gave each student a Scholar's Guide to help them prepare for the end of cycle assessment.
2	Scams	Tricks used to steal money or personal information from people.	He learned how to spot scams so he wouldn't be fooled online.
3	Exploitation	Taking advantage of someone for personal gain, often in an unfair or harmful way.	Criminal gangs use exploitation to involve young people in illegal activities.
4	Extremism	Believing or supporting very extreme ideas, often in a dangerous or harmful way.	The government's efforts to combat extremism have so far not worked.
5	Government	The group of people who make decisions and laws for a country.	The government decides how schools, hospitals, and public services should run.
6	Citizenship	Being part of a community or country and knowing your rights and responsibilities.	Learning citizenship helps students understand how to make positive contributions to society.
7	Society	All the people who live together in a community or country and how they interact.	Everyone has a role in making society safe and fair.
8	Materialism	Caring too much about owning things like clothes, gadgets, or money.	He realised that friendship was more important than materialism .
9	Financial	Anything to do with money, saving, spending, or managing costs.	They took part in a financial lesson about budgeting.
10	Addiction	A strong need to keep doing something harmful, even when you want to stop.	Smoking can lead to addiction , making it hard to quit even when you know it's unhealthy.

English Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Context	The time, setting and circumstances in which something happens or exists.	The context of 'A Midsummer Night's Dream' is that it is set in ancient Athens, a patriarchal society.
2	Conflict	A serious disagreement or argument; there is a conflict.	During the rising action, Oberon and Titania experience a verbal conflict .
3	Patriarchal	Patriarchal refers to a social system where men hold primary power and authority, at the exclusion of women.	In <i>A Midsummer Night's Dream</i> , the patriarchal society is evident in the way male characters, like Egeus and Theseus, control the romantic choices of women, such as Hermia.
4	Beguiling	Something is enchanting or charming, often in a deceptive way, it is beguiling.	The juice of 'love-in-idealness' is beguiling .
5	Chaotic	A state of complete confusion and disorder.	Puck confuses Demetrius with Lysander creating a chaotic twist in the play.
6	Incongruent	A state of being unsuited or incompatible.	The rude mechanicals are incongruent and in choosing a tragedy to perform at the Duke's wedding.
7	Dejection	Someone is in a sad and depressed state or low spirits, they are dejected.	Hermia becomes dejected as a result of Lysander and Demetrius' actions.
8	Resolve	Finding a solution for a problem.	Oberon resolves the chaos and confusion created by Puck by reversing the spell placed on the lovers.
9	Revive	Someone has been restored to life or consciousness, they have revived.	Nick Bottom's revival is essential for the rude mechanicals' performance.
10	Uplifting	Inspiring happiness, optimism, or hope.	The ending of the play is uplifting as it is a comedy.

English Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Comedy	A play characterised by its humorous tone and its depiction of amusing people or incidents, in which the characters ultimately triumph over adversity.	'A Midsummer Night's Dream' is one of Shakespeare's most famous comedies .
2	Soliloquy	A soliloquy is the when a character speaks their thoughts aloud alone on stage, regardless of any listeners.	In A Midsummer Night's Dream, Helena's soliloquy reveals her deep feelings of unrequited love and highlights her vulnerability.
3	Metadrama	A play that features another play as part of its plot.	Shakespeare's "A Midsummer's Night Dream" contains a metadrama .
4	Comedic interlude	A comedic sketch performed between the parts of a play.	The Mechanicals act as a comedic interlude within the play.
5	Plot Twist	An unexpected development in a text.	The mistaken identity of the young Athenian lovers is a major plot twist in the play.
6	Couplet	A pair of successive lines of verse, typically rhyming and of the same length.	Shakespeare uses a lot of couplets within 'A Midsummer Night's Dream' his writing for the purpose of musicality and its association with romance.
7	Meter	In poetry, metre or meter is the basic rhythmic structure of a verse or lines in verse.	Free verse is a form of poetry that does not rely on consistent patterns of rhyme and meter ; characters who are not part of the nobility generally use prose in a Shakespearean play.
8	Misconception	Misconception is the inability to execute or understand something clearly.	Misconception or mistaken identity is a major attribute of Shakespearean comedy. Misconception creates confusion which needs to be resolved by the end of the play in order for it to have a happy ending .
9	Dramatic Irony	A literary technique in which a character's words or actions are clear to the audience but unknown to the character.	Shakespeare uses dramatic irony as Hermia and Titania are unaware of the magic properties the flower 'love-in-idleness' has.
10	Catharsis	The process of releasing, and thereby providing relief from, strong or repressed emotions.	The ending of the play is cathartic , as everyone is happy and in love. All confusion and unhappiness is resolved.

Maths Curriculum Dictionary: Tier Two Words

	Word	Definition	In a sentence:
1	Factor	A number you can divide the number exactly by.	2 is a factor of 10.
2	Convert	To change something from one form to another.	To convert a length from cm into mm, we multiply it by 10.
3	Vertical	In an up-down direction or position (parallel to the y axis)	Trees grow in a vertical direction.
4	Horizontal	In an across direction.	Words go along the page in a horizontal direction.
5	Average	A number that represents a list of numbers.	The average age in a year 7 class in September is 11.4 years.
6	Frequency	The number of times something happens.	On a test, 4 students got full marks, so full marks has a frequency of 4.
7	Variables	Things that can change.	If we are measuring height, height is the variable .
8	Ratio	A ratio shows the relative sizes of two or more values.	In a class, there are two boys and three girls. The ratio of boys to girls is two to three.
9	Perpendicular	At right angles.	If 2 lines make a right angle (90 degrees), they are perpendicular .

Maths Curriculum Dictionary: Tier Three Words

	Word	Definition	In a sentence:
1	Cartesian	Describing positions using two number lines that cross at right angles	On a Cartesian grid, every point has an x-coordinate and a y-coordinate.
2	Commutativity	When changing the order of numbers doesn't change the answer	Commutativity means that $3+5$ gives the same answer as $5+3$.
3	Congruence	When two shapes are exactly the same size and shape	The two triangles show congruence because they match exactly in size and shape.
4	Decomposition	Splitting a number or shape into simpler parts	We used decomposition to split the shape into two rectangles so we could find the area.
5	Dimensionality	How many directions or measurements something has (like length, area, volume)	A cube has three- dimensionality because it has length, width and height.
6	Extrapolation	Predicting a value beyond the known data by extending a pattern	Extrapolation lets us predict what might happen after the last point on a graph.
7	Factorisation	Breaking a number into smaller numbers that multiply together	Factorisation helps us break a big number into smaller numbers that multiply together.
8	Interpolation	Estimating a value that lies between two known values	We used interpolation to estimate the temperature at 2 p.m. between two known readings.
9	Perpendicularity	When two lines meet to form a perfect right angle	The grid lines show perpendicularity because they meet at right angles.
10	Proportionality	When two things increase or decrease at the same steady rate	The recipe shows proportionality because doubling the ingredients makes twice as much food.

Art Y7 C3 – Form & Art Movements Art Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Typography	Typography is the art and technique of arranging letters (type) in different styles, to make written language legible, readable and appealing when displayed. The arrangement of type involves selecting typefaces, point sizes, line lengths, line spacing, letter spacing, and spaces between pairs of letters.	The graphics (pictures) are good but I don't like the typography
2	3D / 2D	A two-dimensional (2D) object is an object that only has two dimensions, such as a length and a width, and no thickness or height. A three-dimensional (3D) object is an object with three dimensions: a length, a width, and a height. The flat sides of three-dimensional objects are two-dimensional shapes.	The 2D shape is a square. The 3D form is a cube. The 2D shape is a circle. The 3D form is a sphere.
3	Sculpture	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 sculptures in the world is 'David' by Michelangelo.
4	Papier-mâché	Consists of paper pieces or pulp, sometimes reinforced with textiles, and bound with an adhesive, such as glue, starch, or wallpaper paste.	She made a mask out of Papier-mâché for the carnival.
5	Refine	Make changes so as to improve or clarify.	She refined her printing, so it was much clearer.
6	Evaluation	Looking at an artwork to decide what is successful, what could be improved and what we have learnt.	After I finished my painting, I did an evaluation to see what parts I liked and what I could do better next time.
7	Exploration	Trying out different styles, materials, or ideas to discover something new.	My exploration of watercolours helped me figure out how to blend colours to achieve a sunset.
8	Technique	A particular way of using media and materials to make my art outcomes. For example, how you paint, draw, sculpt to make our work look a certain way.	I used a new mark-making technique for drawing fur that made my cat look fluffy.
9	Response	The way you react to an artwork by making work in a similar way or showing what you feel about the work itself.	I made a very colourful painting in response to this artist.

Art Y7 C3 – Form & Art Movements Art Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Art Movement	An Art Movement is a tendency or style in art with a specific art philosophy or goal, followed by a group of artists during a specific period of time, (usually a few months, years or decades) or, at least, with the heyday of the movement defined within a number of years.	Pop art is an art movement that emerged in the 1950s and flourished in the 1960s in America and Britain, drawing inspiration from sources in popular and commercial culture.
2	Rococo	Rococo (also known as Late Baroque) is an exceptionally ornamental and dramatic style of architecture, art and decoration which combines asymmetry, scrolling curves, gilding, white and pastel colours and sculpted moulding, frescoes to create surprise and the illusion of motion and drama.	The palace was very fancy and a true rococo style with lots of swirly patterns and painted gold.
3	Pointillism	Pointillism is a technique of painting in which small, distinct dots of colour are applied in patterns to form an image.	There were now so many paintings, laboriously constructed dot by dot through the pointillism technique.
4	Pop Art	Pop art is an art movement that emerged in the 1950s and flourished in the 1960s in America and Britain, drawing inspiration from sources in popular and commercial culture. Different cultures and countries contributed to the movement during the 1960s and 70s.	Andy Warhol's pictures of soup cans are a famous example of Pop art .
5	Graffiti	Graffiti is art that is written, painted or drawn on a wall or other surface, usually without permission and within public view. Graffiti ranges from simple written words to elaborate wall paintings, and has existed since ancient times, with examples dating back to ancient Egypt, ancient Greece, and the Roman Empire.	Graffiti appeared on the walls during the night.
6	De Stijl	De Stijl (Dutch for "The Style"), also known as Neoplasticism , was a Dutch art movement founded in 1917. De Stijl consisted of artists and architects that advocated pure abstraction by a reduction to the essentials of form and colour. They simplified visual compositions to vertical and horizontal, using only black, white and primary colours.	The members of 'De Stijl' argued constantly but agreed on one thing: no curves allowed.
7	L – LINK E – ELEMENTS M – MEDIA M – MOOD O – OPINION N – NARRATIVE	LEMMON is the acronym for the writing framework we use in Art to analyse an artist's work and evaluate how it is relevant to our own. L – LINK – I am looking at Boakye's work because I am doing a project around portraiture, and she paints people. E – ELEMENTS – The most prominent (important) formal elements in Boakye's work is composition and colour, because..... M – MEDIA – The media Boakye has used to make the work is paint. M – MOOD – The mood and content within Yíadom-Boakye's paintings is about imaginary stories where fictitious figures live in private worlds. O – OPINION – I like Boakye's work because it reminds me of dreams. N – NARRATIVE - Lynette Yíadom-Boakye (born 1977) is a British painter and writer. She is best known for her portraits of imaginary subjects, or ones derived from found objects, who are painted in muted colours. Her work has contributed to the renaissance in painting the Black figure. Her paintings often are presented in solo exhibitions.	

Year 7 Computer Science Curriculum Dictionary: Tier Two Words

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



Year 7 Computer Science Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Cyberbullying	Sending (posting or reposting) hurtful statements about someone in order to hurt them.	Cyberbullying is no joke, especially when you are the victim.
2	Hardware	The <i>physical part</i> (you can touch) of a computer system.	51/O hardware such as a touch screen provides both input/output .
3	Software	The <i>logical</i> (thinking part) of a computer System.	We use PowerPoint software is a graphical note taking tool.
4	CPU	Central Processing Unit . The main <i>microchip</i> . <u>NOT the case!</u>	The CPU is a microchip inside the casing and is not the casing!
6	Transistor	An electrical switch that is turned on or off by a control signal(current).	A CPU or RAM has millions of transistors .
7	Binary	Two states – ON (0) or OFF (1)	Computers are built on transistors , so binary codes 0 or 1 are used.
8	BIT	BIT = B inary digit – a 0 or 1.	The rightmost bit in binary always represents a unit(1). The BITs then get bigger (right to left) by multiplying by 2.
9	2) Turtle commands	<ul style="list-style-type: none"> • Movement : <ul style="list-style-type: none"> ○ fd(100) ○ bk(100) ○ Rotation: <ul style="list-style-type: none"> ○ rt(90) ○ lt(90) ○ Pen State: <ul style="list-style-type: none"> ○ pu() ○ pd() 	
10	2) Iteration	To repeat a group of instructions, from the Loops section of Trinket BLOCKS.	

DRAMA Y7 C3 Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Adaptation	Taking an original piece of literature or piece of work and presenting it in a different way.	Wendy & Peter is a stage adaptation of the original Peter Pan novel.
2	Script	A piece of writing in the form of drama.	We performed our scene of Peter meeting Wendy by reading the script .
3	Hero	A person who is admired for their courage, outstanding achievements, or noble qualities.	Wendy Darling faced her biggest fears and became a hero .
4	Power	To have control or influence over a situation.	I showed my power through making eye contact and pointing at another character.
5	Tension	A building sense of excitement.	There was a lot of tension when Wendy met Tigerlily for the first time.
6	Villain	A person whose actions have evil or immoral aims.	Captain Hook is a villain because he wants to capture and kill Peter Pan and the lost boys.
7	Motivation	What drives a character to say what they say and to do what they do.	My motivation when playing Peter Pan was to escape from being captured by Captain Hook.
8	Annotate	To add notes to (a text or diagram) giving explanation or comment.	I annotated my script with vocal skills so I remembered exactly what to do in the performance.
9	Analyse	To study or examine something in detail to discover or understand more about it.	We analysed the scene to understand the relationship between Captain Hook and his pirate army.
10	Evaluate	To judge the successes and failures of something with the intention of improving it in the future.	I evaluated the success of my performance and decided that I could have used a more upright posture to show I was the villain.

DRAMA Y7 C3 Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Protagonist	The main character in a story, film, book or play.	The protagonist of Wendy & Peter is Wendy Darling.
2	Stage directions	The description of characters, setting, exits and entrances, performance suggestions in a script, <i>usually written in italics</i> .	I followed the stage directions , which instructed my character to stand up and increase my volume.
3	Suffragettes	Women in the 1900s who protested for their right to vote in elections.	Many suffragettes were arrested and faced violent punishment against their bravery.
4	Levels	The use of different heights, by standing or sitting, to show power on stage.	The pirates crouched down at a lower level than Captain Hook, to show that they had less power and were afraid of him.
5	Blocking	A term used in theatre to describe the location of actors on the stage and the movements that they make.	My blocking started in centre stage, and then I slowly moved downstage right.
6	Hot-seating	An activity where an actor is questioned in role, answering questions about a character they may not have considered before.	By using hot-seating as a rehearsal technique, we imagined lots more about Wendy's life in London.
7	Status	The level of power or influence a character has.	Captain Hook has high status as he influences his army of pirates to follow his orders.
8	Climax	When the tension in a drama builds to its highest point.	The climax of Wendy & Peter is when Wendy must decide whether to reveal Peter's hiding spot to Hook.
9	Rehearse	The act of practicing a piece of drama in order to prepare for a performance.	We rehearsed our scene showing Wendy and Peter meeting for the first time.
10	Performance	The presentation of a piece of drama to an audience.	During the performance , I made sure I was facing the audience all the time so they could see and hear what my character was doing.

Design and Technology Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Risk	Involving or exposed to a level of danger.	Working safely in a practical environment will reduce the risk of injury.
2	Prevent	To stop something from happening.	Wearing safety glasses, while using machinery, will prevent damaging your eyesight.
3	Softwood	Softwood comes from trees with fern or needle like leaves. They produce cones, grow quickly and have broad grain.	Softwood is used in construction because it grows quickly, is sustainable and relatively low in price compared to hardwoods.
4	Hardwood	Hardwood comes from trees which have broad leaves. They produce blossom in the spring, bare fruit or nuts, grow slowly and have a tight grain.	Hardwood is used for expensive pieces of furniture because of it interesting and varied grain patterns.
5	Manufacture boards	Manufactured boards are manmade and comprise a range of sheet materials which are pressed and bonding together.	Manufactured boards can be produced in large flat sheets and are ideal for low costing furniture.
6	Process	To prepare, change, or treat materials as a part of an industrial operation.	The process of sanding wood is to remove all imperfections and marking out ready for assembly.
7	Finishing	Finishing involves altering the surface of a manufactured part to achieve the desired appearance.	Finishing the edges of cut acrylic is achieved through using an acrylic polish.
8	Assembly	Assembly is the process of putting parts together to make a machine or other product.	The assembly process involved putting all the components together to produce a completed product.
9	Accuracy	The quality of being correct, precise and working to a high level of detail.	Accuracy is important when marking out components to ensure all parts fit together correctly.
10	Evaluate	To measure and make judgements about something.	It is important to evaluate your work to your product or your own performance.

Design and Technology Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Abrasive	A material, often a mineral, that is used to shape or finish a work piece.	Glass paper is an abrasive that is used to sand wood.
2	Adhesive	A substance used for sticking objects or materials together	The adhesive used to stick wood together is PVA (Poly Vinyl Acetate).
3	Polymers	A polymer (the name means "many parts") is a long chain molecule made up many repeating units, called monomers.	Plastics are a type of polymer composed of chains of polymers which can be partially organic or fully synthetic.
4	Thermoforming	Thermoforming Plastics are polymers that can be heated and reheated over and over again without any deterioration.	Thermoforming plastics have memory and will return to their original state if heat is applied.
5	Insulate	To prevent leakage of electric or heat.	To insulate electrical wires with coloured plastics prevents the risk of electric shocks.
6	Conduct	To conduct refers to the capacity of a material to transmit electricity or heat	Copper wires are used in electronic circuits to conduct electricity.
7	Resistance	Resistance reduces the flow of electricity in electrical circuits.	The resistance produced by a resistor in an electrical circuit is measured in ohms.
8	Alloy	Alloys are metals that are made up of two or more different elements.	Brass is an alloy of copper and zinc.
9	Ferrous	Ferrous metals are metals that contain iron.	Ferrous metals will go rusty if they are not finished with a protective covering like paint.
10	Dimensions	Dimensions are the size or distance of an object	Component dimensions must be exact for all parts to fit together.

Design and Technology Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Risk	Involving or exposed to a level of danger.	Working safely in a practical environment will reduce the risk of injury.
2	Prevent	To stop something from happening.	Wearing safety glasses, while using machinery, will prevent damaging your eyesight.
3	Softwood	Softwood comes from trees with fern or needle like leaves. They produce cones, grow quickly and have broad grain.	Softwood is used in construction because it grows quickly, is sustainable and relatively low in price compared to hardwoods.
4	Hardwood	Hardwood comes from trees which have broad leaves. They produce blossom in the spring, bare fruit or nuts, grow slowly and have a tight grain.	Hardwood is used for expensive pieces of furniture because of it interesting and varied grain patterns.
5	Manufacture boards	Manufactured boards are manmade and comprise a range of sheet materials which are pressed and bonding together.	Manufactured boards can be produced in large flat sheets and are ideal for low costing furniture.
6	Process	To prepare, change, or treat materials as a part of an industrial operation.	The process of sanding wood is to remove all imperfections and marking out ready for assembly.
7	Finishing	Finishing involves altering the surface of a manufactured part to achieve the desired appearance.	Finishing the edges of cut acrylic is achieved through using an acrylic polish.
8	Assembly	Assembly is the process of putting parts together to make a machine or other product.	The assembly process involved putting all the components together to produce a completed product.
9	Accuracy	The quality of being correct, precise and working to a high level of detail.	Accuracy is important when marking out components to ensure all parts fit together correctly.
10	Evaluate	To measure and make judgements about something.	It is important to evaluate your work to your product or your own performance.

Year 7 Food Technology Curriculum Dictionary: Tier Three Words

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

Geography Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Expansive	Very large or wide.	The sky looked so expansive as it stretched over the field.
2	Distinct	Clearly difference.	The two twins have distinct voices, so it's easy to tell them apart.
3	World affairs	Important events and issues that happen around the world.	Climate change is one of the biggest topics in world affairs today.
4	Rural areas	Places in the countryside, away from cities and towns.	The family lived in a rural area surrounded by farms and forests.
5	Goods	Things that are made or grown to be sold or used.	The shop sells goods like fruit, clothes, and toys.
6	Stereotype	A simple idea people have about a group that might not be true.	It's a stereotype to say all boys like football, because some don't.
7	Highland	A high, hilly, or mountainous area.	The Scottish Highlands are famous for their beautiful views.
8	Capital city	The main city of a country where the government is located.	London is the capital city of the United Kingdom.
9	Sanitation	Access to toilets, soap and washing facilities.	Most people in the UK have good access to sanitation .
10	Sediment	Tiny pieces of dirt, sand, or rock that settle at the bottom of water.	After the flood, there was a layer of sediment left on the riverbank.

Geography Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Topography	Topography describes the different shapes and features on the Earth's surface, like mountains, valleys, and rivers.	Oxford's topography is characterized by gently rolling hills and the meandering River Thames.
2	Diverse	Diverse means it is varied – it differs widely from place to place.	Oxford Spire is a diverse school as there are many different types of students here.
3	Export	Products sold to another country.	Cars are one of the UK's largest exports .
4	Quality of life	Quality of life measures happiness and how well our needs are met	Quality of life is generally higher in a richer country.
5	Superpower	A country with a very large amount of power and influence in the world.	The UK was a superpower in the 1800s. China is a superpower now.
6	Colonialism	When one country takes over another country and rules it.	European countries including Britain colonised Africa from around 1850 until around 1960s
7	Relief rainfall	When it rains because air is forced over mountains.	The west of the UK is much wetter than the east due to relief rainfall .
8	Informal settlements	When people can't afford proper houses and build their own instead on spare land using available materials.	Informal settlements are also known as shanty towns or slums.
9	Life expectancy	The average number of years a person is expected to live.	Life expectancy has increased due to better healthcare.
10	Dam	Wall across a river.	Dams can be used to generate electricity.


































History Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	nations	a large body of people united by common descent, history, culture, or language, inhabiting a particular country or territory.	The First Crusade saw the creation of 4 crusader nations .
2	westernised	adopt or be influenced by the cultural, economic, or political systems of Europe and North America	The westernised version of Salah ad-Din's name is Saladin.
3	pilgrims	a person who journeys to a sacred place for religious reasons.	Reynald de Chatillon was famous for attacking pilgrims on their way back from Mecca.
4	executed	carry out a sentence of death	Reynald was executed by Salah ad-Din for his crimes.
5	stalemate	a situation in which further action or progress by opposing or competing parties seems impossible	The siege of Jerusalem was a stalemate as neither side could defeat their opponent.
6	Empire	an extensive group of states or countries ruled over by a single monarch	The Mali Empire was a major power in West Africa.
7	destabilised	cause unrest or instability in a nation or organisation.	The Egyptian economy was destabilised by Mansa Musa during his Hajj.
8	architect	a person who is qualified to design buildings and to plan and supervise their construction	Timbuktu's buildings were built by some of the most famous African and Arab architects of their day.
9	independence	wanting or being able to do things for yourself and make your own decisions,	Mali gained its independence from France in 1960.
10	radical	An idea that is vastly different to the normal.	Al-Qaeda are a radical Islamic group, and do not reflect most Muslims beliefs.

History Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Crusades	a series of medieval military expeditions made by Europeans to the Holy Land.	Pope Urban II launched the First Crusade in 1196 in order to capture the city of Jerusalem from the Islamic rulers.
2	Holy Land	a territory roughly corresponding to the modern State of Israel and the State of Palestine	The First Crusade was a major success and saw most of the Holy Land captured for the Christians.
3	Vizier	a high-ranking political advisor or minister in the Near East.	Salah ad-Din's first major leadership role was as Vizier of Cairo.
4	Jihad	a struggle or fight against the enemies of Islam.	To recapture the Holy land for the Muslim nations Salah ad-Din launched a Jihad against the Christian leaders of Jerusalem.
5	mangonels	a military device for throwing stones and other missiles. A form of catapult.	To destroy the walls of Jerusalem Salah ad-Din used mangonels to throw large boulders.
6	siege	Where enemy forces surround a town or building, cutting off essential supplies, aiming to make those inside surrender.	The city of Jerusalem was placed under siege by Salah ad-Din in 1187
7	Silk Road	A series of trade routes across Asia, Europe and Africa.	Many traders moved along the Silk Road to make their fortunes, stopping of in major cities in Europe, Africa and Asia.
8	Hajj	the greater Muslim pilgrimage to Mecca	Mansa Musa led a large pilgrimage to Mecca known as the Great Hajj .
9	Timbuktu	a city in Mali. A major trading, religious and education center.	The 'pearl of Africa' was the city of Timbuktu , a place of culture, learning and religious significance.
10	madrassas	a college/university for Islamic instruction.	The Madrasa at Timbuktu was so popular that people would come all the way from Cairo to attend.
11	artifacts	an object made by a human being, typically one of cultural or historical interest.	Historians use artifacts to help piece together what happened in the past.

French/German/Spanish Key sounds

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

French/German/Spanish Key Terms and Word Classes

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

MUSIC Y7 C3 Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Genre	A genre is a category that defines a piece of music as belonging to a shared tradition or set of conventions.	This music belongs to the Blues genre because it features the 12 bar structure and improvisation.
2	Mood	The emotions or feelings evoked by the music.	The mood of this music is melancholy, due to its use of minor chords and slow tempo.
3	Elements	The main pillars of music: These include pitch, dynamics and structure.	It is best to analyse music by element .
4	Pitch	How high or low a note is.	The pitch of the piccolo is the highest in the woodwind family.
5	Ostinato	A repeated pattern of notes.	Film music often features ostinato to build tension and provide structure.
6	Drone	A long held note, usually in the bass, but sometimes found in the treble.	The drone can be used in Horror films to create an atmosphere of dread.
7	Texture	The layering of the musical parts.	The texture of most songs is homophonic.
8	Click Track	The automatic click that helps you stay in time when recording.	Using the click track will help you maintain a steady beat.
9	Midi Keyboard	The electronic keyboard used to input sounds into the computer.	Composing with Bandlab requires a midi keyboard .
10	Tempo	The speed of the music	Using a fast tempo creates excitement.

MUSIC Y7 C3 Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Timbre	The tone quality of a sound.	The triangle produces a metallic timbre while the bassoon has a hollow, warm timbre.
2	Compositional device	A tool used by composers to create an effect.	Cluster chords are a compositional device used to create unsettlement in the listener.
3	Dissonance	A melodic clash.	Dissonance is used to create tension and unpredictability in the music.
4	Leitmotif	A recurring theme assigned to a character.	Elphaba's Leitmotif in Wicked is based on 'Somewhere Over the Rainbow'.
5	Tessitura	Musical range.	The tessitura of that song is narrow, as the melody is stepwise and repeated throughout.
6	Glissando	A sweep up or down the instrument.	In Star Wars, the hapi uses glissando to create a feeling of flying.
7	Chromatic	Notes outside the key.	Chromatic notes create tension.
8	Performing Forces	The instruments used in a piece of music.	The Performing Forces of The Avengers film are a large Symphony Orchestra featuring all the instrumental families.
9	Narrative structure	The storyline of a film that a composer must reflect in their music.	The narrative of The Lord of The Rings follows the Hobbits' Adventure.
10	Cue Sheet	The list of timings for when the action changes that a composer must follow.	We followed a cue sheet when composing our Horror film music, so that when there was a jump scare, we used a cluster chord at that time.

Physical Education Curriculum Dictionary: Tier Two/Three Words

Topic	Week /Word	Definition	In a sentence:
Athletics Field	1. Putting	Throwing a heavy spherical object with power	I managed to push the putt 10metres
	2. Discus	The disc like object that is thrown in the discipline discus	I threw the discus 35 metres on my first attempt
	3. Approach	The approach phase is also known as the run-up	The athlete has good speed in their approach
	4. Flight	Flight is the part of the jump when the athlete is in the air	The athlete had great distance in their flight phase
	5. Hop/Step/Jump	A hop is where the performer takes-off of one foot and lands on the same foot A step is where the performer takes off of one foot and lands on the other foot A jump is where the performer takes off of one foot and lands on both feet	The hop phase is the first phase of the triple jump The step phase is the second phase of the triple jump The jump phase is the third phase of the triple jump
Athletics Track	1. Middle distance	A selection of races ranging in different distances from 800m to 5,000m	I chose to run the middle distance races
	2. Fatigue	A decline in physical or cognitive performance	Fatigue started to set in on lap 4 of the race
	3. Marks	Command given by the starter to tell the athlete to get into the start position.	'Take your marks '
	4. Bend	A section of the track that is a curve you run round	My leg of the relay involved me running the bend
	5. Baton	A baton is the name given to the object that is passed during a relay race.	The baton was successfully passed from one runner to another

Physical Education Curriculum Dictionary: Tier Two/Three Words

Topic	Week/Word	Definition	In a sentence:
Rounders/ Softball	1. Long barrier/ Short barrier	Fielding technique where the fielder kneels to stop the ball Fielding technique where the fielder uses their hand/foot to stop the ball	The fielder used the long barrier technique to safely stop the ball The fielder used the short barrier technique to safely stop the ball
	2. Mitt	The glove that is used to aid with catching a ball	The fielder caught the ball brilliantly in their mitt
	3. Horizontally	When something is parallel to the ground	The batter held the bat horizontally to the ground
	4. Legal ball	A bowl that is within the parameters set	The bowler has delivered 6 legal balls so far
	5. Base	The four posts or plates which mark out the playing area.	The batter was out at base two
Cricket	1. Long barrier/ Short barrier	Fielding technique where the fielder kneels to stop the ball Fielding technique where the fielder uses their hand/foot to stop the ball	The fielder used the long barrier technique to safely stop the ball The fielder used the short barrier technique to safely stop the ball
	2. Forward defence.	Shot played in cricket off of the front foot in order to avoid getting out	The batter played a forward defence to a very good ball
	3. Front foot drive	Shot played in cricket off of the front foot to a full ball, generally along the ground to score runs	The batter played a lovely front foot drive to a full ball and found the gap in the field to score four runs.
	4. Stumps	The three wooden poles which the bowler aims for and the batter tries to protect.	The bowler has sent the stumps flying with that wonderful delivery
	5. Run out	When a player does not make it to the other end before stumps are hit	The batter did not make their ground before the stumps were hit so has been given out run out .

Religious Studies Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Just	Fair and reasonable, or exactly right.	The teacher was just in giving everyone a chance to explain their answers.
2	Hell	A place where some people believe bad people go after they die, often imagined as a hot and scary place	In stories, the hero often has to face challenges to save people from hell .
3	Rites	Special ceremonies or rituals performed for a particular purpose, often related to traditions.	The family held rites to celebrate the baby's first birthday with songs and gifts.
4	Deceased	A polite way to say someone has died.	We remembered our deceased grandfather by sharing stories about his life.
5	Superstition	A belief that certain events or actions can bring good or bad luck, often without scientific proof.	Many people believe that breaking a mirror brings bad luck, which is a common superstition .
6	Attributes	Qualities or characteristics that describe someone or something	Kindness and honesty are important attributes for a good friend
7	Stained glass window	A window made of colourful glass pieces that form pictures or patterns, often found in churches.	The church had a beautiful stained glass window that showed scenes from the Bible.
8	Source of wisdom	A person or thing that provides valuable knowledge or insight	My grandmother is a source of wisdom because she has many stories to teach me.
9	Calligraphy	The art of beautiful handwriting using special pens or brushes	In art class, we practiced calligraphy to create fancy letters for our projects.
10	Knowledge essay	A written work that explains or explores a specific topic to show what someone has learned.	For my class project, I wrote a knowledge essay about the importance of protecting the environment.

Religious Studies Curriculum Dictionary: Tier Three Words

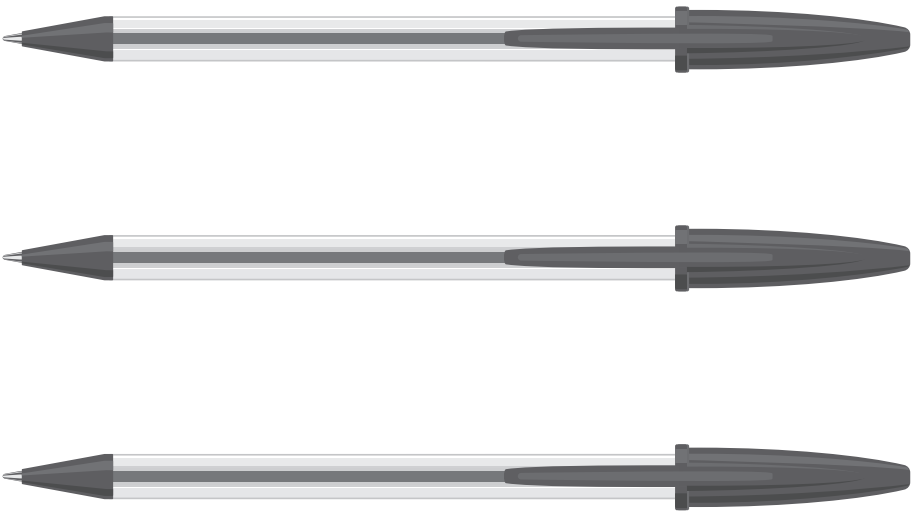
Week	Word	Definition	In a sentence:
1	Reincarnated	The belief that a person's soul can be born again in a new body after death	Some people believe that when you die, you can be reincarnated as a different animal or person.
2	Purgatory	A place where some believe souls go to be purified before going to heaven.	In certain religions, purgatory is thought to be a temporary place where souls are cleaned of their sins.
3	Shahadah	The Islamic declaration of faith stating that there is no god but Allah and Muhammad is his prophet	To become a Muslim, a person must recite the Shahadah with sincerity.
4	River Ganges	A sacred river in India that is important to Hindu people and is believed to purify the soul.	Many people travel to the River Ganges to bathe in its waters and wash away their sins.
5	Humanist	A person who values human experiences and beliefs, often focusing on the importance of human reason and ethics	A humanist believes in solving problems through understanding and compassion rather than relying on religion.
6	Trinity	The Christian belief in one God that exists in three persons: the Father, the Son, and the Holy Spirit.	In church, we learned about the Trinity and how it represents different aspects of God.
7	Mandala	A geometric design that represents the universe in Hindu and Buddhist traditions, often used in meditation.	The artist created a colourful mandala to help people focus during meditation.
8	Qur'an	The holy book of Islam, believed to be the word of God as revealed to the Prophet Muhammad.	Muslims read the Qur'an as a guide for their beliefs and actions in daily life.
9	Spirited Arts competition	A contest where people showcase their creativity and artistic skills, often involving various art forms.	I entered the Spirited Arts competition to share my drawing of a sacred piece of calligraphy
10	Thesis statement	A sentence that summarises the main point or argument of an essay or paper.	My thesis statement explained why recycling is important for protecting the environment.

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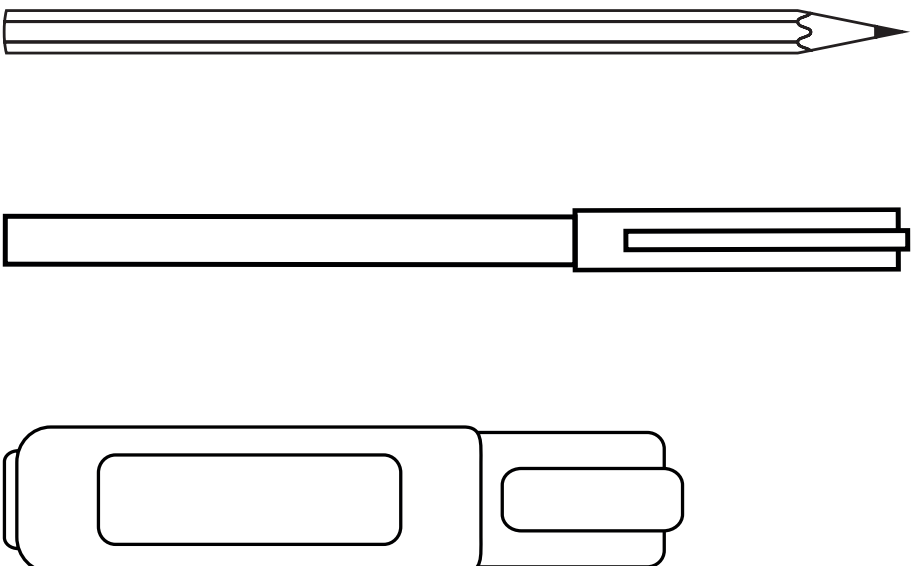
R

Tools for Learning

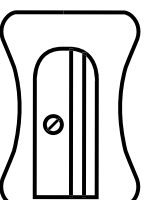
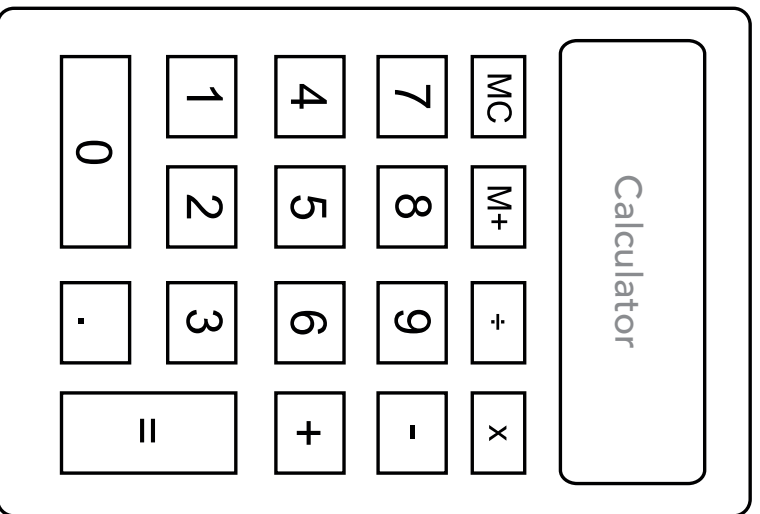
All equipment is available to purchase from the Reprographics Department



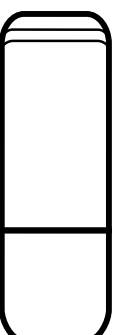
Black, Blue & Purple Pens



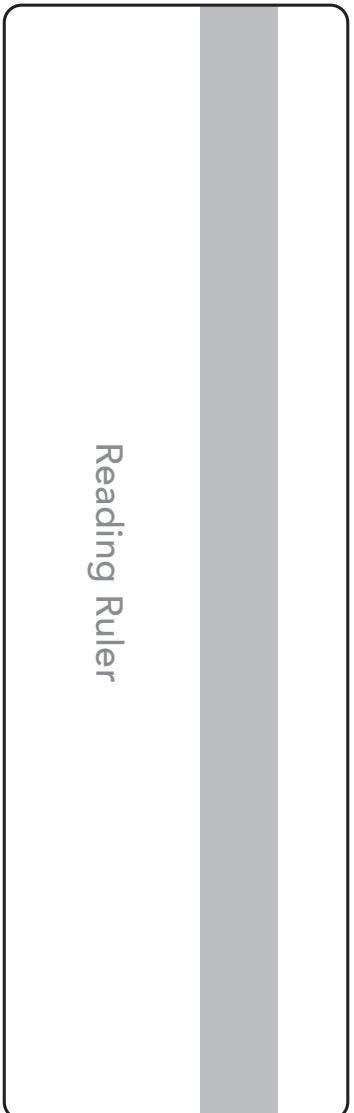
Pencil, Whiteboard Pen & Highlighter



Pencil Sharpener



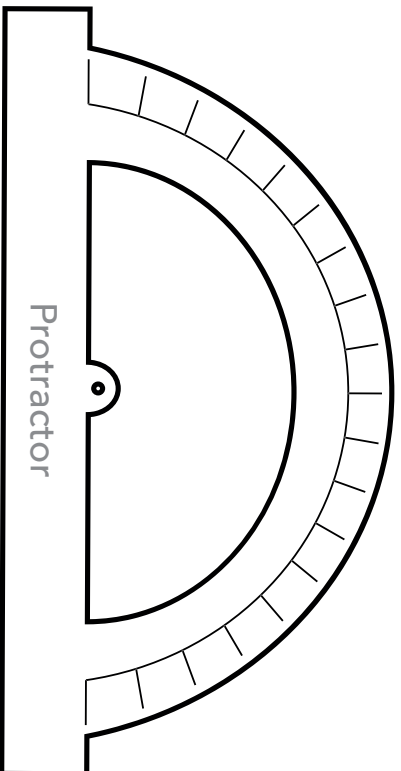
Eraser



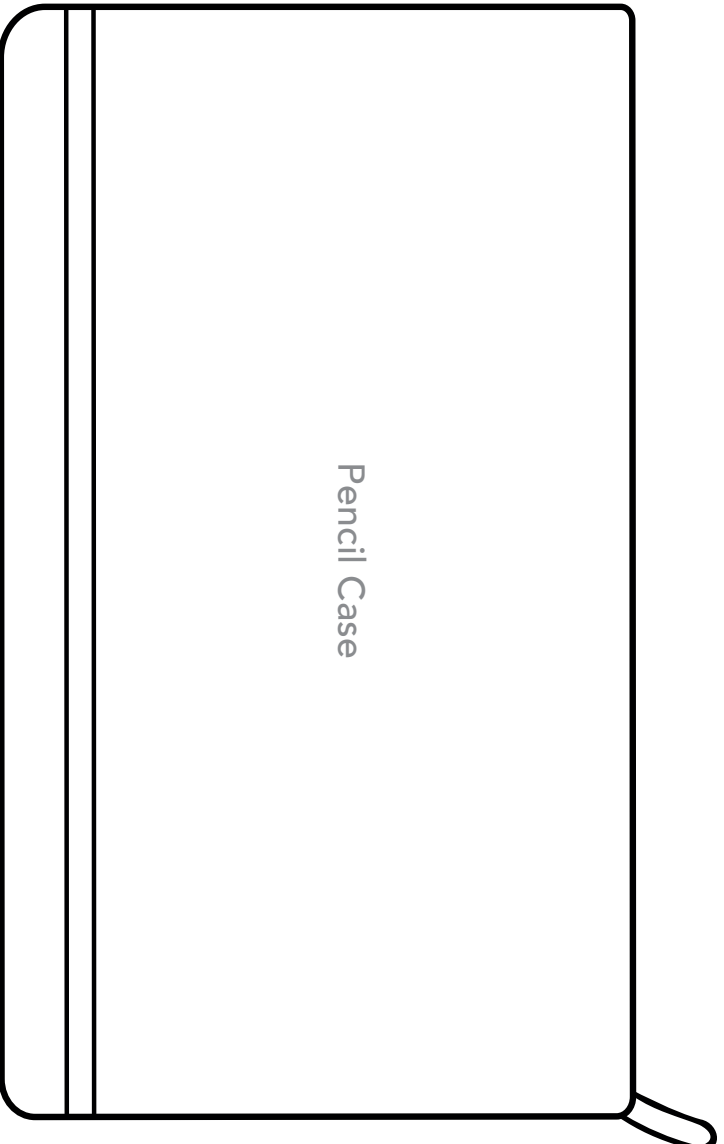
Reading Ruler



GLUE



Protractor



Pencil Case



30cm Ruler



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