

The Scholar's Guide

The **OSA Way**

Year 7 Cycle One

Name:

Tutor Group:



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

Prerequisite for learning

Every lesson we ensure we are ready by:

1. Positively greeting your teacher at the door
2. Putting our **Scholars Guide** on our desk
3. Taking out our **equipment** (pen, purple pen, pencil, ruler, reading ruler & calculator)
4. Taking out our **mini whiteboard** set

Ready

Engaged

Responsible

Be the best
you can be!



MY TIMETABLE

My login details....

.....@oxfordspires.anthemtrust.uk

password:

	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor					
1					
2					
3					
4					
5					



8:00am

Breakfast Club
starts from
8:00am
Willows Gate

Main Gate
opens **8:10am**



8:28am

**Main Gate closes
at 8:28am**
After this time
students must
enter via the Late
Gate through
Student Services



8:30am

**Personal
Development
Lesson starts**

30mins
every day



Late consequences

10 minutes break time
detention same day in **PA8**

8:40-8:59

10/20 minutes break time
detention same day in Theatre

After 9:00am

Phone call home and a 30
minute afterschool detention

My Cycle 1 Assessment Schedule

Subject	Date/Period	Subject	Date/ Period
English			
Maths			
Science			
Personal Development			

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



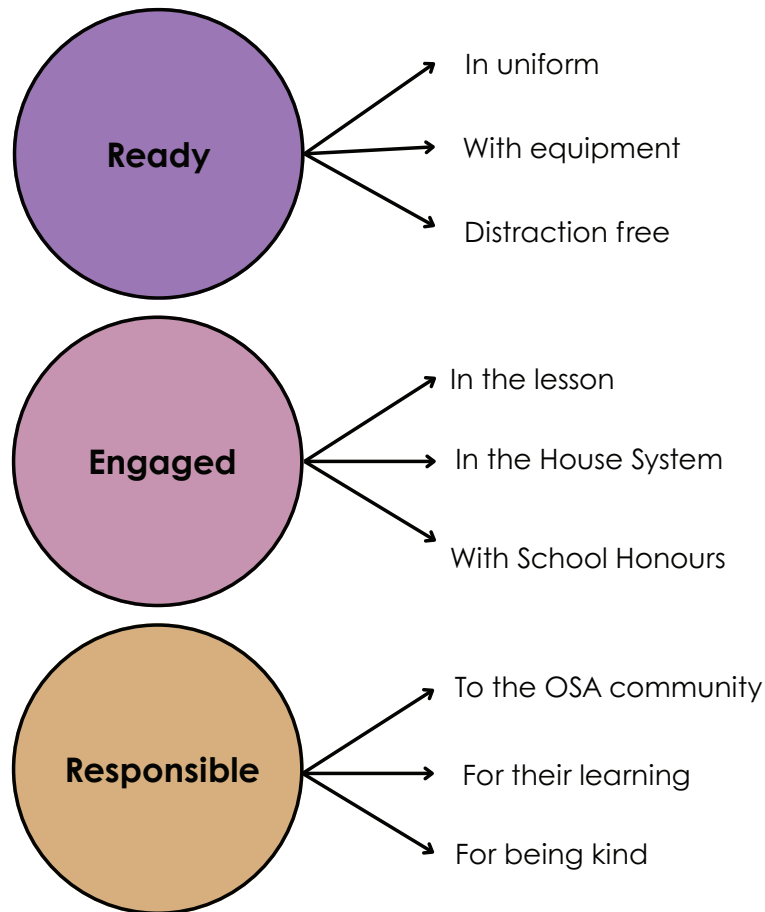
OUR COMMUNITY

OSA is a community. This is how we show up for and support each other!



THE OSA WAY

OSA students are committed to being...



Be the best you can be!

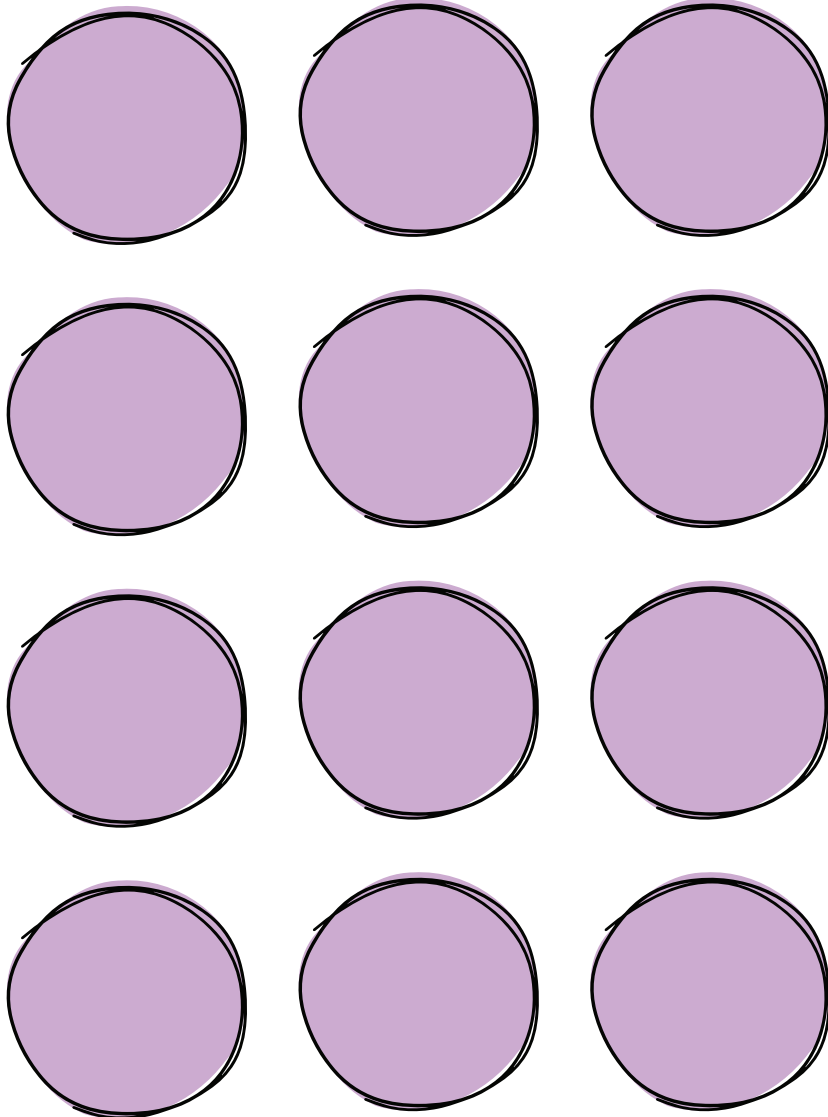
SUPPORTS

At OSA we are here to support you. Below is a list of ways we can help you develop.

- Class Light - signals how you are expected to work.
- Dual Coding - signals classroom expectations
- Mini Whiteboards
- Clear lesson structure - I Do, You Do, We Do
- Breakfast club
- Sixth Form mentors
- Reading peer mentors
- EAL
- THIS GUIDE!
- Your Tutor
- The Safeguarding Team
- Therapy
- Counselling
- Truancy Intervention
- EDI Intervention
- Restoratives
- PDI Intervention
- Pastoral support with your year team
- Attendance contracts
- Behaviour contracts
- and more!

CYCLE 1

Collect an attendance sticker every week you get 100% attendance



Why does attendance matter?

Being in school is important to your achievement, wellbeing, and wider development.

Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results

Scholars Calendar Cycle 1

Week	Assembly Theme	Monday	Tuesday	Wednesday	Thursday	Friday
0	Aspiring habits		1st September	2nd September	3rd September	4th September
			INSET DAY	INSET DAY	Y7 Induction	Y8-11 Return
1	The OSA Way: Ready, Engaged, Responsible	7th September	8th September	9th September	10th September	11th September
		Student Council Meeting Sixth lessons start				
2	Safeguarding	14th September	15th September	16th September	17th September	18th September
		Student Council Meeting Y8 Trip to Loch Eil (Scotland)			OSA Open Evening – early finish 12:30pm	Late start 9:30am tutor time
3	School Health Nurse	21st September	22nd September	23rd September	24th September	25th September
		Student Council Meeting	KS4 Drama Trip: Blood Brothers			European Day of Languages
4	OSA Honours and Enrichment	28th September	29th September	30th September	1st October	2nd October
		Student Council Meeting			Meet the tutor evening - all year groups Black History Month National Poetry Day	
5	Black History Month	5th October	6th October	7th October	8th October	9th October
		Student Council Meeting				World Mental Health Day
6	Careers (virtual)	12th October	13th October	14th October	15th October	16th October
		Student Council Meeting Mock Week 1			House Business Quiz	

Scholars Calendar Cycle 1

Week	Assembly Theme	Monday	Tuesday	Wednesday	Thursday	Friday
Autumn Half Term (2 weeks)						
7	House Captains (<i>virtual</i>)	2nd November	3rd November	4th November	5th November	6th November
		Student Council Meeting Mock Week 2				
8	Remembrance Sunday (<i>virtual</i>)	9th November	10th November	11th November	12th November	13th November
		Student Council Meeting			Year 7 & 12 Student Progress Evening	
9	Anti-bullying week: Break the silence	16th November	17th November	18th November	19th November	20th November
		Student Council Meeting			Sixth Form Open Evening	
Assessment Week						
10	Right time, right tone: How do I know when it is the right time to speak?	23rd November	24th November	25th November	26th November	27th November
		Student Council Meeting		Open Doors Event 16:30-18:00		Munich Trip (3 days)
11	Right time, right tone: How do I know when I am using the right tone?	30th November	1st December	2nd December	3rd December	4th December
		Student Council Meeting House Sport week			Sixth Form Open Evening	
Super Teaching Week						
12	Right time, right tone: How do I know when I am using the right tone?	7th December	8th December	9th December	10th December	11th December
		Student Council Meeting House Music and Dance Week	Y11 Art Mock		Y11 Photography Mock	

Year 7 Pastoral Team



Year 7 Tutor Team



Ms Jemal
Head of Year



Ms Chaffey
SLT Link



Ms Doggett



Ms Li



Ms Yousef
Pastoral Leader



Mr Boyd
Behaviour Support
Manager



Mr Roche



Mr O'Callaghan



Ms Hughes
Director of Behaviour
and Inclusion



Ms Palmer
Director of EDI and
Therapies Lead



Ms Magona



Ms Monksfield



Ms Coley
SEND CO



Ms Henry
Deputy DSL



Ms Chirawu



Ms Louizou



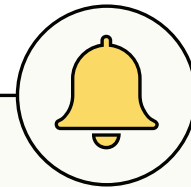
Ms Baker
Designated
Safeguarding Lead



Ms Richardson
Deputy DSL

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 ensure you are prepared and have key information about OSA house events, extra curricular and school updates
- 04** Will communicate and meet with you and your family to support and ensure you attend school regularly
- 05** 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 / student portal online)

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:



DUAL CODING



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



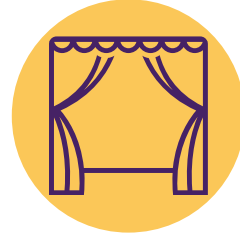
Art: Collect Equipment



History: 5 Bums on a Bench



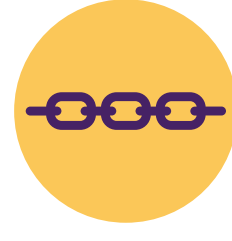
History: CHOPAR



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



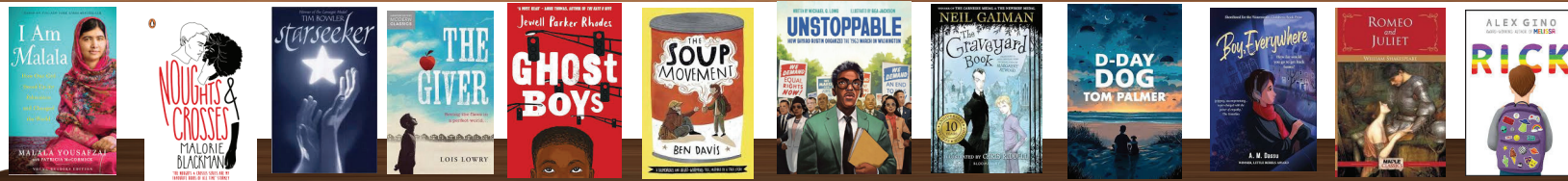
READING LIBRARY

You will need your reading rulers everyday!

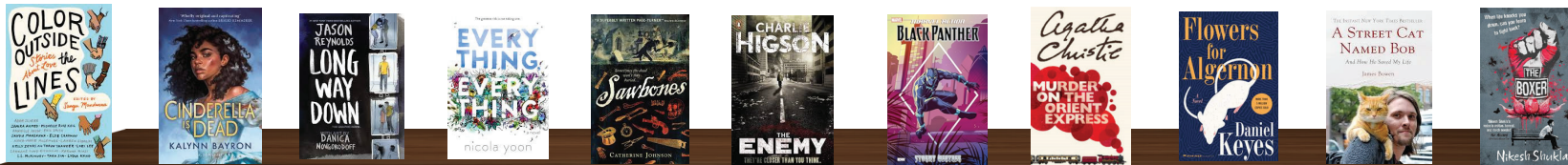
YR 7



YR 8



YR 9



YR 10



YOU CAN COLLECT A BOOK REPORT TEMPLATE ANYTIME FROM THE LIBRARY



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.

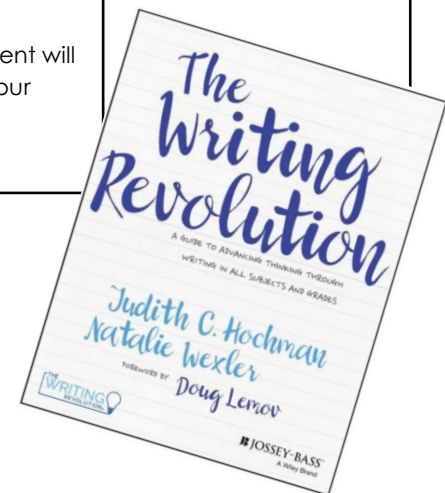
At Spires we have invested time and training using the research from 'The Writing Revolution' (J.Hochman) in order to create 'The Knowledge Essay' which year 7-9 will complete at the end of each cycle.

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 lessons.

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	<i>Here your argument will be a replica of your thesis statement.</i>	



BE READY

UNIFORM - WE ARE PART OF THE OSA COMMUNITY, AND WE DRESS LIKE IT!

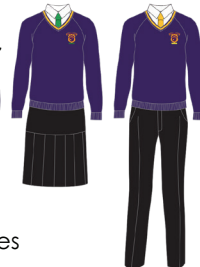
Any year group

- **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 10 & 11

- **Purple or Black branded jumper**
- White shirt tucked in
- *Optional:* 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.
- Fizzy drinks and cans of drinks must not be brought to school

📱 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.

BE ENGAGED

OSA is always looking for ways to celebrate student success and provide opportunities for leadership!

Rewards

AWARDS ASSEMBLY

At the end of each academic cycle (there are three per year), there is an awards assembly. There are a variety of awards given out, including progress in subject, excellence in subject, and honours awards!

TOP 25 STUDENT AWARD

At the end of each cycle, the top-performing 25 students in each year (based on the OSA score) will receive a celebration to recognise this wonderful achievement!

FRIYAY - 100% ATTENDANCE

FriYAY randomly selects 4 students from each year group who had 100% attendance that week for a video shown during tutor time on Friday. The winning students pull a surprise treat from the FriYAY box at break 1!

MARVELLOUS MONDAYS

Each Monday, a different group of 30 students is rewarded with a choice from the Hub at the end of the day. The metric for winning changes each week in order to reward as many students as possible throughout the year!

COMMUNITY LEADER AWARD

Our Community Leader Award is presented fortnightly at assembly to students who have gone out of their way, either in or out of school, to demonstrate community leadership. Staff nominate these students throughout the year.

YOU'VE GOT MAIL

A set of 5-7 postcards addressed to individual students are delivered weekly in tutor time. These postcards are written by staff and share a positive message.

Leadership Opportunities



STUDENT ADVISORY COUNCILS

Who: A group of 16 students per year. 2 students nominated by each tutor group.

What: Students will offer feedback from their perspective, so we can capture students' voice and continue to improve.

When: Will meet termly with their student council link.

Link: Student Council & Ms. Clay



READING LEADERS

Who: Reading leaders

What: Paired reading with students in Year 7 and 8 to boost reading fluency.

When: Weekly

Link: Mr. Shepard



TIMI CHAMPIONS

Who: A group of students (ideally a pair from each year group).

What: Students complete termly TIMI reports to Anthem and represent student voice to the ACC.

When: Friday Tutor times

Link: Ms. Clay



INSPIRE MAGAZINE

Who: Lead by 6th formers but a group of students across years

What: Students create an OSA half-termly magazine that is read in tutor time.

When: Fortnightly

Link: the English Team



OSA BROADCAST

Who: Students in year 8 and above. Student switch out every cycle

What: Students produce weekly OSA broadcast with key events for the week ahead. Special features for whole school events.

When: All year round

Link: Ms. Clay



HOUSE AMBASSADORS

Who: A group of students in year 7-10

What: Student who support their house and the House Captains!

When: Half Termly

Link: Ms. Chaffley



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.

1st Reminder

Name and first strike is recorded on the reminder board.

2nd Reminder

2nd Reminder - second strike on the reminder board.

This is logged on Bromcom = -2 points

On- Call: Lesson removal

Third strike on the reminder board and on-call.

This is in exceptionally rare circumstances students when students are removed from the classroom due to persistent disruption, safety concerns, or disrespect.

Parents, carers will be contacted.

Students will be expected to attend a Restorative after school.

Restorative

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.

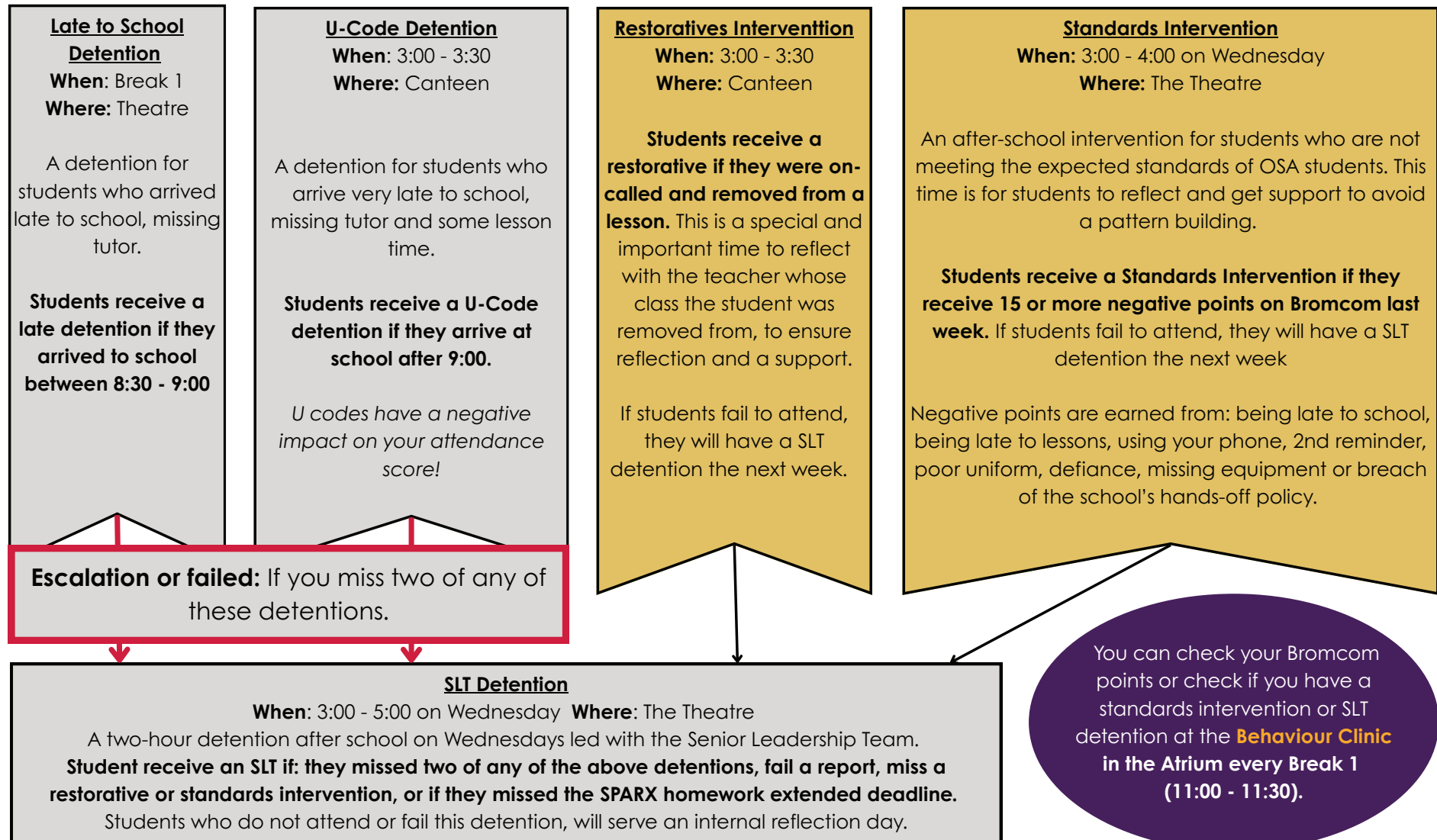
If you miss this or do not engage by showing responsibility or accountability for your actions, then it will be escalated to an SLT.



OSA'S ESCALATION SYSTEM



Students are responsible for their actions! When things do not go right, OSA is committed to ensuring that they have the time to reflect, make amends, and for us to learn how we can support them. A restorative approach is at the heart of what we do and why.



Year 7 Character Education Cycle 1

Careers linked to topics we study this cycle are social worker, counsellor, psychologist, teacher, youth worker, mental health nurse, police officer, lawyer, human rights advocate, charity worker

Week	I will need to know:	So that I can:
1	- At OSA, every teacher has high expectations of students; this means we follow clear standards like being prepared, showing respect, and trying our best every lesson because we believe in our potential. These high expectations help us build confidence, independence, and a strong sense of belonging in our school community. - At OSA, all our lesson slides are dual coded; this means we use both verbal and written (words) and visual (images) information together as a strategy to support learning. This helps us understand, process, and remember important knowledge more effectively, supporting our revision and long-term memory. Look for the dual codes in the top right corner of your lesson slides.	I can understand what is expected of me, meet high standards, and use dual coding to improve my learning and memory.
2	- At OSA, right time means responding to feedback or a sanction at the appropriate moment, showing respect and not disrupting learning. At OSA, right tone means using calm, polite communication and positive non-verbal behaviour, such as sitting or standing up straight, making eye contact, and showing you are listening, to demonstrate maturity and accept feedback. - At OSA, safeguarding means keeping you safe and making sure you feel protected and supported, with trusted adults like the Designated Safeguarding Lead Ms Baker and Deputy Designated Safeguarding Lead available to help. If you have a concern, you can speak to a trusted adult or report it using the Whisper Box or Whisper Button, which allows you to share information anonymously.	I can respond to feedback with the right time and tone, and know how to stay safe by using safeguarding support.
3	- At OSA, someone feels like they belong when they feel accepted, valued, and part of the school community. This happens when we show mutual respect by being kind, including others, listening to different ideas, and making sure everyone feels safe and supported - The Zones of Regulation helps people understand and control their emotions by sorting them into four color-coded zones.	I can feel a sense of belonging, show mutual respect, and manage my emotions using the zones of regulation.
4	- The stress bucket is a model where worries and pressures build up like water, and if too much stress fills the bucket it can overflow unless you use coping strategies to release it and learn how to be resilient. - Naming your emotions is powerful because it helps you understand how you feel and why, which makes it easier to manage your mental health. When you can clearly name an emotion, you can choose a better response, talk to others, and use healthy coping strategies instead of reacting in an unhelpful way.	I can understand my emotions, manage stress, and build resilience when challenges occur.
5	- Healthy ways to express emotions mean sharing how you feel in a calm, respectful way that doesn't hurt yourself or others, such as talking to someone, asking for help, or using positive coping strategies. Friendships support your mental wellbeing by helping you feel supported, valued, and less alone, especially when friends are kind, trustworthy, and help you through challenges.	I can express my emotions in a healthy way and build positive friendships that support my mental wellbeing.

Year 7 Character Education Cycle 1

Week	I will need to know:	So that I can:
6	1. Black History Month is a time to recognise, celebrate, and learn about the history, achievements, and contributions of Black people in the UK and around the world. 2. It challenges stereotypes by showing positive role models, sharing real stories, and helping people understand the true diversity, culture, and impact of Black communities.	I can appreciate diversity, challenge stereotypes, and understand the importance of equality and respect.
7	1. A growth mindset can improve your mental health by helping you stay positive, see challenges as opportunities to learn, and build resilience when things feel difficult. 2. If you feel overwhelmed or upset, you should name how you feel, talk to a trusted adult or friend, and use helpful coping strategies like taking a break, breathing, or asking for support.	I can develop a growth mindset, manage feeling overwhelmed, and use strategies to stay positive and resilient.
8	1. Bullying is when someone repeatedly causes harm on purpose, including physical, verbal, or online behaviour, and it must be addressed to protect people's mental health, safety, and sense of belonging. Challenging bullying supports British Values like mutual respect and individual liberty, helping everyone feel safe, valued, and free to be themselves. 2. We show respect in school by listening, using kind language, including others, and treating everyone fairly, even when they are different from us. This reflects British Values such as tolerance, mutual respect, and democracy, where everyone's voice is heard and valued.	I can recognise and challenge bullying, and show British Values like mutual respect, tolerance, and individual liberty.
9	1. Assessment Week is a time when you complete tests to show your knowledge and understanding across all subjects. All assessments are marked out of 50, with 20 marks for knowledge and 30 marks for application such as extended answers or knowledge essays. It is important because it helps teachers assess your progress, identify areas for improvement, and support your future success. 2. You can use your scholar's guide to revise by reviewing key knowledge, practising important vocabulary, and turning notes into visuals like diagrams or dual coded summaries.	I can prepare effectively for assessments by using revision strategies and applying my knowledge successfully.
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	1. OSA is unique because it provides strong academic support through tools like scholar's guides, clear routines, and high expectations that help every student succeed. OSA also has a strong sense of belonging, with a diverse community, a house system, and shared British Values like mutual respect and tolerance so all students feel valued and included. 2. Super teaching week is when you receive feedback on your Week 10 assessments all week. Teachers use your assessments to fill in any gaps in knowledge and address misconceptions. You also receive feedback on your written work to ensure you know how to improve.	I can understand what makes OSA unique, feel proud of my school, and strengthen my sense of belonging while improving through feedback.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 7 English Cycle 1 : 'Heroes are made by the paths they choose, not the powers they are graced with'. How are heroes presented across our literary heritage?

Careers linked to topics we study this cycle can be linked to historians and journalists, literary critics and becoming an author. This is because you will study a range of texts across history, looking at examples of fantasy within literature.

Week	I will need to know:	So that I can:
1	- Studying our literary heritage is important because we gain a deeper understanding of our cultural roots and how past generations viewed the world. - By using animals instead of humans, Aesop could critique human behaviour and society without directly offending powerful individuals or groups. This allowed him to comment on issues like greed, arrogance, and dishonesty. - Through the fable of the <i>Fox and the Stork</i>, readers learn about fairness, respect, and the importance of empathy shown through the quotation "do not play tricks on your neighbours unless you can stand the same treatment yourself".	- Understand the origins of the English language. - Create our own moral fable.
2	- The Hero's Journey has been a dominant storytelling structure across cultures and eras because it reflects fundamental aspects of the human experience. It follows a pattern of departure, initiation, and return, which mirrors real-life challenges and personal growth. - Gilgamesh is portrayed as a complex heroic character. Unlike a typical hero who is purely noble or invincible, Gilgamesh is brave and powerful, but also prideful, impulsive, and flawed. - In <i>The Mahabharata</i>, Drona taught the art of archery, which symbolised both physical strength and mental focus, to prepare the Pandavas and the Kauravas, the two families at the center of the conflict, for their future roles as rulers and warriors.	Understand the hero's journey through examples from <i>The Epic of Gilgamesh</i> and <i>The Mahabharata</i>.
3	Beowulf is one of the oldest surviving stories written in Old English that tells a story of the struggle between good and evil. - Beowulf is an example of an epic poem, a lengthy narrative poem typically about the extraordinary deeds of extraordinary characters, that is written to praise the achievements of Scandinavian heroes. Vivid imagery is used when Beowulf "manacled" Grendel highlighting his strength and courage to defeat the horrendous creature.	Understand the importance of Beowulf in our literary heritage.
4	Sir Gawain and The Green Knight was written in the 14th century and is a typical example of an Arthurian Legend. Honour was significant in medieval society. Knights were expected to follow a code of chivalry, which emphasised loyalty to one's lord or king, protection of the weak and vulnerable, and upholding justice and truth. - Refusing the Green Knight's challenge would bring dishonour to the Round Table, so Gawain acts to preserve the court's reputation. Revision is the process of actively reviewing and reworking study materials, to reinforce understanding, clarify concepts, and prepare for exams or assessments.	Understand the importance of Sir Gawain and The Green Knight in our literary heritage.
5	- Oral tradition allowed communities to preserve their history, values, and beliefs across generations. - Oral storytelling was often a communal event, where people gathered to listen to bards or scops (storytellers). - Oral epics were not just stories of adventure — they were moral and ethical guides for their audiences. - Medieval society was built on a strict hierarchical system with three main social orders: Nobility: Those who fought (e.g., knights and lords), Clergy: Those who prayed (e.g., monks, priests, and nuns), and Peasantry: Those who worked (e.g., farmers, tradesmen, and labourers). - The Wife of Bath, a bold and outspoken character, represents a challenge to the ideal of the submissive, modest woman that was expected in the Middle Ages.	- Understand the importance of oral tradition. - Understand the importance of Chaucer in our literary heritage.

Year 7 English Cycle 1 : 'Heroes are made by the paths they choose, not the powers they are graced with'. How are heroes presented across our literary heritage?

Week	I will need to know:	So that I can:
6	1. In <i>The Canterbury Tales</i>, The Knight is presented as being dignified and honourable, as he "loved chivalry". 2. One of the main reasons Chaucer presents the Wife of Bath as headstrong is to challenge medieval gender expectations. 3. Shakespeare is credited with creating many new words and phrases that are still in common use today, such as 'break the ice', 'in a pickle'.	1. Revise and complete my midpoint assessment successfully. 2. So that I can act on feedback and improve my academic writing and analysis. 3. Understand the importance of Chaucer in our literary heritage.
7	1. Faustus feels disillusioned with the limitations of traditional learning (philosophy, medicine, and theology) and believes that magic and a deal with the devil are the only ways to achieve ultimate knowledge and control over the world. 2. Faustus' tragic flaw is his hubris — excessive pride and ambition. He believes he can surpass human limitations by seeking forbidden knowledge and power, attempting to rival God's authority.	1. Understand the importance of Marlowe in our literary heritage. 2. Make good progress on my mid-point assessment.
8	1. In the Victorian era, women were idealised as mothers, wives, and caregivers. Their primary role was to take care of the home, their husband, and children. 2. Through Jane's character, Brontë explores the theme of female empowerment and shows that a woman can be intelligent, self-reliant, and morally strong without needing to rely on a man for validation or support. 3. Brontë's depiction of Jane and Rochester's marriage reflects the Victorian ideal that a marriage should be based on equality, love, and mutual respect.	1. Understand the importance of Brontë in our literary heritage.
9	1. Tynan conveys the personal and political impacts of Irish resistance to highlight the deep emotional and social consequences of the Irish struggle for independence during the early 20th century. 2. The barley symbolises the Irish people and the natural landscape of Ireland, while the wind represents the turbulent forces of war and political unrest that disturb this peace. 3. Tynan uses emotive language in "sorrow," "tears" and "grief" to invoke the personal emotional pain that accompanies political resistance.	1. Write an essay exploring why Jane Eyre is presented as challenging gender norms in the Victorian era. 2. Understand the importance of female poets in our literary heritage.
10	1. Scholar's Prep: To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best! Start thinking about who YOUR personal hero is so you can take part in our House BEST essay competition!	
11	1. Angela Carter subverts traditional fairy tales to challenge and reimagine established societal norms, particularly regarding gender and power. 2. Carter subverts the idea of the "happily ever after" by highlighting that such an ending is often unrealistic and incomplete. She shows that the journey of self-discovery, empowerment, and confronting darker aspects of life is more complicated than the simplistic resolutions of traditional fairy tales.	1. Understand the importance of Carter in our literary heritage. 2. Write an essay exploring how Carter's stories challenge societal norms about gender.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessment. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 7 Maths Cycle 1

Careers linked to topics we study in this cycle are software engineer, data scientist, accountant, computer scientist, game designer, doctor, market researcher, statistician, academic

Week	I will know that:	So that I can: Sparx code
1	- The 4 methods for addition are making the next ten, portioning, relationships, and compensation. - The 3 methods for subtraction are making the previous ten, partitioning and relationships.	Choose the easiest method for addition and subtraction of whole numbers and decimals.
2	- The 4 methods for multiplication are partitioning, factors, relationships and compensation. - The 3 methods for division are partitioning, factors and relationships.	Choose the easiest method for multiplication and division of whole numbers.
3	- A sequence is a list of numbers that generally follows a pattern. - In a linear sequence, the difference between 2 consecutive terms is constant. - A term-to-term rule defines the pattern that links 2 consecutive terms	- Find the term-to-term rule of a linear sequence (M381) - Substitute into function machines (M175)
4	- Substituting means replacing an unknown by a value $3y$ means 3 multiplied by y - Function machines define the order in which operation must take place - When I substitute values in a formulae, I still need to calculate brackets first, followed by indices, multiplication and addition, and finally addition and subtraction	- Understand algebraic notation (M813) - Substitute into expressions with multiple operations (M327)
5	- Each digit in a number hold a different value depending on its position within the number - Rounding can be completed at a specified place value or decimal - If the digit after the rounding position is 4 or below, the rounding digit stays constant. If it is 5 or above the rounding digit increases.	- Understand and use place value (M522) - Round to the nearest ten, whole number and to decimal places (M111, M431)

Year 7 Maths Cycle 1

Week	I will know that:	So that I can: Sparx code
6	- Factors of a number are integers that you can divide a number by exactly - Multiples of a number are numbers in its times table - The Highest Common factor is the largest number you can divide 2 numbers by.	- Find the highest common factor of a pair of numbers (M698) - Find the lowest common multiple of a pair of numbers (M227)
7	- Accurate multiplication of decimal numbers can be achieved in 2 stages: the multiplication of the digits followed by positioning the decimal - To divide decimals, it is easier to represent the numbers in a fraction first. - A power of 2 means multiply the numbers by itself twice, e.g. $3^2 = 9$	- Multiply and divide with decimals (M803 (M491) - Calculate with roots and powers (M135)
8	- Perimeter is the length around the shape. To calculate it you add up the length of all the sides. 1 cm = 10mm, 1m = 100cm, 1km = 1000m	- Find the perimeter of rectangles and simple shapes (M635) - Convert units of length, mass and capacity (M774)
9	- To find the area of a rectangle you multiply the length and the width. - The area of a triangle is calculated by multiplying the base and the perpendicular height and then dividing by 2.	- Find the area of rectangles (M390) - Find the area of triangles (M610) - Find the area of compound shapes containing triangles (M996)
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	- Adding a negative number moves the number down the number line - Subtracting a negative number moves the number up the number line - Multiplying/dividing 2 negative numbers gives a positive result	- Order negative numbers (M527) - Add and Subtract with negative numbers (M106) - Multiply and divide with negative numbers (M288)
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.	

Science Y7

Cycle 1

The Knowledge Organisers contain all the knowledge you need to learn. Below is what you need to be able to do.

	7.1 Cells and Microbes	7.2 Solids, Liquids and Gases
	To learn how to be safe in a Science Lab. Explain how to use a microscope to identify and compare different types of cells.	To learn how to be safe in a Science Lab. Explain the properties of solids, liquids and gases based on the arrangement and movement of their particles.
	Describe how different cells are adapted to their function. Suggest what kind of tissue or organism a cell is part of, based on its features. Describe how cells divide.	Explain changes in states in terms of changes to the energy of particles.
	Identify the different organ systems of the body. Describe the function of the skeleton and joints. Describe how muscle pairs work.	Explain unfamiliar observations about gas pressure in terms of particles. Draw before and after diagrams of particles to explain observations about changes of state, gas pressure and diffusion.
	Mid Point Assessment Re-teach. Explain how uni-cellular organisms are adapted to carry out functions that in multi-cellular organisms are done by different types of cell. Describe what a microbe is.	Mid Point Assessment Re-teach. Explain how substances dissolve using the particle model. Use the solubility curve of a solute to explain observations about solutions.
	Be able to explain how diseases caused by viruses, bacteria, protists and fungi are spread in animals and plants. Be able to explain how the spread of diseases can be reduced or prevented. Be able to explain how vaccination will prevent illness in an individual. Be able to explain the use of antibiotics and other medicines in treating disease.	Devise ways to separate mixtures, based on their properties. Choose the most suitable technique to separate out a mixture of substances. Use evidence from chromatography to identify unknown substances in mixtures.
	Assessment Week 10 & Reteach week 12	Assessment Week 10 & Reteach week 12

Working Scientifically

Important keywords to recall	Their definitions (meanings)
Prediction	What you think will happen in an experiment.
Independent variable	What you change in an investigation to see how it affects the dependent variable.
Dependent variable	What you measure or observe in an investigation.
Control variable	One that is kept the same to stop it affecting the dependent variable.
Method	step-by-step instructions.
Observation	Information gathered by your senses.
Continuous variable	Has values that can be any number.
Discontinuous variable	Has values that are words or discrete numbers.
Mean	An average of a set of data, calculated by adding all the values and dividing by the number of values.
Evidence	Measurements or observations which support a conclusion.
Bias	When a person makes a result say what they want not what the evidence says.
Peer reviewed	The checking of research by other scientists.

Results Table Guide

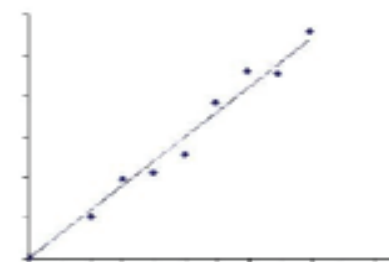
Independent Variable (Units)	Dependent Variable (units)
Values	Values

Which Graph to draw?

Independent Variable	Dependent Variable	Type of Graph
Numbers	Numbers	Line graph
Words	Numbers	Bar chart

Graph Model

Dependent Variable (Units)



Independent Variable (Units)

- Plot x
- Draw a best fit line.

Art Y7 Cycle1 – The Formal Elements 26-27

Careers linked to topics we study this cycle are....Graphic Designer, Curator, Fashion Designer, Textiles designer, Illustrator, Architect, Interior Designer, Advertising/Marketing Consultant, Gallery owner. 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 The Formal Elements	1. The Formal Elements are the building blocks of any artwork. They are interlinked and you can refer to any of them when talking about your own or other's artwork. They are Line, Tone, Colour, Composition, Shape, Form, Texture, Space, Perspective, Pattern. 2. The Formal Elements are present in both 2D and 3D work and across all specialisms – any media, techniques and processes. 3. Use of Formal Elements allows artists to communicate with others (audience)	1. Identify them in my own or other's artwork. 2. Create a knowledge organiser to show what the Formal Elements mean and how they are applied. 3. Explain practical outcomes through theoretical terms and references. 4. Engage with the work of artists, designers and craftspeople.
2 Line and Composition	1. That composition is the arrangement and positioning of elements within an area. 2. That tone refers to the areas of light and dark within an image and it helps to create the illusion of depth and 3 dimensions. 3. That perspective is a way of showing distance in an artwork. 4. Drawing in different ways improves observational skills and hand-eye coordination.	1. Complete a series of drawing challenges as part of drawing workshop – timed, blind contour, non-dominant hand, continuous line etc. 2. Demonstrate an awareness of the formal elements.
3 Tone and Form	1. Drawing from observation means looking analytically at an object person or place. 2. That tone can be created by blending pencil gradually or by using line/mark-making. 3. Holding a pencil on the side for shading and using the point for detail.	1. Create a successful composition (layout) for my drawing. 2. Achieve a tonal scale and use this range in my drawing. 3. Draw objects accurately and that appear 3-dimensional
4 Colour and Tone	1. That colours can have different value. 2. Blended colours can be used to add light and dark to a drawing. 3. How the colour wheel can be used to work out which colour to use – e.g, using opposite colours.	1. Use oil pastels effectively and blend one colour into another. 2. Demonstrate how colour can be used to create light and dark.
5 Contextual Analysis	1. Artists apply line, colour, pattern & composition in many ways – using different techniques. 2. We can follow a writing structure to analyse artwork effectively.	1. Make connections between Formal Elements, media and how artists (in this case <i>Yayoi Kusama</i>, use different ways to apply colour, pattern & composition. 2. Identify a range of techniques in own and artist's work.

Art Y7 Cycle 1 – Colour and Pattern 26-27

Week	I will need to know:	So that I can:
6 Pattern	1. That pattern exists in our surroundings and has purpose. 2. The origins of cultural pattern can be identified by different elements such as key shapes, colours and styles. 3. That pattern is an arrangement of a motif. 4. A motif decorative image or design - lines, shapes and/or colours. 5. Patterns can be arranged in many different ways with different degrees of complexity. – repetition, rotation, reflection, tessellation etc.	Create patterns and understand how to use a motif in different arrangements.
7 Introduction to printing and create a motif	1. Create a motif – based on the work of Yayoi Kusama and /or cultural patterns. 2. Enlarging (scaling up) an image takes careful observation of the positioning of lines and shapes. 3. Optional use of a viewfinder to enables us to select a large motif. 4. How to effectively observe a technical process and respond to questioning – reduction printing.	Observe and understand how to make an interesting selection and use elements of Yayoi Kusama's work (<i>dots/spots/mushrooms/pumpkins</i>) or aspects of cultural patterns to create a unique pattern design . Observe and understand the process of reduction printing .
8 Reduction Printing	1. A reduction print is made when an artist creates a multi-coloured, layered print using a single print block. The block could be polystyrene foam, linoleum or wood. The artist repeats the process of carving and printing over and over until the final look is achieved. 2. A pencil can be used to carve the design into the surface of the polyblock.	Prepare own plate in readiness for printing . Transcribe & print 1st layer.
9 Reduction Printing	1. Print with the lightest colour first to create a multi-layered print. 2. A brayer/roller is used to apply ink to the surface of the printing plate (polyblock) 3. The correct amount of ink will achieve a clear and clean print.	Complete 2nd layer to create a multi-coloured, Multi-layered print that shows understanding and skill of materials, tools and techniques .
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 Presentation	1. Clear and impactful presentation allows others to see your work at its best. 2. Meaningful annotation includes identifying strengths and where success criteria has been fulfilled – WWW (What Works Well) and also how improvements could be made to develop practical skill and theoretical knowledge – EBI (Even Better If).	Clear titles, neat presentation of work and reflective annotation .
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 7 Computer Science

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

Week	I will need to know:	So that I can:
1	1) Know that respectful use of the IT equipment means not waste your computing time and stay focussed on the lesson tasks. 2) Cyberbullying can be worse than physical bullying and is not acceptable and how to get help if you or your friends are a victim of this.	1) Use the computer access time I have to further my Computing knowledge and practical IT skills. 2) Recognise cyberbullying and be a good digital citizen and BE KIND ONLINE.
2	1) Class resources can be taken from Teams. This resource also provides a message board and use of set assignments. 2) How to use resources on One Drive like properly storing work in folders and using the uploading and downloading features.. 3) Know how to you the key feature on Outlook emails. 4) Know how to organise my folders on my desktop computer. This includes ways to manipulate files and folders.	1) I can properly navigate through Teams to get to the teacher's resources. 2) I can use the One Drive cloud to create my own folder structures. Any resources will be uploaded to the cloud. 3) Construct a properly worded email that could include attachments, hyperlinks, pictures and tables. 4) Use Windows resources to create, name and sort files/folders.
3	1) You have a digital footprint that your future employees will scrutinise . 2) Oversharing is sharing too much personal information and can put you at risk . 3) The 4Cs of online risk are: content, contact, conduct and commerce #CE	1) My digital footprint presents myself online and is important as it will affect my future. 2) Keep my personal information private to trusted friends and family only. 3) #CE – Link to Character Education.
4	1) Know that the term sexting refers to sharing sexualised texting or nude pictures (nudes). 2) The four ways in which sexting is illegal for under 18 year olds: * Cannot create / make * Cannot be the subject * Cannot possess /have * Cannot distribute / share Midpoint Assessment Next Week	1) Can recognise unsolicited posts that may be sexting. 2) Avoid being involved with sexting and know what to do if I am sent a nude.
5	½ Revision of Lesson of UNIT 1 (lessons 1-4) in preparation. Midpoint Assessment Quiz	Demonstrate knowledge and skills on E-Safety & Computer Hardware Systems.
6	1) You will know different forms of cyber attack like viruses, worms and trojan horses. This is all know as malware. 2) The other sub section of cyber security is social engineering where people are manipulated into doing negative actions. The main method is Phishing.	1) Can recognise different types of malware to counter its effects. These could include checking messages, securing logins and using access levels. 2) Apply knowledge of social engineering techniques to recognise fake emails and secure your online social media sites.

Year 7 Computer Science

Week	I will need to know:	So that I can:
7	1) How to use basic Flowchart symbols: square, diamond, parallelogram. 2) To use lines that show the logical processes of a task. 3) To display understanding of the input and output process using correct shapes. 4) To use start and stop symbols and sometime use these multiple times.	1) Use boxes in the correct order. 2) Show that diamond shapes can make a decision. 3) Remember to use parallelogram for input and output. 4) Correctly use lines and looped lines to show logic of yes/no.
8	1) You will demonstrate visual coding skills with the Trinket interface. 2) This interface will allow you to use selection and repetition code. 3) Like any program, Block code needs to hold data, variables are used for this. 4) Block code can complete more complicated tasks like producing lists and creating small programs (procedures).	1) Use visual coding skills to learn about main coding structures. 2) Identify/classify the input or output coding block with Trinket. 3) Use variables to hold data and identify what it is. 4) Understand strengths of using lists and procedures to code.
9	Know the short form of the basic turtle commands such as: * fd() as move forward * bk() as move backward * lt() as rotate left and * rt() as rotate right	I can follow or modify given code, add to given, and independently write my own simple blocks turtle programs to solve right angles geometry problems.
10	Assessment Week: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11	1. Use repetition (iteration) to repeat commands 2. For a N sided polygon, know the command to draw a polygon is : Repeat (N) : fd(100); rt(360 / N)	I can enhance my programs by using a repeat loop and draw any size polygon .
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 7 Drama Cycle One

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

Week	I will need to know:	So that I can:
1 Introduction	1. Drama is a subject that develops your skills in creativity, communication and confidence. 2. If my teacher puts their hand up and says "stop, sit, turn" - I need to: STOP talking (silent), SIT down on the floor, TURN around to face the speaker. 3. Drama lessons always follow our school values of READY, SAFE and RESPECTFUL.	Contribute my ideas and collaborate with others as a team Problem solve by working through an issue to find a solution Experiment by being brave and trying out new ideas through trial and error.
2 Expectations	1. A tableau is a still image in a piece of drama – like a photograph for the audience to look at. 2. To be successful in a tableau, all performers must be completely still and face the audience. 3. To develop my growth mindset, I can always reflect by asking myself "what went well" And "this could be even better if..."	Listen to actively hear what other people are saying Work safely and confidently in the Drama studio. Interpret stories visually using tableaux.
3 Physical skills	1. Physical skills refer to the ways in which a performer controls their body to show traits of the character that they are playing. 2. A mime scene is a performance without speaking, just physical skills. 3. I can control my posture, gesture, facial expression, eye contact and gait.	Demonstrate my understanding of a character through the way they stand and move. Consider the audience's perspective when they watch a performance.
4 Vocal skills	1. Vocal skills are the ways in which a performer controls their voice to match the character they are playing. 2. Using a variety of vocal skills keeps an audience engaged, connected and listening to a performance. 3. I can control my volume, pace, pitch, pauses and tone.	Make decisions as a performer about how I am going to present a character. Expand my use of performance skills with confidence.
5 Transition (Midpoint)	1. An effective piece of drama should have a clear beginning, middle and end. 2. You can transition between each part in a performance by: walking, jumping, spinning, skipping etc. These transitions should be well rehearsed to look smooth and professional. 3. Narration can be added to a performance to help the audience understand what is happening in each section.	Create a clear and understandable performance. Develop my creative ideas into real life dramatic work.

Week	I will need to know:	So that I can:
6 Melodrama	1. Melodrama is a style of performance where there are a lot of exciting or sad events and in which people's emotions are very exaggerated. 2. Melodrama can be shown through over-the-top use of physical and vocal skills to show character's emotions. 3. Melodrama was first introduced during the Victorian era. The audience were desperate from a comedic escape from the harsh reality of life at the time.	Learn more about the history of Melodrama and a variety of drama styles. Apply my physical and vocal skills with purpose to create emotional meaning.
7 Stock characters	1. There are four types of stock characters commonly used in Melodrama: the hero, the heroine, the villain and the sidekick. 2. Stock characters are recognisable in lots of different stories for example: In pantomime there is a 'villain' and a hero who always saves the day.	Control my performance with a particular focus of showing character. Develop my understanding of character types in a story and recognise them in other people's work.
8 Stock gestures	1. Stock gestures are poses used to express recognisable emotions. An actor must exaggerate their physical skills to communicate clearly the emotion they are feeling in a script. 2. Stock gestures include: shaking a fist to show anger or blowing a kiss to show affection.	Recognise stock characters and emotions in a story and use my knowledge of performance skills to apply them to a script.
9 Performance	1. To show respect as an audience member, I should never talk during performances. 2. It is important to applaud every performance I watch, to encourage confidence in my fellow classmates.	Use all the knowledge I have acquired to plan, stage, and rehearse a Melodrama piece to explore effectively rehearsing an extended sequence of Drama.
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	We will watch a Melodrama inspired performance of Peter Pan, performed in the National Theatre. Peter Pan, Captain Hook, Wendy Darling and Smee are all examples of stock characters.	Evaluate a piece of drama work effectively and give helpful advice, encouragement and feedback to my own team as well as other groups.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Design and Technology

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

Week	I will need to know:	So that I can:
1 Health and Safety. Marking out. Waste Removal. Types of wood.	1. Workshop safety rules. Glasses, one person at a machine, sensibly line up while waiting, hair and loose clothing secured. 2. A tri square is used to mark 90-degree angles and a marking gauge is used to mark parallel lines. *Maths 3. That a tenon saw is used to cut straight lines. 4. That there are two types of wood: hardwood and softwood. *Science	1. Work safely to ensure the safety of myself and others. 2. Use a tri square accurately mark 90 degree lines to one edge. 3. Use a Tenon saw to safely cut across grain and remove waste material 4. So that material uses can be justified for their application.
2 Joint construction	1. A dimension line is a way of communicating a measurement. *Maths 2. A T halving joint is made up of a through housing and a lap joint 3. Waste material is removed using a tenon saw, chisel and a hand router to produce a through housing joint.	1. Use a tri square and marking gauge to correctly mark out a through Housing and Lap joint. 2. Have knowledge of wooden construction methods and the importance of accuracy. 3. Use a tenon saw, chisel and a hand router safely to complete a T halving joint.
3 Machining Components	1. You must wear safety glasses when using a pillar drill to drill a hole. 2. A pillar drill is a piece of workshop machinery used to drill holes. 3. A belt sander is a piece of machinery used to sand wood. 4. Some type of wood are manufactured e.g. Plywood 5. A scroll saw is used to cut curved patterns e.g. A jigsaw piece.	1. Work safely to ensure the safety of myself and others when using machinery. 2. Safely use a pillar drill to drill holes correctly. 3. Safely use a band sander to finish the end grain on the T halving joint. 4. Safely cut the complex shape of a trigger out of plywood.
4 Forming Plastic through vacuum forming. Finishing components and assembly.	1. There are different categories of plastic e.g. thermoforming, thermosetting and elastomers. *Science 1. That vacuum forming is a process used to shape thermoforming plastics. 2. That sanding is a process, using glass paper, to finish a piece of wood. 3. That PVA (Poly Vinyl Acetate) is used to permanently join wooden joints.	1. Understand thermoforming plastics can return to their original state when heat is applied. Focus on Polystyrene. 2. Use a vacuum former correctly to produce the polystyrene components for their product. 3. Use glass paper to finish and aesthetically improve a products appearance. 4. Glue, clamp and check a wooden assembly
5 Evaluation. End of unit test	1. That evaluation enables you to make calculated adjustments to improve performance. 2. All materials, tools, processes and their application used during this unit.	1. Test and modify the performance of components to improve the function of their product. 2. Demonstrate knowledge of materials, tools, and processes used in the production of their product by completing end of unit test.

Design and Technology

Week	I will need to know:	So that I can:
6 Systems and control. Electronic components. Soldering.	- Input, process and output approach to electronic systems. - The symbols and functions of resistors, LED's, buzzers, Thyristors and batteries. *Science - When soldering you must wear safety glasses and take great care when holding a hot soldering iron. Soldering is the process of joining electronic components to a circuit board.	- Understand the use of an the elements of the system which makes up the Hand Steady game - Be able to accurately identify the components. To be used in this unit. - Solder components safely in place.
7 Circuit construction.	- It is important to correctly position components to ensure a circuit works correctly. - Electrical principles e.g. Circuits must be complete to work, Electricity takes the path of least resistance. volts, amps and resistance. *Science - Light emitting diodes are more environmentally friendly than traditional lighting because they last a long time and use less power.	- Select components and safely solder them directly to the circuit board using a technical diagram. - Connect materials correctly to allow electrical conductivity. - justify why LED's have replaced traditional lighting.
8 Connecting components with wires. Forming plastic using Line bending	- You can connect components in a circuit using different methods e.g. Copper strip board - That polystyrene is a thermoforming plastic. *Science Line bending is a process used to bend acrylic - A jig is used to reproduce identical components.	- Attach components to a circuit board using wires. - Consolidate knowledge of thermoforming plastics focusing on Acrylic and its properties. - Safely use a strip heater to line bend acrylic for the product base. - Use jigs to batch produce components for the product
9 Ideas and development	- Ideas are quick sketches which promote further iterations. *Art - Modelling is used to test a solution. - A scaled drawing will communicate sizes to a third party. *Maths - Applying mathematical principle to reach a solution.	- Produce ideas which meet a design specification. - Develop a solution using a scaled drawing - Produce a working drawing to scale. - Calculate the material required for the product.
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 Assembly and Testing.	Evaluation leads to further problems which need to be solved. Solder across the tracks of copper strip board will stop a circuit working (short circuit). - The structure of an evaluation - What were you asked to do? What did you produce? How will you test it? What did you discover? How could you improve the product?	- So that errors can be rectified to successfully assemble a product. - Identify faults within an electrical circuit. - Write a report evaluating a product which identifies further improvements.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 7 Food Technology

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

Week	I will need to know:	Practical:	So that I can:
1 Health & safety	- The principles of 4Cs – Clean, Cook, Chill, Cross-contamination. - The risks associated with food poisoning, e.g. eating undercooked chicken may lead to food poisoning symptoms like stomach cramps and diarrhoea.	NO practical lesson in the first week. - 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.	- Explain why health and safety in food handling is crucial. - Explain the concept of cross-contamination and prevent it from occurring in the kitchen.
2 Cooking equipment	- The names and functions of common kitchen utensils. E.g. A fish slice is good for lifting and turning food while cooking. - Use of scale – Don't count the weight of the mixing bowl. Do not mix food on the scale because it will damage the calibrator. *Math Use warm water during washing up to remove bacteria and grease effectively.	<u>Mozzarella Cheese sticks</u> Breading technique: dredging in flour, moistening in egg wash, and then coating in breadcrumbs. Binding agents keep mixtures from separating. During breading, eggs act as a glue to attach all of the breadcrumbs to the surface of the food.	- Use the correct equipment for the job. - Maintain a clean cooking environment and ensure the longevity of kitchen tools.
3 Burns	- To prevent burns, one must use a dry towel or oven mitts to hold a tray as they block the heat. Never touch the hob in any situation because it may contain the remaining heat from the previous class. First Aid: If burns happen, cool down the wound with running tap water for 5 minutes immediately and notify teachers.	<u>Sausage rolls</u> - Puff pastry can be used in sweet and savoury baking goods. - Egg Wash (beaten egg) adds shine and colour to the pastry.	- Prevent burns and manage them if they happen. - Understand oven settings, baking times and testing if the food is cooked correctly.
4 Allergies and intolerances	Common allergens include gluten, peanuts, tree nuts, eggs, milk, sesame and fish. OSA is a nut-free school – anything that contains nuts should not be brought into school. Allergy symptoms can be visible (hives rash on skin/ swelling lips and eyelid) or invisible (swelling tongue and throat so the person cannot breathe or speak).	<u>Omelette</u> Use the claw grip technique when preparing and chopping vegetables - bent fingers and use knuckles to resist the blade. It ensures fingers are out of the way as the knife cuts through the food.	- Be aware of the possible allergens used in meals. - Use claw grip techniques to make a nutritious breakfast.
5 Eatwell Guide	Eatwell Guide – the five main food groups and suggested portion sizes are Vegetables & fruits: 40%, Carbohydrate 30%, Protein 15%, Dairy 10% and Oil & spread 5%. *Character Education - Fresh, whole foods are prioritized in Eatwell Guide instead of processed foods, for example, chicken breast instead of chicken nuggets.	<u>Quesadilla</u> - Practice claw grip method to cut the ingredients. - Practice heat control to achieve a golden, crispy Quesadilla while ensuring the cheese melts inside.	- Apply a balanced diet using all food groups when planning our meals. - Limit processed foods and drinks high in added sugars and salt.

Year 7 Food Technology

Week	I will need to know:	Practical:	So that I can:
6 Hydration	- About 60% of our bodies are water. - We should drink around 2 litres of water every day. Dehydration means losing more fluid than what we take in. - Teenagers are not encouraged to drink energy drinks as they have an unhealthy amount of caffeine and stimulants. *Midpoint assessment quiz	<u>Chow Mein</u> Stir-fry method: cook food quickly by cutting it into small pieces and stirring constantly in a wok or frying pan over high heat.	- Be aware of the importance of hydration. - Choose healthy drinks over sugary and energy drinks.
7 Milk	- The nutrients in milk – e.g. Protein in milk can strengthen and repair our muscles. *Science - According to NHS, whole-fat milk (3.6% fat) is good for babies and semi-skimmed milk (1.8% fat) is good for toddlers. The majority of us should drink skimmed milk (0.5% fat).	<u>Pancake / Crepes</u> Do not overmix the mixture – it will strengthen the gluten in the flour, leading to a tough texture. - Proper technique for flipping pancakes (wait until bubbles form on the side) and its cooking time).	- Explain why milk is important for overall health. - Know the differences among various types of milk.
8 Dairy	- Cream is a rich and high-fat component of milk. - Cheese is a dairy product made by curdling milk. - Butter is a solid fat made from cream. - Yogurt contains probiotics which promotes gut health.	<u>Chicken alfredo pasta</u> - Use a red chopping board for raw chicken and a yellow chopping board for cooked chicken. Do not wash the chicken as the Salmonella can be splashed to the tap and the sink.	- Make informed choices when selecting dairy products/ substitutes. - Learn how to make a chicken dish safely.
9 Eggs	- The codes on eggs and their meanings, e.g., the lion icon on eggs represents eggs from British hens vaccinated against Salmonella. - How to properly store, cook and handle eggs, e.g., cook the egg white fully.	<u>Tomato pasta with cheese</u> - Common types of pasta include spaghetti, linguine, penne, farfalle and fusilli. - The best way to check if the pasta is cooked is to taste it.	- Explain the farming methods of eggs. - Make an easy pasta dinner dish.
10	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!		
11 Carbohydrates and energy	- We need good carbohydrates for energy, like potatoes, brown rice, whole grain pasta and bread. Refined carbohydrates have a lot of sugar. They have empty calories and lead to rapid spikes in blood sugar and insulin levels. *Science	<u>Egg fried Rice</u> Precook the rice can help prevent rice becomes soft and mushy like risotto.	- Know why is it important to include carbohydrates in our diets. - Make a popular takeaway dish.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.		

Year 7 Geography Cycle 1: What skills do great geographers need?

Careers linked to Map Skills can include things like cartographers, archaeologists, land surveyors and tourist guides and adventurers as I will be developing my ability to read maps and locate exact places.

Week	I will need to know:	So that I can:
1	- There are two main disciplines within geography: human and physical. Human geography explores how human activity affects or is influenced by the world. Physical geography is the study of landscapes and the environment.	- Understand how physical and human geography are different. - Identify why studying geography is useful.
2	- The equator is an imaginary line dividing Earth into a northern and southern hemisphere and is a line of latitude. - Lines of latitude run parallel to the equator. - The Tropic of Capricorn and Tropic of Cancer are lines of latitude. - The Prime Meridian is a line of longitude. - The world is made up of seven continents and several major oceans.	- Locate places using lines of longitude and latitude. - List and locate all the continents of the world. - List and locate all the major oceans of the world.
3	- Different projections of maps which make maps look slightly different e.g. The Mercator projection is accurate for direction but not country size. Direction is measured using a compass. A compass works because Earth is a huge magnet which has two magnetic poles. *Science	- Describe the variety of different maps of the world. - Be able to work out compass directions. - Understand the reasons there are different compasses.
4	- The Ordnance Survey (OS) is the national mapping agency for Great Britain. - Symbols are used to label real life features and make maps clearer e.g. a blue P represents a car park. - All maps have a legend which explains what each symbol means. *PE	Identify what each symbol on a map represents.
5	- OS maps contain eastings and northings. - Four figure grid references allow us to locate places within a 1km² on an OS map. - Six figure grid references allow us to find the exact location of places on OS maps	- Read grid references from an OS map. - Locate specific points on an OS map

Year 7 Geography Cycle 1: What skills do great geographers need?

Week	I will need to know:	So that I can:
6	- Maps have different scales depending on what they are used for. - The scale tells you how much you would have to enlarge your map by to get the actual size in real life.	- Convert map distances to real life distances. - Work out a variety of distances from OS maps
7	- Height on maps can be shown via, contour lines and spot heights. Contour lines are a useful way to identify the height and shape of the land	- Find heights of lands using OS maps. - Understand how steep land is from contour lines.
8	- Geographical enquiry has 6 stages: Introduction and planning, methods and data collection, data presentation, data analysis, conclusions and evaluation. - Primary data is data collected by yourself and secondary data from another source. - An environmental quality survey (EQS) measures the physical condition of an area.	- Design an enquiry into the environmental quality of OSA. - Collect data on the school site about its environmental quality.
9	Geographic Information Systems (GIS) is specialist software that links geographical data with a map. *IT - GIS is a useful source of secondary data and it can be used to plan geographical enquiries. - A choropleth map uses shades of the same colour to show the distribution of data.	- Obtain useful data from reading a GIS map. - Compare different regions on choropleth maps to obtain data.
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! This assessment will be a short open response and skills-based assessment.	
11	This week will be spent doing fieldwork on the school site.	
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 7 History Cycle 1: Which invasion/settlement caused the most change to life in England?

Careers link to this cycle are: Careers linked to History include law, teaching, market research and journalism as I will be developing my research and analytical skills.

Week	I will need to know that:	So that I can:
1	1. The use of Chronology is a central part of being a historian. 2. The Romans came to England in waves from 43 AD -84 BC. 3. The people who came to Britain were a diverse group of Europeans, Africans and Asians.	1. Put events into the correct order. 2. Begin to appreciate where our diverse country comes from.
2	1. The way historians construct the past is by using sources. 2. Sources can be interpreted in many different ways. 3. The native Celts/Britons resisted fiercely against the invading Romans, most famously in the revolt of Boudica.	1. Use sources to support my arguments. 2. Conclude whether Boudica was a freedom fighter or just a bloodthirsty woman.
3	1. Following the fall of the Roman Empire a wave of migrations occurred from modern day Germany to Britain. 2. These migrants were known as the Anglo-Saxons. 3. The culture of these people still affects our modern life i.e. the names of the weeks, the books and films that are made and even our language.	1. Understand how the English language began. 2. Compare the culture of the Anglo-Saxons with our own modern one. 3. Explain how the Anglo-Saxons changed Britain.
4	1. There was a second wave of migrations from Scandinavia between the 8th-11th century. 2. Not all Vikings were blood thirsty warriors. They even set up their own laws in Britain, known as the Danelaw. 3. The Vikings helped create many of our modern cities and towns, like Derby, Leicester and Nottingham.	1. Identify how the Vikings changed British culture. 2. Compare the modern interpretation of the Viking with the reality. 3. Explain why a Viking (Harald Hardrada) felt he had a claim to the throne of England in 1066.
5	1. The English King, Edward the Confessor died in 1066 without an heir to the throne. 2. Four separate men all claimed they should be king next; A. William the Duke of Normandy (French-Norman) B. Harold Godwinson (Anglo-Saxon) C. Harald Hardrada (Viking) D. Edgar the Atheling (Anglo-Saxon) 3. All four claimants had a legitimate claim to the throne of England. 4. Harold Godwinson was chosen by the Witan to be King.	1. Conclude who should be made king after the death of Edward the Confessor. 2. Identify who the main claimants were and what their claim was. 3. Explain why 1066 was a pivotal moment in English History. 4. Complete my Mid-term test – quiz questionnaire

Year 7 History Cycle 1: Which invasion/settlement caused the most change to life in England?

Week	I will need to know that:	So that I can:
6	1. Harald Hardrada invaded England in order to claim the throne for himself in 1066. 2. Hardrada won a minor victory at the Battle of Gate Fulford. 3. The Vikings were ultimately defeated by Harold Godwinson at the battle of Stamford Bridge.	1. Explain how Harald won a minor victory at Gate Fulford. 2. Identify why Stamford bridge was a pivotal moment in the Viking story in Britain, and in the story of 1066. 3. Support your understanding of why the Battle of Hastings was a Norman victory.
7	1. William the Duke of Normandy also invaded to claim the throne in 1066. 2. Harold had to quickly march his army to Hastings to meet William. This meant they were tired and disorganised, after just winning at Stamford Bridge. 3. The Normans managed to beat the Anglo-Saxons through trickery and by breaking up the mighty Saxon shield wall.	1. Debate why the Anglo-Saxons were defeated at the Battle of Hastings. 2. Explain why William was victorious at Hastings. 3. Investigate how did Harold Godwinson die?
8	1. After winning the Battle of Hastings William was not pronounced king immediately. 2. Many Anglo-Saxons resisted against the Normans, such as; A. Harold Godwinson's family B. Hereward the Wake C. Edwin and Morcar (Earls of Mercia and Northumbria) 3. William was brutal in dealing with these rebellions.	1. Identify why the Anglo-Saxons resisted against the Norman rule. 2. Conclude how successful the resistance was to the Norman rule. 3. Explain why William was so brutal in dealing with these resisters.
9	1. William needed a way to centralise control in England, so he created the Feudal system. 2. The Feudal system gave everyone in England a rank in society, and who they owed work or money too. 3. The Feudal system protected the Norman invaders and exploited the Anglo-Saxon Serfs. 4. William created the Domesday book. This told him exactly how much wealth was in his new country.	1. Explain how the class system effected the different people in society. 2. Analyse how the Domesday book can be used to explore life in Medieval Oxfordshire.
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. William relied on fear and power to control England, so he built castles to scare the Anglo-Saxons. 2. There were 2 types of castle built; Motte and Bailey and Stone Keep.	1. Examine how the castle caused fear. 2. Identify the main features of a Motte and Bailey castle. 3. Explain why Stone keeps became necessary
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.	

MFL Cycle 1 Year 7

Careers linked to topics we study this cycle are Tour Guide, Travel Agent

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:
French 1	1. Bonjour! Ça va? Ça va bien . Au revoir! 2. Où habites-tu? J'habite à Cowley .	1. Say hello, goodbye and ask how someone is and say how I am 2. Ask others where they live and say where I live
French 2	1. Comment t'appelles tu? Je m'appelle Max . 2. Quel âge as-tu? J'ai onze ans.	1. Ask others for their name and say my own 2. Ask others for their age and give my own
Spanish 3	1. Hola , ¿Qué tal? Estoy fenomenal . Hasta luego . 2. ¿Dónde vives? Vivo en Oxford	1. Say hello, goodbye and ask how someone is and say how I am 2. Ask others where they live and say where I live
Spanish 4	1. ¿Cómo te llamas? Me llamo Max . 2. ¿Cuántos años tienes? Tengo once años.	1. Ask others for their name and say my own 2. Ask others for their age and give my own
German 5	1. Hallo! Wie geht's? Mir geht's gut . Auf Wiedersehen! 2. Wo wohnst du? Ich wohne in Cowley .	1. Say hello, goodbye and ask how someone is and say how I am 2. Ask others where they live and say where I live
German 6	1. Wie heißt du? Ich heiße Max . 2. Wie alt bist du? Ich bin elf Jahre alt.	1. Ask others for their name and say my own 2. Ask others for their age and give my own
Skills week 7	1. Use flash cards, quizlet and look, cover, write, check to help me with my learning. 2. Cognates are words which look and sound like English and have the same meaning in other languages. 3. Languages can help us in our future and careers.	1. Revise vocabulary in a way which suits me best. 2. Use cognates to help me in listening and reading. 3. Decide on my language for further study and know why they are important.
8	Please turn to the language you are studying for the knowledge for week 8 onwards	

French Cycle 1 Year 7

Careers linked to topics we study this cycle are: Tour guide, travel agent

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

Week	I need to know the following information from my sentence builder and be able to substitute the words in bold.	So that I can:
8	1. Bonjour! Ça va? Ça va bien. Au revoir! 2. Où habites-tu? J'habite à Cowley. 3. Comment t'appelles tu? Je m'appelle Max. 4. Quel âge as-tu? J'ai onze ans.	1. Say hello, goodbye and ask how someone is and say how I am 2. Ask others where they live and say where I live 3. Ask others for their name and say my own 4. Ask others for their age and give my own 5. This is a refresher of what you learnt in weeks 1-5!
9	1. Quel est la date de ton anniversaire? 2. Mon anniversaire est le neuf mars.	1. Ask people when their birthday is. 2. Say when your birthday is using dates/months.
10	Scholar's prep! To prepare for your upcoming assessment you should self-quiz on all the language and grammar on your sentence builder (weeks 7-9) and from your taster weeks in this language. Remember that little and often is the key to success.	<u>Assessment</u> • Listening • Reading (Including translation into English) • Writing (Translation into target language)
11	1. Tu as des animaux? 2. J'ai un chat/une tortue. 3. J'ai un chat blanc et une tortue verte. 4. Je n'ai pas de + animal without article.	1. Ask someone if they have any pets. 2. Say how many pets I have using the verb avoir and the correct word for 'one' 3. Describe the colour of my pet(s) using adjectives which agree. 4. Say which pets I don't have.
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 1 Year 7

Careers linked to topics we study this cycle are: Tour guide, travel agent

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

Week	I need to know the following information from my sentence builder and be able to substitute the words in bold.	So that I can:
8	1. Hallo! Wie geht's? Mir geht's gut . Auf Wiedersehen! 2. Wo wohnst du? Ich wohne in Cowley . 3. Wie heißt du? Ich heiße Max 4. Wie alt bist du? Ich bin elf Jahre alt.	1. Say hello, goodbye and ask how someone is and say how I am 2. Ask others where they live and say where I live 3. Ask others for their name and say my own 4. Ask others for their age and give my own 5. This is a refresher of what you learnt in weeks 1-5!
9	1. Wann hast du Geburtstag? 2. Ich habe am ersten Januar Geburtstag. 3. Er/sie hat am siebten Oktober Geburtstag.	1. Ask people when their birthday is. 2. Say when your birthday is using dates/months and the verb haben. 3. Say when other people's birthdays are using dates/months and the verb haben
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 • Reading (Including translation into English) • Writing (Translation into target language)
11	1. Wie bist du? 2. Ich bin sehr intelligent . 3. Er/sie ist 4. Ich bin nicht lustig. 5. und, aber, oder	1. Ask someone what their personality is like. 2. Describe my personality using quantifiers and adjectives. 3. Describe other people's personalities using the quantifiers and adjectives. 4. Use the word 'not' 5. Links ideas with simple connective
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 1 Year 7

Careers linked to topics we study this cycle are: Tour guide, Travel agent

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

Week	I need to know the following information from my sentence builder and be able to substitute the words in bold.	So that I can:
8 Hola, ¿Qué tal?	1. Hola, ¿Qué tal? Estoy fenomenal . Hasta luego. 2. ¿Dónde vives? Vivo en Oxford . 3. ¿Cómo te llamas? Me llamo Max . 4. ¿Cuántos años tienes? Tengo once años.	1. Say hello, goodbye and ask how someone is and say how I am 2. Ask others where they live and say where I live 3. Ask others for their name and say my own 4. Ask others for their age and give my own 5. This is a refresher of what you learnt in weeks 1-5!
9 ¿Cuándo es tu cumpleaños?	1. ¿Cuándo es tu cumpleaños? 2. Mi cumpleaños es el veinte de julio . 3. ¿Qué tipo de persona eres? 4. Soy listo/a . 5. No soy tonto/a .	1. Ask people when their birthday is. 2. Say when your birthday is using dates/months. 3. Ask someone what their personality is like. 4. Describe my personality using the correct masculine or feminine adjectives. 5. Use the word 'not' to describe what my personality is not
10	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!	<u>Assessment</u> •Listening •Reading (Including translation into English) •Writing (Translation into target language)
11 ¿Tienes hermanos?	1. ¿Tienes hermanos/ mascotas? 2. Tengo dos hermanos/hermanas 3. Tengo tres perros marrones .	1. Ask someone if they have any brother, sisters or pets. 2. Say how many brothers or sisters I have using the verb 'tener'. 3. Say which pets I have and describe their colour using adjectives which agree.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 7 Elements of Music Cycle 1

Careers linked to topics we study this cycle are: Music Arranger, Artistic director, copyist, song writer and entertainment lawyer.

Week	I will need to know:	So that I can:
1	1. That music is made up of 8 main elements 2. The elements are: Pitch, Tempo, Dynamics, Duration, texture, Timbre/Sonority, Articulation and Silence For my assessment in Week 11, I will need to be able to DESCRIBE these and IDENTIFY them from musical examples.	1. PERFORM music to the highest standard and EXPRESS myself through sound. 2. UNDERSTAND how music is constructed 3. IMPROVE my own compositions and performances 4. RECOGNISE and work with the building blocks of music
2	1. That the term pitch means how high or low the sound is. 2. That the term notation is used to explain how we write music down 3. The system of notation emerged in medieval Europe, as the Christian Church attempted to standardise the performance of plain song melodies so that chants could be standardised across different areas. 4. In the contemporary Classical Music of the 20th and 21st centuries, music notation has continued to develop, with the introduction of graphical notation 5. Since the 1980s, there has grown computer-based score writer programs for notating music.	1. INTERPRET written music successfully 2. PERFORM music confidently that has been written by others 3. SHARE my music with others 4. COLLABORATE on the same music, with groups of my friends.
3	1. The term tempo refers to how fast or slow a piece of music is played 2. Musical vocabulary refers to the words we use to describe music accurately. 3. Professional Italian musical vocabulary to describe speed include: allegro (fast), allegretto (fairly quick) and adagio (slowly)	1. VARY the effect of my PERFORMANCE through speed 2. SELECT appropriate speeds for the mood of the music 3. ADAPT different speeds to suit my current ability level 4. CHALLENGE myself to increase or decrease speeds
4	1. The term dynamics refers to the volume of a piece of music. 2. The professional Italian musical terms to describe the volume of music include: crescendo (gradually getting louder), decrescendo (gradually getting softer) forte (loud and strong)	1. VARY the effect of my PERFORMANCE through volume 2. SELECT appropriate dynamics for the mood of the music 3. ADAPT different dynamics to honour a composer's intention 4. CHALLENGE myself to improve my control of dynamic ranges.
5	1. The term rhythm refers to a pattern of long and short sounds 2. The term duration refers to how long a note is played for.	1. CONSTRUCT rhythmic patterns 2. INTERPRET units of rhythm correctly 3. COLLABORATE to design cross rhythmic compositions with my friends. 4. CHALLENGE myself to create complex rhythms

Year 7 Elements of Music Cycle 1

Week	I will need to know:	So that I can:
6	1. The musical term of texture refers to the way a piece of music is layered. 2. The musical term of monophonic means One voice 3. The musical term homophonic refers to music moves in block chords 4. The musical term of polyphonic means many voices	1. TRACE the development of a single line (MONOPHONY) 2. to block chords (HOMOPHONY) to complex interweaving independent lines of music (POLYPHONY).
7	1. The term timbre/ sonority refers to the quality of different sounds, for example; Rasping, wooden, breathy, metallic, muffled, golden, cool and dry. 2. Woodwind, brass, percussion and voice all make a variety of sonorities	1. IDENTIFY orchestral instruments correctly just by listening 2. SELECT appropriate instrumentation for composition 3. EXPLORE orchestration when studying great music
8	1. The term articulation means how the sound is played. 2. The term legato means to be played smoothly 3. The term staccato means to be detached	1. ENLIVEN my playing with a varied approach to articulation. 2. Add COLOUR and STYLE to my confident performances 3. UNDERSTAND how articulation affects the energy and mood of a piece of music.
9	1. Prepare your knowledge of the Elements of Music through two assessments: 2. MUSICAL LITERACY 3. PERFORMANCE from notation	1. You will be FULLY PREPARED through your lessons 1-10 to do well in your assessments. Ensure you keep your booklets neat and tidy and you take opportunities to practise your performances during practical time given in the lesson. Always use lesson time to the best of your ability.
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 term silence defers to the power of silence as a canvas on which sound is painted. 2. John Cage was the inventor of the prepared piano, he was was an American composer and music theorist. 3. Cage's most famous and controversial work is his composition "4'33"," premiered in 1952. In this piece, the performer sits silently at the piano for a total of four minutes and 33 seconds.	1. CONTROL silence and sound balance in your performances and compositions 2. CONSTRUCT mathematically secure rests and pauses within your musical textures.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 7 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

• Football	• Badminton	• Rugby
Football - that by cushioning the ball by meeting it with either the sole, laces or inside of the foot will allow me to stop the ball with control. That by using the side of the foot to pass the ball would be more accurate over a short distance and by using my laces over a longer distance would build up more power and accuracy.	That setting up the court requires a net and 2 posts, and they are placed side of the court. The ready position in badminton is to stand central on the court with knees bent, side on and racket ready. The way you move around the court is called a chasse . To chase the knees are bent and you remain on the balls of your feet. <u>Set up and down</u> the courts and <u>understand</u> the importance of starting position, chasse movement and court markings	That the different types of passes in rugby are the pop, spin, high and low passes. Pop is performed from the side of the hip and released to the side over a short distance. Spin is performed from the side of the hip and released high with a rotation of the ball to create a spin. Low is performed from taking the ball from the ground and released up to a players' hands. High pass is performed from having the ball in both hands above your head and released up and high. These will be done in isolated practices.
Football – that by taking smaller touches will help to stay in possession of the ball when dribbling towards and around opponents. That by taking larger touches in space will enable me to attack more effectively and gain more distance. That spatial awareness is important when considering either way to dribble with the ball.	That to perform a backhand serve I keep my racket below my ribcage, hold the shuttlecock cork directly on top of the racket strings, stand side on, and contact the shuttlecock by moving the elbow and locking the wrist. The shuttlecock should go over the net into opponent's diagonal service box. <u>Perform</u> a serve to start a game with the correct technique in isolated practices	That by performing the following will ensure I tackle safely: landing by falling safely and bending at the ankles and knees, perform ring of steel around opponent's waist (squeezing hard), bending knees, leading with shoulder, staying low and lifting opponent slightly to make opponent of balance, and pushing to side or back to push them over. <u>Perform</u> tackling safely in isolated practices.
That by shooting with the inside of the foot would be more accurate over a short distance due to requiring less power and more accuracy to aim for different parts of the goal. Shooting with the laces at a further distance would be more powerful and accurate by aiming foot and leg in the correct trajectory towards an area of the goal and bringing the leg back and powerfully swinging through to contact the ball.	That to perform a net shot I must use a lunge. My racket strings should be facing the ceiling and I push the racket forwards gently so the shuttlecock goes low over the net. The shuttlecock should land in the forecourt which is in front of the service line. I will understand that the net shot is used to return a serve and it forces our opponent to lift the shuttlecock. Respond to a serve by performing a net shot with the correct technique in isolated practices	That by performing a ruck successfully I will need to be over a team member (who has the ball placed on the floor) to protect the ball from the opposing players. Opposing players will join on top of the floor player, where I should have my head and shoulders no lower than their players hips. I hold a strong position to hold that opposing player off until a player (scrum half) retrieves the ball from the ground and plays it off.
That by shifting my body weight when jockeying allows me to change direction more effectively when defending. That by watching the ball rather than the playing will allow me to make a better decision on when to make a tackle to win the ball.	That there are three different types of overhead shot: clear, drop and smash. For all overhead techniques I must be sideways on and I must chasse backwards so my body is behind the shuttlecock. When making contact with the shuttle the back leg should follow through forwards. My non racket arm will be up in the air to help with direction. Perform the correct chasse movement to get to the rear court and demonstrate an overhead shot footwork technique	That an arrowhead is an attacking formation which consists of students forming an inverted V-shape in relation to the ball carrier when attacking. To commit players, I need to cover ground by running and using agility to successful pass an attacker. <u>Commit</u> defenders when attacking and understand attacking formations in isolated practices.
That by utilising space when in possession can create more opportunities to attack and maintain possession. To create space movement and anticipate play are important.	Single game rules are long and thin court markings on a serve, then the court remains long and thin for the shuttlecock to be in. Double game rules are short and wide court markings on a serve, then the whole court for the shuttlecock to be in. I will <u>understand</u> the singles/doubles game rules	That a straight line formation when defending is effective. To be disciplined in defence the command 'Ready, ready, up' or 'hold, hold, go' is used. This means that the team communicate effectively to one another to time their squeeze and high press as a unit.

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

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

• Netball	• Basketball	• Fitness
That the different types of passes are overhead (long distance), chest (short distance), bounce (short-middle distance) and shoulder pass (any distance). These will be performed in a low-risk environment in isolated practices. <u>Pass</u> over a variety of distances with accuracy and receive the ball with control in isolated practices.	That the different types of shots to perform are the bank shot, lay-up, set shot and jump shot. To perform the set/jump shot the acronym that is used is 'BEEF', B for balance , E for eyes, E for elbow or extension , F for follow-through or flick. To <u>perform</u> the bank/set/jump shot with some accuracy in isolated practices	That a pulse is rhythmical throbbing of the arteries as blood is propelled through them and that to measure your pulse is to use a finger on either the radial (wrist) or carotid (neck) locations. <u>Track</u> how hard you are working by measuring pulse rate at 2 different sites.
That once I plant one foot on the ground, that foot cannot be removed and resurfaced (footwork). However, if landing on both feet at the same time I can decide what foot I would like to take off the ground. That pivoting will allow me to change direction on the spot. <u>To perform</u> correct footwork in isolated practices	To perform the lay-up there are three different phases these are: drive phase, gather phase, finish phase. <u>perform</u> the lay-up with some control in isolated practices and <u>know</u> the teaching points	The quicker the pulse returns to resting the better their fitness levels which means they can resume exercise at a higher intensity quicker. Linked to oxygen delivery . <u>Determine</u> personal fitness levels
To shoot accurately I must have the ball above my head in my eye-line of ball and net, bend my elbows out and knees down, then fully extend through these joints to push the ball floaty and high to land within the net. <u>Know</u> the teaching points for shooting and perform	Handball (basketball skills through handball) – That the different types of passes in basketball are, overhead (long distance), chest (short distance), bounce (short-middle distance) and shoulder pass (any distance). <u>pass with accuracy</u> over a variety of distances in isolated practices	That the safety precautions of the fitness suite are standing away from running machines, not behind it, perform body weight exercises away from cardio machines, do not lift any type of weight, one person on a machine at once. To <u>understand</u> the health and safety of using the fitness suite
That offside is where a player is in the correct area of the court. That the GK/GS can go in the goal third and the shooting area (D), the GA/GD/WA/WD can go in the goal third and the centre third, the, the C can go anywhere but cannot go in the shooting area. To know the offside rule and where all 7 positions can go in isolated practices	That effective dribbling is to push the ball into the ground using the fingertips, allowing the ball to bounce hip height, the ball is to the side of the body or just in front to run with the ball under control . When attacking space, the ball can be pushed ahead more, whereas, when approaching a defender, the ball needs to stay closer to the body for control and agility.	That body weight exercises do not require additional equipment and can help improve muscular strength and muscular endurance . <u>Workout without</u> additional equipment
That by creating space by constantly moving will deceive the player marking me and will allow other players to move into the space I have created to become a passing option. By performing the dodge, double dodge and changing pace/speed I can outwit my opponent to become an option to receive the ball in space.	That a low block formation is a defending formation. Protecting the shoot area by the defenders gathering around to protect the goal and block/intercept any shots.	that aerobic energy is required in activities that are over a long duration and between 60-80% of a person's maximum heart rate (moderate-low intensity). <u>Train in</u> the correct zone for aerobic endurance

Religious Studies: Discuss the importance of the Gurdwara and how it supports Sikhs religious beliefs

Careers linked to topics we study this cycle are any career that requires an understanding of how belief shapes identity. For example diplomat, social worker, journalist, teacher

Week	I will need to know:	So that I can:
1	1. Religious Studies is a subject that explores and teaches about different religions, their beliefs, practices, and their significance in human history and culture. 2. It's an area of learning that helps young learners understand the diverse beliefs and traditions followed by people around the world	1. Give my opinion about which reason for studying religious studies is the most important 2. Identify philosophical, ethical and religious questions that come up in everyday life
2	1. An ultimate question or philosophical question usually concern the existence of reality and the universe whereas ethical questions will be centred around issues of morality (right and wrong). 2. Religion addresses both philosophy and ethics, from a variety of different perspectives	1. Create my own ultimate questions from an image or a scenario 2. Imagine how other people with different beliefs might answer an ultimate question and compare this with my own thoughts
3	1. My identity is a unique combination of who I am as a person. It includes things like my name, how you look, what I like to do, and the things that make me special and different from others. It also includes my beliefs and values	1. Create a visual representation of 'the real me' that explains to the viewer important points about my identity
4	1. An influence on my beliefs means how other people, experiences, or things can affect what I believe in or what I think is true 2. Many things we experience in life influence our beliefs, or example friends, family, media, celebrities and friends	1. Identify and explain experience in my life that have led to my beliefs 2. Create a timeline to show how my beliefs have changed or stayed the same over time because of these influences
5	1. Several experiences in Guru Nanak's life influenced his belief in God. For example: 2. As a boy Nanak had a disagreement with his father about touching untouchables 3. Cows ate all of Guru Nanak's crop, but God replaced the crop so that Nanak could do God's work instead	1. Give my own opinion about which aspect of Guru Nanak's life are important 2. Use evidence to support points about how Guru Nanak's life has influenced his identity

Religious Studies : Discuss the importance of the Gurdwara and how it supports Sikhs religious beliefs

Week	I will need to know:	So that I can:
6	1. The Mool Mantar is a statement of faith for Sikhs. It states that there is only one God and that he created the world 2. The Mool Mantar explains to Sikhs how they should understand God, and this influences their beliefs. For example, Sikhs believe there is only one God, so there are different ways that different people experience the same God	1. Explain important Sikh beliefs about God 2. Explain how the Mool Mantar influences Sikh beliefs 3. Consider how belief in a God influences someone's identity
7	1. A Gurdwara is a Sikh temple or place of worship 2. Each Gurdwara contains a Langar, a place where a meal is provided for free for all who attend. Sewa means selfless service to others and is an important part of worshipping 3. There are many distinctive features of a Gurdwara, including for example a Guru Granth Sahib, or the Sikh holy book.	1. Explain the key features of a Gurdwara 2. Explain how people worship in a Gurdwara 3. Explain how a Gurdwara influences Sikh identity
8	1. There are ten human gurus and a final guru that is a book called the Guru Granth Sahib 2. The Khalsa is a community of devoted and committed Sikhs who have taken a sacred oath to follow certain rules and principles, founded by Guru Gobind Singh the tenth guru 3. The Khanda is the symbol of the Khalsa	1. Explain why Sikhs become members of the Khalsa 2. Consider why being part of a community is important for your identity
9	<i>Discuss the importance of the Gurdwara and how it supports Sikhs religious beliefs</i> 1. A thesis statement is where I explain the main body of my argument. 2. Evidence is required as a supporting detail to my main argument. 3. A concluding statement is one in which I summarise my whole argument	Plan my Knowledge essay coherently
10	Scholar's Prep: To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to Scholarship. Work hard and show your best!	
11	1. Members of the Khalsa wear the 5 Ks as an outward sign of their membership in the group. The 5 Ks are: 2. Kesh: Uncut hair, a symbol of accepting the way God made them. 3. Kangha: A wooden comb to keep the hair neat and clean. 4. Kara: A steel bracelet, which represents unity and protection. 5. Kachera: Special undergarments, a reminder of leading a disciplined life. 6. Kirpan: A small dagger, symbolising the duty to defend the truth and protect others.	1. Explain what the 5 Ks are and what they symbolise 2. Evaluate the strengths and weaknesses of wearing the 5 Ks 3. Consider how what we chose to wear is important to our identity
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 7 Character Education Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Expectations	The standards or goals you aim to meet.	At OSA, I follow high expectations by being prepared and trying my best.
2	Safeguarding	Keeping people safe from harm and protecting their wellbeing.	Safeguarding means I can speak to a trusted adult if I feel unsafe.
3	Belonging	Feeling accepted, valued, and part of a group.	I feel a sense of belonging when my classmates include me.
4	Emotions	Signals from your brain that tell you how you feel.	Naming my emotions helps me understand what I am feeling
5	Friendships	Friendships: positive relationships built on trust, kindness, and support.	Good friendships help me feel supported and happy.
6	Achievements	Things you have successfully completed or accomplished.	Passing my test was an important achievement for me.
7	Overwhelmed	Feeling like you have too much to handle emotionally or mentally	I felt overwhelmed , so I took a break and asked for help.
8	Bullying	Repeated behaviour that is intended to hurt someone.	The school takes bullying seriously to keep everyone safe.
9	Knowledge	Information, understanding, or skills learned through education.	I used my knowledge from lessons to help me in the test.
10	Diverse	Showing a range of different people, cultures, or ideas.	OSA is a diverse school with many cultures and backgrounds.

Year 7 Character Education Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Dual-coded	using both words and images together to help you learn and remember.	Our slides are dual-coded to make learning clearer and easier to understand.
2	Sanction	a consequence or punishment used when rules are not followed.	I received a sanction for not following instructions the first time.
3	Zones of regulation	a system that helps you understand and manage your emotions using different coloured zones.	I knew I was in the yellow zone of regulation , so I used a strategy to calm down.
4	Resilience	the ability to bounce back from challenges and keep going	I showed resilience by trying again even when the work was difficult.
5	Coping strategies	actions or techniques that help you manage stress or emotions.	Taking deep breaths is a coping strategy I use when I feel overwhelmed.
6	Stereotypes	fixed or oversimplified ideas about a group of people.	Learning about different cultures helps challenge stereotypes .
7	Growth mindset	the belief that you can improve through effort and practice.	Having a growth mindset helps me keep trying when I find something hard.
8	British Values	key values in the UK such as democracy, rule of law, mutual respect, tolerance, and individual liberty.	Showing kindness and respect reflects British Values in school
9	Revision	reviewing and practising what you have learned to help you remember it.	I used my scholar's guide for revision before my assessment.
10	House System	a school system where students belong to a team that competes and works together.	The house system reminds us to be the best we can be. We celebrate the values of: Bannister, Earhart, Seacole and Tolkien.

Year 7 Literary Heritage: Tier Two Words

Week	Word	Definition	In a sentence:
1	Heritage	The traditions, achievements, beliefs, and cultural practices passed down from previous generations.	Literary heritage is the body of written works and traditions passed down through generations, shaping culture and thought.
2	Critique	To evaluate or judge in a detailed and analytical way.	Aesop's fables critique human flaws and behaviors through simple yet powerful moral lessons.
3	Malevolent	Having or showing a desire to do evil to others.	The malevolent Grendel ruthlessly attacked Heorot Hall out of hatred and jealousy.
4	Courageous	Having or showing bravery; able to face danger or pain without fear.	The firefighters were courageous , risking their lives to save those trapped in the burning building."
5	Determined	Having a firm resolution or being resolved to achieve a goal despite difficulties.	"She was determined to finish her marathon training, no matter how challenging it became."
6	Patriarchy	A society ruled by men that largely excludes women.	The patriarchy of the Elizabethan era dictated that men held authority in society, while women were expected to be obedient and subordinate, as reflected in many of Shakespeare's plays
7	Resilient	Able to withstand or recover quickly from difficult conditions.	"The resilient community rebuilt their homes quickly after the devastating hurricane."
8	Heroic	Exhibiting the qualities of a hero, such as bravery, nobility, and self-sacrifice.	"The soldier's heroic actions on the battlefield earned him a medal of honor."
9	Chivalrous	Being polite, honest, fair, honourable and kind.	The chivalrous knight bowed politely before helping the stranger in need, embodying the true spirit of honor and bravery.
10	Academic writing	writing which communicates ideas, information and research to the wider academic community	Essays are one of the most common examples of academic writing .

Year 7 - Literary Heritage: Tier Three Words

Week	Word	Definition	In a sentence:
1	Word Class	There are four major word classes : verb, noun, adjective, adverb.	Verbs are action or state words like: run, work, study, be, seem. Nouns are words for people, places or things like: mother, town, Rome, car, dog. Adjectives are words that describe nouns, like: kind, clever, expensive. Adverbs are words that modify verbs, adjectives or other adverbs, like: quickly, back, ever, badly, away generally, completely.
2	Alliteration	The occurrence of the same letter or sound at the beginning of adjacent or closely connected words.	Sally sells seashells by the sea shore is an example of alliteration .
3	Connotation	An idea or feeling which a word invokes for a person in addition to its literal or primary meaning.	The connotations of the colour red are danger and violence.
4	Imagery	The use of pictures or words to create images, especially to create an impression or mood.	He felt like the flowers were waving hello gives the reader an image of happiness.
5	Archetype	A typical example of something, or the original model of something from which others are copied.	Sir Gawain embodies the archetype of the chivalrous hero in Sir Gawain and the Green Knight, facing trials that test his courage, honour, and loyalty.
6	Context	Context refers to the circumstances, background, or setting that help clarify the meaning and significance of an event, statement, or idea.	"Understanding the context of the Elizabethan era is crucial for interpreting Shakespeare's plays, as it sheds light on the social and political influences of the time."
7	Metaphor	A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.	Eli's eyes were 'dog-hard'. Is a metaphor as his eyes are his own and not a dog's.
8	Simile	A figure of speech comparing two unlike things that is often introduced by like or as.	Her eyes were like two sparkling stars in the dark night. is a simile
9	Personification	A literary device that gives human characteristics to nonhuman things or inanimate objects	The wind whispered through the trees, sharing its ancient secrets with the world is personification .
10	Oral tradition	A system for preserving a group's beliefs, customs, and history, in which elders tell youngsters about them, and the youngsters tell their children, and so on.	The epic poem Beowulf was passed down through oral tradition , preserving its heroic tales long before it was written down.

Maths Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Sequence	A list of numbers or objects in a special order.	3, 5, 7, 9, ... is a sequence starting at 3 and increasing by 2 each time.
2	Function	A function takes an input to an output. It is like a machine that has an input and an output, where the output is related to the input.	"Multiplication by 2" is a function where the input 3 has an output of 6.
3	Approximate	To estimate a number, amount or total often using rounding of numbers to make them easier to calculate with	I rounded the prices to approximate the total cost of the shopping.
4	Multiply	Repeated addition	It is quicker to multiply 3 by 6 than to add 3 6 times.
5	Divide	Split a number into equal parts	They divided the pie into 4 equal pieces.
6	Length	The distance from 1 point to another	The length of a line from start to finish is 5cm.
7	Triangle	A 3 sided shape.	The shape of traffic signs is a triangle .
8	Negative	Less than zero.	The weather was so cold that the temperature was negative 5 degrees.
9	Equals	Represented by '=' symbol – means the same	Three plus four equals seven ($3 + 4 = 7$)
10	Calendar	A chart showing days, weeks and months in a year	The first month in the calendar is January.

Maths Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Substitute	Replacing an unknown by a value	To substitute $x=3$ into $x + 5$ you replace the x with 3, so it becomes $3 + 5$
2	Algebra	Using letters to stand for unknown quantities	An example of algebra is calling someone x years old if you don't know how old they are.
3	Place value	The value of a digit depending on its place in a number	The place value of the 3 in 235 is 3 tens. The place value of the 6 in 3.46 is 6 hundredths.
4	Factor	Integers that you can divide a number by exactly	A factor of 10 is 2 because $10 \div 2 = 5$.
5	Multiple	Numbers in the times table of another number	A multiple of 4 is 12 because 12 is in the 4 times table.
6	Perimeter	The length all the way around a shape.	The perimeter of a field is 600m if that is the length around the edge.
7	Compound Shape	A shape that can be split into simpler shapes	The front of a house is a compound shape as it can be split into triangles and rectangles.
8	Magnitude	The size of a number, ignoring the positive or negative sign	The magnitude of -4 is 4, the magnitude of is also 4.
9	Solve	To find a value (or values) we can put in place of a variable that makes an equation true.	To solve the equation $x + 5 = 8$, we work out that $x = 3$ makes the equation correct
10	Frequency	The number of things in that category	The frequency of boys is 5 if there are 5 boys in the group.

Art Y7 Cycle1 – The Formal Elements – Baseline Unit - Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Drawing	A visual art that uses an instrument to mark paper or another two-dimensional surface. The instrument might be pencils, crayons, pens with inks, brushes with paints or combinations of these also digital drawings with computer styluses with graphics tablets.	"She had always been good at drawing people".
2	Observation / Observe	Observation in art is to draw or paint a subject as accurately as possible. The subject may be a still life, figure model, portrait or landscape and the image must be created from real life rather than a photograph or the artist's imagination.	"They observed the object carefully to make a life-like drawing"
3	Communicate	A process by which information is exchanged between individuals and asking viewers to relate symbols and other abstract connections together to interpret a meaning from imagery.	"They communicated their ideas, feelings and arguments to an audience through their Art".
4	Analytical	Looking at something closely and breaking it down into parts.	They examined the elements of the artwork analytically to get a better understanding of meaning and concepts"
5	Critical	Expressing or involving an analysis of the merits and faults of a work.	"She gave a critical evaluation of the artist's work"
6	Mark-making	The different lines, dots, marks, patterns, and textures we create in an artwork. It can be loose and gestural or controlled and neat.	"Her mark-making was very expressive; showing lots of movement"
7	Blend	The process of fusing two colours together so that the transitions from one colour to another, or combines to create a new colour.	"The painting of a sunset is a classic example of blending because of the soft transition from deep red, to orange, to yellow".
8	Pattern	A design that repeats and can be found anywhere. They can be made by repeating shape, line, or colour. In art, pattern is used in organising and decorating designs.	"The pattern was made up of repeating blue and yellow circles"
9	Line	An artist's line is a drawn mark and has length & width. (Mark-making).	"The drawings were a simple continuous line drawing"
10	Colour	Colour is the element of art that is produced when light, striking an object, is reflected back to the eye. Groups of Colour: PRIMARY, SECONDARY,	"Her colours were bold and bright"

Art Y7 Cycle1 – The Formal Elements – Baseline Unit - Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Formal Elements	The basic units and the means artists use to create and design their work.	"The most prominent formal elements in the artist's work are line and tone".
2	Media	The arts materials and tools used by an artist, designer or craftsman to create a work of art.	"Pen and ink were the media used to make the drawing".
3	Print	A generic term for an image made using a board or plate (wood, metal, stone, lino, polyblock) engraved and inked and transferred onto paper using pressure (a press). For example, pen and ink where pen is the tool and ink is the material.	"They used too much ink, so their print was not clear"
4	Tone	Shading - The areas of light and dark within an image to create the illusion of depth	"The drawing has really dark tones , with strong shadows"
5	Composition	The positioning of elements within an area.	"The composition filled the page"
6	Shape	Any area enclosed by a line. Geometric & Organic shapes.	"I can see lots of geometric shapes , such as circles, squares and rectangles"
7	Form	A shape that is 3D or looks 3D.	"In her drawing she developed her 2-dimensional shape (circle) into a 3-dimensional form (sphere)"
8	Texture	The surface quality - textures can be categorised as: VISUAL TEXTURE is a mere illusion & PHYSICAL TEXTURE refers to the tactile features.	"The texture was rough". The texture looked rough".
9	Space	The feeling of depth or three dimensions. It can also refer to the artist's use of the area within the picture plane. The area around the primary objects in a work of art is known as negative space, while the space occupied by the primary objects is known as positive space.	"There was lots of space around the object in her drawing".
10	Perspective	A way of showing distance in a drawing or painting.	"The perspective in his landscape drawing made the mountains look really far away"

Year 7 Computer Science – 2025/26 - Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Respectful	To treat someone or something as being valuable.	Respectful use of the IT equipment means not misusing or damaging it.
2	Storage	To save work so it can be used later on.	Office <i>autosaves</i> your work to the <i>OneDrive cloud storage</i> .
3	Scrutinise	1) To examine or inspect closely.	Today, AI (Artificial Intelligence) is used to scrutinise social the media of job applicants before they are even interviewed.
4	Unsolicited	1) Not wanted or not asked for.	Sadly, many students report they receive unsolicited nude pictures.
6	Parallel	Next to, running alongside, not crossing	In a parallel circuit EITHER (OR BOTH) switches being on will turn the circuit on.
7	Denary	A normal number (the place values go up in 10).	Multiplying the denary number 123 by 10 yields 1,23 <u>0</u>
8	Place Value	The value of a column in a denary or binary number.	1) The place value of the 2 in 1,024 is ten.
9	Rotate	Spin or turn to change the direction you are facing, but not your position in space.	When facing EAST, telling the turtle to LT(90) rotates left 90 so the turtle now faces NORTH.
10	Polygon	A closed shape with all sides and angles being equal.	A 3 sided polygon is an equilateral triangle. A 4 sided polygon is a square. A 5 sided polygon is a pentagon. A 6 sided polygon is a hexagon.



Year 7 Computer Science – 2025/26 - Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Cyberbullying	Sending (posting or reposting) hurtful statements about someone in order to hurt them.	Cyberbullying is no joke, especially when you are the victim.
2	Hardware	The <i>physical part</i> (you can touch) of a computer system.	5I/O hardware such as a touch screen provides both input/output .
3	Software	The <i>logical</i> (thinking part) of a computer System.	We use PowerPoint software is a graphical note taking tool.
4	CPU	Central Processing Unit . The main <i>microchip</i> . <u>NOT the case!</u>	The CPU is a microchip inside the casing and is not the casing!
6	Transistor	An electrical switch that is turned on or off by a control signal(current).	A CPU or RAM has millions of transistors .
7	Binary	Two states – ON (0) or OFF (1)	Computers are built on transistors , so binary codes 0 or 1 are used.
8	BIT	BIT = B inary digit – a 0 or 1.	The rightmost bit in binary always represents a unit(1). The BITs then get bigger (right to left) by multiplying by 2.
9	2) Turtle commands	• Movement : ◦ fd(100) ◦ bk(100) ◦ Rotation: ◦ rt(90) ◦ lt(90) ◦ Pen State: ◦ pu() ◦ pd()	No iteration Square: fd(100) rt(90) fd(100) rt(90) fd(100) rt(90) fd(100) rt(90) With iteration repeat (4) : fd(100) rt(90)
10	2) Iteration	To repeat a group of instructions, from the Loops section of Trinket BLOCKS.	

DRAMA Y7 C1 Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Audience	The group of people who intentionally group together to watch a performance.	The audience watched the performance and applauded at the end to show respect.
2	Tableau	A still image or freeze frame of a particular moment – no words are spoken, but the audience see what is happening through the actors' positioning and interaction with each other.	We created a tableau of a surprise birthday party.
3	Mime	A theatrical technique where actions, characters, and emotions are conveyed through physical movement, without the use of spoken words.	The mime performance showed two friends driving a car and nearly crashing their car.
4	Dialogue	The spoken or written conversation between two or more characters. Usually labelled with the character who says the dialogue in a script.	I read the dialogue of my character before rehearsing the full scene.
5	Transition	A moment of change between two scenes in a performance.	They moved in slow motion to the next scene, to show the transition to the end of the play.
6	Exaggeration	Representing something in a more extreme, 'over-the-top' or dramatic way than it actually is. A common technique in Melodrama.	I exaggerated my performance by speaking in a louder-than-usual voice and making my gestures big and clear.
7	Recognisable	Someone or something you can identify and be immediately aware of, with little to no explanation needed.	The hero used recognisable gestures such as putting their hands on their hips and standing with upright posture.
8	Gesture	A movement of the hands or arms by an actor. <i>For example: crossing arms, blowing a kiss, waving.</i>	She used the gesture of scratching her head to show her character was confused.
9	Rehearse	To repeatedly practice a performance before sharing it with an audience. Effective rehearsal should evaluate what can be improved, and then adapt before a final performance.	During our rehearsal we practiced our performance until we knew our lines by heart.
10	Active watching	A respectful communication technique where the audience fully concentrates on the performers and their work without any distraction. Audience expectations are just as important as performance expectations.	I demonstrated I was a respectful audience member by active watching: sitting with my legs crossed, facing the performers and not speaking.

DRAMA Y7 C1 Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Tracking	The routine process of watching a group's performance with the intention of reflecting on their success.	My teacher told me to track a group sitting behind me, so I stopped talking, sat down and turned around to watch them perform.
2	Evaluate	To judge the success of a performance, and to offer suggestions for improvement.	We evaluated our performance throughout our rehearsals and decided we all needed to speak louder.
3	Posture	The positioning of a performers' shoulders and back. <i>For example: crooked, straight, arched, tense, loose.</i>	His arched, slumped posture showed that he was an elderly character.
4	Eye contact	The act of looking directly into another person's eyes, or lack of interaction with eye focus, <i>For example: direct, intense, broken, avoiding.</i>	The performer made eye contact with the audience to show they were confident.
5	Gait	The way a performer moves across the stage. <i>For example: slowly, shaky, skipping, wide, heavy steps.</i>	I think she was a nervous character because her gait was slow and she took small steps.
6	Facial expression	The communication of emotion through the movement and positioning of muscles in the face. <i>For example: eyes, eyebrows, nose, mouth, jaw, teeth.</i>	I changed my facial expression to wide eyes, raised eyebrows and an open mouth to show I was shocked.
7	Pitch	How high or low a performer's voice is.	To show he was a villain, his pitch was deep when speaking.
8	Pace	How fast or slow a performer's voice is.	They spoke in a quick pace to show they were excited.
9	Volume	How loud or quiet a performer's voice is.	My volume increased throughout, starting quietly and by the end shouting.
10	Tone	The emotional quality in a performer's voice.	She spoke the words in an angry, resentful tone .

Design and Technology Curriculum Dictionary: Tier Two Words

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

Design and Technology Curriculum Dictionary: Tier Three Words

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

Year 7 Food Technology Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Food poisoning	Illness caused by bacteria or other toxins in food, typically with vomiting and diarrhoea.	Food poisoning is often the result of contaminated food, like eating undercooked chicken or unwashed vegetables.
2	Mise en place	Have all ingredients and utensils prepared before cooking.	Mise en place is a time-saving process to help get your kitchen flowing properly.
3	Burn	Caused by dry heat, such as fire	A burn can be described as damage to skin cells and tissue caused by either fire, heat, electricity, chemical, radiation, light or friction.
4	Food allergy	A condition where the body's immune system reacts unusually to specific foods. It can cause a range of symptoms and even be life-threatening.	The most common food allergies are milk, eggs, fish, tree nuts, peanuts, wheat and soybeans.
5	Protein	One of the many substances found in food such as meat, cheese, fish, or eggs, that is necessary for the body to grow and be strong.	Vegans cannot consume animal products, but they can get all the protein they need from nuts, seeds and beans.
6	Hydration	Having enough fluid in our bodies	The human body requires adequate hydration to function properly.
7	Skimmed	A substance from the surface of a liquid is removed	There is minimal cream and fat in skimmed milk.
8	Curdle	Separate or cause to separate into curds or lumps.	Milk and soy milk are curdled intentionally to make cheese.
9	Affordable	Inexpensive, reasonably priced	Eggs are an affordable source of nutrients for adults and children living in food-insecure environments.
10	Starchy	Containing a lot of starch	Potatoes, bread, rice, pasta, and cereals are all examples of starchy foods and should make up just over a third of the food you eat.

Year 7 Food Technology Curriculum Dictionary: Tier Three Words

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

Geography Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Discipline	An area of study.	Physical geography and human geography are both disciplines within geography.
2	Parallel	If two or more lines, streets, etc. are parallel, the distance between them is the same all along their length.	Lines of latitude and longitude run parallel to the equator.
3	Directions	Used to determine where things are in relation to other thing.	The compas directions are north, south, east and west.
4	Locate	Discover the exact place or position of.	Maps are used to locate destinations.
5	References	A position on a map.	Four and six grid references are used to locate exact places on an OS map.
6	Enlarge	To become bigger or to make something bigger.	The scale tells you how much you would have to enlarge your map by to get the actual size in real life.
7	Analysis	Detailed examination of the elements or structure of something.	Analysing advantages and disadvantages can lead to a greater understanding of an issue.
8	Enquiry	An investigation.	Geographical enquiry has six different aspects: Introduction and planning, methods and data collection, data presentation, data analysis, conclusions and evaluation.
9	Source	A place, person, or thing from which something originates or can be obtained.	A source explains the origination of something.

Geography Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Human Geography Physical Geography	Explores how human activity affects or is influenced by the world. The study of landscapes and the environment.	Urbanisation is an example of Human Geography . Learning about different tectonic plates is an example of physical Geography .
2	Hemisphere	One of two halves of the earth, above or below the equator.	The Earth has a northern and southern hemisphere .
3	Magnetic field	A magnetic field is the area around a magnet that has magnetic force.	The Earth has a magnetic field .
4	Legend	The words written on or next to a picture or map.	All maps will have legends to help the reader understand the map.
5	Eastings and northings	Eastings: Lines that run from West to East on an OS map. Northings: Lines that run from South to North on an OS map.	To find a four and six figure grid reference, you must locate the Eastings and Northings reference.
6	Scale	The relation between the real size of something and its size on a map, model, or diagram.	Maps have different scales depending on what they are used for.
7	Contour	The shape of a mass of land or other object, especially its curved surface or the curved shape formed by its outer edge.	OS maps contain contour lines which show the height of the land.
8	Environmental quality survey	An environmental quality survey uses an your own judgement to assess environmental quality against a range of factors.	An environmental quality survey is an example of primary data.
9	Geographic Information Systems	Specialist software that links geographical data with a map.	Geographic Information System is a computer system that analyses and displays geographically referenced information.

History Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Diverse	Showing a great deal of variety; very different.	Britain is an incredibly diverse country with many cultures commixing together.
2	Interpreted	Explain or tell the meaning of a source or event.	These sources can be interpreted in very different ways.
3	Empire	an extensive group of states or countries ruled over by a single monarch, an oligarchy, or a sovereign state	The Roman Empire covered most of Europe and Northern Africa.
4	Migration	movement from one part of something to another, (usually a country).	The Angles, Saxons and Jutes migrated to Britain in the 5 th and 6 th Centuries.
5	Culture	the ideas, customs, and social behaviour of a particular people or society.	The Vikings were not just pirates and raiders. They had a diverse and complicated culture , seen in their epic sagas of Loki, Odin and Thor.
6	Confess	Admit that one has committed a crime or done something wrong e.g. committed a sin.	To be forgiven for his sins King Edward would spend much of his time confessing them to a priest. This gained him the name Edward the Confessor .
7	Resisted	Fought back against something you saw as unfair.	After the invasion by William the Conqueror, many Anglo-Saxons resisted against the Norman occupation.
8	Rebellion	An act of armed resistance to an established government or leader.	Hereward the Wake led an Anglo-Saxon rebellion against the Normans and was greatly feared by them.
9	Century	A period of one hundred years.	The 1 st century lasted from the year 0 to the year 99. The second was from the year 100 to the year 199.
10	Heir	A person legally entitled to the property or rank of another on that person's death.	When Edward the confessor died, he had no children and there was not a clear heir to the throne of England.

History Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Chronology	The arrangement of events or dates in the order of their occurrence.	To understand these events we must first understand the chronology of them.
2	BC	Before Christ – indicating an event happened before the year 0 (signifier of the birth of Jesus Christ)	The pyramids at Giza were built in c.2570 BC .
3	AD	Anno Domini – Indicating an event happened after the year 0	World War I started in 1914 AD and ended in 1918 AD .
4	Celts/Britons	A native of Britain before the arrival of the Romans. The Britons were mostly from south east England and Wales.	Queen Boudica was ruler of the Iceni tribe, a group of Celts , whilst the legendary King Arthur was from Wales and part of the folklore of the Britons .
5	Anglo-Saxons	A group of tribes who migrated to Britain in the 5 th and 6 th centuries.	King Harold Godwinson was the last Anglo-Saxon king of England.
6	Vikings	Scandinavian seafaring pirates and traders who raided and settled in many parts of north-western Europe in the 8 th –11 th centuries.	The Anglo-Saxon and Celtic peoples of England and Scotland were under constant threat of raids from the Viking peoples of Scandinavia.
7	Norman	a member of a people of mixed Frankish and Scandinavian origin who settled in Normandy, and conquered England in 1066.	Following William's victory at Hastings in 1066, the Anglo-Saxons were controlled by the Normans .
8	Feudal system	a social system that existed in Europe during the Middle Ages in which people worked and fought for nobles who gave them protection and the use of land in return.	William the Conqueror introduced the Feudal system in order to better control the Anglo-Saxon people.
9	Motte and Bailey/Stone Keep castles	Castles built by the Normans across England to help control the Anglo-Saxons.	William needed to strike fear into the Anglo-Saxons so he built Motte and Bailey Castles . These were only temporary and made of wood, so were eventually replaced with Stone Keep castles. An example of a Stone Keep would be the Tower of London.
10	Serfs	A farmer bound by the feudal system who was tied to working on their lord's estate.	The bottom level of the Feudal system was the serf . These farmers were owned by the local landlord and had to work for them for three days a week for free.

French/German/Spanish Key sounds

French	German	Spanish
1  <u>voiture</u> 2  <u>oui</u> 3  <u>douche</u> 4  <u>lunettes</u> 5  <u>oiseau</u> 6  <u>jeu vidéo</u> 7  <u>violon</u> 8  <u>éléphant</u> 9  <u>nez</u> 10  <u>danser</u> 11  <u>montagne</u> 12  <u>question</u> 13  <u>Ça va?</u> 14  <u>serpent</u> 15  <u>lapin</u> 16  <u>natation</u>	 <u>Jo-Jo</u>  <u>Vogel</u>  <u>Wildwassersport</u>  <u>Zickzack</u>  <u>Haus</u>  <u>Freund</u>  <u>Eis</u>  <u>Biene</u>  <u>Bär</u>  <u>Löwe</u>  <u>Tür</u>  <u>Mäuse</u>  <u>Buch</u>  <u>Schlange</u>  <u>Spitzbart</u>  <u>Sterne</u>	 SPANISH PHONICS [CA] [CO] like "k"  <u>Cucaracha</u> [QU] like "th"  <u>Queso</u> [CE / CI] like "th"  <u>Gracias</u> [Z] like "th"  <u>Zanahoria</u> [V] like "b"  <u>Veinte</u> [GA] [GO] like "g" in 'go'  <u>Gales / guitarra</u> [GE / GI] like "h" in 'history'  <u>gimnasio</u> [J] like "h" in 'history'  <u>Juan</u> [Ñ] like "ny"  <u>Espana</u> [LL] like "y" in 'yogurt'  <u>Me llamo</u> [E] like in 'forget'  <u>Me llamo</u> [I] vivo like "ee"  <u>vivo</u> [UE] like "uho" in 'uhon'  <u>Buenos dias</u> [H] silent  <u>Historia</u> [RR] rolled 'r'  <u>Perro</u>

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.

Elements of Music: Dictionary Tier two Vocabulary

Week	Word	Definition	In a sentence
1	Pitch	How high or low the sound is	The Double bass plays low- pitched sounds The singer sang a very high- pitched note!
2	Rhythm	A pattern of long and short sounds	The Drum Kit played a repeated rhythm
3	Dynamics	The volume of the sound (Piano=soft/Forte=loud/Crescendo=getting louder)	The music starts piano and then there is a crescendo dynamic
4	Texture	How the layers of sound are arranged (Thick=many layers/Thin-one or few layers)	The texture of the music was thin as there was only one instrument playing
5	Timbre	The quality of the sound eg rasping, wooden, metallic, muffled	A Xylophone has a wooden timbre .
6	Articulation	How the sound is played (Legato=Smoothly/Staccato=Detached)	The Piano was played with legato articulation .
7	Instrumentation	The instruments playing	In the song 'Wonderwall,' the instrumentation is Guitar, Drums, Voice and Cello.
8	Rest	A moment of timed silence in the piece	The piece had a 2 beat rest in the middle
9	Tempo	The speed of the music (Largo=slow/Allegro=fast)	The tempo of the piece was Largo (slow)
10	Orchestra and families	A large group of instruments, comprising 4 families	All the families in the orchestra played loudly.
11	Strings	Violin, Viola, Cello, Double-bass, Harp	The String family played first.
12	Brass	Trumpet, Trombone, French Horn, Tuba	The Brass family is used in Jazz music.

Elements of Music: Dictionary Tier three Vocabulary

Week	Key Word	Definition	In a sentence
1	Woodwind	A type of instrument that is blown through a mouthpiece: Piccolo, Flute, Oboe, Clarinet, Bassoon	The Piccolo is the highest-pitched instrument in the Woodwind family
2	Percussion	A type of instrument that is struck or shaken: Timpani, Bass drum, Cymbals, Glockenspiel, Xylophone	The Timpani belongs to the Percussion family
3	Conductor	The person who directs the orchestra	The Conductor directed the orchestra to start playing.
4	Notation	Notes on the stave	Classical music is written using notation
5	Treble Clef	Used for high notes above middle C	The right hand of the piano usually plays in the treble clef
6	Bass Clef	Used for low notes below middle C	The left hand of the piano usually plays in the bass clef
7	Stave	Where the music notes sit	The stave is like a musical ladder for the notes to sit on
8	Bar-line	Divides the music up into beats	Bar-lines show us whether the music is in 2, 3, 4 time
9	Minim	A 2-beat note	To help us remember how to play/clap minims it is useful to say the word  "Coke" aloud for TWO counts/beats Coke
10	Crotchet	A one-beat note	To help us remember how to play/clap crotchets it is useful to say the word "Tea" aloud for ONE count/beat
11	Quaver	A half-beat note	To help us remember how to play/clap quavers it is useful to say the word "Coff-ee" aloud for ½+½counts/beats Quavers often come in pairs

Physical Education Curriculum Dictionary: Tier Two/Three Words

Topic	Week /Word	Definition	In a sentence:
Football	1. Accurate	The ability to be precise	I have accuracy if my pass is one that reaches my intended target
	2. Possession	Something that is owned	Keeping possession of the ball will allow us to attack at goal
	3. Spatial Awareness	Knowing what is around me as the performer	Good spatial awareness is knowing what is around me at all times
	4. Power	The product of strength and speed	Power will allow the performer to kick the ball harder and further
	5. Trajectory Jockeying	Line of travel Close and slow down towards the attacker, side on, arm out and direct the attacker.	The trajectory of the ball was flat into the bottom corner to score I jockey the player to slow them down before making a tackle
Basketball/Handball	1. Balance	Balance is the maintenance of the centre of mass over the base of support	A player has good balance when changing direction whilst dribbling
	2. Follow-Through	The end part of a skill, where the skill performed has been executed	A follow through is used to ensure the ball gets to the target quicker
	3. Extension	Extension is straightening a limb at a joint	Extension at the elbow occurs when a player releasing the ball
	4. Control	Control in sport is to be in comfortable possession of the ball	Dribbling closely to the body will show close control of the ball
	5. Block Intercept	Is being able to stop the ball from being received by another player by being in the way Is where the ball is stopped from getting to the team member of the opposing team	The defender performed a block to stop the attacker from shooting The player made an interception in order to steal possession
Rugby	1. Ring of steel	A position that requires the performer to wrap arms around opponent's waist or legs	A ring of steel is used to ensure a tackler holds onto the player
	2. Ruck	A ruck is a phase of play where one or more players from each team, who are on their feet, in physical contact, close around the ball on the ground.	The team struggled to clear the ball from the ruck , resulting in a turnover for the opposing team
	3. Scrum half	A player who retrieves the ball from the scrum/ruck	The scrum half received the ball from the scrum and passed it out
	4. Arrowhead	Arrowhead is an attacking formation in rugby	We formed an arrowhead formation to attack the opposition
	5. Agility	Changing direction at speed with control	I used good agility to get around the defender in Rugby

Physical Education Curriculum Dictionary: Tier Two/Three Words

Topic	Week /Word	Definition	In a sentence:
Fitness	1. Pulse	Rhythmical throbbing of the arteries as blood is propelled through them	I have taken my pulse and my reading is 65 beats per minute
	2. High Intensity	Level of exercise that is higher/harder than moderate	Sprinting is a higher intensity exercise
	3. Oxygen delivery	Provided oxygen to the working muscle	As we begin to exercise our muscles require oxygen delivery to work
	4. Muscular strength Muscular endurance	The ability of a muscle to undergo repeated muscular contractions for over a period Muscular strength: the ability of a muscle group to exert maximum force in a single contraction	A long-distance cyclist will require high levels of muscular endurance A weight-lifter would require muscular strength to lift heavy weights
	5. Aerobic energy	Aerobic training zone to utilise cardiovascular endurance (60-80% of maximum heart)	Running a long distance, uses our aerobic training zone .
Netball	1. Pivot	A movement to allow turning and changing direction without taking both feet off the ground	To change direction in netball when holding the ball I perform a pivot
	2. Footwork	Lifting the foot off the ground and placing it back onto the ground	Lifting up my landing foot and placing it on the ground is footwork
	3. Accuracy	The ability to be precise	I have accuracy if my pass is one that reaches my intended target
	4. Offside	Being in a position on court where you cannot be in	The goal shooter is offside if they enter the centre third
	5. Deceive	To outwit the opponent by trying to make them believe an action or movement	To deceive the defender I can run away from the ball and then back towards it so the defender follows me out, creating space
Badminton	1. Ready Position	Resuming centre position of the court after every shot preparing for the next shot	To react to the opponents shot I always resume the ready position
	2. Chasse	'Step-together-step' movement, where the lead foot steps forward, then both legs move together as the non-racket leg 'chases' the racket leg in front of it.	I perform a chasse to navigate the court more efficiently
	3. Backhand serve	Start of a game with a technique where the shuttlecock is struck with the racket on the non-dominant side of the body	I start a game of badminton with a backhand serve
	4. Net shot	A soft shot that is played from the front court, and lands in your opponent's front court	I performed a net shot when my opponent was at the back of the court
	5. Sideways on	A position facing sideways to be able to move around court to respond to the opponents shot faster	I stand sideways on in badminton to ensure I am ready to respond/react to the opponents' shots

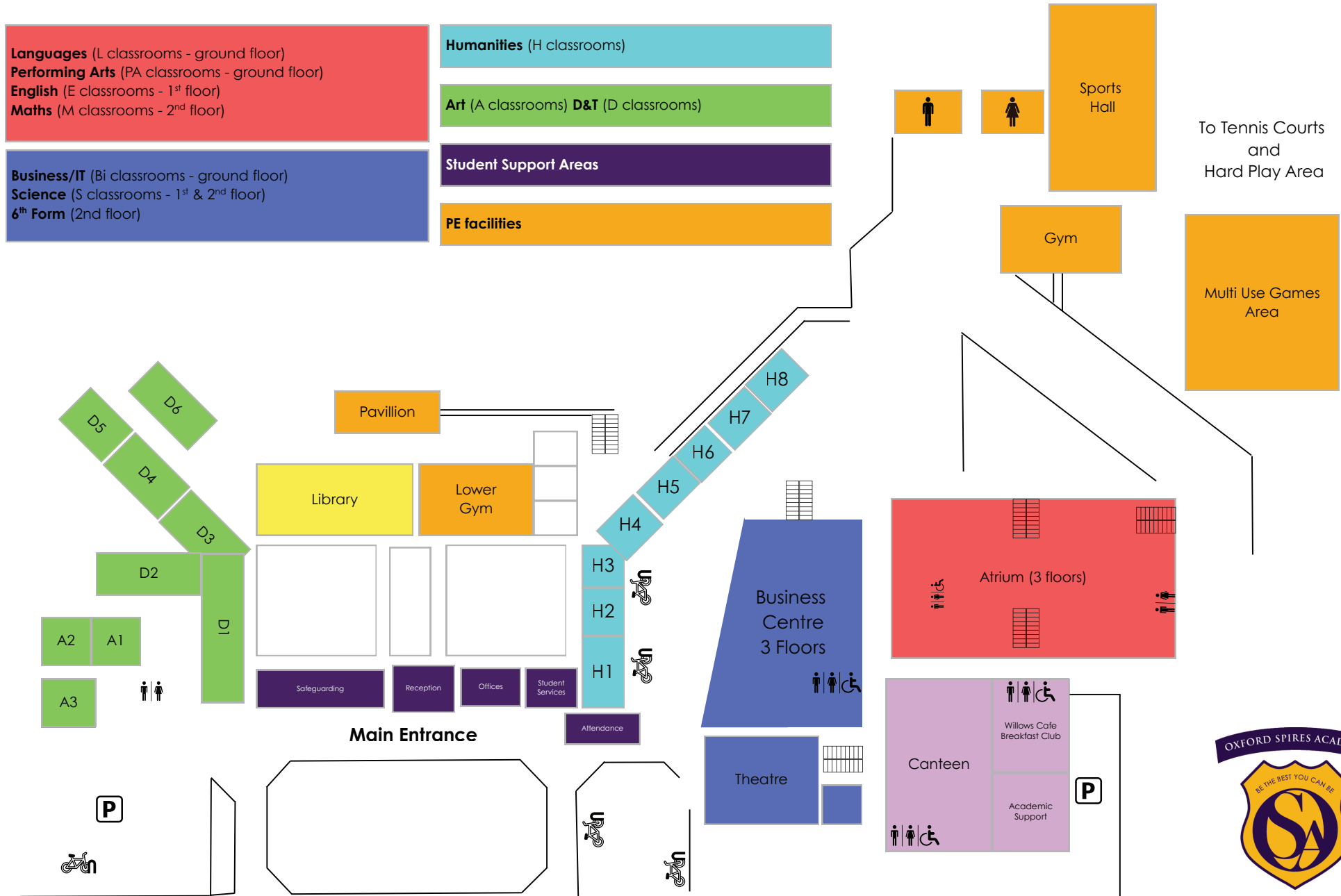
Religious Studies Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Practices	The things people do as part of their religion	Fasting during Ramadan is an important practice in Islam
2	Perspective	The way you see and understand things from your own point of view	When we climbed the mountain, I saw a beautiful sunset from the top, and my sister saw a stunning view of the valley. It was amazing how our perspectives were different
3	Values	Important beliefs that guide how people live	Kindness and honesty are values taught in many religions
4	Identity	The unique combination of who you are as a person. It includes your beliefs and values	My identity includes being a good friend, my belief in God and enjoying playing soccer with my classmates
5	Reason	Using your brain to think logically and make sense of things	She used her reason and thought carefully before choosing the best gift for her mum's birthday
6	Influences	Things that shape how people think and behave in their religion	Religious teachings influence how people choose to live their lives
7	Selfless	Putting others before yourself because of religious beliefs	Many religious people believe being selfless is important, so they help those in need
8	Sacred	Something holy or very special in a religion	The Bible is a sacred book for Christians
9	Membership	Being part of a religious group or community	Baptism is an important step in membership of the Christian Church
10	Supports	Helps to strengthen faith or a religious community	Prayer supports believers by giving them comfort and guidance

Religious Studies Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Philosophical	Thinking and talking about big questions in life, like why we are here, and how we understand the world	She loved to have deep and philosophical conversations with her friends about the meaning of life and why we are here
2	Ultimate question	A big question about life, meaning, or God that is hard to answer	"What happens after we die?" is an ultimate question that many religions try to answer
3	Ethical	Knowing what is right and wrong and trying to do the right thing	He couldn't cheat on the test because he knew it was not ethical , and he wanted to be honest and do the right thing
4	Timeline	A way of showing events in the order they happened	The timeline of Jesus' life includes his birth, teachings, and resurrection
5	Untouchables	A group of people in India's caste system who were seen as the lowest and often treated unfairly	In Hindu history, the Untouchables were not allowed to enter temples or mix with higher castes
6	Atheist	A person who doesn't believe in any gods or higher powers	My friend is an atheist , which means he doesn't believe in any gods or higher powers, but he still celebrates holidays with his family.
7	Untouchable	A term used in some societies to describe a group of people who were considered to be at the bottom of the social order	In some parts of the world, there used to be unfair rules that made certain people feel like they were untouchable , but thankfully, society is changing to treat everyone equally.
8	Guru	A wise person or teacher; a person who shares important knowledge and helps others learn and grow spiritually	The wise guru in the story taught the young hero important lessons about bravery and kindness
9	Gurdwara	A Sikh temple where Sikhs come together to pray, learn, and celebrate.	During our school trip, we visited a gurdwara , and we learned about the Sikh religion and their beautiful place of worship
10	5 Ks	Five important symbols for many Sikhs that represent their faith and beliefs	Sikhs who follow the Khalsa community wear the 5 Ks as symbols of their faith and commitment to Sikhism

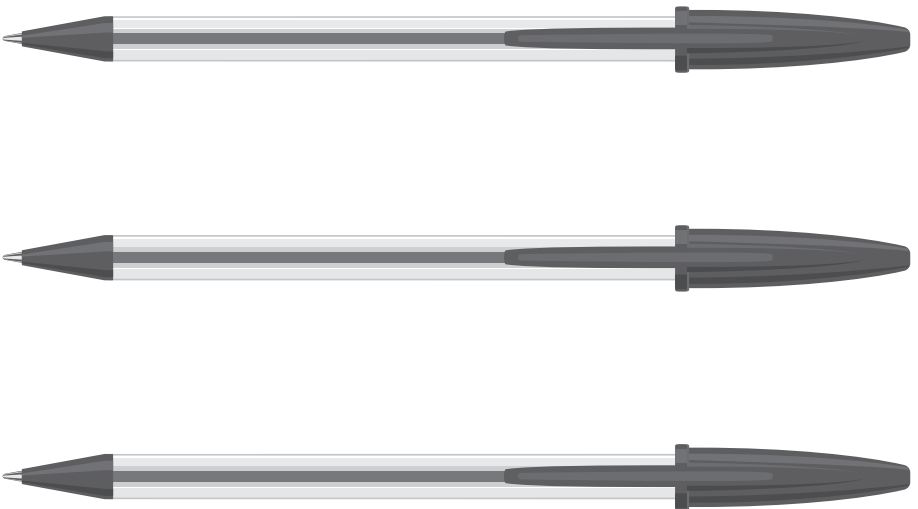
Welcome to Oxford Spires Academy



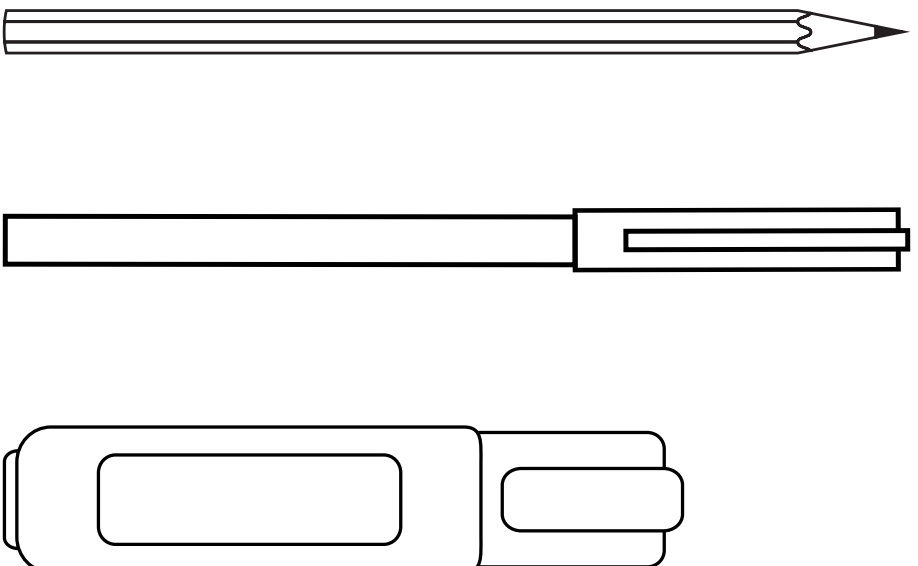
R

Tools for Learning

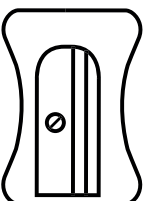
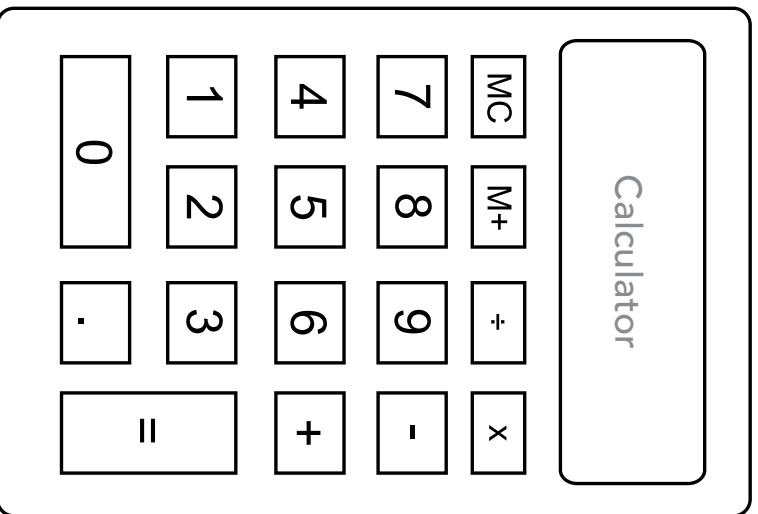
All equipment is available to purchase from the Reprographics Department



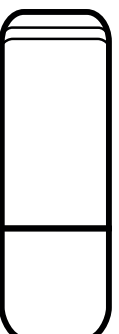
Black, Blue & Purple Pens



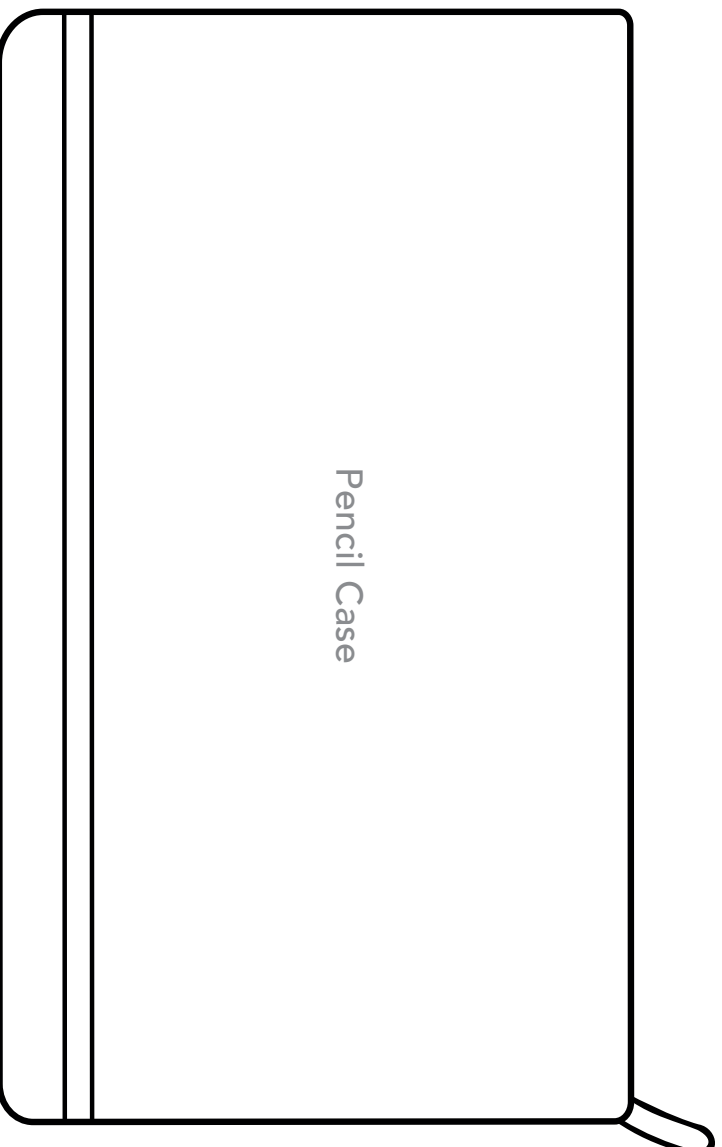
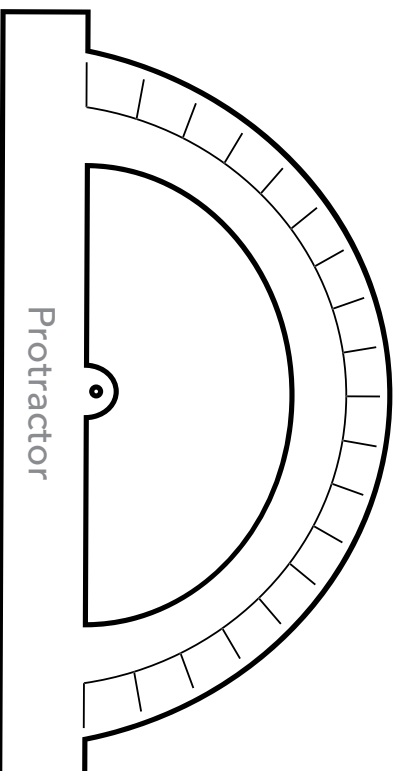
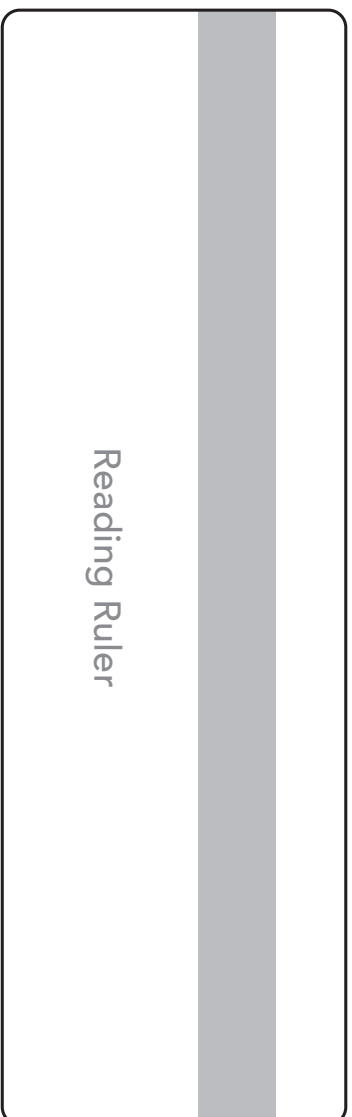
Pencil, Whiteboard Pen & Highlighter



Pencil Sharpener



Eraser





anthem

