

# The Scholar's Guide

The **OSA** Way

Year 7

**Cycle One**

Name:

Tutor Group:



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

Ready

Engaged

Responsible

*Be the best  
you can be!*



# MY TIMETABLE


My login details....

.....@oxfordspires.anthemtrust.uk


password:

	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor/Assembly					
1					
2					
3					
4					
5					


My Cycle 1 Assessment Schedule			
Subject	Date/Period	Subject	Date/ Period
English		Music	
Maths		Drama	
Science		Personal Development	
Art & Design		Languages	
Geography		DT/Computing	
History		PE	




**8:00am**  
Breakfast Club starts from **8:00am Willows Gate**  
Main Gate opens **8:00am**




**8:28am**  
**Main Gate closes at 8:28am**  
After this time students must enter via the Late Gate  
*You will have two mins to get to tutor time*



**8:30am**  
**Personal Development Lesson starts**  
30mins  
with your tutor every day

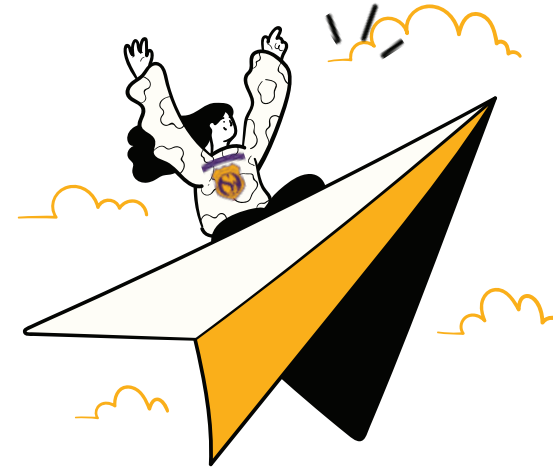
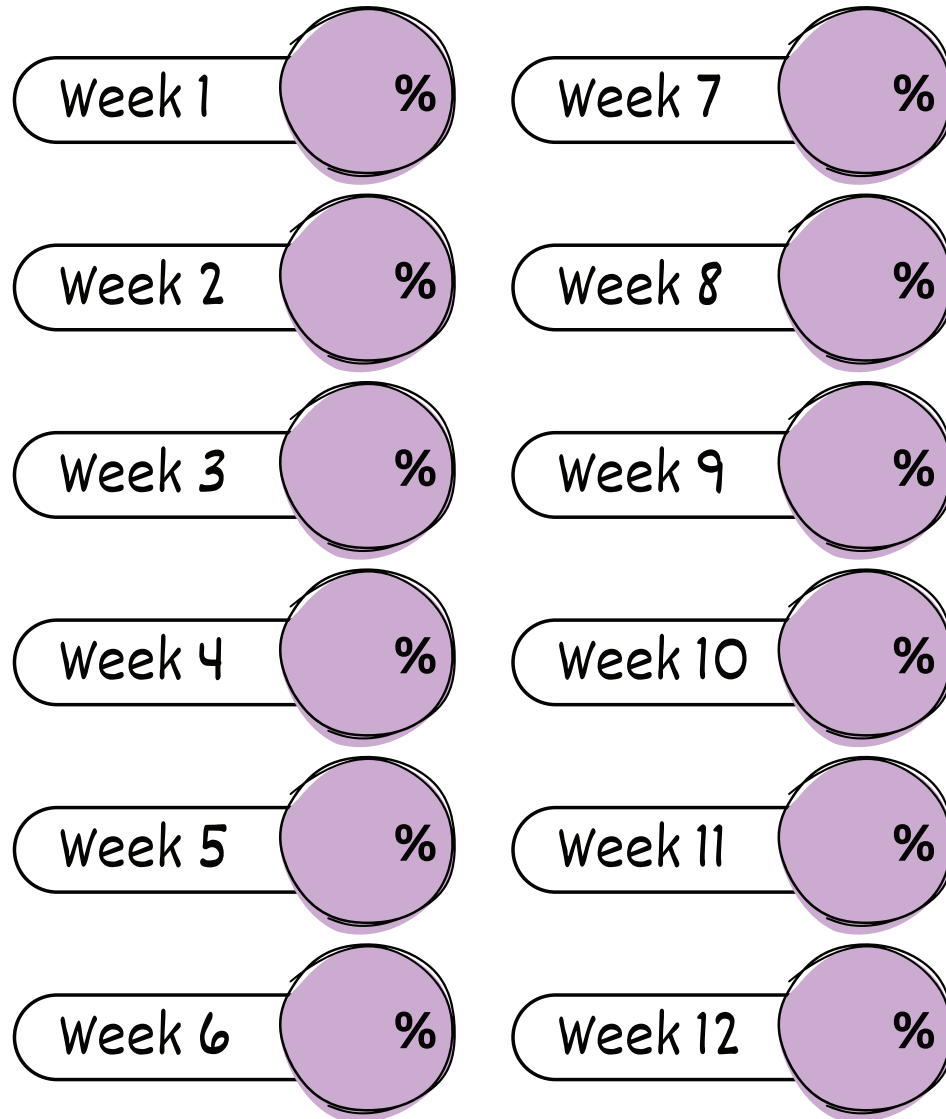


**8:30am**  
The Late Bell goes at 8:30am  
Students will be directed to the late tutor room  
Lateness logged on Bromcom



**8:30-8:40**  
10 minutes break time detention same day in **Bi4 / PAV**  
**8:40-8:59**  
20 minutes break time detention same day in **Bi4 / PAV**  
**After 9:00am**  
Phone call home and a 30 min - 2hr detention. afterschool in **Canteen**

# ATTENDANCE MATTERS



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

# CALENDAR CYCLE 1

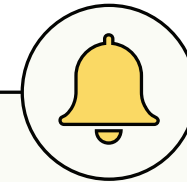
Week	Assembly Theme	Monday	Tuesday	Wednesday	Thursday	Friday
0	Aspiring habits	1st September	2nd September	3rd September	4th September	5th September
		<b>INSET DAY</b>	<b>Y12 Induction</b>	<b>Y7 &amp; Y12 Induction</b>	<b>All students return</b>	
1	Expectations and safeguarding	8th September	9th September	10th September	11th September	12th September
					Early finish 1:30pm <b>OSA Open Evening</b>	Late start 9:30am tutor time
2	Attendance matters	15th September	16th September	17th September	18th September	19th September
3	Enrichment	22nd September	23rd September	24th September	25th September	26th September
		<b>Student Council Meeting</b>				<b>European Day of Languages</b>
4	World Mental Health Day	29th September	30th September	1st October	2nd October	3rd October
				<b>Black History Month</b>	<b>House English - National Poetry Day</b> <b>Meet the tutor evening - all year groups.</b>	
5	Black History Month - External speaker	6th October	7th October	8th October	9th October	10th October
		<b>House Sport week</b>		<b>World Mental Health Day</b>		
6	Stress management & growth mindset	13th October	14th October	15th October	16th October	17th October
		<b>Student Council Meeting</b>			<b>House Business Quiz</b>	

# CALENDAR CYCLE 1

Week	Assembly Theme	Monday	Tuesday	Wednesday	Thursday	Friday
7	British Values – tolerance and respect <i>(virtual)</i>	13th October	14th October	15th October	16th October	17th October
Autumn Half Term (2 weeks)						
8	Habits for success and preparing for assessments <i>(virtual)</i>	3rd November	4th November	5th November	6th November	7th November
9	Remembrance Day	10th November	11th November	12th November	13th November	14th November
					<b>Year 7 Student Progress Evening</b>	
10	Stress Less – looking after your health	17th November	18th November	19th November	20th November	21st November
Assessment Week						
11	School Nurse	24th November	25th November	26th November	27th November	28th November
					<b>Sixth Form Open Evening</b>	
Super Teaching Week						
12	Careers and Choices	1st December	2nd December	3rd December	4th December	5th December
		<b>House Music and Dance Week</b>				

# YOUR TUTOR

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



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

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



# SAFEGUARDING

## EVERYBODY EVERYDAY



### How to get help when I am not in school:

#### Mental Health Support Services

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

#### Emergency Services

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

#### EDT (Out of Hours Social care)

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

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

### Key vocabulary explored in assemblies this cycle:

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

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

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

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

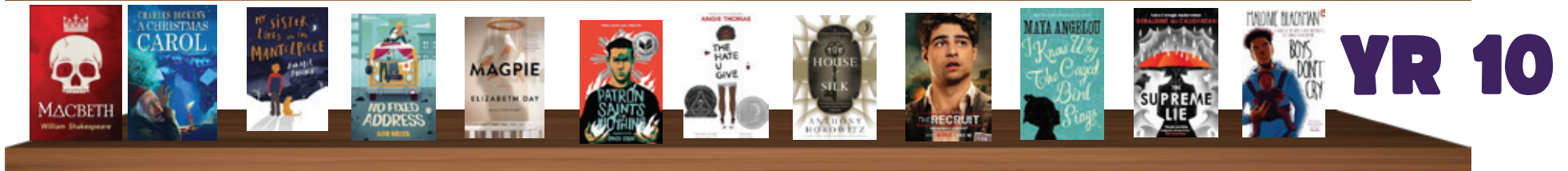
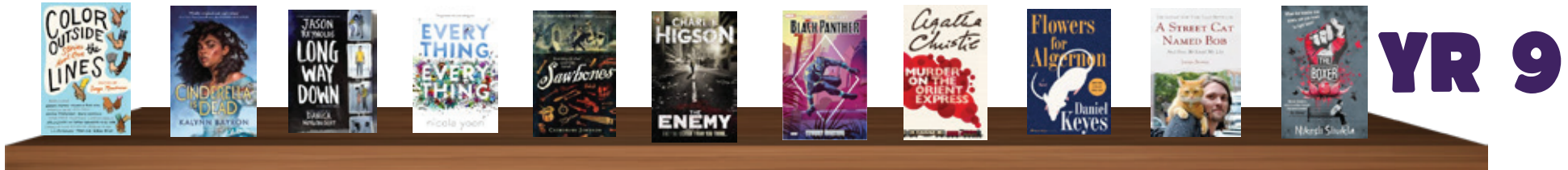
Consent - to give permission or approval prior to a decision or action being taken

My trusted adult is:



# READING LIBRARY

You will need your reading rulers everyday!



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



# THE OSA KNOWLEDGE ESSAY

## WHAT IS IT?

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

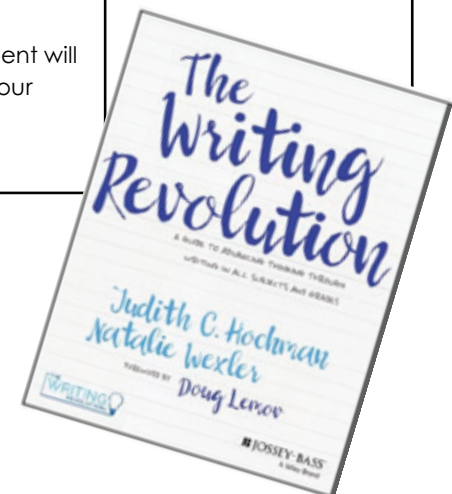
At Spires we have invested time and training using the research from 'The Writing Revolution' (J.Hochman) in order to create 'The Knowledge Essay' which year 7-9 will complete at the end of each cycle.

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

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

## THE STRUCTURE

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



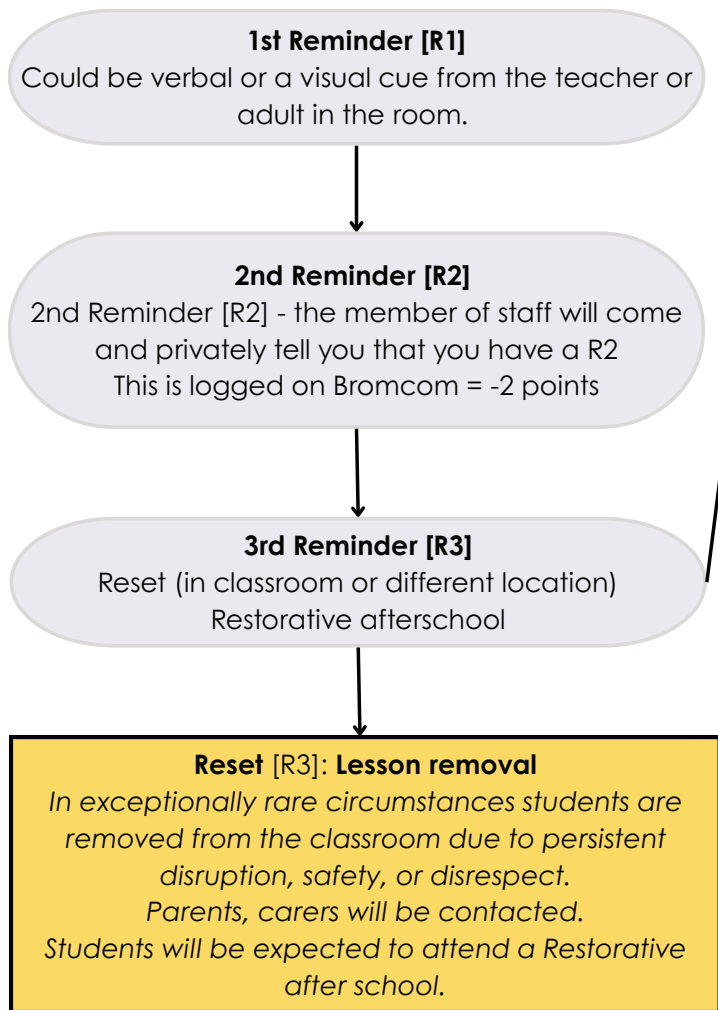


# BE ENGAGED

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

## CLASSROOM REMINDER SYSTEM

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



### Restorative Conversations

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

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

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

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

So, what does that actually mean for you?

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

*In that conversation:*

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

*A good restorative shows that:*

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

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



# Be Engaged!

# VISUAL CUES

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



Purple Pens



Turn and talk



Glue it in



Independent Work/You do



Active listening/I do



Mini Whiteboards



Scholars Guides Out



Reading Rulers



Exit Ticket



Cleaning up



English: Analysis



English: Drill



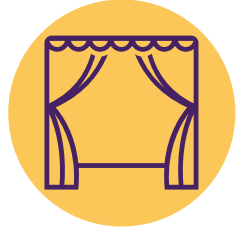
Art: Collect Equipment



History: 5 Bums on a Bench



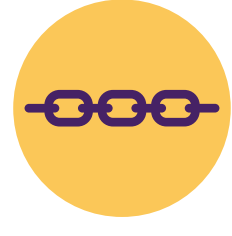
History: CHOPAR



Performing Arts: Respectful Audience for Performances



Business: Application of Case Study



Business: Logic Chain Analysis



Business/Maths/Science: Use of Calculator to Solve



Science: Practical



# Be Engaged! OSA HOUSE HONOURS



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

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

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

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



# OSA HOUSE HONOURS



How to earn:

**Half Colours** - Three items from each category

**Full Colours** - Six items from each category

**Honours** - Nine items from each category



## Academic

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

## Community

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

## Extra Curricular

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



# BE RESPONSIBLE

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.

## Late to School Detention [R2]

**When:** Break 1

A detention for students who arrived late to school and missed tutor time.

Your consequence is a **Late detention** if you arrive to school between 8:30 - 9:00

## U-Code Detention [R3]

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

A detention for students who arrive to school and missed tutor time and lesson time.

You received a **U-Code detention** if you arrived to school after 9:00.

*U codes have a negative impact on your attendance score!*

## Restorative [R3]

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

*A time and space to reflect on incidents from the day and discussed and restore relationships.*

Time after school from 3:00 - 3:30pm. You meet with staff and complete a reflection booklet.

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

## PDI Intervention

*(Persistent Defiance Intervention)*

**When:** 3:00pm  
**Where:** The Theatre, Friday

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

You earn a PDI if you receive **15** or more negative points on Bromcom over the past week .

Negative points are earned from: late to school, late to lessons, using your phone, 2nd reminder, poor uniform, missing equipment, being a reset in a lesson, defiance.

**Escalation or failed:** If you miss two of any of these detentions/restorative [-1 point]

## SLT Detention

**When:** 3:00pm, **Where:** The Theatre

A two-hour detention after school on Tuesdays led by the Senior Leadership Team. This is a chance to serve the time you missed from the other detention and reflect.

You earn a SLT if you miss or fail two detention or restorative in the past week

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

*Be the best you can be!*



# BE RESPONSIBLE

Engage with your community! You can develop as a person and make OSA better through your actions!

## BROMCOM POINTS

A way to track positive your contributions around the academy. **Use your points at the shop!**

Articulation

Scholar

Participation

Innovation

Reading

Empathy

My goal this cycle is to earn \_\_\_\_\_ positive ASPIRE Points.



## AWARDS

We see and want to celebrate your achievements!



Award	How to earn it
Community Leader Award	Be nominated by a staff member for your contributions to the OSA community.
Top 25 in a cycle	Earl top 25 in your year in a cycle. Top 25 is calculated using the OSA score (attendance, academics, behaviour, and homework and engagement).
Subject Award	Nominated by your teachers for excellent, dedication and improvement in a subject.
98% Attendance in a cycle	Maintain 98% attendance in each cycle to earn a change at a surprise prize.
Honours Award	Earn your Half-Colours, Full-Colours, and Honours over the year.
FriYAY	4 student randomly selected each week who have 100% attendance and no lates that week who get to draw a prize from the purple box.
Progress Awards	Nominated by your teachers, earn a special treat and some time with a member of staff that has supported you.



# BE READY

Students with missing uniform or equipment should report to Student Services from 8:10-8:25am where they will be supported to correct their uniform or allowed to borrow equipment without any sanction.

We respect the ownership the student has taken to **be ready** before the school day starts.

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

### Any year group

- **Black branded blazer**
- White shirt & plain black jumper tucked in
- Kilt, black trousers, or black knee length shorts
- Plain black trainers or black shoes



### Year 9, 10 & 11

- **Purple branded jumper**
- White shirt tucked in
- House coloured tie
- Black knee length skirt, black trousers, or black knee length shorts
- Plain black trainers or black shoes



### PE Kit - PE Lessons Only

- **Purple branded polo top**
- Black round neck unbranded sweatshirt  
or
- Optional branded reversible rugby shirt
- Plain black; jogging bottoms or shorts
- White socks and trainers

### 🔔 Uniform & Equipment Reminders

- You can wear one stud earring in each ear – plain gold or silver only.
- No rings, bracelets, facial piercings or necklaces are allowed in school.
- No tube skirts or leggings.
- 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. If something's missing or not right, we'll help you fix it – but you'll also receive a R3 Sanction (-3 points)
- Let's start the day ready and in the right kit – it helps us all stay focused and successful!

### 📱 Mobile Phone Policy – Oxford Spires Academy

- **We are a Smartphone free school** - Smartphones are not allowed in school.
- If a smartphone is seen or heard during the school day, it will be confiscated, a parent/carer must collect it, and a R5 Sanction (-5 points) will be issued.
- If you need a phone for travel, you may bring a simple "brick" phone (no internet or apps). These must stay out of sight and silent during the school day. If seen or heard, it will be confiscated until the end of the day.
- If you must bring a smartphone, it must be handed in at Student Services before school starts and stored in a locked box. You can collect it at the end of the day.
- Let's keep our school calm, focused, and phone-free.

## Year 7 Character Education

Careers linked to topics we study this cycle are Social Workers, Human Rights Advocate and Charity Worker

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> <li>At Oxford Spires Academy <b>safeguarding</b> is everyone's responsibility. If I am concerned about any of my <b>peers</b>, I should report to a trusted adult. I can also report a concern via the Whisper box.</li> <li>The Designated Safeguarding Lead is Ms Baker and the safeguarding team appear on posters around the school</li> </ol>	<ol style="list-style-type: none"> <li>Report any concerns I have about myself, my peers or a member of the wider community and ensure I promote the safety of all</li> <li>Know who to speak to if my concern is urgent</li> </ol>
2	<ol style="list-style-type: none"> <li><b>British values</b> help us understand what it means to be a citizen in modern Britain. They help us create spaces that are free from hate.</li> <li><b>Democracy</b> is important because it ensures that all citizens have a voice in government, promoting fairness and equality.</li> </ol>	<ol style="list-style-type: none"> <li>Promote respect for diversity and help stop discrimination and prejudice.</li> <li>Make links between our school community and the values and expectation of wider society.</li> </ol>
3	<ol style="list-style-type: none"> <li>The <b>Zones of Regulation</b> helps people understand and control their emotions by sorting them into four color-coded zones.</li> <li>Having a healthy mind is crucial because it significantly impacts overall <b>well-being</b>, enabling individuals to manage stress, build <b>resilience</b>, and maintain positive relationships.</li> </ol>	<ol style="list-style-type: none"> <li>Understand how different feelings impact my behaviour and well-being</li> <li>Handle conflicts more constructively by recognising my own and others' emotions.</li> </ol>
4	<ol style="list-style-type: none"> <li><b>Learned optimism</b>, created by psychologist Martin Seligman, is about training yourself to see things positively and face challenges with a good attitude.</li> <li>This <b>mindset</b> can improve overall well-being and resilience, helping individuals to better manage stress and setbacks.</li> </ol>	<ol style="list-style-type: none"> <li>Have a positive outlook towards any challenges I may come across</li> <li>Support my friends and peers to manage their stress and wellbeing</li> </ol>
5	<ol style="list-style-type: none"> <li>Black History Month is intended to recognise the contribution and achievements of those with African or Caribbean heritage. It's also an opportunity for people to learn more about the effects of racism and how to challenge negative <b>stereotypes</b>.</li> <li>The protected characteristics, as defined by the Equality Act 2010 in the United Kingdom, are: Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.</li> </ol>	<ol style="list-style-type: none"> <li>Appreciate the diversity of our society and celebrate the strengths this gives us</li> <li>Understand the necessary protections offered to those with protected characteristics and how I can promote equality.</li> </ol>

## Year 7 Character Education

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> <li>British values of respect and tolerance are important because they help people from different backgrounds feel valued and part of the community.</li> <li>These values help to foster an environment where differences are accepted and everyone can coexist peacefully, contributing to a stable and inclusive society.</li> </ol>	<ol style="list-style-type: none"> <li>Promote a society where differences are appreciated rather than feared, fostering mutual acceptance and reducing conflict</li> <li>Practice respect and tolerance, contribute to a harmonious and inclusive community</li> </ol>
7	<ol style="list-style-type: none"> <li>A healthy friendship is based on respect, trust, and support, where both people feel valued and can talk openly.</li> <li>Friendships change because of things like personal growth, life changes, and different interests. <b>Personal growth</b> is when a person develops new skills, gains more confidence, or changes their values and perspectives as they grow older.</li> </ol>	<ol style="list-style-type: none"> <li>Establish and maintain supportive, fulfilling relationships</li> <li>Recognise red flags of toxic relationships, thereby promoting emotional well-being and reducing the likelihood of being exploited or harmed.</li> </ol>
8	<ol style="list-style-type: none"> <li><b>Bullying</b> is behaviour that hurts someone else. It includes name-calling, hitting, pushing, spreading rumours, threatening or undermining someone.</li> <li>All children who are affected by bullying can suffer harm – whether they are bullied, they bully others or they are <b>bystanders</b>.</li> </ol>	<ol style="list-style-type: none"> <li>Recognise whether a behaviour is bullying</li> <li>Understand the long and short-term impacts of bullying on anyone that experiences bullying</li> </ol>
9	<ol style="list-style-type: none"> <li>The 4Cs of online risk are: content, contact, <b>conduct</b> and <b>commerce</b></li> <li><b>Conduct:</b> personal online behaviour that increases the likelihood of, or causes, harm. For example, online bullying.</li> <li>Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure.</li> </ol>	<ol style="list-style-type: none"> <li>Recognise the risks of online exchanges</li> <li>Recognise online bullying and know how to report it</li> <li>Recognise harmful online interactions and understand how to deal with this</li> </ol>
10	<ol style="list-style-type: none"> <li>I can use my Scholar's Guide to help me to prepare for Assessment Week in all my subjects as it contains all my core <b>knowledge</b></li> <li>Assessments measure how well students are grasping and applying the knowledge and skills taught in class. They provide feedback to both students and teachers about areas of strength and areas that need improvement. This is an opportunity to build my <b>resilience</b>.</li> </ol>	<ol style="list-style-type: none"> <li>Prepare for Assessment Week and feel confident in my knowledge and skills</li> <li>Understand that Assessments exist to support my learning and identify any knowledge gaps</li> </ol>
11	<b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to Scholarship. Work hard and show your best!	
12	<b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

**Year 7 English Cycle 1: Expression of Voice:** Write a letter to your local MP expressing your opinion on the treatment of children like Subhi in refugee camps, explaining what you feel we could do as a community/country to help.

Careers linked to topics we study this cycle can include things like being a social worker, journalist, humanitarian aid worker, public speaker or educator because they all focus on advocating for justice, supporting vulnerable communities, and driving positive societal change

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> <li>1. Non-fiction is any content (such as articles and letters) that <b>conveys</b> information about the real world. Fiction is literature (such as novels and poetry) that is imagined.</li> <li>2. Writers use formal letters to express concerns and make requests for change. They should begin with a formal greeting such as "Dear," and conclude with "Sincerely,".</li> <li>3. A <b>refugee</b> is a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.</li> <li>4. A <b>detention centre</b> is a facility where individuals, often immigrants or refugees, are legally held while awaiting processing or <b>deportation</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand key contextual knowledge about <i>The Bone Sparrow</i>.</li> <li>2. Identify the text's real-world relevance and implications.</li> </ol>
2	<ol style="list-style-type: none"> <li>1. The Rohingya people are one of the most <b>persecuted ethnic minority</b> groups in the world. They are currently <b>stateless</b> because their country-of-origin, Myanmar, denied them <b>citizenship</b> under the 1982 Myanmar Nationality Law. Fraillon wrote about them to educate readers on the unjust treatment of <b>asylum seekers</b> – especially in Australia.</li> <li>2. An <b>inference</b> is a conclusion based on evidence. For example, I infer that the boy is terrified of thunder because he 'shakes like a leaf' during thunderstorms.</li> <li>3. Fraillon writes 'a human tooth in my food' to educate readers about the unsafe and <b>atrocious</b> conditions of detention centres in Chapter 1.</li> <li>4. A <b>rhetorical question</b> is a question that doesn't require a response. Tape uses the <b>rhetorical questions</b> 'is it a disgrace to be born Chinese?' in her letter to encourage her reader to think deeply about the impact of refusing Tape's daughter entry into school because of her ethnicity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make clear and accurate inferences about <i>The Bone Sparrow</i>.</li> <li>2. Understand authorial intent at the beginning of the novel.</li> <li>3. Understand a rhetorical question and use it in my own letter writing.</li> </ol>
3	<ol style="list-style-type: none"> <li>1. Fraillon <b>contrasts</b> Harvey, who is a <b>compassionate</b> character, with Beaver, who is an <b>inhumane</b> character, to highlight how people in power behave differently towards those they have been <b>entrusted</b> to care for.</li> <li>2. Fraillon uses show, don't tell in the quotation 'my chest gets all tight' to present Subhi as <b>vulnerable</b> to Beaver's cruel treatment.</li> <li>3. Fraillon presents stories as a reassuring comfort for Subhi in Chapter 5, as they help him feel close to his Ba (father).</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand authorial intent.</li> <li>2. Analyse an author's use of characterisation.</li> </ol>
4	<ol style="list-style-type: none"> <li>1. Fraillon presents stories as significant for Subhi as they help him feel connected to his Rohingya cultural <b>heritage</b>.</li> <li>2. Subhi and Jimmie have very different backgrounds but form a bond through their mutual interest in stories and longing for connection.</li> <li>3. Structure is the <b>sequence</b> in which you present a narrative and shape the setting, characters, plot, and events. Fraillon builds tension in Chapter 5 by using <b>flashbacks</b> and manipulating <b>pace</b>.</li> <li>4. A <b>metaphor</b> compares one thing to another to create an image. The <b>metaphor</b> of Eli's eyes being 'dog hard' highlights how protective he feels towards Subhi.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand authorial intent.</li> <li>2. Understand a metaphor and use it in my own letter writing.</li> </ol>
5	<ol style="list-style-type: none"> <li>1. A <b>triple</b> uses three words or ideas for impact. DuBois employs the <b>triple</b> 'honest, frank and fearless' in his letter to reinforce his point that his daughter should take advantage of her opportunity to go to a <b>prestigious</b> school.</li> <li>2. Fraillon employs the Shakespeare duck as a <b>reassuring</b> presence for Subhi; it also operates as a companion.</li> <li>3. Fraillon presents the story of <i>Otto and Anka</i> as significant for Jimmie as they help her feel close to her <b>deceased</b> mother.</li> <li>4. Human Rights are the basic rights and freedoms that belong to every person in the world, from birth until death. Understanding our rights allows us to be an <b>advocate</b> for those whose rights are being <b>neglected</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand a triplet and use it in my own letter writing.</li> <li>2. Understand authorial intent.</li> <li>3. Understand and explain the importance of my human rights.</li> </ol>

**Year 7 English Cycle 1: Expression of Voice:** Write a letter to your local MP expressing your opinion on the treatment of children like Subhi in refugee camps, explaining what you feel we could do as a community/country to help.

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> <li>Queeny and Eli plan to expose the reality of the detention centre in Chapters 15-16 to bring attention to the mistreatment and injustices faced by refugees.</li> <li>Fraillon <b>characterises</b> Queeny to emphasize the need for <b>advocacy</b>, demonstrating how her actions can bring attention to <b>injustices</b> in the detention center with the aim of creating change.</li> <li>Rhetoric is the art of <b>persuasion</b>. It makes voice impactful by appealing to an audience's emotions (<b>pathos</b>), logic (<b>logos</b>), and trust (<b>ethos</b>).</li> </ol>	<ol style="list-style-type: none"> <li>Complete my mid-point assessment successfully.</li> <li>Demonstrate an understanding of how to use rhetoric confidently in my letter writing.</li> </ol>
7	<ol style="list-style-type: none"> <li><b>Repetition</b> means saying something more than once to emphasise its importance. Eisner repeats 'farewell' in his letter to express how he believes it will be the last time he gets to communicate with his brother.</li> <li>Fraillon employs the <b>metaphor</b> of the Night Sea as a comfort to Subhi, who believes it bring gifts from his Ba; it gives him hope that his Ba will join him soon.</li> <li>It is important to include a range of language techniques when writing a letter because they enhance <b>persuasion</b>, <b>emotional appeal</b>, and <b>clarity</b>, making the message more compelling and effective.</li> </ol>	<ol style="list-style-type: none"> <li>Understand the importance of editing written work.</li> <li>Understand repetition and use it in my own letter writing.</li> </ol>
8	<ol style="list-style-type: none"> <li>A hunger strike is a non-violent <b>resistance</b> as an act of <b>politic protest</b> or to <b>provoke</b> guilt in others.</li> <li>Fraillon includes a hunger strike in Chapters 19-20 to expose the horrors of <b>asylum seekers</b> at an Australian detention centre in 2015 who sewed their mouths shut. The quotation 'no food or water getting in' illustrates the seriousness of this <b>protest</b>.</li> <li>Fraillon presents friendship as a significant theme in the novel as each character (Jimmy, Subhi and Eli) operates as a pillar of hope for one another.</li> <li>Writers use varied sentence types to maintain reader <b>engagement</b> and effectively <b>convey</b> different points with clarity and impact.</li> </ol>	<ol style="list-style-type: none"> <li>Understand authorial intent.</li> <li>Analyse how characters serve as vehicles for exploring themes in the novel.</li> </ol>
9	<ol style="list-style-type: none"> <li>Fraillon presents Subhi and Harvey as <b>bystanders</b> (a person who does not become actively involved in a situation where someone else requires help) to emphasize the importance of responding to the <b>plight</b> of others, urging readers to help those in need).</li> <li><b>Grief</b> means intense sorrow cause by the death of a loved one. Fraillon explores the theme of grief in her novel because it is experienced by many refugees.</li> <li>Fraillon presents the sparrow as a symbol of hope and freedom - not death - to illuminate a sense of hope for readers that there can be a better future for refugees.</li> <li>Writers use varied punctuation such as <b>semi-colons</b>, <b>dashes</b> and <b>colons</b> to control the rhythm, tone, and emphasis whilst enhancing readability and conveying precise meaning.</li> </ol>	<ol style="list-style-type: none"> <li>Understand the importance of social responsibility and action.</li> <li>Understand and analyse the use of symbolism.</li> <li>Demonstrate confident use of varied sentence types in my own letter writing.</li> </ol>
10	<ol style="list-style-type: none"> <li>Oxfordshire has a significant refugee history, particularly in recent decades, as it has been a destination for <b>resettlement</b> and support for refugees from various parts of the world.</li> <li>A <b>call to action</b> a directive statement that prompts an immediate response or action from a reader, aiming to motivate and guide them towards a specific goal or objective.</li> </ol>	<ol style="list-style-type: none"> <li>Make links between local refugee history and themes in <i>The Bone Sparrow</i>.</li> </ol>
11	<b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
12	<b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

## Year 7 Maths Cycle 1

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

Week	I will know that:	So that I can: Sparx code
1	<ul style="list-style-type: none"> <li>A sequence is a list of numbers that generally follows a pattern.</li> <li>In a linear sequence, the difference between 2 consecutive terms is constant.</li> <li>A term-to-term rule defines the pattern that links 2 consecutive terms</li> </ul>	<ul style="list-style-type: none"> <li>Find the term-to-term rule of a linear sequence (M381)</li> <li>Substitute into function machines (M175)</li> </ul>
2	<ul style="list-style-type: none"> <li>Substituting means replacing an unknown by a value</li> <li><math>3y</math> means 3 multiplied by <math>y</math></li> <li>Function machines define the order in which operation must take place</li> <li>When I substitute values in a formulae, I still need to calculate brackets first, followed by indices, multiplication and addition, and finally addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Understand algebraic notation (M813)</li> <li>Substitute into expressions with multiple operations (M327)</li> </ul>
3	<ul style="list-style-type: none"> <li>Each digit in a number hold a different value depending on its position within the number</li> <li>Rounding can be completed at a specified place value or decimal</li> <li>If the digit after the rounding position is 4 or below, the rounding digit stays constant. If it is 5 or above the rounding digit increases.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use place value (M522)</li> <li>Round to the nearest ten, whole number and to decimal places (M111, M431)</li> </ul>
4	<ul style="list-style-type: none"> <li>Factors of a number are integers that you can divide a number by exactly</li> <li>Multiples of a number are numbers in its times table</li> <li>The Highest Common factor is the largest number you can divide 2 numbers by.</li> </ul>	<ul style="list-style-type: none"> <li>Find the highest common factor of a pair of numbers (M698)</li> <li>Find the lowest common multiple of a pair of numbers (M227)</li> </ul>
5	<ul style="list-style-type: none"> <li>Accurate multiplication of decimal numbers can be achieved in 2 stages: the multiplication of the digits followed by positioning the decimal</li> <li>To divide decimals , it is easier to represent the numbers in a fraction first.</li> <li>A power of 2 means multiply the numbers by itself twice, e.g. <math>3^2 = 9</math></li> </ul>	<ul style="list-style-type: none"> <li>Multiply and divide with decimals (M803 (M491)</li> <li>Calculate with roots and powers (M135)</li> </ul>

## Year 7 Maths Cycle 1

Week	I will know that:	So that I can: Sparx code
6	<ul style="list-style-type: none"> <li>Perimeter is the length around the shape. To calculate it you add up the length of all the sides.</li> <li>1 cm = 10mm, 1m = 100cm, 1km = 1000m</li> </ul>	<ul style="list-style-type: none"> <li>Find the perimeter of rectangles and simple shapes (M635)</li> <li>Convert units of length, mass and capacity (M774)</li> </ul>
7	<ul style="list-style-type: none"> <li>To find the area of a rectangle you multiply the length and the width.</li> <li>The area of a triangle is calculated by multiplying the base and the perpendicular height and then dividing by 2.</li> </ul>	<ul style="list-style-type: none"> <li>Find the area of rectangles (M390)</li> <li>Find the area of triangles (M610)</li> <li>Find the area of compound shapes containing triangles (M996)</li> </ul>
8	<ul style="list-style-type: none"> <li>Adding a negative number moves the number down the number line</li> <li>Subtracting a negative number moves the number up the number line</li> <li>Multiplying/dividing 2 negative numbers gives a positive result</li> </ul>	<ul style="list-style-type: none"> <li>Order negative numbers (M527)</li> <li>Add and Subtract with negative numbers (M106)</li> <li>Multiply and divide with negative numbers (M288)</li> </ul>
9	<ul style="list-style-type: none"> <li>Collecting like terms means grouping together the same letters together</li> <li>To solve an equation you use inverse operations on both sides of the equation</li> <li>Additions and subtractions are inverse operations</li> <li>Multiplication and divisions are also inverse operations</li> </ul>	<ul style="list-style-type: none"> <li>Simplify expressions containing multiple variables (M531)</li> <li>Solve equations of the form <math>ax + b = c</math> (M634)</li> </ul>
10	<ul style="list-style-type: none"> <li>Bar charts show the total frequency for different categories of data</li> <li>To calculate times earlier/later add the hours and the minutes separately</li> </ul>	<ul style="list-style-type: none"> <li>Interpret frequency tables and two-way tables (M899)</li> <li>Calculate with time (M627)</li> </ul>
11	<b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self -quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to Scholarship. Work hard and show your best	
12	<b>Super teaching week:</b> 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.	

## Art Y7 Cycle1 – The Formal Elements 25-26

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

Week	I will need to know:	So that I can:
<b>1</b> The Formal Elements	<ol style="list-style-type: none"> <li>The <b>Formal Elements</b> 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 <b>Line, Tone, Colour, Composition, Shape, Form, Texture, Space, Perspective, Pattern.</b></li> <li>The <b>Formal Elements</b> are present in both <b>2D</b> and <b>3D</b> work and across all specialisms – any <b>media, techniques and processes.</b></li> <li>Use of <b>Formal Elements</b> allows artists to communicate with others (audience)</li> </ol>	<ol style="list-style-type: none"> <li>Identify them in my own or other's artwork.</li> <li>Create a knowledge organiser to show what the <b>Formal Elements</b> mean and how they are applied.</li> <li>Explain <b>practical</b> outcomes through <b>theoretical</b> terms and references.</li> <li>Engage with the work of <b>artists, designers and craftspeople.</b></li> </ol>
<b>2</b> Line and Composition	<ol style="list-style-type: none"> <li>That <b>composition</b> is the arrangement and positioning of <b>elements</b> within an area.</li> <li>That <b>tone</b> refers to the areas of light and dark within an image and it helps to create the illusion of depth and <b>3 dimensions.</b></li> <li>That <b>perspective</b> is a way of showing distance in an artwork.</li> <li>Drawing in different ways improves <b>observational skills</b> and hand-eye coordination.</li> </ol>	<ol style="list-style-type: none"> <li>Complete a series of <b>drawing</b> challenges as part of drawing workshop – timed, blind contour, non-dominant hand, continuous line etc.</li> <li>Demonstrate an awareness of the <b>formal elements.</b></li> </ol>
<b>3</b> Tone and Form	<ol style="list-style-type: none"> <li>Drawing from <b>observation</b> means looking <b>analytically</b> at an object person or place.</li> <li>That <b>tone</b> can be created by <b>blending</b> pencil gradually or by using <b>line/mark-making.</b></li> <li>Holding a pencil on the side for <b>shading</b> and using the point for detail.</li> </ol>	<ol style="list-style-type: none"> <li>Create a successful <b>composition</b> (layout) for my <b>drawing.</b></li> <li>Achieve a <b>tonal scale</b> and use this range in my <b>drawing.</b></li> <li><b>Draw</b> objects accurately and that appear <b>3-dimensional</b></li> </ol>
<b>4</b> Colour and Tone	<ol style="list-style-type: none"> <li>That colours can have different <b>value.</b></li> <li><b>Blended colours</b> can be used to add light and dark to a <b>drawing.</b></li> <li>How the <b>colour wheel</b> can be used to work out which <b>colour</b> to use – e.g, using opposite <b>colours.</b></li> </ol>	<ol style="list-style-type: none"> <li>Use oil pastels effectively and blend one colour into another.</li> <li>Demonstrate how <b>colour</b> can be used to create light and dark.</li> </ol>
<b>5</b> Contextual Analysis	<ol style="list-style-type: none"> <li>Artists apply <b>line, colour, pattern &amp; composition</b> in many ways – using different <b>techniques.</b></li> <li>We can follow a writing structure to <b>analyse</b> artwork effectively.</li> </ol>	<ol style="list-style-type: none"> <li>Make connections between <b>Formal Elements, media</b> and how artists (in this case <i>Yayoi Kusama</i>, use different ways to apply <b>colour, pattern &amp; composition.</b></li> <li>Identify a range of <b>techniques</b> in own and artist's work.</li> </ol>

## Art Y7 Cycle 1 – Colour and Pattern 25-26

Week	I will need to know:	So that I can:
6 Pattern	<ol style="list-style-type: none"> <li>1. That <b>pattern</b> exists in our surroundings and has purpose.</li> <li>2. The origins of <b>cultural pattern</b> can be identified by different elements such as key <b>shapes, colours and styles</b>.</li> <li>3. That <b>pattern</b> is an arrangement of a <b>motif</b>.</li> <li>4. A <b>motif</b> decorative <b>image</b> or <b>design</b> - <b>lines, shapes and/or colours</b>.</li> <li>5. <b>Patterns</b> can be arranged in many different ways with different degrees of complexity. – <b>repetition, rotation, reflection, tessellation etc.</b></li> </ol>	Create <b>patterns</b> and understand how to use a <b>motif</b> in different arrangements.
7 Introduction to printing and create a motif	<ol style="list-style-type: none"> <li>1. Create a <b>motif</b> – based on the work of <i>Yayoi Kusama</i> and /or cultural patterns.</li> <li>2. <b>Enlarging (scaling up)</b> an image takes careful <b>observation</b> of the positioning of <b>lines and shapes</b>.</li> <li>3. Optional use of a <b>viewfinder</b> to enables us to select a large motif.</li> <li>4. How to effectively <b>observe</b> a technical process and respond to questioning – <b>reduction printing</b>.</li> </ol>	Observe and understand how to make an interesting selection and use elements of <i>Yayoi Kusama's</i> work ( <i>dots/spots/mushrooms/pumpkins</i> ) or aspects of <b>cultural patterns</b> to create a unique <b>pattern design</b> . <b>Observe</b> and understand the process of <b>reduction printing</b> .
8 Reduction Printing	<ol style="list-style-type: none"> <li>1. A <b>reduction print</b> is made when an artist creates a <b>multi-coloured, layered print</b> using a single <b>print block</b>. The block could be polystyrene foam, linoleum or wood. The artist repeats the process of <b>carving</b> and <b>printing</b> over and over until the final look is achieved.</li> <li>2. A pencil can be used to <b>carve</b> the <b>design</b> into the surface of the <b>polyblock</b>.</li> </ol>	Prepare own <b>plate</b> in readiness for <b>printing</b> . <b>Transcribe &amp; print</b> 1st layer.
9 Reduction Printing	<ol style="list-style-type: none"> <li>1. <b>Print</b> with the lightest colour first to create a <b>multi-layered print</b>.</li> <li>2. A <b>brayer/roller</b> is used to apply <b>ink</b> to the surface of the <b>printing plate (polyblock)</b></li> <li>3. The correct amount of <b>ink</b> will achieve a clear and clean <b>print</b>.</li> </ol>	Complete 2nd layer to create a <b>multi-coloured, Multi-layered print</b> that shows understanding and skill of <b>materials, tools and techniques</b> .
10 Presentation	<ol style="list-style-type: none"> <li>1. Clear and impactful presentation allows others to see your work at its best.</li> <li>2. Meaningful <b>annotation</b> includes identifying strengths and where success criteria has been fulfilled – <b>WWW (What Works Well)</b> and also how improvements could be made to develop <b>practical skill</b> and <b>theoretical knowledge</b> – <b>EBI (Even Better If)</b>.</li> </ol>	Clear titles, neat presentation of work and <b>reflective annotation</b> .
11	<b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self- quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
12	<b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

## Year 7 Computer Science

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

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> <li>1) Know that <b>respectful</b> use of the IT equipment means not waste your computing time and stay focussed on the lesson tasks.</li> <li>2) <b>Cyberbullying</b> can be worse than physical bullying and is not acceptable and how to get help if you or your friends are a victim of this.</li> </ol>	<ol style="list-style-type: none"> <li>1) Use the computer access time I have to further my Computing knowledge and practical IT skills.</li> <li>2) Recognise cyberbullying and be a good digital citizen and BE KIND ONLINE.</li> </ol>
2	<ol style="list-style-type: none"> <li>1) Computers are made from <b>hardware</b> and <b>software</b>.</li> <li>2) Examples of <b>input hardware</b> devices and <b>output hardware</b> devices.</li> <li>3) The computer <b>hardware model</b> takes in (1) <b>input</b>, (2)<b>processes</b> or (3)<b>stores data</b> and (4) <b>outputs</b> useful information.</li> <li>4) The processing hardware is the <b>CPU</b> and <b>RAM</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1) Identify <b>hardware</b> and <b>software</b> parts on computers and smart devices.</li> <li>2) Identify and classify devices as <b>input</b> or <b>output</b> for a computer system.</li> <li>3) Describe typical processes by which data is turned into information.</li> <li>4) Identify the <b>CPU</b> and <b>RAM</b> on a motherboard as the hardware parts used to perform processing.</li> </ol>
3	<ol style="list-style-type: none"> <li>1) You have a <b>digital footprint</b> that your future employees will <b>scrutinise</b>.</li> <li>2) <b>Oversharing</b> is sharing too much personal information and can put you at <b>risk</b>.</li> <li>3) The 4Cs of online risk are: <b>content</b>, <b>contact</b>, <b>conduct</b> and <b>commerce</b> #CE</li> </ol>	<ol style="list-style-type: none"> <li>1) My <b>digital footprint</b> presents myself online and is important as it will affect my future.</li> <li>2) Keep my <b>personal</b> information <b>private</b> to trusted friends and family only.</li> <li>3) #CE – Link to Character Education.</li> </ol>
4	<ol style="list-style-type: none"> <li>1) Know that the term <b>sexting</b> refers to sharing <b>sexualised texting</b> or <b>nude</b> pictures (nudes).</li> <li>2) The four ways in which sexting is <b>illegal</b> for under 18 year olds: <ul style="list-style-type: none"> <li>* Cannot create / make</li> <li>* Cannot be the subject</li> <li>* Cannot <b>possess</b>/have</li> <li>* Cannot distribute / share</li> </ul> </li> </ol> <p><b>Midpoint Assessment Next Week</b></p>	<ol style="list-style-type: none"> <li>1) Can recognise <b>unsolicited</b> posts that may be sexting.</li> <li>2) Avoid being involved with sexting and know what to do if I am sent a nude.</li> </ol>
5	<p>½ Revision of Lesson of UNIT 1 (lessons 1-4) in preparation.</p> <p><b>Midpoint Assessment Quiz</b></p>	Demonstrate knowledge and skills on E-Safety & Computer Hardware Systems.
6	<ol style="list-style-type: none"> <li>1) All computer hardware is built using the <b>transistor</b>. The logic gates are different ways of arranging transistors (AND:<b>Series</b>; OR: <b>Parallel</b>).</li> <li>2) Identify the 3 logic gates NOT, AND, OR and their <b>evaluation</b> rules: <ul style="list-style-type: none"> <li>* NOT (flip) * AND (BOTH inputs 1; 0 in → 0 out)</li> <li>* OR (EITHER inputs 1; 1 in → 1 out)</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1) Explain why computers use <b>binary</b> codes (0 or 1) for logic. <b>Abstracting</b> transistors to logic gates makes building and programming computers easier.</li> <li>2) Apply knowledge of the logical gate rules to predict the output of any gate given any input, called a <b>TRUTH TABLE</b>.</li> </ol>

## Year 7 Computer Science

Week	I will need to know:	So that I can:
7	<ol style="list-style-type: none"> <li>1) <b>Denary</b> is a normal <b>base 10 number</b>, <b>binary</b> is a <b>base 2 number</b>.</li> <li>2) A bit is a binary digit, a nibble is 4-bits and a byte is 8 bits.</li> <li>3) The 4-bit binary place values 8, 4, 2, 1</li> <li>4) How to interpret 4-bit binary numbers by inspection.</li> <li>5) Login to trinket with my school email, remix a given blocks program, and share a shared link.</li> </ol>	<ol style="list-style-type: none"> <li>1) Explain why binary is used by computers to represent numbers.</li> <li>2) Correctly identify about different size binary numbers.</li> <li>3) Calculate the 4-bit binary place values 8,4,2,1</li> <li>4) Count in binary from 0 to 15 and visually be able to read or calculate 4-bit binary numbers.</li> <li>5) Modify and add to basic block programs.</li> </ol>
8	<ol style="list-style-type: none"> <li>1) The 8-bit <b>binary place values</b> are <b>128, 64, 32, 16, 8, 4, 2, 1</b></li> <li>2) How to interpret <b>8-bit binary</b> numbers by adding the <b>place values</b> of the 1 (on) bits.</li> <li>3) How to calculate <b>the 8-bit binary</b> of any denary number 0..255 by <b>subtracting place values</b>, from largest to smallest, recording a 0 if not used and a 1 if used.</li> <li>4) Login to trinket with my school email, remix a given blocks program, and share a shared link.</li> </ol>	<ol style="list-style-type: none"> <li>1) Demonstrate I can generate the powers of 2 pattern</li> <li>2) Apply <b>arithmetic expansion</b> to <b>decode</b> any 8-bit binary numbers.</li> <li>3) Apply the <b>subtraction method</b> to <b>encode</b> any <b>denary</b> number 0..255</li> <li>4) Login to trinket and save and share my own blocks programs.</li> </ol>
9	<p>Know the <b>short form of the basic turtle commands</b> such as:</p> <ul style="list-style-type: none"> <li>* <b>fd()</b> as <b>move forward</b></li> <li>* <b>bk()</b> as <b>move backward</b></li> <li>* <b>lt()</b> as <b>rotate left</b> and * <b>rt()</b> as <b>rotate right</b></li> </ul>	<p>I can follow or modify given code, add to given, and independently write my own simple blocks turtle programs to solve right angles geometry problems.</p>
10	<ol style="list-style-type: none"> <li>1) Use <b>repetition (iteration)</b> to repeat commands</li> <li>2) For a <b>N sided polygon</b>, know the command to draw a polygon is :  <pre>repeat ( N ) :   fd(100);   rt( 360 / N)</pre> </li> </ol>	<p>I can enhance my programs by using a repeat loop and draw any size <b>polygon</b>.</p>
11	<p><b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!</p>	
12	<p><b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

## Year 7 Drama Cycle One

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

Week	I will need to know:	So that I can:
<b>1</b> Introduction	<ol style="list-style-type: none"> <li>1. Drama is a subject that develops your skills in <b>creativity, communication</b> and <b>confidence</b>.</li> <li>2. If my teacher puts their hand up and says "<b>stop, sit, turn</b>" - I need to: STOP talking (silent), SIT down on the floor, TURN around to face the speaker.</li> <li>3. Drama lessons always follow our school values of <b>READY, SAFE</b> and <b>RESPECTFUL</b>.</li> </ol>	<p>Contribute my ideas and collaborate with others as a team            Problem solve by working through an issue to find a solution            Experiment by being brave and trying out new ideas through trial and error.</p>
<b>2</b> Expectations	<ol style="list-style-type: none"> <li>1. A <b>tableau</b> is a <b>still image</b> in a piece of drama – like a photograph for the audience to look at.</li> <li>2. To be successful in a tableau, all performers must be <b>completely still</b> and <b>face the audience</b>.</li> <li>3. To develop my growth mindset, I can always reflect by asking myself "<b>what went well</b>" And "<b>this could be even better if...</b>"</li> </ol>	<p>Listen to actively hear what other people are saying            Work safely and confidently in the Drama studio.            Interpret stories visually using tableaux.</p>
<b>3</b> Physical skills	<ol style="list-style-type: none"> <li>1. <b>Physical skills</b> refer to the ways in which a performer controls their body to show traits of the character that they are playing.</li> <li>2. A <b>mime</b> scene is a performance without speaking, just physical skills.</li> <li>3. I can control my <b>posture, gesture, facial expression, eye contact</b> and <b>gait</b>.</li> </ol>	<p>Demonstrate my understanding of a character through the way they stand and move.            Consider the audience's perspective when they watch a performance.</p>
<b>4</b> Vocal skills	<ol style="list-style-type: none"> <li>1. <b>Vocal skills</b> are the ways in which a performer controls their voice to match the character they are playing.</li> <li>2. Using a variety of vocal skills keeps an audience engaged, connected and listening to a performance.</li> <li>3. I can control my <b>volume, pace, pitch, pauses</b> and <b>tone</b>.</li> </ol>	<p>Make decisions as a performer about how I am going to present a character.            Expand my use of performance skills with confidence.</p>
<b>5</b> Transition (midpoint)	<ol style="list-style-type: none"> <li>1. An effective piece of drama should have a clear <b>beginning, middle</b> and <b>end</b>.</li> <li>2. You can <b>transition</b> between each part in a performance by: walking, jumping, spinning, skipping etc. These transitions should be well rehearsed to look smooth and professional.</li> <li>3. <b>Narration</b> can be added to a performance to help the audience understand what is happening in each section.</li> </ol>	<p>Create a clear and understandable performance.            Develop my creative ideas into real life dramatic work.</p>

Week	I will need to know:	So that I can:
<b>6</b> Melodrama	<ol style="list-style-type: none"> <li><b>Melodrama</b> is a style of performance where there are a lot of exciting or sad events and in which people's emotions are very <b>exaggerated</b>.</li> <li>Melodrama can be shown through over-the-top use of physical and vocal skills to show character's emotions.</li> <li>Melodrama was first introduced during the <b>Victorian</b> era. The audience were desperate from a comedic escape from the harsh reality of life at the time.</li> </ol>	<p>Learn more about the history of Melodrama and a variety of drama styles.</p> <p>Apply my physical and vocal skills with purpose to create emotional meaning.</p>
<b>7</b> Stock characters	<ol style="list-style-type: none"> <li>There are four types of <b>stock characters</b> commonly used in Melodrama: <b>the hero, the heroine, the villain and the sidekick</b>.</li> <li>Stock characters are <b>recognisable</b> in lots of different stories for example: In pantomime there is a 'villain' and a hero who always saves the day.</li> </ol>	<p>Control my performance with a particular focus of showing character.</p> <p>Develop my understanding of character types in a story and recognise them in other people's work.</p>
<b>8</b> Stock gestures	<ol style="list-style-type: none"> <li><b>Stock gestures</b> are poses used to express recognisable emotions. An actor must <b>exaggerate</b> their physical skills to communicate clearly the emotion they are feeling in a script.</li> <li>Stock gestures include: shaking a fist to show anger or blowing a kiss to show affection.</li> </ol>	<p>Recognise stock characters and emotions in a story and use my knowledge of performance skills to apply them to a script.</p>
<b>9</b> Rehearsal	<ol style="list-style-type: none"> <li><b>Effective rehearsal</b> in drama relies on focus, collaboration, leadership, time keeping and accuracy.</li> <li>A successful group need to speak to each other respectfully and all be committed to participating equally.</li> <li><i>Stage directions are written in italics</i> and are instructions for the actors to DO, rather than say.</li> </ol>	<p>Use all the knowledge I have acquired to plan, stage, and rehearse a Melodrama piece to explore effectively rehearsing an extended sequence of Drama.</p>
<b>10</b> Performance	<ol style="list-style-type: none"> <li>To show <b>respect</b> as an audience member, I should <b>never talk</b> during performances.</li> <li>It is important to <b>applaud</b> every performance I watch, to encourage confidence in my fellow classmates.</li> </ol>	<p>Evaluate a piece of drama work effectively and give helpful advice, encouragement and feedback to my own team as well as other groups.</p>
<b>11</b> Assessment	<p><b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to scholarship. Work hard and show your best!</p>	
<b>12</b>	<p><b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

## Design and Technology

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

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

## Design and Technology

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

## Year 7 Food Technology

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

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

## Year 7 Food Technology

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

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

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

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> <li>There are two main <b>disciplines</b> within geography: human and physical.</li> <li><b>Human geography</b> explores how human activity affects or is influenced by the world.</li> <li><b>Physical geography</b> is the study of landscapes and the environment.</li> </ol>	<ol style="list-style-type: none"> <li>Understand how physical and human geography are different.</li> <li>Identify why studying geography is useful.</li> </ol>
2	<ol style="list-style-type: none"> <li>The equator is an imaginary line dividing Earth into a northern and southern <b>hemisphere</b> and is a line of latitude.</li> <li>Lines of latitude run <b>parallel</b> to the equator.</li> <li>The Tropic of Capricorn and Tropic of Cancer are lines of latitude.</li> <li>The Prime Meridian is a line of longitude.</li> <li>The world is made up of seven continents and several major oceans.</li> </ol>	<ol style="list-style-type: none"> <li>Locate places using lines of longitude and latitude.</li> <li>List and locate all the continents of the world.</li> <li>List and locate all the major oceans of the world.</li> </ol>
3	<ol style="list-style-type: none"> <li>Different projections of maps which make maps look slightly different e.g. The Mercator projection is accurate for direction but not country size.</li> <li><b>Direction</b> is measured using a compass. A compass works because Earth is a huge magnet which has two <b>magnetic</b> poles. <b>*Science</b></li> </ol>	<ol style="list-style-type: none"> <li>Describe the variety of different maps of the world.</li> <li>Be able to work out compass directions.</li> <li>Understand the reasons there are different compasses.</li> </ol>
4	<ol style="list-style-type: none"> <li>The Ordnance Survey (OS) is the national mapping agency for Great Britain.</li> <li>Symbols are used to label real life features and make maps clearer e.g. a blue <b>P</b> represents a car park.</li> <li>All maps have a <b>legend</b> which explains what each symbol means. <b>*PE</b></li> </ol>	<ol style="list-style-type: none"> <li>Identify what each symbol on a map represents.</li> </ol>
5	<ol style="list-style-type: none"> <li>OS maps contain <b>eastings</b> and <b>northings</b>.</li> <li>Four figure grid references allow us to <b>locate</b> places within a 1km<sup>2</sup> on an OS map.</li> <li>Six figure grid <b>references</b> allow us to find the exact location of places on OS maps</li> </ol>	<ol style="list-style-type: none"> <li>Read grid references from an OS map.</li> <li>Locate specific points on an OS map</li> </ol>

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

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> <li>Maps have different <b>scales</b> depending on what they are used for.</li> <li>The scale tells you how much you would have to <b>enlarge</b> your map by to get the actual size in real life.</li> </ol>	<ol style="list-style-type: none"> <li>Convert map distances to real life distances.</li> <li>Work out a variety of distances from OS maps</li> </ol>
7	<ol style="list-style-type: none"> <li>Height on maps can be shown via, contour lines and spot heights.</li> <li><b>Contour</b> lines are a useful way to identify the height and shape of the land</li> </ol>	<ol style="list-style-type: none"> <li>Find heights of lands using OS maps.</li> <li>Understand how steep land is from contour lines.</li> </ol>
8	<ol style="list-style-type: none"> <li>Geographical <b>enquiry</b> has 6 stages: Introduction and planning, methods and data collection, data presentation, data <b>analysis</b>, conclusions and evaluation.</li> <li>Primary data is data collected by yourself and secondary data from another <b>source</b>.</li> <li>An <b>environmental quality survey (EQS)</b> measures the physical condition of an area.</li> </ol>	<ol style="list-style-type: none"> <li>Design an enquiry into the environmental quality of OSA.</li> <li>Collect data on the school site about its environmental quality.</li> </ol>
9	<ol style="list-style-type: none"> <li><b>Geographic Information Systems (GIS)</b> is specialist software that links geographical data with a map. <b>IT</b></li> <li>GIS is a useful <b>source</b> of secondary <b>data</b> and it can be used to plan geographical enquiries.</li> <li>A choropleth map uses shades of the same colour to show the distribution of data.</li> </ol>	<ol style="list-style-type: none"> <li>Obtain useful data from reading a GIS map.</li> <li>Compare different regions on choropleth maps to obtain data.</li> </ol>
10	<ol style="list-style-type: none"> <li>This week will be spent catching up or revising for the assessment.</li> </ol>	<ol style="list-style-type: none"> <li>Succeed in my cycle 1 assessment.</li> </ol>
11	<p><b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self -quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to Scholarship. Work hard and show your best! <b>This assessment will be a short open response and skills-based assessment.</b></p>	
12	<p><b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

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

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

Week	I will need to know that:	So that I can:
1	<ol style="list-style-type: none"> <li>The use of <b>Chronology</b> is a central part of being a historian.</li> <li>The Romans came to England in waves from 43 <b>AD</b> -84 <b>BC</b>.</li> <li>The people who came to Britain were a <b>diverse</b> group of Europeans, Africans and Asians.</li> </ol>	<ol style="list-style-type: none"> <li>Put events into the correct order.</li> <li>Begin to appreciate where our <b>diverse</b> country comes from.</li> </ol>
2	<ol style="list-style-type: none"> <li>The way historians construct the past is by using sources.</li> <li>Sources can be <b>interpreted</b> in many different ways.</li> <li>The native <b>Celts/Britons</b> resisted fiercely against the invading Romans, most famously in the revolt of Boudica.</li> </ol>	<ol style="list-style-type: none"> <li>Use sources to support my arguments.</li> <li>Conclude whether Boudica was a freedom fighter or just a bloodthirsty woman.</li> </ol>
3	<ol style="list-style-type: none"> <li>Following the fall of the Roman <b>Empire</b> a wave of <b>migrations</b> occurred from modern day Germany to Britain.</li> <li>These migrants were known as the <b>Anglo-Saxons</b>.</li> <li>The <b>culture</b> of these people still affects our modern life i.e. the names of the weeks, the books and films that are made and even our language.</li> </ol>	<ol style="list-style-type: none"> <li>Understand how the English language began.</li> <li>Compare the culture of the Anglo-Saxons with our own modern one.</li> <li>Explain how the Anglo-Saxons changed Britain.</li> </ol>
4	<ol style="list-style-type: none"> <li>There was a second wave of migrations from Scandinavia between the 8<sup>th</sup>-11<sup>th</sup> <b>century</b>.</li> <li>Not all <b>Vikings</b> were blood thirsty warriors. They even set up their own laws in Britain, known as the Danelaw.</li> <li>The Vikings helped create many of our modern cities and towns, like Derby, Leicester and Nottingham.</li> </ol>	<ol style="list-style-type: none"> <li>Identify how the Vikings changed British culture.</li> <li>Compare the modern interpretation of the Viking with the reality.</li> <li>Explain why a Viking (Harald Hardrada) felt he had a claim to the throne of England in 1066.</li> </ol>
5	<ol style="list-style-type: none"> <li>The English King, Edward the <b>Confessor</b> died in 1066 without an <b>heir</b> to the throne.</li> <li>Four separate men all claimed they should be king next; <ol style="list-style-type: none"> <li>William the Duke of Normandy (French-<b>Norman</b>)</li> <li>Harold Godwinson (Anglo-Saxon)</li> <li>Harald Hardrada (Viking)</li> <li>Edgar the Atheling (Anglo-Saxon)</li> </ol> </li> <li>All four claimants had a legitimate claim to the throne of England.</li> <li>Harold Godwinson was chosen by the <b>Witan</b> to be King.</li> </ol>	<ol style="list-style-type: none"> <li>Conclude who should be made king after the death of Edward the Confessor.</li> <li>Identify who the main claimants were and what their claim was.</li> <li>Explain why 1066 was a pivotal moment in English History.</li> <li>Complete my Mid-term test – quiz questionnaire</li> </ol>

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

Week	I will need to know that:	So that I can:
6	<ol style="list-style-type: none"> <li>Harald Hardrada invaded England in order to claim the throne for himself in 1066.</li> <li>Hardrada won a minor victory at the Battle of Gate Fulford.</li> <li>The Vikings were ultimately defeated by Harold Godwinson at the battle of Stamford Bridge.</li> </ol>	<ol style="list-style-type: none"> <li>Explain how Harald won a minor victory at Gate Fulford.</li> <li>Identify why Stamford bridge was a pivotal moment in the Viking story in Britain, and in the story of 1066.</li> <li>Support your understanding of why the Battle of Hastings was a Norman victory.</li> </ol>
7	<ol style="list-style-type: none"> <li>William the Duke of Normandy also invaded to claim the throne in 1066.</li> <li>Harold had to quickly march his army to Hastings to meet William. This meant they were tired and disorganised, after just winning at Stamford Bridge.</li> <li>The Normans managed to beat the Anglo-Saxons through trickery and by breaking up the mighty Saxon shield wall.</li> </ol>	<ol style="list-style-type: none"> <li>Debate why the Anglo-Saxons were defeated at the Battle of Hastings.</li> <li>Explain why William was victorious at Hastings.</li> <li>Investigate how did Harold Godwinson die?</li> </ol>
8	<ol style="list-style-type: none"> <li>After winning the Battle of Hastings William was not pronounced king immediately.</li> <li>Many Anglo-Saxons <b>resisted</b> against the Normans, such as;               <ol style="list-style-type: none"> <li>Harold Godwinson's family</li> <li>Hereward the Wake</li> <li>Edwin and Morcar (<b>Earls</b> of Mercia and Northumbria)</li> </ol> </li> <li>William was brutal in dealing with these <b>rebellions</b>.</li> </ol>	<ol style="list-style-type: none"> <li>Identify why the Anglo-Saxons resisted against the Norman rule.</li> <li>Conclude how successful the resistance was to the Norman rule.</li> <li>Explain why William was so brutal in dealing with these resisters.</li> </ol>
9	<ol style="list-style-type: none"> <li>William needed a way to centralise control in England, so he created <b>the Feudal system</b>.</li> <li>The Feudal system gave everyone in England a rank in society, and who they owed work or money too.</li> <li>The Feudal system protected the Norman invaders and exploited the Anglo-Saxon <b>Serfs</b>.</li> <li>William created the Domesday book. This told him exactly how much wealth was in his new country.</li> </ol>	<ol style="list-style-type: none"> <li>Explain how the class system effected the different people in society.</li> <li>Analyse how the Domesday book can be used to explore life in Medieval Oxfordshire.</li> </ol>
10	<ol style="list-style-type: none"> <li>William relied on fear and power to control England, so he built castles to scare the Anglo-Saxons.</li> <li>There were 2 types of castle built; <b>Motte and Bailey</b> and <b>Stone Keep</b>.</li> </ol>	<ol style="list-style-type: none"> <li>Examine how the castle caused fear.</li> <li>Identify the main features of a Motte and Bailey castle.</li> <li>Explain why Stone keeps became necessary.</li> </ol>
11	<p><b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!</p>	
12	<p><b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

## MFL Cycle 1 Year 7

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

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

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

## French Cycle 1 Year 7

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

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

Week	I need to know the following information from my sentence builder and be able to substitute the words in bold.	So that I can:
8	<ol style="list-style-type: none"> <li>1. <b>Bonjour!</b> Ça va? Ça va <b>bien.</b> <b>Au revoir!</b></li> <li>2. Où habites-tu? J'habite à <b>Cowley.</b></li> <li>3. Comment t'appelles tu? Je m'appelle <b>Max.</b></li> <li>4. Quel âge as-tu? J'ai <b>onze</b> ans.</li> </ol>	<ol style="list-style-type: none"> <li>1. Say hello, goodbye and ask how someone is and say how I am</li> <li>2. Ask others where they live and say where I live</li> <li>3. Ask others for their name and say my own</li> <li>4. Ask others for their age and give my own</li> <li>5. This is a refresher of what you learnt in weeks 1-5!</li> </ol>
9	<ol style="list-style-type: none"> <li>1. Quel est la date de ton anniversaire?</li> <li>2. Mon anniversaire est le <b>neuf mars.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Ask people when their birthday is.</li> <li>2. Say when your birthday is using dates/months.</li> </ol>
10	<ol style="list-style-type: none"> <li>1. Tu as des animaux?</li> <li>2. J'ai <b>un chat/une tortue.</b></li> <li>3. J'ai <b>un chat blanc</b> et <b>une tortue verte.</b></li> <li>4. Je n'ai pas de + <b>animal without article.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Ask someone if they have any pets.</li> <li>2. Say how many pets I have using the verb avoir and the correct word for 'one'</li> <li>3. Describe the colour of my pet(s) using adjectives which agree.</li> <li>4. Say which pets I don't have.</li> </ol>
11	<p><b>Scholar's prep!</b> To prepare for your upcoming assessment you should self-quiz on all the language and grammar on your sentence builder (weeks 7-10) and from your taster weeks in this language. Remember that little and often is the key to success.</p>	<p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading (Including translation into English)</li> <li>• Writing (Translation into target language)</li> </ul>
12	<p><b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

## German Cycle 1 Year 7

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

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

Week	I need to know the following information from my sentence builder and be able to substitute the words in bold.	So that I can:
8	<ol style="list-style-type: none"> <li>1. <b>Hallo!</b> Wie geht's? Mir geht's <b>gut</b>. <b>Auf Wiedersehen!</b></li> <li>2. Wo wohnst du? Ich wohne in <b>Cowley</b>.</li> <li>3. Wie heißt du? Ich heiße <b>Max</b></li> <li>4. Wie alt bist du? Ich bin <b>elf</b> Jahre alt.</li> </ol>	<ol style="list-style-type: none"> <li>1. Say hello, goodbye and ask how someone is and say how I am</li> <li>2. Ask others where they live and say where I live</li> <li>3. Ask others for their name and say my own</li> <li>4. Ask others for their age and give my own</li> <li>5. This is a refresher of what you learnt in weeks 1-5!</li> </ol>
9	<ol style="list-style-type: none"> <li>1. Wann hast du Geburtstag?</li> <li>2. Ich habe am <b>ersten Januar</b> Geburtstag.</li> <li>3. Er/sie hat am <b>siebten Oktober</b> Geburtstag.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask people when their birthday is.</li> <li>2. Say when your birthday is using dates/months and the verb haben.</li> <li>3. Say when other people's birthdays are using dates/months and the verb haben</li> </ol>
10	<ol style="list-style-type: none"> <li>1. Wie bist du?</li> <li>2. Ich bin <b>sehr intelligent</b>.</li> <li>3. Er/sie ist</li> <li>4. Ich bin <b>nicht</b> lustig.</li> <li>5. und, aber, oder</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask someone what their personality is like.</li> <li>2. Describe my personality using quantifiers and adjectives.</li> <li>3. Describe other people's personalities using the quantifiers and adjectives.</li> <li>4. Use the word 'not'</li> <li>5. Links ideas with simple connective</li> </ol>
11	<p><b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!</p>	<p>Assessment Listening Reading (Including translation into English) Writing (Translation into target language)</p>
12	<p><b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

## Spanish Cycle 1 Year 7

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

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

Week	I need to know the following information from my sentence builder and be able to substitute the words in bold.	So that I can:
8 Hola, ¿Qué tal?	<ol style="list-style-type: none"> <li>1. <b>Hola</b>, ¿Qué tal? Estoy <b>fenomenal</b>. <b>Hasta luego</b>.</li> <li>2. ¿Dónde vives? Vivo en <b>Oxford</b>.</li> <li>3. ¿Cómo te llamas? Me llamo <b>Max</b>.</li> <li>4. ¿Cuántos años tienes? Tengo <b>once</b> años.</li> </ol>	<ol style="list-style-type: none"> <li>1. Say hello, goodbye and ask how someone is and say how I am</li> <li>2. Ask others where they live and say where I live</li> <li>3. Ask others for their name and say my own</li> <li>4. Ask others for their age and give my own</li> <li>5. This is a refresher of what you learnt in weeks 1-5!</li> </ol>
9 ¿Cuándo es tu cumpleaños?	<ol style="list-style-type: none"> <li>1. ¿Cuándo es tu cumpleaños?</li> <li>2. Mi cumpleaños es el <b>veinte</b> de <b>julio</b>.</li> <li>3. ¿Qué tipo de persona eres?</li> <li>4. Soy <b>listo/a</b>.</li> <li>5. No soy <b>tonto/a</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask people when their birthday is.</li> <li>2. Say when your birthday is using dates/months.</li> <li>3. Ask someone what their personality is like.</li> <li>4. Describe my personality using the correct masculine or feminine adjectives.</li> <li>5. Use the word 'not' to describe what my personality is not</li> </ol>
10 ¿Tienes hermanos?	<ol style="list-style-type: none"> <li>1. ¿Tienes hermanos/ mascotas?</li> <li>2. Tengo <b>dos hermanos/hermanas</b></li> <li>3. Tengo <b>tres perros marrones</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask someone if they have any brother, sisters or pets.</li> <li>2. Say how many brothers or sisters I have using the verb 'tener'.</li> <li>3. Say which pets I have and describe their colour using adjectives which agree.</li> </ol>
11	<p><b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!</p>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>•Listening</li> <li>•Reading (Including translation into English)</li> <li>•Writing (Translation into target language)</li> </ul>
12	<p><b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

## Year 7 Elements of Music Cycle 1

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

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> <li>That music is made up of 8 main elements</li> <li>The elements are: Pitch, Tempo, Dynamics, Duration, texture, Timbre/Sonority, Articulation and Silence</li> </ol> <p><b>For my assessment in Week 11, I will need to be able to DESCRIBE these and IDENTIFY them from musical examples.</b></p>	<ol style="list-style-type: none"> <li>PERFORM music to the highest standard and EXPRESS myself through sound.</li> <li>UNDERSTAND how music is constructed</li> <li>IMPROVE my own compositions and performances</li> <li>RECOGNISE and work with the building blocks of music</li> </ol>
2	<ol style="list-style-type: none"> <li>That the term pitch means how high or low the sound is.</li> <li>That the term notation is used to explain how we write music down</li> <li>The system of notation emerged in medieval Europe, as the Christian Church attempted to standardise the performance of plain song melodies so that chants could be standardised across different areas.</li> <li>In the contemporary Classical Music of the 20th and 21st centuries, music notation has continued to develop, with the introduction of graphical notation</li> <li>Since the 1980s, there has grown computer-based score writer programs for notating music.</li> </ol>	<ol style="list-style-type: none"> <li>INTERPRET written music successfully</li> <li>PERFORM music confidently that has been written by others</li> <li>SHARE my music with others</li> <li>COLLABORATE on the same music, with groups of my friends.</li> </ol>
3	<ol style="list-style-type: none"> <li>The term tempo refers to how fast or slow a piece of music is played</li> <li>Musical vocabulary refers to the words we use to describe music accurately.</li> <li>Professional Italian musical vocabulary to describe speed include: allegro (fast), allegretto (fairly quick) and adagio (slowly)</li> </ol>	<ol style="list-style-type: none"> <li>VARY the effect of my PERFORMANCE through speed</li> <li>SELECT appropriate speeds for the mood of the music</li> <li>ADAPT different speeds to suit my current ability level</li> <li>CHALLENGE myself to increase or decrease speeds</li> </ol>
4	<ol style="list-style-type: none"> <li>The term dynamics refers to the volume of a piece of music.</li> <li>The professional Italian musical terms to describe the volume of music include: crescendo (gradually getting louder), decrescendo (gradually getting softer) forte (loud and strong)</li> </ol>	<ol style="list-style-type: none"> <li>VARY the effect of my PERFORMANCE through volume</li> <li>SELECT appropriate dynamics for the mood of the music</li> <li>ADAPT different dynamics to honour a composer's intention</li> <li>CHALLENGE myself to improve my control of dynamic ranges.</li> </ol>
5	<ol style="list-style-type: none"> <li>The term rhythm refers to a pattern of long and short sounds</li> <li>The term duration refers to how long a note is played for.</li> </ol>	<ol style="list-style-type: none"> <li>CONSTRUCT rhythmic patterns</li> <li>INTERPRET units of rhythm correctly</li> <li>COLLABORATE to design cross rhythmic compositions with my friends.</li> <li>CHALLENGE myself to create complex rhythms</li> </ol>

## Year 7 Elements of Music

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> <li>1. The musical term of texture refers to the way a piece of music is layered.</li> <li>2. The musical term of monophonic means One voice</li> <li>3. The musical term homophonic refers to music moves in block chords</li> <li>4. The musical term of polyphonic means many voices</li> </ol>	<ol style="list-style-type: none"> <li>1. TRACE the development of a single line (MONOPHONY)</li> <li>2. to block chords (HOMOPHONY) to complex interweaving independent lines of music (POLYPHONY).</li> </ol>
7	<ol style="list-style-type: none"> <li>1. The term timbre/ sonority refers to the quality of different sounds, for example; Rasping, wooden, breathy, metallic, muffled, golden, cool and dry.</li> <li>2. Woodwind, brass, percussion and voice all make a variety of sonorities</li> </ol>	<ol style="list-style-type: none"> <li>1. IDENTIFY orchestral instruments correctly just by listening</li> <li>2. SELECT appropriate instrumentation for composition</li> <li>3. EXPLORE orchestration when studying great music</li> </ol>
8	<ol style="list-style-type: none"> <li>1. The term articulation means how the sound is played.</li> <li>2. The term legato means to be played smoothly</li> <li>3. The term staccato means to be detached</li> </ol>	<ol style="list-style-type: none"> <li>1. ENLIVEN my playing with a varied approach to articulation.</li> <li>2. Add COLOUR and STYLE to my confident performances</li> <li>3. UNDERSTAND how articulation affects the energy and mood of a piece of music.</li> </ol>
9	<ol style="list-style-type: none"> <li>1. The term silence defers to the power of silence as a canvas on which sound is painted.</li> <li>2. John Cage was the inventor of the prepared piano, he was was an American composer and music theorist.</li> <li>3. Cage's most famous and controversial work is his composition "4'33"," premiered in 1952. In this piece, the performer sits silently at the piano for a total of four minutes and 33 seconds.</li> </ol>	<ol style="list-style-type: none"> <li>1. CONTROL silence and sound balance in your performances and compositions</li> <li>2. CONSTRUCT mathematically secure rests and pauses within your musical textures.</li> </ol>
10	<p>Prepare your knowledge of the Elements of Music through two assessments:</p> <ul style="list-style-type: none"> <li>• MUSICAL LITERACY</li> <li>• PERFORMANCE from notation</li> </ul>	<p><i>You will be FULLY PREPARED through your lessons 1-10 to do well in your assessments. Ensure you keep your booklets neat and tidy and you take opportunities to practise your performances during practical time given in the lesson. Always use lesson time to the best of your ability.</i></p>
11	<p><b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self- quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to Scholarship. Work hard and show your best!</p>	
12	<p><b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

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

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

• Football	• Badminton	• Rugby
<p>Football - that by cushioning the ball by meeting it with either the sole, laces or inside of the foot will allow me to stop the ball with control. That by using the side of the foot to pass the ball would be more <b>accurate</b> over a short distance and by using my laces over a longer distance would build up more power and accuracy.</p>	<p>That setting up the court requires a net and 2 posts, and they are placed side of the court. The <b>ready position</b> 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 <b>chasse</b>. To chasse the knees are bent and you remain on the balls of your feet. <u>Set up and down</u> the courts and <u>understand</u> the importance of starting position, chasse movement and court markings</p>	<p>That the different types of passes in rugby are the pop, spin, high and low passes. Pop is performed from the side of the hip and released to the side over a short distance. Spin is performed from the side of the hip and released high with a rotation of the ball to create a spin. Low is performed from taking the ball from the ground and released up to a players' hands. High pass is performed from having the ball in both hands above your head and released up and high. These will be done in isolated practices.</p>
<p>Football – that by taking smaller touches will help to stay in <b>possession</b> 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 <b>spatial awareness</b> is important when considering either way to dribble with the ball.</p>	<p>That to perform a <b>backhand serve</b> I keep my racket below my ribcage, hold the shuttlecock cork directly on top of the racket strings, stand side on, and contact the shuttlecock by moving the elbow and locking the wrist. The shuttlecock should go over the net into opponent's diagonal service box. <u>Perform</u> a serve to start a game with the correct technique in isolated practices</p>	<p>That by performing the following will ensure I tackle safely: landing by falling safely and bending at the ankles and knees, perform <b>ring of steel</b> around opponent's waist (squeezing hard), bending knees, leading with shoulder, staying low and lifting opponent slightly to make opponent of balance, and pushing to side or back to push them over. <u>Perform</u> tackling safely in isolated practices.</p>
<p>That by shooting with the inside of the foot would be more <b>accurate</b> over a short distance due to requiring less power and more <b>accuracy</b> to aim for different parts of the goal. Shooting with the laces at a further distance would be more <b>powerful</b> and <b>accurate</b> by aiming foot and leg in the correct <b>trajectory</b> towards an area of the goal and bringing the leg back and <b>powerfully</b> swinging through to contact the ball.</p>	<p>That to perform a <b>net shot</b> I must use a lunge. My racket strings should be facing the ceiling and I push the racket forwards gently so the shuttlecock goes low over the net. The shuttlecock should land in the forecourt which is in front of the service line. I will understand that the net shot is used to return a serve and it forces our opponent to lift the shuttlecock. Respond to a serve by performing a net shot with the correct technique in isolated practices</p>	<p>That by performing a <b>ruck</b> 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 (<b>scrum half</b>) retrieves the ball from the ground and plays it off.</p>
<p>That by shifting my body weight when <b>jockeying</b> 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.</p>	<p>That there are three different types of overhead shot: clear, drop and smash. For all overhead techniques I must be <b>sideways on</b> and I must chasse backwards so my body is behind the shuttlecock. When making contact with the shuttle the back leg should follow through forwards. My non racket arm will be up in the air to help with direction. Perform the correct chasse movement to get to the rear court and demonstrate an overhead shot footwork technique</p>	<p>That an <b>arrowhead</b> is an attacking formation which consists of students forming an inverted V-shape in relation to the ball carrier when attacking. To commit players, I need to cover ground by running and using <b>agility</b> to successful pass an attacker. <u>Commit</u> defenders when attacking and understand attacking formations in isolated practices.</p>
<p>That by <b>utilising</b> space when in possession can create more opportunities to attack and maintain possession. To create space movement and <b>anticipate</b> play are important.</p>	<p>Single game rules are long and thin court markings on a serve, then the court remains long and thin for the shuttlecock to be in. Double game rules are short and wide court markings on a serve, then the whole court for the shuttlecock to be in. I will <u>understand</u> the singles/doubles game rules</p>	<p>That a straight line formation when defending is effective. To be disciplined in defence the command 'Ready, ready, up' or 'hold, hold, go' is used. This means that the team communicate effectively to one another to time their squeeze and high press as a unit.</p>

Year 7 Physical Education - students will study 4 sports this cycle		
Careers linked to topics we study this cycle are Professional Athlete, Sports Coach/Teacher, Fitness Trainer		
• Netball	• Basketball	• Fitness
That the different types of passes are overhead (long distance), chest (short distance), bounce (short-middle distance) and shoulder pass (any distance). These will be performed in a low-risk environment in isolated practices. <u>Pass</u> over a variety of distances with accuracy and receive the ball with control in isolated practices.	That the different types of shots to perform are the bank shot, lay-up, set shot and jump shot. To perform the set/jump shot the acronym that is used is 'BEEF', B for <b>balance</b> , E for eyes, E for elbow or <b>extension</b> , F for <b>follow-through</b> or flick. To <u>perform</u> the bank/set/jump shot with some accuracy in isolated practices	That a <b>pulse</b> is rhythmical throbbing of the arteries as blood is propelled through them and that to measure your pulse is to use a finger on either the radial (wrist) or carotid (neck) locations. <u>Track</u> how hard you are working by measuring <b>pulse</b> rate at 2 different sites.
That once I plant one foot on the ground, that foot cannot be removed and resurfaced ( <b>footwork</b> ). However, if landing on both feet at the same time I can decide what foot I would like to take off the ground. That <b>pivoting</b> will allow me to change direction on the spot. <u>To perform</u> correct footwork in isolated practices	To perform the lay-up there are three different phases these are: drive phase, gather phase, finish phase. <u>perform</u> the lay-up with some control in isolated practices and <u>know</u> the teaching points	The quicker the <b>pulse</b> returns to resting the better their fitness levels which means they can resume exercise at a <b>higher intensity</b> quicker. Linked to <b>oxygen delivery</b> . <u>Determine</u> personal fitness levels
To shoot <b>accurately</b> I must have the ball above my head in my eye-line of ball and net, bend my elbows out and knees down, then fully extend through these joints to push the ball floaty and high to land within the net. <u>Know</u> the teaching points for shooting and perform	Handball (basketball skills through handball) – That the different types of passes in basketball are, overhead (long distance), chest (short distance), bounce (short-middle distance) and shoulder pass (any distance). <u>pass with accuracy</u> over a variety of distances in isolated practices	That the safety precautions of the fitness suite are standing away from running machines, not behind it, perform <b>body weight</b> exercises away from cardio machines, do not lift any type of weight, one person on a machine at once. To <u>understand</u> the health and safety of using the fitness suite
That <b>offside</b> is where a player is in the correct area of the court. That the GK/GS can go in the goal third and the shooting area (D), the GA/GD/WA/WD can go in the goal third and the centre third, the, the C can go anywhere but cannot go in the shooting area. To know the offside rule and where all 7 positions can go in isolated practices	That effective dribbling is to push the ball into the ground using the fingertips, allowing the ball to bounce hip height, the ball is to the side of the body or just in front to run with the ball under <b>control</b> . When attacking space, the ball can be pushed ahead more, whereas, when approaching a defender, the ball needs to stay closer to the body for control and agility.	That <b>body weight</b> exercises do not require additional equipment and can help improve <b>muscular strength and muscular endurance</b> . <u>Workout without</u> additional equipment
That by creating space by constantly moving will <b>deceive</b> the player marking me and will allow other players to move into the space I have created to become a passing option. By performing the dodge, double dodge and changing pace/speed I can outwit my opponent to become an option to receive the ball in space.	That a low block formation is a defending formation. Protecting the shoot area by the defenders gathering around to protect the goal and <b>block/intercept</b> any shots.	that <b>aerobic energy</b> is required in activities that are over a long duration and between 60-80% of a person's maximum heart rate (moderate-low intensity). <u>Train in</u> the correct zone for aerobic endurance

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

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

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> <li>1. <b>Religious Studies</b> is a subject that explores and teaches about different religions, their beliefs, practices, and their significance in human history and culture.</li> <li>2. It's an area of learning that helps young learners understand the diverse beliefs and traditions followed by people around the world</li> </ol>	<ol style="list-style-type: none"> <li>1. Give my opinion about which reason for studying religious studies is the most important</li> <li>2. Identify philosophical, ethical and religious questions that come up in everyday life</li> </ol>
2	<ol style="list-style-type: none"> <li>1. An <b>ultimate question</b> or <b>philosophical</b> question usually concern the existence of reality and the universe whereas ethical questions will be centred around issues of <b>morality</b> (right and wrong).</li> <li>2. Religion addresses both <b>philosophy</b> and <b>ethics</b>, from a variety of different <b>perspectives</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Create my own ultimate questions from an image or a scenario</li> <li>2. Imagine how other people with different beliefs might answer an ultimate question and compare this with my own thoughts</li> </ol>
3	<ol style="list-style-type: none"> <li>1. My <b>identity</b> is a unique combination of who I am as a person. It includes things like my name, how you look, what I like to do, and the things that make me special and different from others. It also includes my beliefs and <b>values</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Create a visual representation of 'the real me' that explains to the viewer important points about my identity</li> </ol>
4	<ol style="list-style-type: none"> <li>1. An <b>influence on my beliefs</b> means how other people, experiences, or things can affect what I believe in or what I think is true</li> <li>2. Many things we experience in life influence our beliefs, or example friends, family, media, celebrities and friends</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and explain experience in my life that have led to my beliefs</li> <li>2. Create a timeline to show how my beliefs have changed or stayed the same over time because of these influences</li> </ol>
5	<ol style="list-style-type: none"> <li>1. Several experiences in Guru Nanak's life influenced his belief in God. For example:</li> <li>2. As a boy Nanak had a disagreement with his father about touching <b>untouchables</b></li> <li>3. Cows ate all of Guru Nanak's crop, but God replaced the crop so that Nanak could do God's work instead</li> </ol>	<ol style="list-style-type: none"> <li>1. Give my own opinion about which aspect of Guru Nanak's life are important</li> <li>2. Use evidence to support points about how Guru Nanak's life has influenced his identity</li> </ol>

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

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> <li>The <b>Mool Mantar</b> is a statement of faith for Sikhs. It states that there is only one God and that he created the world</li> <li>The <b>Mool Mantar</b> explains to Sikhs how they should understand God, and this <b>influences</b> their beliefs. For example, Sikhs believe there is only one God, so there are different ways that different people experience the same God</li> </ol>	<ol style="list-style-type: none"> <li>Explain important Sikh beliefs about God</li> <li>Explain how the Mool Mantar influences Sikh beliefs</li> <li>Consider how belief in a God influences someone's identity</li> </ol>
7	<ol style="list-style-type: none"> <li>A <b>Gurdwara</b> is a Sikh temple or place of worship</li> <li>Each <b>Gurdwara</b> contains a <b>Langar</b>, a place where a meal is provided for free for all who attend. <b>Sewa</b> means selfless service to others and is an important part of worshipping</li> <li>There are many distinctive features of a Gurdwara, including for example a <b>Guru Granth Sahib</b>, or the Sikh holy book.</li> </ol>	<ol style="list-style-type: none"> <li>Explain the key features of a Gurdwara</li> <li>Explain how people worship in a Gurdwara</li> <li>Explain how a Gurdwara influences Sikh identity</li> </ol>
8	<ol style="list-style-type: none"> <li>There are ten human <b>gurus</b> and a final guru that is a book called the <b>Guru Granth Sahib</b></li> <li>The <b>Khalsa</b> is a community of devoted and committed Sikhs who have taken a sacred oath to follow certain rules and principles, founded by <b>Guru Gobind Singh</b> the tenth guru</li> <li>The <b>Khanda</b> is the symbol of the Khalsa</li> </ol>	<ol style="list-style-type: none"> <li>Explain why Sikhs become members of the Khalsa</li> <li>Consider why being part of a community is important for your identity</li> </ol>
9	<ol style="list-style-type: none"> <li>Members of the <b>Khalsa</b> wear the <b>5 Ks</b> as an outward sign of their membership in the group. The 5 Ks are:               <ol style="list-style-type: none"> <li><b>Kesh</b>: Uncut hair, a symbol of accepting the way God made them.</li> <li><b>Kangha</b>: A wooden comb to keep the hair neat and clean.</li> <li><b>Kara</b>: A steel bracelet, which represents unity and protection.</li> <li><b>Kachera</b>: Special undergarments, a reminder of leading a disciplined life.</li> <li><b>Kirpan</b>: A small dagger, symbolising the duty to defend the truth and protect others.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>Explain what the 5 Ks are and what they symbolise</li> <li>Evaluate the strengths and weaknesses of wearing the 5 Ks</li> <li>Consider how what we chose to wear is important to our identity</li> </ol>
10	<p><i>Discuss the importance of the Gurdwara and how it supports Sikhs religious beliefs</i></p> <ol style="list-style-type: none"> <li>A thesis statement is where I explain the main body of my argument.</li> <li>Evidence is required as a supporting detail to my main argument.</li> <li>A concluding statement is one in which I summarise my whole argument.</li> </ol>	Plan my Knowledge essay coherently
11	<p><b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self- quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to Scholarship. Work hard and show your best!</p>	
12	<p><b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

## Year 7 Character Education Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Peers	People who are of the same age or have the same social status as you.	Sarah enjoys spending time with her <b>peers</b> during lunch break
2	Diverse	The presence of different types of people within a group or community.	Our school celebrates <b>diversity</b> with students from many countries.
3	Well-being	The state of being comfortable, healthy, or happy.	The school counsellor is concerned about the <b>well-being</b> of all students.
4	Mindset	A person's way of thinking and their attitude or beliefs.	Having a growth <b>mindset</b> means believing that hard work can improve your abilities.
5	Characteristic	A feature or quality that makes someone or something recognisable.	One <b>characteristic</b> of a good student is being punctual.
6	Respect	Treating others with kindness and consideration.	In our school, we are taught to show <b>respect</b> to teachers and classmates.
7	Friendship	A relationship between people who care about each other and enjoy spending time together.	I have a close <b>friendship</b> with Sarah; we like to play football together.
8	Bullying	Repeated aggressive behaviour intended to hurt another person, physically or emotionally.	The school has a strict policy against <b>bullying</b> to ensure a safe environment.
9	Conduct	The manner in which a person behaves, especially in a particular place or situation.	Good <b>conduct</b> in the classroom is important for a positive learning environment.
10	Knowledge	Information, understanding, or skill that you get from experience or education.	Reading a lot of books can increase your <b>knowledge</b> on various subjects.

## Year 7 Character Education Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Safeguarding	Measures taken to protect the health, well-being, and human rights of individuals.	The school has strict <b>safeguarding</b> policies to ensure the safety of all students.
2	Democracy	A system of government where people choose their leaders through voting.	Our school holds elections every year to elect student council representatives which is <b>democratic</b> .
3	Regulation	Keeping something in balance	The students worked on an activity to support their emotional <b>regulation</b> .
4	Optimism	A positive attitude towards life and believing that good things will happen.	Even when facing challenges, her <b>optimism</b> helps her stay hopeful and motivated.
5	Stereotype	A widely held but fixed and oversimplified image or idea of a particular type of person or thing.	It's important to avoid <b>stereotypes</b> and see each student as an individual.
6	Tolerance	Accepting and respecting differences in beliefs, behaviours, and opinions.	Our school promotes <b>tolerance</b> by encouraging students to learn about different cultures.
7	Life circumstances	The situations and events that influence a person's life, such as family, education, and environment.	Despite difficult <b>life circumstances</b> , he managed to succeed academically.
8	Bystander	A person who is present at an event or incident but does not take part.	The school encourages students to speak up if they see bullying, rather than being a <b>bystander</b> .
9	Commerce	The school encourages students to speak up if they see bullying, rather than being a bystander.	The economics class is studying the basics of <b>commerce</b> and how businesses operate.
10	Resilience	The capacity to recover quickly from difficulties; toughness.	Developing <b>resilience</b> helps students cope with academic challenges and personal setbacks.

## English Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Refugee	A person who has been forced to leave their country in order to escape war, persecution, or natural disaster	Thousands of <b>refugees</b> fled across the border.
2	Intimidate	Deliberately making someone frightened enough to do what you want them to do.	Because refugees are vulnerable and petrified, they are subject to <b>intimidation</b> .
3	Harrowing	Extremely upsetting because connected with suffering.	The journeys that refugees take when leaving their home country are <b>harrowing</b> because they have to walk for hundreds of miles barefoot and without food, water or medical care.
4	Vulnerable	Weak and without protection, with the result that someone is easily hurt physically or emotionally.	Refugees are <b>vulnerable</b> to exploitation because they have no money, power or influence.
5	Dehumanise	To take away someone's human qualities from them.	It is <b>dehumanising</b> that refugees are deprived of an education
6	Neglect	To fail to give needed care or attention to someone or something:	Refugees will often face <b>neglect</b> in the country they have escaped to
7	Distraught	So upset and worried that you cannot think clearly.	Refugees have often experienced harrowing journeys from their country of origin, and sometimes these journeys lead to deaths en route; it is no wonder that they are <b>distraught</b> when arriving at an immigration centre.
8	Brutal	Savage physical violence; great cruelty.	Refugees flee their homes because of brutality – but they sometimes face brutality in the countries they flee to as well.
9	Bystander	A person who does not become actively involved in a situation where someone else requires help.	The <b>bystander</b> observed the conflict but did not intervene.
10	Advocate	A person who speaks or writes in support or defense of the rights and needs of individuals and communities.	She became an <b>advocate</b> for refugees, tirelessly working to improve their living conditions and advocate for their rights.

## English Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Theme	A reoccurring idea in a piece of writing	Some popular <b>themes</b> include love, death and family.
2	Simile	A figure of speech comparing two unlike things that is often introduced by like or as	"He was as cold as ice."
3	Metaphor	A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable	"She is a shining star."
4	Rhetorical question	A question asked in order to create a dramatic effect or to make a point rather than to get an answer.	"Why do these things always happen to me?"
5	Exclamatory phrase	A sentence containing an exclamation or strong emphasis	"Oh, no!"
6	Hyperbole	Exaggerated statements or claims not meant to be taken literally.	"I've told you a million times!"
7	Triplet	A group of three. This might be three sentences, three lines of a poem or even three individual words.	"Faith, hope and charity."
8	Repetition	Using the same word or phrase more than once in a piece of writing or speech.	"He laughed and laughed until tears rolled down his cheeks."
9	Flashback	Presenting a scene or event from the past within the current timeline of a story.	"As she walked through the park, memories of her childhood flooded back—the sound of laughter, the smell of freshly cut grass."
10	Characterisation	The way authors create characters and make them believable.	Beowulf's <b>characterisation</b> as a courageous and mighty hero is evident through his fearless battles against monsters and unwavering loyalty to his people.

## Maths Curriculum Dictionary: Tier Two Words

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

## Maths Curriculum Dictionary: Tier Three Words

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


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

Topic	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 <b>drawing</b> 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 <b>observed</b> 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 <b>communicated</b> 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 <b>analytically</b> 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 <b>critical</b> evaluation of the artist's work"
6	Mark-making	The different lines, dots, marks, patterns, and textures we create in an artwork. It can be loose and gestural or controlled and neat.	"Her <b>mark-making</b> was very expressive; showing lots of movement"
7	Blend	The process of fusing two colours together so that the transitions from one colour to another, or combines to create a new colour.	"The painting of a sunset is a classic example of <b>blending</b> because of the soft transition from deep red, to orange, to yellow".
8	Pattern	A design that repeats and can be found anywhere. They can be made by repeating shape, line, or colour. In art, pattern is used in organising and decorating designs.	"The <b>pattern</b> was made up of repeating blue and yellow circles"
9	Line	An artist's line is a drawn mark and has length & width. (Mark-making).	"The drawings were a simple continuous <b>line</b> 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 <b>colours</b> were bold and bright"

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

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

## Year 7 Computer Science – 2024/25 - Curriculum Dictionary: Tier Two Words

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

Year 7 Computer Science – 2024/25 - Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Cyberbullying	Sending (posting or reposting) hurtful statements about someone in order to hurt them.	<b>Cyberbullying</b> is no joke, especially when you are the victim.
2	Hardware	The <i>physical part</i> (you can touch) of a computer system.	5I/O <b>hardware</b> such as a touch screen provides both <b>input/output</b> .
3	Software	The <i>logical</i> (thinking part) of a computer System.	We use PowerPoint <b>software</b> is a graphical note taking tool.
4	CPU	<b>Central Processing Unit</b> . The main <i>microchip</i> . <u>NOT the case!</u>	The <b>CPU</b> is a microchip inside the casing and is not the casing!
6	Transistor	An <b>electrical switch</b> that is turned on or off by a control signal(current).	A CPU or RAM has millions of <b>transistors</b> .
7	Binary	Two states – ON (0) or OFF (1)	Computers are built on <b>transistors</b> , so <b>binary</b> codes 0 or 1 are used.
8	BIT	BIT = <b>Binary digit</b> – a 0 or 1.	The rightmost <b>bit</b> in binary always represents a unit( 1 ). The BITS then get bigger (right to left) by multiplying by 2.
9	2) Turtle commands	<ul style="list-style-type: none"> <li>• Movement : <ul style="list-style-type: none"> <li>o fd(100)</li> <li>o bk(100)</li> </ul> </li> <li>o Rotation: <ul style="list-style-type: none"> <li>o rt(90)</li> <li>o lt(90)</li> </ul> </li> <li>o Pen State: <ul style="list-style-type: none"> <li>o pu()</li> <li>o pd()</li> </ul> </li> </ul>	
10	2) Iteration	To repeat a group of instructions, from the Loops section of Trinket BLOCKS.	

**DRAMA Y7 C1 Curriculum Dictionary: Tier Two Words**

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

**DRAMA Y7 C1 Curriculum Dictionary: Tier Three Words**

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

## Design and Technology Curriculum Dictionary: Tier Two Words

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

## Design and Technology Curriculum Dictionary: Tier Three Words

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

## Year 7 Food Technology Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Food poisoning	Illness caused by bacteria or other toxins in food, typically with vomiting and diarrhoea.	<b>Food poisoning</b> is often the result of contaminated food, like eating undercooked chicken or unwashed vegetables.
2	Mise en place	Have all ingredients and utensils prepared before cooking.	<b>Mise en place</b> is a time-saving process to help get your kitchen flowing properly.
3	Burn	Caused by dry heat, such as fire	A <b>burn</b> can be described as damage to skin cells and tissue caused by either fire, heat, electricity, chemical, radiation, light or friction.
4	Food allergy	A condition where the body's immune system reacts unusually to specific foods. It can cause a range of symptoms and even be life-threatening.	The most common <b>food allergies</b> are milk, eggs, fish, tree nuts, peanuts, wheat and soybeans.
5	Dairy	Containing or made from milk	The <b>dairy</b> group includes milk, yogurt, cheese and yogurt.
6	Hydration	Having enough fluid in our bodies	The human body requires adequate <b>hydration</b> to function properly.
7	Skimmed	A substance from the surface of a liquid is removed	There is minimal cream and fat in <b>skimmed</b> milk.
8	Curdle	Separate or cause to separate into curds or lumps.	Milk and soy milk are <b>curdled</b> intentionally to make cheese.
9	Affordable	Inexpensive, reasonably priced	Eggs are an <b>affordable</b> source of nutrients for adults and children living in food-insecure environments.
10	Starchy	Containing a lot of starch	Potatoes, bread, rice, pasta, and cereals are all examples of <b>starchy</b> foods and should make up just over a third of the food you eat.

## Year 7 Food Technology Curriculum Dictionary: Tier Three Words

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

## Geography Curriculum Dictionary: Tier Two Words

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

## Geography Curriculum Dictionary: Tier Three Words

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

## History Curriculum Dictionary: Tier Two Words

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


## History Curriculum Dictionary: Tier Three Words

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

## Elements of Music: Dictionary Tier two Vocabulary

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

**Elements of Music: Dictionary Tier three Vocabulary**

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

# Elements of Music: Technical Guide

Here is a guide to all you need to know when practicing and performing piece of music from notation! This is one of the pieces you will learn to play on the keyboard

**Ah, Poor Bird** *folk song*

Ah, poor bird, take your flight,  
Up a - bove the sor - row of this dark night.



Finger Numbers – shows us which finger to play the note with. Start on D with 1 (Thumb in right hand)

	Semibreve (4 beats)
	Minim (2 beats)
	Crotchet (1 beat)
	1 quaver (half a beat)
	2 quavers (half + half a beat)



You will need to recognize the notes of the keyboard. They all follow a pattern of 2 and 3 black keys. You can work out the notes by finding D, which always sits in the middle of the two black keys.



In order to play the correct notes (**itches**) you need to know your notes of the **treble clef!** Use The diagram below shows you how to quickly spot the notes in the **spaces** and the notes on the **lines**. Once you know your way around the keyboard AND the correct pitches to play you are on the way to learning any piece!



The treble clef tells us to play with our right hand and the notes go from middle C upwards!. Notice that the notes go to the right and move up the stave

F A C E

Every Green Bus Drives Fast



In order to play with the correct **rhythm**, you need to know your note-values, which tell you how **long** to play each note for. Look at the **note values** above and see if you can spot them in the piece "Ah poor bird" Can you find all the crotchets, minims and quavers?



Once you have learnt what to play, you need to use your listening skills to learn how to play the notes. Will you play **Legato** (smoothly) or **Staccato** (detached)? Will the **tempo** be **Allegro** (fast) or **Largo** (Slow)? Will the dynamics be Forte (loud) or Piano (Soft)?

## Physical Education Curriculum Dictionary: Tier Two/Three Words

Topic	Week /Word	Definition	In a sentence:
Football	1. <b>Accurate</b>	<ul style="list-style-type: none"> <li>The ability to be precise</li> </ul>	<ul style="list-style-type: none"> <li>I have <b>accuracy</b> if my pass is one that reaches my intended target</li> </ul>
	2. <b>Possession</b>	<ul style="list-style-type: none"> <li>Something that is owned</li> </ul>	<ul style="list-style-type: none"> <li>Keeping <b>possession</b> of the ball will allow us to attack at goal</li> </ul>
	3. <b>Spatial Awareness</b>	<ul style="list-style-type: none"> <li>Knowing what is around me as the performer</li> </ul>	<ul style="list-style-type: none"> <li>Good <b>spatial awareness</b> is knowing what is around me at all times</li> </ul>
	4. <b>Power</b>	<ul style="list-style-type: none"> <li>The product of strength and speed</li> </ul>	<ul style="list-style-type: none"> <li><b>Power</b> will allow the performer to kick the ball harder and further</li> </ul>
	5. <b>Trajectory Jockeying</b>	<ul style="list-style-type: none"> <li>Line of travel</li> <li>Close and slow down towards the attacker, side on, arm out and direct the attacker.</li> </ul>	<ul style="list-style-type: none"> <li>The <b>trajectory</b> of the ball was flat into the bottom corner to score</li> <li>I <b>jockey</b> the player to slow them down before making a tackle</li> </ul>
Basketball/Handball	1. <b>Balance</b>	<ul style="list-style-type: none"> <li>Balance is the maintenance of the centre of mass over the base of support</li> </ul>	<ul style="list-style-type: none"> <li>A player has good <b>balance</b> when changing direction whilst dribbling</li> </ul>
	2. <b>Follow-Through</b>	<ul style="list-style-type: none"> <li>The end part of a skill, where the skill performed has been executed</li> </ul>	<ul style="list-style-type: none"> <li>A <b>follow through</b> is used to ensure the ball gets to the target quicker</li> </ul>
	3. <b>Extension</b>	<ul style="list-style-type: none"> <li>Extension is straightening a limb at a joint</li> </ul>	<ul style="list-style-type: none"> <li><b>Extension</b> at the elbow occurs when a player releasing the ball</li> </ul>
	4. <b>Control</b>	<ul style="list-style-type: none"> <li>Control in sport is to be in comfortable possession of the ball</li> </ul>	<ul style="list-style-type: none"> <li>Dribbling closely to the body will show close <b>control</b> of the ball</li> </ul>
	5. <b>Block Intercept</b>	<ul style="list-style-type: none"> <li>Is being able to stop the ball from being received by another player by being in the way</li> <li>Is where the ball is stopped from getting to the team member of the opposing team</li> </ul>	<ul style="list-style-type: none"> <li>The defender performed a <b>block</b> to stop the attacker from shooting</li> <li>The player made an <b>interception</b> in order to steal possession</li> </ul>
Rugby	1. <b>Ring of steel</b>	<ul style="list-style-type: none"> <li>A position that requires the performer to wrap arms around opponent's waist or legs</li> </ul>	<ul style="list-style-type: none"> <li>A <b>ring of steel</b> is used to ensure a tackler holds onto the player</li> </ul>
	2. <b>Ruck</b>	<ul style="list-style-type: none"> <li>A ruck is a phase of play where one or more players from each team, who are on their feet, in physical contact, close around the ball on the ground.</li> </ul>	<ul style="list-style-type: none"> <li>The team struggled to clear the ball from the <b>ruck</b>, resulting in a turnover for the opposing team</li> </ul>
	3. <b>Scrum half</b>	<ul style="list-style-type: none"> <li>A player who retrieves the ball from the scrum/ruck</li> </ul>	<ul style="list-style-type: none"> <li>The <b>scrum half</b> received the ball from the scrum and passed it out</li> </ul>
	4. <b>Arrowhead</b>	<ul style="list-style-type: none"> <li>Arrowhead is an attacking formation in rugby</li> </ul>	<ul style="list-style-type: none"> <li>We formed an <b>arrowhead</b> formation to attack the opposition</li> </ul>
	5. <b>Agility</b>	<ul style="list-style-type: none"> <li>Changing direction at speed with control</li> </ul>	<ul style="list-style-type: none"> <li>I used good <b>agility</b> to get around the defender in Rugby</li> </ul>

**Physical Education Curriculum Dictionary: Tier Two/Three Words**

Topic	Week /Word	Definition	In a sentence:
Fitness	1. <b>Pulse</b>	<ul style="list-style-type: none"> <li>Rhythmical throbbing of the arteries as blood is propelled through them</li> </ul>	<ul style="list-style-type: none"> <li>I have taken my <b>pulse</b> and my reading is 65 beats per minute</li> </ul>
	2. <b>High Intensity</b>	<ul style="list-style-type: none"> <li>Level of exercise that is higher/harder than moderate</li> </ul>	<ul style="list-style-type: none"> <li>Sprinting is a <b>higher intensity</b> exercise</li> </ul>
	3. <b>Oxygen delivery</b>	<ul style="list-style-type: none"> <li>Provided oxygen to the working muscle</li> </ul>	<ul style="list-style-type: none"> <li>As we begin to exercise our muscles require <b>oxygen delivery</b> to work</li> </ul>
	4. <b>Muscular strength</b> <b>Muscular endurance</b>	<ul style="list-style-type: none"> <li>The ability of a muscle to undergo repeated muscular contractions for over a period</li> <li>Muscular strength: the ability of a muscle group to exert maximum force in a single contraction</li> </ul>	<ul style="list-style-type: none"> <li>A long-distance cyclist will require high levels of <b>muscular endurance</b></li> <li>A weight-lifter would require <b>muscular strength</b> to lift heavy weights</li> </ul>
	5. <b>Aerobic energy</b>	<ul style="list-style-type: none"> <li>Aerobic training zone to utilise cardiovascular endurance (60-80% of maximum heart)</li> </ul>	<ul style="list-style-type: none"> <li>Running a long distance, uses our <b>aerobic training zone</b>.</li> </ul>
Netball	1. <b>Pivot</b>	<ul style="list-style-type: none"> <li>A movement to allow turning and changing direction without taking both feet off the ground</li> </ul>	<ul style="list-style-type: none"> <li>To change direction in netball when holding the ball I perform a <b>pivot</b></li> </ul>
	2. <b>Footwork</b>	<ul style="list-style-type: none"> <li>Lifting the foot off the ground and placing it back onto the ground</li> </ul>	<ul style="list-style-type: none"> <li>Lifting up my landing foot and placing it on the ground is <b>footwork</b></li> </ul>
	3. <b>Accuracy</b>	<ul style="list-style-type: none"> <li>The ability to be precise</li> </ul>	<ul style="list-style-type: none"> <li>I have <b>accuracy</b> if my pass is one that reaches my intended target</li> </ul>
	4. <b>Offside</b>	<ul style="list-style-type: none"> <li>Being in a position on court where you cannot be in</li> </ul>	<ul style="list-style-type: none"> <li>The goal shooter is <b>offside</b> if they enter the centre third</li> </ul>
	5. <b>Deceive</b>	<ul style="list-style-type: none"> <li>To outwit the opponent by trying to make them believe an action or movement</li> </ul>	<ul style="list-style-type: none"> <li>To <b>deceive</b> the defender I can run away from the ball and then back towards it so the defender follows me out, creating space</li> </ul>
Badminton	1. <b>Ready Position</b>	<ul style="list-style-type: none"> <li>Resuming centre position of the court after every shot preparing for the next shot</li> </ul>	<ul style="list-style-type: none"> <li>To react to the opponents shot I always resume the <b>ready position</b></li> </ul>
	2. <b>Chasse</b>	<ul style="list-style-type: none"> <li>'Step-together-step' movement, where the lead foot steps forward, then both legs move together as the non-racket leg 'chases' the racket leg in front of it.</li> </ul>	<ul style="list-style-type: none"> <li>I perform a <b>chasse</b> to navigate the court more efficiently</li> </ul>
	3. <b>Backhand serve</b>	<ul style="list-style-type: none"> <li>Start of a game with a technique where the shuttlecock is struck with the racket on the non-dominant side of the body</li> </ul>	<ul style="list-style-type: none"> <li>I start a game of badminton with a <b>backhand serve</b></li> </ul>
	4. <b>Net shot</b>	<ul style="list-style-type: none"> <li>A soft shot that is played from the front court, and lands in your opponent's front court</li> </ul>	<ul style="list-style-type: none"> <li>I performed a <b>net shot</b> when my opponent was at the back of the court</li> </ul>
	5. <b>Sideways on</b>	<ul style="list-style-type: none"> <li>A position facing sideways to be able to move around court to respond to the opponents shot faster</li> </ul>	<ul style="list-style-type: none"> <li>I stand <b>sideways on</b> in badminton to ensure I am ready to respond/react to the opponents' shots</li> </ul>

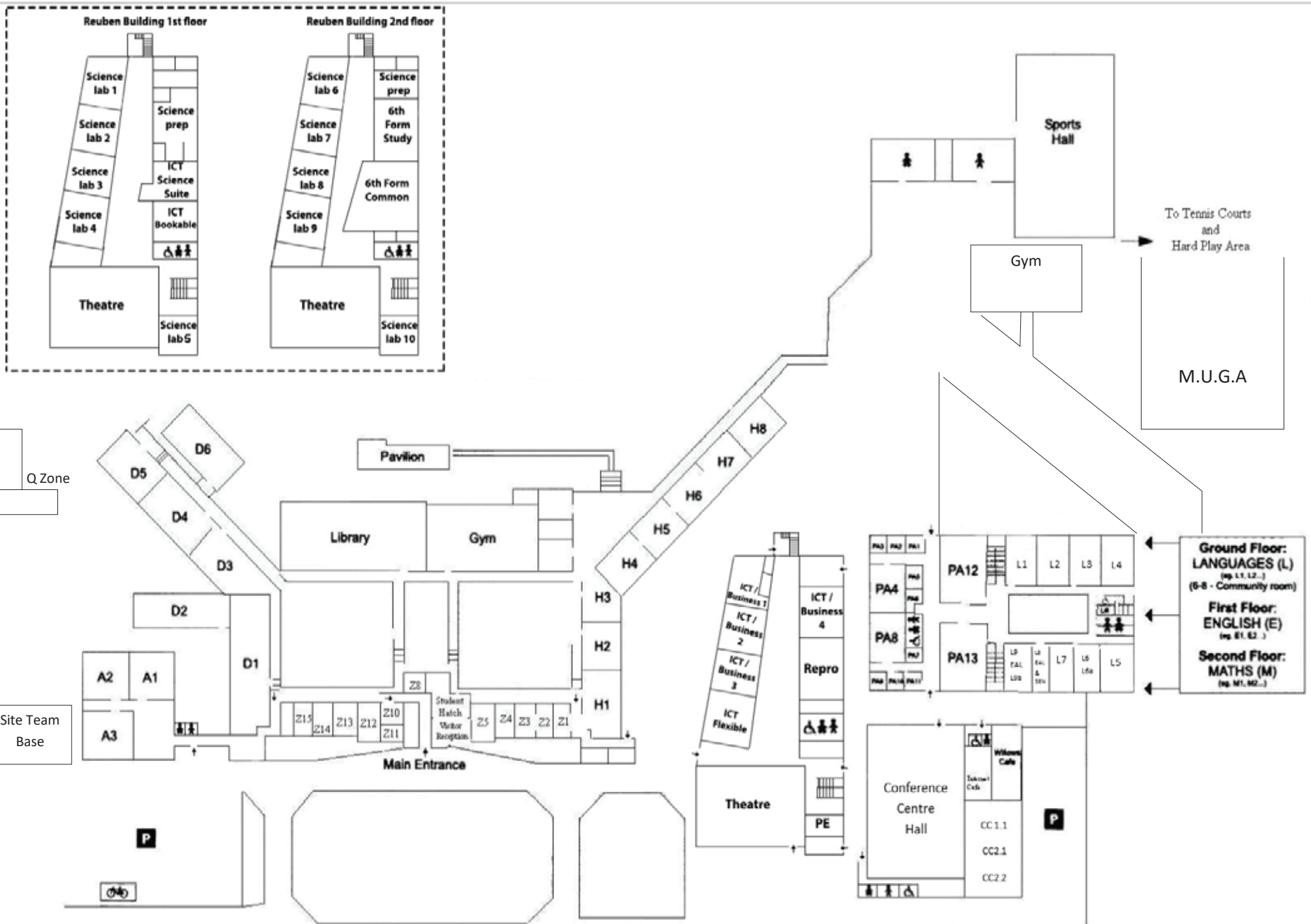
## Religious Studies Curriculum Dictionary: Tier Two Words

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

## Religious Studies Curriculum Dictionary: Tier Three Words

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



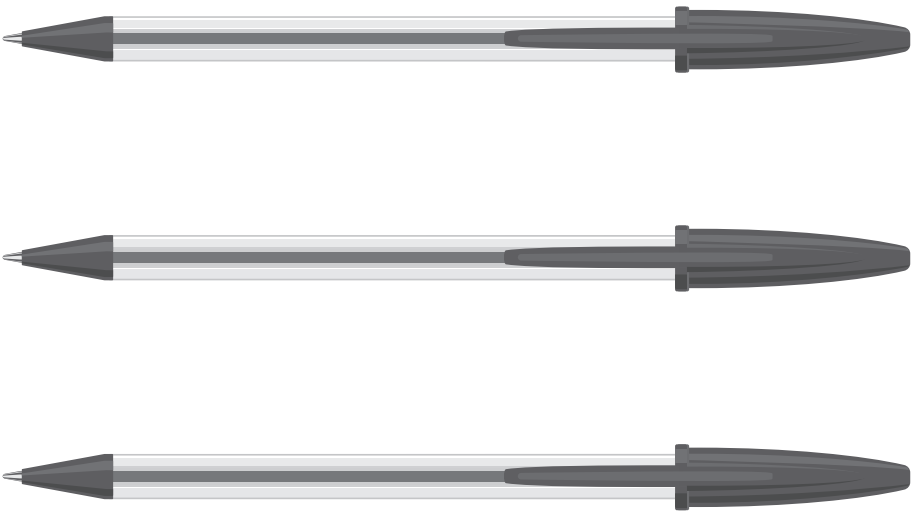


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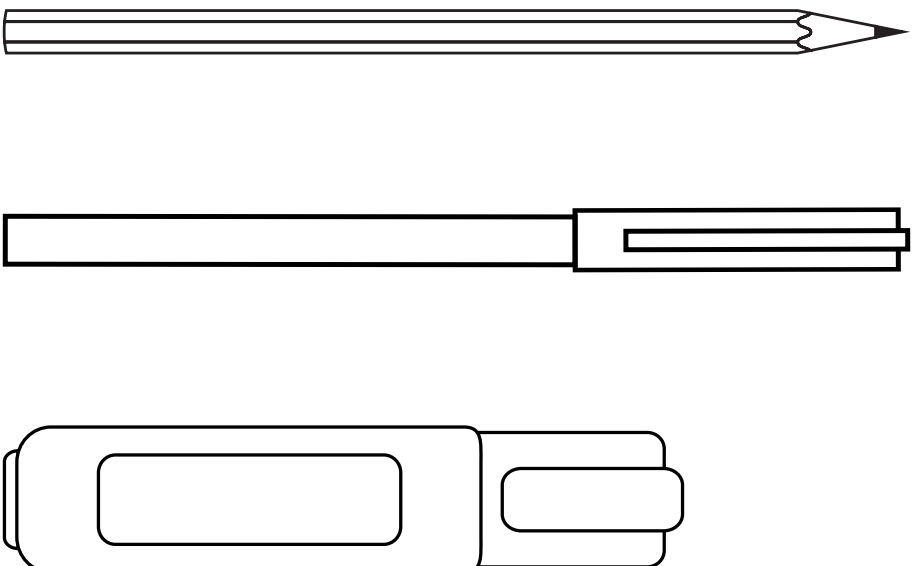
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# Tools for Learning

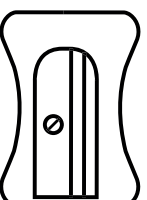
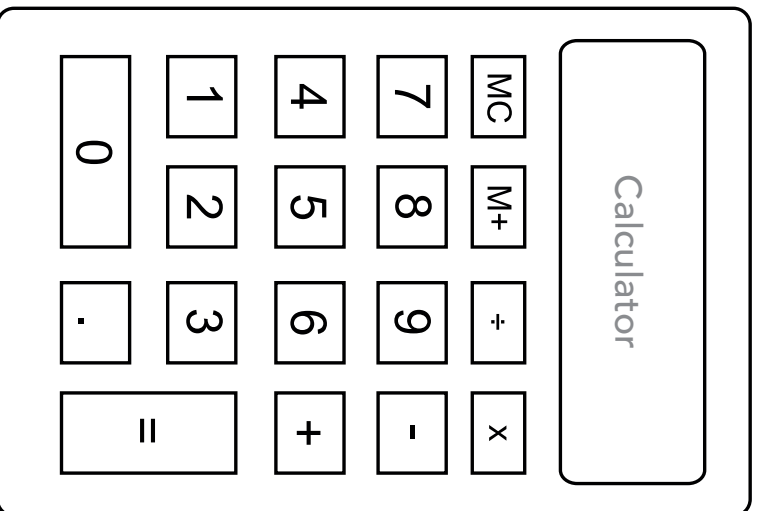
All equipment is available to purchase from the Reprographics Department



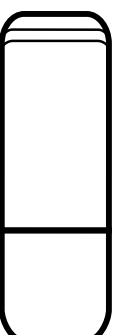
Black, Blue & Purple Pens



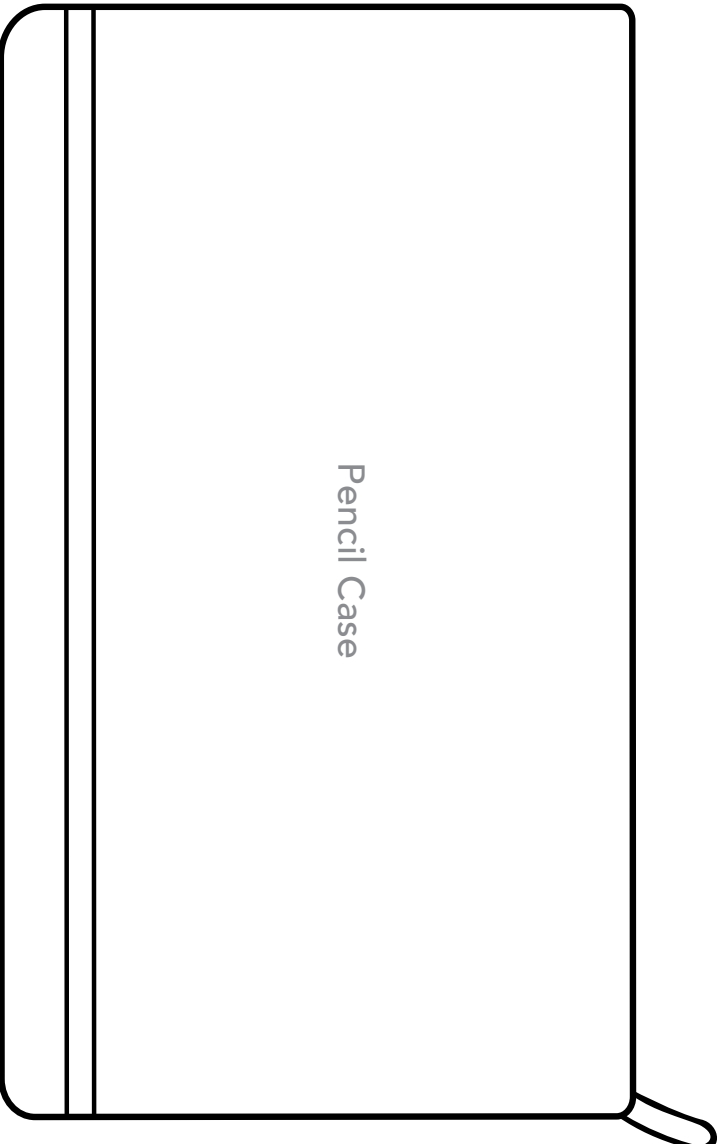
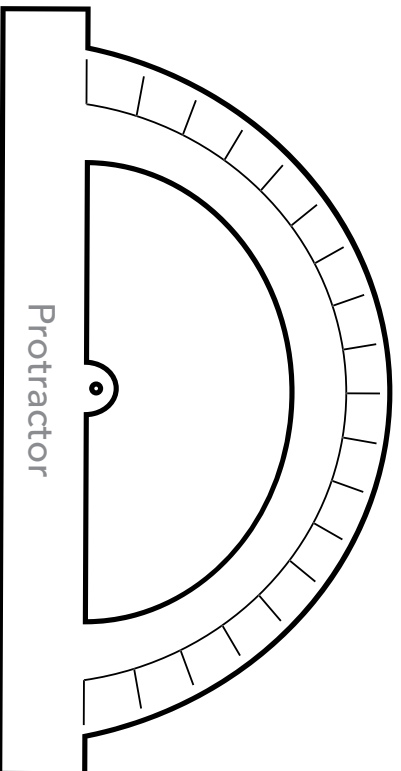
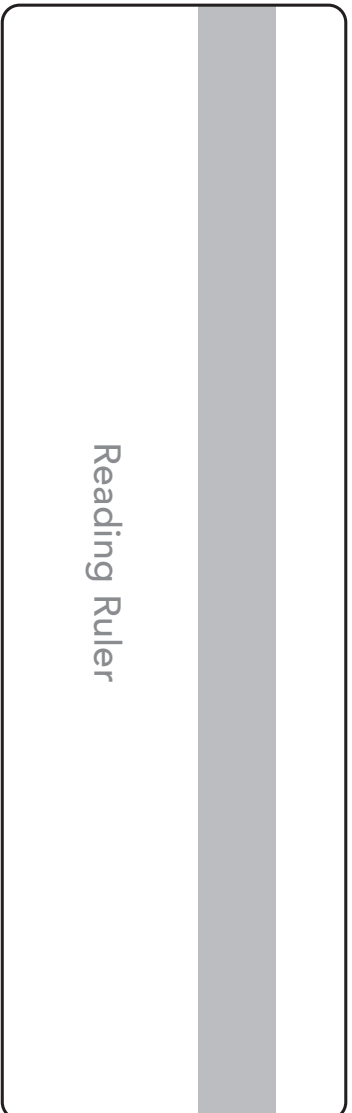
Pencil, Whiteboard Pen & Highlighter



Pencil Sharpener



Eraser





Scholars Guide Competition Winner - Sarah Farhoud

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