

The Scholar's Guide

The **OSA** Way

Year 10
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

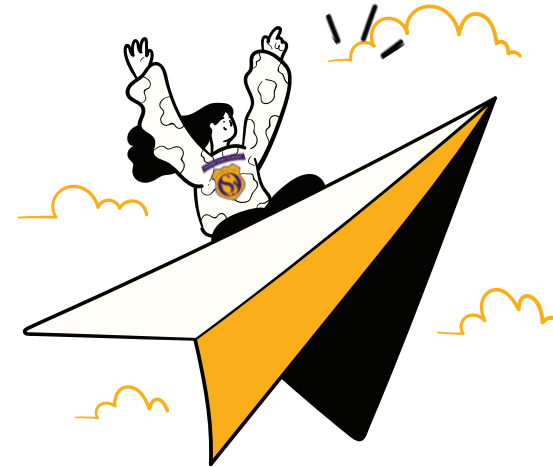
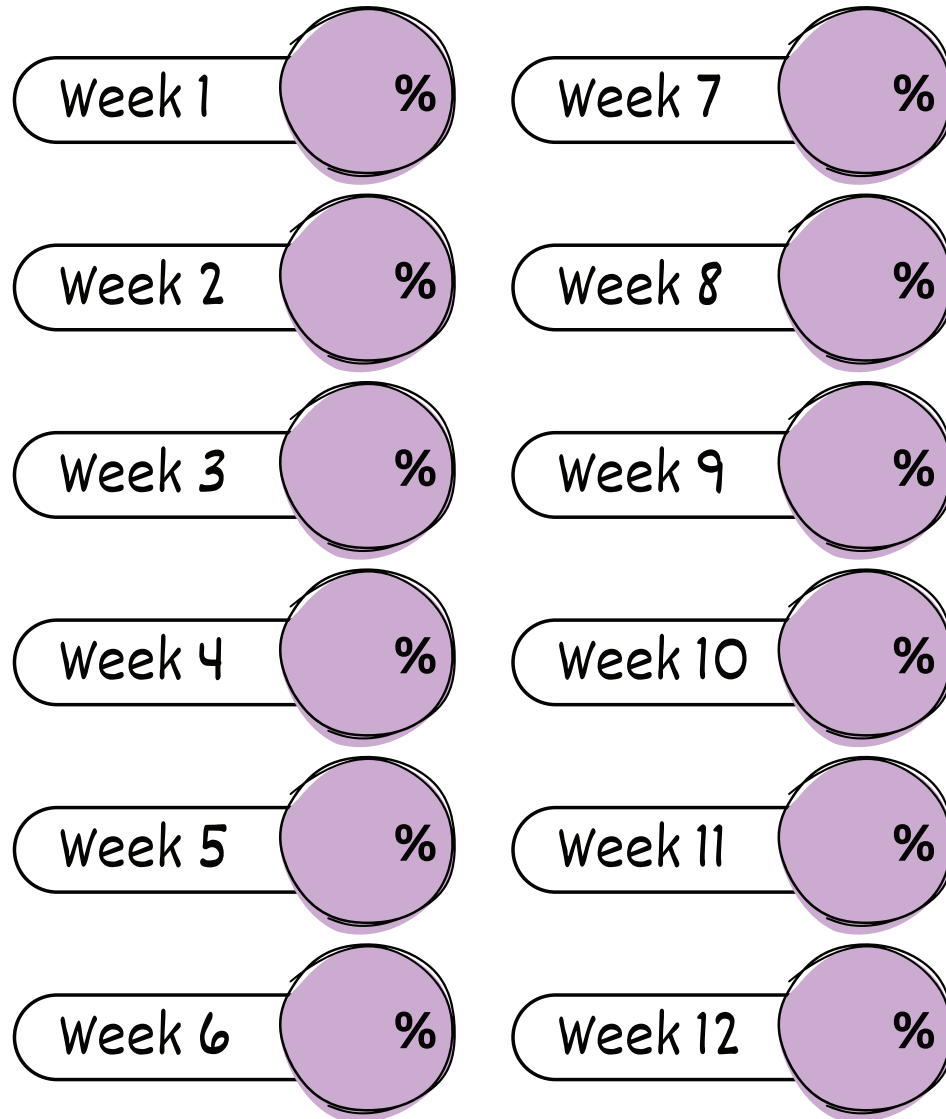


8:30am
The Late Bell goes at 8:30am
Students will be directed to the late tutor room
Lateness logged on Bromcom



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

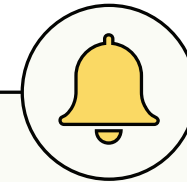
Week	Assembly Theme	Monday	Tuesday	Wednesday	Thursday	Friday
0	Aspiring habits	1st September	2nd September	3rd September	4th September	5th September
		INSET DAY	Y12 Induction	Y7 & Y12 Induction	All students return	
1	Expectations and safeguarding	8th September	9th September	10th September	11th September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

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
					Year 7 Student Progress Evening	
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
					Sixth Form Open Evening	
Super Teaching Week						
12	Careers and Choices	1st December	2nd December	3rd December	4th December	5th December
		House Music and Dance Week				

YOUR TUTOR

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



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

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



SAFEGUARDING

EVERYBODY EVERYDAY



How to get help when I am not in school:

Mental Health Support Services

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

Emergency Services

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

EDT (Out of Hours Social care)

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

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

Key vocabulary explored in assemblies this cycle:

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

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

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

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

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

My trusted adult is:



READING LIBRARY

You will need your reading rulers everyday!

YR 7

YR 8

YR 9

YR 10

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



THE OSA KNOWLEDGE ESSAY

WHAT IS IT?

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

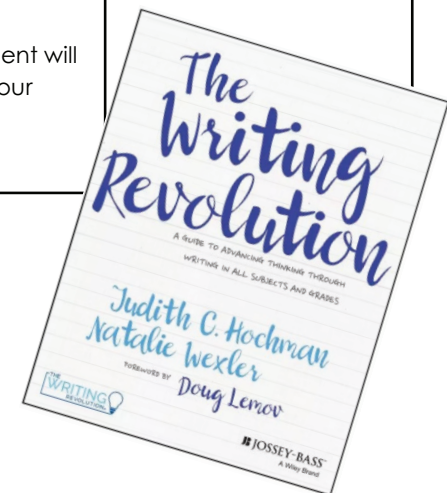
At Spires we have invested time and training using the research from 'The Writing Revolution' (J.Hochman) in order to create 'The Knowledge Essay' which year 7-9 will complete at the end of each cycle.

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

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

THE STRUCTURE

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



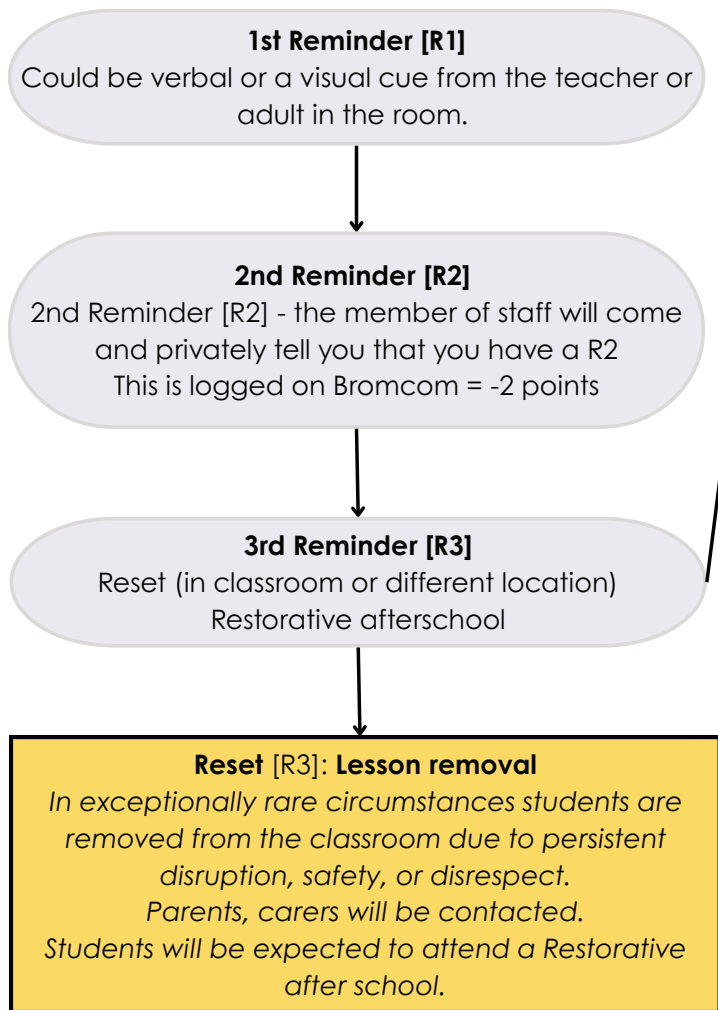


BE ENGAGED

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

CLASSROOM REMINDER SYSTEM

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



Restorative Conversations

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

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

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

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

So, what does that actually mean for you?

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

In that conversation:

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

A good restorative shows that:

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

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



Be Engaged!

VISUAL CUES

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



Purple Pens



Turn and talk



Glue it in



Independent Work/You do



Active listening/I do



Mini Whiteboards



Scholars Guides Out



Reading Rulers



Exit Ticket



Cleaning up



English: Analysis



English: Drill



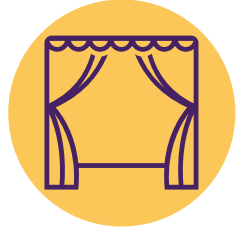
Art: Collect Equipment



History: 5 Bums on a Bench



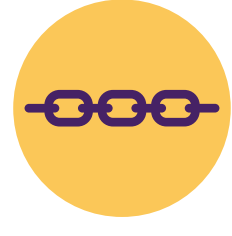
History: CHOPAR



Performing Arts: Respectful Audience for Performances



Business: Application of Case Study



Business: Logic Chain Analysis



Business/Maths/Science: Use of Calculator to Solve



Science: Practical



Be Engaged! OSA HOUSE HONOURS

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

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

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

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



OSA HOUSE HONOURS



How to earn:

Half Colours - Three items from each category

Full Colours - Six items from each category

Honours - Nine items from each category



Academic

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

Community

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

Extra Curricular

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



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!

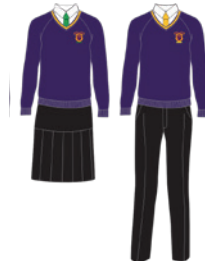
Any year group

- **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 Spire 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 10 Cycle 1 Character Education

Careers linked to topics we study this cycle are: Personal trainer, cybersecurity specialist, historian, mental health counsellor, diversity and inclusion officer, physical education teacher, online safety consultant, social worker, cultural program coordinator, psychologist, anti-bullying advocate, community outreach coordinator.

Week	I will need to know:	So that I can:
1 Physical Health	<ol style="list-style-type: none"> The important factors of good physical health include: regular exercise, a healthy diet, 8-10 hours of sleep per night, drinking 2 litres of water per day, washing regularly to maintain hygiene, avoiding harmful behaviours such as smoking, vaping or drinking alcohol and having a good posture. Different types of exercise have different benefits, for example: Yoga: Increases flexibility, reduces stress, and promotes relaxation. Strength Training: Builds muscle, increases metabolism, and strengthens bones. HIIT: Improves cardiovascular fitness, burns calories effectively, and boosts endurance. Cardio: Strengthens the heart, enhances circulation, and aids weight management. Group Exercise: Boosts motivation, encourages social interaction, and offers diverse workouts for all fitness levels 	<ul style="list-style-type: none"> Live an active and healthy lifestyle. Have a health relationship with food and my body image.
2 Physical Health	<ol style="list-style-type: none"> Obsessive physical habits may include: Excessive checking or re-checking of body appearance or weight. Compulsive exercise routines despite injury or fatigue. Exercise is important because it releases endorphins that improve mood, reduces stress hormones like cortisol, and enhances cognitive function through increased blood flow and oxygen to the brain. 	
3 Online Safety	<ol style="list-style-type: none"> Cyberbullying can be identified by noticing sudden changes in behaviour, receiving hurtful online messages, or observing someone being repeatedly targeted or excluded. To respond, it's important to report the behaviour to appropriate authorities, block the bully, and provide emotional support to the victim. To avoid misinformation and fake news, verify information from multiple reliable sources before sharing, be cautious of sensational headlines, and assess the credibility of the author or organisation. 	<ul style="list-style-type: none"> Keep safe when using the internet.
4 Online Safety	<ol style="list-style-type: none"> The psychological tactics in grooming are: gaining trust, gaining power, secrets and manipulation, online grooming and exploitation and abuse. Radicalisation occurs through social media by targeting vulnerable individuals with extremist content and private messaging. 	
5 Black History Month	<ol style="list-style-type: none"> The Civil Rights Movement was a struggle for equal rights and freedoms, particularly for racial minorities and other marginalised groups. It aimed to combat discrimination, achieve legal protections, and promote social justice, significantly advancing equality and diversity in society. The Black Lives Matter movement aligns with Black History Month by highlighting ongoing racial injustices and advocating for equality and recognition of Black contributions to society. It uses this platform to educate, empower, and commemorate Black history and achievements while addressing systemic issues and promoting social change. 	<ul style="list-style-type: none"> Be informed about Black History and how it informs fights for racial equality today.
6 Mental Health	<ol style="list-style-type: none"> School can impact our mental health by creating stress and pressure through academic demands, social interactions, and extracurricular commitments, but it can also provide support and resources for well-being. We can show empathy with our peers who may be struggling with their mental health by actively listening and validating their feelings, offering support and being present, being patient and respecting boundaries. 	<ul style="list-style-type: none"> Support my own mental health and the mental health of those around me.

Year 10 Cycle 1 Character Education

Week	I will need to know:	So that I can:
7 Mental Health	<ol style="list-style-type: none"> 1. According to Mind UK, mental health issues are common. 1 in 4 people will experience a mental health problem of some kind each year in England. 1 in 6 people report experiencing a common mental health problem (like anxiety and depression) in any given week in England. 2. Medication can support mental health because it helps balance brain chemicals to improve symptoms. 	<ul style="list-style-type: none"> • Understand the importance of mental health
8 Mental Health	<ol style="list-style-type: none"> 1. Lifestyle supports mental health by incorporating habits like regular exercise, balanced nutrition, sufficient sleep, and stress management techniques, which collectively promote emotional resilience and overall well-being. These practices contribute to better mood regulation and reduced risk of mental health disorders. 	
9 Bullying & Discrimination	<ol style="list-style-type: none"> 1. A bystander observes a situation without actively getting involved or taking action. An upstander, on the other hand, intervenes or speaks out against injustice or harm, standing up for what is right and supporting those who are targeted. 2. Distract: Stop the exchange by talking the victim and asking if they are okay. Do not give any social attention to the bully. Delegate: Find a teacher or trusted adult to help. Delay: Check up on the person after the event to see how they are. Direct: Tell the perpetrator or bully to stop or say 'no' then direct all attention to the victim. Only do this if you think it is safe. Document: If necessary, write down an account of what happened to share with adults. 3. Microaggressions are subtle, often unintentional comments or actions that convey negative stereotypes or demean individuals based on their race, gender, sexuality, or other characteristics. They can be brief and seemingly harmless but still have a harmful impact on the recipient's mental and emotional well-being. 	<ul style="list-style-type: none"> • Ensure that I am an upstander who challenges bullying and discrimination • Understand my responsibility in making OSA a safe and inclusive school for everyone.
10 Bullying & Discrimination	<ol style="list-style-type: none"> 1. We can respect differences and create inclusivity by actively listening to diverse perspectives, promoting empathy and understanding, and ensuring that everyone feels valued and represented in decision-making processes and community activities. 2. Systemic refers to structures, policies, or practices within institutions or society that perpetuate discrimination against marginalized groups. This can include biased hiring practices, unequal access to opportunities, or institutionalized racism, which collectively reinforce inequalities and limit the advancement of affected individuals. 	
11	<p>Scholar's Prep: To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!</p>	
12	<p>Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

English Cycle 1 – Y10 - Scholar's Guide – An Inspector Calls and Power and Conflict poetry

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

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> J.B Priestley's polemic play 'An Inspector Calls' was written and first performed in 1945 but set antebellum during the Edwardian era. His didactic play is a damning critique of social structures and a brutal attack on the bourgeoisie, capitalism and their detrimental impact on the proletariat. Weir uses the power of memory in 'Poppies' to highlights how everyday moments become emotionally charged, revealing a mother's enduring grief and love after her son's departure. 	<ol style="list-style-type: none"> Explore the social, historical and ideological context of the play. Explain the differences between socialism and capitalism.
2	<ol style="list-style-type: none"> Rumens uses the narrative of a refugee to demonstrate that nostalgia and memory, even if misplaced, are powerful forces that may even have the power to liberate. Dharkar demonstrates the sanctity and value of human life, while also revealing its transitory and fragile nature. Accepting this impermanence allows us to understand the powerful ways in which we can transform the world for the better. 	<ol style="list-style-type: none"> Explore the power of memory in two poems.
3	<ol style="list-style-type: none"> The setting is 'pink and intimate' until the Inspector arrives but then it becomes 'brighter and harder' – a stark juxtaposition of their 'rose-tinted' view of the world – their state of blissful, wilful ignorance is shattered under the Inspector's spotlight exposing their sins. Critics argue Priestley creates Birling as a caricature of a middle-class businessman – whose primary concern is to 'look after himself' and ensure 'lower costs and higher prices.' He is a symbol of the selfishness and immorality of capitalism. Priestley utilises dramatic irony to make Birling's optimism seem foolish and short-sighted for example: 'The Germans don't want war' and 'unsinkable, absolutely unsinkable' 	<ol style="list-style-type: none"> Understand the importance of setting and stage directions. Explore the juxtaposed characterisation of Arthur Birling and the Inspector.
4	<ol style="list-style-type: none"> Sheila subverts the gender stereotypes of a woman in a patriarchal society, by challenging her fiancé and father, 'but these girls aren't cheap labour – they're people.' Browning uses the painted Duchess to demonstrate the objectifying power of the male gaze suggesting that the patriarchal desire for power and control is sinister, neurotic yet ultimately futile. In 'London', Blake critiques the misuse of human power by exposing how societal institutions oppress and control individuals, suggesting that human authority, when corrupted, causes widespread suffering and moral decay. 	<ol style="list-style-type: none"> Understand the character progression of Sheila Birling as an advocate for change. Contrast the younger and older generation and their political ideologies.
5	<ol style="list-style-type: none"> Priestley uses the character of Gerald Croft to represent the individualism of the aristocrats. He disillusions the audience, who hopes that by the end of the play he would change his capitalist and selfish attitudes but fails to do so. Gerald objectifies Eva to satisfy his lustful desires. Priestley uses euphemistic language to evidence Gerald's determination to conceal his use of prostitutes as "women of the town" and incorporates rescue imagery to portray her as a victim. Sybil Birling is a foil to Sheila and an emblem of resistance to change. Her generalisation "girls of that class" demonstrates contempt of the working class and evidence of how deep-rooted class divisions were in 20th century Britain. Priestley portrays Mrs Birling as a manifestation of the cardinal sin of pride. Her sense of self-importance and superiority drives her to abuse her privilege because she perceives the 'impertinent' Eva as socially inferior. 	<ol style="list-style-type: none"> Understand the complexity of Gerald's duplicitous nature Understand why Priestley constructed Mrs Birling to be a by-product of the class system.

English Cycle 1 – Y10 - Scholar's Guide – An Inspector Calls and Power and Conflict poetry


Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> Priestley uses Aristotle's unities of time, place, and action in <i>An Inspector Calls</i> by setting the play over a single evening in one location with a tightly focused plot, which intensifies dramatic tension and allows the audience to closely follow the moral unraveling of the characters as they confront their roles in Eva Smith's death. Tennyson idealises the power of human courage in '<i>The Charge of the Light Brigade</i>' to honour the bravery and loyalty of soldiers in the face of certain death, presenting their sacrifice as a noble and unifying example of patriotic heroism. 	<ol style="list-style-type: none"> Answer an exam question exploring a character or theme across the play.
7	<ol style="list-style-type: none"> Eric Birling is <i>both a villain and a victim</i>. He is both troubled and troublesome. Scandalous, but penitent. He is "half shy, half assertive." Priestley uses Eric as a symbol of redemption, a source of optimism and a medium for socialist ideas. Eva Smith is emblematic of the powerless working class, whose lives are carelessly destroyed by capitalists. She is a universal symbol of oppression. The graphic imagery of the disinfectant, which "burnt her inside out" highlights the suffering and torture she experienced, and this is something the Inspector revisits throughout the play so to remind the characters that actions have consequences. Shelley suggests that human attempts to assert power over nature are hubristic and futile. 	<ol style="list-style-type: none"> Explore the significance of Priestley's characterisation of Eric and Eva. Explain how the characters link to Priestley's intent and big ideas
8	<ol style="list-style-type: none"> The Inspector acts as a political mouthpiece to force his audience to question their collective social responsibility. He is an omniscient, inescapable force who presents a convincing, emotive argument for socialist reforms through his interrogation of the Birlings. The play is designed to provoke guilt and anguish in its audience, and to strike them with the weight of social responsibility: Consider the climactic final scene: The Inspector is not merely lecturing the Birling family, warning them of "fire and blood and anguish": he is lecturing the audience too. Heaney's storm reveals the destructive power of nature, but also allegorically represents the often baseless, irrational nature of conflict. 	<ol style="list-style-type: none"> Understand the tradition of the morality play: an allegory in which the protagonist is met by personifications of various moral attributes who try to prompt him to choose a Godly life over one of evil. Birling = greed, Sheila = envy, Gerald = lust, Eric = gluttony, Mrs Birling = Pride.
9	<ol style="list-style-type: none"> To write like a scholar I need to consider (1) what the writer is saying about a theme or character, (2) where this is evident in the text, (3) how language and structure is used to convey this idea, and (4) why the writer explores a character or theme in that manner. Analytical verbs include challenges, critiques, educates, exposes, reveals, illuminates. 	<ol style="list-style-type: none"> Explore critical perspectives: Some critics consider the moral message of the play to be rather unsubtle and 'heavy handed', particular when the Inspector in his final monologue openly lectures the family and the audience: 'We are responsible for each other.'
10	<ol style="list-style-type: none"> The Prelude, written by the romantic poet William Wordsworth, demonstrates the ineffable, sublime power of nature. Owen suggests that the trauma of war not only destroys faith in higher powers but also presents nature as a hostile force, reflecting the deep psychological and spiritual damage inflicted on soldiers. 	<ol style="list-style-type: none"> Explore the power of nature in two poems.
11	<p>Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!</p> <p>Hughes explores the intense internal conflict of a soldier caught between fear, duty, and survival, revealing how war not only battles external enemies but also tears apart the soldier's mind and identity.</p>	
12	<p>Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

Year 10 Maths Cycle 1

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

Week	I will know that:	So that I can:
1 Types of Number and sequences	<ul style="list-style-type: none"> A prime number is one that has 2 factors, 1 and itself I use a prime factor tree to break a number into it's prime factors To calculate the highest common factor, put the prime factors in a venn diagram and multiply the overlap 	<ul style="list-style-type: none"> Write numbers as a product of their prime factors - U739 Find the HCF and LCM using prime factors - U250
2 Types of Number and sequences	<ul style="list-style-type: none"> The nth term is a formula which allows us to find the value of any term in a sequence (e.g. if the nth term is $2n + 1$, then the 10th term is $2 \times 10 + 1$) To find the nth term for a quadratic sequence, $2a = 1^{st} \ 2^{nd}$ difference, $3a+b = 1^{st} \ 1^{st}$ different and $a+b+c =$ first term. The nth term is then an^2+bn+c. 	<ul style="list-style-type: none"> Find the Position-to-term rules for arithmetic sequences - U498 Find the Position-to-term rules for quadratic sequences - U206 (higher tier)
3 Indices and roots	<ul style="list-style-type: none"> $y^7 \times y^5 = y^{12}$, $y^7 \div y^5 = y^2$, $(y^7)^5 = y^{35}$ If an index is a fraction it means a root e.g. $9^{\frac{1}{2}} = 3$ 	<ul style="list-style-type: none"> Calculate with roots and powers - U851 Evaluate Index rules with positive indices - U235 Evaluate Fractional Indices with 1 as numerator - U985 (higher tier)
4 Indices and roots	<ul style="list-style-type: none"> A number is written in standard form if it is expressed as a number between 1 and 10, multiplied by a power of 10. E.g. 4.7×10^3 is in standard form, but 350×10^6 is not. 	<ul style="list-style-type: none"> Multiply and divide numbers in standard form - U264 Add and Subtract numbers in standard form - U290
5 Quadratics 1	<ul style="list-style-type: none"> A quadratic expression is in the form $ax^2 + bx + c$ where a is not 0 The grid method is used to expand/multiply out quadratic and cubic expressions 	<ul style="list-style-type: none"> Expand double brackets - U768 Expand triple brackets - U606 (higher tier)

Year 10 Maths Cycle 1

Week	I will know that:	So that I can: Sparx code
6 Quadratics 1	<ul style="list-style-type: none"> To factorise a quadratic expression like $ax^2 + bx + c$, find a pair of numbers which multiply to give c, and which sum to give b. Factorising a quadratic expression normally has two brackets, e.g. $(x + 3)(x + 4)$ To solve a quadratic equation once it is factorised make each bracket equal to zero and solve those 2 equations. There will usually be 2 solutions. 	<ul style="list-style-type: none"> Factorise quadratic expressions - U178 Factorise to solve quadratic equations - U228
7 Gradients and lines	<ul style="list-style-type: none"> If a line has a negative gradient it slopes downwards The equation of a straight line will be in the form $y = mx + c$. M = the gradient, c = y-intercept (where the line crosses the y-axis) 	<ul style="list-style-type: none"> Find equations of straight line graphs - U315 Find equations of linear real-life graphs - U862
8 Gradients and lines	<ul style="list-style-type: none"> The gradient of a straight line is calculated by "change in y" \div "change in x". To find the equation of a line from its gradient and a point, replace m in $y=mx+c$ with the gradient, then substitute in the x and y values from the point, solve to find c and finally write $y=mx+c$ with numbers instead of m (gradient) and c found in last step 	<ul style="list-style-type: none"> Find the equation of a straight line from its gradient and a point - U477 Find the equation of a straight line from two points on the line - U848
9 Non-linear Graphs	<ul style="list-style-type: none"> A non-linear (curved) graph does not have a single gradient like in "$y = mx + c$". Positive quadratic (x^2) graphs have a U shape and negative have a \cap shape Positive cubic (x^3) graphs look like this: 	<ul style="list-style-type: none"> Draw graphs of quadratic functions - U989, Cubic functions - U980 and graphs of reciprocal functions - U593
10 Non-linear Graphs	<ul style="list-style-type: none"> To estimate the gradient of a curve at a specific point, you draw a tangent to the curve at that point, then find the gradient of the tangent To estimate the area under a curved graph, split the area into equal strips and use the area of a trapezium $\frac{1}{2}(a + b) \times h$ 	<ul style="list-style-type: none"> Estimate gradients of non-linear graphs using tangents - U800 (higher tier) Estimate areas under non-linear graphs - U882 (higher tier)
11	Scholar's Prep: To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and do your best!	
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 10 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	❑ Basketball	❑ Fitness
<p><u>Lesson 1: Passing</u>-Passing forward into space for forwards to run on to. Using a variation of short and long passes to penetrate the opposition defence. Using Lofted Pass to go over the opponent's defence and play your forwards in on goal.</p> <p><u>Lesson 2: Gameplay</u> Targeting areas on the side of the pitch 'Channel Ball' to penetrate spaces with the lofted passes to gain ground on the opposition and get into attacking areas.</p>	<p><u>Lesson 1: Layup</u>- Performing the three phases of a <u>layup with consistency</u>- Drive phase(Running towards the basket), <u>Gather phase</u> (catching the ball and getting ready for shot) and <u>Finish phase</u>(lay the ball with gentle touch off the backboard). The <u>layup</u> is the easiest way to score.</p> <p><u>Lesson 2: Gameplay - Conditioned</u> 2v2 games with the importance of a layup to score. By providing <u>screens</u> to get an easy way into the basket.</p>	<p><u>Lesson 1: Fitness testing</u>- Performing a series of fitness tests to find a baseline for each <u>component of Fitness</u> and finding both strengths and areas for improvement for my fitness. The fitness test will be on: Aerobic Endurance, Agility, Muscular Strength, Muscular Endurance, Flexibility, Speed, Power.</p> <p><u>Lesson 2: -</u> Completing any remaining Fitness tests and selecting from my results two <u>fitness programmes</u> that I can work on for the rest of the cycle.</p>
<p><u>Lesson 1: Shooting</u> - Practicing a variety of techniques such as laces, volleys, side foot curls to outwit the opposition goalkeeper and score a goal. Practicing shots under pressure from the defenders.</p> <p><u>Lesson 2: Gameplay- Shooting</u> from different distances and angles in game. Also creating 1v1s and 2v2s to get a better chance to score a goal.</p>	<p><u>Lesson 1: Shooting</u>- To be efficient in scoring the basket with a variety of shots and distances by using the BEEF technique. Using all off the techniques learned in previous years such as bank shot, set shot and jump shot.</p> <p><u>Lesson 2: Gameplay</u>- Variety of shooting games to develop consistency in shooting the basketball with efficiency.</p>	<p><u>Lesson 1:</u> This will be the first session of the component 1 that you have decided to improve on. I will select one of the pre made session plans</p> <p><u>Lesson 2:</u> This will be the first session of the 2nd component of Fitness that I have chosen to improve on using a pre-made plan.</p>
<p><u>Lesson 1: Defending</u> – Using your body and contact to put attackers off balance. Body positioning when the ball is in certain position on the pitch.</p> <p><u>Lesson 2: Gameplay</u> Learning the responsibilities and positioning in a team to defend well and being a compact unit. To narrow down spaces and distances between lines to prevent your opponent exploiting gaps. Understanding 'width' and 'depth' .</p>	<p><u>Lesson 1: Defending- Body shape</u> - Making sure we stay low and shuffle our feet with our hands out to prevent the opponent running past us. Trying to get steals and stops when not in possession.</p> <p><u>Lesson 2: Gameplay</u>- Playing games to against different number of opponents to practice skills of defending and making sure our body position allows us to maintain balance.</p>	<p><u>Lesson 1:</u> This will be the second lesson of the training programme for each of their components. I will pick a new session plan which relates to the first component of fitness I am training, or I will pick the previous weeks plan ensuring there is progressive overload in the session.</p> <p><u>Lesson 2:</u> The second lesson will focus on the 2nd component of fitness that the students have chosen to work on with a similar or different session plan that shows progression in the workouts</p>
<p><u>Lesson 1: Dribbling</u>- Attacking/ invading space and carrying the ball forward by dribbling. Engaging the opponent and committing them then passing into space for a runner.</p> <p><u>Lesson 2: Gameplay</u>- 3v3 games to encourage dribbling into space.</p>	<p><u>Lesson 1: Dribbling/ Handles</u>,to outwit the opponent and change direction with control. This will help in attacking scenarios especially when driving towards the basket and keeping possession.</p> <p><u>Lesson 2: Gameplay</u> Dribbling games and 1v1s to practice in competitive scenarios. By having the ability to change direction quickly you can get past the opponent or move up the court quickly and smoothly.</p>	<p><u>Lesson 1:</u> The third session on the 1st component of fitness that the students are working to improve on. The session will be looking to increase in effort to push the student to work harder. A session plan will be used to facilitate the session</p> <p><u>Lesson 2:</u> The third session working on the 2nd component of fitness that the student is choosing to have worked on for previous weeks. They will use a session plan to facilitate their activities they will do in the lesson</p>
<p><u>Lesson 1: Small sided games to harness skills developed.</u></p> <p><u>Lesson 2: 11 aside game with rules.</u></p>	<p><u>Lesson 1: Small sided games in smaller courts in narrow spaces.</u></p> <p><u>Lesson 2: Playing full court 5v5s with rules of basketball.</u></p>	<p><u>Lesson 1:</u> The final session to examine if any improvements have been achieved</p> <p><u>Lesson 2:</u> This is the final session for the student to work on the chosen 2nd component of fitness. The students will pick a suitable training plan</p>

Year 10 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

❑ Badminton	❑ Benchball	❑ Netball
<p><u>Lesson 1: Chasse movement</u> - Demonstrate starting position and chasse movement to the forecourt, midcourt and rearcourt. The way you move around the court is called a chasse. To chasse the knees are bent and you remain on the balls of your feet.</p> <p><u>Lesson 2: Gameplay</u> - apply chasse movement in a half court singles game</p>	<p><u>Lesson 1: Long-range passing (underarm)</u> - Consistently use an underarm technique to outwit an opponent. Holding the ball in two hands, bend the knees to generate power, straightening legs and swinging arms up to release the ball at chest height. Aiming for the ball to loop up and down to reach the target.</p> <p><u>Lesson 2: Gameplay</u> Apply underarm technique to a conditioned game of bench ball.</p>	<p><u>Lesson 1: Passing: Range of passes</u>- To perform a range of passes within competitive situations and selecting the ideal pass to be used in certain scenarios. I will use chest passes for middle distance to be more direct and a bounce pass to get away from a defender. A shoulder pass will be used to cover a long distance to spread play from one side of a third to another third.</p> <p><u>Lesson 2: Gameplay</u>- I will select a suitable pass in a competitive game situation to have my team to outwit the opponents and keep possession of the ball.</p>
<p><u>Lesson 1: Serving</u> Demonstrate the three types of serve and understand when it is appropriate to use each. Backhand low serve, Backhand flick serve, Forehand high serve</p> <p><u>Lesson 2: Gameplay</u> - Correctly apply the appropriate type of serve in a game to gain an advantage</p>	<p><u>Lesson 1: Long-range passing (overarm)</u> - Consistently use an overarm technique to outwit an opponent. Holding the ball in two hands behind the head with bend elbows, straighten the arms, bring the ball forwards and release the ball at 1 o'clock.</p> <p><u>Lesson 2: Gameplay</u> Apply overarm technique to a conditioned game of bench ball.</p>	<p><u>Lesson 1: Footwork</u>- I will as I'm running to catch the ball; I will plant my foot into the ground and release the ball on the move before planting my other foot. This is called in motion</p> <p><u>Lesson 2: Gameplay</u>- To select within a game situation whether to plant both feet on the ground and then pivot to pass the ball or to perform a quick pass to keep the ball moving before planting my non standing leg.</p>
<p><u>Lesson 1:</u> That by performing a successful clear I must have the racket above my head and hit the shuttlecock at the highest point possible, aiming for the back tramline. I should be sideways on and when contacting the shuttlecock my racket leg should follow through.</p> <p><u>Lesson 2: Gameplay</u> To outwit the opponent in a game, I will need to draw them into the net to play a clear to force them to the back.</p>	<p><u>Lesson 1: Catching</u> - Consistently be able to catch a long-range pass above head height with two hands in static and moving positions. Watch the path of the ball, moving to be under the ball, extend arms out towards the ball, elbows slightly bent, as the ball reaches you, close the hands around the ball.</p> <p><u>Lesson 2: Gameplay</u> Apply catching technique to a game of bench ball.</p>	<p><u>Lesson 1:</u> To shoot accurately within competitive situations in both pressurised and non-pressurised situations. To hold the ball above my head and extend at the elbow and knee joints to push the ball up and into the hoop.</p> <p><u>Lesson 2: Gameplay</u>- To successfully shoot within competitive game situations with pressure from either the GK or GD. To try and have my best shooter on the court in GS position. As a GS or GA it is their job to get into the best position to then increase chances of scoring.</p>
<p><u>Lesson 1:</u> That to perform a drop shot my body must be sideways on with my racket leg backwards. I will contact the shuttlecock when it is high in the air at approximately 2 o'clock. When I contact the shuttlecock, my back leg should follow through. The shuttlecock should travel downwards and land in the forecourt.</p> <p><u>Lesson 2: Gameplay</u> Perform a drop shot that outwits the opponent (by forcing them to lift or be unable to return the shot) in a game</p>	<p><u>Lesson 1: Tactical play</u> – Trial and evaluate a range of tactics that can improve success of your team in bench ball</p> <p><u>Lesson 2: Gameplay</u> Apply different tactics to adapt to conditioned games of bench ball</p>	<p><u>Lesson 1:</u> Offside- To ensure I am always aware of my surroundings in competitive situations so that I don't cause an obstruction foul</p> <p><u>Lesson 2: Gameplay</u>- To ensure during gameplay that I am never caught offside to maximise chances of possession for my team.</p>
<p><u>Lesson 1:</u> That by performing a smash I extend my racket elbow quickly, I turn my body by rotating my opposite shoulder backwards, contact the shuttlecock high up and in front of the body, flick the wrist to create a 'whooshing' sound and aim directly at opponent. I start with my body sideways on. The shot has a downward trajectory.</p> <p><u>Lesson 2: Gameplay</u> Outwit an opponent by ending the rally with a smash in a game</p>	<p><u>Lesson 1: Tactical play</u> - Trial and evaluate a range of tactics that can improve success of your team in bench ball</p> <p><u>Lesson 2: Gameplay</u> Apply different tactics to adapt to conditioned games of bench ball</p>	<p><u>Lesson 1: Positional awareness</u>- In competitive scenarios I will use my positioning to try and manipulate space so other players can run into to create more passing opportunities. This will outwit the opponents and take opponents away from being able to defend</p> <p><u>Lesson 2: Gameplay</u>- To use movement and creating space to help my team in gameplay situations to create more opportunities.</p>

Science Y10 Combined and Triple

Cycle 1

Exam Board AQA

Y10 COMBINED AND TRIPLE SCIENCE

	Biology	Chemistry	Physics
Weeks	3 or 4 ppf	3 or 4 ppf	3 or 4 ppf
1&2	B1 Cell Biology	C1 Atomic Structure and The Periodic Table	P1 Energy
3&4	B1 Cell Biology	C1 Atomic Structure and The Periodic Table	P1 Energy
5&6	B1 Cell Biology	C1 Atomic Structure and The Periodic Table	P1 Energy
7&8	B1 Cell Biology	C2 Bonding, Structure, and The Properties of Matter	P2 Electricity
9&10	B1 Cell Biology	C2 Bonding, Structure, and The Properties of Matter	P2 Electricity
11&12	Assessment & Reteach	Assessment & Reteach	Assessment & Reteach

Character Education Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Relaxation	A way of resting your body and mind to reduce stress.	Taking time for relaxation after exams helps improve your mental health.
2	Appearance	The way someone looks on the outside.	Worrying too much about your appearance can affect your self-esteem.
3	Sensational	Something very exciting or impressive.	The school play was a sensational success and boosted everyone's confidence.
4	Power	The ability to influence or control others.	In friendships, it's important to notice if someone is using power in an unfair way.
5	Contributions	Things you do or give to help a group or cause.	Everyone's contributions to the charity project made a real difference.
6	Extra curricular commitments	Activities outside of normal school lessons, like clubs or sports.	Balancing homework and extra-curricular commitments is key to managing stress.
7	Mind UK	A mental health charity that supports people with emotional or mental health needs.	If you're struggling, Mind UK offers advice and support for young people.
8	Sufficient	Enough to meet the needs or requirements.	Getting sufficient sleep is important for good emotional and physical health.
9	Document	To record or write down information to keep a clear account of something.	It's helpful to document your thoughts in a journal when managing stress or anxiety.
10	Systemic	Something that affects a whole system or is deeply built into how something works.	Tackling systemic inequality in schools means looking at how rules and culture affect everyone.

Character Education Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Endorphins	Chemicals in the brain that make you feel happy and reduce pain.	Exercise releases endorphins , which can improve your mood
2	Cortisol	Cortisol is a hormone produced by the adrenal glands in response to stress, which helps regulate various bodily functions.	Cortisol levels rise when we're under stress, preparing our body to respond to challenges like exams or public speaking.
3	Cyberbullying	Cyberbullying refers to the use of electronic communication to bully or harass someone, typically through messages, social media, or online platforms.	Cyberbullying can include sending mean messages, spreading rumours online, or sharing embarrassing photos without permission, all of which can have serious effects on the victim's well-being.
4	Psychological	Psychological refers to the study of mental processes and behaviours, including emotions, thoughts, and perceptions.	Studying psychological factors helps us understand how people's minds work, such as why individuals react differently to stress or how emotions influence decision-making.
5	Grooming	When someone builds a relationship with a child to exploit or abuse them.	"Online grooming is a serious issue and children should be aware of it."
6	Radicalisation	The process by which someone adopts extreme political, social, or religious beliefs.	" Radicalisation can lead people to support or engage in violent acts."
7	Social Justice	Social justice refers to the fair and equal distribution of resources, opportunities, and rights within society, aiming to achieve equity and uphold human rights.	Social justice movements advocate for equal access to education, healthcare, and employment opportunities for all members of society, regardless of their background or identity.
8	Empathy	Empathy is the ability to understand and share the feelings of another person, putting oneself in someone else's shoes to comprehend their emotions and experiences.	Showing empathy towards a friend who is upset involves listening attentively, offering support, and expressing care and concern for their feelings.
9	Advocating	Public support for a cause or policy	Her advocacy for climate change awareness has inspired many students
10	Nutrition	Nutrition refers to the process of consuming and utilizing food to maintain health and support growth and development.	Good nutrition involves eating a balanced diet that includes a variety of fruits, vegetables, proteins, and whole grains to provide essential nutrients for the body's needs.


English Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Capitalist	A person who owns businesses or wealth and invests money to make a profit, often supporting a system where private ownership and competition are important.	In <i>An Inspector Calls</i> , Priestley shows how capitalism can be detrimental to the proletariat because Mr. Birling cares more about making money than about treating workers like Eva Smith fairly.
2	Antebellum	Meaning 'before a war,' especially referring to the period before the American Civil War (before 1861).	'An Inspector Calls' was written and first performed in 1945 but set antebellum during the Edwardian era.
3	Misogyny	The dislike, hatred, or prejudice against women.	Priestley highlights misogyny in <i>An Inspector Calls</i> through how characters like Gerald and Eric treat Eva Smith as less important because she is a woman, exposing the unfair attitudes women faced in society.
4	Bourgeois	The middle or upper-middle class, especially those who are focused on material wealth, social status, and conventional values.	The Birling family represents the bourgeois class, showing how their concern for social status and money blinds them to the suffering of working-class people like Eva Smith.
5	Hubris	Excessive pride or self-confidence that often leads to a person's downfall.	Mr. Birling's hubris is shown through his arrogant speeches about how the Titanic is 'unsinkable', which highlights his ignorance and ultimately undermines his authority.
6	Prejudiced	Having or showing a dislike or distrust that is derived from a biased opinion.	Mrs Birling admits that she was prejudiced against Daisy's charitable claim due to her 'impertinently' making use of her name (Mrs Birling).
7	Socialist	Someone who believes in a system where wealth and resources are shared more equally, and the government helps to take care of everyone, especially workers and the poor.	Priestley, a socialist himself, uses the character of Inspector Goole in <i>An Inspector Calls</i> to promote socialist ideas about shared responsibility and caring for others in society.
8	Caricature	An exaggerated portrayal of a person's features or personality, often used to make them seem funny or to highlight certain traits.	Mr. Birling as a caricature of the selfish capitalist, exaggerating his arrogance and ignorance to criticise the attitudes of the upper class.
9	Proletariat	The working class, especially people who do manual or low-paid jobs and don't own much property.	Eva Smith represents the proletariat , showing how the working class suffers because of the selfish actions of the upper classes like the Birlings.
10	Polemic	A speech or a piece of writing that expresses a strong critical attack on or a controversial about someone or something.	Priestley's polemic play uses the character of Inspector Goole to echo Priestley's socialist views and to act as his political mouthpiece against capitalism.

English Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Dramatic irony	When the audience know more than the characters on stage..	Due to Priestley setting his play antebellum he uses dramatic irony to ensure that the audience do not trust the character of Arthur Birling.
2	Euphemism	A mild or indirect word or expression used in place of one that may be considered too harsh, blunt, or unpleasant.	Priestley uses the euphemism 'just used her for the end of a stupid drunken evening' to highlight Eric's exploitation of Eva while downplaying the seriousness of his actions, with the word 'used' exposing the dehumanising and casual cruelty of upper-class men towards vulnerable women.
3	Foreshadowing	A narrative device in which a subtle hint or warning is given about events to come.	Priestley uses foreshadowing when Sheila brings up Gerald being busy 'last summer' at the start of the play with this later being revealed to have been when Gerald had the affair.
4	Anadiplosis	The last word or phrase of one clause or sentence is repeated at the beginning of the next. It creates emphasis and a sense of logical progression or emotional intensity.	The Inspector uses anadiplosis through the repeated structure of "we are..." to emphasise unity and collective responsibility, reinforcing the idea that society is interconnected and each person's actions affect others.
5	Emotive language	Language used to evoke an emotional response from the audience.	The Inspector uses emotive language to describe the situation that Eva found herself in, for example 'alone, friendless, almost penniless, desperate.'
6	Characterisation	The method an author uses to develop a character's personality, beliefs, and motivations through their actions, speech, thoughts, and interactions with others.	Priestley uses characterisation to contrast Sheila with her parents and to represent the younger generation's potential for change.
7	Polysyndeton	Polysyndeton is a rhetorical device where several coordinating conjunctions ('and', 'or', 'but') are used in close succession. It can create a sense of overwhelm, intensity, or emphasis.	The Inspector uses polysyndeton in "and fire and blood and anguish" to emphasise the chaos and suffering that will result if society fails to learn the lesson of social responsibility.
8	Cyclical structure	Where the ending returns to the beginning or begins at the end.	An Inspector Calls has a cyclical structure as the play begins and ends with a 'call' from a police inspector.
9	Three unities	The Three Unities are classical dramatic principles derived from Aristotle's Poetics that suggest a play should have: (1) Unity of Action – focuses on one main plot. (2) Unity of Time – action occurs within a 24-hour period. (3) Unity of Place – set in a single location.	Priestley's strict use of the three unities intensifies the drama and moral urgency, making the characters confront their actions, reinforcing the theme of immediate social responsibility.
10	Morality play	A play that is allegorical and used to teach a moral message underpinned by Christian teachings.	An Inspector Calls is a morality play that aims to teach the audience about virtue and evil.

Maths Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Common	Things that are shared.	10 and 20 have a common factor of 5.
2	Arithmetic	The branch of maths that involves addition and multiplication.	An arithmetic sequence is made by adding the same amount to each term.
3	Evaluate	Find the number equal to that expression	To evaluate 3^2 you do 3×3 which gives the answer 9.
4	Express	Write in a particular way.	$\frac{1}{2}$ expressed as a decimal is 0.5.
5	Multiply	Add a number to itself a particular number of times	We can write $2+2+2$ as 2 multiplied by 3 (2×3)
6	Factor	A number that you can divide another number by exactly	2 is factor of 10
7	Graph	A diagram showing the relationship between 2 variables, often x and y	The graph $y = 2x + 1$ is a straight line
8	Gradient	How many squares up or down a straight line goes for every 1 square across	A steep upwards sloping line has a high gradient , e.g. 7.
9	Non-linear	Not a straight line, a curved line	A circle is non-linear .
10	Trapezium	A 4 sided shape with 1 set of parallel sides 	To estimate an area under a graph you split it into trapezium shapes.

Maths Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Prime number	A number which can only be divided by 1 and itself.	5 is a prime number as it can only be divided by 1 and 5.
2	Sequence	A list of numbers or objects in a special order.	3, 5, 7, 9, ... is a sequence starting at 3 and increasing by 2 each time.
3	Index	A small number raised to the right of a number which tells you how many times to multiply the base number by, sometimes called the power	4^5 is said 4 to the power 5 and means $4 \times 4 \times 4 \times 4 \times 4$
4	Standard form	Standard form is a special way of writing numbers: a number between 1 and 10, multiplied by a power of 10.	The number 4830 expressed in standard form is 4.83×10^3
5	Quadratic	An expression containing terms with powers no higher than 2. e.g. $x^2 - 2x + 1$	You can solve a quadratic equation by factorising.
6	Solve	To find a value (or values) we can put in place of a variable that makes an equation true.	To solve the equation $x + 5 = 8$, we work out that $x = 3$ makes the equation correct
7	Y-intercept	Where a straight line crosses the y-axis	The y-intercept of a line that crosses the y-axis at 2 is (0,2).
8	Perpendicular	2 lines that meet at 90 degrees.	2 lines that make a right angle are perpendicular .
9	Quadratic Graph	The graph of a function like $y = 3x^2 + 5x - 1$, where the highest power of x is 2.	A quadratic graph has a "u" shape or an "n" shape.
10	Tangent	A tangent is a straight line that just touches a curve at a point, matching the curve's slop there	The tangent line touches the curve at point P

Physical Education Curriculum Dictionary: Tier Two/Three Words

Topic	Week /Word	Definition	In a sentence:
Football	1. Lofted pass	A pass that is kicked high in the air often over opponents	The player played a lofted pass to send the striker through on goal
	2. Volleys	A type of shot in football where contact is made with the ball before it bounces	I have been practicing my volleys to score more goals
	3. Body positioning	The arrangement of the body when defending	I need to sort my body positioning to get low to allow me to jockey
	4. Invading space	Strategic movements to break into the opponents' areas to control the space	We tried invading space into the opponents 18 yard box
	5. Harness	To gain and make use of previous learned skills	I harnessed the skills I had learned in my lesson
Basketball	1. Finish phase	The final phase of layup where the individual lays the ball off the backboard with a gentle touch	I have been practicing my finish phase to ensure im hitting the backboard
	2. The Jump shot	A shot made while jumping	I have been working hard on my Jump shot
	3. Shuffle	A quick small stepping movement often sideways without lifting the feet off the ground	I needed to shuffle to quickly block off running lanes for my opponent
	4. Handles	Refers to a players control and ability to manipulate the ball	My opponent had good handles that I found difficult to defend
	5. Narrow spaces	Areas on the court that have limited room for the player to move	We had to create narrow spaces to limit their attack
Fitness	1. Baseline	A level where the performer identifies their starting point	The performer had a baseline score of 50kg for their 1RM
	2. Session plans	A set of activities that the individual will perform in their session	I created session plans so I know what im doing
	3. Training programme	A set of session plans that are designed to help the individual achieve their aim	The training programme focussed on the individual gaining strength
	4. Facilitate	To make something easier	The session plans helped facilitate the session for me
	5. Examine	To have a deeper look into something	I wanted to examine whether I had gained strength

Physical Education Curriculum Dictionary: Tier Two/Three Words

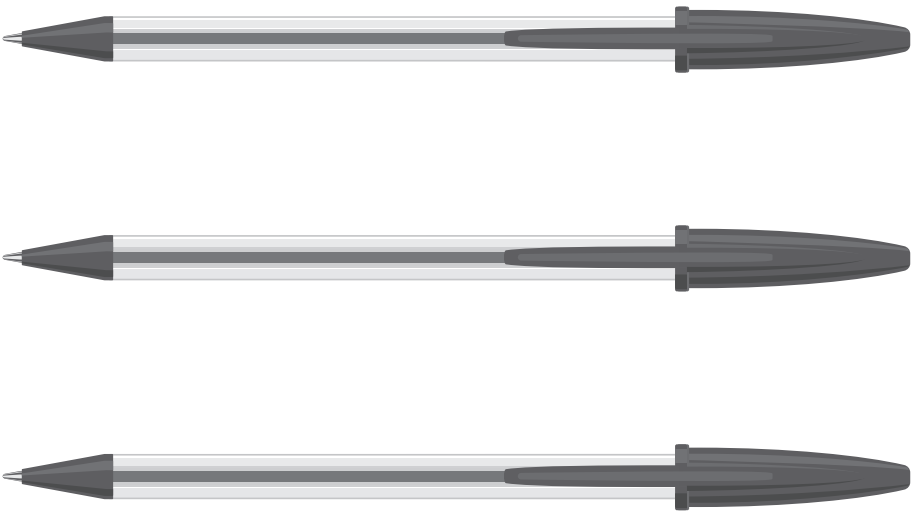
Topic	Week /Word	Definition	In a sentence:
Badminton	1. Chasse	A movement that allows you to cover a shorter distance more efficiently	I had to chasse to move around the court
	2. Forehand High serve	A serve that goes up high and lands deep in the opponent's court	I used the forehand high serve to drive my opponent back so I could hopefully play a drop shot
	3. Follow through	To continue the action beyond contact	When performing a smash, I need to follow through to ensure the right trajectory
	4. Drop shot	A shot that is played that drops just over the net	I played a drop shot and my opponent returned with a drop shot
	5. Trajectory	A path the ball/shuttlecock follows through the air	The shuttlecock had a downward trajectory after the smash shot had been performed
Bench ball	1. Power	To use strength at speed	I had good power on my throws to make it to the player on the bench
	2. Long range passing	The ability of covering a greater distance with a pass	I needed good long range passing to get the ball over the opponents.
	3. Static	To perform an action without moving	I was static when throwing the ball
	4. Evaluate	To assess and make judgements	I needed to evaluate where the best place to throw the ball is
	5. Tactics	An action or strategy that a team adopts	We created good tactics to help beat the other team
Netball	1. Spread play	To move players to open gaps won the court	We wanted to spread play to create more attacking opportunities
	2. In motion	To perform a movement without stopping.	I caught the ball and passed it off in motion to not commit a footwork
	3. Extend	To move a limb away and straighten the joint	I extend my arm above my head up to allow me to shoot accurately
	4. Obstruction	To be less than an arm's length (1m) away from the opponent with the ball	I caused an obstruction foul on the GA during the game
	5. Manipulate space	To use player positioning to create overloads and better opportunities to score	We need to manipulate space to allow us more chances to score

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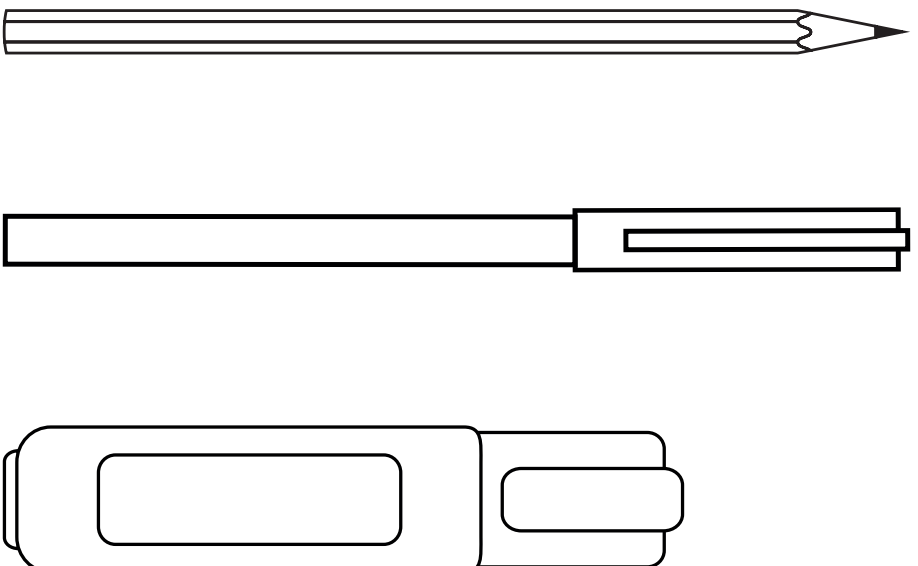
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Tools for Learning

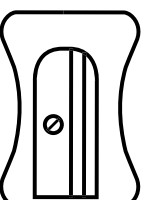
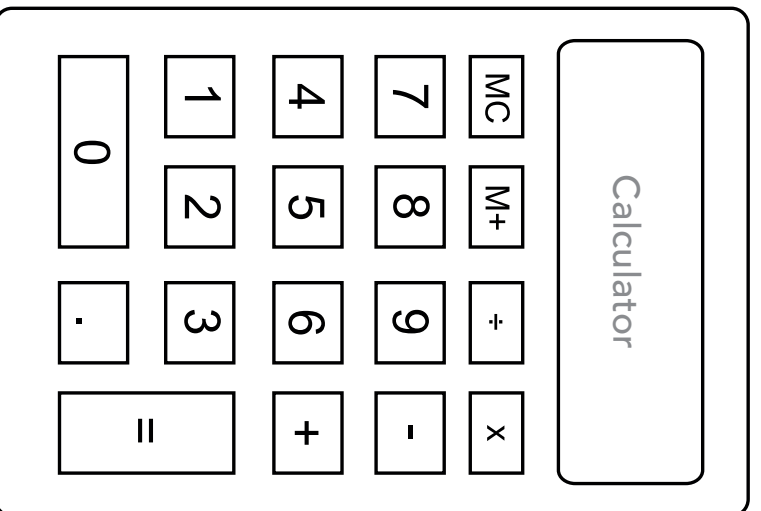
All equipment is available to purchase from the Reprographics Department



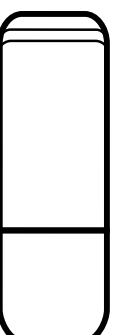
Black, Blue & Purple Pens



Pencil, Whiteboard Pen & Highlighter



Pencil Sharpener



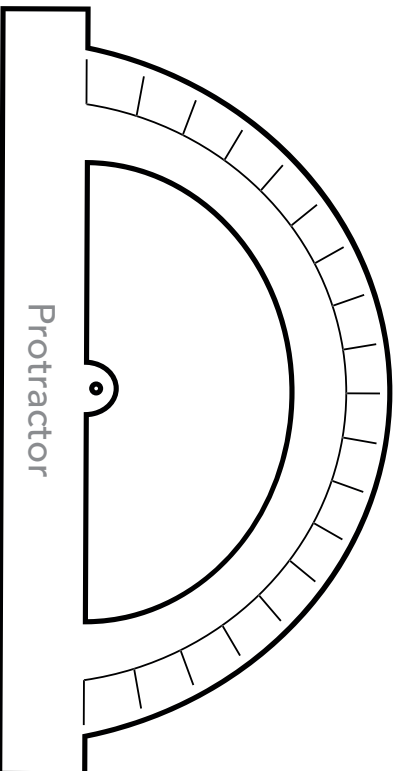
Eraser



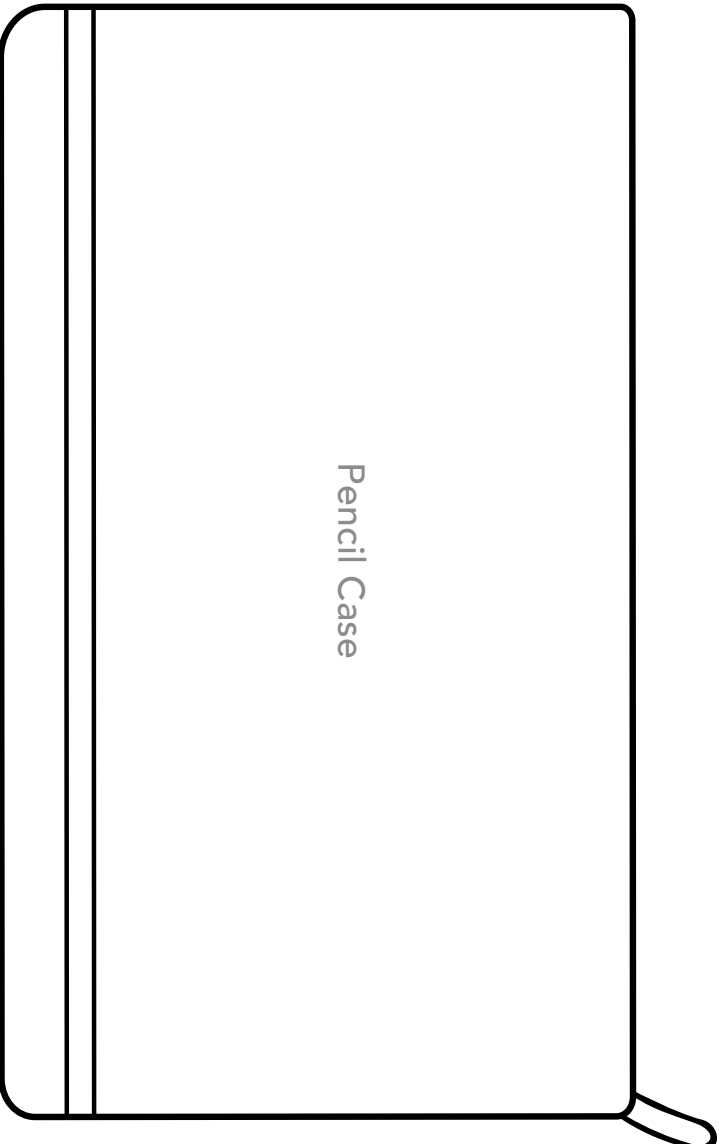
Reading Ruler



GLUE



Protractor



Pencil Case



30cm Ruler

