

The Scholar's Guide

The **OSA** Way

Year 10

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



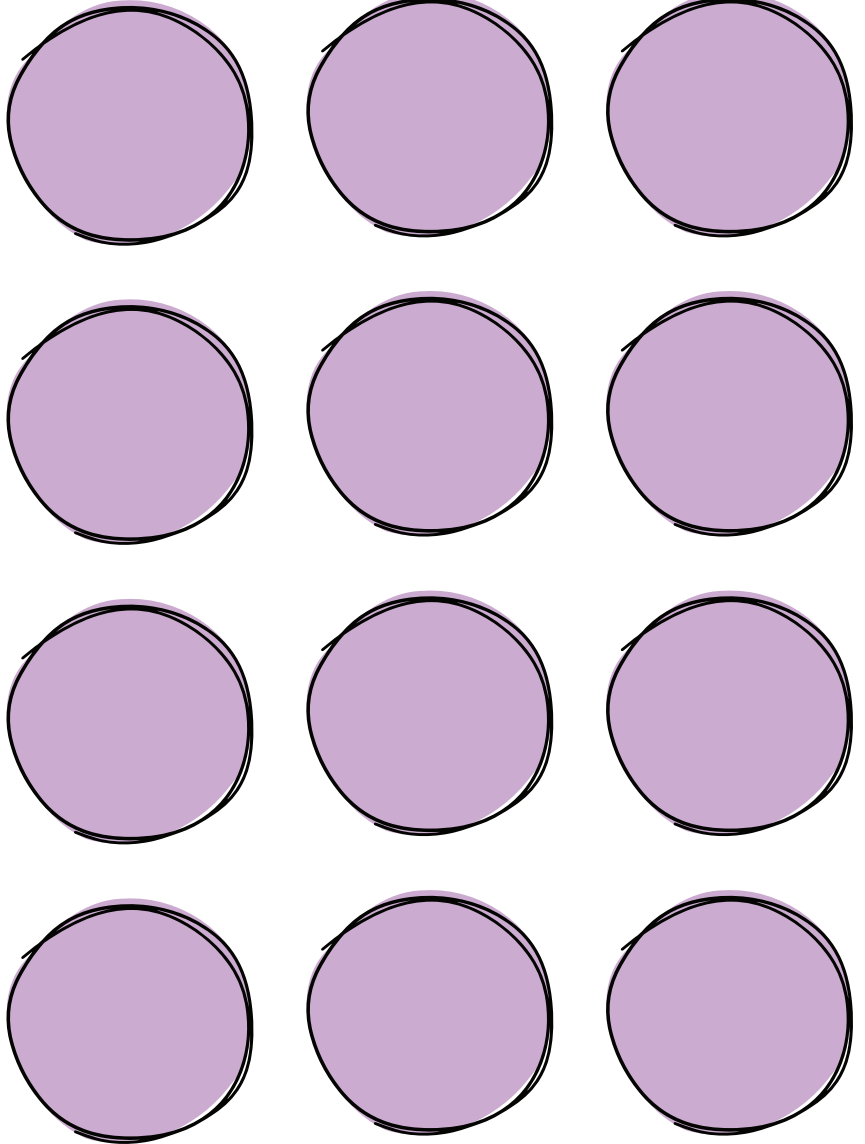
8:30am
The Late Bell goes at 8:30am
Students will be directed to the late tutor room
Lateness logged on Bromcom



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 with three stars, a blue one with three stars, and a green one with three stars. Each badge has '100% ATTENDANCE' written on it. Below each badge is its respective cycle label: '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 larger pink badge with three stars and '100% ATTENDANCE'. At the bottom right is a cartoon illustration of a smiling male student with dark hair, wearing a blue suit jacket, white shirt, 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 10 Pastoral Team



Year 10 Tutor Team



Ms Bhatti
Head of Year



Ms Yusof
Pastoral Leader



Ms Hughes
Director of Behaviour and Inclusion



Ms Coley
SENDCO



Ms Baker
Designated
Safeguarding Lead



Ms Henry
Deputy DSL



Mr Hussain
SLT Link



Mr Boyd
Behaviour Support Manager



Ms May
EDI Lead



Ms Richardson
Deputy DSL



Ms Doggett



Mr Michno



Mr Newbold



Ms Bureau



Ms Frykfors



Ms Bartlett



Ms Hopkins



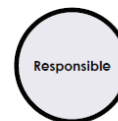
Ms Qira



Mr Marin

THE OSA WAY

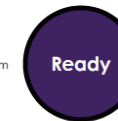
We are always...



- Attending restoratives with teachers
- For our own learning
- For being kind & respectful towards every member of our community



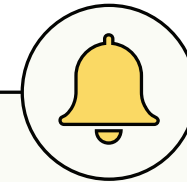
- In the lesson
- In the House System
- Working Towards School Honours



- In Uniform
- With Equipment
- Distraction Free

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

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

YR 8

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

YR 9

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

YR 10

- Macbeth
- Charles Dickens: A Christmas Carol
- Amber Freche: My Sister Lives on the Mantlepiece
- Suzanne Melisa: No Fixed Address
- Elizabeth Day: Magpie
- Patron Saints of Nothing
- Angie Thomas: The Hate U Give
- Anthony Horowitz: The House of Silk
- The Recruit
- Maya Angelou: I Know Why the Caged Bird Sings
- Supreme Lie
- Malorie Blackman: Boys Don't Cry

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



THE OSA KNOWLEDGE ESSAY

WHAT IS IT?

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

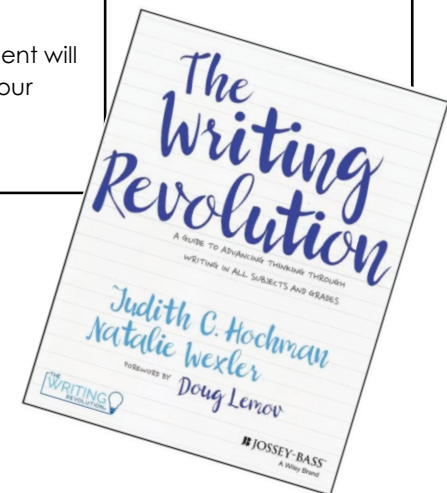
At Spires we have invested time and training using the research from 'The Writing Revolution' (J.Hochman) in order to create 'The Knowledge Essay' which year 7-9 will complete at the end of each cycle.

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

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

THE STRUCTURE

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



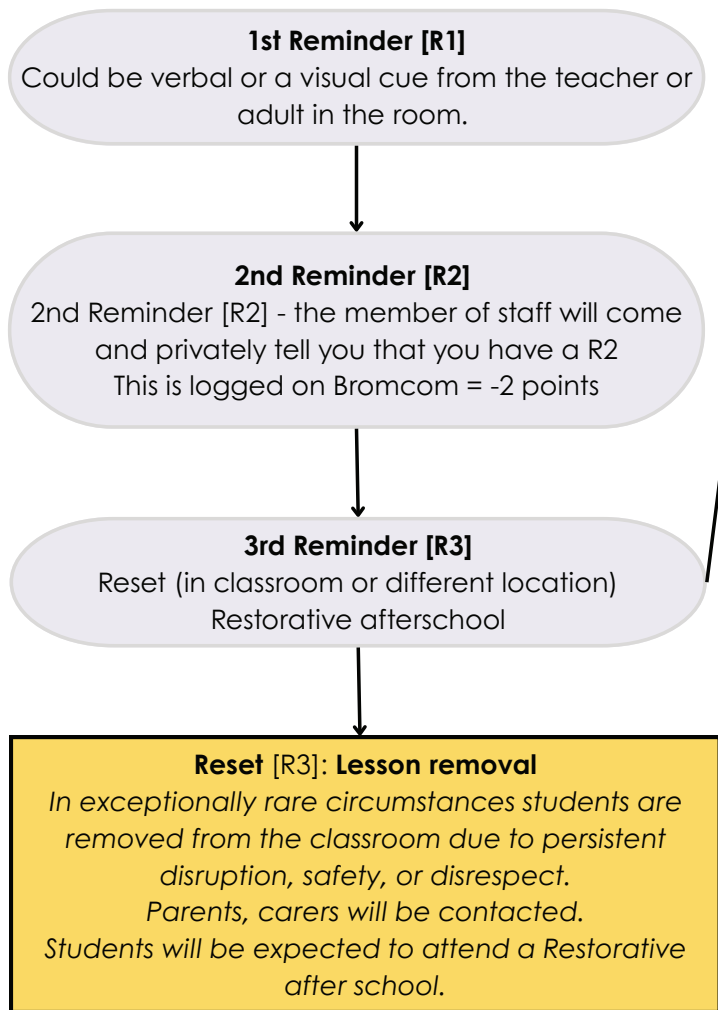


BE ENGAGED

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

CLASSROOM REMINDER SYSTEM

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



Restorative Conversations

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

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

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

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

So, what does that actually mean for you?

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

In that conversation:

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

A good restorative shows that:

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

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



Be Engaged!

VISUAL CUES

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



Purple Pens



Turn and talk



Glue it in



Independent Work/You do



Active listening/I do



Mini Whiteboards



Scholars Guides Out



Reading Rulers



Exit Ticket



Cleaning up



English: Analysis



English: Drill



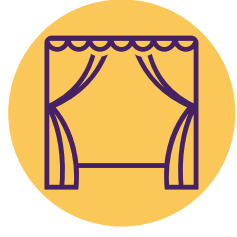
Art: Collect Equipment



History: 5 Bums on a Bench



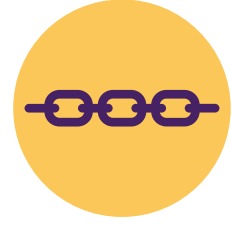
History: CHOPAR



Performing Arts: Respectful Audience for Performances



Business: Application of Case Study



Business: Logic Chain Analysis



Business/Maths/Science: Use of Calculator to Solve



Science: Practical



Be Engaged! OSA HOUSE HONOURS



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

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

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

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



OSA HOUSE HONOURS



How to earn:

Half Colours - Three items from each category

Full Colours - Six items from each category

Honours - Nine items from each category



Academic

- Attend Champion's Hour 10+
- Attend subject intervention 5+
- Book Report
- Attend meet the tutor evening
- Attend Student Consultation evening
- Maths Challenge (intermediate level)
- 98% attendance in Cycle 1
- 98% attendance in Cycle 2
- OSA Score 80+
- ASPIRE points +500
- Top 25 Cycle 1
- Top 25 Cycle 2
- Subject Award

Community

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

Extra Curricular

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



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!

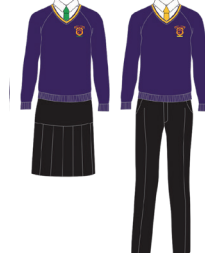
Any year group

- **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.

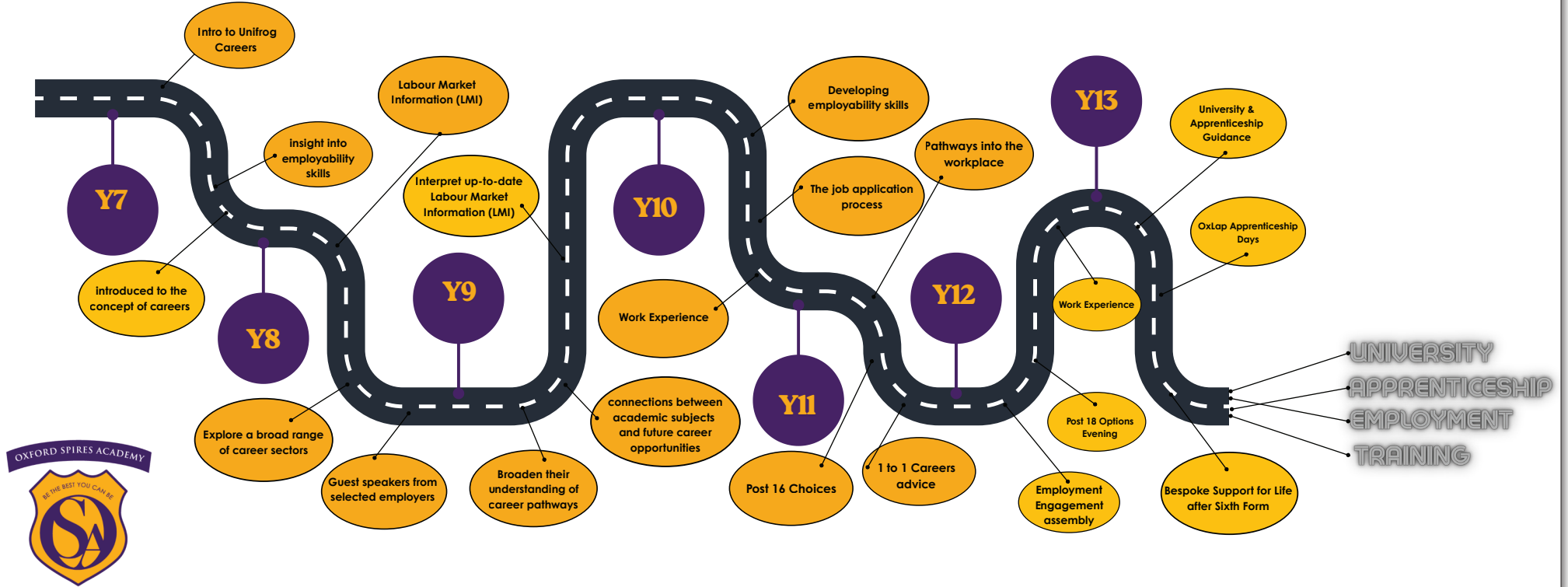
REMINDER

- 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 10, 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 by reviewing your upcoming topics and deadlines, then creating a realistic study plan that balances focused work, revision, and rest. It also helps to stay organised, ask for help early when you need it, and keep a growth mindset that focuses on effort and improvement. If you encounter harmful content, you should stop viewing it immediately, avoid sharing it, and use the platform's report tools to flag it. You should also speak to a trusted adult or safeguarding contact for support and seek professional help if the content has affected your wellbeing. 	<ul style="list-style-type: none"> I can plan effectively for success and know how to respond safely if I encounter harmful content online.
2	<ul style="list-style-type: none"> Criminals often use phishing emails, fake websites, and social engineering to trick people into sharing personal details or sending money. They typically create urgency or fear to pressure quick decisions, and they may impersonate trusted organisations to appear legitimate. You can spot misinformation by checking the source, looking for verifiable evidence, and comparing against reputable outlets. It is also wise to be wary of sensational or emotionally charged headlines and to challenge claims that discourage scrutiny or rely on unproven "insider" knowledge. 	<ul style="list-style-type: none"> I can recognise online scams and critically evaluate information to avoid misinformation and conspiracy theories.
3	<ul style="list-style-type: none"> Exploiters may start by building trust through attention, gifts, or favours, then demand secrecy to isolate the person from support. They use emotional pressure—such as guilt, fear, or false promises—to make someone feel dependent and to discourage them from seeking help. Criminal and sexual exploitation can lead to trauma, mental health difficulties, disrupted education or employment, and damaged relationships. To avoid being drawn in, you should set firm boundaries, question requests for secrecy, seek advice from trusted adults, and report concerns early. 	<ul style="list-style-type: none"> I can understand how exploiters manipulate trust and avoid being drawn into harmful or illegal situations.
4	<ul style="list-style-type: none"> A belief or idea may be radical or extreme if it rejects tolerance, encourages violence or harm, or demands unquestioning loyalty to one ideology. It often discourages open discussion, isolates people from other viewpoints, and frames opponents as enemies rather than as people to be understood. Social media algorithms can create echo chambers by repeatedly showing similar content, which reinforces existing beliefs and reduces exposure to opposing views. Misinformation spreads quickly online and can make radical ideas appear more credible, especially when shared by influential accounts or communities. 	<ul style="list-style-type: none"> I can identify radical or extreme ideas and understand how social media and echo chambers spread them.
5	<ul style="list-style-type: none"> Justice and the rule of law ensure that everyone is treated fairly, held accountable under the same rules, and protected from abuse of power. Without them, trust in institutions collapses, corruption grows, and people's rights and freedoms are at risk. Individual rights safeguard people from wrongful punishment and guarantee that evidence is tested impartially before a verdict is reached. The right to a fair trial supports public confidence in the justice system and helps maintain democracy by protecting citizens from state overreach. 	<ul style="list-style-type: none"> I can appreciate why justice and the rule of law protect democracy and understand the importance of individual rights.

Year 10, Cycle 3 Character Education

Week	I will need to know:	So that I can:
6	<ul style="list-style-type: none"> The system uses youth courts and tailored interventions to address the causes of offending, aiming to reduce reoffending and support positive change. Rehabilitation may include education, counselling, restorative justice, and community service, all designed to help young people reintegrate safely. Careers include police officer, lawyer or barrister, probation officer, prison officer, youth justice worker, forensic scientist, court clerk, and roles within the Crown Prosecution Service. There are also specialist positions such as victim support worker, criminologist, and rehabilitation programme coordinator. 	<ul style="list-style-type: none"> I can learn how youth offenders are rehabilitated and explore careers within the criminal justice system.
7	<ul style="list-style-type: none"> Antisocial behaviour can include vandalism, harassment, underage drinking, aggressive conduct, and disorder in public spaces. Online antisocial behaviour such as bullying, hate speech, and harassment also harms individuals and communities. Serious antisocial behaviour can lead to police action, fines, criminal records, and restrictions on future education, housing, or employment. It also causes real harm to victims and erodes trust and safety within the community. 	<ul style="list-style-type: none"> I can recognise antisocial behaviour and understand the risks and consequences of serious offences.
8	<ul style="list-style-type: none"> Common loans include personal loans, student loans, car finance, and mortgages, each with different interest rates and repayment terms. Understanding the total cost, the length of the loan, and the impact of interest helps you choose responsibly. A payslip typically shows your gross pay, tax, National Insurance, pension contributions, and any other deductions or benefits. Reading these details carefully helps you budget, check for errors, and understand your take-home pay. 	<ul style="list-style-type: none"> I can understand loans and payslips to manage money responsibly and prepare for financial independence.
9	<ul style="list-style-type: none"> Poor financial decisions can damage your credit score, make it harder to rent or get a mortgage, and even affect some job applications. Persistent debt causes stress and limits future choices, reducing financial independence and opportunities. You can plan by setting clear goals, creating a budget, and saving regularly in suitable accounts. Using financial tools—such as budgeting apps, savings plans, and basic investment options—helps you manage risk and stay on track. 	<ul style="list-style-type: none"> I can avoid poor financial decisions and plan for future goals like university, travel, or work.
10	Assessment Week	
11	<ul style="list-style-type: none"> You should set clear boundaries, avoid enabling their behaviour, and seek support from professionals, charities, or support groups. It is important to prioritise your own wellbeing and safety, and to encourage the person to access treatment when they are ready. Gambling is harmful because it can lead to addiction, financial loss, and mental health problems such as anxiety and depression. The cycle of chasing losses often worsens debt and stress, affecting relationships, work, and long-term wellbeing. 	<ul style="list-style-type: none"> I can manage situations involving addiction and understand why gambling is harmful to wellbeing and finances.
12	Super Teaching Week	

Year 10, Cycle 3: English - Macbeth

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

Week	I will need to know...	So that I can....
1	<ol style="list-style-type: none"> Macbeth was written by William Shakespeare and first performed in the Jacobean Era. The Jacobeans were pious people who followed the Great Chain of Being and believed in the Divine Right of Kings, as did King James I. The supernatural creates fear and disorder; the witches speak in paradoxes like "Fair is foul, and foul is fair." This contradiction introduces the theme of appearance vs reality and signals that their influence will shape the tragedy to come. The Jacobeans feared witchcraft; women were often falsely accused of being witches, reflecting an attitude of hysteria and suspicion towards women who defied social norms. Writers make deliberate choices. When we read Shakespeare, we must consider what he could be advocating, celebrating, critiquing, exposing, teaching and warning. 	<ol style="list-style-type: none"> Understand how Jacobean beliefs about The Great Chain of Being, the supernatural and original sin shaped the original biblically literate audience's reactions. Explain how Shakespeare introduces key themes. Analyse how Shakespeare makes deliberate choices to create an ominous tone and link the witches to the unnatural in Act 1, Scene 1.
2	<ol style="list-style-type: none"> In the Captain's speech (Act 1, Scene 2), Macbeth is praised as "brave" and "valiant," showing him as violent yet a perfect subject — loyal and honourable at this stage in the play. Aristotle identified that a tragic hero would have a hamartia, a fatal flaw, and for Macbeth this is his ambition. Ambition is introduced as a dangerous force in Act 1 Scene 3 and 4 that can corrupt morality and lead to downfall. Shakespeare shows how prophecy begins to corrupt Macbeth's loyalty. The Gunpowder Plot made treason a terrifying crime; Jacobeans valued loyalty to the king and saw regicide as an attack on divine order. 	<ol style="list-style-type: none"> Analyse how Shakespeare contrasts Macbeth's early heroism with the seeds of ambition planted by the witches. Explain how Shakespeare establishes Macbeth as a tragic hero and hints at Macbeth's fatal flaw by having the witches influence Macbeth without controlling him. Understand how Jacobean fears of treason and rebellion shaped audience reactions and attitudes.
3	<ol style="list-style-type: none"> A foil in literature is created to present a character contrast. Banquo is Macbeth's foil because he resists the witches' temptations and remains loyal and honourable, A soliloquy is a speech delivered by a character revealing their inner thoughts and feelings. In Lady Macbeth's soliloquy, she calls on spirits to 'unsex me here' which suggests she wants to be able to act without guilt. Jacobean women were relegated to the domestic sphere, expected to embody obedience with their roles confined to household duties and child-rearing. Any attempt to exert influence beyond these boundaries was viewed as subversive and threatening to the patriarchal order. 	<ol style="list-style-type: none"> Analyse how Shakespeare uses Banquo as a moral contrast: while both men hear the witches' prophecy, only Macbeth chooses to act on it with violence. Understand the purpose of a soliloquy and how it provides valuable character insight. Explain how Lady Macbeth challenges Jacobean gender expectations with Lady Macbeth's rejection of femininity.
4	<ol style="list-style-type: none"> A thesis statement is a single, clear sentence in an academic essay that expresses my main argument or central idea. My thesis statement ensures my essay stays coherent and purposeful, linking all points back to one main idea. Shakespeare presents Lady Macbeth as duplicitous, masking murderous intent behind a façade of loyalty and grace Shakespeare portrays Lady Macbeth as dominant and manipulative, as she uses emasculating language to compel Macbeth into committing the heinous crime of regicide. 	<ol style="list-style-type: none"> Successfully self-assess my work against GCSE criteria. Explain why Duncan's trust, Lady Macbeth's manipulation and Macbeth's temptation create dramatic irony. Understand the power dynamics within Macbeth's marriage. Analyse how Lady Macbeth challenges gender norms through her language.
5	<ol style="list-style-type: none"> Macbeth's reaction to Duncan's murder is disorientation and guilt, contrasting with Lady Macbeth's pragmatic and controlling response, which shifts the power dynamic in their relationship. Macduff's emotional response to Duncan's death is authentic and powerful, contrasting sharply with Macbeth's false grief. The natural world responds to Duncan's death through unnatural events, symbolising cosmic disorder: daylight turns dark, an owl kills a falcon, and Duncan's horses eat each other (Act 2, Scene 4). The act of King Duncan's regicide is not shown on stage. A Jacobean audience would have considered the depiction of a king's murder shocking and sacrilegious. 	<p>Answer an exam question exploring a character or theme across the play.</p>

Year 10, Cycle 2: English - Macbeth

Week	I will need to know...	So that I can...
6	<ol style="list-style-type: none"> Shakespeare uses the Porter's comic monologue as a moment of dark humour and dramatic irony immediately after Duncan's murder. The Porter imagines himself as the gatekeeper of hell, which symbolically aligns Macbeth's castle with damnation following regicide. Macbeth's paranoia intensifies after he usurps the throne. He arranges the murder of Banquo and attempts to kill Fleance, showing that he is no longer only reacting to prophecy — he is acting independently to protect his power Macbeth and Lady Macbeth's relationship deteriorates, ; their former unity collapses into silence and mistrust. The ghost of Banquo embodies Macbeth's guilt and fear, blurring the line between psychological torment and supernatural influence. This emotional instability is part of his tragic arc. 	<ol style="list-style-type: none"> Understand that the "hell-gate" imagery reinforces the moral corruption and chaos unleashed by Duncan's death. Analyse how Shakespeare uses Macbeth's insecurity to condemn the corrupting nature of ambition. Explain how Shakespeare uses the breakdown in the Macbeth's relationship to illustrate the isolating nature of sin against God and humanity.
7	<ol style="list-style-type: none"> The word "blood" appears over 40 times throughout Macbeth, making it one of the most dominant motifs in the play. Macbeth feels trapped in a cycle of violence — once he has started, he believes he must keep killing to maintain power. Macbeth's downfall takes place gradually, with each new crime showing further moral decay. Macbeth returns to the witches and is shown a series of apparitions. The supernatural here gives Macbeth a false sense of security. Macbeth's decision to slaughter Macduff's family is particularly shocking and reveals moral disintegration; prophecy becomes a justification for atrocities. 	<ol style="list-style-type: none"> Understand how the motif of blood symbolises guilt and the irreversible consequences of violence. Explain how Shakespeare uses Macbeth's affiliation with the supernatural as a warning of how dangerous it is to rely on forces that twist truth. Analyse how Macbeth's use of violence becomes more extreme as his sense of morality fades.
8	<ol style="list-style-type: none"> When Macduff hears that his wife and children have been murdered, Malcolm tells him to "dispute it like a man." Macduff replies, "I shall do so, / But I must also feel it as a man." This moment is significant. Shakespeare uses Macduff to show that true masculinity includes emotion, grief, and sensitivity. In Act 4, kingship is presented as a role that demands virtue and selflessness. Scotland becomes a metaphor for national suffering under Macbeth's tyranny. Macbeth's rule is based on fear, not respect. Macbeth is no longer the admired warrior of Act 1 — now, he is referred to as a "tyrant" by other characters. Lennox and the Lords speak in sarcasm and rebellion, and Malcolm contrasts him with the "gracious" Duncan. 	<ol style="list-style-type: none"> Understand how through Macduff, Shakespeare redefines masculinity as honourable and protective, opposing Macbeth's violent, self-serving model. Analyse how Shakespeare uses the dialogue between Macduff and Malcolm to show that kingship is defined by moral integrity rather than mere inheritance or strength Explain how Shakespeare highlights how Macbeth's violent reign has impacted those under his rule, turned people against him.
9	<ol style="list-style-type: none"> Lady Macbeth's decline is portrayed with deep emotional and psychological intensity. Her sleepwalking scene is one of the most memorable portrayals of guilt in literature. She obsessively rubs her hands, crying, "Out, damned spot! Out, I say!" Macbeth becomes emotionally numb, isolated, and resigned to meaninglessness: "Life's but a walking shadow." His guilt has been buried, but at the cost of his humanity. Macbeth is a man who has lost everything, even before his death. Macbeth's final moments confirm his status as a tragic hero. Though he knows he is doomed, he refuses to surrender, choosing to go out fighting. Shakespeare gives him a degree of dignity in his final fight, showing that he is still a warrior at heart. 	<ol style="list-style-type: none"> Understand how Shakespeare presents Lady Macbeth's decline into madness as the emotional cost of encouraging violence. Analyse how Shakespeare uses bleak, poetic language to show that Macbeth has become disconnected from the world. To reflect on why Macbeth was crafted by Shakespeare to be a tragic hero and to comment on writer's intent.
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	
11	<ol style="list-style-type: none"> Machiavellian means to be cunning and sly with a desire for power. How to dependently recall the stages needed to be covered within an exam response. address the focus of the question, support points with textual evidence and analysis whilst showing an appreciation of context and writer's intent 	<ol style="list-style-type: none"> To evaluate how Machiavellian Macbeth was. Make connections across the play thematically and identify reoccurring images.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments to strengthen your knowledge and address any gaps.	

Year 10 Maths and Statistics Cycle 3 Edexcel

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

Week	I will know that:	So that I can:
1 Non Right angle trigonometry	<ul style="list-style-type: none"> I use the sine rule to calculate an angle or a side when I have a matching pair of angles or sides. I use the cosine rule when calculating an angle if I have all 3 sides, or a side if I have a trapped angle 	<ul style="list-style-type: none"> Use the sine rule - U952 Use the cosine rule - U591 Use the area rule - U592
2 Percentages & Interest	<ul style="list-style-type: none"> The percentage multiplier is calculated by converting the percentage to a decimal and then adding it to 1 if increasing a number and subtracting it from 1 if decreasing a number. To calculate compound interest, you multiply the original amount by the decimal multiplier to the power of the number of years. 	<ul style="list-style-type: none"> Percentage change with a calculator - U671 Compound interest calculations - U332
3 Planning Data Collection	<ul style="list-style-type: none"> Primary data is collected for a specific purpose and secondary data is data that already exists Fair (not biased) data needs to represent the population A bigger sample size gets more accurate results 	<ul style="list-style-type: none"> Explain how to take a random sample Explain the advantages and disadvantages of different sampling methods
4 Collecting Data	<ul style="list-style-type: none"> A closed question has a fixed number of possible answers, e.g. yes/no. An open question allows any answers. A question should allow for all possible answers to your question and shouldn't be leading or biased 	<ul style="list-style-type: none"> Design and critique questionnaires
5 Representing Data	<ul style="list-style-type: none"> Cumulative Frequency is calculated by creating a running total of each frequency Cumulative frequency curves join up the end points of each frequency group with a smooth curve 	<ul style="list-style-type: none"> Interpret and draw cumulative frequency graphs – U642 and U182

Year 10 Maths and Statistics Cycle 3 Edexcel

Week	I will know that:	So that I can: Sparx code
6 Representing Data	<ul style="list-style-type: none"> Histograms are used for continuous data and have no gaps in the bars Frequency Density is used for unequal class widths and $FD = \frac{\text{Frequency}}{\text{class width}}$ Frequency = area of the bar (class width x frequency density) To find the mean from a histogram you need to work out the frequencies 	<ul style="list-style-type: none"> Presenting data and making conclusions - U571 Comparing populations using diagrams - U520 H Interpreting histograms - U983
7 Analysing and Interpreting Data	<ul style="list-style-type: none"> To calculate the mean from a frequency table, multiply the variable by the frequency, add these up and divide by the total frequency. Range, standard deviation, interquartile range and interpercentile range all measure how spread out the data is. 	<ul style="list-style-type: none"> Finding averages from frequency tables - U569 Finding averages from grouped data - U877 Choosing suitable averages and solving problems - U717
8 Analysing and Interpreting Diagrams	<ul style="list-style-type: none"> Correlation can be positive or negative but does not show causation Correlation can be measured using the Product Moment Correlation Coefficient (PMCC) or the Spearman's rank correlation coefficient. Both correlation coefficients are between -1 and 1. A value closer to 1 shows a stronger correlation 	<ul style="list-style-type: none"> Understand correlation types and interpret correlation coefficients
9 Probability	<ul style="list-style-type: none"> Probability sits on a scale between 0 and 1 Probability can be written as a fraction, decimal or percentage We can use set notation to show a set of things, called a set. 	<ul style="list-style-type: none"> Complete sample space diagrams - U104 Complete venn diagrams - U476
10 Mocks	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	
11 Probability Distributions	<ul style="list-style-type: none"> For a normal distribution, values more than three standard deviations from the mean are very unusual; know that approximately 95% of the data lie within two standard deviations of the mean and that 68% (just over two thirds) lie within one standard deviation of the mean. 	<ul style="list-style-type: none"> Use and interpret the binomial and normal probability distributions
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments to strengthen your knowledge and address any gaps.	

Year 10 GCSE Physical Education

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

Week	I will need to know:	So that I can:
<p>1 Aerobic and Anaerobic exercise / Player conduct</p>	<p>Aerobic is the process of creating energy when using oxygen and is used for low/moderate intensity, long duration exercise. Anaerobic is the process of creating energy without using oxygen and is used for high intensity, short duration exercise.</p> <p>Definitions of the terms: etiquette, sportsmanship, gamesmanship and contract to compete. Sporting examples of each of the terms related to player conduct. The Impact of player conduct on the sport and supporters.</p>	<p><u>Analyse</u> activities to determine whether they are aerobic or anaerobic.</p> <p><u>Give</u> definitions and examples of etiquette, sportsmanship, gamesmanship and contract to compete in different sports.</p>
<p>2 EPOC / Supporter conduct</p>	<p>EPOC stands for Post-Exercise Oxygen Consumption. Oxygen debt is the temporary oxygen shortage in the body due to strenuous exercise. Elevated breathing rates are maintained after exercise to repay the oxygen debt.</p> <p>The positive influences of spectators at matches/events include: creation of atmosphere & home-field advantage. The negative influences of spectators at matches/events include: negative effect on performance as a result of increased pressure, potential crowd trouble, safety costs and negative effect on participation number amongst younger players.</p>	<p><u>Explain</u> why EPOC occurs and how the oxygen debt is repaid.</p> <p><u>Evaluate</u> the impact of supporters at matches/events.</p>
<p>3 Recovery methods / Supporter conduct</p>	<p>Recovery methods after exercise are cool downs, diet manipulation (including rehydration), ice baths and massages. These are used to speed up recovery and reduce the negative effects on the body from exercise.</p> <p>Definition of hooliganism. The reasons why hooliganism occurs include: rivalries, hype, drugs/alcohol, gang culture, frustration and displays of masculinity.</p>	<p><u>Evaluate</u> the advantages and disadvantages of different recovery methods.</p> <p><u>Evaluate</u> the effectiveness of strategies to combat hooliganism.</p>
<p>4 Immediate effects of exercise / Supporter conduct</p>	<p>Immediate effects of exercise occur during an exercise session, and are Heart rate and stroke volume increases, breathing rate and depth of breathing increases, and body temperature increases (shown by skin going red and sweating). All these changes allow extra oxygen to be delivered to working muscles enabling exercise to occur.</p> <p>Strategies used to combat hooliganism include: early kick-offs, all seater stadia, segregation of fans, improved security, alcohol restrictions, travel restrictions, banning orders, education/promotional campaigns and high profile endorsements.</p>	<p><u>Explain</u> why immediate effects of exercise occur and the effects they have on the body.</p> <p><u>Evaluate</u> the effectiveness of strategies to combat hooliganism.</p>
<p>5 Short term effects of exercise / Prohibited substances</p>	<p>Short term effects of exercise occur up to 24-36 hours after exercise, and are fatigue, dizziness, nausea, Delayed onset muscle soreness (DOMS), and cramp. The recovery methods from week 3 can be used to reduce the impact that these effects have on the body.</p> <p>Categories of prohibited substances are: stimulants, narcotic analgesics, anabolic agents, peptide hormones (EPO) and diuretics. The basic positive effects and negative side effects of each category of prohibited substance.</p>	<p><u>Explain</u> why short term effects of exercise occur and the impact they have on the body.</p> <p><u>Describe</u> the effects of different prohibited substances. <u>Link</u> prohibited substances to the sports they may be most beneficial for.</p>

Year 10 GCSE Physical Education

Week	I will need to know:	So that I can:
<p>6</p> <p>Long term effects of exercise / Prohibited methods & Restricted drugs</p>	<p>Long term effects of exercise occur after months and years of training, and are reduction in weight, hypertrophy (increase in muscle size), improvements in components of fitness, cardiac hypertrophy (increase in size of heart muscle), and bradycardia (reduction in resting heart rate).</p> <p>Blood doping involves the removal of blood a few weeks prior to competition. The side effects of blood doing include: thickening of blood (viscosity), potential infection, potential for heart attack and embolism. Beat blockers are taken reduce heart rate, muscle tension and blood pressure, reduce the effects of adrenaline and improve fine control/preciseness. Side effects can lead to: nausea, weakness and heart problems.</p>	<p><u>Analyse</u> why long-term effects of exercise occur and the impact they can have on sports performance.</p> <p><u>Describe</u> the effects and dangers of blood doping and beta blockers. <u>Link prohibited</u> substances to the sports they may be most beneficial for.</p>
<p>7</p> <p>What is health and Fitness / Impact of doping</p>	<p>Health is 'a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity'. Fitness is 'the ability to meet/cope with the demands of the environment'. Relationship between the two. Doping - Advantages of doping for the performer are: increased chances of success, fame, wealth and level playing field. Disadvantages of doping for the performer are: cheating/immoral, associated health risks, fines, bans and reputational damage. Disadvantages of doping for the sport are: reputation and credibility.</p>	<p><u>Explain</u> the difference between Health and Fitness and the effect they have on each other.</p> <p><u>Evaluate</u> the impact of doping on performers and sports.</p>
<p>8</p> <p>Fitness Components / Revision</p>	<p>Fitness Components are speed, agility, balance, cardiovascular endurance, co-ordination, flexibility, muscular endurance, power, reaction time, strength (maximal, static, dynamic, and explosive). Definitions and application to sport.</p> <p>Ahead of your mocks we will spend this week revising the key content you need for your mocks.</p>	<p><u>Evaluate</u> the importance of different fitness components to different sports/sporting actions.</p>
<p>9</p> <p>Training methods (1) / Coursework prep</p>	<p>Training methods – circuit training (A series of exercises performed one after the other with a rest in between), can be used to improve many different components of fitness; and continuous training (Any activity that can be sustained without rest and repeated over and over), used to improve cardiovascular endurance.</p> <p>Methods of data collection for coursework. Key skills in different types of sports.</p>	<p><u>Analyse</u> the advantages and disadvantages of different training methods.</p> <p><u>Identify</u> key skills in chosen sport(s). <u>Collect</u> suitable data.</p>
<p>10</p>	<p>Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9 revising for assessments keeps you on the path to scholarship. Work hard and show your best!</p>	
<p>11</p> <p>Training methods (2) / Coursework prep</p>	<p>Training methods – fartlek training (means speed play, and involves changes in speed and or intensity), and Interval training (HIIT – High intensity interval training) involves periods of exercise followed by periods of rest.</p> <p>Methods of data collection for coursework. Key skills in different types of sports.</p>	<p><u>Analyse</u> the advantages and disadvantages of different training methods.</p> <p><u>Identify</u> key skills in chosen sport(s). <u>Collect</u> suitable data.</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>	

Science Y10 Combined

Cycle 3

Exam Board AQA

Y10 COMBINED AND TRIPLE SCIENCE

	Biology	Chemistry	Physics
Weeks	3 or 4 ppf	3 or 4 ppf	3 or 4 ppf
1&2	B3 Infection and Response	C4 Chemical Changes	P3 Particle Model of Matter
3&4	B3 Infection and Response	C4 Chemical Changes	P3 Particle Model of Matter
5&6	B3 Infection and Response	C4 Chemical Changes	P4 Atomic Structure
7&8	B4 Bioenergetics	C4 Chemical Changes	P4 Atomic Structure
9&10	B4 Bioenergetics	C5 Energy Changes	P4 Atomic Structure
11&12	Assessment & Reteach	Assessment & Reteach	Assessment & Reteach

Character Education Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Study Plan	A timetable or organised schedule that helps you decide what to study and when, so you stay on track with your learning.	She created a study plan to prepare for her mock exams without feeling overwhelmed.
2	Phishing	A type of online scam where someone pretends to be a real company to steal your personal details or money.	The email looked real, but it was actually a phishing attempt asking for his bank information.
3	Discourage	To make someone less likely to do something, often by showing the difficulties or risks.	Posters around school aim to discourage students from unsafe online behaviour
4	Ideology	A set of beliefs, values, or ideas that guide how a person or group thinks about the world.	Extremist groups often try to spread their ideology online to influence others.
5	Justice	Fair treatment under the law, making sure people are held responsible for their actions and victims are protected.	The justice system aims to make sure everyone is treated equally and fairly.
6	Interventions	Actions taken to improve a situation, prevent harm, or support someone who is struggling.	Early interventions can help prevent young people from being drawn into criminal activity.
7	Harassment	Unwanted behaviour that makes someone feel upset, threatened, or unsafe.	Online harassment can include sending rude messages or repeatedly targeting someone on social media.
8	Interest rates	The percentage of money you pay when borrowing, or earn when saving.	Higher interest rates made his loan more expensive over time.
9	Investment	Putting money into something (like a business, stocks, or property) with the hope it will grow in value.	She learned that investment can help people build long-term financial security.
10	Gambling	Risking money on games of chance, where the outcome is uncertain and often leads to financial loss.	They discussed how gambling can become addictive and lead to serious money problems.

Character Education Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Harmful context	A situation or environment where someone could be negatively affected, misled, or put at risk.	Sharing personal information in a harmful context online can put your safety at risk.
2	Social engineering	When someone tries to trick you into giving away personal information by pretending to be trustworthy.	Social engineering can include fake messages that seem to come from your bank.
3	Criminal and sexual exploitation	When someone is pressured, tricked, or forced into illegal activities or unsafe sexual situations for another person's benefit.	Lessons on criminal and sexual exploitation teach young people how to recognise warning signs and get help safely.
4	Algorithms	Sets of rules or steps that computers follow to make decisions, such as what content to show you online.	Algorithms on social media can influence what posts you see most often.
5	Democracy	A system of government where people have the power to vote and influence decisions.	In a democracy , citizens choose their leaders through free elections.
6	Restorative justice	A process where offenders and victims discuss the impact of a crime, aiming to repair harm and encourage positive change.	Restorative justice can help offenders understand how their actions affected others.
7	Criminal Record	An official record listing offences a person has been found guilty of.	A criminal record can affect future job opportunities.
8	National insurance	Money taken from wages to help fund services like healthcare, benefits, and pensions.	Most people start paying National Insurance when they begin working.
9	Credit score	A number that shows how reliable someone is at borrowing and repaying money.	A good credit score can help you get loans or rent a flat more easily.
10	Boundaries	Limits you set to protect your wellbeing, privacy, and comfort in relationships or interactions.	Setting healthy boundaries helps you feel safe and respected.

English Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Patriarchal	A system of society in which the father (or eldest male) is the head of the family.	Macbeth was first performed in the patriarchal Jacobean era which meant that males had greater power and influence than women.
2	Subvert	To undermine the power and authority of an established system or institution.	Lady Macbeth attempts to subvert the Jacobean patriarchal society.
3	Hamartia	A fatal flaw leading to the tragic hero's downfall.	Macbeth's hamartia is his ambition.
4	Ambition	A strong desire to do or achieve something.	Macbeth's ambition is awakened by the witches' prophecies and the words of Lady Macbeth.
5	Regicide	The purposeful killing of a monarch.	King Duncan's death is as a result of an act of regicide .
6	Deceitful	Dishonest behaviour or hiding the truth.	Lady Macbeth acts in a deceitful way towards Duncan when welcomes him to their castle knowing that her husband intends to kill him.
7	Usurped	The taking of a position illegally or by force.	Macbeth usurped the crown from its rightful heir Malcom.
8	Tyrant	A cruel and oppressive leader.	Macbeth is labelled a ' tyrant ' due to his merciless behaviour and violent actions towards those within Scotland.
9	Guilt	The fact of having committed a specified or implied offence or crime.	Lady Macbeth's confidence at the start of the play contrasts with the guilt that overwhelms her at the end of the play.
10	Machiavellian	To be cunning and sly with a desire for power.	Both Lady Macbeth and Macbeth' actions demonstrate their Machiavellian characteristics.

English Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Tragedy	A genre within literature where a hero is brought down by his/her downfall.	Shakespeare's 'Macbeth' is a tragedy due to the demise of the tragic hero Macbeth who started out as a 'noble' and 'valiant' warrior but due to his ambition becomes a murderous 'tyrant'.
2	Soliloquy	A speech from a character speaks to his or herself and reveals their inner thoughts and feelings.	Lady Macbeth delivers a soliloquy in act one of 'Macbeth' that reveals her heinous intentions to have Macbeth kill King Duncan.
3	Imagery	Visually descriptive language	Macbeth uses imagery as he describes his hallucination of the dagger to the audience: 'Is this a dagger I see before me. The handle before my hand?'
4	Foil	A character who is presented in contrast to a second character.	Banquo is Macbeth's foil within the play as throughout the play he is presented as loyal and honest which contrasts with Macbeth's dishonesty and duplicitous behaviour.
5	Semantic field	A collection of words that can be linked through theme	Shakespeare uses the semantic field of the evil within Macbeth to represent how Lady Macbeth and Macbeth's actions subvert religion. References to evil include: 'murder', 'spirits', 'instruments of darkness' and 'direst cruelty' and indicate how they become tempted by sin.
6	Foreshadowing	A narrative device in which a subtle hint or warning is given about events to come.	Following his murder of Duncan Macbeth has blood on his hands. Macbeth's bloody hands are foreshadowing the violent acts he will then become involved in. The bloody hands could also foreshadow the guilt that increases within Lady Macbeth that will also lead to her loss of control.
7	Allusion	An implied or indirect reference to a person, event or thing or another literary work which the audience are familiar with.	Within 'Macbeth' Shakespeare includes biblical allusions to which the pious Jacobean audience would have been familiar. An example of biblical allusions includes: 'Golgotha' (site of Christ's crucifixion) and 'Lucifer' (a bright angel who rebelled against God, like Macbeth)
8	Oxymoron	The pairing of two words together that are opposing and/or contradictory.	Within Act 1 Scene 1 Shakespeare uses the oxymoron of: 'fair is foul, and foul is fair' to indicate the evil character of the 'weird sisters' and their intentions to influence Macbeth.
9	Motif	A repeated idea or image used throughout a text.	Shakespeare uses the motif of sleep throughout 'Macbeth' which links to murder. Macbeth, after the murder of Duncan, says: 'Macbeth does murder sleep'
10	Theme	A universal idea or message explored throughout a literary text.	A theme within 'Macbeth' is ambition and how a person's ambitious desire for power can lead to their downfall.

Maths Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Calculate	To work something out using numbers or a method.	I can calculate the missing side using the sine rule.
2	Represent	To show information in a particular way.	A histogram can represent continuous data clearly.
3	Interpret	To understand and explain the meaning of something.	We interpret the cumulative frequency graph to find the median.
4	Estimate	To make a good guess based on the information you have.	I estimate the mean before calculating it exactly.
5	Distribute	To spread values out across a range.	A normal curve shows how data distribute around the mean.
6	Vary	To change or differ in amount or type.	The class widths vary , so we use frequency density.
7	Correlate	To have a relationship or connection with something.	Height and shoe size often correlate positively.
8	Bias	An unfair preference that affects results or decisions.	A biased question can lead to unreliable data.
9	Increase	To make something larger in size or amount.	Using a multiplier greater than 1 will increase the value.

Maths Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Trigonometry	A branch of maths that studies the relationships between angles and sides in triangles.	We use trigonometry to find missing sides in non-right-angled triangles.
2	Cumulative Frequency	A running total of all frequencies up to a certain point.	The cumulative frequency helps us estimate the median value.
3	Histogram	A graph for continuous data where bars touch and represent frequency density.	The histogram shows how the data is spread across different intervals.
4	Frequency Density	A value used in histograms, found by dividing frequency by class width.	We calculate frequency density to draw bars of the correct height.
5	Correlation	A measure of how strongly two variables are related.	The scatter graph shows a strong positive correlation .
6	Standard Deviation	A measure of how spread out the data is from the mean.	A small standard deviation means the data is close to the average.
7	Percentile	A value that shows the position of a data point compared to the whole set.	The 90th percentile is the value that 90% of the data falls below.
8	Multiplier	A number you multiply by to increase or decrease a value by a percentage.	To increase by 12%, we use a multiplier of 1.12.
9	Normal Distribution	A symmetrical, bell-shaped curve showing how data is spread around the mean.	In a normal distribution , most values lie close to the mean.

Physical Education Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence
1	Aerobic Etiquette	The production of energy in the presence of oxygen A convention or unwritten rule in an activity. It is not an enforceable rule but it is usually observed.	The marathon is an aerobic event Basketball players follow good etiquette when they are silent during an opponents free throw attempts.
2	Oxygen debt Spectator	A temporary shortage of oxygen in the body due to strenuous exercise A person who is watching.	The athlete had to take deep breaths to repay the Oxygen debt . Spectators can have an impact on an athletes performance.
3	Recovery Rivalries	The process of returning to a normal state of health, mind, or strength. Competition for the same objective or for superiority in the same sport/activity.	The athlete booked a massage to promote their recovery . Inter Milan and AC Milan have one of the biggest sporting rivalries in football.
4	Heart rate Combat	The number of times the Heart beats in a minute (bpm) To take action to reduce or prevent something bad or undesirable from happening	Heart rate increases when exercising. It is important that strategies are used to combat poor player or spectator behaviour.
5	Fatigue Prohibited	Extreme tiredness A substance or techniques that has been banned from use.	The footballer was suffering with fatigue during extra time. Players are prohibited from taking many additional substances that may improve their performance.
6	Hypertrophy Viscosity	The increase in the size of muscles after long term training Thickening of the blood.	The athlete's muscles underwent hypertrophy after months of weight training. Blood doping can lead to an increase in blood viscosity .
7	Health Reputation	A complete state of physical, mental and social well-being not merely the absence of disease or infirmity. The beliefs or opinions that are generally held about someone or something	The sportsperson was in good health prior to the competition. The reputation of women's football is really high at the moment after the Lionesses won Euro 2022.
8	Speed Feedback	The rate at which the body or body part moves (distance/time) Information about an athlete's performance that helps them to improve	The sprinter needs great speed to compete There are six different categories of feedback that can provide information to the athlete.
9	Circuit training Quantitative data	A series of exercises arranged in stations. Information that can be counted or measured numerically	The athlete used circuit training to improve their fitness. For your coursework you will use quantitative data to help identify and justify your weaknesses and strengths
11	Interval training Classification	Periods of high intensity exercise followed by periods of low intensity exercise The process of classifying a skill	The athlete used interval training to improve their fitness levels. There are eight different classification of skills.

Physical Education Curriculum Dictionary: Tier Three Words

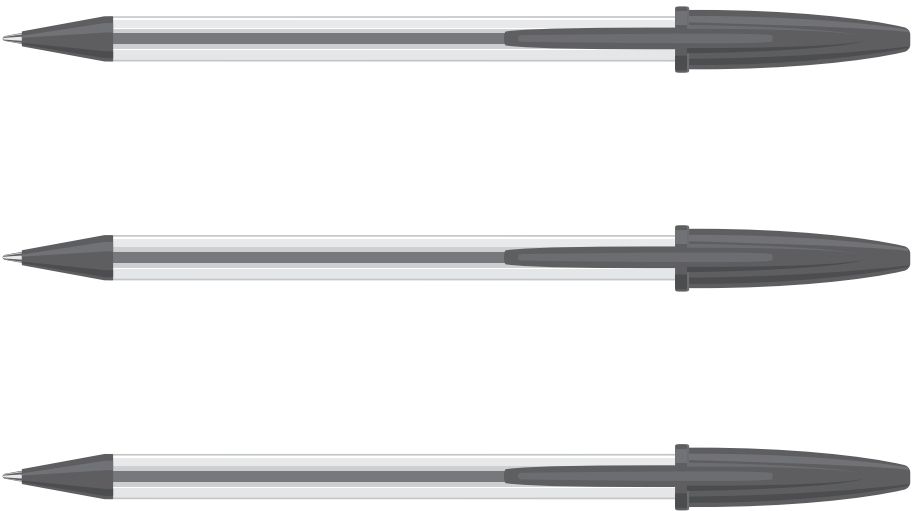
Week	Word	Definition	In a sentence
1	Contract to Compete	An unwritten agreement among sports participants to follow all written and unwritten rules	A contract to compete does not involve signing a hard copy of a contract as it is not written.
2	EPOC	Excess Post-Exercise Oxygen Consumption is the continued elevated breathing level after exercise.	At the end of the race the athlete was experiencing EPOC
3	Hooliganism	The disorderly, aggressive or violent behaviour by spectators at a sporting event	At derby football matches, hooliganism often increases due to the rivalry between the two teams.
4	Stroke Volume	The amount of blood that is pumped out of the heart per beat.	Stroke volume increases when exercising.
5	Narcotic Analgesics	Pain relievers that work by blocking pain signals to the brain	Athletes are under a lot of pressure to compete so may use Narcotic Analgesics to numb the pain of an injury
6	Bradycardia	The reduction in resting heart rate.	The athlete's heart experienced bradycardia decreased after months of training.
7	Blood Doping	The misuse of techniques to increase one's red blood cell mass	Endurance sports often have a higher number of athletes illegally blood doping .
8	Cardiovascular Endurance	The ability of the heart and lungs to supply the working muscles with oxygen.	The marathon runner has high levels of Cardiovascular Endurance .
9	Notational Analysis	A systematic method in sport for objectively recording and analysing performance data	I have used Notational Analysis to analyse how many successful and unsuccessful passes I completed in a football match.
11	Fartlek training	Speed play, and involves changes in speed and or intensity	Fartlek training is useful method of training for games players

G

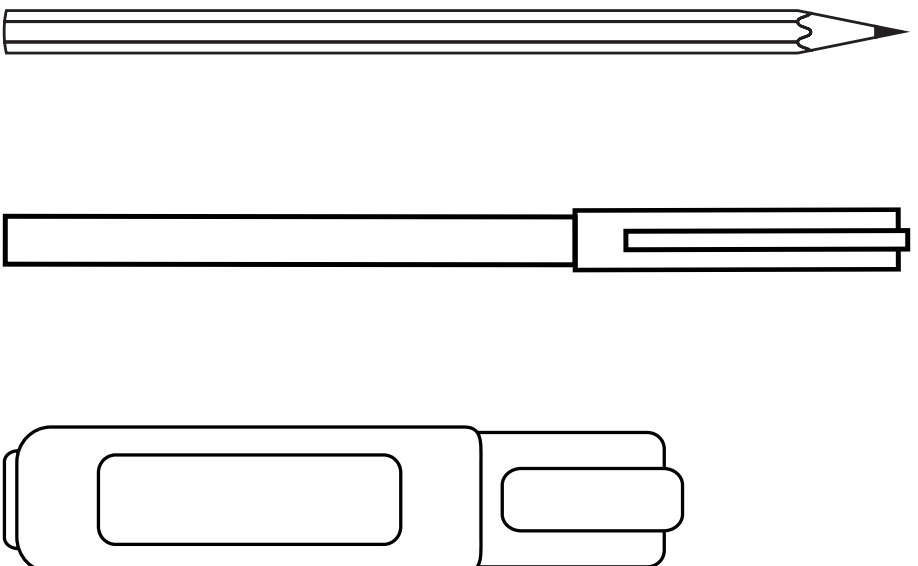
R

Tools for Learning

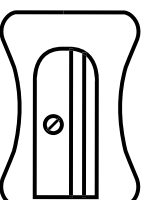
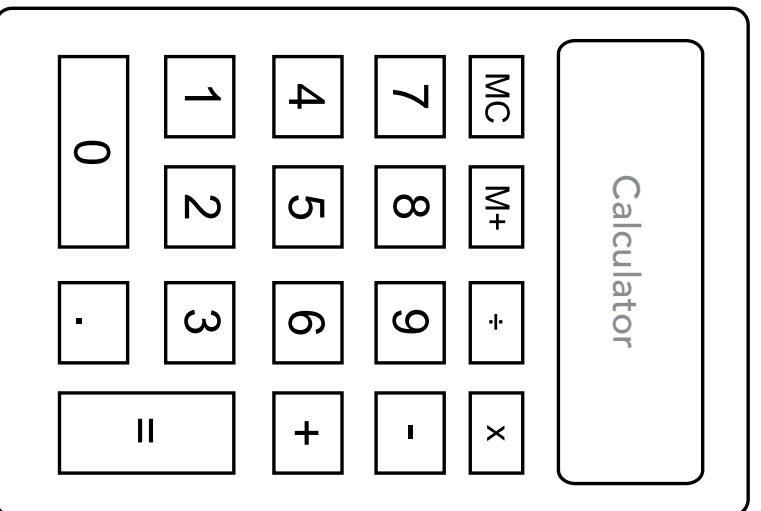
All equipment is available to purchase from the Reprographics Department



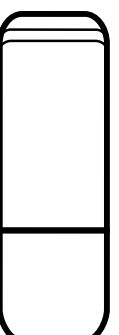
Black, Blue & Purple Pens



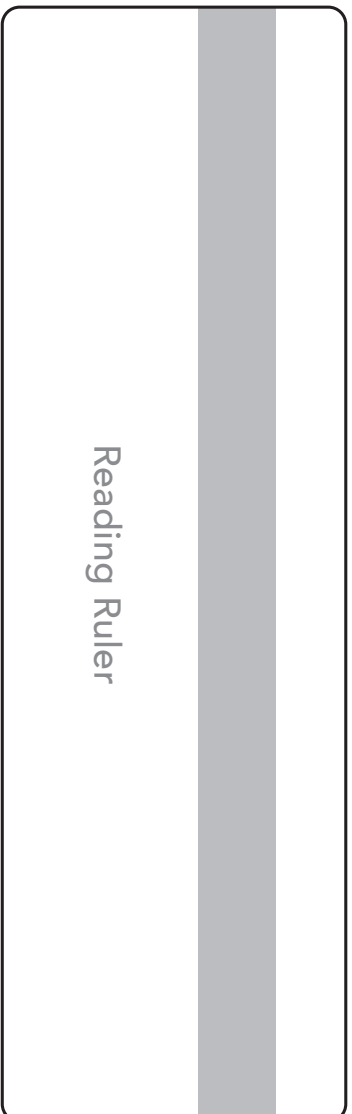
Pencil, Whiteboard Pen & Highlighter



Pencil Sharpener



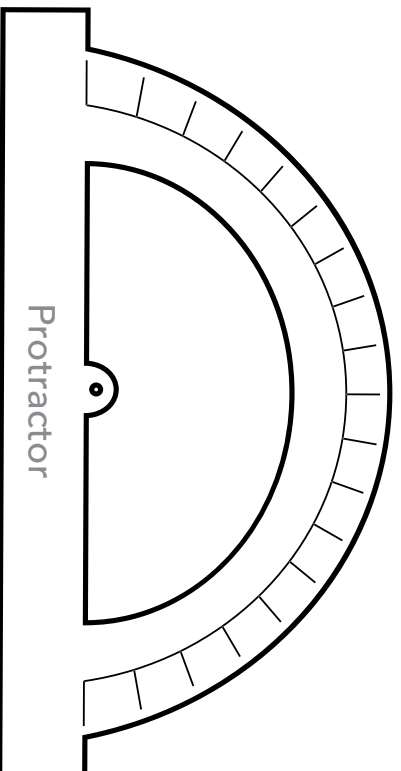
Eraser



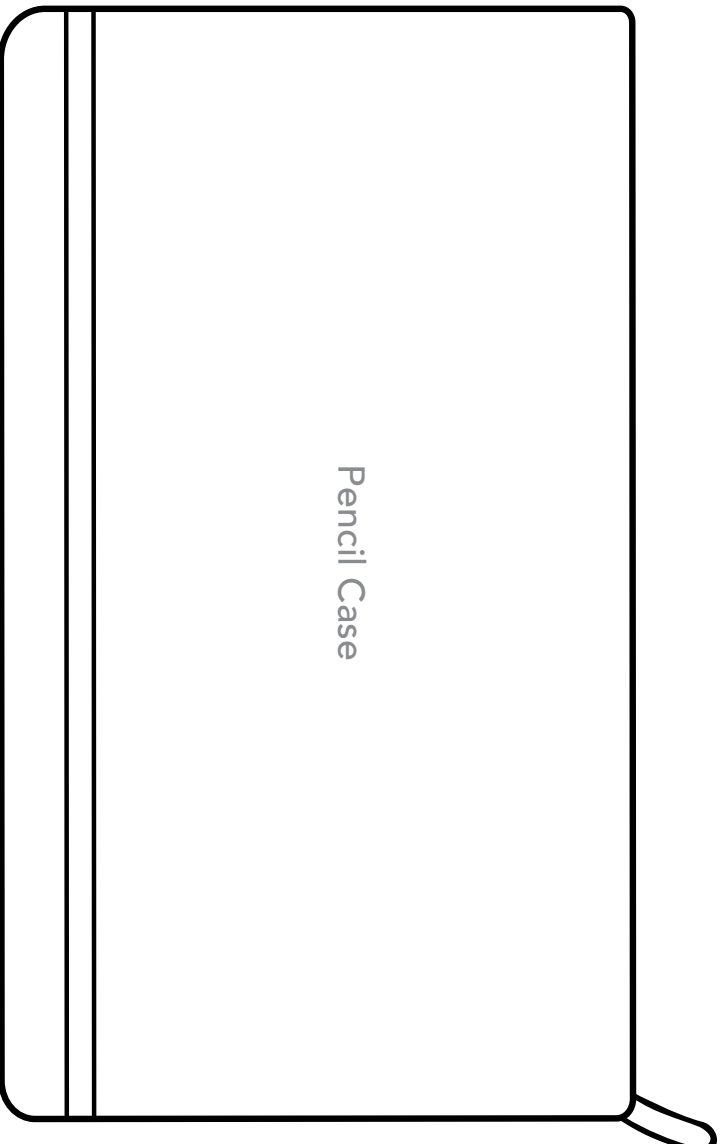
Reading Ruler



GLUE



Protractor



Pencil Case



30cm Ruler



anthem

