

The Scholar's Guide

The **OSA** Way

Year 9

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



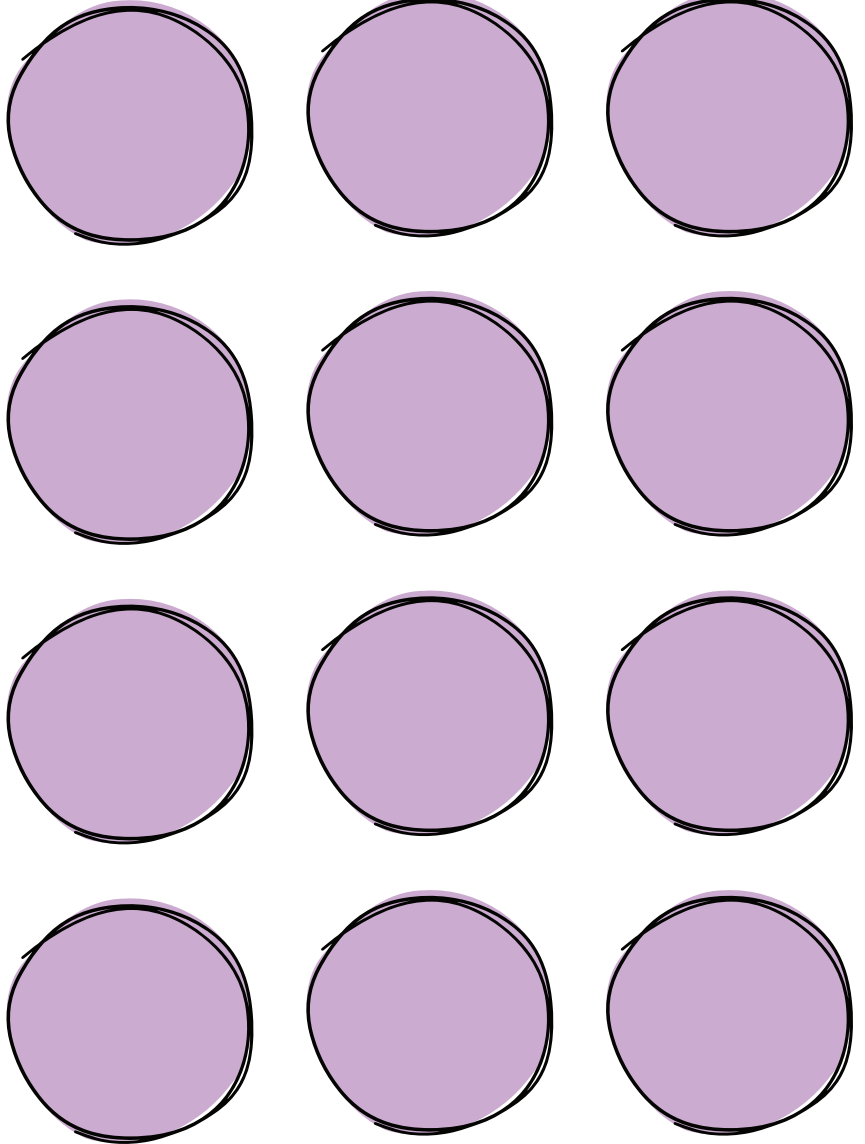
8:30am
The Late Bell goes at 8:30am
Students will be directed to the late tutor room
Lateness logged on Bromcom



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



100% ATTENDANCE BADGES

100% ATTENDANCE **100% ATTENDANCE** **100% ATTENDANCE**

CYCLE 1 **CYCLE 2** **CYCLE 3**

Collect all 3 to win the special edition pink badge!
& a full year fast lunch pass for 2026/2027

100% ATTENDANCE

Illustration of a smiling male student in a blue suit and red tie.

The graphic features a purple background with a white banner at the top that reads "100% ATTENDANCE BADGES". Below the banner are three circular badges: a brown one for Cycle 1, a blue one for Cycle 2, and a green one for Cycle 3. Each badge contains three gold stars and the text "100% ATTENDANCE". Below the badges 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 gold stars and "100% ATTENDANCE". At the bottom right is an illustration of a smiling male student 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 9 Pastoral Team



Year 9 Tutor Team



Ms Wilkinson
Head of Year



Mr Strand
Deputy Head of Year



Ms Champion
Year Team Support Manager



Ms Cooper
SLT Link



Ms 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 Pinker



Mr Green



Mr Brown



Ms Qureshi



Ms M Marais



Ms Figueiredo



Ms Spacksman



Ms Constantine



Mr Wyatt



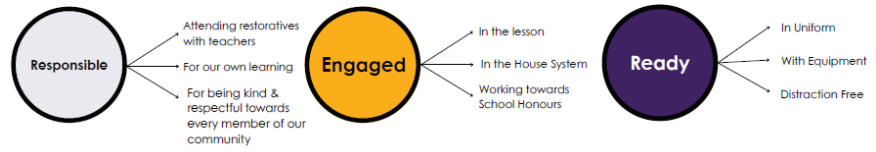
Mr Strand



Ms Madani

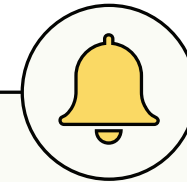
THE OSA WAY

We are always...



YOUR TUTOR

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



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

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



SAFEGUARDING

EVERYBODY EVERYDAY



How to get help when I am not in school:

Mental Health Support Services

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

Emergency Services

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

EDT (Out of Hours Social care)

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

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

Key vocabulary explored in assemblies this cycle:

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

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

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

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

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

My trusted adult is:



READING LIBRARY

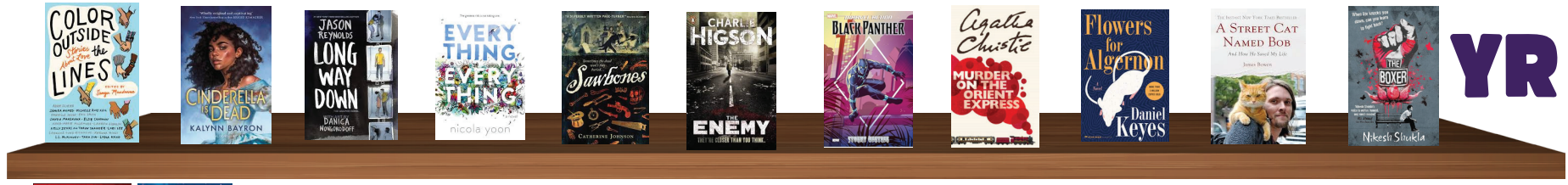
You will need your reading rulers everyday!



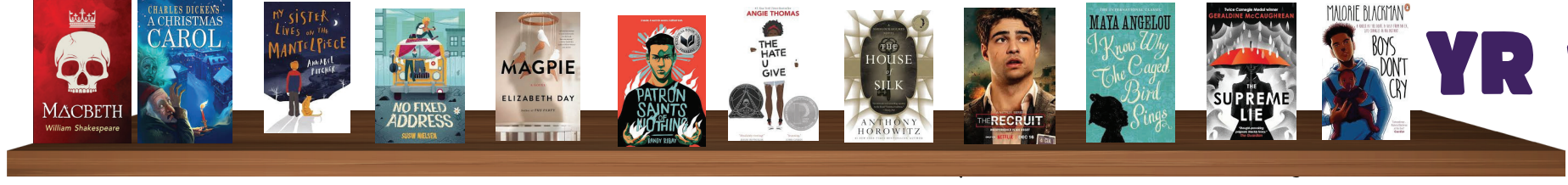
YR 7



YR 8



YR 9



YR 10

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



THE OSA KNOWLEDGE ESSAY

WHAT IS IT?

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

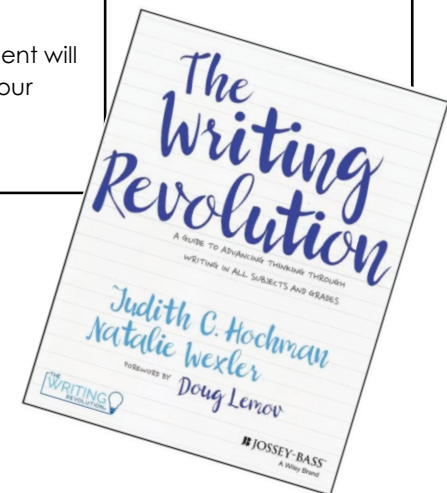
At Spires we have invested time and training using the research from 'The Writing Revolution' (J.Hochman) in order to create 'The Knowledge Essay' which year 7-9 will complete at the end of each cycle.

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

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

THE STRUCTURE

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



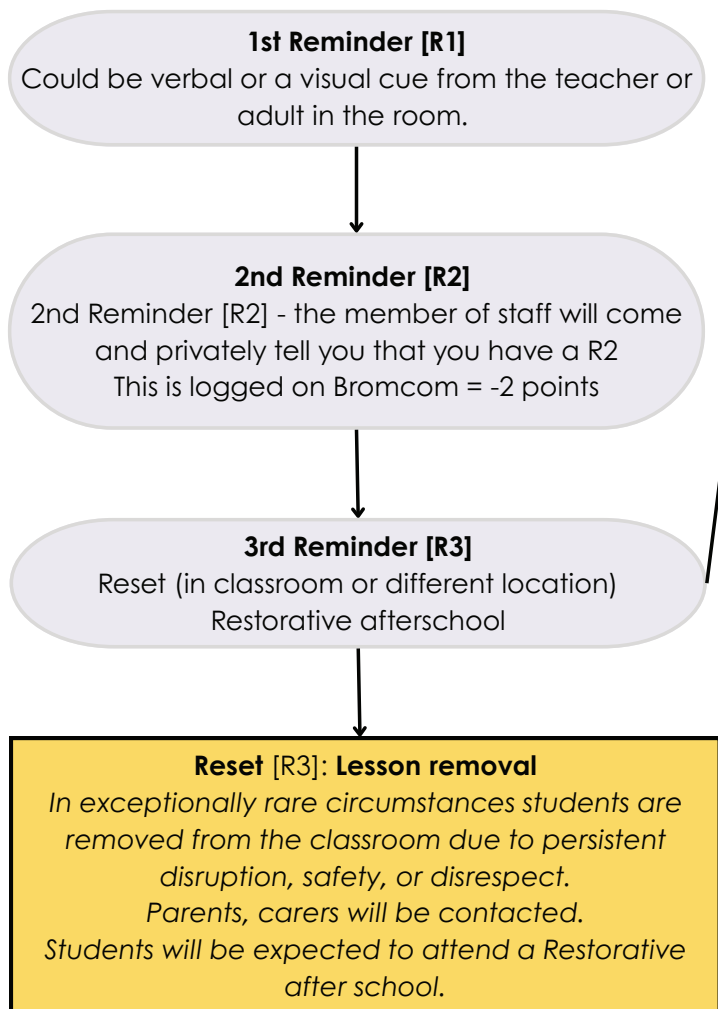


BE ENGAGED

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

CLASSROOM REMINDER SYSTEM

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



Restorative Conversations

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

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

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

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

So, what does that actually mean for you?

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

In that conversation:

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

A good restorative shows that:

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

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



Be Engaged!

VISUAL CUES

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



Purple Pens



Turn and talk



Glue it in



Independent Work/You do



Active listening/I do



Mini Whiteboards



Scholars Guides Out



Reading Rulers



Exit Ticket



Cleaning up



English: Analysis



English: Drill



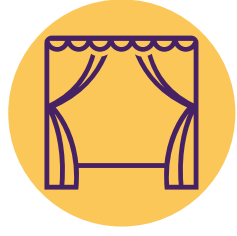
Art: Collect Equipment



History: 5 Bums on a Bench



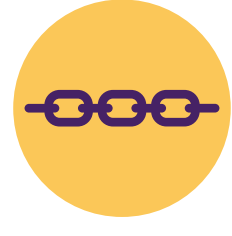
History: CHOPAR



Performing Arts: Respectful Audience for Performances



Business: Application of Case Study



Business: Logic Chain Analysis



Business/Maths/Science: Use of Calculator to Solve



Science: Practical



Be Engaged! OSA HOUSE HONOURS



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

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

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

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



OSA HOUSE HONOURS



How to earn:

Half Colours - Three items from each category

Full Colours - Six items from each category

Honours - Nine items from each category



Academic

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

Community

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

Extra Curricular

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



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.

Late to School Detention [R2] **When:** Break 1
Where: Theater
Who: Mr. Shallaby

A detention for students who arrived late to school, missing tutor.

Students receive a late detention if they arrived to school between 8:30 - 9:00

U-Code Detention [R3] **When:** 3:00 - 3:30
Where: Canteen
Who: Mr. Shallaby

A detention with Mr. Shallaby for students who arrive very late to school, missing tutor and some lesson time.

Students receive a U-Code detention if they arrive at school after 9:00.

U codes have a negative impact on your attendance score!

After-School Detention [R3] **When:** 3:00 - 3:45
Where: Canteen
Who: Pastoral Leads

A 30-minutes detention to reflect on incidents from the day. Staff will often come to this detention to speak to the student to ensure this behaviour does not continue.

Students receive a restorative if:

- They were **on-called** from a lesson that day
- **Truanted** any lesson that day

Standards Intervention **When:** 3:00 - 4:00
Where: The Theatre, Monday
Who: Ms. Hughes & SLT Team

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

Students receive a Standards Intervention if they receive 15 or more negative points on Bromcom last week.

Negative points are earned from: being late to school, being late to lessons, using your phone, 2nd reminder, poor uniform, defiance, missing equipment or breach of the school's hands-off policy.

Escalation or failed: If you miss two of any of these detentions

SLT Detention **When:** 3:00 - 5:00 **Where:** The Theatre **Who:** Ms. Hughes & SLT Team

A two-hour detention after school on Wednesdays led by the Senior Leadership Team. **Student receive an SLT if: they missed two of any of the above detentions, they missed the SPARX homework extended deadline, or if they did not attend their standards detention.**

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



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!

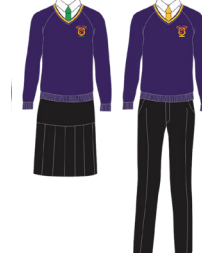
Any year group

- **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.

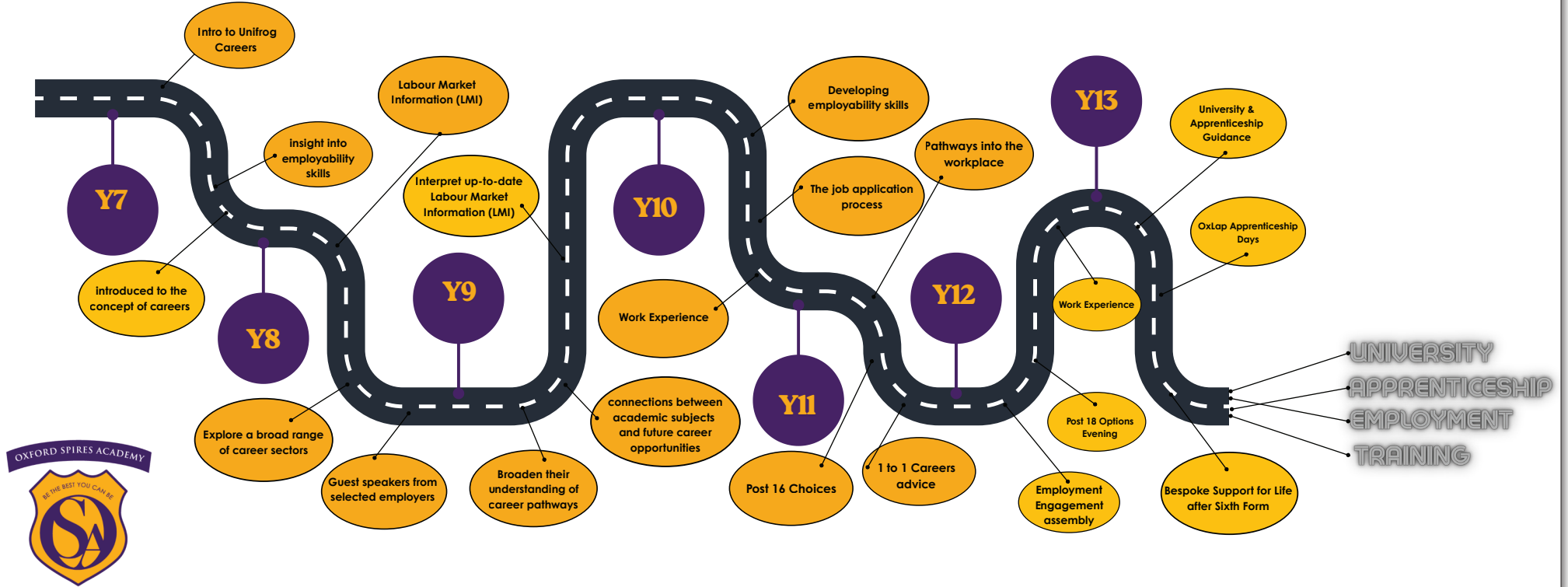
REMINDER

- 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 9, Cycle 3, Character Education

Careers linked to topics we study this cycle are: Teacher, Social Worker, Police Officer, Probation Officer, Youth Worker, Psychologist, Financial Advisor, Lawyer, Crown Prosecutor, Cybersecurity Specialist, Digital Marketing Analyst, Safeguarding Officer, Community Support Worker, Substance Misuse Counsellor, Criminal Investigator, Journalist, Data Analyst, Charity Worker, Mental Health Practitioner, Policy Advisor

Week	I will need to know:	So that I can:
1	<ul style="list-style-type: none"> You can set yourself up for success for Cycle 3 by planning ahead and prioritizing your tasks. This means reviewing the topics you will cover, noting important deadlines, and creating a realistic study schedule that balances schoolwork, revision, and rest. Social media content can be misleading or fake because posts often use edited images, clickbait headlines, or partial truths to influence opinions or attract attention. This makes it difficult to separate fact from fiction when scrolling online. Artificial Intelligence plays a role by creating realistic fake images, videos (known as deepfakes), and text. These AI-generated materials make misinformation spread faster and appear more convincing, which is why critical thinking is essential when using social media. 	<ul style="list-style-type: none"> <i>I can plan effectively for success and think critically about online information to avoid being misled.</i>
2	<ul style="list-style-type: none"> People often behave differently online because they feel less pressure from social norms and enjoy a sense of anonymity, which can lead them to share more openly or create a version of themselves that they think will be accepted or admired. Advertising and online content are targeted using algorithms that analyse our browsing history, interests, and online behaviour to show us personalised content, and it is important to understand this so we can make informed choices and avoid being manipulated by persuasive techniques. 	<ul style="list-style-type: none"> <i>I can make safe and informed choices online and understand how algorithms influence what I see.</i>
3	<ul style="list-style-type: none"> Alfie's story shows that criminal exploitation often begins with trust and friendship but can quickly lead to dangerous situations where young people are pressured or manipulated into illegal activities, putting their safety and future at risk. We can spot the signs of sexual exploitation by noticing changes in behaviour, secrecy, unexplained gifts, or older individuals showing unusual interest, and if we are worried about someone, we should speak to a trusted adult or report it to safeguarding services immediately. 	<ul style="list-style-type: none"> <i>I can recognise and respond to risks of exploitation and protect myself and others.</i>
4	<ul style="list-style-type: none"> Extremist groups often use fear to make young people feel unsafe, manipulation to spread false information or promises, and identity by convincing them that joining will give them a sense of belonging or purpose. Being drawn into extreme views can lead to isolation from friends and family, exposure to harmful or illegal activities, and a distorted understanding of the world that can damage your future opportunities and wellbeing. 	<ul style="list-style-type: none"> <i>I can understand how extremist groups recruit and avoid being drawn into harmful ideologies.</i>
5	<ul style="list-style-type: none"> It is important to understand the UK criminal justice system because it helps us know how laws protect people, maintain fairness, and uphold rights, which builds trust in society and ensures everyone understands the consequences of breaking the law. The criminal justice system begins with an investigation by the police, then the Crown Prosecution Service (CPS) reviews the evidence and decides whether to charge the suspect. If charged, the case goes to court where evidence is presented, and if the person is found guilty, the judge decides an appropriate sentence based on the law and circumstances. 	<ul style="list-style-type: none"> <i>I can understand how the criminal justice system works and why laws are important for fairness and safety.</i>

Year 9, Cycle 3 Character Education

Week	I will need to know:	So that I can:
6	<ul style="list-style-type: none"> It is crucial to understand the impact of crime because it can cause emotional and physical harm to victims, reduce trust and safety within communities, and lead to serious consequences for offenders, including legal penalties and challenges with rehabilitation. We can explore justice and fairness by examining how laws are applied equally, how courts ensure fair trials, and by discussing whether punishments and rehabilitation programmes strike the right balance between accountability and giving people a chance to change. 	<ul style="list-style-type: none"> I can appreciate the impact of crime and explore what justice and fairness mean in society.
7	<ul style="list-style-type: none"> Intimidating behaviour is when someone uses actions, words, or body language to make others feel scared, pressured, or uncomfortable, and it often leaves people feeling anxious, powerless, or unsafe. It is important to be considerate citizens because treating others with respect and kindness helps create a positive, safe community where everyone feels valued and included. 	<ul style="list-style-type: none"> I can behave respectfully and help create a safe, positive community for everyone.
8	<ul style="list-style-type: none"> You can create a realistic budget by listing all your income and expenses, prioritising essential costs like food and transport, and then setting limits for savings and personal spending to make sure your goals are achievable. Bills are regular payments for services such as rent, electricity, water, internet, and council tax, and when you're older you will need to manage them by keeping track of due dates, setting up direct debits, and budgeting to ensure you can pay them on time. 	<ul style="list-style-type: none"> I can manage my money responsibly and prepare for financial independence in the future.
9	<ul style="list-style-type: none"> To open a bank account, you need to provide identification and proof of address, and once it is set up, you maintain it by keeping track of your balance, avoiding overdrafts, and regularly checking statements to manage your money responsibly. Rent is a regular payment you make to live in a property owned by someone else, while a mortgage is a long-term loan you take out to buy a property, which you repay in monthly instalments until you own the home outright. 	<ul style="list-style-type: none"> I can understand banking and housing costs to make informed decisions as an adult.
10	Assessment Week	
11	<ul style="list-style-type: none"> You need to know that illegal drugs vary in type and effect, but many can cause serious harm to your body and mind, including addiction, poor mental health, and long-term damage to organs, as well as legal consequences for possession or use. The long-term impacts of substance abuse include chronic health problems such as liver or heart damage, mental health issues like depression and anxiety, broken relationships, financial difficulties, and an increased risk of criminal behaviour and addiction. 	<ul style="list-style-type: none"> I can understand the dangers of drugs and make healthy choices to protect my wellbeing.
12	Super Teaching Week	

Year 9 English Scholars' Guide: Romeo and Juliet Cycle 3: *Starting with this extract, explore how Shakespeare explores fate in 'Romeo and Juliet'.*

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

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> Conventions of a tragedy include profound and dark themes including death and suffering, conflict between fate and freewill, descent from order and control. Hamartia means the downfall of the protagonist. Peripeteia is a sudden reversal of events. Catharsis is the evoking an emotional response from the audience Romeo and Juliet begins with a prologue, which establishes key themes of death, love, conflict and fate. 	<ol style="list-style-type: none"> Define a tragedy and identify the specific features to be found at each stage of the tragedy. Identify the qualities of a tragic hero.
2	<ol style="list-style-type: none"> The Prince is a symbol of autocratic power. His monologue highlights the escalating conflict between the Montague and Capulet family through using the juxtaposition of 'rebellious subjects, enemies to peace'. The Prince's monologue foreshadows the end of the play. Shakespeare introduces Romeo as a disconsolate character as he experiences unrequited love with Roseline. The oxymoron "o brawling love" and "o loving hate" highlights the tumultuous and conflicting feelings that Romeo experiences, where love can be both passionate and destructive. 	<ol style="list-style-type: none"> Explain why Shakespeare opens the play with a Prologue. Analyse how Shakespeare crafts the opening of the play to establish key themes.
3	<ol style="list-style-type: none"> Lord Capulet's invitation reflects societal customs and expectations of courtly love, he defies traditional, Elizabethan attitudes to marriage as he doesn't view Juliet's marriage as a transaction but considers her interest. The contrasting viewpoints of Lady Capulet, Juliet, and the Nurse illustrate the clash between traditional customs and the emerging desire for individual agency and authentic love. 	<ol style="list-style-type: none"> Analyse how Shakespeare uses language to craft meaning. Make useful, embedded comments on how Elizabethan context shapes our understanding.
4	<ol style="list-style-type: none"> Mercutio is Romeo's foil, and their dialogue exposes Mercutio's cynical attitude to love, juxtaposing Romeo's idealistic view. Shakespeare employs semantic field of light imagery to describe Juliet's beauty and to emphasise her purity and innocence. "<i>teach[es] the torches to burn bright,</i>" 	<ol style="list-style-type: none"> Analyse how Shakespeare uses language to craft meaning. Complete analytical writing.
5	<ol style="list-style-type: none"> The dialogue between Romeo and Juliet is in a sonnet and parallels language that would be traditional of a couple who are courting. Religious imagery throughout elevates the language and, therefore, their love; it juxtaposes the oxymoronic, violent language we have seen previously. Emphasising the transformative power of love in the face of conflict and would resonate with the religious sensibilities of the Elizabethan audience. Shakespeare employs celestial imagery in Romeo's soliloquy to convey the intensity of Romeo's love for Juliet. 	<ol style="list-style-type: none"> Analyse how Shakespeare uses language to craft meaning. Complete analytical writing.

Year 9 English Scholars' Guide: Romeo and Juliet Cycle 3: *Starting with this extract, explore how Shakespeare explores fate in 'Romeo and Juliet'.*

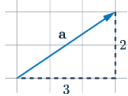
Week	I will need to know:	So that I can:
6	1. Shakespeare employs the Friar as a vehicle for religion in Act 2 Scene 3 to delve into the complexities of faith, morality , and the consequences of impulsive actions within the context of the play. 2. The marriage demonstrates defiance as it challenges the parents' autocratic power. 3. The Friar explains that 'these violent delights have violent ends/ and in their triumph die: like fire and powder.' The juxtaposition emphasises the destructive nature of the familial feud and the tragic consequences of it.	1. Analyse how Shakespeare uses language to craft meaning. 2. Complete our mid-point assessment.
7	1. Act 3 of the play serves as the peripeteia 2. Shakespeare presents the theme of honour as a powerful motivator for characters. 3. Shakespeare presents Juliet as conflicted between love and loyalty which foreshadows the tragic events that will shape the rest of the play.	1. Analyse how Shakespeare uses language to craft meaning.
8	1. ' Out, you green-sickness carrion! out, you baggage!/ You tallow-face!' and Hang thee, young baggage! disobedient wretch! 2. The transformation in Lord Capulet from considerate to patriarchal, autocratic control over his daughter. 3. Juliet's despair leads her to transform into a impulsive, erratic and desperate character 4. The Friar's morality as a religious, parental figure is questioned. He undermines patriarchal, autocratic parental control .	1. Analyse how Shakespeare uses language to craft meaning. 2. Make useful, embedded comments on how Elizabethan context shapes our understanding.
9	1. Shakespeare presents Juliet as disturbed and experiencing emotional turmoil 2. Traditional connotations of light/dark and life and death are inverted to show the conflicting and tragic consequences of the feuding families. 3. Romeo personifies death as having 'suck'd the honey of thy breath'' 'unsubstantial death is amorous' and abhorred monster'.	1. Analyse how Shakespeare uses language to craft meaning. 2. Respond to feedback on our mid-point assessment.
10	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11	1. The motif of light and dark is used to emphasise the dichotomy between life and death, love and hate and truth and deception . 2. The motif of nature (the sun, the moon, birds and flowers) is used in the play to show how innocence and beauty become decayed and corrupted .	1. Revise the plot, characters and themes of the play. 2. Trace and analyse the way Shakespeare crafts language across the play
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 9 Maths Cycle 3

Careers linked to topics we study in this cycle are construction worker, interior designer, CAD engineer, financial analyst, stock trader, nurse, pharmacist, architect, air traffic controller, game designer, robotics engineer, quantity surveyor

Week	I will know that:	So that I can: Sparx code
1 Non-Calculator Methods	<ul style="list-style-type: none"> To add or subtract fractions, first make the denominators the same To multiply fractions, multiply the numerators, and multiply the denominators separately To divide a fraction by another, keep the first fraction, flip the second fraction, and change the division \div to a multiplication \times 	<ul style="list-style-type: none"> Use the four operations with fractions U736, U793, U475,
2 Non-Calculator Methods	<ul style="list-style-type: none"> To multiply or divide mixed numbers, change each mixed number into an improper fraction, then multiply or divide the fractions normally To convert a fraction to a recurring decimal, divide the numerator by the denominator and identify the repeating pattern in the digits. To find error intervals, use the degree of accuracy to determine the lower and upper bounds, then express the value using inequality symbols 	<ul style="list-style-type: none"> Mixed numbers U224, U544, U538 Recurring decimals U550, U689 Bounds U587, U633
3 Bearings and Circles	<ul style="list-style-type: none"> Bearings are angles, measured clockwise from north and need to be given in three figures The area of a sector is a fraction of the circle's area The arc length of a sector is a fraction of the circle's circumference The perimeter of a sector is its arc length plus each radius 	<ul style="list-style-type: none"> Measure and calculate bearings U525, U107 Finding the circumference and area of circles/ parts of circles U604, U950, U221, U373
4 Circles	<ul style="list-style-type: none"> The surface area of a cylinder is the area of each circular face ($2 \times \pi r^2$), plus the area of the rectangular face in the middle ($2 \pi r \times \text{height}$) The volume of a cone or pyramid is given by base area \times height $\div 3$ 	<ul style="list-style-type: none"> Finding the surface area and volume of cylinders, cones, spheres, frustums, and composite shapes U464, U771, U334, U561, U915, U426, U350, U543
5 Circles	<ul style="list-style-type: none"> To find missing angles in circles, I can use properties called Circle Theorems that show the relationships of angles within the geometry of circles. The seven main circle theorems and how to use them along with other angle facts (angles on a straight line, parallel lines and about a point) to find missing angles and in proof questions. 	<ul style="list-style-type: none"> Use the seven circle theorems individually and in mixed problems U459, U251, U489, U130, U808, U807

Year 9 Maths Cycle 3

Week	I will know that:	So that I can: Sparx code
<p>6 Volume and Surface Area</p>	<ul style="list-style-type: none"> The surface area of a cylinder is the area of each circular face ($2 \times \pi \times r^2$), plus the area of the rectangular face in the middle ($2\pi r \times \text{height}$) The volume of a cone or pyramid is given by $\text{base area} \times \text{height} \div 3$ 	<ul style="list-style-type: none"> Finding the surface area and volume of cylinders, cones, spheres, frustums, and composite shapes U464, U771, U334, U561, U915, U426, U350, U543
Mid-Cycle Assessment		
<p>7 Vectors</p>	<ul style="list-style-type: none"> A vector has size (magnitude) and direction. The length of the line shows its size (magnitude) and the arrowhead points in its direction. Vectors can be written in column notation, like $\begin{pmatrix} 3 \\ 2 \end{pmatrix}$ 	<ul style="list-style-type: none"> Understand column vectors and do vector arithmetic U632, U903, U564
<p>8 Vectors</p>	<ul style="list-style-type: none"> Vectors are equal if they have same magnitude and direction To find the magnitude of a vector I use Pythagoras' theorem Vectors are parallel if they have the same direction 	<ul style="list-style-type: none"> Solve geometric problems using vectors U781, U660, U560
<p>9 Ratios and Fractions</p>	<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 To simplify a ratio you divide both sides by the highest common factor 	<ul style="list-style-type: none"> Writing, simplifying, and changing ratios U687, U865 Converting between ratios, fractions, decimals, and percentages U176, U888 Using equivalent ratios to find unknown amounts and combining ratios U753, U921
<p>10</p>	<p>Assessment week: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessment keeps you on the path to scholarship. Work hard and show your best!</p>	
<p>11-12</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 1-9 and cover any gaps in knowledge.</p>	

Art Y9 C3 – Natural Forms 25-26

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

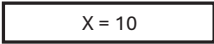
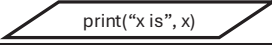
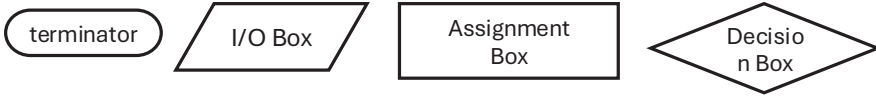
Week	I will need to know:	So that I can:
1 Reductive Charcoal	Karl Blossfeldt & Charcoal Demo 1. That to achieve a ground I erase the lighter areas of the objects in the drawing and achieve tone (shading). 2. Reductive means to take away or reduce (make smaller)	Understand how to create light and dark in different ways in a variety of media.
2 Refine	1. Charcoal is a black drawing material made of carbon. 2. Charcoal is a dry art medium and is used in drawings paintings and sculptures. 3. The marks charcoal leaves behind on paper are much less permanent than with other media such as graphite, and so lines can easily be erased and blended.	1. Understand how to create light and dark in different ways in a variety of media. 2. Add detail and texture to a drawing.
3 Contextual Analysis	1. Karl Blossfeldt (June 13, 1865 – December 9, 1932) was a German photographer and sculptor. Artists apply tone in many different ways – using different techniques. 2. 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.	1. Create an artist page on Karl Blossfeldt. 2. Make connections between Formal Elements, media and how artists use different ways to apply them. 3. Be able to identify a range of techniques. 4. Begin to make sense of meaning in artwork.
4 Clay Demo & Design	Clay demo 1. The process, techniques and tools of Clay / Ceramics and hand-building . 2. That there are 3 different handbuilding techniques- pinch, coil and slab . 3. That there are health and safety issues surrounding ceramics processes. 4. <i>Alice Ballard</i> is one of the masters of ceramic sculpture.	1. Practice clay processes of hand-building techniques in a safe and effective way. 2. Draw out an individual design for clay natural forms with annotations to show intention and understanding.
5 Clay Building	1. The process, techniques and tools of Clay / Ceramics and hand-building . 2. That there are 3 different handbuilding techniques- pinch, coil and slab . 3. That there are health and safety issues surrounding ceramics processes. 4. <i>Alice Ballard</i> is one of the masters of ceramic sculpture.	Practice clay processes of hand-building techniques in a safe and effective way.

Art Y9 C3– Natural Forms 25-26

Week	I will need to know:	So that I can:
6 Clay Technique	An embellishment is a decorative detail or feature added to an object to make it more attractive, such as Glazing .	1. Build a 3-dimensional clay sculpture based on Natural Forms and the work of Alice Ballard using clay techniques appropriately and effectively, and draw from these.
7 Clay Techniques	1. Alice Ballard's work is characterised by the organic earthenware forms of closed containers, pinch pots, platters, pods, teapots, totems, small work, vessels. 2. Much of Ballard's work is finished with terra sigillata.	1. Build a 3-dimensional clay sculpture based on Natural Forms and the work of Alice Ballard using clay techniques appropriately and effectively, and draw from these.
8 Monoprint	1. Monoprinting is a process in between drawing and printing. Y 2. Free-hand is a technique used in Mono Printing and is where you draw without a guide. 3. You can trace over images using the monoprinting process.	1. Understand that monoprints are singular and each outcome is different. 2. Print appealing and impactful images of natural forms responding to the work of artists (Karl Blossfeldt / Alice Ballard / Ernst Haeckel.
9 Monoprint refinement	1. Ernst Haeckel was a German zoologist, naturalist, philosopher, physician, professor, marine biologist and artist. 2. Haeckel discovered, described and named thousands of new species, mapped a genealogical tree relating all life forms and coined many terms in biology, including ecology.	1. Create multiple images that can be cut up and rearranged to create a unique composition. 2. Print appealing and impactful images of natural forms responding to the work of artists (Karl Blossfeldt / Alice Ballard / Ernst Haeckel.
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	1. Refinement is the improvement of the idea. It does not involve radical changes, but is about making small changes which improve the idea in some way. 2. Collage is a form of visual arts in which different materials are glued on a surface to create a new image. 3. An artist might overlay a ceramic object with gold, or overlay one piece of paper on another in a collage.	1. Create a collage or exquisite corpse of natural forms images to fill a presentation page.
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 9 Computer Science

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

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

Year 9 Computer Science

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

In this cycle you will focus on the play *Blood Brothers*. Each week we will look at a different extract from the play and practice how we would stage it as a performer.

Week	I will need to know:	So that I can:
1 Blood Brothers	<ul style="list-style-type: none"> Blood Brothers is a musical play written by Willy Russell. It is set in Liverpool between the 1950-1980s. The story is about two twins, Mickey and Eddie, who were separated at birth. One was raised in a wealthy family, the other in a poor family. Their different social class means they have two very different lives. 	<p>Understand the key themes and context of the play. "So did y' hear the story of the Johnstone twins? As like each other as two new pins, of one born, on the selfsame day, how one was kept and one given away"</p>
2 Narration	<ul style="list-style-type: none"> Blood Brothers has a narrator that speaks directly to the audience. He acts as a social conscience, drawing the audience's attention to the rights and wrongs of characters' actions. The themes in Blood Brothers are superstition, class and growing up. 	<p>Stage the moment Mrs Lyons and Mrs Johnstone create their pact. "Now there's no going back for anyone"</p>
3 Dialect	<ul style="list-style-type: none"> Vocal skills are the ways an actor changes their voice when speaking. They can be used to show a lot about a character's age, background and personality. Pace is how quickly or slowly someone speaks. Volume is how loud or quietly someone speaks. Pitch is how high or low someone speaks. 	<p>Stage the moment Edward and Mickey meet as young children. "He's a friggin' poshy"</p>
4 Dramatic irony	<ul style="list-style-type: none"> Dramatic irony is when the audience knows more about a situation than the character. It creates tension and suspense. This tension can be shown by increasing the pace of speech and slowly reducing the space between characters. 	<p>Stage the moment Mrs Lyons becomes paranoid about the truth being revealed through Edward and Mickey's friendship. "I've told you never to go near that boy – where boys like that live"</p>
5 Conflict	<ul style="list-style-type: none"> Stage combat is a controlled performance. There is a no real violence, just very rehearsed techniques to create make believe contact. Sequencing actions should look smooth and controlled. The victim is always in control of the movement. Blood Brothers is usually performed using an end-on stage. This means the audience directly face the performance. 	<p>Stage the moment Mrs Lyons confronts Mrs Johnstone about the locket. "I curse the day I met you. You ruined me"</p>

Year 9 Drama Cycle 3: Texts in Practice - Blood Brothers

Week	I will need to know:	So that I can:
6 Characterisation	<ul style="list-style-type: none"> Physical skills are the ways in which a performer controls their bodies to show the character that they are playing. Gesture is a movement of the arm or hand. Posture is the positioning of shoulders and back. A facial expression is the specific control of the eyes, nose and mouth. 	Stage the moment when Mickey and Edward compares lives as adults; showing Mickey's descent into crisis and Edward's privilege. "I thought we always stuck together... I thought we were blood brothers"
7 Tragedy	<ul style="list-style-type: none"> Tragedy is a genre based on human suffering the sorrowful events that happen to a main character or cast of characters. As the narrator suggests at the end of Act Two, the downfall of Mickey and Edward is not the fault of any individual character but their unavoidable difference in class. 	Stage the moment when Mickey's paranoia leads him to make tragic decisions. "How come you got everything... an' I got nothin?"
8 Rehearsal	<ul style="list-style-type: none"> Effective rehearsal in drama relies on focus, collaboration, leadership, time keeping and accuracy. A successful team need to speak to each other respectfully and all be committed to participating equally. 	Prepare a final performance that demonstrates a clear understanding of the play. "I could have been HIM"
9 Performance	<ul style="list-style-type: none"> As an audience member it is disrespectful to talk during other people's performances. Everyone should applaud at the end of a performance. 	Encourage my peers in their performance and recognise others' successes. "Could it be what we, the English, have come to know as class?"
10 Assessment	Scholar's Prep: Evaluate the work of the unit to ensure you have a secure understanding of Blood Brothers and an extensive toolkit in which to create live theatre that has a clear message and the creative intention for audience.	
11	We will watch a production of Blood Brothers and evaluate it by asking what went well and what would make it even better.	
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 Y9

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

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

Design and Technology Y9

Week	I will need to know:	So that I can:
6 Assembly and finishing of wooden components. Assembling electronic components within a product.	<ol style="list-style-type: none"> 1. Direct measurements are when you use an object to mark a size instead of using a ruler. *Maths 2. Work must be clamped when using PVA (poly vinyl acetate). The vice is an excellent way of clamping work together while it is drying.. 3. A belt sander or orbital sander can be used to finish wooden components. 4. Plastic stand offs can be used to mount a PCB 	<ol style="list-style-type: none"> 1. Produce all wooden parts for housing the electronics 2. Glue, clamp, check and make adjustments. 3. Use abrasives to prepare work for a oil finish. 4. Correctly assemble sensors and mount the PCB into the housing of the night light.
7 Using sketching to form ideas and further iterations. CAD basics with 2D design.	<ol style="list-style-type: none"> 1. Sketching can be used as a quick way to clarify ideas. *Art 2. Annotation can be used around sketches to provide further explanation to a solution.. 3. Designs can be produced with software on a computer e.g. Computer Aided Design. 4. The draw, edit and drawing aids tool bars within 2D design will enable you to produce a drawing.. 	<ol style="list-style-type: none"> 1. Produce and react to a feedback loop to produce a range of iterations. 2. Use shading to show depth of drawing and written annotation communicating intention against a design specification. 3. Identify where and when to use CAD and state its advantages and disadvantages when designing. 4. Draw lines and circles to specific measurements. Delete part or whole lines. Divide lines accurately using nodes. Add text and radius corners.
8 Applying CAD to develop a solution. Using CAM to produce a component.	<ol style="list-style-type: none"> 1. All lines drawn using software will be life size, even though they will not appear like that on a small screen.. 2. The contour tool is an automated process used to trace an image by draw a line parallel to the original.. 3. You must use the select tool and select a line before asking the software to perform a process.. 4. Work in 2D Design must be saved manually. You can also export images in different formats e.g. JPEG, Bitmap etc 5. When using a laser cutter, you will need to set the preferences in the print menu. 	<ol style="list-style-type: none"> 1. Correctly size and draw a piece of acrylic to fit the nightlight. 2. Apply a contoured design to the piece of acrylic. Disassemble a contoured drawing to use specific parts for a design. 3. Use red (cut) and black (engrave) lines to be read by the CNC laser cutter. 4. Set the height and all cutting speeds of the laser cutter to produce a design.
9 Assembly of multiple batch produced components and finishing.	<ol style="list-style-type: none"> 1. Soldered components can be removed and soldered again. 2. Extra fitting can be used to mount the LED and sensor. 3. The circuit can be made more sensitive by adjusting the variable resistor. *Science 4. The aesthetics can be improved on your product by adding additional components to create a theme.. 	<ol style="list-style-type: none"> 1. Remove the LDR from the working circuit . 2. Correctly position the LDR in the wooden housing and resolder it in place. 3. Adjust the variable resistor in a working circuit to change its sensitivity. 4. Add addition modelling materials to create the final design.
11 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 Evaluating a product against a design specification.	<ol style="list-style-type: none"> 1. A structured evaluation has Terms of reference, methodology, findings, conclusion and recommendations. 2. Qualitative data is non- numerical and quantitative data is numerical *Business, Maths 	<ol style="list-style-type: none"> 1. Test, evaluate and write a detailed report on the products performance highlighting areas for improvement. 2. Include qualitative and quantitative data when required in the evaluation process.
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 9 Food Technology

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

Week	I will need to know:	Practical:	So that I can:
<p>1 Review of practical lesson</p>	<ol style="list-style-type: none"> Danger temperature zone is between 5°C to 63°C. Cooked and reheated food should be piping hot (reach 70°C), and ingredients should be kept in the fridge (under 5°C) to avoid food poisoning. It is not safe to defrost meat at room temperature. Defrost meat safely by placing it in the fridge the day before. Make sure it is on a tray on the bottom shelf to prevent cross-contamination. 	<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 danger temperature zone and how it can occur in food preparation.
<p>2 Heat methods</p>	<ol style="list-style-type: none"> Dry heat methods: baking, roasting, grilling, searing, frying Moist heat methods: boiling, simmering, steaming, stewing Microwaves use radiation to heat food quickly. Heat can enhance flavors through browning the meat and caramelization, but excessive heat can lead to undesirable changes like drying out or burning. However, water-soluble vitamins (B & C) may be lost during heating. 	<p style="text-align: center;"><u>Roasted chicken and vegetables</u></p> <ol style="list-style-type: none"> Garlic, rosemary, thyme and oregano go well with most meat and vegetables. Use a red chopping board for raw chicken and use a yellow chopping board for cooked chicken. Don't wash chicken as Salmonella can be splashed on the tap. 	<ol style="list-style-type: none"> Optimize the quality, safety, and nutritional value of food products. Learn how to use the oven to roast meat and vegetables.
<p>3 Good fat, bad fat</p>	<ol style="list-style-type: none"> Saturated fat is animal fat, usually solid at room temperature, such as butter and pork belly. Overeating saturated fat can clog your arteries. Unsaturated fat is healthy. It is usually from plants and liquid at room temperature, like olive oil. Trans fat is the most harmful fat among the three. It is artificial fat that can raise your bad cholesterol. Examples are deep-fried food and margarine. 	<p style="text-align: center;"><u>Carbonara</u></p> <ol style="list-style-type: none"> Traditional Italian Carbonara uses egg yolk and parmesan cheese to create creamy textures, instead of adding cream. Ensure the skillet is off the heat before adding the egg mixture to prevent scrambling. 	<ol style="list-style-type: none"> Choose healthy fats in diets. Reduce the intake amount of saturated and trans-fat. Cook traditional Carbonara.
<p>4 Sports and diet</p>	<ol style="list-style-type: none"> Carbohydrates are the main fuel for high-intensity exercise. Proteins is necessary for muscle repair and growth. Calcium and Vitamin D are essential for bone health, reducing the risk of fractures and injuries. Hydration can prevent heat-related illness. For extended activities, sports drinks with electrolytes may be beneficial. *PE 	<p style="text-align: center;"><u>Chilli con carne</u></p> <ol style="list-style-type: none"> Meat Browning: Ensure the meat is well-browned to develop a rich, deep flavor. If you practice this dish again at home, allow sufficient simmering time to let the flavors meld. Slow cooking can significantly enhance the taste. 	<ol style="list-style-type: none"> Understand how diet impacts sports performance. Cook a balanced and nutritious spicy dish.
<p>5 Study and diet</p>	<ol style="list-style-type: none"> Fats like Omega-3 and omega-6 fatty acids are crucial for the development of the brain and nervous system. They can be found in fatty fish (salmon, mackerel), chia seeds, walnuts, and avocados. Vitamins like B Complex and minerals like iron and zinc are important to cognitive functions. They can be found in red meat, leafy greens and whole grain products. *Science 	<p style="text-align: center;"><u>Falafel</u></p> <ol style="list-style-type: none"> Falafel is a staple in Middle Eastern cuisine. The chickpeas in falafels are high in protein, which makes them popular worldwide as a vegetarian and vegan option. 	<ol style="list-style-type: none"> Learn how food affects cognitive function, concentration, memory, and overall brain health. Make a vegetarian dish that is high in protein value.

Year 9 Food Technology

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

Careers linked to topics we study this cycle are **earth system scientist, economist, ecologist, urban planner, demographer, environmental manager, data analyst, conservationist, climatologist, hydrologist, geologist, meteorologist**

Week	I will need to know:	So that I can:
<p style="text-align: center;">1 Deep Time and Earth Systems</p>	<ol style="list-style-type: none"> Human existence is insignificant in the context of deep time. The Earth is about 4.5 billion years old, while modern humans have been around for roughly 300,000 years. Evolution has been shaped by natural selection and adaptation, and environmental changes have a significant impact on the evolution of species, including humans. The Earth system is made up of four interconnected factors: Lithosphere, Hydrosphere, Atmosphere and Biosphere. These factors interact continuously, driving Earth's processes and sustaining life. These interactions can be summarised in the Gaia Hypothesis. 	<ol style="list-style-type: none"> Explain our place and significance in deep time. Understand how the earth functions to support life.
<p style="text-align: center;">2 Human interference in Earth systems</p>	<ol style="list-style-type: none"> The Biosphere is divided into biomes which provide crucial goods and services, such as regulation of the atmosphere, water cycle, and nutrient cycle. There are four main types: Provisioning Services, Regulating Services, Cultural Services, Supporting Services. Humans are disrupting Earth systems through activities like deforestation, land conversion, burning of fossil fuels; release of pollutants, and over-extraction of water. The interconnectedness of Earth systems means that human disruptions can have far-reaching consequences for the planet, such as climate change, stress to the hydrosphere, and reduced biodiversity, potentially leading to mass extinctions, as they have in the past. 	<ol style="list-style-type: none"> Explain why healthy biomes are so important. Explain how human actions are impacting earth systems and could lead to a sixth mass extinction.
<p style="text-align: center;">3 Physical and human consequences</p>	<ol style="list-style-type: none"> Overpopulation occurs when the number of individuals in a population exceeds the capacity of the environment to sustainably support them. Overconsumption involves the excessive use of resources by societies. Malthus and Boserup disagree about the impact of increasing population on food production. Addressing environmental collapse requires solutions to both: stabilizing population growth and reducing consumption, particularly in affluent societies. But the conundrum is that as countries develop, their population growth slows down while their consumption increases. This is why we need more sustainable development. 	<ol style="list-style-type: none"> Assess the possible consequences and solutions for humanity if we continue disrupting earth systems as we are currently doing.
<p style="text-align: center;">4 Donut Economics</p>	<ol style="list-style-type: none"> Doughnut Economics is an alternative framework for economic thinking. It aims to balance the needs of people with the health of the planet, offering a new approach to sustainable development. Planetary boundaries should not be exceeded, as doing so puts stress on the Earth systems. However, it is also important to stay above the social foundation, below which lies human poverty and suffering. 	<ol style="list-style-type: none"> Understand who is causing the global environmental challenges we face. Explain why sustainable development is essential.

Year 9 Geography Cycle 3: Earth Systems and Sustainability *How can Oxford Spires become more sustainable?*

Week	I will need to know:	So that I can:
<p>5 Ecosystems</p>	<ol style="list-style-type: none"> An ecosystem is a community of living organisms interacting with each other and their physical environment in a specific area. A trophic cascade is an ecological phenomenon that occurs when a change at one trophic level in an ecosystem causes a ripple effect leading to significant changes in the structure of the ecosystem. Other developed nations and cities, such as the Netherlands, are embracing sustainable development to help tackle environmental challenges. 	<ol style="list-style-type: none"> Predict likely changes to ecosystems caused by trophic cascades. Explain how the Netherlands has become more sustainable.
<p>6 Case studies of sustainability: Netherlands, Costa Rica and UK</p>	<ol style="list-style-type: none"> Costa Rica is considered a model of sustainability due to its success in balancing environmental conservation with economic development, with its focus on renewable energy and ecotourism, coupled with policies that prioritize social and environmental equity. The UK faces sustainability challenges in land use and food production, including high greenhouse gas emissions, intensive farming practices depleting soil health, over-reliance on imported food, and food waste. 	<ol style="list-style-type: none"> Understand how Costa Rica is a sustainable country. Understand that similar countries to the UK are taking positive steps to restore nature.
<p>7 Rewilding and land reform</p>	<ol style="list-style-type: none"> Many of these challenges are linked to political and economic decisions taken decades ago. Solutions might include renationalisation of water companies, changes in environmental law, and more efficient food production techniques UK rewilding efforts spark controversy over species reintroductions, such as lynx and wolves, with concerns about ecosystem balance, land use, and human-wildlife conflict. Supporters argue it restores biodiversity and tackles climate change, while critics fear disruptions to farming, tourism, and local communities. Attempts at rewilding in the UK so far include semi-wild farms such as Knepp, reintroduction of beavers to several rivers, and the introduction of tauros to Scotland. 	<ol style="list-style-type: none"> Assess which challenges the UK needs to prioritize and why. Explain why so many of our environmental challenges are linked and how they might therefore be solved.
<p>8 How sustainable is the UK?</p>	<ol style="list-style-type: none"> There is a strong case for expanding public access to land, allowing people to freely explore natural spaces for recreation, mental well-being, and environmental connection. The Right to Roam Campaign seeks to create more open access to countryside areas, improve access to nature, and ensure equal opportunities for outdoor activities across the UK. School sites, including OSA, have the potential to be rewilded 	<ol style="list-style-type: none"> Challenge the injustice of the current UK land use and land ownership status quo and explain the benefits of greater public access to the land.
<p>9</p>	<p><i>Two lessons this week will be preparing your presentation for assessment week.</i></p>	<ol style="list-style-type: none"> Make a plan for the rewilding of our school.
<p>10</p>	<p>Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!</p>	
<p>11</p>	<p>UK rivers are under threat due to agricultural runoff (pesticides, fertilizers), wastewater discharge, plastic contamination, and sewage overflows. These pollutants harm aquatic ecosystems, degrade water quality, and threaten public health.</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>	

Year 9 History - Cycle 3 - Which of the sources is more useful to a historian studying the Cuban Missile Crisis? Arrange the developments in order of their significance in the Civil Rights Movement.

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

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> TV was a new medium for being entertained in the 1950s. TV helped spur social change, influence the culture, and perpetuate cultural norms, such as the Nuclear family. Rock n' roll music became very popular in the 1950s, particularly with the younger generations, spurred on by the popularity of Elvis Presley. Many popular rock n' roll bands emerged from England and spread to America, leading to The British Invasion. 	<ol style="list-style-type: none"> Analyse sources to explain the impact TV had on American and British cultures in the 1950s and 1960s Describe how the public was divided among their opinion of rock n' roll
2	<ol style="list-style-type: none"> Motown was a popular upbeat form of music in the 1960s that was produced and sung by Black Americans. Motown music was influential in its fight for black Americans' quest for equal rights. The Civil Rights Movement fought to end Jim Crow, which perpetuated segregation and discrimination in American society. Martin Luther King Jr. and Malcom X were leaders in the Civil Rights Movement. 	<ol style="list-style-type: none"> Compare and contrast rock n' roll and Motown Explain how Motown aided black Americans, helping to change stereotypes and provide opportunities Explain what the Civil Rights movement was trying to change in American society Describe the main methods pursued by the Civil Rights Movement
3	<ol style="list-style-type: none"> Led by Martin Luther King Jr., the Montgomery Bus Boycotts was a protest by Black Americans in 1955 over segregated seating on public busses. The Montgomery Bus Boycotts was one of the first successful examples of non-violent resistance of the Civil Rights Movement. Brown vs. The Board of Education was a supreme court case that outlawed segregation in American schools. The NAACP was a civil rights organization what led many lawsuits to ensure Black Americans were treated as equal citizens. 	<ol style="list-style-type: none"> Explain what life would have been like for Black American living in the Deep South Analyse the role that women played in the Montgomery Bus Boycott Describe the significance Brown vs. Board of Education had on America
4	<ol style="list-style-type: none"> The Windrush Generation led to a boom in immigration to Britain from the West Indies in the later part of the 20th century. The British government was embroiled in a scandal with their handling of the Windrush Generation. The Bristol Bus Boycotts was a 4-month nonviolent protest that occurred in Bristol England in 1963 over employment rights. 	<ol style="list-style-type: none"> Explain the reasons why people were motivated to leave the West Indies and move to England Describe the Windrush Generation scandal Explain the significance the Bristol Bus Boycott had on British law Compare and contrast the Montgomery Bus Boycott and the Bristol Bus Boycott
5	<ol style="list-style-type: none"> Second wave feminism was a social and political movement that sought equal rights for women in the 1960s and 1970s that began with the publication of the Feminist Mystique. Second wave feminist fought for many things including; reproductive rights, career and educational opportunities, the ERA, and legal protections. Britain's hostility and criminalization of queer relationships began to ease in the 1960s due to queer activism. 	<ol style="list-style-type: none"> Analyse how successful second wave feminist were Explain how British society's view and legalization of queer rights changed over time

Year 9 History - Cycle 3 - Which of the sources is more useful to a historian studying the Cuban Missile Crisis? Arrange the developments in order of their significance in the Civil Rights Movement.

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> Youth Culture led to a more rebellious and independent youth in both Britain and America that rejected many facets of mainstream culture. Two examples of Youth Culture were the Mods and Rockers in Britain, and hippies in America. 	<ol style="list-style-type: none"> Describe how popular culture encouraged the development and the popularity of youth culture Explain the characteristics of the Mods, Rockers, and hippies Midterm assessment – changes in American society
7	<ol style="list-style-type: none"> The Peronist movement in Argentina began with Juan Domingo Perón's rise to power but also included Eva Perón. The Peronist movement relied on populist policies that appealed to the working class and labour unions. Eva Perón was an influential and beloved figure in Argentina in the second half the 20th century. 	<ol style="list-style-type: none"> Explain the rise of the Peróns in Argentina Describe the significance that Eva Perón had in her country
8	<ol style="list-style-type: none"> After the Peróns fell from power, Argentina entered a period of political instability. Cuba is a small island nation in the Caribbean that played a large role in international relations in the second half of the 20th century, particularly during the Cold War. Fulgencio Batista was twice leader of Cuba in the 20th century, first as a democratically elected president, and second as an authoritarian dictator. 	<ol style="list-style-type: none"> Explain how Argentina changed following the fall of the Peróns Describe the evolution of Batista and his leadership of Cuba
9	<ol style="list-style-type: none"> The Cuban Revolution, 1953 to 1959, led to the overthrowing of Batista and established Fidel Castro, a socialist and communist, as leader. The Cuban Revolution and the rule of Fidel Castro led to many Cuban exiles fleeing in large numbers to the USA. Cuba and the USSR established a formal alliance in 1960 that had far-reaching international consequences, such as the Bay of Pigs (1961) and the Cuban Missile Crisis (1962). 	<ol style="list-style-type: none"> Explain what led to the Cuban Revolution and its methods Analyze the changes Cuba experienced following the Revolution Describe the international significance of the Cuban/USSR alliance.
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"> There are key similarities and differences between Argentine and Cuban leaders in the 20th century. For example, one difference is ideological direction. Argentine leaders varied widely (liberal, conservative, military, and Peronist), whereas Cuban leadership after 1959 followed a consistent socialist-communist ideological line under Castro 	<p>Compare and contrast Argentina and Cuba in the 20th century</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>	

French Cycle 3 Year 9

Careers linked to topics we study this cycle are: First responder, sales executive

Please use the sentence builder provided by your teacher and attached to this Scholars Guide (on the next page) for all language covered in this topic. The information provided on this page is limited to 1-4 short example sentences but you will be learning many more!

Week	I will need to know:	So that I can:
1 Que fais-tu normalement pour les vacances?	1. D'habitude, je vais en vacances à la campagne en Espagne avec ma famille . 2. Nous passons quinze jours dans un camping . 3. Je prends une bombe anti-insectes, plein de bouquins et mon maillot de bain .	1. Talk about what I usually do for the holidays – where I go, who with 2. Say how long I go for and where I stay 3. Say what I take with me
2 Que fais-tu normalement pour les vacances?	We will continue to use our week 1 vocabulary to answer the question: "Que fais tu normalement pour les vacances?" 1. Je fais de l'escalade et des randonnées , aussi, je me baigne mais je me fais piquer . 2. Je trouve ça amusant.	1. Say what I do (including using <u>reflexive verbs</u>) 2. Express how I find it
3 Comment seraient tes vacances de rêve?	1. Un jour, <u>je voudrais</u> visiter tous les parcs d'attractions du monde et faire un safari en Afrique .	1. Talk about what <u>I would like to do</u> for my dream holidays (using the conditional tense)
4 Comment seraient tes vacances de rêve?	We will continue to use our week 3 vocabulary to answer the question: "comment seraient tes vacances de rêve?" 1. A l'avenir, <u>je n'aimerais pas</u> passer des vacances sur une île déserte ou descendre l'Amazone en canoë . 2. <u>Ce serait</u> génial .	1. Say what <u>I would not like to do</u> (conditional tense and negatives) 2. Say what <u>it would be like</u> .
5 qu'est-ce qui s'est passé?	1. L'année dernière , <u>je suis allé(e)</u> en vacances à Paris , en France . <u>Je suis resté(e)</u> dans un hôtel avec ma famille . Ma famille et moi <u>avons fait du tir à l'arc</u> et <u>nous avons joué aux boules</u> . 2. C'était un désastre, parce que <u>j'ai perdu mon porte-monnaie</u> , <u>on a raté l'avion</u> , <u>il a plu tout le temps</u> et <u>j'ai été malade</u> .	1. Describe where I went, who with, when, and what happened using the <u>past tense</u> . 2. Express that it was a disaster and why.

French Cycle 3 Year 9

Week	I will need to know:	So that I can:
6	We will study how to describe a picture including people, actions and locations and use this to prepare for a short speaking assessment where we describe a photo.	MID-CYCLE ASSESSMENT SPEAKING: Description of a picture
7 Tu as le droit de ...?	<ol style="list-style-type: none"> 1. <u>J'ai le droit de sortir le weekend avec mes copains,</u> 2. <u>si j'ai fini mes devoirs</u> et <u>si j'ai mon portable sur moi.</u> 3. <u>Je n'ai pas le droit de sortir seul(e).</u> 4. Ce n'est pas juste! Ce n'est pas du tout normal! 5. Avoir faim → j'ai faim Avoir envie de ... → J'ai envie de ... 	<ol style="list-style-type: none"> 1. Talk about what I am allowed to do 2. Express that I am allowed IF I do certain things 3. Say what I am not allowed to do 4. Express how I feel about this. 5. Understand 'avoir' expressions
8 Qu'est-ce qui est important pour toi dans la vie?	<ol style="list-style-type: none"> 1. <u>Ce qui est important pour moi c'est ma santé et mes études.</u> 2. <u>Ce qui me préoccupe c'est l'état de la planète et le racisme.</u> 3. <u>Alors, j'ai décidé d'acheter des produits verts.</u> 4. <u>Un jour, je voudrais travailler pour une organisation pour protéger l'environnement.</u> 	<ol style="list-style-type: none"> 1. Say what is important to me in life. 2. Say what worries me. 3. Express what I have decided to do in order to help the situation. 4. Say what I would like to do in order to help.
9 Qu'est-ce que c'est pour toi le bonheur?	<ol style="list-style-type: none"> 1. Le bonheur, c'est quand mon équipe gagne. 2. Ce qui me rend heureux/esuse, c'est d'être avec mes copains et de rigoler. 	<ol style="list-style-type: none"> 1. Describe what happiness is for me. 2. Use the expression "ce qui me rend heureux/se c'est ..." followed by de + an infinitive or by le/la/les + a noun.
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 Qu'est-ce que c'est pour toi le bonheur?	1. Ce qui me rend heureux/esuse, c'est la musique, ma famille et l'argent.	1. Use the expression "ce qui me rend heureux/se c'est ..." followed by de + an infinitive or by le/la/les + a noun.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

German Cycle 3 Year 9

Careers linked to topics we study this cycle are: First responder, sales executive

Please use the sentence builder provided by your teacher and attached to this Scholars Guide (on the next page) for all language covered in this topic. The information provided on this page is limited to 1-4 short example sentences but you will be learning many more!

Week	I will need to know:	So that I can:
1 Wie war deine Kindheit?	<ol style="list-style-type: none"> Mit drei Jahren hatte ich viele Kuscheltiere. Als ich ein Kind war, hatte ich ein tolles Rad Heutzutage habe ich einen großen Fernseher. 	<ol style="list-style-type: none"> Talk about your childhood and what toys you had in the past and have now using the imperfect (past) and present tense Use the imperfect tense and the connective when (als) at the beginning of the sentences using the correct word order
2 Wie war deine Kindheit?	<ol style="list-style-type: none"> Ich konnte mit zwei Jahren bis 3 zählen. Ich durfte mit sechs Jahren alleine in die Schule gehen. Ich darf jetzt um 18 Uhr zu Hause sein. 	<ol style="list-style-type: none"> Say what I was able/allowed to do back in childhood and now using both the imperfect tense (past) and the present tense modal verbs
3 Wie war deine Grund- und Sekundarschule?	<ol style="list-style-type: none"> Damals hatten wir keine Hausaufgaben Früher waren die Lehrer freundlicher und das Essen leckerer. In der Grundschule durfte ich einen Klassenhamster haben. Heute haben wir 1000 Schüler an meiner Schule. Jetzt ist das Essen nicht so lecker und die Lehrer sind strenger. Heutzutage muss ich das Klassenzimmer wechseln 	<ol style="list-style-type: none"> Say what we had/there was in primary school in the past tense (imperfect) Describe what the teachers and food were like in primary school in the past tense (imperfect) Say what I had to/was allowed to do in primary school. Say what we have/there is in secondary school in the present tense Describe what the teachers and food are like in secondary school in the present tense Say what I have to/am allowed to do in secondary school in the present tense
4 Was ist und war besser und am Besten?	<p>We will continue to use the vocabulary from week 3 to answer the question 'Wie war deine Grund- und Sekundarschule?'</p> <ol style="list-style-type: none"> Meine Lehrerin Frau Cowley ist größer als Frau Key. Meine Freundin Helen war frecher als ich. Mein Lehrer Herr Brown ist der Strengste in OSA, aber meine Lehrerin Frau Smith war die Beste in East Oxford Primary School. 	<ol style="list-style-type: none"> Compare teachers, friends using a range of adjectives in the comparative. Compare food and classrooms in the present and past (primary and secondary school) Saying who is the best, friendliest etc using the Superlative in both the present and past tense
5 Was ist und war besser und am Besten?	<p>We will continue to use the vocabulary from week 5 to answer the questions 'Was ist und war am Besten?'</p> <p>We will learn to describe the people, actions and locations in a photograph.</p>	<p>MID-CYCLE ASSESSMENT</p> <p>SPEAKING: Description of a picture</p>

German Cycle 3 Year 9

Week	I will need to know:	So that I can:
6 Was ist dir (nicht) wichtig und warum?	<ol style="list-style-type: none"> 1. Musik ist mir wichtig, weil es mich glücklich macht. 2. Meine Haustiere sind mir das Wichtigste, weil sie entspannend sind. 3. Ausschlafen ist mir nicht wichtig, weil ich sehr sportlich bin. 4. Gute Noten sind mir wichtiger als meine Freunde, weil ich Arzt werden möchte. 	<ol style="list-style-type: none"> 1. Talk about what is important and why, using a range of reasons 2. Talk about what is the most important to me and why 3. Talk about what's not important and why. 4. Comparing what's more important than something else using the comparative and reasons
7 Was ist dir (nicht) wichtig und warum?	We will continue to use the vocabulary from week 6 to answer the question 'Was ist dir (nicht) wichtig und warum?'	<ol style="list-style-type: none"> 1. Talk about what is important and why, using a range of reasons 2. Talk about what is the most important to me and why 3. Talk about what's not important and why. 4. Comparing what's more important than something else using the comparative and reasons
8 Wie können wir anderen Leuten helfen/Spenden sammeln?	<ol style="list-style-type: none"> 1. Man kann ein Tier sponsern. 2. Ich kann/wir können ehrenamtlich arbeiten. 3. Ich werde/wir werden Spenden sammeln. 4. Ich will/wir wollen einen Kuchenverkauf organisieren. 	<ol style="list-style-type: none"> 1. Describe what you (in general) can do to help others 2. Describe what I/we can do to help others /collect money 3. Describe what I/we will do to help others/collect money 4. Describe what I/we want to do to help others/collect money
9 Was können wir machen, um die Umwelt zu schützen?	<p>We will continue to use the vocabulary from week 8 to answer the question 'Wie können wir anderen Leuten helfen/Spenden sammeln?'</p> <ol style="list-style-type: none"> 1. Man kann den Müll sortieren, um die Umwelt zu schützen. 2. Ich kann/wir können Obst und Gemüse der Saison kaufen, um die Transportkosten zu reduzieren. 3. Ich werde/wir werden mit dem Rad zur Schule fahren. 4. Ich will/wir wollen Ökoprodukte benutzen. 	<ol style="list-style-type: none"> 1. Describe what you (in general) can do protect the environment 2. Describe what I/we can do can do protect the environment 3. Describe what I/we will do to can do protect the environment 4. Describe what I/we want to do can do protect the environment
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!	<ol style="list-style-type: none"> 1. Assessment Listening (Dictation) Reading (Including translation into English) Writing (Paragraph)
11 Was können wir machen, um die Umwelt zu schützen?	We will continue to use the vocabulary from week 9 to answer the question 'Was können wir machen, um die Umwelt zu schützen?'	<ol style="list-style-type: none"> 1. Describe what you (in general) can do protect the environment 2. Describe what I can do can do protect the environment 3. Describe what I will do to can do protect the environment <p>Describe what I want to do can do protect the environment</p>
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 9

Careers linked to topics we study this cycle are: First responder, sales executive

Please use the sentence builder provided by your teacher and attached to this Scholars Guide (on the next page) for all language covered in this topic. The information provided on this page is limited to 1-4 short example sentences but you will be learning many more!




Week	I will need to know:	So that I can:
1 ¿Cómo era tu escuela primaria?	<ol style="list-style-type: none"> 1. Mi escuela primaria era bastante moderna 2. Me encantaba porque teníamos más tiempo libre. 3. Además, había un patio muy bonito. 	<ol style="list-style-type: none"> 1. Describe my primary school using the imperfect tense. 2. Give an opinion about my primary in the imperfect tense. 3. Say what your primary school used to have using the imperfect tense.
2	<p>We will continue using our week 4 vocabulary to answer the question: ¿Cómo era tu escuela primaria?</p>	<ol style="list-style-type: none"> 1. Describe my primary school using the imperfect tense. 2. Give an opinion about my primary in the imperfect tense. 3. Say what your primary school used to have using the imperfect tense.
3 ¿Cómo es tu uniforme/Qué opinas?	<ol style="list-style-type: none"> 1. En mi inti tenemos que llevar uniforme. 2. Llevo un jersey morado, pantalones negros, una camisa blanca y una corbata roja. 3. Me fastidia el uniforme porque es muy incómodo. 	<ol style="list-style-type: none"> 1. Sat that I have to wear uniform at school. 2. Describe my uniform making sure that the adjectives agree with the clothing. 3. I can give my opinion about my uniform.
4	<ol style="list-style-type: none"> 1. We will continue using our week 4 vocabulary to answer the question ¿Qué opinas de tu uniforme? 	<ol style="list-style-type: none"> 1. Sat that I have to wear uniform at school. 2. Describe my uniform making sure that the adjectives agree with the clothing. 3. I can give my opinion about my uniform.
5 ¿Qué vas a estudiar el año próximo?	<ol style="list-style-type: none"> 1. En año próximo voy a estudiar español y va a ser estupendo. 2. En año que viene me gustaría ir club de deberes y va a ser un rollo. 	<ol style="list-style-type: none"> 1. Say what I would like to study next year and give an opinion. 2. Say what club I would like to participate in next year.
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 style="text-align: center;">Mid point assessment Speaking (Description of a picture)</p>

Spanish Cycle 3 Year 9



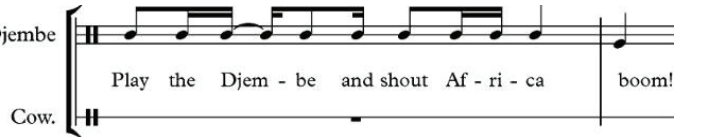
Week	I will need to know:	So that I can:
7 Grammar	<ol style="list-style-type: none"> El año pasado fui a España con mis padres. El primer día descansé en la playa y luego compré una camiseta. Fue muy guay. Mi escuela primaria era muy moderna. Me encantaba porque teníamos más tiempo libre. Además, había un patio muy bonito. 	<ol style="list-style-type: none"> Deepen my understanding of the preterite tense and understand the rules around how it is formed. Deepen my understanding of the imperfect tense and understand the rules around how it is formed.
8 ¿Adónde te gustaría viajar?	<ol style="list-style-type: none"> El año próximo me gustaría viajar a Perú. Subiría las montañas y practicaría el español ¡Estaría espectacular! El verano que viene me encantaría ir a Chile. Nadaría en los lagos, vería los volcanes y sería una experiencia inolvidable. 	<ol style="list-style-type: none"> Talk about where in South America I would like to visit, what I would do there and what it would be like.
9 Project	Perú está en el noroeste de América del sur. Es un país muy grande y verde. La capital se llama Lima y está en la costa. Perú tiene siete millones de personas que hablan Español. También hay otros idiomas, por ejemplo, el quechua. Perú tiene montañas, lagos, desiertos y mar. En el futuro me gustaría visitar Perú. Cuidaría a los animales y aprendería un idioma indígena.	Research and write a presentation about a South American country giving details of <ul style="list-style-type: none"> • Location and capital city • Population • Languages spoken • Type of geography i.e. mountains, lakes etc.. • Why you would like to visit
10 Project	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.	Assessment Listening (Dictation) Reading (Including translation into English) Writing (Paragraph)
11 Cultura de América del sur	This week we will learn about different Spanish speaking cultures in South America.	Learn about other countries where Spanish is spoken as an official language.
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 9 Music Cycle 3 Rhythms of the World/Samba and West African Drumming

Careers linked to topics we study this cycle are: Performer, musician , anthropologist

Week	I will need to know about:	So that I can:
1	<ul style="list-style-type: none"> • Samba is a Brazilian Music genre that originated in the early 20th century and is characterised by its syncopated rhythms, polyrhythms and call and response style. • Samba is traditionally played with strings like cavaquinho and guitar as well as percussion instruments like the tamborim, repinique, caxia, agoo and ganza. • Samba is usually in a 2/4 time signature and features a main section called a groove close which is similar to a chorus. • Samba is known for its syncopation, polyrhythms and call and response style. • Samba is Brazil's national music and is associated with the annual Rio de Janeiro Carnival. 	<ul style="list-style-type: none"> • EXPLORE the music of a different musical culture • IDENTIFY musical fingerprints of a significant musical genre • SELECT appropriate musical ideas to enrich my own compositions
2	<p>Working together as a Samba Band</p> <ul style="list-style-type: none"> • SAMBISTA- The leader of a Samba band or ensemble, signals to the band when it's time to change sections, using an APITO (Samba whistle). In this lesson, we will practice working as a Samba Band using the rhythm opposite. We will also work with • POLYRHYTHMS- Two or more rhythms simultaneously and practice • CALL AND RESPONSE, where the band responds to a rhythmic 'call' from the Sambista. 	<p>PLAY the famous SAMBA RHYTHM below which features</p> 
3	<p>Composing in Groups</p> <ul style="list-style-type: none"> • To compose a piece in a Samba style you will need to work in a group of 4 using classroom instruments. The piece must include a SAMBISTA and contain sections which demonstrate • POLYRHYTHM • CALL AND RESPONSE • Successful pieces follow a narrative structure: Your piece should have a Beginning, Middle and End Section. Solo sections also allow individual musicians to show off their rhythmic prowess and can contain improvisation to keep the piece exciting and unpredictable! 	<ul style="list-style-type: none"> • CREATE my own Samba piece • DEMONSTRATE Musical autonomy and grow as an individual • APPLY the techniques we have worked on in class • IMPROVE my ensemble skills • LISTEN to my friends and incorporate their ideas in the piece.
4	<p>Whole class Samba Performance using the Agogo Bells</p> <p>Agogo Bells </p>	 <p>PERFORM Samba de Janeiro with my class</p>

Year 9 Music Cycle 3 Rhythms of the World/West African Drumming

Week		
5	<ul style="list-style-type: none"> In West Africa, drum ensembles have 3-5 players each with a distinctive method of striking the drum and paying interlocking rhythms. This creates a THICK and POLYPHONIC texture. There are three main ways of striking the Djembe: Bass, (low)Tone, (medium) and Slap (high). There is a strong sense of pulse throughout and rhythms are highly repetitive. Polyrhythms are frequently played. 	<ul style="list-style-type: none"> EXPLORE the music of a different musical culture IDENTIFY musical fingerprints of a significant musical genre SELECT appropriate musical ideas to enrich my own compositions
6	<p>Working together as a Percussion Ensemble</p> <ul style="list-style-type: none"> MASTER DRUMMER The leader of a Djembe band or ensemble, signals to the band when it's time to change sections. We will practice working as a Percussion ensemble using the rhythm opposite. 	
7	<p>We will also work with</p> <ul style="list-style-type: none"> POLYRHYTHMS- Two or more rhythms simultaneously and practice CALL AND RESPONSE , where the band responds to a rhythmic 'call' from the Maintain a strong pulse at all times and stay focused! <p style="text-align: right;">→</p>	
8	<p>Creating a polyrhythmic composition following SAMBA or WEST AFRICAN Rhythmic traditions. You must include: POLYRHYTHMIC drum lines, CALL and RESPONSE and CROSS RHYTHMS.</p>	<p style="text-align: center;">Master Drummer STOP signal</p> 
9	<p>Transferring our polyrhythmic composition onto BANDLAB using the handbook.</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>Your work will be assessed for how successfully it incorporates SAMBA and/or WEST AFRICAN DRUMMING traditions: Call and response, cross rhythms and a narrative.</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 9 Physical Education - students will study 4 sports this cycle

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

Athletics Field	Athletics Track
<p>Shot Putt – 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 gain extra distance I will rotate take 1 big step from my back foot and rotate to then putt the shot So that I can apply techniques to safely throw the shot</p>	<p>Middle Distance (1) 800m is a middle-distance event. 800m is 2 laps of the track. To understand when to have a burst of speed within the race to gain separation from the group. So that I can apply pacing skills during an 800m race to ensure I can complete the event.</p>
<p>Discus – 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). To gain extra distance the phrase chin-knee-toe should be used. This encourages use of the legs in the performance. So that I can apply techniques safely throw the discus</p>	<p>Middle distance (2) - 1500m 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 tire too much before the end of the race. Complete a 1500m race. To evaluate moments within the race when a change of pace is needed to overtake the opponent on the inside. So that I can apply pacing skills learned during last lesson with the aim of getting a good time for 1500m.</p>
<p>High Jump – 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. The performer will choose the scissors technique or Fosbury flop technique depending on the height of the bar for their jump A safe landing is one where the performer lands on the top of their back. To beat my personal best from last year. So that I can perform a legal and safe jump in High jump</p>	<p>Sprinting (1) Good sprinting technique involves both arms and legs moving powerfully straight up and down keeping upright and keeping the head still to stay central in the lane on any straights . The head should raise I will be upright by the first 10 metres to reduce drag. So that I can perform a sprint start effectively and maintain good technique in the race.</p>
<p>Long Jump - 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. Trying to use greater technique to get a further distance than last year So that I can perform a legal long jump with god technique</p>	<p>Sprinting (2) 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. The runner will need to move to the inside of the lane to best navigate the bend. So that I can effectively apply techniques to run a sprint race which includes a bend/bends</p>
<p>Triple Jump 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. To beat my last year's target. So that I can perform a legal Triple Jump by linking the 3 phases together</p>	<p>Relay – change overs To plan the use of the Upsweep, Downsweep and the push with accuracy and efficiency Baton is passed to next runners opposite hand – e.g. left to right or right to left. The performers will begin to discuss which style of change over each performer wants in the relay order. So that I can perform change overs effectively and efficiently during a relay race.</p>

Year 9 Physical Education - students will study 4 sports this cycle

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

• Cricket	• Softball/Rounders
<p>Fielding – Fielding tactics To set up the field depending on the batter and hand preference to avoid conceding runs cheaply in the field. Using long and short barrier as well as backing up the fielder going for the ball. Also learning the tactic of relying to help fielders get the ball back to the wicket keeper quickly and efficiently.</p>	<p>Fielding – long and short barrier in competitive situations. 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 understand how to stop the ball in Rounder/Softball</p>
<p>Batting 1 – 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 and Backfoot defence and deciding which shot to play from the ball delivery and being able to try and win single runs off the defensive shots. So that I can perform a defensive shot in cricket and protect my stumps.</p>	<p>Fielding – catching and mitt work in competitive situations. 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. 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 apply catching skills to get an opponent out.</p>
<p>Batting 2 – Attacking shots Being tactical with your shot selection depending on the bowler you are facing and position of the fielding team. Having the capabilities to deal with different speeds and heights of the ball coming at you and analysing in the direction you are trying to put the ball.</p>	<p>Batting Bat is swung horizontally backwards then forward to contact the ball. Evaluating the direction your batting to find gaps in the field. Adjust your body position and feet to direct the ball to where you want it to go. To hit the ball towards your bat side, hit the ball later and to hit the ball towards the non-bat side, hit the ball earlier as it travels from the bowler. So that I apply batting technique to hit the ball and attempt to score rounders/runs.</p>
<p>Bowling Deciding which is the best choice of bowl. Fast or spin and deciding the order of bowlers to try and get wickets. Reacting to the type of batter who steps up to the stumps. Ensuring that we can adapt the line and length of the bowl. So that I can put pressure on the batter consistently.</p>	<p>Bowling (spin) A legal ball is bowled between the batter's knee and shoulder (softball) or head (rounders) and on bat side of their body. The bowler should aim to outwit the batter by using a fast or spin bowl to trick them into swinging. So that I can perform the role of bowler in a game of rounders/softball and have great success.</p>
<p>Games play 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. Playing with a team and communicating effectively as to when to run and when to not run so we can be effective in staying in without being run out</p>	<p>Gameplay Use the skills learnt within a conditioned game of Rounders/Softball to perform the roles of fielder, batter and bowler. To try and steal the base where possible in a game scenario by running from one base to another whilst the pitch is being delivered to home plate. So that I can apply learnt skills and techniques to competitive situations.</p>

Religious Studies Y9 Cycle 3: 'Taking the life of another can never be morally justified.'

Evaluate this view showing you have considered a range of religious and non-religious arguments

Careers linked to topics we study this cycle are: Politician, human rights activist, social worker, civil servant, journalist

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> 1. Forgiveness is the process of letting go of anger and hurt. 2. Repent means to do something to make up for something you have done wrong 3. Christians believe in forgiving the sins of others 4. Christians also believe in the 'Golden Rule' that being treating others in a way in which you wish to be treated. 5. Muslims believe that Allah will forgive those who forgive others 	<ol style="list-style-type: none"> 1. Define key concepts repent and forgiveness 2. Form my own view about which actions and forgiveable and which are unforgiveable 3. Explain a range of religious teachings about the importance of forgiveness
2	<ol style="list-style-type: none"> 1. Corporal punishment is physical punishment such as whipping, caning, stoning 2. Capital Punishment is death sanctioned by the state for breaking serious laws such as taking another's life. 3. Capital Punishment is now defunct in the United Kingdom and the last legal state death (by hanging) was carried out in 1964. 4. Capital Punishment is still used and legal in many countries in the world for example some states in the USA and Muslim territories. 	<ol style="list-style-type: none"> 1. Define key concepts corporal and capital punishment 2. Explain religious teachings about these types of punishment 3. Evaluate arguments and reach a conclusion about whether these forms of punishment are moral
3	<ol style="list-style-type: none"> 1. Offender is a person who has committed an illegal offence/ act for example theft and robbery. 2. Christian attitudes towards offenders is demonstrated through one of Prison reformers. 3. Prison Reformers: John Howard and Elizabeth Fry worked to change the facilities of prisons and make them more humane. 4. Prison reformers fought to separate the genders in prisons and to give inmates basic facilities such as hygiene facilities. 5. A Prison Chaplain works to rehabilitate and provide emotional support to inmates. 	<ol style="list-style-type: none"> 1. Explain the work of prison reformers 2. Explain religious perspectives about reform and rehabilitation 3. Explain how prison reformers are inspired by their beliefs
4	<ol style="list-style-type: none"> 1. War is a state of armed conflict between different countries or different groups within a country. 2. Territory can be a cause of war, fighting over land 3. Power struggles of governments or regimes can be a cause of war 4. Religious differences is also a main cause of war. 5. Just war theory was developed by St Augustine of Hippo and sets out conditions which can make war morally justifiable 	<ol style="list-style-type: none"> 1. Explain the causes of war 2. Evaluate which reasons I think are acceptable and unacceptable 3. Explain St Augustine of Hippo's Just War theory 4. Give my own opinion about whether war can be justified
5	<ol style="list-style-type: none"> 1. Weapons of Mass destruction are nuclear biological or chemical weapons that are capable of causing wide-spread devastation and loss of life. 2. Weapons of Mass destruction are prohibited world wide and are prohibited by the Geneva Convention 3. Historically, Weapons of Mass Destruction or WoMD, have been used in WW1 and WW2. 4. America dropped WoMD after the Pearl Harbour bombing in WW2 on Hiroshima causing devastation that is still witnessed today. 	<ol style="list-style-type: none"> 1. Define Weapons of Mass Destruction 2. Provide examples of when these have been used historically 3. Explain religious perspectives on WoMD inspired by scriptural evidence

Religious Studies Y9 Cycle 3: 'Taking the life of another can never be morally justified.'

Evaluate this view showing you have considered a range of religious and non-religious arguments

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> 1. There are four types of Pacifist: 2. Absolute simplifies: War is never acceptable and Human Life is Sacred 3. Conditional: War is acceptable in some circumstances e.g. basic human rights are being removed 4. Active: when a pacifist supports in protest or supports in a non-combative role i.e. provides medical care. 5. Selective: war is acceptable as long as weapons of Mass Destruction are not used. 	<ol style="list-style-type: none"> 1. Explain what is meant by pacifism 2. Explain what is meant by absolute, conditional, selective and active pacifism 3. Evaluate the circumstance when war and violence are acceptable within some religious beliefs
7	<ol style="list-style-type: none"> 1. Holy War is a war that is driven by religion and not by a cause 2. There are three elements that make a Holy War 3. Achievement of a religious goal 4. Authorised by a religious leader 5. Spiritual reward for those who take part 6. Examples of Holy Wars: Western Holy Wars 'The Crusades' (the first of which was 1095) licenced by the Pope with the aim of capturing Sacred places in the Holy Land. 	<ol style="list-style-type: none"> 1. Explain what is meant by the term Jihad and Holy War 2. Explain the conditions of a holy war 3. Evaluate whether modern examples of war fit the conditions of a holy war
8	<ol style="list-style-type: none"> 1. Christian teaching supports helping victims of war, emphasising values like justice, agape (love), and forgiveness. 2. Caritas and Christian Aid provide aid to war victims through emergency relief, long-term support, and advocacy. 3. Helping victims of war aligns with the principles of Just War Theory, such as aiming for peace and achieving good. 4. Christians are encouraged to respond to war victims with compassion, reflecting the teachings of Jesus and promoting reconciliation. 	<ol style="list-style-type: none"> 1. Explain the ways in which religious organisation support the victims of war 2. Evaluate whether or not religious people have a duty to help victims of war
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. 	<ol style="list-style-type: none"> 1. Plan my Knowledge essay coherently
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. The United Kingdom has seen a decline of Christianity in the last decade due to its multi-culturalism and acceptance of many faiths. 2. The United Kingdom is led by The King – the Head of State who is traditionally known as the defender of the Faith however King Charles has suggested he be named ' Defender of the Faiths' 3. 2021 Census still highlighted Christianity as being the most predominant faith of the UK. 	<ol style="list-style-type: none"> 1. Explain the evidence of the census data and what this shows about religious beliefs in the UK 2. Evaluate the extent to which this evidence shows the UK is a Christian country
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>	

Character Education Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Artificial intelligence	Technology that allows computers or machines to learn, make decisions, or complete tasks that usually require human thinking.	Artificial intelligence is used in apps that recommend music or help detect online risks.
2	Manipulated	Changed, controlled, or influenced in a dishonest or unfair way.	The photo had been manipulated to make the event look more dramatic than it really was.
3	Criminal exploitation	When criminals use young people to do illegal activities, often through pressure, threats, or online contact.	The lesson explained how criminal exploitation can happen through gangs or online messaging.
4	Distorted	Twisted or changed so that it no longer shows the truth.	The news story was distorted to make people panic.
5	Justice	Fairness in how people are treated, especially when crimes or disputes are dealt with.	The court aims to deliver justice by listening to all the evidence.
6	Rehabilitation	Support that helps someone change their behaviour and return to a positive, safe lifestyle after committing a crime or struggling with an issue.	Rehabilitation programmes help offenders learn new skills and make better choices.
7	Intimidating	Something or someone that makes you feel scared, nervous, or threatened.	He found the large group intimidating when they blocked the path and shouted.
8	Budget	A plan that shows how much money you have and how you will spend it.	She created a budget to help manage her weekend job earnings.
9	Overdrafts	When a bank lets you spend more money than you currently have in your account, which must be paid back (often with extra charges).	Using an overdraft without planning can lead to extra fees and financial stress.
10	Possession	Something that you own or is in your control.	The phone was his most valuable possession .

Character Education Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Misinformation	False or incorrect information that is shared by mistake, not knowing it is wrong.	The class learned how misinformation can spread quickly on social media.
2	Algorithms	Step-by-step instructions that computers follow to make decisions, such as what videos or posts to show you.	Algorithms suggested new videos based on what she had watched before.
3	Sexual exploitation	When someone pressures, tricks, or forces a young person into sexual activity or sharing sexual images, usually for the exploiter's gain.	They were taught how to recognise the signs of sexual exploitation and how to get help safely.
4	Extremist	A person who strongly supports extreme ideas that may be harmful, dangerous, or violent.	The lesson explained how extremist groups try to influence people online.
5	Crown Prosecution Service (CPS)	The organisation in England and Wales that decides whether someone who has been charged with a crime should go to court.	The CPS reviews the evidence to decide if a case should go to trial.
6	Legal penalties	The punishments given when someone breaks the law, such as fines, community service, or prison.	The legal penalties for vandalism can include paying for the damage.
7	Citizens	People who are legally part of a country and have rights and responsibilities.	Citizens can vote when they reach the required age.
8	Direct debit	A way of paying bills automatically from your bank account on a set date.	Her phone bill was paid each month through a direct debit .
9	Mortgage	A long-term loan used to buy a home, which must be paid back over many years.	Most adults use a mortgage when they buy their first house.
10	Substance abuse	When someone uses alcohol, drugs, or other substances in a harmful or unsafe way.	The class learned about the health risks linked to substance abuse .

English Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Fate	A power that some people believe causes and controls all events.	Fate has brought us together.
2	Platonic	A relationship or emotion that is based on friendship and love but is not sexual.	They preferred to keep their relationship platonic .
3	Unrequited	Describing a love felt toward someone who does not feel the same towards you.	The pain of unrequited love is unimaginable.
4	Impulsive	A behaviour or action carried out suddenly without planning or consideration of the results.	An impulsive shopper and often buys things they don't need.
5	Patriarchy	A society in which the oldest male is the leader of the family, or a society controlled by men in which they use their power to their own advantage.	Patriarchy has not disappeared - it has merely changed form.
6	Misogyny	The feeling of hatred towards women; the belief that men are better than women.	We have to deal with the kind of misogyny that leads to this suffering and grief.
7	Pugnacious	Wanting to start an argument or fight; or expressing an argument or opinion very forcefully.	The protagonist was pugnacious and arrogant.
8	Zealous	To have great energy or enthusiasm in pursuit of a cause or an objective.	Romeo is zealous in his pursuit of Juliet and in overcoming the obstacles that their families' feuds present to their marriage.
9	Desperate	If somebody is feeling or showing a hopelessness that is so bad that it is impossible to deal with.	In Act 5, Romeo is desperate to reach Juliet's body in Verona after receiving the news via his servant Balthasar that she has died.
10	Accountability	The fact or condition of being responsible.	Ultimately, all characters can be held accountable for the deaths of Romeo and Juliet; they all played a part in exacerbating the situation.

English Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Foreshadowing	A warning or sign of a future event.	The event was a foreshadowing of issues that emerged later in the war.
2	Dramatic irony	When the audience knows more than the characters on stage.	Shakespeare uses dramatic irony throughout the play as the audience know all about Romeo and Juliet's romance whilst their parents remain unaware.
3	Subvert	Undermine the power or authority of and established system.	Juliet subverts the typical role of an Elizabethan daughter by marrying someone without her father's acknowledgement.
4	Hamartia	a character fault or a mistake that causes someone to fail or be destroyed:	Just like Greek tragedy, reality TV plays with hamartia , with faulty self-images and mistakes that prove catastrophic.
5	Motif	An idea that is used many times in a piece of writing or music.	The motif of betrayal is crucial in all these stories.
6	Tragedy	A play about death or suffering with a sad ending.	Shakespeare's tragedies include "Hamlet", "Macbeth", 'Romeo and Juliet' and "Othello".
7	Sonnet	Traditionally, the sonnet is a fourteen-line poem written in iambic pentameter, employing a specific rhyme scheme, and adhering to a tightly structured thematic organization.	Two sonnet forms provide the models from which all other sonnets are formed: the Petrarchan and the Shakespearean.
8	Imagery	Visually descriptive or figurative language. Imagery includes imagery that appeals to the 5 senses, similes or metaphors.	Shakespeare's use of imagery induces sensations of dread and anxiety in the audience.
9	Catharsis	The process of releasing strong emotions through a particular activity or experience, such as writing or theatre.	The public telling of horror stories seemingly worked as a catharsis for both author and reader.
10	Theme	A universal idea or message explored throughout a literary text.	The central themes within 'Romeo and Juliet' are religion, family, marriage, conflict, honour, love and fate.

Maths Curriculum Dictionary: Tier Two Words

	Word	Definition	In a sentence:
1	Fraction	How many equal parts of a whole we have	I save a fraction of my pocket money each week.
2	Error Interval	The error interval shows the range in which the true value is likely to lie	Because the scale isn't perfectly accurate, we included an error interval to show the possible range of the real weight.
3	Bearing	A bearing is a direction measured in degrees from north.	The ship sailed on a bearing of 090°, straight east.
4	Cylinder	A 3D shape with two equal circular ends and one curved surface..	A drinks can is shaped like a cylinder .
5	Subtend	When a line or shape forms an angle at a point, usually at the centre or edge of a circle	The chord subtends an angle at the centre of the circle.
6	Cone	A 3D shape with a circular base that comes to a single point at the top.	An ice cream cone is shaped like a cone .
7	Vector	A quantity that has both size and direction.	The arrow shows the vector of the car's movement.
8	Parallel vectors	Vectors that point in the same direction	The two arrows are parallel vectors because they go the same way.
9	Ratio	A way of comparing amounts of different things.	The drink is mixed in the ratio of 1 part juice to 3 parts water.
10	Proportion	A relationship where one amount increases or decreases with another.	The cost goes up in proportion to the number of tickets bought.

Maths Curriculum Dictionary: Tier Three Words

	Word	Definition	In a sentence:
1	Mixed number	a number made from a whole number and a fraction	To add mixed numbers , we converted them into improper fractions first.
2	Improper fraction	a fraction where the numerator is bigger than the denominator	We changed the mixed number into an improper fraction before multiplying.
3	Recurring decimal	a decimal where one or more digits repeat forever	The decimal 0.363636... is a recurring decimal because the digits repeat.
4	Error interval	the range of values a rounded number could have originally been	If a length is 12 cm to the nearest cm, its error interval is 11.5–12.5 cm.
5	Upper bound	the largest possible value a rounded number could be	The upper bound of 20 cm to the nearest cm is 20.5 cm.
6	Surd	a square root that cannot be simplified to a whole number	We simplified the surd $\sqrt{50}$ to $5\sqrt{2}$.
7	Rationalising	removing a surd from the denominator of a fraction	We rationalised the denominator by multiplying top and bottom by $\sqrt{3}$.
8	Bearing	a direction measured clockwise from north, written as three digits	The ship travelled on a bearing of 065°.
9	Circumference	the distance all the way around a circle	We used the formula $C = 2\pi r$ to find the circumference .


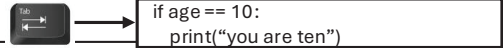
Art Y9 C3 - Art Curriculum Dictionary: Tier Two & Three Words

Week	Word	Definition	In a sentence:
1	Natural Forms	An objects in nature in its original form. Examples: Leaves, flowers, pine cones, sea weed, shells, bones, insects, stones, fossils, crystals, feathers, birds, fish, animals – in fact anything you can find in nature – complete or part of it. Natural form shapes are organic.	He drew a collection of natural forms which included leaves, flowers, pine-cones and shells,
2	Charcoal	Artists' charcoal is a dry art medium. Both compressed charcoal and charcoal sticks are used. The marks it leaves behind on paper are much less permanent that with other media such as graphite, and so lines can easily be erased and blended.	She was able to get a wide range of tone in her charcoal drawing.
3	Reductive	A reductive drawing; also known as subtractive drawing, is a method of drawing where material such as graphite, charcoal or pastel is used to cover a surface and then the 'drawing' is made by the removal of the media by erasing.	She created a reductive drawing by taking away the charcoal on her page with a rubber to show the highlighted areas.
4	Monoprinting	A form of printmaking where the image can only be made once, unlike most printmaking which allows for multiple originals. Mono-printing combines methods of printmaking, painting and drawing media. ('mono' means one, only, single).	She created a one-off monoprint drawing of shells.
5	Collage	A technique of art creation, primarily used in the visual arts by which art results from an assemblage of different forms, thus creating a new whole.	She collaged the photos one on top of another to create her picture.
6	Artist analysis	Looking closely at a work of art to evaluate the use of media, formal elements and content as well as stating an opinion about the work.	He gave a very insightful and interesting artist analysis about Karl Blossfeldt's work.
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 Yiadom-Boakye's paintings is about imaginary stories where fictitious figures live in private worlds. O – OPINION – I like Boakye's work because it reminds me of dreams. N – NARRATIVE - Lynette Yiadom-Boakye (born 1977) is a British painter and writer. She is best known for her portraits of imaginary subjects, or ones derived from found objects, who are painted in muted colours. Her work has contributed to the renaissance in painting the Black figure.

Art Y9 C3 - Art Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Refine	Make minor changes so as to improve or clarify (a theory, idea technique or method).	She refined the composition of her drawing by changing a size of the objects slightly.
2	Clay Ceramics	a stiff, sticky fine-grained earth that can be moulded when wet, and is dried and baked to make bricks, pottery, and ceramics. Ceramics = pots and other articles made from clay hardened by heat.	The clay was easy to mould with his hands. He is keeper of ceramics and glass at the museum.
3	Hand-building	A ceramics technique that allows you to create forms with clay and your hands, without using a throwing wheel.	He prefers to hand-build his work rather than throw it on the wheel
4	Slab	The slab building technique starts with smooth slabs of clay that are formed around moulds or shaped and cut by hand. The slabs are then layered. This technique is used to make more angular shapes that can't be created on a wheel.	She was making a box, so used slab technique.
5	Coil	The process involves taking a small amount of clay , and then rolling it out on a flat surface until it forms a rope-like shape, called a coil . The coils are used as a way of building the 'walls' of the piece by being placed on top of each other, one layer at a time.	She was making long thin coils to build her vase.
6	Pinch	The process involves shaping a ball of clay and then, by forcing the thumb into the centre, gradually pinching out the walls to an even thickness and the desired shape.	He pinched the clay into a small bowl shape.
7	Slip & Score	Slip is watered-down clay used to cement (stick) two pieces of clay together. Score is to make marks into the surface of clay to create a rougher texture to allow two pieces of clay to fuse (stick) together.	She used the Slip & Score technique to make sure her clay pieces did not fall apart or fall off.
8	Kiln	A piece of machinery that essentially cooks the clay and turns it from clay to ceramic. The simple way to think of a kiln is that it is like an oven that gets REALLY HOT!	The clay sculptures had just come out of the kiln and were still very hot.
9	Bisque Fire (or Biscuit Firing)	The first firing of ceramic ware to make it strong enough to handle conveniently.	After the initial bisque firing , I use glazes to add colour to the surface.
10	Embellish	Make (something) more attractive by the addition of decorative details or features.	She embellished the surface of the clay by carving in patterns.

Year 9 Computer Science Curriculum Dictionary: Tier Two Words

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

Year 9 Computer Science – Curriculum Dictionary: Tier Three Words

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

DRAMA Y9 C3 Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Class	A system of ordering society where people are divided into sets based on their social or economic status.	Mickey's family are working class , but because Edward's family have more money they are middle class .
2	Superstition	Beliefs that are not based on human reason or scientific knowledge, but relate to old ideas about magic.	Mrs Johnstone is horrified when Mrs Lyons places new shoes on the table, because there is a superstition that this brings bad luck.
3	Colloquial	Language that is used in ordinary or familiar conversation; not formal or literary.	Mickey speaks in more colloquial language than Edward, showing his difference in social upbringing.
4	Irony	When the audience knows more about a situation than the character.	There is a sense of dramatic irony throughout the play, as the audience is aware that Mickey and Edward are twins.
5	Transition	The movement from one scene to another. Should be well rehearsed in advance; clumsily rearranging the set will lose the attention of the audience.	We changed the lighting from bright white to dark blue to signal the transition from school to the Lyons' household.
6	Conflict	A serious disagreement or argument between two opposing sides.	Conflict reflects a lack of control in the play; when characters start to lose power in some way, they become more violent.
7	Descent	The act of moving downwards, dropping, or falling.	The difficult circumstances Mickey faces in life is the cause of his descent into madness.
8	Paranoia	Uncontrollable suspicion and mistrust of other people or their actions.	Mickey is filled with paranoia when he suspects his wife, Linda, of having an affair with Edward.
9	Rehearsal	A practice or trial performance of a play for later public performance.	I spent our rehearsal time practicing how I would use my physical and vocal skills to show Edward as nervous and afraid.
10	Performance	A live demonstration of a dramatic piece of work.	Our performance showed the dramatic final scene of Blood Brothers.

DRAMA Y9 C3 Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Musical	A style of performance that combines songs, spoken dialogue, and dance to tell a story.	The musical numbers in Blood Brothers are reminiscent of the type of music sung in working men's clubs of the times.
2	3rd Person Narration	The narrator exists outside the events of the story, and relates the actions of the characters by referring to their names or by the third-person pronouns he, she, or they.	The 3rd person narration in Blood Brothers is able to explain the story without ever interfering in the events that take place.
3	Dialect	A particular form of a language which exists in a specific region or social group.	Mickey speaks in a working-class, Liverpudlian dialect .
4	Tension	The growing sense of expectation within a drama. The feeling that the story is building up towards something exciting happening.	There was lots of tension in the scene when Mrs Lyons spoke to Mickey at the front door of her house.
5	End-on stage	Staging that is set up on one side of the room and the audience sit on the opposite side.	Our performance of Blood Brothers was arranged using an end-on stage configuration.
6	Stage combat	A technique designed to create the illusion of physical interaction without causing harm to the performers.	We used stage combat to make it appear as though Mrs Lyons attacked Mrs Johnstone.
7	Characterisation	The act of changing physical and vocal skills to match the character being played.	I planned my characterisation of an Edward by speaking with a well-spoken accent and using an upright posture.
8	Tragedy	A genre of drama with a sad or disastrous conclusion that teaches the audience an important lesson.	Blood Brothers is a tragedy because the catastrophic ending highlights the long-lasting impact of class difference and social privilege.
9	Levels	The use of different heights, to convey meaning on stage. They can be used to create visual interest, but they can also signal status and character relationships.	Mickey changed from a low to a high level compared to Edward to show that he had increasing power before he shot him.
10	Dramatic intention	The decisions, made by theatre makers, to communicate deeper meaning through their work.	My dramatic intention was to create sympathy from the audience for Mickey's tragic life.

Design and Technology Curriculum Dictionary: Tier Two Words

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

Design and Technology Curriculum Dictionary: Tier Three Words

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

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

Year 9 Food Technology Curriculum Dictionary: Tier Three Words

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

Geography Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	deep time	The vast expanse of time since the start of the universe, estimated to be around 13.8 billion years.	Humans have only been around for the blink of an eye compared to deep time .
2	disrupting	Causing significant change or disturbance in a system or process.	Human activity is disrupting many of earth's natural processes.
3	biodiversity	The variety and variability of life forms on Earth.	Loss of biodiversity , due to factors like habitat destruction, can weaken ecosystems and harm the services they provide.
4	affluent	Wealthy; rich; prosperous	The UK is one of the most affluent countries in the world.
5	framework	A basic structure or system that provides support or guidance for organizing ideas, processes, or components within a larger context.	The government introduced a new framework for economic policy that focuses on sustainability instead of endless growth.
6	conservation	The protection, preservation, management, and restoration of natural resources and ecosystems.	Conservation is vital for protecting the earth's rare untouched habitats.
7	organism	An individual living entity such as a plant, animal or fungus.	Organisms can vary greatly in size, complexity, and habitat.
8	depleting	The process of using up or reducing something, often in a way that reduces its quantity, value, or availability.	Overfishing is depleting fish populations in many parts of the world.
9	controversy	A disagreement or dispute, often involving strong opinions or conflicting views.	The decision to build a new highway through the forest sparked a major controversy among environmental groups and local residents.

Geography Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	natural selection	The process by which organisms better adapted to their environment tend to survive and reproduce more successfully than those less adapted.	Natural selection has led to the evolution of the incredible variety of species we can find on earth today.
2	biome	The largest category of ecosystem, typically on a continental scale.	The Tiaga biome stretches all around the top of the northern hemisphere, from Canada to Siberia.
3	mass extinction	An event in which a significant percentage of all species on earth become extinct over a relatively short period of time.	There have been five major mass extinctions in Earth's history, often referred to as the "Big Five," including events like the one that wiped out the dinosaurs.
4	conundrum	A confusing, difficult, or puzzling problem or question that is hard to solve or answer, often due to contradictory elements.	Solving overpopulation without causing overconsumption has been a major economic and social conundrum .
5	Planetary boundaries	Limits to what the earth can endure in terms of resource extraction and pollution before harmful impacts start to occur which affect earth systems.	If we change human activity so that it is within the planetary boundaries , the future will be better for all life on earth.
6	sustainable development	Development that meets the needs of today's people without compromising the needs of future generations.	Sustainable development consists of social, economic and environmental policies and practices that don't harm people or the planet.
7	phenomenon	Any observable event or fact that attracts attention because of its uniqueness or significance.	The annual migration of wildebeest is an amazing natural phenomenon .
8	emissions	The release or discharge of substances, typically gases or pollutants, into the atmosphere or environment.	Carbon dioxide emissions are a major driver of climate change.
9	Rewilding	The process of restoring and reintroducing natural ecosystems, species, and processes that have been lost or significantly disrupted due to human activity.	One of the most ambitious rewilding projects in Europe is taking place in the Netherlands.


































History Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Rock n' Roll	A style of popular music that has its roots in various African-American styles of music, such as blues, jazz and gospel, and in country music.	The energetic beats of rock 'n' roll have been captivating audiences around the world for decades, influencing not just music but also fashion and cultural attitudes.
2	British Invasion	A cultural phenomenon of the mid-1960s, when rock and pop music from the United Kingdom became popular in the United States	The British Invasion in the 1960s brought iconic bands like The Beatles and The Rolling Stones to the forefront of the American music scene, leaving a lasting impact on popular culture.
3	Motown	A genre of black soul music that began in the late 1950s and was popular throughout the 1960s.	Motown played a pivotal role in shaping the sound of American music, particularly in the 1960s, with iconic artists like Stevie Wonder and The Supremes.
4	Segregation	The separation of Blacks and whites within society.	Segregation , a discriminatory practice, was prevalent in many parts of the United States until the mid-20th century, leading to the unequal treatment and separation of individuals based on their race or ethnicity.
5	Discrimination	Unjust or prejudicial treatment of another group of people based on their identity.	Discrimination , based on factors such as race, gender, or religion, undermines the principles of equality and fairness, perpetuating unjust treatment and hindering social progress.
6	Martin Luther King Jr.	A Baptist (Christian) minister from Atlanta GA who rose to become a leader of this movement who advocated for non-violent protest to change America.	Martin Luther King Jr. , a prominent civil rights leader, played a pivotal role in advocating for racial equality and justice through nonviolent means during the American civil rights movement.
7	Malcolm X	A Muslim minister and leader who advocated for Black empowerment and Islam.	Malcolm X , a charismatic and influential figure, advocated for black empowerment and self-defence to combat racial injustice and inequality during the civil rights era.
8	Non-violent resistance	A way of resisting and protesting without the use or threat of violence.	Non-violent resistance , exemplified by figures like Mahatma Gandhi and Martin Luther King Jr., involves peaceful protest and civil disobedience as a powerful method to bring about social change and challenge injustice.
9	Feminism	The advocacy of women's rights on the grounds of the social, political, and economic equality of the sexes	Feminism is a social and political movement that advocates for the equality of the sexes, seeking to address and dismantle gender-based inequalities and discrimination.
10	Queer	An umbrella term for people a part of the LGBTQIA+ community	Many famous individuals through history have been queer .
11	Socialism	A political system advocating for collective or government ownership and control of the means of production, aiming to reduce economic inequality and promote social welfare through policies such as public ownership, progressive taxation, and social programs.	In some countries, socialism is implemented as an economic and political system, where the government plays a central role in controlling key industries and ensuring social welfare programs for the citizens.
12	Communism	A political system where there is no private ownership, and everything is shared equally among the people, with the goal of creating a classless and stateless society.	Communism , as an idealistic form of governance, envisions a classless and stateless society where resources are collectively owned and distributed based on need, aiming for social and economic equality.

History Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Nuclear Family	A white, middle-class family with a father (provider), mother (housewife), and 1-3 children	The nuclear family , consisting of parents and their children living together in a single household, has been a traditional social unit in many cultures
2	Elvis Presley	One of the most popular early American rock'n'roll stars.	Elvis Presley , often referred to as the "King of Rock 'n' Roll," revolutionized popular music in the 1950s with his energetic performances and iconic style.
3	The Civil Rights Movement	A nonviolent political and social movement in the USA between 1954-1968 that worked to end segregation and discrimination for Black Americans.	The Civil Rights movement in the United States, led by figures like Martin Luther King Jr., sought to dismantle racial segregation and discrimination, advocating for equal rights and opportunities for African Americans during the mid-20th century.
4	Jim Crow	State and local laws that legalized segregation and discrimination in the Southern USA between the end of the Civil War (1865) to the Civil Rights Movement (1950s)	Jim Crow laws, which enforced racial segregation and discrimination in the southern United States, were in effect until the mid-20th century, perpetuating systemic racial inequality and injustice.
5	Montgomery Bus Boycotts	A protest that lasted from December 5, 1955 to December 20, 1956 in which African Americans refused to ride buses in Montgomery, Alabama to protest against segregated seating, which stated white sat in the front and African Americans in the back.	Rosa Parks' refusal to give up her seat on a Montgomery bus in 1955 sparked the Montgomery Bus Boycott .
6	The Windrush Generation	The boom in immigration to Britain from the West Indies between 1948-1971	The Windrush Generation contributed significantly to British culture and society.
7	Brown vs. The Board of Education	A landmark U.S. Supreme Court case in 1954 that declared state laws establishing separate public schools for Black and white students to be unconstitutional, marking a crucial step in the desegregation of American schools.	Brown vs. Board of Education was one of the most influential supreme court cases in the 20th century.
8	NAACP	A prominent civil rights organization in the United States, dedicated to addressing and combating racial discrimination and promoting equality for African Americans and other marginalized communities.	Thurgood Marshall was a prominent lawyer who worked for the NAACP and won several supreme court cases.
9	Peronist Movement	A political and social movement characterized by its populist ideology, founded on the principles of social justice, workers' rights, and a strong emphasis on the leadership and legacy of Juan Domingo Perón.	The Peronist movement in Argentina played a significant role in shaping the country's political landscape.
10	Fidel Castro	The revolutionary leader and long-time ruler of Cuba, who established a socialist government after the Cuban Revolution in 1959 and maintained significant influence on the island's politics for several decades.	Fidel Castro was the leader of Cuba from 1959 to 2008.
11	Cold War	A conflict between the United States and its Western allies, and the Soviet Union and its Eastern Bloc allies, characterized by political tension, military buildup, and ideological rivalry from the end of World War II in 1945 until the collapse of the Soviet Union in 1991.	The Cold War shaped global politics between 1945 to 1991.

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 Y9 C3 Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Samba	A ballroom dance of Brazilian origin, popularised in Western Europe and the US.	have been studying Samba , which is a part of the dance music genre.
2	Sambista	The leader of a Samba band or ensemble.	I saw the Sambista signalling cues to the band to change sections.
3	Repinique	A two headed drum used in samba.	The repinique is used in the Rio Carnival.
4	Polyrhythm	A musical technique which involves playing two or more rhythms at once.	The polyrhythms must be played at the same tempo.
5	Call and Response	A form of interaction between a speaker and an audience, where the speaker's statements are answered by the audience.	Call and Response is an essential part of the structure of West African music.
6	Master Drummer	The leader of a djembe ensemble.	I saw the Master Drummer signalling cues to the band to change sections.
7	Syncopation	Off the beat	The samba music was heavily syncopated .
8	Layering	The process of layering rhythms upon one another to create a thicker texture.	The drum ensemble featured a complex layered texture.
9	Cross Rhythm	Two different rhythms played against one another.	Cross rhythms can be challenging and fun to play.
10	Cue/Signal	The sign a Sambista or Master Drummer gives to change sections.	I am an excellent Samba drummer because I look out for the cues .

MUSIC Y9 C3 Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Groove	The main section of an ostinato.	The groove creates energy and excitement.
2	Cyclic Rhythm	A rhythm which continuously repeats.	Once I had learned the cyclic rhythm , I was able to get into the groove of the piece.
3	Surdo	A large bass or floor drum used in Brazilian music.	The Surdo plays the lower parts of the percussion section.
4	Coda	The end section of a piece of music.	By the time we had got to the coda , the audience were dancing.
5	Tamborim	A small round brazilian frame drum.	The frame of a tamborim may be metal, plastic or wood.
6	Ostinato	A repeated pattern which continues throughout the piece.	The ostinato created tension and energy.
7	Ensemble	The group of musicians	This ensemble really works well together, because they are so focused on their task.
8	Improvisation	Making something up on the spot, based on the stimulus of the music,	The saxophonist was brilliant at improvisation .
9	Narrative	The storytelling aspect of West African music	The narrative told the story of the man's adventure.
10	Djembe	A rope tuned drum that is played by hand.	The three main sounds on the djembe are bass, tone and slap.

Physical Education Curriculum Dictionary: Tier Two/Three Words

Topic	Week /Word	Definition	In a sentence:
Athletics Field	1. Straightened	To extend a joint	I straightened my arm to push the shot putt
	2. Rotating	A circular movement from a fixed joint	The player was rotating their body as they turned to push the shot
	3. Fosbury Flop	A technique used which involves going backwards and headfirst over the bar	The Fosbury flop was popularised by Dick Fosbury in the 1968 Summer Olympics
	4. Hitch Kick	A running motion executed by the jumper while in the air to increase the distance of the jump	The hitch kick allowed the performer to bring their legs forwards to increase their distance by 1 metre
	5. Take off	The transition from final step to being airborne	The take off was before the take-off board
Athletics Track	1. Pacing	Running a race at a consistent pace	The athlete's pacing during that race was excellent
	2. Evaluate	To judge or determine the significance of	The batter managed to evaluate which shot to play
	3. Upright	Keeping the body vertical	The sprinter kept their body upright when running the race
	4. Maintaining	Being able to continue	Maintaining a good speed allowed the long-distance runner to win the race
	5. Push	A technique used in the relay race to hand over the baton	The relay runner used a effective push technique to pass over the baton to the 2nd runner

Physical Education Curriculum Dictionary: Tier Two/Three Words

Topic	Week / Word	Definition	In a sentence:
Softball/ Rounders	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. Non dominant hand	The hand that is not primarily used for throwing or catching	The fielder placed their non-dominant hand on the ball when catching it
	3. Evaluating	To form an idea of something	The batter was evaluating where to place the shot
	4. Outwit	To get the better of an opponent	The batter was able to outwit the fielders by hitting the ball in gaps they had created
	5. Steal the base	When a runner advances to the next base while the pitcher is delivering the ball to home plate	The batter managed to steal the base to get from 2nd to 3rd base
Cricket	1. Backing up	When a player positions themselves behind another fielder, in case the first fielder misses the ball	The deep fielder was backing up the wicket keeper
	2. Ball delivery	When a bowler has bowled the ball down the strip to the batter	The ball delivery allowed the batter to get a 6
	3. Analysing	To examine something in detail	The batter was analysing the field as to where to place the shot
	4. Line and length	The direction (Line) and point of bouncing (Length) on the pitch of a delivery	The line of the bowl was toward middle wicket, and the length was too short
	5. Communicating	The exchanging of information by speaking	The team had good communicating between them which helped them win

Religious Studies Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Repent	To feel sorry for something wrong you've done and want to make it right.	After breaking the vase, she decided to repent by apologizing and paying to replace it.
2	Capital punishment	A legal punishment where someone is sentenced to death for a serious crime.	Many countries have debated whether capital punishment is fair or not.
3	Reformer	A person who tries to change things for the better, especially in society or politics	The reformer worked hard to improve education for children in poor areas.
4	Conflict	A disagreement or fight between people, groups, or countries.	The conflict between the countries ended in warfare
5	Nuclear	relating to nuclear weapons or energy, often discussed in the context of religious views on peace and the sanctity of life.	Many religious leaders oppose the use of nuclear weapons due to their devastating effects on humanity.
6	Absolute	Something that is unchanging and universal, such as moral laws or divine commands in many religions.	Some religious traditions teach that God's authority is absolute and must be obeyed without question
7	Holy war	A war fought because of religious reasons or beliefs.	In history, many holy wars were fought over control of sacred lands.
8	Victims of war	People who suffer or are harmed because of a war.	The victims of war needed food, shelter, and medical care after the fighting ended.
9	Predominant	The most, practice, or value in a religious community.	In the Middle East, Islam is the predominant religion, shaping the culture and laws of many countries.

Religious Studies Curriculum Dictionary: Tier Three Words

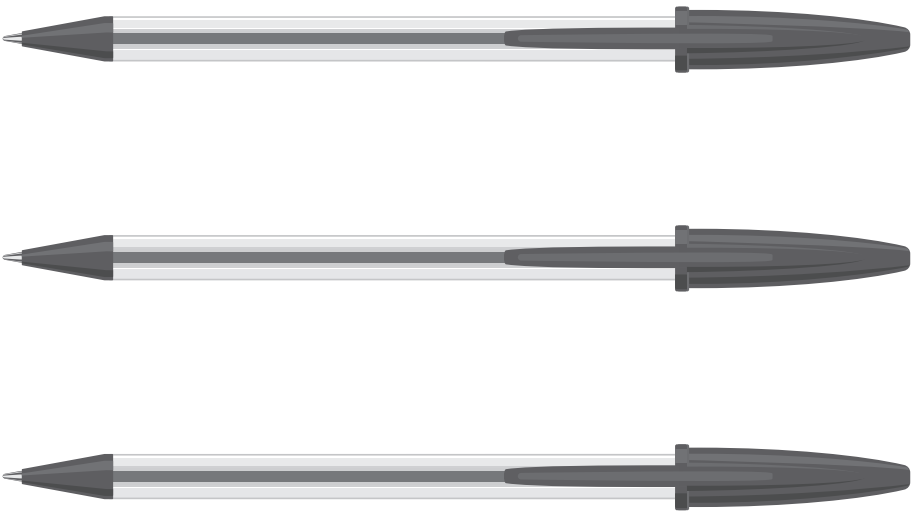
Week	Word	Definition	In a sentence:
1	Golden rule	The principle of treating others as you would want to be treated, found in many religious teachings.	In Christianity, the Golden Rule is expressed in Jesus' teaching: "Do to others as you would have them do to you."
2	Corporal punishment	Physical punishment, often debated in religious contexts regarding discipline and morality.	Some religious traditions support corporal punishment for children as a way of teaching respect and obedience, while others reject it.
3	Chaplain	A religious leader who provides spiritual support in places like schools, hospitals, prisons, or the military.	The chaplain visited the hospital ward to offer prayers and comfort to patients of all faiths.
4	Just War Theory	A set of ethical rules in Christianity and other when war can be morally justified.	According to Just War Theory , a war must have a just cause, such as protecting innocent lives, to be considered moral.
5	Weapons of mass destruction	Weapons that can cause widespread destruction and loss of life, often condemned by religious groups.	Many faith leaders argue that using weapons of mass destruction goes against the sanctity of life.
6	Pacifist	A person who believes that violence, including war, is wrong and promotes peace instead.	Many Quakers are pacifists , refusing to fight in wars because of their religious beliefs.
7	Jihad	In Islam, it means striving or struggling in the way of God, which can refer to personal self-improvement or, in some cases, a holy struggle.	Muslims may see jihad as a spiritual effort to live a good and faithful life.
8	Agape	A Greek word for selfless, unconditional love, often associated with God's love for humanity in Christianity.	Christians are encouraged to show agape by helping those expecting anything in return.
9	Census	An official count of a population, often mentioned in religious texts or used for governance.	The Bible describes a census ordered by Caesar Augustus, which led Mary and Joseph to travel to Bethlehem.

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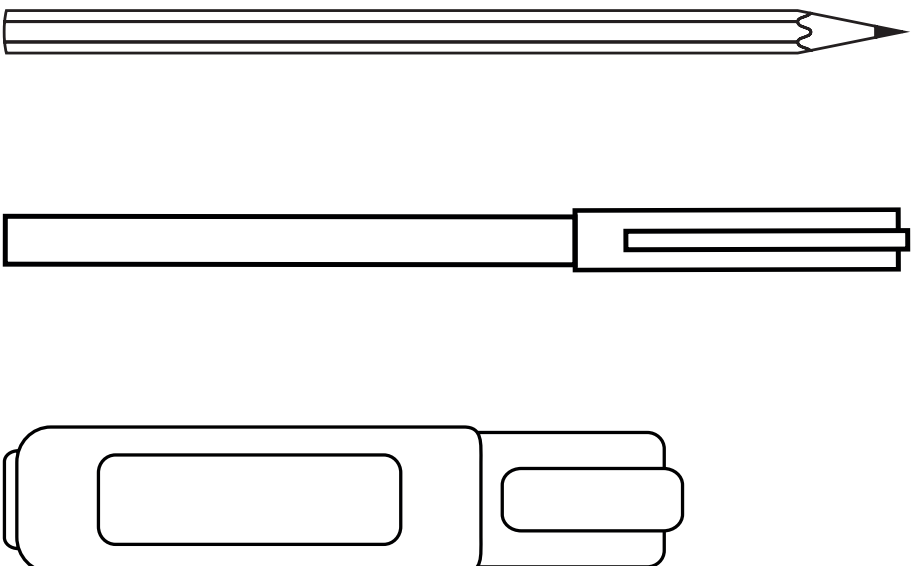
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Tools for Learning

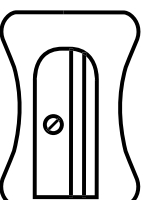
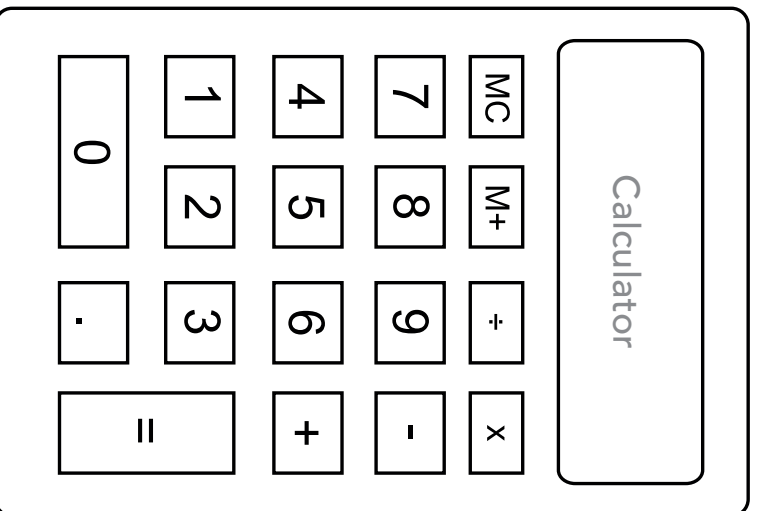
All equipment is available to purchase from the Reprographics Department



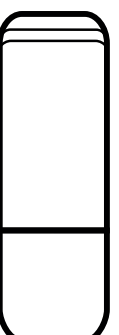
Black, Blue & Purple Pens



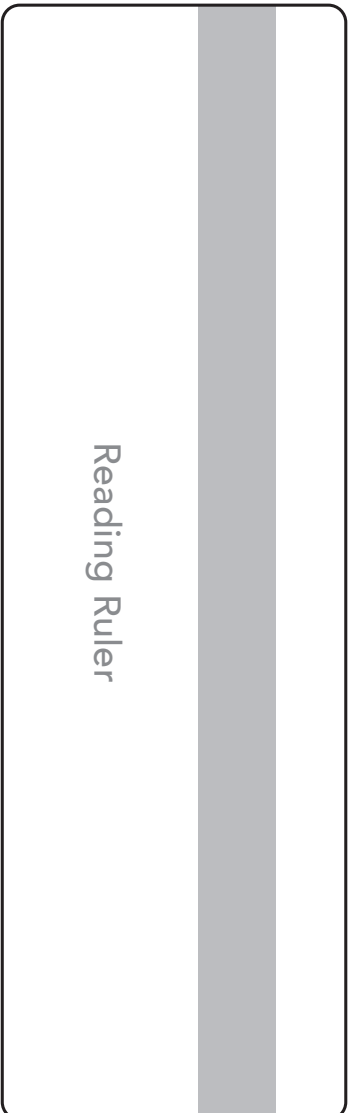
Pencil, Whiteboard Pen & Highlighter



Pencil Sharpener



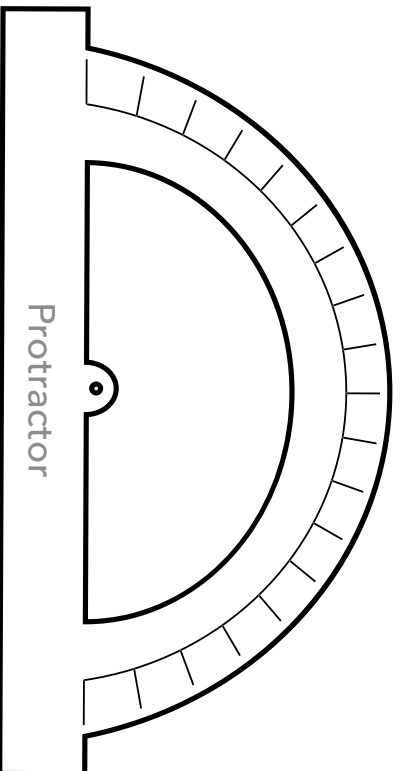
Eraser



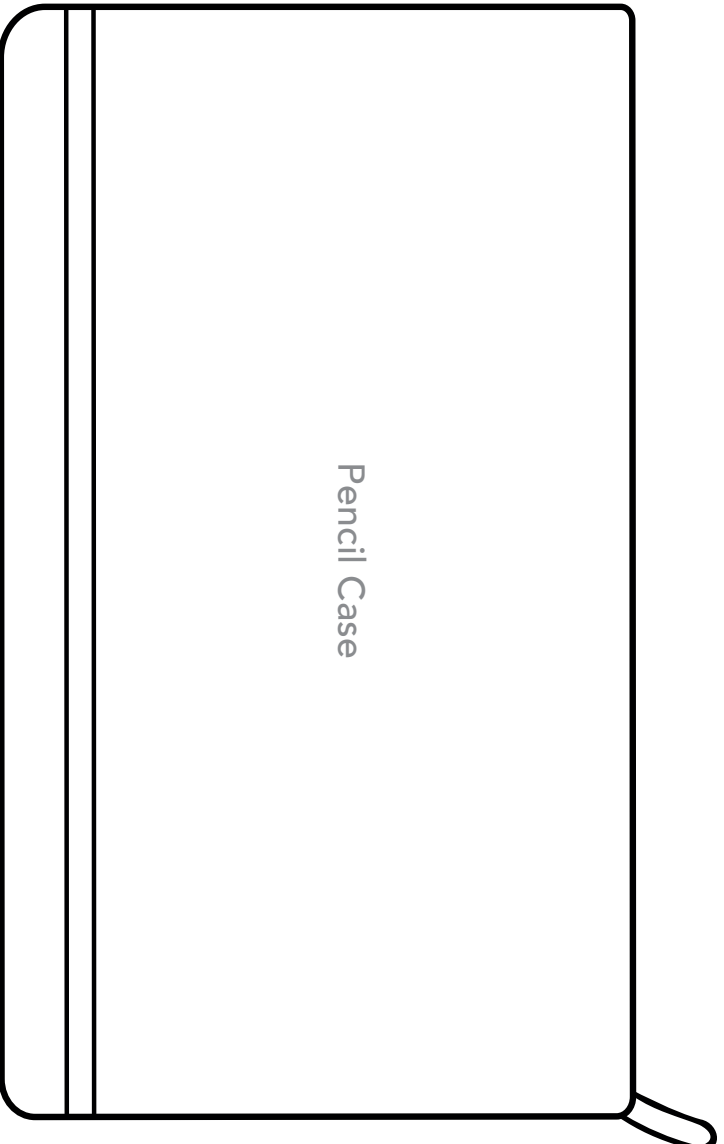
Reading Ruler



GLUE



Protractor



Pencil Case



30cm Ruler



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