

The Scholar's Guide

The **OSA Way**

Year 9 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



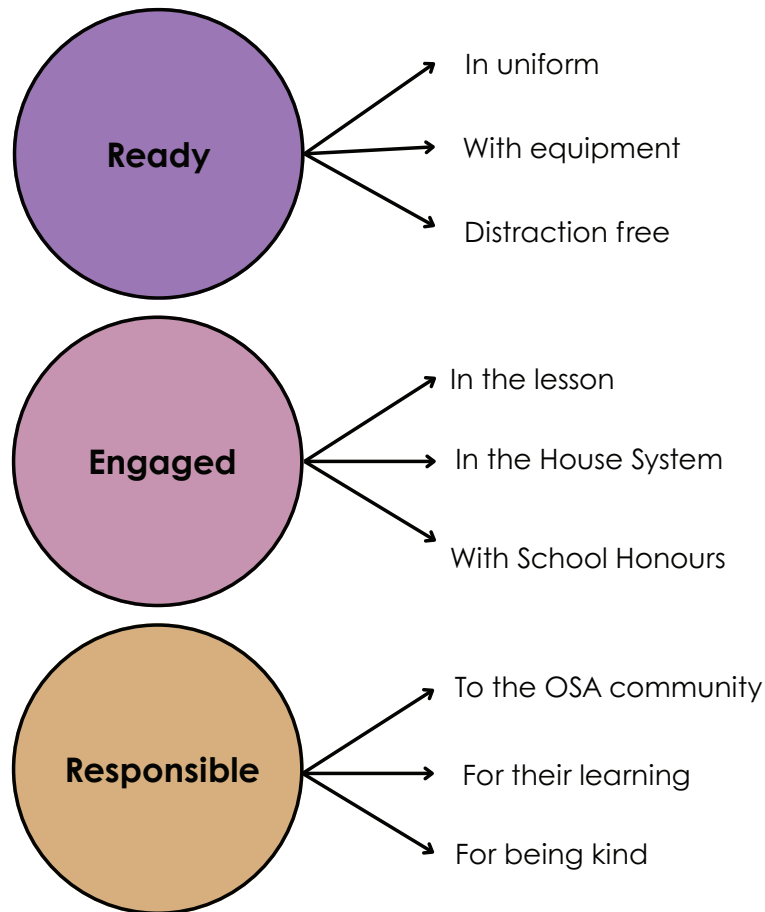
OUR COMMUNITY

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!

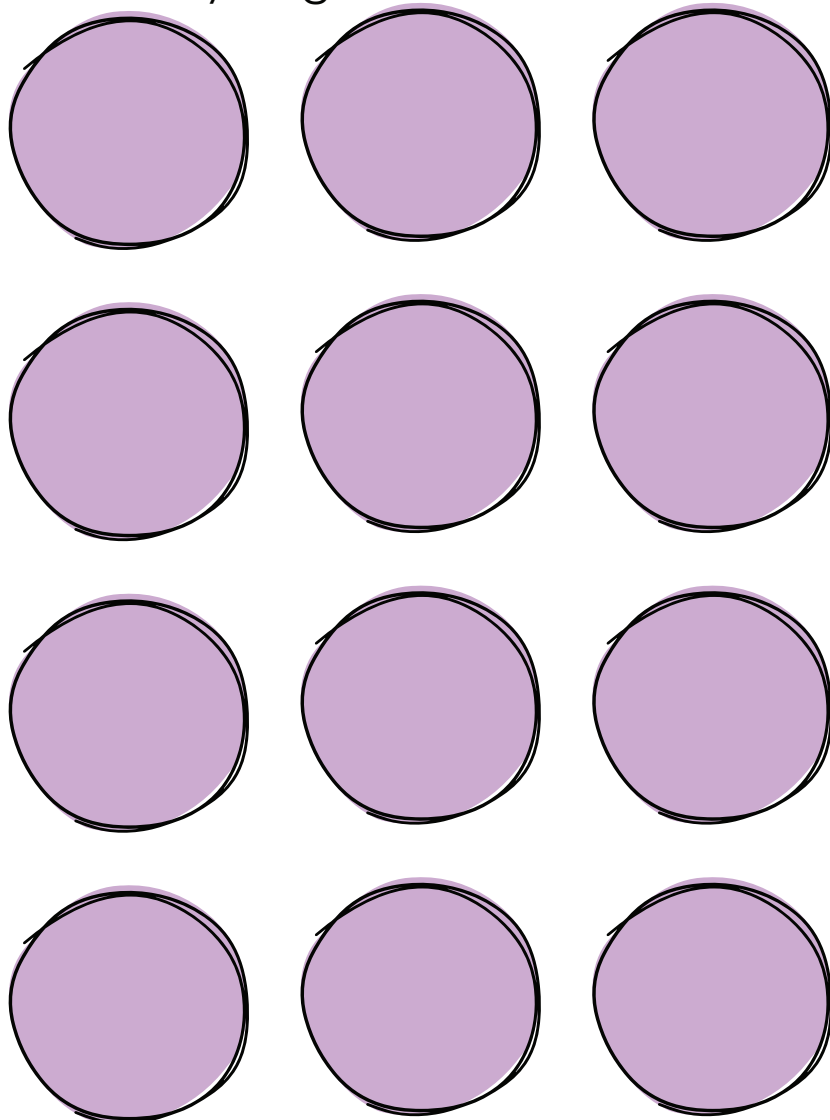
SUPPORTS

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 9 Pastoral Team



Year 9 Tutor Team



Ms Scott
Head of Year



Mr Buswell
SLT Link



Ms Robbins
Pastoral Leader



Mr Boyd
Behaviour Support
Manager



Ms Hughes
Director of Behaviour
and Inclusion



Ms Palmer
Director of EDI and
Therapies Lead



Ms Coley
SENDCO



Ms Henry
Deputy DSL



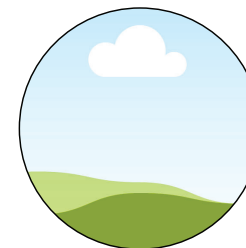
Ms Baker
Designated
Safeguarding Lead



Ms Richardson
Deputy DSL



Ms Bureau



Ms Wamala



Mr Wakefield



Ms Mol



Mr Sagar



Mr Winter



Ms Key



Ms Tongue



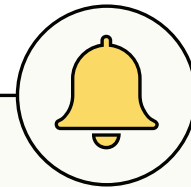
Ms Travis



Ms Bartlett

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



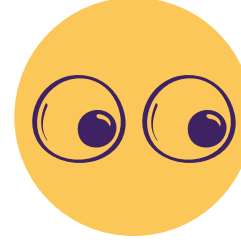
Turn and talk



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



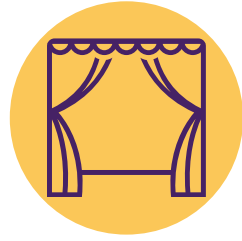
Art: Collect Equipment



History: 5 Bums on a Bench



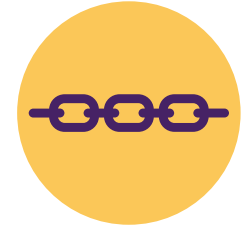
History: CHOPAR



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



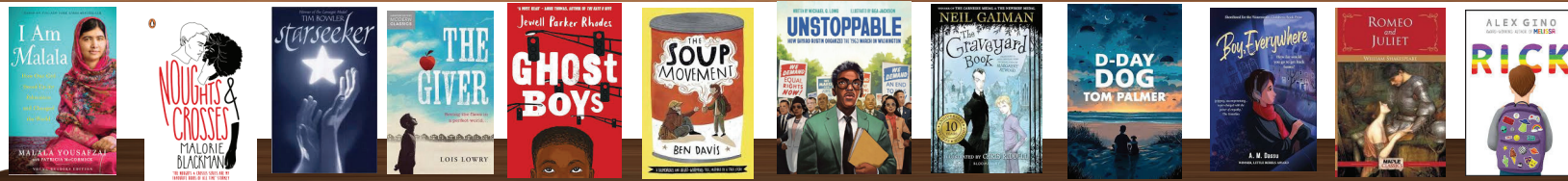
READING LIBRARY

You will need your reading rulers everyday!

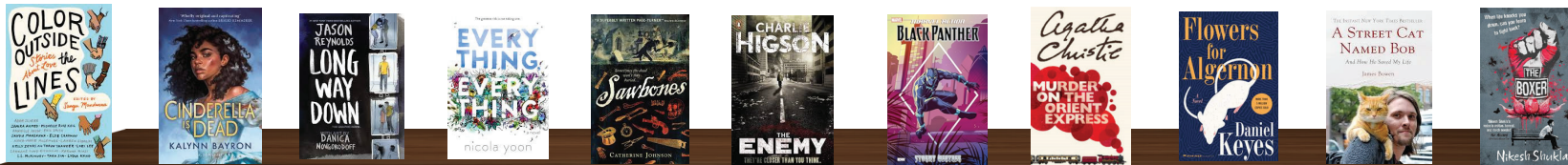
YR 7



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.

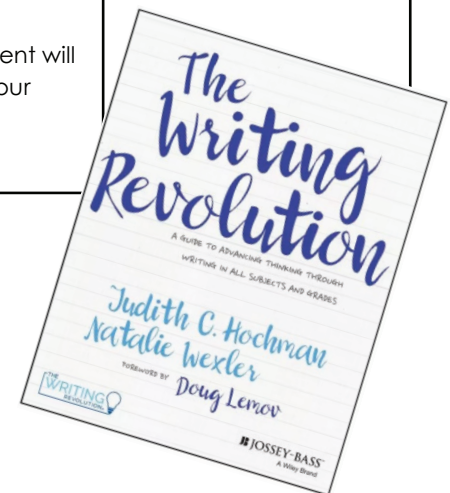
At Spires we have invested time and training using the research from 'The Writing Revolution' (J.Hochman) in order to create 'The Knowledge Essay' which year 7-9 will complete at the end of each cycle.

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!

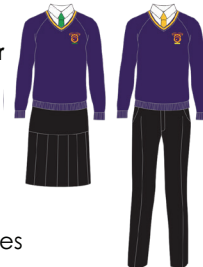
Any year group

- **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.

Late to School Detention

When: Break 1
Where: Theatre

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

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

U-Code Detention

When: 3:00 - 3:30
Where: Canteen

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

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

U codes have a negative impact on your attendance score!

Restoratives Intervention

When: 3:00 - 3:30
Where: Canteen

Students receive a restorative if they were on-called and removed from a lesson. This is a special and important time to reflect with the teacher whose class the student was removed from, to ensure reflection and a support.

If students fail to attend, they will have a SLT detention the next week.

Standards Intervention

When: 3:00 - 4:00 on Wednesday
Where: The Theatre

An after-school intervention for students who are not meeting the expected standards of OSA students. This time is for students to reflect and get support to avoid a pattern building.

Students receive a Standards Intervention if they receive 15 or more negative points on Bromcom last week. If students fail to attend, they will have a SLT detention the next week

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

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

SLT Detention

When: 3:00 - 5:00 on Wednesday **Where:** The Theatre

A two-hour detention after school on Wednesdays led with the Senior Leadership Team.

Student receive an SLT if: they missed two of any of the above detentions, fail a report, miss a restorative or standards intervention, or if they missed the SPARX homework extended deadline.

Students who do not attend or fail this detention, will serve an internal reflection day.

You can check your Bromcom points or check if you have a standards intervention or SLT detention at the **Behaviour Clinic** in the Atrium every Break 1 (11:00 - 11:30).

Year 9 Character Education Cycle 1

Careers linked to topics we study this cycle are: Neuroscientist, clinical psychiatrist, policy advisor, forensic psychologist, behavioural scientist, equality and human rights officer, social researcher, digital ethics specialist, communications strategist, public health officer

Week	I will need to know:	So that I can:
1	- Year 9 is a key transitional year where you develop greater academic independence, deepen your knowledge, and begin making future-focused decisions, including selecting your GCSE options to shape your long-term aspirations. - You can ensure you are prepared by embedding strong routines, demonstrating consistent readiness, and taking responsibility for your organisation, focus, and engagement in every lesson.	I can take greater responsibility for my learning, develop strong academic independence , and make informed, future-focused decisions about my GCSE options and aspirations.
2	- Right time and right tone refers to responding to feedback with appropriate timing, respectful communication, and controlled self-regulation, demonstrating maturity and professionalism. - Students may feel they do not belong due to exclusion, lack of representation, or negative experiences, and we can address this by promoting inclusivity, mutual respect, and active support for others.	So that I can demonstrate professionalism , regulate my behaviour effectively, and contribute to an inclusive environment where everyone feels valued and respected.
3	- Mental health refers to our emotional and psychological wellbeing, while a mental health condition is a diagnosable condition that significantly affects thinking, mood, or behaviour, such as depression or anxiety disorders, which is different from experiencing temporary difficult emotions like stress or sadness. - Understanding mental health helps reduce stigma, promotes empathy, and enables individuals to recognise when support is needed and take appropriate action.	So that I can understand the difference between everyday emotions and mental health conditions , reduce stigma , and show empathy towards others.
4	- Historically, mental health was often misunderstood, criminalised, and treated with harmful or inhumane practices, whereas today there is greater emphasis on support, treatment, and awareness, although stigma still exists. - Stress can negatively impact mental health by affecting both psychological and physiological processes, including increased heart rate, heightened cortisol levels, and reduced ability to focus or regulate emotions.	So that I can understand how attitudes to mental health have evolved , recognise the impact of stress on my body and mind, and manage my wellbeing effectively.
5	- Common myths include beliefs such as needing to be happy all the time or having no control over behaviour, whereas the reality is that emotions are complex, thoughts are not always facts, and individuals can learn strategies to manage responses and make choices. - You can recognise when you need help by noticing changes in mood, behaviour, or functioning, and you should seek support from trusted adults, professionals, or appropriate services.	So that I can challenge common myths , recognise changes in my emotional functioning , and seek support appropriately when needed.
6	- Black History Month encourages us to critically examine historical narratives, highlighting voices that have been marginalised and recognising the diverse contributions of Black individuals throughout history. - Black activists and artists have used creative and political platforms to challenge stereotypes, raise awareness, and advocate for equality and social change.	So that I can critically evaluate historical narratives , understand how voices have been marginalised , and appreciate the role of activism in promoting equality and representation.

Year 9 Character Education Cycle 1

Week	I will need to know:	So that I can:
7	1. Social media can influence mental health both positively and negatively by affecting self-esteem, exposure to comparison, and levels of connection or isolation. 2. It can be difficult to talk about mental health due to stigma, societal expectations, and pressures—particularly for men, where traditional norms may discourage emotional expression due to unhealthy ideas about masculinity.	So that I can understand how social media influences self-esteem , recognise the impact of stigma and societal expectations, and challenge harmful ideas about masculinity .
8	1. Stereotypes are oversimplified and generalised beliefs about groups of people, and they are harmful because they reinforce bias, limit opportunities, and contribute to discrimination. 2. Tolerance is respecting and accepting differences in others, and it is practiced through open-mindedness, respect, and inclusive behaviour.	So that I can recognise and challenge stereotypes and bias , and actively demonstrate tolerance in my interactions with others.
9	1. Inclusivity means actively ensuring that all individuals feel welcomed, respected, and able to participate fully, regardless of their background or identity. 2. You can use your scholar's guide to revise by engaging in active recall, practising key vocabulary, and applying knowledge through structured revision strategies such as dual coding.	So that I can promote inclusivity , take responsibility for my role in creating a respectful community, and use effective revision strategies such as active recall to succeed academically.
10	Assessment Week: Scholar's Prep : To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11	1. Spirituality involves reflecting on meaning, purpose, and personal beliefs, which may or may not be linked to religion, as spirituality is individual and can exist independently of religious practice. 2. Understanding where you fit into society involves recognising your identity, values, and role within wider communities, while contributing positively to others.	So that I can reflect on my spirituality , understand my identity , and recognise my role and contribution within wider society.
12	Super teaching week : Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 9 English Cycle 1: Representation of Voice: *"Society is beginning to address the lack of representation for minority groups in films". To what extent do you agree?*

Careers linked to topics we study this cycle can include being a magazine or newspaper journalist, museum curator, or social media manager, because when we read poems or watch films critically, we consider the wider themes and context of our own history and society.

Week	I will need to know:	So that I can:
1	Representation (noun) is the action of including or acting on behalf of someone or something, typically a group that is marginalised. Representation in texts, media and society is important because it can influence how we see ourselves and each other. Adichie emphasises the risk of a 'single story', and how one perspective on something can lead us to make misguided assumptions.	- Understand the significance of representation in different texts and media. - Understand how to write persuasively. - Analyse Adichie's use of rhetorical devices to persuade her audience.
2	"A century later" by Imtiaz Dharker alludes to the shooting of Malala, a young human rights activist who continues to campaign for the education of women. Written 100 years after the beginning of WW1, Dharker uses the commemoration to draw a comparison between the struggles of schoolgirls around the world in fighting for their right to an education and soldiers in more traditional conflict. "Checking Out Me History" by John Agard highlights the importance of recognising and valuing diverse cultural histories, thereby challenging dominant narratives that marginalise these voices. - A comparison is a consideration of the similarities and/or differences between two things.	- Compare how the themes of marginalisation and resilience are explored in Dharker's "A Century Later" and Agard's "Checking Out Me History" - Compare how both poems show that education can be used as a powerful tool to challenge marginalisation and achieve recognition. - Understand and analyse the use of poetic devices for particular effect through comparative writing.
3	- Writers use rhetoric, which is the art of persuasion, to deliver a convincing message. The three pillars of persuasion, also known as the Aristotelian Triad, are logos, which uses logic to persuade; ethos, which uses trust in the speaker to persuade; and pathos, which uses emotions to persuade. - Writers use rhetorical devices such as anecdotes, emotive language, or factual information, in order to evoke a particular reaction or persuade readers to believe a certain argument. Malala promotes the need to better represent women in education in her speech. She uses the metaphor of 'raising their voices' to fight for a sense of empowerment.	- Recognise the Aristotelian Triad and use rhetorical devices confidently in my own writing. - Understand the purpose of rhetoric and the impact it can have when writers employ it in their speeches. - Respond critically to issues of representation by exploring the ways in which people are (under)represented.
4	"Island Man" by Grace Nichols uses sensory imagery to portray the experience of a Caribbean man living in London who dreams of and longs for the serenity of his island home, which juxtaposes the displacement he experiences in the harsh, noisy reality of urban life in London. - In "My Mother's Kitchen", Choman Hardi uses pathos to evoke empathy for the nostalgia and homesickness experienced by displaced people and the complex identity loss of their children. Langston Hughes laments the way African Americans are excluded from society. He uses the personal pronoun 'I' to create an intimacy between the speaker and the subject matter itself. He wrote during a time where African American people faced exclusion, segregation and racially prejudiced stereotyping.	- Compare how the themes of displacement and identity are explored in Nichol's "Island Man" and Hardi's "My Mother's Kitchen." - Understand authorial intentions of presenting the experiences of migration and embracing identity.
5	Jamaican British by Raymond Antrabus conveys the struggles of grappling with dual-heritage through the Ghazal form. He repeats 'Jamaican British' to emphasise the divide and tension between his two identities. - The use of rhetorical devices in a speech can enhance its persuasiveness, clarity, and emotional impact, making the message more compelling and memorable to the audience. - The Harlem Renaissance was a cultural and artistic movement during the 1920s and 1930s that celebrated African American cultural expression and intellectualism, with significant contributions to the representation of African American voices in literature, music, and art.	- Compare how the themes of identity and representation are explored in Antrabus' Jamaican British and Hughes' "I Too." - Understand authorial intentions of exploring dual identity and importance of inclusion.

Year 9 English Cycle 1: Representation of Voice: "Society is beginning to address the lack of representation for minority groups in films". To what extent do you agree?

Week	I will need to know:	So that I can:
6	1. Frederick Douglass was a former enslaved African American who became a leading abolitionist , powerful orator , and significant writer advocating for the end of slavery and the promotion of civil rights . In his Fourth of July speech, Douglass uses rhetoric to highlight hypocrisy, challenge injustice and powerfully articulate the contradictions of American freedom and the realities of slavery that thousands of slaves suffered through even as America celebrated its constitutional freedom and democracy.	1. Evaluate and analyse how Douglass uses pathos to challenge complacency, hypocrisy, prejudice and a lack of equality in American society. 2. Complete my mid-point assessment by writing a speech expressing my own perspective on the importance of representation .
7	1. The story " Lessons Learned " by Ann Chiappetta portrays the impact of disability on identity and familial relationships . It uses characterisation to address the lack of authentic representation for individuals with disabilities , 2. Acting on feedback improves my writing by allowing me to refine my ideas, correct errors, and enhance clarity and impact based on constructive critique.	1. Evaluate how Ann Chiappetta uses characterisation to challenge reductive and one-dimensional stereotypes about disability whilst exposing the impact ableism can have on identity and self-esteem . 2. Act on feedback to improve the quality of my writing.
8	1. Viewers should explore " Black Panther " through a post-colonial lens because the film brings into focus allusions (hints) to African colonial history. 2. The prologue inverts the authentic historical narrative by allowing Wakanda to avoid the effects of slavery and colonialism . 3. Coogler centres Wakanda on a fictional Pan-African nation that has rapidly advanced and developed .	1. Understand directorial intentions through the film "Black Panther". 2. Explore how Coogler implements a unique and original perspective on the history of colonialism. 3. Make explicit links between film stills (shots) and directorial intentions by connecting the two through close-analysis.
9	1. " Black Panther " deploys a conventional superhero narrative in order to create an accessible commentary on the detrimental effects of colonialism. 2. Coogler employs a cyclical structure to encourage the audience to recognise how collaboration on a global scale – not ignorance or aggression – is the positive way forward. 3. "Black Panther" was a mainstream success both critically and commercially . A significant amount of praise stems from its race-conscious casting and narrative. The reviewer uses "clusters of three" that make his opinion piece both emphatic and memorable.	1. Evaluate to what extent "Black Panther" is a tool for representation. 2. Use my voice to articulate my own opinion about the film, using rhetorical devices.
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. In Black Panther, women play a crucial role as powerful leaders and warriors, showcasing strength, intelligence, and agency, which highlights their central contributions to the narrative and dismantles stereotypes by presenting multifaceted female characters who defy traditional gender roles. 2. Using literary references in our speech enhances credibility and persuasively engages the audience by connecting complex ideas to familiar texts, thereby enriching my argument.	1. Analyse how these portrayals dismantle stereotypes and redefine traditional gender roles. 2. Demonstrate how to retrieve and revise information effectively. 3. Re-read texts and decide which lend powerful illustrations to the argument I will make in my endpoint speech.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 9 Maths Cycle 1

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

Week	I will know that:	So that I can: Sparx code
1 Numbers, Fractions, Standard Form	- When adding a negative number, move down the number line, when subtracting a negative number, move up the number line Multiple: a number in the times table of another. Factor: a number you can divide another number by to get a whole number - When dividing decimals we can write them as fractions and multiply both numerator and denominator by powers of 10 - To add or subtract fractions, first make the denominators the same - To divide a fraction by another multiply by it's reciprocal $\frac{1}{a} \times 10^n$ - A number in standard form looks like $a \times 10^n$ where $1 \leq a < 10$ and n is positive for big numbers and negative for small numbers (numbers less than 1)	- Add/subtract/multiply/divide with negative numbers (M106, M288) - Find the HCF and LCM using prime factor decomposition (M365) - Use standard form with positive and negative indices (M719, M678)
2 Pythagoras' Theorem	- The hypotenuse is the longest side of a right-angle triangle and is opposite the right angle - Pythagoras' theorem is $a^2 + b^2 = c^2$, where c is the hypotenuse	Use Pythagoras' theorem in 2D (M677)
3 Pythagoras' Theorem 2	- We can rearrange pythagoras' theorem to $b^2 = c^2 - a^2$ to calculate a missing shorter side - Pythagoras's theorem gives us the shortest distance between 2 points	(Higher) Use Pythagoras' theorem in 3D (M147)
4 Ratio & Proportion 1	- Ratios can be simplified by dividing both sides by the Highest Common Factor - Ratios can tell us the number of parts of the whole each person gets	- Share amounts in a given ratio (U577) - Combine ratios (U921)
5 Ratio & Proportion 2	- Two quantities are in direct proportion if as one increases, the other increases at the same rate. - Two quantities are in inverse proportion if as one increases, the other decreases at the same rate.	- Solve direct proportion word problems (U721) - Solve inverse proportion word problems (U357)

Year 9 Maths Cycle 1

Week	I will know that	So that I can: Sparx code
6 Rates 1	Density = mass ÷ volume, Speed = distance ÷ time - I can rearrange these formulae to calculate mass, volume, distance, or time, given the other two values.	- Solve equations with two or more steps (U325, U505) - Calculate with speed (U151) - Calculating with density (U910)
7 Rates 2	- I can plot distance-time graphs from real life situations - I can answer questions based on distance time graphs - I can plot distance-time graphs using speeds	- Plot distance-time graphs (U403) - Interpret distance-time graphs (U914)
8 Probability 1	Relative frequency means the same thing as experimental probability - To estimate the number of times something is expected to happen when an experiment is repeated, multiply its probability by the number of times the experiment is repeated - Tree diagrams can be used to find probabilities of independent events	- Write probabilities as fractions, decimals and percentages (U510) - Calculate expected results from repeated experiments (U166) - Calculate experimental probabilities (U580)
9 Algebra: Graphs 1	To draw the graph of a quadratic function, I use a table of values, plot each point, then join them together with a smooth curve	- Plot graphs of quadratic functions (U989) - Interpret graphs of quadratic functions (U667)
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 Algebra: Graphs 2	To represent inequalities on a number line, I draw a line, and use a shaded in circle for "$\leq$", or an empty circle for "$<$".	- Read and draw inequalities on a number line U509 - Draw graphs of linear inequalities U747
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 Y9

Cycle 1

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

	9.1 Ecology, Health and Evolution	9.2 Chemical Reactions
	To revise how to be safe in a Science Lab. Describe how a species' population changes as its predator or prey population changes.	To revise how to be safe in a Science Lab. Describe an oxidation, displacement, or metal acid reaction with a word equation.
	Explain effects of environmental changes and toxic materials on a species' population. Combine food chains to form a food web. Explain issues with human food supplies in terms of insect pollinators	Use particle diagrams to represent oxidation, displacement and metal-acid reactions. Identify an unknown element from its physical and chemical properties.
	Explain and describe the effects of taking different legal and illegal drugs.	Place an unfamiliar metal into the reactivity series based on information about its reactions. Explain why a reaction is an example of combustion or thermal decomposition.
	Mid Point Assessment Re-teach. Use evidence to explain why a species has become extinct or adapted to changing conditions. Evaluate whether evidence for a species changing over time supports natural selection.	Mid Point Assessment Re-teach. Predict the products of the combustion or thermal decomposition of a given reactant and show the reaction as a word equation.
	Explain how a lack of biodiversity can affect an ecosystem. Describe how preserving biodiversity can provide useful products and services for humans	Explain observations about mass in a chemical or physical change. Use particle diagrams to show what happens in a reaction.
	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

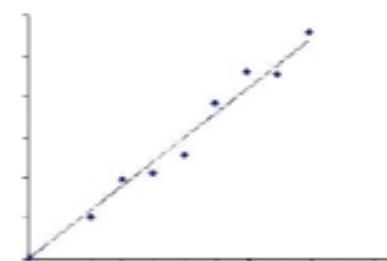
Independent Variable (Units)	Dependent Variable (units)
Values	Values

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 Y9 C1 – The Formal Elements – Games – Baseline Unit 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 as I will be developing my practical drawing skills and theoretical knowledge about artists and my ability to communicate ideas.

Week	I will need to know:	So that I can:
1 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 Drawing with accuracy	1. Drawing from observation means looking analytically at an object person or place. 2. That there are a range of approaches to drawing including base units / sight size.	1. Create a successful composition (layout) for my drawing. 2. Draw objects accurately and achieve correct proportions.
4 Drawing with accuracy	1. That there are a range of approaches to create an accurate drawing, including the grid method 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. Transcribe an image of the same scale, using a grid for accurate measurements. 2. Achieve a tonal scale and use this range in my drawing.
5 Colour, Tone & Form	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 colours next to each other on the colour wheel 4. That using tone shows the 3D form of the object by illustrating a curve or a flat surface.	1. Select an interesting composition (from grid chess worksheet or a new composition involving two or more chess pieces). 2. Use oil pastels effectively and blend one colour into another. 3. Demonstrate how colour can be used to create light and dark. 4. Confidently use harmonious coloured oil pastels 5. Create the illusion of 3D form

Art Y9 C1 – The Formal Elements – Games – Baseline Unit 26-27

Week	I will need to know:	So that I can:
6 Inspiration from Contextual Analysis	- It is valuable to consider the work of artists in order to gain ideas and better understanding of Art. In this instance <i>Michael Craig-Martin</i>. - That Art is often conceptual and the meaning behind the Art is the most important aspect.	Develop my ability to read imagery and artworks in order to understand the intentions of the artist and meaning behind the piece.
7 Lino Printing Observing process & Designing	Lino printing is a form of relief printing. Relief printing is a method where a printing block, plate or matrix, which has had ink applied to its non-recessed surface, is brought into contact with paper. The non-recessed surface will leave ink on the paper, whereas the recessed areas will not.	Observe and understand the process of lino-printing - Prepare own plate in readiness for printing. - Create a design for a printed response of jigsaw pieces – patterned pieces that will interlock to create a repeat pattern print.
8 Lino Printing Cutting	- A relief 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. - A cutting tool is used to carve the design into the surface of the lino. - The health & Safety implications of the printing process.	- Transfer my design onto my lino. - Safely use a cutting tool to carve my design onto my lino. Create a clear and detailed lino print that shows understanding and skill of materials, tools and techniques.
9 Lino Printing Printing	- A relief 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. - A cutting tool is used to carve the design into the surface of the lino. - The health & Safety implications of the printing process.	- Create a clear and detailed lino print that shows understanding and skill of materials, tools and techniques. - Work collaboratively with others to piece together my patterned print as a jigsaw.
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 Boards	- Clear and impactful presentation allows others to see your work at it's best. - 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 9 Computer Science

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

Week	I will need to know: Computer Systems & Problem Solving	So that I can:
1	1) The information system model & Computer Hardware Acronyms . 2) RAM is volatile memory, storage is non-volatile memory. 3) The python data types : <code>int()</code> ; <code>float()</code> ; <code>str()</code> ; <code>bool()</code> 4) Identifier naming convention for variables : camelCase	1) Identify and describe hardware and software roles in terms of input, process, output or storage using the correct acronyms . 2) Explain why storage is needed. 3) Correctly classify data python is storing 4) Write valid identifier names for my variables
2	1) The 3 main CPU components are the ALU, CU and Registers . 2) The purposes of the Data, Address and Control Bus . 3) The output command print() 4) What assignment is and how to calculate simple expressions. X = 10 print("x is", x)	1) Describe the role of the ALU, CU and registers in the FDE Cycle. 2) Describe how the CPU address and uses RAM . 3) Understand what each register holds. 4) Echo variables and messages to the screen as output. 5) Understand, extend, and independently code arithmetic calculations.
3	1) The 5 contents of the 5 von Neumann CPU registers (ACC, PC, CIR, MAR, MDR). 2) The flowchart symbols: terminator ; assignment ; I/O Box ; Decision Box terminator I/O Box Assignment Box Decision Box	1) Explain what values the register hold (data, address or instruction) 2) Rewrite given flowchart algorithms as python code.
4	1) The standard units Byte, KB, MB, GB, TB, PB 2) Calculate file size of text or image files 3) Correctly Type-cast numeric input File Size in BYTES: Text File = Number of chars Image File = colour depth x resolution/8	1) Correctly order data sizes and convert between them. 2) Calculate the amount of space required to store text or image files. 3) Understand, rewrite, correct and independently read in data for my programs.
5	1) Classify common storage as magnetic, optical or flash . 2) Apply the Input-Process-Output framework to solve simple problems. MID-POINT ASSESSMENT NEXT WEEK – 40 MARKS	1) Correctly classify typical storage devices as its correct storage type. 2) Convert flowcharts correct given code and write and plan my own IPO programs with scaffolding. MID-POINT ASSESSMENT NEXT WEEK – 40 MARKS

Year 9 Computer Science

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

Year 9 Drama Cycle 1: Brecht's Epic Theatre

Careers linked to topics we study this cycle are: acting, directing, broadcasting, stage managing, and writing.

Week	I will need to know:	So that I can:
1 Introduction	1. Bertolt Brecht was a playwright and director from Germany, 1898-1956. 2. Brecht created a style called 'Epic Theatre', which encourages the audience to be objective and critical observers rather than emotionally invested in the story.	UNDERSTAND what impact Epic Theatre has had on theatre of the 20 th and 21 st century.
2 Narration	1. Narration is a key device used to remind the audience that they are watching a play and not real life. 2. Brechtian theatre employs narration to convey information and provide commentary, all while preventing the audience from becoming too emotionally invested in the story.	EXPLORE and experiment with the use of 'narration' as a technique to make Epic Theatre.
3 Gestus	1. Gestus is a clear character gesture or movement used by the actor that captures a moment or attitude rather than delving into emotion. 2. Brecht didn't want the actors to be the character onstage, only to show them as a type of person. For this reason Brecht will often refer to his characters by archetypal names, such as 'The Soldier' or 'The Girl'.	ANALYSE the complex use of gestus in creating and performing theatre.
4 Non-chronological narratives	1. Epic Theatre often features a non-chronological narrative structure, disrupting the traditional linear storytelling to promote critical thinking and audience engagement. 2. This encourages the audience to piece together the narrative and reflect on the underlying messages, rather than just watching for entertainment.	EXPERIMENT with changing the order of scenes so they do not follow a chronological pattern.
5 Direct address (midpoint)	1. When an actor speaks to the audience (rather than another character on stage) and acknowledges their presence, it is known as 'direct address'. 2. By speaking directly to the audience, actors can provide information, ask questions, or make comments that prompt viewers to think about the play's themes and social implications. 3. To use direct address, a performer needs to move DOWNSTAGE and make eye contact with the audience.	EXPLORE character emotion and experiment with the application of direct address to consider impact on the audience.

Year 9 Drama Cycle 1: Brecht's Epic Theatre

Week	I will need to know:	So that I can:
6 <i>The Threepenny Opera</i>	1. <i>The Threepenny Opera</i> is a musical that critiques the corruption of capitalist society. It uses a mixture of songs and spoken dialogue, and its characters are symbols of social inequality and exploitation. 2. Brecht needed to break rising tension to stop the audience from following characters on their emotional journey, so often used comedy to do this.	ANALYSE a live theatre production to understand how the social, cultural, historical and political meanings can be communicated to an audience.
7 Placards	1. Using placards might be as simple as holding up a card or banner. Multimedia or a PowerPoint slideshow can also be used for this effect. 2. What's important is that the information doesn't just comment upon the action but deepens the audience's understanding of it, so they see a scene in a different way – rather than just responding with emotion.	CONSIDER appropriate placards to use which utilise and explore the subject matter and context.
8 <i>The Good Person of Szechwan</i>	1. <i>The Good Person of Szechwan</i> is a play that asks whether it's possible to be truly good in a system that prioritises material gain over human needs. 2. The play highlights the struggles of the poor and exploitation in the capitalist system, particularly targeting the wealthy and powerful.	CREATE an interpretation of <i>The Good Person of Szechwan</i> which educates and alienates the audience.
9 Performance	1. As an audience member it is disrespectful to talk during other people's performances. 2. Everyone should applaud at the end of a performance. 3. To evaluate means to identify something that went well, and what could be added to make it even better and why.	STRUCTURE your piece considering how this might impact the audience through alienation and education.
10 Assessment	Scholar's Prep: To prepare for your upcoming assessment, you should practise your performance and 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 Brechtian-inspired production and have a class discussion about our response to it.	EVALUATE my own work and the work of others to develop a growth mindset.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Design and Technology Y9

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

Week	I will need to know:	So that I can:
1 Design opportunities and analysis Night light. Systems and control.	- Problems and needs provide designers with design opportunities - An automated process utilizes technology and/or software to accomplish a task without the need for constant human control. - An automated process can be broken down into three stages e.g. input, process and output. *Science - Sensors one of many input devices. *Science	- Analyse the context and identify a design opportunity. - Identify individual components which make up a system. - Identify which components of a system are input, process and output. - Identify and correctly apply the correct input sensors to an automated system.
2 Electronic components and circuits. Circuit assembly.	Electronic components all have different functions and values e.g. a resistor reduces the flow of electricity and is measured in ohms. *science - There are two types of circuit e.g. Series and parallel circuits. *science - A bread board is a temporary way of building and testing a circuit.. - A PCB (printed circuit board) has tinned pads which allow you to solder easily. The coloured coating is called solder resist.	- Identify and understand the purpose of a resistor, variable resistor, transistor, LDR and an LED in an electrical circuit. - Construct a temporary circuit, using a bread board, to light and LED and multiple LED's - Where to place the resistor to ensure the LED receives the correct current. - Safely Solder electrical components to a PCB
3 Layout and orientation of components within a design. Quality control	- Electrical diagrams use symbols. *science - A semi-conductor has a positive and negative leg e.g. The long leg of an LED is positive. *science - Solder is used to connect components because it conducts electricity. It sometimes contains flux, which prepares the surface to be soldered by keeping it clean.. - A short circuit is when you provide an alternative route for electrical energy to take. Electricity always takes the path of least resistance. *science	- Position components correctly on a PCB - Oriente components correctly to ensure the positive and negative legs are the correct way around. - Connect the LED and LDR to the PCB. - Rectify faults in a nonworking circuit
4. Reading and communicating working drawings.	Engineering drawings are scaled drawings that communicate dimensions, constructional details and types of materials to be used. Scale is a ratio applied when producing a copy of something. *Maths Construction line enable you to generate shapes when producing and engineering drawing.. Projection and dimension line are used on working drawing to communicate size.. - A cutting list is a summary of component sizes and types of materials to be used on a working drawing.	- Identify object, hidden detail and dimension line within an engineering drawing. - Read a drawing and produce a 1:1 scale reproduction accurately. - Construct a complex object using light lines. - Correctly dimension a working drawing - Produce a cutting list for an engineering drawing that communicates scale, units of measurements, materials and all component sizes.
5. Construction methods with wood.	- The components which make a mortise and tenon joint. E.g. The shoulder, cheeks and face of a joint. - A marking gauge and tri square are used to mark out the mortise and tenon. *Maths - A mallet and chisel are used to remove waste when producing a mortise. Paring is when you use a chisel to remove small shavings of wood.	- Identify a mortise and tenon. - Accurately select the correct tools and mark out the components of a mortise and tenon. - Safely use a mallet and chisel to remove waste from the mortise and use a tenon saw and chisel to produce a 4 shouldered tenon. - Make adjust to the cheeks and face of the tenon with a chisel to ensure a tight fit.

Design and Technology Y9

Week	I will need to know:	So that I can:
6 Assembly and finishing of wooden components. Assembling electronic components within a product.	1. Direct measurements are when you use a object to mark a size instead of using a ruler. *Maths 2. Work must be clamped when using PVA (poly vinyl acetate). The vice is an excellent way of clamping work together while it is drying'.. 3. A belt sander or orbital sander can be used to finish wooden components. 4. Plastic stand offs can be used to mount a PCB	1. Produce all wooden parts for housing the electronics 2. Glue, clamp, check and make adjustments. 3. Use abrasives to prepare work for a oil finish. 4. Correctly assemble sensors and mount the PCB into the housing of the night light.
7 Using sketching to form ideas and further iterations. CAD basics with 2D design.	1. Sketching can be used as a quick way to clarify ideas. *Art 2. Annotation can be used around sketches to provide further explanation to a solution.. 3. Designs can be produced with software on a computer e.g. Computer Aided Design. 4. The draw, edit and drawing aids tool bars within 2D design will enable you to produce a drawing..	1. Produce and react to a feedback loop to produce a range of iterations. 2. Use shading to show depth of drawing and written annotation communicating intention against a design specification. 3. Identify where and when to use CAD and state its advantages and disadvantages when designing. 4. Draw lines and circles to specific measurements. Delete part or whole lines. Divide lines accurately using nodes. Add text and radius corners.
8 Applying CAD to develop a solution. Using CAM to produce a component.	1. All lines drawn using software will be life size, even though they will not appear like that on a small screen.. 2. The contour tool is an automated process used to trace an image by draw a line parallel to the original.. 3. You must use the select tool and select a line before asking the software to perform a process.. 4. Work in 2D Design must be saved manually. You can also export images in different formats e.g. JPEG, Bitmap etc 5. When using a laser cutter, you will need to set the preferences in the print menu.	1. Correctly size and draw a piece of acrylic to fit the nightlight. 2. Apply a contoured design to the piece of acrylic. Disassemble a contoured drawing to use specific parts for a design. 3. Use red (cut) and black (engrave) lines to be read by the CNC laser cutter. 4. Set the height and all cutting speeds of the laser cutter to produce a design.
9 Assembly of multiple batch produced components and finishing.	1. Soldered components can be removed and soldered again. 2. Extra fitting can be used to mount the LED and sensor. 3. The circuit can be made more sensitive by adjusting the variable resistor. *Science 4. The aesthetics can be improved on your product by adding additional components to create a theme..	1. Remove the LDR from the working circuit . 2. Correctly position the LDR in the wooden housing and resolder it in place. 3. Adjust the variable resistor in a working circuit to change its sensitivity. 4. Add addition modelling materials to create the final design.
11 Assessment	Scholar's Prep: To prepare for your upcoming assessment, you should self- quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best	
11 Evaluating a product against a design specification.	1. A structured evaluation has Terms of reference, methodology, findings, conclusion and recommendations. 2. Qualitative data is non- numerical and quantitative data is numerical *Business, Maths	1. Test, evaluate and write a detailed report on the products performance highlighting areas for improvement. 2. Include qualitative and quantitative data when required in the evaluation process.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 9 Food Technology

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

Week	I will need to know:	Practical:	So that I can:
1 Review of practical lesson	Danger temperature zone is between 5°C to 63°C. Cooked and reheated food should be piping hot (reach 70°C), and ingredients should be kept in the fridge (under 5°C) to avoid food poisoning. - It is not safe to defrost meat at room temperature. Defrost meat safely by placing it in the fridge the day before. Make sure it is on a tray on the bottom shelf to prevent cross-contamination.	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 danger temperature zone and how it can occur in food preparation.
2 Allergies	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>Roasted chicken fillet and vegetables</u> - Garlic, rosemary, thyme and oregano go well with most meat and vegetables. Use a red chopping board for raw chicken and use a yellow chopping board for cooked chicken. Don't wash chicken as Salmonella can be splashed on the tap.	- Be aware of the possible allergens used in meals. - Learn how to use the oven to roast meat and vegetables.
3 Good fat, bad fat	Saturated fat is animal fat, usually solid at room temperature, such as butter and pork belly. Overeating saturated fat can clog your arteries. Unsaturated fat is healthy. It is usually from plants and liquid at room temperature, like olive oil. Trans fat is the most harmful fat among the three. It is artificial fat that can raise your bad cholesterol. Examples are deep-fried food and margarine.	<u>Carbonara</u> - Traditional Italian Carbonara uses egg yolk and parmesan cheese to create creamy textures, instead of adding cream. - Ensure the skillet is off the heat before adding the egg mixture to prevent scrambling.	- Choose healthy fats in diets. Reduce the intake amount of saturated and trans-fat. - Cook traditional Carbonara.
4 Sports and diet	Carbohydrates are the main fuel for high-intensity exercise. Proteins is necessary for muscle repair and growth. Calcium and Vitamin D are essential for bone health, reducing the risk of fractures and injuries. Hydration can prevent heat-related illness. For extended activities, sports drinks with electrolytes may be beneficial. *PE	<u>Chilli con carne</u> - Meat Browning: Ensure the meat is well-browned to develop a rich, deep flavor. - If you practice this dish again at home, allow sufficient simmering time to let the flavors meld. Slow cooking can significantly enhance the taste.	- Understand how diet impacts sports performance. - Cook a balanced and nutritious spicy dish.
5 Study and diet	- Fats like Omega-3 and omega-6 fatty acids are crucial for the development of the brain and nervous system. They can be found in fatty fish (salmon, mackerel), chia seeds, walnuts, and avocados. Vitamins like B Complex and minerals like iron and zinc are important to cognitive functions. They can be found in red meat, leafy greens and whole grain products. *Science	<u>Samosa</u> - Samosa is a staple in Middle Eastern and Central Asia cuisine. - The pastry has adapted to different cultures and became the versatile global treat it is today.	- Learn how food affects cognitive function, concentration, memory, and overall brain health. - Make a versatile vegetarian dish.

Year 9 Food Technology

Week	I will need to know:	Practical:	So that I can:
6 Digestion	1. Vegetables, fruits and carbohydrates can be digested quickly. Proteins take a moderate amount of time to digest. Processed and fast foods which are high in fats take the longest time to digest. 2. Easily digestible foods allow our bodies to absorb nutrients and recover energy efficiently. They also prevent bloating, gas and discomfort. *Science *Midpoint assessment quiz	<u>Scallion flatbread</u> 1. It is a type of Chinese savoury, unleavened flatbread folded with oil and finely minced scallions. 2. Use scales to measure correctly. Do not mix food on top of the scale because it will damage the calibrator.	1. Make informed choices that promote better digestive health. 2. Learn how to roll and knead a dough.
7 Sugar rush	1. A sugar rush is a sudden burst of energy after the consumption of food or drink with a high sugar content. 2. Zero-calorie or low-calorie drinks have sweeteners instead of sugar. 3. Excessive intake of sugar can lead to obesity, type 2 diabetes, heart disease, and dental problems.	<u>Pizza</u> 1. Originating from Italy, pizza is beloved for its versatility because it goes well with many toppings.	1. Make healthier choices regarding their sugar intake. 2. Practice mixing and shaping pizza dough.
8 Food ethics I	1. Animal welfare: Grass-fed beef, free-range chickens and wild fish eat foods that are natural to their diet. They also have the freedom to roam around in their natural environment. 2. Genetically Modified (GM) food: the DNA of these foods has been changed to resist pests, diseases and spoilage. *Geography	<u>Apple Turnover</u> 1. Add cinnamon and lemon juice to the apple filling can enhance flavour. 2. They are especially popular in the autumn when apples are in season.	1. Explain what are the benefits of eating local and seasonal food and support English produce more. 2. Learn how to use puff pastry to make snacks.
9 Food ethics II	1. Fair trade aims to help farmers in less economically developed countries by ensuring they receive a fair price for the goods and a reasonable working condition. 2. Bananas, coffee, chocolate, tea, flowers and sugar are examples of Fair-trade products. *Geography	<u>Berry Crossover</u> 1. England is known for producing high-quality berries. 2. Explore puff pastry shaping techniques.	1. Support farmers to get paid a fair deal for their efforts. 2. Further practice skills with puff pastry.
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 The future of food	1. Nutritious foods and healthy, balanced diets: Consume more vegetables and fruit. Reduce the intake of salt, sugar and calories. 2. Plant-based options will be more accessible in the market. 3. Retailers and manufacturers will aim to reduce food waste. 4. Use sustainable practices. Stop deforestation and promote biodiversity. *Geography	<u>Brownie</u> 1. Chocolate is sensitive to heat and can scorch easily, leading to a burnt and bitter flavour. To melt chocolate, we should set up a water bath - putting the chocolate in a glass bowl in a pot of hot water.	1. Consolidate the knowledge of nutrition and sustainability through the case studies of some corporations. 2. Learn to use the water bath method to prevent chocolate scorch.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.		

Year 9 Geography Cycle 1: *What are the causes and consequences of changing population demographics and migration around the world?*

Careers linked to topics we study in this cycle include social worker, urban planner, transport planner, civil engineer, charity worker, lawyer and economist.

Week	I will need to know:	So that I can:
1 Population density	- Generally, the most densely populated countries are in Europe and Asia e.g. Bangladesh's population density is 1329 per Km². Cities are densely populated. - Areas that are inaccessible (e.g. mountainous), have an extreme climate, limited water supply or limited natural resources are often sparsely populated. - In the past 100 years world's population has quadrupled to over 8 billion. The population is growing because people are living longer (the death rate is reducing and life expectancy is increasing).	- Describe the distribution of the world's population. - Explain the causes of uneven population density around the world.
2 Population characteristics	- The Demographic Transition Model shows the transition of a society from high birth and death rates in the early stages to low birth and death rates as it becomes more developed and goes through the process of industrialisation. - A population pyramid can be used to represent the demographics (e.g. age, sex) of a population. If the population pyramid has a wide base, it means the population is very young and it is increasing (e.g. Nigeria). If the population pyramid is pillar shaped, then the population average age is much older.	- Explain why the Demographic Transition Model is useful. - Understand what population pyramids show.
3 Migration and urban growth	- A population can change due to natural increase or migration. Internal migration is when people move within a country whereas international migration is when people move between countries to live. *History - Many people migrate for social reasons (e.g. education or to be nearer family), economic reasons (e.g. to find a better job), environmental reasons (e.g. climate change) or political reasons (e.g. war). - Cities are growing rapidly and have a high population density. This is often due to rural-urban migration. - A megacity is a city with over 10million people in.	- Explain why people migrate. - Explain why cities are growing fast.
4 Urban changes	- As a population grows and a country develops, generally there is increased urbanisation. Urbanisation generally occurred during industrialisation in developed countries. City growth generally follows the Burgess Model in the UK. Whereas in developing and emerging countries, rapid urbanisation results in high value houses in the centre and lower value housing at the outskirts of the city. International migration can have a large impact on a country, not just the urban areas. Many people migrate from Mexico to the US due to push factors (e.g. few jobs, gang violence in Mexico) and pull factors (e.g. better work opportunities and healthcare in the US).	- Explain how land use of a city changes as you go further from the Centre. - Explain the push and pull factors that cause people to migrate from Mexico to the US.
5 International Migration	- International migration has a big impact on Mexico as it causes a brain drain (well educated people leave) and family separation. However, often many people send money back to Mexico (remittances) which boosts the economy. - Migrants from Mexico have a positive impact on the US as they fill labour shortages (e.g. in agriculture) and bring their rich culture which enhances America. However, pressure is placed on services like schools and hospitals.	- Evaluate the impact of migration on the source country. - Evaluate the impact of migration on the host country.

Year 9 Geography Cycle 1: What are the causes and consequences of changing population demographics and migration around the world?

Week	I will need to know:	So that I can:
6 Impacts of migration	1. Migrating from one country to another can be very challenging as the migrant may not be able to speak the language or must undergo a dangerous journey to get to a country of safety. 2. International migration has shaped Oxford as it is now a multicultural city. This is celebrated in events like Cowley Road Festival and FloFest. However, many people are angry about the Rhodes statue in Oxford because it commemorates Cecil Rhodes, a British colonial figure associated with racism, and exploitation in Africa. *History	1. Explain the impact migrating can have on the migrant. 2. Explain how international migration has shaped Oxford.
7 Rio de Janeiro's challenges	1. Rio de Janeiro is a megacity city in Brazil that has grown from 3 million in 1950 to over 13.6 million today. This is mostly due to rural-urban migration as people move to the city in search of better economic opportunities, education, and healthcare. 2. The rapidly growing population has created challenges such as housing shortages in informal settlements (favelas), traffic congestion, high crime rates and unequal access to services (e.g. healthcare and education) for residents in marginalised areas. This has also caused environmental impacts such as habitat destruction, loss of biodiversity, and degradation of natural resources.	1. Explain why Rio de Janeiro's population has increased. 2. Assess the impacts of Rio's rapidly growing population
8 Rio de Janeiro's solutions	1. Rio de Janeiro's responses to these challenges include urban planning, favela upgrading, transport improvements, security measures, environmental conservation, social programs, and infrastructure development. 2. The 2016 Rio Olympics was part of this development plan e.g. hosting the Olympics resulted in significant investment in transportation infrastructure. However, a disadvantage was the displacement of some marginalized communities to make way for Olympic facilities, contributing to social inequality and tension.	1. Evaluate the success of the solutions to the challenges faced in Rio. 2. Evaluate the success of the 2016 Rio Olympics
9 Sustainable cities	1. A sustainable city is an urban area that is designed and developed in a way that minimizes its environmental impact, conserves natural resources, promotes social equity, and ensures economic prosperity for its residents, both in the present and for future generations. 2. Copenhagen is a sustainable city due to its commitment to reducing environmental impact through extensive cycling infrastructure, renewable energy, green spaces and focus on energy efficient housing and waste management.	1. Explain how a city can become more sustainable 2. Explain why Copenhagen is classed as one of the most sustainable cities in the world.
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! <i>The assessment this cycle will be a knowledge essay.</i>	
11	1. When designing a sustainable city, the top considerations include reducing environmental impact through clean energy and green spaces, fostering social equality through inclusive policies, and promoting economic growth and job opportunities for long-term prosperity. *Character education 2. <i>One lesson this week will be spent planning your knowledge essay.</i>	1. Design a sustainable city in a group and present it to the class.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 9 History - Cycle 1: *How far did America and Europe change between 1920 and 1940s?*

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

Week	I will need to know:	So that I can:
1	- America experienced a wave of immigration in the early 20th century from Eastern Europe. - Immigrants mostly settled in cities and changed America, leading to the idea of America as a "melting pot." Laissez-Faire policies were popular in the American Gilded Age (1865-1910). - The effect of WW1 on US economy included: industrial expansion, employment and migration, and an agricultural boom.	- Explain how the wave of immigration in the early 20th century was different from previous waves - Describe how immigrants changed America - Explain what popular ideas were prevalent within American society in the early 20th century - Describe how the American economy changed because of WWI
2	- The American car industry began in the early 20th century and changed American society. - Henry Ford created and popularized the moving assembly line within his factories. - Jim Crow was a series of state and local laws that legalized segregation and discrimination in the American South. The Great Migration was significant movement of millions of African Americans from the rural South to the urban North.	- Detail Henry Ford's impact on American society - Explain how Black Americans were treated in the early 20th century - Describe the Great Migration and what motivated this movement - Explain how the Great Migration changed the demographics of America, by looking at a case study
3	- The Harlem Renaissance was a cultural and artistic movement within the Black community in Harlem NYC in the early 20th century - The KKK is a white supremacist organization that emerged after the Civil War, targeting African Americans and promoting racial hatred, violence, and terrorism. - Birth of a Nation was a film that galvanized the KKK and racial discrimination within American society in the early 20th century.	- Explain the influence the Harlem Renaissance had on American culture - Explain what the KKK was and how the group contributed and promoted racial hatred within American society
4	- First Wave Feminism was a social and political movement in the late 19th and early 20th century that fought for women's suffrage and legal rights. - Methods that suffragettes used included: petitions, marches, and civil disobedience. - The key characteristics of the Roaring '20s included: jazz music, flapper fashion, Art Deco style, economic prosperity.	- Describe First Wave Feminism: its methods and successes - Describe the key characteristics of the Roaring '20s - Use the Great Gatsby as an example to describe the Roaring '20s
5	Prohibition was a period in U.S. history during the 1920s when the production, sale, and distribution of alcoholic beverages were legally banned, leading to the rise of illegal activities such as speakeasies and bootlegging. - Prohibition was supported by women, industrialist, and others part of the temperance movement. - Al Capone was a notorious American gangster in the 1920s known for his involvement in organized crime, particularly during the Prohibition era.	- Analyse historical arguments for Prohibition - Describe how Prohibition changed American society - Argue whether Al Capone was a good or bad guy

Year 9 History - Cycle 1: *How far did America and Europe change between 1920 and 1940s?*

Week	I will need to know:	So that I can:
6	Wall Street Crash was a devastating stock market collapse that occurred on Black Thursday & Black Tuesday, leading to a severe economic downturn known as the Great Depression. The Great Depression was a severe worldwide economic downturn in the 1930s characterized by high unemployment, poverty, and a decline in industrial production, leading to significant economic hardship for many	- Mid-Term Assessment – Changes in US society 1860-1920s - Describe the Wall Street crash and its immediate effects on the American public - Define the Great Depression - Explain factors that led to the Great Depression
7	- The Great Depression hit Black American disproportionately harder than white Americans. Hoovervilles were makeshift shantytowns during the Great Depression named after President Herbert Hoover. - Farmers were hit especially hard during the Great Depression due to overproduction driving down prices.	- Describe how the Great Depression impacted those living in American cities - Compare how the Great Depression affected those living in Urban and Rural areas
8	The New Deal was a series of programs and policies implemented by President Franklin D. Roosevelt in the 1930s to help the United States recover from the Great Depression. Alphabet Agencies were a series of organizations that Roosevelt set up during his first hundred days. Treaty of Versailles' severe terms on Germany included military limitations, territorial losses, and reparations. Weimar Germany after WWI faced a hyperinflation crisis.	- Explain the New Deal and its goals - Describe the Treaty of Versailles and its impact on Germany - Explain Germany's political and economic situation during the Weimar Republic
9	- The Nazi party platform focused on immigrants, German workers and the treaty of Versailles. - The Nazi party rose in popularity in part due to its effective propaganda and Hitler's public appeal.	- Explain the development of the Nazi Party and its rise to prominence - Detail the Nazi party's platform - Analyse a source of Nazi propaganda - Explain Hitler's appeal and leadership of the Nazi Party
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	The Reichstag Fire was a major turning point in the creation of the Nazi dictatorship. The Enabling Act was passed in 1933, which ended the Weimar Constitution and the promise of civil liberties in German.	- Explain the significance of the Reichstag Fire - Describe the impact of the Enabling Act - Compare how Hitler's and Roosevelt's economic policies differed in response to the Great Depression
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.	

French Cycle 1 Year 9

Careers linked to topics we study this cycle are careers that may use foreign language as a means of communication e.g. Diplomat, screenwriter
Please use the sentence builder provided by your teacher and attached to this Scholars Guide (on the next page) for all language covered in this topic. The information provided on this page is limited to 1-4 short example sentences but you will be learning many more!

Week	I will need to know:	So that I can:
1 Tu es comment? Comment trouves-tu les autres?	1. J'ai les cheveux blonds et les yeux bleus . Je suis généreux et gentil . 2. Je pense que ... est jaloux et je le trouve pénible . 3. beau(x)/belle(s) ; charmant(e)(s)	1. Describe myself: name, age, hair and eyes and my personality 2. Give my opinion on what other people are like 3. Use adjectives with correct spelling to reflect who I am describing (male/female/plural)
2 Qu'est-ce que tu fais sur internet?	1. Quelquefois, je poste des messages et je vais sur ma page perso, mais je ne partage pas des photos 2. Je vais, je commente, je lis, on organise, on partage 3. Je crois que c'est génial et marrant .	1. Talk about what I do and don't do online and how often 2. Use verbs in the present tense in the 'I' and 'we' forms 3. Express my opinion on these activities
3 Qu'est-ce que tu fais sur internet?	We will continue to answer the week 2 question 'Qu'est-ce que tu fais sur internet?'	1. Talk about what I do and don't do online and how often 2. Use verbs in the present tense in the 'I' and 'we' forms 3. Express my opinion on these activities
4 Que penses-tu du sport et pourquoi?	1. J'adore le sport <u>OR</u> Je n'aime pas du tout le sport. 2. À mon avis le sport diminue le stress . 3. Pour être en forme <u>il</u> faut bien manger .	1. Express my opinion on sport. 2. Justify why. 3. Use the expression 'il faut'+ infinitives (TO do something) to express what one MUST do to be fit.
5 Que penses-tu du sport et pourquoi?	We will continue to answer the week 4 question 'Que penses-tu de sport et pourquoi?'	1. Express my opinion on sport. 2. Justify why. 3. Use the expression 'il faut'+ infinitives (TO do something) to express what one MUST do to be fit.

French Cycle 1 Year 9

Week	I will need to know:	So that I can:
6 Où vas-tu le weekend ?	1. Normalement, je vais au cinema. Je trouve que c'est passionnant. 2. Je vais aller en ville et faire les magasins. Ce matin/soir; 3. Cet après-midi; Demain matin 4. Tu veux m'accompagner ? On se retrouve chez-moi à sept heures.	1. Talk about what I do at the weekend and how often and give my opinion. 2. Say what I am GOING to do at the weekend using the near 3. Say different times of the day. 4. Invite someone to come with me and say where and when we are going to meet up (more use of infinitives)
7 Où vas-tu le weekend ?	We will continue to answer the week 6 question 'Où vas-tu le weekend ?'	MID CYCLE ASSESSMENT: Speaking (Read aloud)
8 Qu'est-ce que tu as fait récemment? C'était comment?	1. Récemment, hier, le weekend dernier 2. J'ai bavardé et j'ai mangé un hamburger.	1. Use time frames in the past 2. Recognise and use regular and irregular verbs in the past tense – the Passé composé – that take 'avoir' in the middle (as the auxiliary verb) to talk about what I <u>did</u>.
9 Qu'est-ce que tu as fait récemment? C'était comment?	1. Je suis sorti(e) avec ma copine. 2. <u>C'était</u> vraiment intéressant.	1. Also use some verbs that take 'être' in the middle (as their auxiliary verb) in the past tense. 2. Use <u>c'était</u> (it was) and adjectives to describe what it was like.
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 1-9). Remember that little and often is the key to success.	ASSESSMENT • Listening • Reading • Writing (Translation into French)
11 Past, present and future together.	1. Bonjour, je m'appelle ... et j'ai ... ans. Je suis gentil(le). Tous les jours j'organise des sorties avec mes amis sur internet. Samedi après-midi, je vais aller en ville et on va faire les magasins. Hier, je suis allé à une fête, j'ai dansé et on a bien rigolé, c'était génial.	1. Introduce myself and talk about what I do, what I am going to do and what I recently did. 2. Recognise and use the present, future and past tenses together in sentences and paragraphs.
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 9

Careers linked to topics we study this cycle are careers that may use foreign language as a means of communication e.g. Diplomat, screenwriter

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Week	I will need to know:	So that I can:
1 Wer ist dein Vorbild?	1. Mein Vorbild ist Manuel Neuer , weil er sehr begabt ist. 2. Mein Lieblingsschauspieler ist Daniel Brühl , obwohl er gar nicht erfolgreich ist.	1. Say who my role model is and give a reason using a range of hard connectives, quantifiers and adjectives. 2. Say who my favourite actor etc is and give a reason using a range of hard connectives, quantifiers and adjectives.
2 Wer ist dein Vorbild?	1. Ich hasse Boris Becker , da er irrsinnig arrogant ist. Ich treibe viel Sport und ich singe viele Lieder .	1. Say who I don't like or hate using a range of hard connectives, quantifiers and adjectives. 2. Say what activities I do – using a wide range of the present tense first person of regular and irregular verbs
3 Was machst du und was macht dein Vorbild?	1. Ich habe nicht viel Geld , aber mein Vorbild verdient viel Geld . 2. Ich fahre nicht schnell Rad , aber mein Vorbild fährt sehr schnell Rad .	1. Say what activities your role model does - using a wide range of the present tense first person of regular and irregular verbs 2. use the correct pronunciation of words with an Umlaut (ä, ü, ö)
4 Was hast du/hat dein Vorbild in der Vergangenheit gemacht?	1. Ich habe mit Kindern gearbeitet . 2. Mein Vorbild hat Tennis gespielt .	1. Say what you did in the past using a range of verbs 2. Say what your role model did in the past using a range of verbs
5 Was hast du/hat dein Vorbild in der Vergangenheit gemacht?	1. Ich habe Gitarre gespielt , aber mein Vorbild hat viele Preise gewonnen . 2. Ich bin nach Schottland gefahren, aber Ed Sheeran ist nach Amerika gefahren.	1. Use the perfect tense with haben in the first and third person singular 2. Use the perfect tense with sein in the first and third person singular

German Cycle 1 Year 9

Week	I will need to know:	So that I can:
6	1. Ich bin nach Oxford gegangen und ich habe mit Kindern gearbeitet. 2. To prepare for your upcoming assessment you should self-quiz on all the language and grammar on your sentence builder (weeks 1-5). Remember that little and often is the key to success.	Be able to decide when to use haben or sein in the past tense MID CYCLE ASSESSMENT: Speaking (Read aloud)
7 Was wirst du und dein Vorbild in der Zukunft machen?	1. Ich werde viele Reisen machen . 2. Er wird viele Preise gewinnen .	1. Say what you are going to do in the future using a range of verbs in the future tense 2. Say what your role model is going to do in the future using a range of verbs in the future tense
8 Was wirst du und dein Vorbild in der Zukunft machen?	1. Ich werde viele Reisen machen . 2. Er wird viele Preise gewinnen .	1. Say what you are going to do in the future using a range of verbs in the future tense 2. Say what your role model is going to do in the future using a range of verbs in the future tense
9	Mein Lieblingsschauspieler ist Arnold Schwarzenegger , da er sehr charismatisch ist.	Understand and distinguishing between all 3 tenses (Listening and reading) talking about your role model and yourself
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). Remember that little and often is the key to success.	Assessment Listening Reading (Including translation into English) Writing (Translation into target language)
11	Er hat viele Länder gesehen , aber ich habe nicht viele Reisen gemacht . Ich werde für eine Hilfsorganisation arbeiten und ins Ausland fahren .	Using all three tenses together in one paragraph (Writing) talking about your role model and yourself
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 9

Careers linked to topics we study this cycle are careers that may use foreign language as a means of communication e.g. Diplomat, screenwriter
Please use the sentence builder provided by your teacher and attached to this Scholars Guide (on the next page) for all language covered in this topic. The information provided on this page is limited to 1-4 short example sentences but you will be learning many more!

Week	I will need to know:	So that I can:
1 ¿Levas una dieta sana?	1. En mi opinión llevo una dieta sana porque me encantan comer verduras. 2. Creo que no llevo una dieta sana porque no bebo agua. 3. Me encanta comer pasteles. Los como cada día.	1. Say why I think I have a healthy diet. 2. Say why I don't think I have a healthy diet. 3. Use the object pronoun to say it/them in Spanish.
2 ¿Qué deportes haces para estar en forma?	We will continue to answer the week 1 question ¿Levas una dieta sana? 1. Normalmente practico atletismo . Soy miembro de un club. 2. Ayer jugué al tenis . Es mi deporte favorito 3. La semana que viene voy a hacer natación .	1. Describe what sports I practise in the present tense 2. Describe what sports I practised in the past tense. 3. Describe what sports I am going to practise in the future tense.
3 ¿Cuál es tu rutina diaria?	We will continue to answer the week 2 question ¿Qué deportes haces para estar en forma? 1. Por la mañana me despierto a las siete y media y desayuno cereales. 2. Los lunes salgo a correr a las ocho y media . 3. Por la tarde meriendo fruta.	1. Describe my daily routine using reflexive verbs. 2. To say at what time I do certain activities. 3. Use different time markers in the present tense
4 ¿Qué tal estás?	We will continue to answer the week 3 question ¿Cuál es tu rutina diaria? 1. Me duele la cabeza. Se debe tomar pastillas . Me duelen los dientes. Se debe ir al dentista . 2. Me duele la garganta. Se debe beber mucha agua y no se debe fumar.	1. Understand and use singular and plural: me duele/n when talking about what is wrong with me. 2. Understand and use modal verb 'se debe' + infinitive to express what one should do
5 ¿Qué tal estás?	1. We will continue to answer the week 3 question ¿Qué tal estás?	1. Understand and use singular and plural: me duele/n when talking about what is wrong with me. 2. Understand and use modal verb 'se debe' + infinitive to express what one should do

Spanish Cycle 1 Year 9

Week	I will need to know:	So that I can:
6	To prepare for your upcoming assessment you should self-quiz on all the language and grammar on your sentence builder (weeks 1-5). Remember that little and often is the key to success.	Mid point assessment Speaking (Read aloud)
7 ¿Qué cosas te gustan hacer?	- De vez en cuando me mola tocar el teclado. - A veces odio las tareas domesticas Los fines de semana me chifla hacer baile.	- Understand and use opinions plus infinitives. - To understand and use opinions plus nouns using the definite article. - Understand and use time markers in the present tense
8 ¿Cómo se celebra tu fiesta favorita?	We will continue to answer the week 7 question ¿Qué cosas te gustan hacer? - Normalmente para celebrar Eid, primero tengo una fiesta y luego comemos comida basura - Sin embargo, el año pasado fuimos a un parque de atracciones y comimos mucha comida basura	- Understand and talk about celebrations in the present tense using I and we forms of the verbs - Understand and talk about celebrations in the past tense using I and we forms of the verbs
9 ¿Cómo se celebra tu fiesta favorita?	We will continue to answer the week 8 question ¿Cómo se celebra tu fiesta favorita?	- Understand and talk about celebrations in the present tense using I and we forms of the verbs - Understand and talk about celebrations in the past tense using I and we forms of the verbs
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 1-9). Remember that little and often is the key to success.	Assessment Listening Reading (Including translation into English) Writing (Translation into target language)
11 ¿Quieres ir al cine?	- Mañana voy a ver una película de acción. Pienso que va a ser guay. - Este fin de semana vamos a ver una comedia. Pienso que va a ser graciosa	- To understand and talk about going to the cinema using the future tense in the I and we form. - To understand and express opinions in the future. - To understand and use adjective agreements
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 9 Music Cycle 1 Four Chords Songwriting

Careers include: Studio Manager, Arranger, Performer, Producer, Artist, Session Musician, Backing vocalist

Week	I will need to know about: Four Chords	So that I can:
1	- Many songs are created based on a simple four chord sequence. - This forms the structure of the song. - In this unit, you will learn how to play a four chord sequence on the Ukulele/Guitar and the Keyboard. Then, you will use the four chords to arrange your own song	- PERFORM songs - EXPRESS myself through sound. - IMPROVE my own compositions and performances - RECOGNISE and work with the building blocks of songs
2	Keyboard Four Chord Sequence - C, Am, F and G. - First, find the note C on your Keyboard. Use the pattern of black keys to help you - Next, find C and play with your thumb - Finally, play C, miss a note and play E, miss a note and play G . Don't forget to use fingers 1, 3 and 5. You can now apply this pattern to all chords, using the first letter as the root note. - Try Am (the m stands for minor tonality), F and then G	- FIND basic triads - CREATE chord sequences - FORM harmonic structures for songwriting - START the work I will be assessed on in week 11.
3	Ukulele Four Chord Sequence In this lesson, you will learn how to perform the same chord sequence you learned in Week 1 and 2 on the Ukulele. Ukulele chord charts are found in the music rooms on the displays.	- FIND basic chords on the ukulele with confidence - CREATE chord sequences - FORM harmonic structures for songwriting - ACCOMPANY myself while singing
4	Learning to play 'Riptide' - Use the knowledge of Four Chords, to play the chord sequence for 'Riptide'. - This song requires the following sequence: Am, G, C. Play along with the song	- STRENGTHEN my knowledge of the origins of popular Four chord songs - FIND MY NOTES on the ukulele - CONFIDENTLY create basic chords
5	Mid point assessment - We are completing our rehearsals in our groups using Ukeleles and Keyboards - We are performing our chord progressions - We are assessing our performances against mastery statements	- PERFORM under pressure - SELF-ASSESS against our Year 9 Mastery Statements

Year 9 Music Cycle 1 Four Chords: Songwriting

Week	I will need to know:	So that I can:
6	Reflect and improve my performance during the Assessment, following Teacher Feedback. 1. Accuracy 2. Confidence 3. Fluency 4. Expression 5. Marks will also be awarded for excellent ensemble playing.	1. DEVELOP my understanding of how chords work 2. DEVELOP my ensemble skills 3. USE my knowledge of chords to compose my own material in groups and on own next year
7	1. Composing and Arranging involves creating a chord sequence, lyrics and melody for an existing song. 2. The chord progressions will be four chords 3. The lyrics will be two rhyming couplets 4. The melody will use the C major and A minor scales	1. DEVELOP Music tech skills which are important for GCSE music and music production. 2. LEARN how to use the MIDI keyboards in the computer suite 3. SELF-ASSESS against Mastery statements
8	Recording into Bandlab- Bass line and chord progressions should be recorded into Bandlab using a click track	DEVELOP Music Tech skills and REVISE chord progressions
9	Melody lines should be recorded into Bandlab on top of the looped chord progressions	PLAY melody lines in time with a SMOOTH technique
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	Extra instruments and effects may be added at this point before assessment.	DEVELOP awareness of balance and Texture, building on Year 8 knowledge.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 9 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
That by using either the inside or the outside of the foot can vary the distance of the pass to beat an opponent. Striking the ball with the laces can get the ball to a teammate with an opponent blocking them or by using the inside of the foot to pass the ball laterally to a teammate to then pass the ball forwards. Keep possession of the football by selecting the correct type of pass and using the correct amount of power to get the pass to a teammate in competitive scenarios.	The starting position in badminton is to stand central on the court with knees bent and racket ready . 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 chasse the knees are bent and you remain on the balls of your feet. Demonstrate starting position and chasse movement to the forecourt, midcourt and rear court	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 are to be performed in competitive practices to outwit the opponent.
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. <u>Keep possession</u> of the ball and progress forward attacking space in competitive scenarios	That to perform a forehand serve I keep my racket below my head, hold the shuttlecock directly on top of the racket, stand side on, and contact the shuttlecock to go over the net into opponent's service box . Serves should be diagonal every time. Perform a serve to start a game with the correct technique to force my opponent towards the rear court	That by tackling safely by approaching low using shoulder socket to trouser pocket and ring of steel to Delay any further progress by the attacker. <u>Perform</u> tackling safely in isolated and competitive situations with success
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 by performing a successful clear I must have the racket above my head and hit the shuttlecock at the highest point possible, aiming for the back tramline . I should be sideways on and when making contact with the shuttlecock my racket leg should follow through. To outwit the opponent in a <u>conditioned game</u> , I will need to draw them into the net to play a clear to force them to the back.	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 by performing a smash I extend my racket elbow quickly, I turn my body by rotating my opposite shoulder backwards, contact the shuttlecock high up and in front of the body, flick the wrist to create a 'whooshing' sound and aim directly at opponent. I start with my body sideways on. Outwit an opponent by ending the rally with a smash in an <u>isolated practice</u> .	By using an arrowhead formation to overload the opponents. To outwit opponents , I need to use the step by running towards an opponent and dropping one shoulder and step to make the defender think I am going one way then quickly step to the other side as they would have committed to the tackle.
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. Understand the singles/doubles game rules and independently <u>officialiate competitive games</u>	To use a strong defensive line to break down an opponent's attack and be patient not to over-commit into the tackle. Using a strong defensive line to identify which position is best to tackle.

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

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

• Netball	• Basketball	• Fitness
That the different types of passes are overhead (long distance), chest (short distance), bounce (short-middle distance). To select a pass based on the environment which will outwit the opponent in conditioned practices	Layup under pressure- Performing a layup under pressure and using the skills learned in Year 8 to build on this knowledge. By attacking the defender and going to the basket. Performing the skill in a competitive scenario.	That the Multi-Stage Fitness Test is a method of testing Aerobic Endurance , and how I compare to normative data to people of a similar age.
That once I plant one foot on the ground, that foot cannot be removed and resurfaced . 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.	Shooting under pressure- Being able to find space and separation between the defender to have more space to shoot. Depending on the angle/ position you are in the court then choosing the correct way to shoot and score the basket.	That the Illinois Run tests agility and that the 30m Sprint test tests Speed , and how I compare nationally to people of a similar age.
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.	Passing and Triple Threat – to understand the term Triple Threat and get myself into the correct stance is to be able to pass dribble and shoot. So, receiving the ball should always be with two hands and catching the ball with control and balance to perform next action with consistent control.	That the Hand grip dynamometer tests strength and the standing vertical/long jump tests power , and how I compare nationally to people of a similar age.
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.	Full court press- Working together as a team to win the ball back high up the court in the opposition half and be close to the opposition basket. By winning the ball up high we can create more opportunities to score.	That the Sit up test and the press up test are methods of testing Muscular Endurance , and how I compare nationally to people of a similar age.
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.	Attacking through dribbling and engaging defenders. To learn the moves such as cross over, hip swivel, and hesitation .	That the Sit and Reach test , tests Flexibility , the Wall toss test , tests Co-ordination , and the Ruler Drop test , tests Reaction Time , and how I compare nationally to people of a similar age.

Religious Studies Y9 Cycle 1:

Oracy Assessment: 'Euthanasia is never acceptable, life is sacred' discuss this statement referring to both religious and non-religious beliefs

Careers linked to topics we study this cycle are doctor, nurse, social worker, lawyer

Week	I will need to know:	So that I can:
1	Extrinsic value means It means something is valuable because of what it can get you or what you can do with it Intrinsic value is the value that something has all by itself. It means something is valuable just because of what it is, not because of what it can give you or do for you. - The Sanctity of Life is the belief that human life is holy and has intrinsic value Quality of life arguments suggest life has extrinsic value, for example life is valuable if it is free from pain	- Explain the arguments surrounding the Sanctity of Life and the Quality of Life - Explain my own thoughts about whether human life has intrinsic value, giving evidence to support my argument
2	- Different people have different beliefs about when human life begins. For example, some people say it is when a baby is viable - when it can survive outside the womb - According to the 1967 Abortion Act an abortion is legally permitted before 24 weeks of pregnancy if certain criteria are met Roman Catholics believe that life begins at conception – when the sperm and egg meet	- Consider my own beliefs about when life begins - Consider my own opinion about whether the UK law sufficiently protects human life - Evaluate the Roman Catholic view about when life begins
3	Pro life arguments suggest that abortion should never be allowed because all human life should be protected at every stage of development Pro choice arguments - A thesis statement is a summary of my overall argument. This might be my gut reaction to a statement of debate, or the argument for which I have the most evidence	- Evaluate the relative strengths and weaknesses of Pro life and Pro choice arguments - Provide a thesis statement in response to the statement 'Abortion should never be acceptable'
4	Euthanasia can be voluntary, which means the patient chooses to end his or her life, or non-voluntary, which means the patient is unable to make a decision Active euthanasia means that a patient is given treatment to hasten their death. Passive euthanasia is when medical treatment is taken away. Passive euthanasia is legal in the UK, but active euthanasia is not.	- Apply Quality of Life and Sanctity of Life arguments to the ethical issues surrounding euthanasia - Use new terms from the lesson to give my thesis statement in response to the statement 'The arguments for euthanasia outweigh the arguments against it'.
5	- To achieve a top mark on an 8-mark question your answer must include 2 x topic sentence / supporting detail paragraphs Sources / quotes to back up each point - Examples to show how believers are influenced by their beliefs - A diverse range of arguments to show how different people have different beliefs and perspectives	- Produce a detailed and well-structured 8-mark answer - Effectively peer assess and give feedback to my partner against assessment criteria, giving clear targets to improve

Religious Studies Y9 Cycle 1:

Oracy Assessment: 'Euthanasia is never acceptable, life is sacred' discuss this statement referring to both religious and non-religious beliefs

Week	I will need to know:	So that I can:
6	- There are a range of different contraceptive methods, including the pill and the condom Natural methods rely on understanding a woman's menstrual cycle to identify fertile and infertile days without using artificial substances or devices. Artificial methods involve the use of medical devices, medications, or procedures to prevent pregnancy - Different religions have different views about the use of contraceptives, for example the Roman Catholic church is against artificial contraceptive methods	- Give examples of artificial and natural contraceptive methods - Explain diverse religious perspectives about the use of contraception - Give my own response to religious arguments surrounding the use of contraception
7	- Different religions have different customs and practices to join couples together for life. For example: - A Christian marriage happens in a church, Vows and rings are exchanged emphasising the eternal nature of the marriage. - A Muslim Nikah ceremony features the signing of a contract between the bride and groom. The bride and groom repeat Qabool 3 times, meaning 'I accept'	- Reflect on my own views about whether I would like to get married in the future - Explain how different religions celebrate marriage - Evaluate the importance of marriage to society today
8	'Euthanasia is never acceptable, life is sacred' discuss this statement referring to both religious and non religious beliefs - A thesis statement is where I explain the main body of my argument. - Evidence is required as a supporting detail to my main argument. - A concluding statement is one in which I summarise my whole argument.	- Work as a team to create a persuasive presentation - Plan my presentation ready to present my argument
9	- In a successful presentation my voice projected to audience, varied intonation is used and an enthusiastic and interesting style - Eye contact is made with audience; body language is controlled and used to effect. Pace is pitched to the audience. Gestures are controlled and used to effectively convey meaning	Deliver a sophisticated, flexible, creative and personal presentation
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	Divorce is the legal ending of a marriage - Different denominations within Christianity have different views about divorce. For example, some Christians follow the principle of 'agape' - that you should do the most loving thing in the situation - In Islam, divorce is permitted as a last resort and only after a waiting period of 3 months	- Link religious teachings about the importance of marriage to perspectives about divorce - Explain religious teachings about divorce - Evaluate whether I think religious teachings about divorce are relevant today
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Character Education Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Aspirations	Goals or ambitions you have for your future.	My aspirations help me stay focused on achieving my GCSE and career goals.
2	Professionalism	The way you behave responsibly, respectfully, and appropriately in a work or school environment.	I show professionalism by being punctual, organised, and respectful in every lesson.
3	Empathy	The ability to understand and share the feelings of another person.	Showing empathy helps me support others who may be struggling.
4	Criminalised	When something is treated as a crime by law.	In the past, mental health issues were often criminalised instead of supported.
5	Myths	Widely held beliefs that are not always true or accurate.	We challenge myths about mental health to better understand the facts.
6	Marginalised	Being pushed to the edge of society and treated as less important.	Black History Month highlights voices that have been marginalised in history.
7	Self-esteem	The way you value and feel about yourself.	Social media can sometimes affect my self-esteem if I compare myself to others.
8	Bias	A preference or prejudice towards one idea or group, often unfairly.	We must recognise our bias to treat others fairly and equally.
9	Inclusivity	The practice of including and valuing all people, regardless of differences.	Inclusivity ensures everyone feels respected and able to participate fully.
10	Identity	Who you are, including your beliefs, values, background, and experiences.	My identity is shaped by my culture, experiences, and the people around me.

Character Education Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Future-focused	Having a clear awareness of and preparation for future goals and decisions.	Being future-focused helps me make informed choices about my GCSE options and career pathways.
2	Self-regulation	The ability to manage your thoughts, emotions, and behaviour in a controlled and appropriate way.	I use self-regulation to stay calm and respond positively to feedback.
3	Stigma	Negative attitudes or beliefs that lead to unfair judgement or discrimination.	Understanding mental health helps reduce stigma and encourages people to seek support.
4	Cortisol	A hormone released by the body in response to stress, affecting physical and mental processes.	High levels of cortisol can make it harder to concentrate and regulate emotions.
5	Functioning	The ability to carry out everyday tasks and responsibilities effectively.	Poor mental health can impact a person's functioning in school and daily life.
6	Historical narratives	The stories and accounts used to explain and interpret events from the past.	Black History Month encourages us to question dominant historical narratives .
7	Masculinity	A set of beliefs, behaviours, and expectations about how men and boys should think and act in society.	Traditional ideas about masculinity can make it harder for some people to talk openly about their mental health.
8	Tolerance	The willingness to accept and respect differences in beliefs, identities, and values	Practising tolerance helps create a respectful and inclusive environment.
9	Active-recall	A revision strategy that involves retrieving information from memory to strengthen learning.	I use active recall to test myself and improve long-term memory.
10	Spirituality	A sense of meaning, purpose, or connection to something beyond oneself, which may or may not be linked to religion.	Spirituality can involve reflecting on values, identity, and personal beliefs.

Year 9 English Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Representation	The fact of including different types of people, for example in films, politics, or sport, so that all different groups are represented.	There has been a small representation of Latin American players in the NBA for decades.
2	Marginalisation.	Marginalisation is when certain groups or individuals are pushed to the edges of society, leading to their exclusion from important activities and services.	Marginalisation of minority communities can result in limited access to essential services and opportunities.
3	Displacement	The forced movement of people from their home or country, often due to conflict, persecution, or natural disasters.	Many refugees experience displacement as they flee war-torn regions in search of safety and a better life.
4	Heritage	Features belonging to the culture of a particular society,	These monuments are a vital part of the cultural heritage of South America.
5	Significant	Important or noticeable.	There has been a significant increase in the number of female students in in the subject recently.
6	Ideology	A set of beliefs or principles, especially one on which a political system, party, or organization is based.	The public were caught between two opposing ideologies .
7	Culture	The way of life, especially the general customs and beliefs, of a particular group of people at a particular time.	She's studying modern Japanese language and culture .
8	Conscious	Determined or intentional.	The students made a conscious effort to be on time.
9	Post-Colonial	The period and cultural condition after colonial rule has ended, specifically examining the lasting impacts of colonization on identity, culture, and power dynamics, as well as the efforts of formerly colonised nations to reclaim their voices and autonomy.	Post-colonial literature and art often explores themes of identity, cultural conflict, and the legacy of colonialism in formerly colonised nations.
10	Stereotype	A set idea that people have about what someone or something is like, based on qualities such as age,	They don't conform to the national stereotype of a French person.

Year 9 English Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Rhetorical question	A question, asked in order to make a statement, that does not expect an answer.	The teacher responded with a rhetorical question .
2	Juxtaposition	The fact of two things being seen or placed close together with contrasting effect.	The juxtaposition of two very different cultures.
3	Active verbs	Also known as dynamic verbs, they are words used to describe an action that a subject is performing and initiating.	An active verb is the opposite of a passive verb, where the subject is having the action done to them.
4	Facts and statistics	Numerical and qualitative data based on research and investigation.	There are certain facts or statistics that stop you in your tracks.
5	Emotive language	The use of specific word choices to evoke an emotional reaction from the reader.	Often news headlines use emotive language to hook the audience.
6	Direct address	Communication that is explicitly indicated as being targeted at the listener, reader, or viewer as an individual.	The speaker used direct address to enhance the engagement of the target audience.
7	Caesura	A pause in a line of poetry, especially near the middle of a line.	An example of caesura in the poem was where the writer used a semi-colon in the middle of a line of poetry.
8	Extended metaphor	Also known as a conceit, the metaphor isn't just used in one line but is extended over multiple lines or throughout a text.	An example of an extended metaphor is: "You're a snake! Everything you hiss out of your mouth is a lie"
9	Sibilance	Sibilance is a figure of speech in which a hissing sound is created within a group of words through the repetition of "s" sounds.	The sibilance of his whispering voice. She shook and shuddered in the freezing ocean.
10	Enjambment	The continuing of a sentence from one line of a poem into the start of the next line.	His use of enjambment gave the verse a new musicality and power.

Maths Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Integer	A whole number (it can be positive or negative)	8 is an integer , but 2.5 is not.
2	Hypoteneuse	The longest side on a right-angle triangle, which is always opposite the right angle	In a right angled triangle of side lengths 6cm, 8cm and 10cm, the 10cm side is the hypoteneuse
3	Opposite side	Given an angle, the opposite side is the side on the other side of the triangle.	The opposite side length is 12cm.
4	Proportion	A proportion is a mathematical comparison between two numbers.	The proportion of dark chocolate sweets in the bag was 40%.
5	Direct Proportion	Two quantities are in direct proportion if as one increases, the other increases at the same rate.	Her earnings are directly proportional to the number of hours she works.
6	Speed	Speed is the rate at which something moves.	We turned on to the runway and began to gather speed – we were driving at 70 miles per hour.
7	Distance-time graph	A way of representing a journey	A distance-time graph is also known as a travel graph.
8	Independent Variable	This is the variable you change in an experiment	I looked at different ages of people to see if it affected their height, the age was the independent variable
9	Quadratic	A quadratic function is one in which the highest power of x is 2	$2-9x^2+5x$ is a quadratic function and it's curved shape is called a parabola
10	Intercept	The point where the line or curve cuts the y-axis.	It is the point on the graph where x is 0.

Maths Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Index	How many times a number or letter has been multiplied by itself.	The small floating number that goes next to a number or letter in the index . The plural of index is indices.
2	Pythagorean triple	3 integers which satisfy the equation $a^2 + b^2 = c^2$,	8, 6 and 10 are a Pythagorean triple as $8^2 + 6^2 = 10^2$, $\rightarrow 64 + 36 = 100$. If a triangle has side lengths, 8, 6 and 10 it is a right angle triangle
3	Adjacent side	Given an angle, the adjacent side is the short side touching the angle (not the hypotenuse).	The formula she used was $\cos(\text{angle}) = \frac{\text{adjacent}}{\text{hypotenuse}}$.
4	Direct proportion	Two quantities are in direct proportion if as one increases, the other increases at the same rate.	Her earnings are directly proportional to the number of hours she works.
5	Inverse proportion	Two quantities are in inverse proportion if as one increases the other decreases	The number of workers needed to complete a job is inversely proportional to the time it takes to finish.
6	Density	Density is the measurement of how tightly a material is packed together.	The region has a very high population density .
7	Reciprocal Graph	Reciprocal graphs can be used to model situations where quantities are inversely proportional	If you plot fuel consumption versus speed you will get a reciprocal graph .
8	Dependent variable	The variable which is measured, and is expected to change due to the independent variable	I measured the heights of people, it turned out it depended on their age. The measured height was the dependent variable
9	Gradient	How steep a line is.	The gradient of the road was very steep.
10	Roots	Roots of an equation are values that, when substituted into the equation, make the equation true. It is where the graph crosses the x-axis.	The roots of an equation is a fancy way of saying "solutions" of the equation.

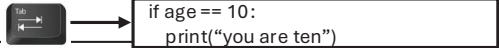
Art Y9 C1 – The Formal Elements – Games – Baseline Unit. Curriculum Dictionary: Tier Two Words

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	Accurate	Correct in all details; exact.	The portrait drawing was an accurate representation, it really looked like him.
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	3 dimensions.	Having or appearing to have height, width and depth.	"It takes up physical, three-dimensional space. It can be observed from all angles."
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 Y9 C1 – The Formal Elements – Games – Baseline Unit. Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Grid Method	The grid method is a technique used in art that involves dividing an image into a series of smaller, more manageable sections using a grid. A grid is typically drawn over the reference image, and then students use the grid to draw the image on their own piece of paper, carefully replicating each section of the grid.	She drew out her image one square at a time using the grid method .
2	Base units	The "Basic Unit" concept is one where you find a portion of the object you are attempting to draw with which all of the relationships in the object will be compared. All proportions of everything else in the picture will be compared to this one line.	She was able to get an accurate, well-proportioned drawing using base units .
3	Harmonious	Harmonious colours sit beside each other on the colour wheel. These colours work well together and create an image which is pleasing to the eye. Harmonious colours may also be referred to as analogous colours.	The three-colour harmonious set he used was: Yellow, Green-yellow and Green
4	Lino	A relief printmaking technique, also called linocut, that is usually characterized by flat, separate areas of colour. An image is cut or gouged from a sheet of linoleum, which is softer and easier to carve than wood.	She needed to cut deeper into her lino block.
5	Proportions	Proportion refers to the dimensions of a composition and relationships between height, width and depth. How proportion is used will affect how realistic or stylised something seems. Proportion also describes how the sizes of different parts of a piece of art or design relate to each other.	The proportions of the face were incorrect. The eyes were too far up.
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	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	Conceptual Art	Conceptual art is art for which the idea (or concept) behind the work is more important than the finished art object. It emerged as an art movement in the 1960s and the term usually refers to art made from the mid-1960s to the mid-1970s.	Joseph Kosuth's conceptual piece <i>One and Three Chairs</i> consists of a photograph of a folding wooden chair, a physical folding wooden chair, and a dictionary definition of the word "chair" all juxtaposed next to each other.
9	Relief Printing	A general term for those printmaking techniques in which the printing surface is cut away so that the image alone appears raised on the surface. Relief prints include woodcut, linoleum cut, letterpress, and rubber or metal stamping.	The most common form of relief printing is woodcut.

Year 9 Computer Science Curriculum Dictionary: Tier Two Words

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

Year 9 Computer Science – Curriculum Dictionary: Tier Three Words

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

DRAMA Y9 C1 Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Objective	Refers to something based on facts and evidence, rather than personal bias.	The performance showed an objective view that Shen-Te had been treated unfairly by the world.
2	Contemporary	Belonging to or occurring in the present day.	The rise of Artificial Intelligence is an issue affecting contemporary society.
3	Stereotype	A publicly held but fixed and oversimplified image or idea of a particular type of person or thing.	He wore a suit and smoked a cigar to show the stereotype of a power-hungry, greedy boss.
4	Non-chronological	Not following the order in which a series of events happened.	The flashback scene made the structure of the performance non-chronological .
5	Downstage	The front of the stage (the part closest to the audience)	To directly address the audience, I moved from centre stage to downstage .
6	Satire	The use of humour, irony and exaggeration to expose and criticise people's stupidity.	<i>The Threepenny Opera</i> is a satirical play because it mocks the greediness of the upper-class.
7	Placards	Signs or written messages shown to the audience to give additional information or commentary on the action.	We used a placard to reveal the wife's internal feelings, which helped the audience understand why she was being so cold to her husband.
8	Exploitation	The act of treating someone with less power unfairly in order to benefit from their work.	The powerful millionaires were responsible for the exploitation of their factory workers.
9	The Fourth Wall	The imaginary wall that exists as a barrier between the audience and the performers.	I made eye contact with the audience and spoke to them directly to break the fourth wall .
10	Didactic	Intended to teach, particularly by having moral instruction as a key message.	The Good Person of Szechwan is a didactic play; the audience learn that it is impossible to be a good person in a world focused on money.

DRAMA Y9 C1 Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Epic Theatre	The theatrical style that merges traditional dramatic techniques with storytelling, encouraging actors to engage the audience through direct commentary and discussion.	We watched an Epic Theatre style interpretation of 'The Emperor's New Clothes'
2	Alienation	A technique used to distance the audience from the emotional response, aiming to encourage critical thinking rather than empathy.	The use of multi-role and placards alienated the audience.
3	Multi-role	When an actor plays more than one character, often shown by changes to voice, costume or movement.	We made it clear we were using multi-role when playing the king by all taking it in turns to wear a crown.
4	Tension	A feeling of building excitement in a piece of drama. Tension was avoided in Brecht's theatre so the audience focus on the message, rather than entertainment.	The increase in tension was ruined when we found out that the main character would die at the end of the play.
5	Direct address	When a character speaks directly to the audience rather than another character on stage.	I used direct address to ask the audience rhetorical questions in response to what they'd seen.
6	Corruption	Dishonest behaviour by those in power, typically involving bribery.	The playwright tries to expose corruption within government.
7	Context	The circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood.	We learnt the wider context that the woman had no money to look after her children, and this helped us understand her motivation for stealing.
8	Morality	Principles concerning the distinction between right and wrong or good and bad behaviour.	In the play, the gods are used as a measure of morality – they decide whose behaviour is socially acceptable.
9	Symbolic	An image or idea that is used to represent something else.	The leather boots and camouflage jacket were symbolic of a soldier in the army.
10	Evaluate	To form an opinion on something, and use this opinion to adapt and edit in the hopes of improving.	To evaluate my performance, I asked myself 'what went well' and 'if I was to do this again, what could make it even better?'

Design and Technology Curriculum Dictionary: Tier Two Words

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

Design and Technology Curriculum Dictionary: Tier Three Words

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

Year 9 Food Technology Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Cross-contamination	The process by which harmful bacteria spread from one substance to another.	Always store raw food in at the bottom of the fridge to prevent cross-contamination .
2	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.
3	Saturated fat	Unhealthy fat, mainly from animal sources	Food sources of saturated fats are butter, cheese and meat, etc.
4	Muscle strength	Ability to lift a heavy maximum weight for a short period.	Lifting weights is an example of a muscle-strengthening activity.
5	Concentration	Paying close attention	Students who eat breakfast have higher concentration levels and are more willing to take part in group activities.
6	Dietary fiber	It is made up of the indigestible parts of plants that can clean our bowels.	Dietary fiber is found in wholegrain cereal, vegetables and fruits.
7	Sweetener	Natural and artificial substances that provide a sweet taste	Sweeteners are in many kinds of foods and drinks labeled sugar-free or diet.
8	Animal welfare	The protection of the health and well-being of animals.	As a nation of animal lovers, the UK is the first country in the world to practice animal welfare legislation.
9	Fair trade	A movement ensuring farmers receive fair prices and reasonable working conditions	Starbucks supports fairtrade by purchasing coffee beans from these farmers and funding them to strengthen their farming practices.
10	Deforestation	The purposeful clearing of forested land	As the global demand for meat continues to rise, deforestation occurs to create the area of land for farming cattle.

Year 9 Food Technology Curriculum Dictionary: Tier Three Words

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

Geography Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Dense Sparse	Dense: when something is closely compacted, crowded, or has a high concentration of people, objects, or elements within a given space. Sparse: when something has a low concentration of people, objects, or elements within a given space,	Cities are densely populated but the countryside is sparsely populated.
2	Demographics	The statistical data and characteristics of a population e.g. information about age, gender, ethnicity, income and education	Population demographics tells us about the make-up of a population.
3	Migration	The movement of people from one place to another to live.	People often migrate for a job.
4	Labour	Physical work.	If there is a labour shortage, there isn't enough workers.
5	Brain drain	When well-educated leave a country.	Better work opportunities in America are causing a brain drain in Mexico.
6	Colonialism	When a powerful country takes control of and governs another region or country, often exploiting its resources, people, and land for its own benefit.	Britain colonised a large proportion of the world at the height of the British Empire.
7	Marginalised	Leaving some people or groups on the edges of society, making it hard for them to join in regular life and have the same chances as others.	Poorer people are often marginalised .
8	Infrastructure	Infrastructure is the stuff we need to make a place work, like roads, buildings, and services like water and electricity.	Investment in infrastructure aids a country's development.
9	Sustainable	Considers the future as well as the present.	The LTNs in Oxford are trying to make it more sustainable .
10	Prosperity	Being well-off, having enough money and resources to live comfortably, and enjoying a good standard of living.	Efforts to reduce pollution, enhance public transportation, and promote green spaces can contribute to a prosperous and environmentally-friendly urban environment.

Geography Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Population density	The number of people per unit of area (e.g. km ²)	The Arctic has a very low population density .
2	Population pyramid	A graph that shows the number of people in different age groups in a place, with young people at the bottom and older people at the top, helping us understand a population's structure and trends.	The population pyramids of developing countries have wide bases.
3	Rural-urban migration	When someone moves from the countryside to the city.	Rural-urban migration is often caused by limited opportunities in the countryside.
4	Natural increase	Natural increase is when more babies are born than people die, making a population grow without considering migration.	Natural increase can cause a population to grow.
5	Urbanisation	An increase in the proportion of people living in urban areas.	Emerging countries are rapidly urbanising .
6	Favela	A type of informal or shantytown settlement found in Brazil, often characterized by densely packed, makeshift housing and a lack of basic infrastructure and services.	The living conditions in favelas are often poor.
7	Push factor Pull factor	A push factors is something that causes someone to leave a country. A pull factor is something that attracts or draws people to move to a new place, like better job opportunities or improved living conditions.	Push and pull factors contribute to migration from Mexico to the US.
8	Remittances	Remittances are the money or funds that immigrants or foreign workers send back to their home countries to support their families or loved ones.	In 2020, remittances to Mexico reached approximately \$40 billion.
9	Multiculturalism	When people from different backgrounds, cultures, and ethnicities live together in a society.	Oxford is very multicultural .

History Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Economic	Relating to the economy or economics	Economics is the study of how individuals, businesses, and societies make choices to allocate limited resources to satisfy their needs and wants.
2	Feminism	The advocacy of women's rights on the grounds of the social, political, and economic equality of the sexes.	First-wave feminism fought for women's suffrage and basic rights, paving the way for subsequent feminist movements and challenging societal norms that limited women's roles and freedoms.
3	Immigration	The process of individuals moving and establishing permanent residence in a foreign country, typically seeking better opportunities, reunification with family, or refuge from hardships in their home country.	American immigration history is a complex tapestry that reflects waves of diverse cultures and experiences, shaping the nation's identity and contributing to its rich multicultural fabric.
4	Suffrage	The right to vote	The 19th Amendment granted women the right to vote, marking a significant milestone in the history of suffrage and ensuring gender equality in the democratic process.
5	Rural	Areas and communities that are located outside of cities and towns, characterized by a lower population density, agricultural activities, and a slower pace of life.	The Great Depression of the 1930s hit rural areas particularly hard, as agricultural communities faced widespread poverty, unemployment, and economic hardships due to falling crop prices and drought conditions.
6	Disobedience	Refusal to obey rules, customs, or laws of a society.	The suffragettes used civil disobedience as a means of protesting.
7	Urban	Areas and communities that are densely populated, with a high concentration of buildings, infrastructure, and economic activities, typically associated with cities and towns.	During the Great Depression, urban areas experienced high levels of unemployment, overcrowded living conditions, and a lack of social services as many people migrated from rural areas to cities in search of employment and economic stability.
8	Democracy	A system of government where power is vested in the people, allowing them to participate in decision-making, elect representatives, and protect individual rights and freedoms.	In a democracy , citizens vote to elect their officials.
9	Dictatorship	A ruler with total power over a country, typically one who has obtained control by force.	Hitler established a dictatorship of Germany from 1933 to 1945.

History Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Laissez-Faire	Letting the economy operate without government or legal interference.	In a laissez-faire economy, businesses are free to make their own decisions without government interference.
2	KKK (Ku Klux Klan)	A white supremacist organization that emerged after the Civil War, targeting African Americans with violence, and terrorism.	The KKK is an example of a hate group.
3	Suffragette	Women within First Wave Feminism who fought for their right to vote.	Suffragettes were often put in jail due to their activism.
4	Flappers	Young women in the 1920s who challenged traditional gender norms by embracing more liberal attitudes, and adopting a distinct fashion style.	Flappers in the 1920s challenged societal norms by embracing more liberal attitudes, shortening their skirts, and engaging in social activities that were considered unconventional for women at the time.
5	Prohibition	A period in U.S. history during the 1920s when the production, sale, and distribution of alcoholic beverages were legally banned.	Women supported Prohibition on the grounds that it would protect women and children from abuse.
6	Speakeasies	Secret establishments or hidden bars that operated illegally during the Prohibition era.	Baltimore Maryland had many speakeasies that operated during Prohibition.
7	Hooverilles	Makeshift shantytowns during the Great Depression named after President Herbert Hoover.	During the Great Depression, many unemployed individuals and families were forced to live in Hooverilles .
8	Weimar Germany	The government established in 1919, following WWI, that made Germany a democracy.	The Weimar Republic faced numerous challenges and ultimately struggled to maintain stability and address the economic and political issues of the time.
9	Hyperinflation	An economic situation where the value of money rapidly decreases, causing prices to skyrocket.	Germany experience hyperinflation during the Weimar Republic.
10	Propaganda	The deliberate spreading of information or ideas, often through media outlets, with the intention of influencing public opinion or shaping people's beliefs in a certain way.	The Nazi party used propaganda to gain and keep power.
11	The Enabling Act	An act that ended the Weimar Constitution and the promise of civil liberties in German, and installed Hitler as dictator in Germany in 1933.	The Enabling Act gave Hitler authority to enact laws without parliamentary approval, effectively establishing an authoritarian rule in Germany.

French/German/Spanish Key sounds

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

French/German/Spanish Key Terms and Word Classes

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

Music Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Chord progression C, F, G, Am	A pattern of chords , played one after the other	The same chord progression is used in hundreds of songs
2	Root note	The root note is the bottom (key) note of the chord, upon which the chord is named	The root note of a C major chord is C
3	Keyboard notes	The notes of the keyboard and piano , which follow the pattern A, B, C, D, E, F, G	The keyboard notes can be identified via the pattern of black keys, grouped in 2s and 3s
4	Ukelele	A Ukelele is a stringed instrument, originally from Hawaii and Portugal. It has four strings, G, C, E, A	The Ukelele looks like a small guitar and is played by strumming or plucking the strings
5	Popular song	A song that is commercial and popular in style. Popular music has evolved over the last century from Blues into R and B, Hip-Hop, Rock, Soul, Disco and more!	Taylor Swift, George Ezra, Olivia Rodrigo, Dua Lipa, Sam Smith and Beyonce are all Popular (pop) song singers!
6	Structure	The structure of the music is the way in which the sections are arranged. In pop music this usually follows Verse/Chorus format	The structure of pop songs is important because it makes them more interesting
7	Verse	This is usually at the start of the song, straight after the introduction (if there is one). Verses are repeated with different lyrics several times	Straight after the verse comes the chorus (usually)
8	Chorus	The chorus is usually the main section of the music, which contains the hook/catchiest bit of the song	People usually love singing along to the chorus
9	Loop	A loop is a short section of music that is repeated over and over again.	We created a drum loop that played again and again to support our performance.

Music Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Pulse	The underlying beat of the music, which should remain steady	The drummer provided a strong pulse for the ensemble
2	Arrangement	The art of choosing instruments and elements to create a new version of an existing song	My arrangement of Ode to Joy by Beethoven was really innovative
3	Composition	The art of creating music	Compositions featuring bands are very popular
4	MIDI	Musical Instrument Digital Interface allows electronic musical instruments to communicate with one another.	I used the MIDI functions to create my composition
5	AUDIO	The electronic representation of sound	I used the AUDIO functions to create my composition
6	Texture	The arrangement of layers of musical lines	Monophonic means a single musical line in the texture
7	Shape	The general shape of a piece of music and the phrases within	The shape of my music contains regular phrases
8	Phrase	A musical sentence	The pianist took care that her phrases were finished elegantly
9	Narrative	The story arc of a piece of music	The sci-fi movie featured music which followed the narrative arc of the film.

Physical Education Curriculum Dictionary: Tier Two/Three Words

Topic	Week /Word	Definition	In a sentence:
Football	1. Possession	Something that is owned	I had possession of the ball when my teammate passed me the ball
	2. Spatial Awareness	Knowing what is around the performer	The player had good spatial awareness to look at which opponents are around them
	3. Accuracy	The ability to be precise	My pass had good accuracy as it made it to my intended teammate
	4. Jockeying	Close and slow down towards the attacker, side on, arm out and direct the attacker on their weaker foot.	I jockey the player to slow them down before making a tackle
	5. Anticipate	To expect or predict	If I can anticipate when the defender is going to make a tackle.
Basketball/Handball	1. Pressure	A feeling which is created by ones reaction to performance within sporting situations	I had to practice doing a layup under pressure
	2. separation	Space you create between you and the defender	Try and create more separation before you shoot.
	3. Stance	A posture or position a player takes up in sport	I had to get into the correct stance for the triple threat
	4. Full court press	Defensive formation to win the ball high up the pitch.	Let's win the ball back by applying full court press.
	5. Hesitation	A stop/Start skill to engage defenders	I have been practicing hesitation skill so I can create space to shoot.
Rugby	1. High pass	A pass that is often high in the air to target a player who is further away.	My teammate wanted to create space so I performed a high pass
	2. Delay	Intentionally slow down another player	I had to delay their winger from progressing towards the try line
	3. Retrieves	Successful return of the ball that is difficult to control	My teammate retrieves the ball as we won the ruck
	4. Overload	To create a numerical advantage over the other team	We created an overload out wide to make it a 3v2
	5. Over-commit	To go into something too early	I needed to make sure I didn't over-commit into the challenge to prevent space from opening up

Physical Education Curriculum Dictionary: Tier Two/Three Words

Topic	Week / Word	Definition	In a sentence:
Fitness	1. Multi-stage fitness test	A test that requires running a distance of 20metres from one point to another before a beep sounds	I got to level 7.3 on the multi stage fitness test
	2. Illinois Agility test	A tests that requires the participant to sprint and change directions around multiple obstacles.	The Illinois Agility Run , tests Agility
	3. Dynamometer	An instrument used to measure power output	The Hand grip dynamometer test, test strength
	4. Sit up test	A test involving performing as many sit-ups as possible in 30 secs	The sit up test , tests muscular endurance of the Abdominals
	5. Sit and reach test	The sit and reach test involves sitting on the floor and reaching as far forward as possible	The Sit and Reach test is a test of flexibility
Netball	1. Outwit	To gain an advantage over your opponent.	The player outwit their opponent by changing the type of pass they performed
	2. Plant	To set or place in a particular position	You must plant your first foot on the floor to perform the correct footwork in netball
	3. Joint	A structure in the body at which two parts of the skeleton are fitted together	When shooting the Goal Shooter extends their arm at the elbow joint
	4. Wing Attack/Wing Defence	Wing Attack is responsible for receiving the centre pass and passing into the shooting circle/Wing Defence is responsible for marking the Wing Attack	The Wing Attack had to dodge to outwit their defender, the Wing Defence .
	5. Pace	The speed at which you move	The Goal Attack had fast pace to outwit the Goal Defence
Badminton	1. Mid-court	The middle portion of the badminton court	The opponent hit a drive shot to the mid-court
	2. Forehand serve	Using the forehand grip to hit the shuttlecock to start a rally	A forehand serve was used instead of the backhand serve
	3. Clear	A badminton clear is an overhead shot that is hit high in the air and to the back of the court	The player hit a clear to allow themselves more time to recover to the ready position
	4. Smash	A badminton smash is an overhead shot that travels fast and to the mid-court	An attacking shot in badminton would be a smash .
	5. Officiate	Act as an official in charge of scoring	Students were in charge of the badminton match and had to officiate

Religious Studies Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Quality of Life	How good and happy someone's life is. It includes things like how free from pain and suffering your life is	Having good health, being surrounded by loved ones, and doing things you enjoy contribute to a high quality of life
2	Abortion	A medical procedure to end a pregnancy before the baby can be born. It means the baby won't be born	Because of her religious beliefs, she knew that she could never have an abortion
3	Pro choice	Believing that people should have the right to decide whether to have an abortion	Someone who is pro-choice believes that a woman should be able to make her own decision about pregnancy
4	Passive	Not taking action or letting things happen without interfering	Some religious teachings encourage peace and being passive instead of responding with violence
5	Diverse views	Mean that people have different opinions and ideas about something. When there are diverse views on a topic.	In class discussions, we hear diverse views on the best way to solve a problem, and it's interesting to hear everyone's different ideas
6	Artificial	Made by humans instead of occurring naturally	Some religious people disagree with artificial contraception because they believe life is sacred
7	Marriage	A formal and legal commitment between two people who love each other. They promise to be together as a family for their whole lives	Marriage is a special commitment where two people promise to love and support each other for the rest of their lives
8	Divorce	When a married couple legally ends their marriage	Some religions see divorce as a last option, while others allow it in certain situation
9	Last resort	The final option when nothing else has worked	Some Christians believe that war should only be a last resort when peace is not possible
10	Active	Taking action instead of staying passive	Some argue that active euthanasia should be permitted to bring about an end to pain and suffering

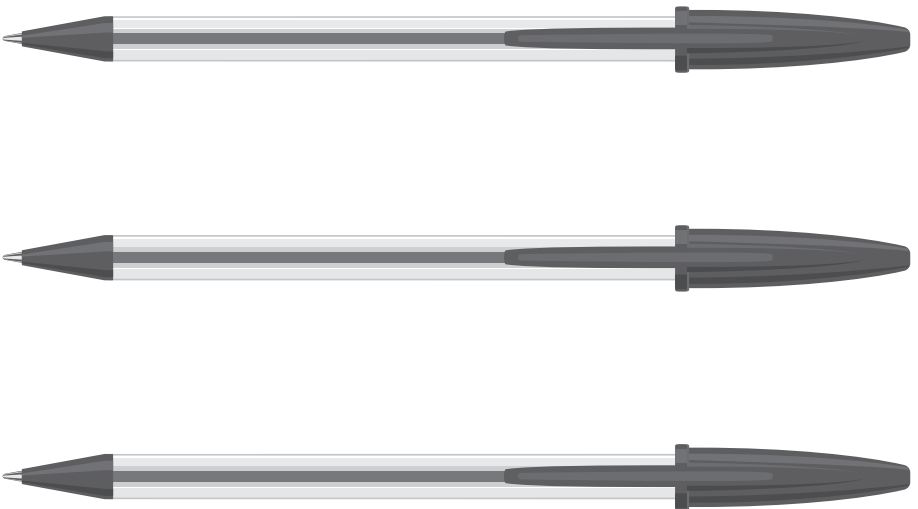
Religious Studies Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Intrinsic value	The worth something has just because it exists, not because of its usefulness	Many religious believers think human life has intrinsic value because it is created by God
2	Viable	Able to survive or work successfully	In abortion debates, some argue that a fetus becomes viable when it can survive outside the womb
3	Pro life	Believing that all babies, even those still growing in the womb, should be protected and have the chance to be born	People who are pro-life believe that every baby should have the chance to be born and protected
4	Euthanasia	When someone who is very sick and suffering is helped to pass away peacefully. It is done to stop their pain and suffering	Euthanasia is a controversial topic because it involves helping someone who is very sick to pass away peacefully
5	Non-voluntary	Something done when a person cannot make the decision for themselves	If a person is euthanised when they are in a comma, this is an example of non-voluntary euthanasia
6	Contraception	Using different methods to prevent getting pregnant when having sex.	Using contraception methods, like condoms or pills, can help prevent getting pregnant when not ready to have a baby
7	Nikah	The Islamic marriage contract between a bride and groom	In Islam, Nikah is an important agreement that makes a marriage legal and valid
8	Agape	A selfless, unconditional love, often linked to God's love in Christianity	Jesus taught his followers to show Agape by loving everyone, even their enemies
9	Denomination	Different groups or types within a religion, like different kinds of churches with slightly different beliefs, even though they share the same overall religion	Christianity has different denominations , like Catholics and Protestants, with slight differences in their beliefs and practices
10	Extrinsic value	The worth something has because of what it can do or provide	Some people believe nature has extrinsic value because it provides resources like food and water

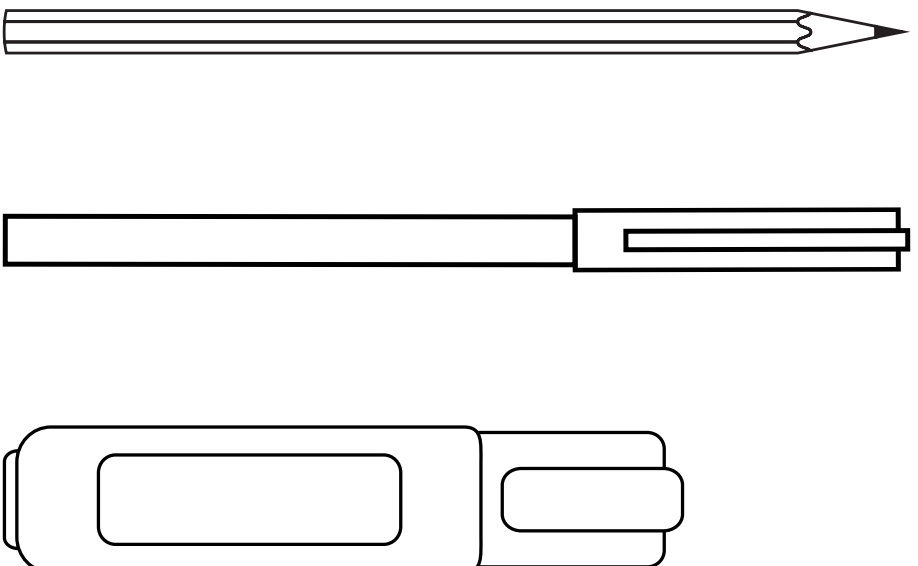
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Tools for Learning

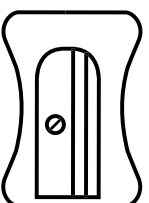
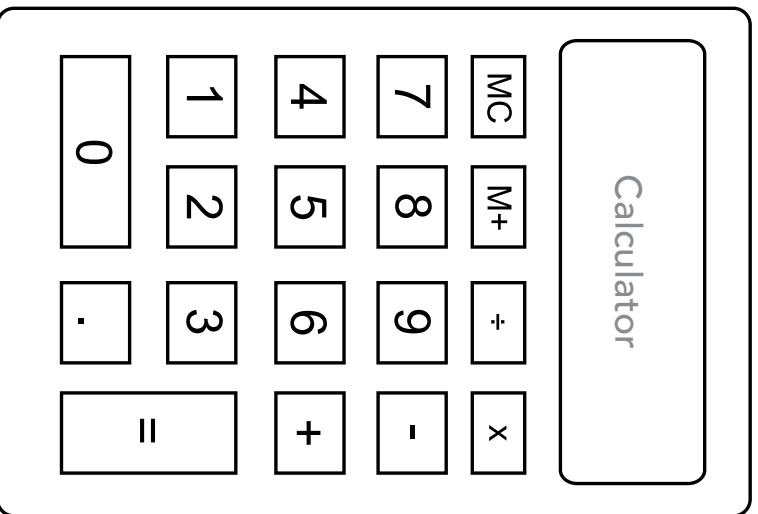
All equipment is available to purchase from the Reprographics Department



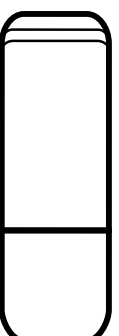
Black, Blue & Purple Pens



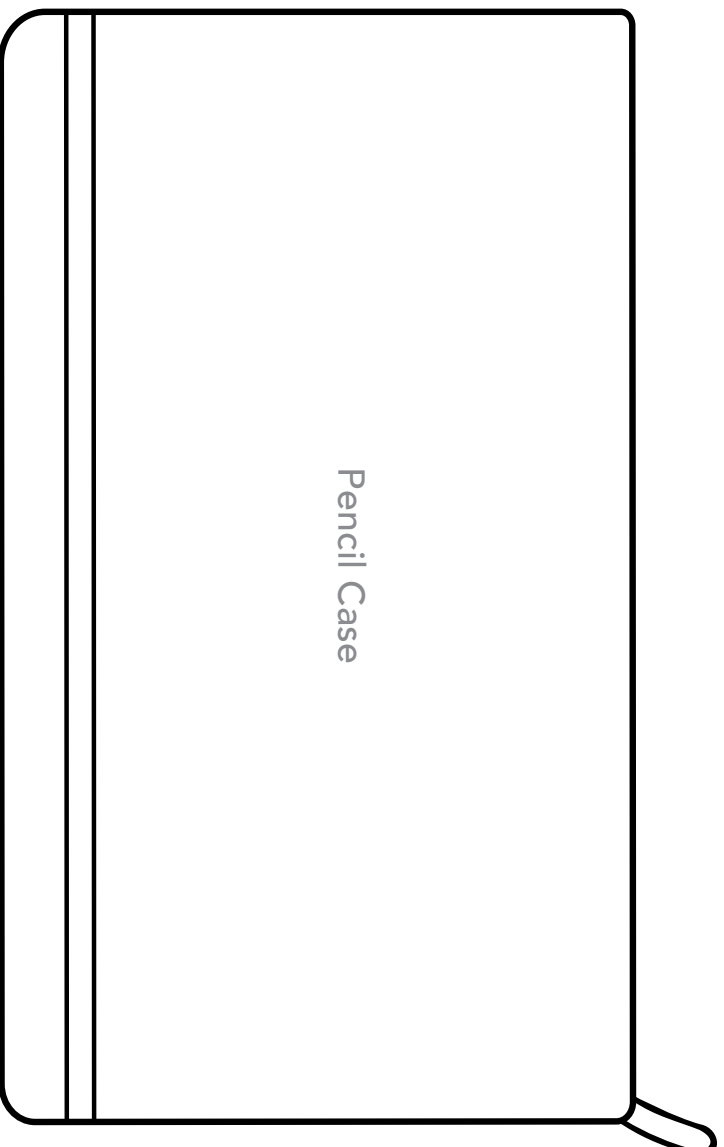
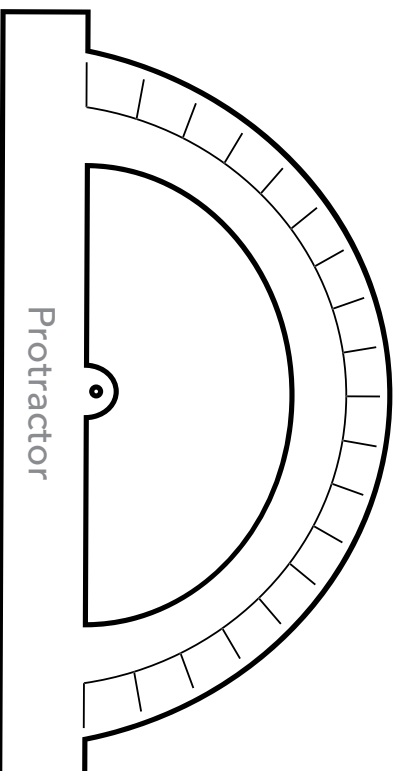
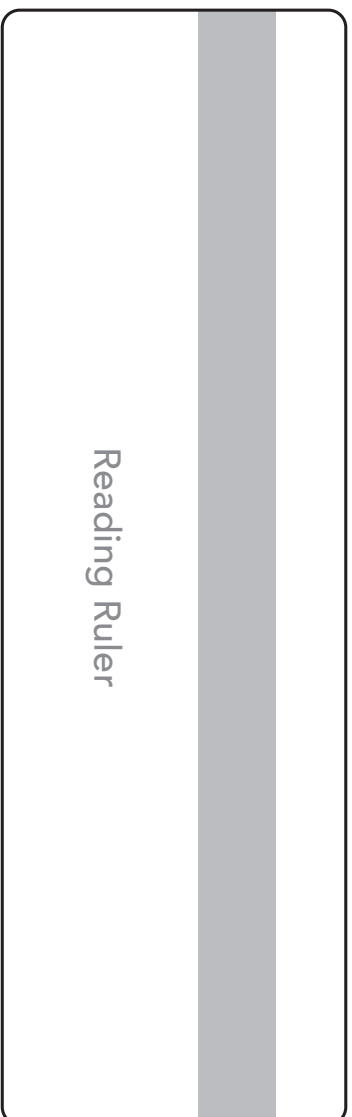
Pencil, Whiteboard Pen & Highlighter



Pencil Sharpener



Eraser





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