

The Scholar's Guide

Year 7

Cycle Three

Name:

Tutor Group:



My Timetable

MON

TUE

WED

THU

FRI

Tutor 8:30am

Period 1

9:00 -10:00am

Period 2

10:00 -11:00am

Break 11:00am - 11:20am

Period 3

11:20 - 12:20pm

Period 4

12:20 - 13:20pm

Lunch 13:20 - 14:00pm

Period 5

14:00 - 15:00pm

End of Day / Extra Curricular 15:00pm

How we teach at OSA



Scholars Calendar

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	25 th March	26 th March	27 th March	28 th March	29 th March
	Y10 Geography Field Trip		Y10 Geography Field Trip Humanitarian Aid Day	OSA Society Day	Bank Holiday
Easter Holidays					
2	15 th April	16 th April	17 th April	18 th April	19 th April
				Barclay Life Skills Drop Down	
3	22 nd April	23 rd April	24 th April	25 th April	26 th April
	Drama Shakespeare Festival				
4	29 th April	30 th April	1 st May	2 nd May	3 rd May
	Astronomy Talk - Chris Lintott				
5	6 th May	7 th May	8 th May	9 th May	10 th May
	Bank Holiday			Year 8 Parents Evening	
6	13 th May	14 th May	15 th May	16 th May	17 th May
	House Sports Week Oxford City Arts Week				
					Barclay Life Skills Drop Down

Scholars Calendar

Week	Monday	Tuesday	Wednesday	Thursday	Friday
7	20 th May	21 st May	22 nd May	23 rd May	24 th May
	Half Term				
8	3 rd June	4 th June	5 th June	6 th June	7 th June
	PRIDE month		Barclay Life Skills Drop Down		
9	10 th June	11 th June	12 th June	13 th June	14 th June
	Reading Age Tests Y7-10				
			Music Concert		
Year 10 & 12 Mocks					
10	17 th June	18 th June	19 th June	20 th June	21 st June
	Reading Age Tests Y7-10				
Assessment Week & Year 10,12 Mocks					
11	24 th June	25 th June	26 th June	27 th June	28 th June
			INSET DAY International day against drug abuse	New Y7 transition day 1	New Y7 transition day 2
Super Learning Week & Year 10, 12 Mocks					
12	1 st July	2 nd July	3 rd July	4 th July	5 th July

Students with missing uniform or equipment should report to Student Services where they will be supported to correct their uniform or allowed to borrow equipment without any sanction.

Our Uniform

Pupils are expected to wear the correct uniform at all times (other than specified non-school uniform days) while:

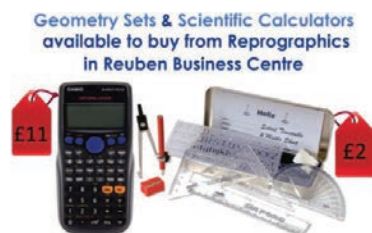
- On the school premises
- Travelling to and from school
- At out-of-school events or on trips that are organised by the school, or where they are representing the school

Failure to comply with the Uniform Policy will result in sanctions as indicated in the School Behaviour Policy.

OSA Uniform	Details
Academy V Neck Sweater	Should be worn everyday. Available from the Price & Buckland website
Clip on tie (in house colour)	Should be worn everyday. Available from the Price & Buckland website
Trousers/Shorts	Plain black or Shalwar Kameez (trouser style only). Shorts should be knee length.
Skirts	Plain black knee length skirt
Hijab	This should be black or white
Socks/Tights	Plain black socks or black tights
Shoes	Black shoes or black trainers
Coats/Hats	Outdoor coats only. These should not be worn indoors. Hoodies are not allowed to be worn on school site.
Jewellery	One small plain earring stud and one wristwatch All facial piercings or additional jewellery should be removed.
Make Up	Make-up must be subtle and understated. False eyelashes and nail varnish/nail extensions are not permitted

Equipment











Pupils are expected to bring the correct equipment every day. All equipment is available to buy in school from Reprographics



OSA Equipment
x1 Blue, x1 Black and x1 Purple Pen
30cm Ruler
x1 Pencil Sharpener
x1 Eraser
x1 Whiteboard Pen (provided in September)
x1 Mini Whiteboard (provided in September)
x1 Mini Whiteboard eraser (provided in September)
x1 Highlighter
x1 Glue Stick
Mathematical equipment (Protractor, Scientific Calculator)
Scholars Guide (provided in September)
Plastic wallet – to hold mini whiteboard set and Scholars Guide (provided in September)

My logins

Use this page to keep all your useful logins. If you write down your password be sure to keep your Scholars Guide safe at all times!

Platform		Username	Password	Platform		Username	Password
	School computer	These logins are all the same: Username: _____			ClassCharts https://www.classcharts.com	Pupil code: Download the ClassCharts app on your phone!	
	Email account https://Outlook.live.com	Password: _____			Sparx https://www.sparxmaths.uk/		
	Teams https://www.microsoft.com/en-gb/microsoft-teams/log-in	_____			Trinket https://trinket.io/login		
	Educake https://www.educake.co.uk/				Massolit https://www.massolit.io/		
	Accelerated Reader https://ukhosted33.renlearn.co.uk/2246697/				Bedrock https://bedrocklearning.org/ Year 7 & 8 only	Students can use the same login as the school login details	

Aspiring Habits: Attendance

There is a clear and significant link between academic performance and attendance. **The more days you are off school, the less likely you are to secure good GCSE grades.** EveryStudent should aim for at least 97% attendance; this equates to missing no more than 5 days over the school year!

Week	Cumulative days attended	Cumulative Possible days	Reflection & Tutor check
<i>Example</i>	5	5	<i>Well done for being in every day this week!</i>
1		4	
2		9	
3		14	
4		19	
5		23	
6		28	

Week	Cumulative days attended	Cumulative possible days	Reflection & Tutor check
7		33	
8		38	
9		43	
10		48	
11		52	
12		57	

The OSA House System

On joining the school, each student and family will belong to one of our 4 Houses: Bannister, Earhart, Seacole and Tolkien. Each House has its own identity, strengths and qualities.

House competitions will be held in each cycle for you to challenge your abilities and explore your interests competitively. Your achievements in school will be recognised and rewarded through House Points. Competitions throughout the year, House Points and Sports Day all contribute to the House Cup at the end of the year – so make sure you commit to doing your bit to support your House!

Sir Roger Bannister

Former athlete famed for running the first mile in under four minutes in 1954 at the Iffley Road track in Oxford



House values:
Kindness
Perseverance
Staying focused



Amelia Earhart

The first woman to fly solo across the Atlantic Ocean

House values:
Challenging conventions
Adventure
Courage

Mary Seacole

The Jamaican nurse famed for treating the battlefield wounded in the Crimean War



House values:
Compassionate
Dedicated
Inspiration



JRR Tolkien

The writer, poet and former Oxford University professor famous for The Hobbit and Lord of the Rings

House values:
Creativity
Commitment
Friendship

House Competitions for Round 3

- House Sports Day!
- House Cricket
- House Rounders
- House Basketball
- House Business
- House Drama
- House STEM
- House Mural

The values of my House I pledge to follow are:

I pledge my participation in:



Student safeguarding curriculum

To become a successful future leader, students need to be able to make informed safe choices. All students will take part in a weekly safeguarding session which focuses on personal development leading them to make a difference in the community. This will follow the schedule below, although it is subject to change depending on the needs of each year group.

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

Cycle 3

1	Serious violence and knife crime
2	Kindness and respectful behaviours - neurodiversity awareness
3	Recognising unhealthy relationships
4	Mental Health Month
5	Malicious communication - cyber bullying / false allegations
6	Honor based abuse
7	Using the internet safely
8	Pride Month
9	Mental Health – Preparing for Exams
10	Safety over Summer - water safety
11	International day against drug abuse
12	5 ways to wellbeing - Self care - taking care of yourself

SAFEGUARDING TEAM



Ms Henry Z14 Ms Bhag Z14

EVERYBODY

EVERYDAY

If you are concerned about anything speak to the Safeguarding Team straight away

My trusted adult is:

Other key staff that can assist you with your wellbeing.

Head of Year 7
Mr McKenzie: Atrium

Head of Year 8
Ms Bhatti: Library

Head of Year 9
Mrs Booth: Quad

Head of Year 10
Ms Wilkinson: Reuben middle floor

Head of Year 11
Ms Shuttleworth: Quad

Mental Health Lead – Ms C May: D2

Literacy curriculum

Oxford Spires Academy is a reading school! We read because we know that reading helps to improve your vocabulary and increases your success in every subject that you study. We read for pleasure because it is fun and relaxing, helps us explore life experiences and lets us in to new worlds!

Two days each week, your tutor will read to you from one of the texts from the reading list. As your tutor reads to you, you will follow the text with a ruler.

Cycle 3	
1	P1-10
2	P11-20
3	P21-30
4	P41-50
5	P51-60
6	P61-70
7	P71-80
8	P81-90
9	P91-100
10	P101-110
11	Accelerated reader tests
12	Book review and presentations

Why do I use a ruler when I read?

Following your tutor reading to you will show you how new words sound when spoken aloud, and how to use new words in a sentence. It also supports your understanding of the text by allowing you to focus on the meaning of each sentence at a time

Y7 Tutor reading list

Coram Boy
Tins
Wonder
A Monster Calls
Night Bus Hero
Rumaysa: A Fairytale
You Are a Champion: How to
Be the Best You Can
Who Let the Gods Out?
The Horse and his Boy

Reading log

This cycle we are reading...

My reading pledge:

By the end of Y11, I promise to read _____ books and _____ words



Year 7 ASPIRE – My Future

Careers linked to topics we study this cycle are CEOs, fundraisers, managers as I will be developing my leadership and communication skills.

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> 1. A job is a role that you have at a workplace. At this job you will often earn a salary and develop skills. You might work for short period in this job, or you might work for a number of years. 2. On the other hand, a career describes a journey. It can involve multiple jobs, mastering a number of different skills, or reaching long-term goals. 	<ol style="list-style-type: none"> 1. Plan and navigate my lifelong journey of learning and work, exploring different opportunities for personal and professional growth. 2. Set long-term goals, thinking about how each job helps me grow in my career.
2	<ol style="list-style-type: none"> 1. The Eatwell Guide shows the proportions in which different groups of foods are needed in order to have a well-balanced and healthy diet. The proportions shown are representative of food eaten over a day or more. 2. Regular exercise is essential for students as it not only enhances physical health but also boosts cognitive function, improving focus, memory. 	<ol style="list-style-type: none"> 1. Use the Eatwell Guide to make informed choices about my diet, ensuring a balanced and healthy intake of various food groups. 2. Incorporate regular exercise into my routine to improve both my physical and mental health.
3	<ol style="list-style-type: none"> 1. Learning to manage money effectively is crucial for future success, as it empowers you to make informed financial decisions, achieve their goals, and navigate the complexities of adult life with financial stability. 2. Understanding payslips, taxes, and bills is pivotal for financial literacy, enabling you to budget wisely. 	<ol style="list-style-type: none"> 1. Apply financial literacy skills to budget effectively, invest wisely, and make informed decisions about managing my money. 2. Understand payslips, taxes, and bills for better financial literacy.
4	<ol style="list-style-type: none"> 1. GCSEs (General Certificate of Secondary Education) are a set of examinations undertaken by students in the United Kingdom, typically at the age of 16, assessing their proficiency in core subjects and elective areas 2. A-levels (Advanced Level qualifications) are advanced, subject-specific examinations undertaken by students in the United Kingdom, typically at the age of 18, providing a more in-depth and specialised study in chosen subjects. 	<ol style="list-style-type: none"> 1. Select GCSE options which best fit my interests and future plans. 2. Understand the wider picture of school and what options I have post 16.
5	<ol style="list-style-type: none"> 1. Embarking on a career in the NHS not only offers the opportunity to contribute to public health but also provides a diverse range of fulfilling roles. 2. NHS careers include diverse roles such as healthcare assistants, paramedics, radiographers, biomedical scientists, and managerial positions. 	<ol style="list-style-type: none"> 1. Find a career that aligns with my interests and skills, NHS offers a diverse range of opportunities. 2. Understand that careers in the NHS are not limited to nurses and doctors

Year 7 ASPIRE – My Future

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> 1. Curriculum vitae is a comprehensive document summarising an individual's education, work experience, skills, achievements, and qualifications 2. The interview process involves a structured series of interactions between a candidate and an employer or admissions committee, serving to assess qualifications, skills, and suitability for a specific role or educational program. 	<ol style="list-style-type: none"> 1. Present a comprehensive overview of my qualifications, education, skills, and achievements. 2. Show case my qualifications and skills effectively, the interview process.
7	<ol style="list-style-type: none"> 1. It is important to understand all of the stages in getting food from farmers into your shopping trolley. By doing it, you'll understand all of the different jobs associated with the food industry 2. Retail careers encompass a broad spectrum of roles, from sales associates, store managers, and merchandisers to customer service representatives and e-commerce specialists. 	<ol style="list-style-type: none"> 1. Appreciate the journey of food from farmers to my shopping trolley. 2. Explore diverse job opportunities, retail careers cover a range of roles.
8	<ol style="list-style-type: none"> 1. Stress is the body's natural response to challenges or demands, triggering a physiological and psychological reaction that can manifest as heightened alertness, tension, and emotional strain. 2. Managing stress involves adopting effective coping strategies, such as mindfulness, regular exercise, time management, and seeking social support. 	<ol style="list-style-type: none"> 1. Maintain overall well-being, managing stress requires adopting effective coping strategies . 2. Understand that stress is a natural bodily response.
9	<ol style="list-style-type: none"> 1. Careers in the law span a wide range of professions, including lawyers specialising in various fields such as criminal, corporate, or family law , legal consultants, paralegals, judges, legal researchers. 2. Entering a career in the law can be rewarding as it provides an opportunity to uphold justice, advocate for individuals' rights, contribute to societal order, engage in complex problem-solving. 	<ol style="list-style-type: none"> 1. Make a positive impact, a career in the law enables me to advocate for individuals' rights. 2. Engage in intellectually challenging work, a career in the law provides opportunities for problem-solving.
10	<ol style="list-style-type: none"> 1. Curiosity holds immense value as it drives a continuous quest for knowledge, fosters creativity, encourages open-mindedness, and propels personal and intellectual growth. 2. Being open to opportunity involves maintaining a growth mindset, embracing new challenges, and actively seeking possibilities for growth and development. 	<ol style="list-style-type: none"> 1. Can cultivate a growth mindset, viewing challenges as opportunities for learning and improvement rather than fixed obstacles.
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>	

Year 7 English: A Midsummer Night's Dream

As I will be developing my analytical, written and communication skills careers linked to this topic are: actor, playwright, writer/journalist and teacher.

Week/ Topic	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> The context of the play and its setting: Elizabethan Society and Athens. About the life of William Shakespeare, his upbringing and his intellectual genius. The key events of the Elizabethan era: The timeline of the Tudor period and the education, religion and gender norms of society. The conventions of the Elizabethan theatre and the different genres of Shakespeare's work. 	<ol style="list-style-type: none"> Outline key life events within Shakespeare's life. Understand how context impacts the meaning of the text and the playwright's message. Explain how 'A Midsummer Night's Dream' is a comedic play. Identify and explain the influence of the Elizabethan era on Shakespeare's work.
2	<ol style="list-style-type: none"> By stating "love looks not with the eyes, but with the mind" Helena sets the tone for the play in Act 1 Scene 1. Love is the main theme in the play, and the audience is encouraged to explore all aspects of love. When Lysander believes that the course of true love never did run smooth, this shows love can have many complications. True love is not something that flows smoothly. The forest acts as an escape from the rigid societal expectations of Athens. The forest is full of magic and fairies (supernatural). 	<ol style="list-style-type: none"> Explain how the play reflects the patriarchal values of the Elizabethan era. Evaluate the different trials that the lovers experience. Describe the societal expectations of the Elizabethan era. Describe the Elizabethan belief in the supernatural.
3	<ol style="list-style-type: none"> Oberon and Titania have an argument. Oberon asserts his dominance and asks Titania: 'Tarry, rash wanton. Am not I thy lord?' to show patriarchal power Oberon sends Puck to fetch the potion which 'will make or man or woman madly dote/ Upon the next live creature that it sees'. Oberon seeks revenge from Queen Titania. 	<ol style="list-style-type: none"> Explain how love is complicated. Explore how women were seen as commodity and have no agency in a patriarchal society. Describe Oberon and Titania's relationship and explain how he seeks to control her. Identify character traits for key characters.
4	<ol style="list-style-type: none"> How the flower 'love-in-idealness' introduces us to the fairies and their realm, and that the flower causes lover's difficulties. How the juice of the flower is used unethically when Demetrius falls in love with Helena. Helena feels disrespected and mocked and comments: 'We (women) should be wooed and were not made to woo' to show the different roles and responsibilities of men and women in an Elizabethan society. 	<ol style="list-style-type: none"> Evaluate Demetrius' feelings towards Helena in Act 2. Explain how societal expectation differ from the Elizabethan society and a contemporary audience?
5	<ol style="list-style-type: none"> The negative effects of the love potion continues as Titania falls in love with the donkey-headed Nick Bottom. The love juice is so beguiling that upon waking she asks, 'What angel wakes me from my flowery bed?' referring to Bottom as an angel. Puck is the comedic/joker figure in the play and creates confusion. Puck suggests: 'what fools these mortals be' referring how love is beyond human control and reason. 	<ol style="list-style-type: none"> Describe the negative effects of the flower love-in-idleness Explain how are Helena and Hermia are made to feel? Evaluate the role of the young lovers in a patriarchal society. Describe how Puck's role is integral to 'A Midsummer Night's Dream' being a comedy.
6	<ol style="list-style-type: none"> Due to the confusion caused by Puck; Lysander and Demetrius fall in love with Helena. Helena feels dejected and calls her mockery a "many enterprise". Reinstating the dominance of males over female characters. In Act 3 Scene 2, more confusion occurs when Helena assumes Hermia to be a part of Lysander and Demetrius' plan to humiliate her, Hermia now is the 'most ungrateful maid' and not Helena's best friend anymore. Shakespeare's use of dramatic irony to create humour as the audience is aware of the chaos caused by Puck, yet the characters are unaware. 	<ol style="list-style-type: none"> Explain the chaos that has been caused by Puck's actions. Describe how the actions and behaviour of others cause distress for Helena. Identify the use of dramatic irony and explain the effect on the audience. Consider What message Shakespeare wanted to send the audience regarding actions having consequences.

Year 7 English: A Midsummer Night's Dream

Week/ Topic	I will need to know:	So that I can:
7	<ol style="list-style-type: none"> Oberon restores peace by 'releasing the Fairy Queen (Titania)' out of the spell and reconciling the lovers. The lovers believe that the chaotic events of last night could only be their imagination or dreams, Lysander comments in Act 4 Scene 1: 'Are you sure/That we are awake? It seems to me/That yet we sleep, we dream'. In reconciling the lovers and by releasing Titania, Oberon leads to resolution, (where all the confusion is resolved and the play goes towards a happy ending). Theseus overrules Egeus' demand to evoke the patriarchal Athenian law giving Hermia and his blessings to get married. Demetrius also confesses Helena to be 'the object and the pleasure if (his) eyes'. 	<ol style="list-style-type: none"> Explain how Oberon resolves the chaos. Explain how Theseus' overruling is good news for the young lovers. Describe how Egeus' actions go against the patriarchy and what Shakespeare's wider message may be.
8	<ol style="list-style-type: none"> In Act 4 Scene 2, the revival of Nick Bottom is a big relief to the rude mechanicals as Peter Quince rejoices: 'Bottom! O most courageous day! O most happy hour'. The mechanicals can now perform the tragedy for the wedding of the Duke and Duchess. Nick Bottom is extremely pleased with himself and wants to 'utter sweet breaths' of his brilliant performance. Bottom's revival is another example of how peace is restored in the play and how the chaos of Nick Bottom's transformation has been resolved. 	<ol style="list-style-type: none"> Explain how Bottom's revival is important for the mechanicals. Discuss how the peace is restored at the end of this scene. Evaluate how this play is comedic.
9	<ol style="list-style-type: none"> After the chaos, peace is restored through the Duke's words in Act 5 Scene 1 as to how 'madmen and lovers have (such) seething brains' this reveals how people act when they are in love. Metadrama: when there is a play within a play. The young couples along with the Duke and the Duchess thoroughly enjoy the play performed by the rude mechanicals. This use of metadrama is one of Shakespeare's most famous techniques and also used in plays like 'Hamlet'. 	<ol style="list-style-type: none"> Describe what a metadrama is. Explain how the metadrama impacts the play as a whole. Demonstrate how Shakespeare uses language to create a comedic effect for the audience at key moments in the play.
10	<ol style="list-style-type: none"> The plot of the play. The settings of the play and what they represent. The characters and what they are created to represent. The themes within the play. Contextual information and Shakespeare's intent in what he wanted an Elizabethan Society to consider. How the play's themes and messages remain relevant today. 	<ol style="list-style-type: none"> Respond to an analytical question that demonstrates an awareness of Shakespeare's methods to create an effect on the audience. Demonstrate an understanding of key themes in the play and their relevance to society. Explain how the themes in the play are still relevant for a modern audience.
11	Leader's Prep: To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-10; as revising for your assessments keeps you on the path to success. Always try your best and make sure you've prepared.	
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. The lessons will provide you with an opportunity to strengthen your knowledge on content covered from weeks 1-10 and revisit and fill any gaps in knowledge.	

Year 7 Maths

Careers linked to topics we study in this cycle are academic researcher, Software Engineer, Builder, Engineer, Computer Animation, Fashion Designer, Architect, Urban Planner, Plumber

Week	Topic:	I will know that:	So that I can: Sparx code
1	Construction & Measuring 1	<ul style="list-style-type: none"> To measure an angle using a protractor, I need to make sure that one of the angle lines goes through the zero I use the inside scale if the zero is on the inside scale, or the outside scale if the zero is on the outside scale To measure an angle bigger than 180°, I measure the smaller angle, and then subtract this from 360° 	<ul style="list-style-type: none"> Draw and measure angles, including angles above 180° M780, M331
2	Construction & Measuring 2	<ul style="list-style-type: none"> I can use a ruler and protractor to accurately draw a triangle if I know some angles and side lengths I can also use a ruler and compasses to construct a triangle if I know the length of all three sides I need to leave my construction lines on the diagram (this is my "working out") 	<ul style="list-style-type: none"> Construct triangles, given side lengths and angles M565, M196
3	Geometric Reasoning 1	<ul style="list-style-type: none"> Angles around a point sum to 360°, angles on a straight line sum to 180° Vertically opposite angles are equal 	<ul style="list-style-type: none"> Solve problems using angle facts: angles around a point; angles on a line; vertically opposite angles M818, M163
4	Geometric Reasoning 2	<ul style="list-style-type: none"> Angles in a triangle sum to 180°, angles in a quadrilateral sum to 360° Angles in a polygon with n sides sum to $(n - 2) \times 180^\circ$ 	<ul style="list-style-type: none"> Solve problems using angle facts: angles in a triangle or quadrilateral M351, M679
5	Developing Number Sense 1	<ul style="list-style-type: none"> Mental addition can be made much easier by "making ten", for example $27 + 18 + 23 = 50 + 18 = 68$ is made easier because 27 and 23 sum to 50 	<ul style="list-style-type: none"> Use mental addition and subtraction strategies to make calculations easier M409, M952

Year 7 Maths

Week	Topic:	I will know that:	So that I can: Sparx code
6	Developing Number Sense 2	<ul style="list-style-type: none"> A multiplication question can be made easier by breaking it into smaller pieces, for example $187 \times 5 = 100 \times 5 + 80 \times 5 + 7 \times 5$ We can use number facts to derive other number facts, for example $45 \times 12 = 528$, so $528 \div 12 = 45$ and $528 \div 45 = 12$ 	<ul style="list-style-type: none"> Use mental multiplication and division strategies to make calculations easier M637, M878
7	Sets & Probability 1	<ul style="list-style-type: none"> Sets can be represented with curly brackets, for example the set of positive odd numbers less than 10 is $\{1, 3, 5, 7, 9\}$. The intersection of two sets is where they overlap The union of two sets contains everything in either or both sets 	<ul style="list-style-type: none"> Draw and interpret Venn diagrams Use set notation M829, M834
8	Sets & Probability 2	<ul style="list-style-type: none"> The probability of something can be described in words as impossible, unlikely, evens, likely, or certain The probability of something can be described using a number between 0 and 1 (0 is impossible, 1 is certain) 	<ul style="list-style-type: none"> Write probabilities using words and numbers Write probabilities using fractions, decimals, and percentages M655, M941, M938
9	Primes & Proof 1	<ul style="list-style-type: none"> A factor is a number that you can divide another number by exactly, a multiple is a number in the times table, a prime number can only be divided by 1 and itself 1 is not a prime number 	<ul style="list-style-type: none"> Find factors and multiples of integers Identify prime numbers M823, M322
10	Primes & Proof 2	<ul style="list-style-type: none"> The highest common factor of two integers is the biggest number which is a factor of both. The lowest common multiple of two integers is the smallest number which is a multiple of both. These can be found by listing the factors or first few multiples of each integer. 	<ul style="list-style-type: none"> Find the highest common factor or lowest common multiple of two integers U529, U751,
11	Leader'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!		
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.		

Year 7 Science Cycle 3 – Energy, Elements, Microbes

My learning journey so far: In Physics I will build on my understanding of forces to learn about energy and conservation. In chemistry I will build on my understanding of chemical reactions and learn about the different elements in the periodic table. In biology I will build on my understanding of cells to learn about microbes and how diseases are transmitted.

This is important because: Understanding energy resources allows me to make informed choices about my own energy use. Understanding the trends in the periodic table will provide the foundations for our study of further chemical reactions in Year 8. Understanding how diseases are transmitted allows us to make informed choices to prevent them.

Inspirational scientists to research are:
 Annie Easley – computer scientist involved in ground breaking energy research
 Rosalind Franklin – confirmed our understanding on the structure of viruses
 Dmitri Mendeleev – devised the periodic table

Week		I will need to know:	So that I can:
X 1	Y 5	<ul style="list-style-type: none"> Energy stores: magnetic, internal (thermal), chemical, kinetic, electrostatic, elastic potential, gravitational potential, nuclear Energy Pathways: mechanical, electrical, heating, radiation energy Energy cannot be created or destroyed; it can only be transferred from one store to another. 	<ol style="list-style-type: none"> Know the 8 energy stores and the 4 energy pathways. Be able to represent energy transfers using energy transfer diagrams State the principle of conservation of energy
2	6	<ul style="list-style-type: none"> Power is the rate of energy transfer Power is measured in watts Energy is measured in joules 	<ol style="list-style-type: none"> Know energy in food is measured in calories Define power Know the units for power and energy
3	7	<ul style="list-style-type: none"> Fossil fuels are formed from plants and animals that died millions of years ago. They can be burnt to release energy. Renewable energy resources can be replenished as they are used, eg wind, solar, biofuel 	<ol style="list-style-type: none"> Know how fossil fuels were formed and how they are used to generate electricity. Know the difference between renewables and non-renewable energy sources.
4	8	<ul style="list-style-type: none"> Conduction transfers heat in solids, liquids and gases. Requires objects to be in direct contact with each other. Conduction happens most quickly in solids. Convection transfers heat in liquids and gases. Heated particles become less dense, rise up and then cool Radiation is a method of heat transfer which does not require particles so can happen in a vacuum 	<ol style="list-style-type: none"> Describe how heat is transferred by conduction, convection and radiation
5	1	<ul style="list-style-type: none"> An atom is the smallest part of an element that can exist Hydrogen(H), carbon(C), nitrogen(N), oxygen(O), iron(Fe), zinc(Zn), copper(Cu), sulphur(S), aluminium(Al), chlorine(Cl), sodium(Na), potassium(K), magnesium(Mg). Elements in the same group in the periodic table are similar to each other 	<ol style="list-style-type: none"> State the difference between an atom and an element State the name and symbol for the most common elements Link the properties of an element to its position in the periodic table

Year 7 Science Cycle 3 – Energy, Elements, Microbes

Week		I will need to know	So that I can
X 6	Y 2	<ul style="list-style-type: none"> A compound is a substance made up of atoms of two or more elements, strongly joined together. The total mass of chemicals before and after a reaction remains the same, no atoms are created or destroyed In the modern periodic table: <ul style="list-style-type: none"> The elements are arranged in order of increasing atomic mass The horizontal rows are called periods The vertical columns are called groups (elements in the same group are similar) 	<ol style="list-style-type: none"> Know the difference between elements and compounds Know the mass is conserved in chemical reactions Describe how elements are arranged in the modern periodic table and explain how the periodic table has changed over time
7	3	<ul style="list-style-type: none"> Metals are shiny, dense, good conductors of heat and electricity, have high melting points and are malleable and ductile Non metals are dull, low density, poor conductors of heat and electricity, have low melting points and are brittle Group 1 elements are reactive, soft, low density and have low melting points Metal + water → metal hydroxide + hydrogen 	<ol style="list-style-type: none"> Give three physical properties of metals and non metals List the chemical properties of group 1 elements Describe and write word equations for the reactions of group 1 metals with water
8	4	<ul style="list-style-type: none"> Group 7 elements have low melting and boiling points which increase down the group, they exist as pairs of atoms chemically joined together. Group 7 elements get less reactive down the group Group 0/8 elements are extremely unreactive and have low boiling points 	<ol style="list-style-type: none"> List the properties of group 7 elements Know how reactivity changes as you go down group 7 List the properties of the elements in group 8/0
9	9	<ul style="list-style-type: none"> Bacteria are single-celled microorganisms, some of which are pathogenic in humans, animals and plants. Viruses are ultramicroscopic infectious non-cellular organism that can replicate inside the cells of living hosts, with negative consequences Fungi a group of spore-producing organisms 	<ol style="list-style-type: none"> Name and describe key features of microbes
10	10	<ul style="list-style-type: none"> Diseases can be spread by direct or indirect contact, contaminated food, vectors or through broken skin The body's general defenses include tears, scabs, stomach acid and nose hair 	<ol style="list-style-type: none"> Give examples of disease transmission and methods of prevention. Describe how the body defends itself
11	Assessment Week		
12	Super Teaching Week		

Year 7 Art Cycle 3 – Typography

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

Week	I will need to know:	So that I can:
1 3D letter in Cardboard 25/3/24	How to observe and understand art processes and techniques through demonstration and questioning. The process and techniques of manipulating, joining and layering cardboard. That there are health and safety issues surrounding cutting processes.	Practically use the techniques I have observed. Draw out an individual design of 2D shapes onto cardboard to begin a 3D sculpture and to show intention and understanding.
2 3D letter in Cardboard 15/4/24	The process and techniques of manipulating, joining and layering cardboard. That there are health and safety issues surrounding cutting processes. How to respond to the work of an artists and art movements to inform own work and create designs.	Practice cutting processes with cardboard in a safe and effective way to produce a relief sculpture of the face in cardboard. Draw out an individual design for relief card sculpture with annotations to show intention and understanding.
3 Contextual Analysis 22/4/24	That historical, personal, social, political, economic and environmental factors impact on what artists make. Rococo / Pointillism / De Stijl / Pop Art / Graffiti	Make connections between the work of artists and the place, time and environment in which they lived and worked. Take part in class discussion about Art History. Create a timeline that shows a variety of Art movements .
4 Research & Experiment 29/4/24	We can learn about styles, media, techniques and processes of painting by analysing and responding to artists and Art movements . Rococo / Pointillism / De Stijl / Pop Art / Graffiti	Make a mood board of research into Art movements that displays an awareness of Art History. The mood board will include images, written information and practical experiments.
5 Research & Experiment 6/5/24	We can learn about styles, media, techniques and processes of painting by analysing and responding to artists and Art movements. Rococo / Pointillism / De Stijl / Pop Art / Graffiti	

Year 7 Art CYCLE 3 – Typography

Week	I will need to know:	So that I can:
6 Papier-mâché 13/5/24	How to refine the appearance of a sculpture and practice finishing techniques.	Cover cardboard sculpture with Papier-mâché to create a refined appearance and an effective painting surface.
7, 8 & 9 Painting Styles and techniques 20/5/24 3/6/24 10/6/24	How to recreate painting techniques in the style of Art movements studied. How to use acrylic paint and brushes effectively and confidently to paint successfully. How to paint neatly. How to mix colours in acrylic paint.	Decorate 3D letter sculpture in acrylics, using what we have learnt about Art movement styles and painting techniques.
10 Refine 3D Sculpture 17/6/24	How to reflect on own work and use feedback to designate time to refining outcomes. How to effectively annotate work showing understanding and knowledge -WWW / EBI.	Use reflection questions to identify what worked well and how to improve. Act upon reflections to improve work.
11 24/5/24	Leader'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!	
12 1/7/24	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 7 Computer Science – Carousel

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

Year 7 Computer Science – Carousel

Week	I will need to know:	So that I can:
7	<p>1) Denary is a normal base 10 number, binary is a base 2 number.</p> <p>2) A bit is a binary digit, a nibble is 4-bits and a byte is 8 bits.</p> <p>3) The 4-bit binary place values 8, 4, 2, 1</p> <p>4) How to interpret 4-bit binary numbers by inspection.</p> <p>5) Login to trinket with my school email, remix a given blocks program, and share a shared link.</p>	<p>1) Explain why binary is used by computers to represent numbers.</p> <p>2) Correctly identify about different size binary numbers.</p> <p>3) Calculate the 4-bit binary place values 8,4,2,1</p> <p>4) Count in binary from 0 to 15 and visually be able to read or calculate 4-bit binary numbers.</p> <p>5) Modify and add to basic block programs.</p>
8	<p>1) The 8-bit binary place values are 128, 64, 32, 16, 8, 4, 2, 1</p> <p>2) How to interpret 8-bit binary numbers by adding the place values of the 1 (on) bits.</p> <p>3) How to calculate the 8-bit binary of any denary number 0..255 by subtracting place values, from largest to smallest, recording a 0 if not used and a 1 if used.</p> <p>4) Login to trinket with my school email, remix a given blocks program, and share a shared link.</p>	<p>1) Demonstrate I can generate the powers of 2 pattern</p> <p>2) Apply arithmetic expansion to decode any 8-bit binary numbers.</p> <p>3) Apply the subtraction method to encode any denary number 0..255</p> <p>4) Login to trinket and save and share my own blocks programs.</p>
9	<p>Know the short form of the basic turtle commands such as:</p> <p>* fd() as move forward * bk() as move backward</p> <p>* lt() as rotate left and * rt() as rotate right</p>	<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	<p>1) Use repetition (iteration) to repeat commands</p> <p>2) For a N sided polygon, know the command to draw a polygon is :</p> <pre>repeat (N) : fd(100); rt(360 / N)</pre>	<p>I can enhance my programs by using a repeat loop and draw any size polygon.</p>
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>	

Year 7 Drama: Introduction to Drama Skills

Careers linked to this topic; Drama at KS3 is not specifically about preparing for a career in the Arts/Acting it is about developing transferable skills that will help and support in other lessons: confidence; communication skills; teamwork; creativity; fluency and delivery; sharing ideas and opinions; presentation.

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> 1. Facial expression is how we show character and emotion on stage, such as anger, fear, happiness. 2. Vocal expression is how we show character and emotion on stage, such as anger, fear, happiness. 3. Gesture (arms) and body language (overall physicality) is how we show character and situation on stage. 4. That audience awareness is about facing your audience and avoiding blocking and upstaging. 	<ol style="list-style-type: none"> 1. Create characters using a range of facial expression in performance work. 2. Create characters using a range of vocal expression in performance work. 3. Create characters using gesture and body language in performance work. 4. Present performance work with confidence and audience awareness.
2	<ol style="list-style-type: none"> 1. A tableaux is a still or frozen image often used to explore a character's status or relationship with another character 2. Narration is a way of explaining a character or situation to the audience. 3. How to create a range of characters through mime, narration and still image communicating character/situation. <p>Homework: The definitions of the following terms: Gesture, Facial Expression, Vocal Expression, Rehearsal, Tableaux and Narration. So, you can explain them, use them in a sentence and practically demonstrate them where appropriate</p>	<ol style="list-style-type: none"> 1. Create a sequence of levelled tableaux exploring different elements of a character. 2. Use sections of narration to explain the characters in my tableaux or still image. 3. Create a mimed bus stop scene depicting a Ninja, Ballet Dancer, Boxer, and an Elderly Lady.
3	<ol style="list-style-type: none"> 1. How to physicalise an Evil White Witch, Noble Wise Lion, Terrified Little Faun 2. How to use vocal expression to show emotion. 3. What I have to do in the baseline and how the assessment is marked; Vocal Expression, Facial Expression, Gesture & Body Language, Rehearsing and Refining, Presenting and Performing 	<ol style="list-style-type: none"> 1. Create a tableaux of each of the characters – using facial expression, gesture and body language. 2. Use narration to explain the situation in the characters voice. 3. Rehearse and refine my character work to ensure I get the best grade.
4	<ol style="list-style-type: none"> 1. Tumnus is a Faun, half man half goat, he is working for the white witch and is very afraid. They can be played by a male or female actor. 2. The White Witch is evil and cruel, holds the whole of Naria in her power. She turns creature and people to stone. They can be played by a male or female actor. 3. Aslan is a kind and wise king of the beasts; he is very powerful and weakens the White Witches grip on Narnia. They can be played by a male or female actor. <p>Homework: Design a costume that reflects your characters personality and role within the play. Think what distinct features you should include.</p>	<ol style="list-style-type: none"> 1. Experiment with the different physical portrayals of characters before deciding on a character for assessment. 2. Experiment with different vocal portrayals of characters before deciding on a character for assessment. 3. Use still image and snippets from the script as narration to develop a better sense character – present to the class.

Year 7 Drama: Introduction to Drama Skills

5	<ol style="list-style-type: none"> 1. Which character I am creating for my baseline assessment 2. Know what emerging work, developing work, secure work looks like – by watching past performance examples. 3. What I need to do to create a piece of work that is Mastery or Expert level - by watching past performance examples <p>Homework: Learn some of my lines thinking about pause, pace and pitch. So that I can show clear characterisation in the midpoint review in week 7.</p>	<ol style="list-style-type: none"> 1. So that I can rehearse and refine my performance in preparation for the assessment 2. Use examples from other students work, completed in previous years to shape my work. 3. Use examples from other student's excellent work to help me shape my performance.
6	<ol style="list-style-type: none"> 1. The common problems faced during rehearsal; Lines not learnt. Bottoms glued to chairs – which stops movement. Words are recited and not performed. Your vocal expression needs to sound like the character and your physicality needs to create the character. <p>Homework: Organise some props to help add movement and a piece of costume to help you create character.</p>	<ol style="list-style-type: none"> 1. Rehearse effectively and make the most of rehearsal time in lessons, avoiding distractions and silly behaviour.
7	<p>Midpoint Review</p> <ol style="list-style-type: none"> 1. That I am being marked on rehearsing and refining my work 2. What is particularly good about my work (WWW) and what need to be further refined (EBI) – this should be related to character creation or communication of situation? <p>Homework: Learn lines in preparation for my assessment – really thinking about how you are communicating the character.</p>	<p>Midpoint Review</p> <ol style="list-style-type: none"> 1. Show clear and confident vocal and facial expression and clear characterisation through physicality. 2. Set myself a target for improvement for the actual assessment.
8	<ol style="list-style-type: none"> 1. What the strengths and weaknesses of my work are – reflecting on the targets set last week. 2. How to use levels and movement on stage 3. Where to position myself on stage and how and why my movements change my position on stage <p>Homework: Learn lines in preparation for my assessment – really thinking about how you are communicating the character.</p>	<ol style="list-style-type: none"> 1. Use rehearsal time to refine and develop my work – thinking about the mark criteria effectively. 2. To communicate clear characters and their changing emotions and status on stage 3. Show good audience awareness.
9	<ol style="list-style-type: none"> 1. That I am being marked on rehearsing and refining my work 2. What is particularly good about my work (WWW) and what need to be further refined (EBI) – this should be related to character creation or communication of situation? 3. What the strengths and weaknesses of my work are – reflecting on the targets set last week. 4. How to use levels and movement on stage 5. Where to position myself on stage and how and why my movements change my position on stage. <p>Homework: Learn lines in preparation for my assessment – really thinking about how you are communicating the character.</p>	<ol style="list-style-type: none"> 1. Show clear and confident vocal and facial expression and clear characterisation through physicality. 2. Set myself a target for improvement for the actual assessment. 3. Use rehearsal time to refine and develop my work – thinking about the mark criteria effectively. 4. To communicate clear characters and their changing emotions and status on stage 5. Show good audience awareness.
10 & 11	<p>Assessment Weeks: Present performance work for assessment using props and costume to help communicate characters</p>	<p>Put the knowledge and skills I have learned into practice and receive feedback on this.</p>
12	<p>Super teach week:</p> <ol style="list-style-type: none"> 1. clearing up misconceptions, reviewing the video work from the assessed performance. Thinking about how to improve next assessment. 	

Year 7 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"> 1. Workshop safety rules. Glasses, one person at a machine, sensibly line up while waiting, hair and loose clothing secured. 2. A try square is used to mark 90-degree angles and a marking gauge is used to mark parallel lines. 3. That a Tenon saw is used to cut straight lines. 4. That there are three types of wood... Hardwood, softwood and manufactured boards. 	<ol style="list-style-type: none"> 1. Work safely to ensure the safety of myself and others. 2. Use a tri square accurately mark 90 degree lines to one edge. 3. Use a Tenon saw to safely cut across grain and remove waste material 4. So that material uses can be justified for their application.
2 Joint construction	<ol style="list-style-type: none"> 1. A dimension line is a way of communicating a measurement. 2. A T halving joint is made up of a through housing and a lap joint 3. Waste material is removed using a tenon saw, chisel and a hand router to produce a through housing joint. 	<ol style="list-style-type: none"> 1. Use a tri square and marking gauge to correctly mark out a through Housing and Lap joint. 2. Have knowledge of wooden construction methods and the importance of accuracy. 3. Use a Tenon saw, chisel and a Hand Router safely to complete a T halving joint.
3 Machining Components	<ol style="list-style-type: none"> 1. You must wear safety glasses when using a pillar drill to drill a hole. 2. A Pillar drill is a piece of workshop machinery used to drill holes. 3. A belt sander is a piece of machinery used to sand wood. 4. Some type of wood are manufactured e.g. Plywood 5. A scroll saw is used to cut curved patterns e.g. A jigsaw piece. 	<ol style="list-style-type: none"> 1. Work safely to ensure the safety of myself and others when using machinery. 2. Safely use a Pillar drill to drill holes correctly. 3. Safely use a Band Sander to finish the end grain on the T halving joint. 4. Safely cut the complex shape of a trigger out of Plywood.
4 Forming Plastic through vacuum forming. Finishing components and assembly.	<ol style="list-style-type: none"> 1. There are different categories of plastic e.g. thermoforming, thermosetting and elastomers. 2. That vacuum forming is a process used to shape thermoforming plastics. 3. That sanding is a process, using glass paper, to finish a piece of wood. 4. That PVA (Poly Vinyl Acetate) is used to permanently join wooden joints. 	<ol style="list-style-type: none"> 1. Understand thermoforming plastics can return to their original state when heat is applied. Focus on Polystyrene. 2. Use a vacuum former correctly to produce the polystyrene components for their product. 3. Use glass paper to finish and aesthetically improve a products appearance. 4. Glue, clamp and check a wooden assembly
5 Evaluation. End of unit test	<ol style="list-style-type: none"> 1. That evaluation enables you to make calculated adjustments to improve performance. 2. All materials, tools, processes and their application used during this unit. 	<ol style="list-style-type: none"> 1. Test and modify the performance of components to improve the function of their product. 2. Demonstrate knowledge of materials, tools, and processes used in the production of their product by completing end of unit test.

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

Year 7 Food Technology

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

Week	I will need to know:	Practical:	So that I can:
1 Health & safety	<ol style="list-style-type: none"> The principles of 4Cs – Clean, Cook, Chill, Cross-contamination. The risks associated with food poisoning. E.g. eating undercooked chicken may lead to food poisoning symptoms like stomach cramps. 	<p>NO practical lesson on the first week.</p> <ul style="list-style-type: none"> In future practical lessons, bring ingredients and a container. Follow personal hygiene rules in the food room, including removing coats, putting aprons on, tying up long hair, and removing jewellery before cooking. 	<ol style="list-style-type: none"> Explain why health and safety in food handling is crucial. Explain the concept of cross-contamination and prevent it from occurring in the kitchen.
2 Cooking equipment	<ol style="list-style-type: none"> The names and functions of common kitchen utensils. E.g. A grater is used to shred ingredients (cheese/ carrot) into small pieces. A fish slice is good for lifting and turning food while cooking. Proper cleaning techniques for kitchen surfaces and equipment. E.g. Use warm water during washing up to remove bacteria and grease effectively. 	<p style="text-align: center;"><u>Mozzarella Cheese sticks</u></p> <ol style="list-style-type: none"> Breading technique includes three steps: dredging in flour, moistening in egg wash, and then coating in breadcrumbs. Binding agents keep mixtures from separating. During breading, eggs act as a sticky glue to attach all of the breadcrumbs to the surface of the food. 	<ol style="list-style-type: none"> Choose and use the correct equipment for the job. Maintain a clean cooking environment and ensure the longevity of your kitchen tools. Demonstrate skills in breading.
3 Burns	<ol style="list-style-type: none"> To prevent burns, one must use a dry towel or oven mitts to hold a tray as they block the heat. Do not touch the hob in any situation because it may contain remaining heat from the previous class. First Aid: If burns happen, cool down the wound with running tap water for 5 minutes immediately and notify teachers. 	<p style="text-align: center;"><u>Sausage rolls</u></p> <ol style="list-style-type: none"> Puff pastry is a flaky light pastry made from a laminated dough composed of dough and butter. It can be used in both sweet and savoury baking goods. Egg wash (beaten egg) adds shine and colour to the pastry. 	<ol style="list-style-type: none"> Follow the class routine in a practical lesson. Understand oven settings, baking times and testing for doneness. Demonstrate skills in measuring and using the rubbing-in method.
4 Baking	<ol style="list-style-type: none"> Most baking goods like cakes are baked at 180°C. Crispy pastries are baked at 200°C. Doughs are baked at 220°C. Four essential baking ingredients include flour, sugar, fat and leavening agents. 	<p style="text-align: center;"><u>Cupcakes</u></p> <ol style="list-style-type: none"> Basic baking techniques, like softening the butter to mix ingredients evenly; what is an all-in-one method (combining all the ingredients in one bowl); we should fill the cupcake cases to 2/3 full. 	<ol style="list-style-type: none"> Understand the characteristics of baking ingredients. Demonstrate skills in measuring and using the all-in-one method.
5 Eatwell Guide	<ol style="list-style-type: none"> Eatwell Guide – the five main food groups and suggested portion sizes are Vegetables & fruits: 40%, Carbohydrate 30%, Protein 15%, Dairy 10% and Oil & spread 5%. Fresh, whole foods are prioritised in the Eatwell Guide instead of processed foods, for example, chicken breast instead of chicken nuggets. 	<p style="text-align: center;"><u>Scones</u></p> <ol style="list-style-type: none"> Rubbing in technique is using your fingertips, rub the flour and butter together until the mixture resembles breadcrumbs. Always coat your hands and the kitchen surface with flour to keep them dry and tidy. 	<ol style="list-style-type: none"> Apply balanced eating from each food group when planning our meals. Limit processed foods and drinks high in added sugars and salt.

Year 7 Food Technology

Week	I will need to know:	Practical:	So that I can:
6 Milk	<ol style="list-style-type: none"> The nutrients in milk – e.g. Protein in milk can strengthen and repair our muscles. 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). 	<p style="text-align: center;"><u>Macaroni Cheese</u></p> <ol style="list-style-type: none"> Create a homemade creamy cheese sauce (Béchamel sauce) using basic ingredients – melting butter, adding flour, forming a roux and adding milk gradually. Season the sauce appropriately by adding a small amount of salt & pepper first, taste and adjust afterwards. 	<ol style="list-style-type: none"> Explain why milk and dairy products are important for overall health. Make an affordable savoury meal.
7 Dairy	<ol style="list-style-type: none"> Cream is a rich and high-fat component of milk. Cheese is a dairy product made by curdling milk. Butter is a solid fat made from cream. Yogurt has probiotics which promotes gut health. 	<p style="text-align: center;"><u>Omelette</u></p> <ol style="list-style-type: none"> Use the claw grip technique when preparing and chopping vegetables - bent fingers and use knuckles to resist the blade. It ensures fingers are out of the way as the knife cuts through the food. 	<ol style="list-style-type: none"> Make informed choices when selecting dairy products/ substitutes. Demonstrate skills in chopping in using the hob safely.
8 Eggs	<ol style="list-style-type: none"> The codes on eggs and their meanings, e.g., the lion icon on eggs represents eggs from British hens vaccinated against Salmonella. How to properly store, cook and handle eggs, e.g., cook the egg white fully. 	<p style="text-align: center;"><u>Pancake</u></p> <ol style="list-style-type: none"> Do not overmix the mixture – it will strengthen the gluten in the flour, leading to a tough texture. Proper technique for flipping pancakes (wait until bubbles form on the side) and its cooking time. 	<ol style="list-style-type: none"> Explain the farming methods of eggs. Make the desired pancake batter consistency and adjust if needed.
9 Potatoes	<ol style="list-style-type: none"> Potatoes are categorised into 3 basic types – starchy, waxy and all-purpose. Starchy potatoes are high in starch. Waxy potatoes are high in moisture. Various cooking techniques for potatoes, including boiling, baking, frying, mashing, and roasting. 	<p style="text-align: center;"><u>Potato Fritters</u></p> <ol style="list-style-type: none"> How to peel and grate potatoes safely. To achieve a crispy texture, we need to squeeze and drain the excessive juice from potatoes. 	<ol style="list-style-type: none"> Define characteristics of different types of potatoes. Practise to use various kitchen utensils safely.
10 Rice	<ol style="list-style-type: none"> Rice is a cereal grain and a primary source of carbohydrates for many cultures. Various types of rice, such as white rice (polished), brown rice (unpolished), red rice, black rice, and specialty varieties like jasmine and basmati rice. 	<p style="text-align: center;"><u>Savory Rice</u></p> <ol style="list-style-type: none"> Sauté onion and garlic first to build the flavour until they are fragrant. We simmer the rice in broth at a lower temperature and with less movement, so the structure is better maintained. 	<ol style="list-style-type: none"> Discuss the cultural significance of rice in different regions. Create a savoury rice dish with added nutritional value.
11	Leader'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!		
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.		

Year 7 Geography: How are Asia and Africa diverse and dynamic?

Careers linked to topics we study this cycle are civil servant, climatologist, conservationist, urban planner, charity worker and environmental manager.

Week	I will need to know:	So that I can:
1 Asia	1. Asia's topography is very diverse, featuring towering mountain ranges like the Himalayas, expansive deserts such as the Gobi, fertile river plains like the ones along the Yangtze and Ganges, and lush rainforests in areas like Borneo and the Western Ghats.	1. Describe the physical geography of Asia.
2	1. As Russia is so large the climate is very diverse . For example Moscow experiences a humid climate with distinct seasons, including cold winters and warm summers, whilst Siberia, generally has a harsher climate with extremely cold winters and short, cool summers.	1. Explain why Russia's climate is diverse.
3	1. Natural gas forms over millions of years from buried layers of dead plants and sea creatures, trapped in sedimentary rock, and is mainly composed of methane. 2. Russia really values natural gas because it's a big part of what they sell to other countries (export), helping their economy and giving them influence in world affairs.	1. Explain how natural gas forms and why it is important for Russia.
4	1. Beijing is the capital of China and Yunnan is an example of a rural area. The quality of life in Beijing is much higher as people can have higher paying jobs so can afford larger houses. 2. The average income in Beijing is \$2,400 a month. The average income in Yunnan is \$745 a month.	1. Describe the differences in quality of life between rural and urban areas in China.
5	1. China is a superpower as it makes 28% of the world's goods (products), has the second largest population in the world, and China spends the second most money in the world on its military (army), at \$293 billion a year.	1. Assess the reasons why China is a superpower.

Year 7 Geography: How are Africa and Asia diverse and dynamic?

Week	I will need to know:	So that I can:
6 Africa	<ol style="list-style-type: none"> Many parts of Africa were colonised by Europeans in the past. Colonialism made Europe much wealthier than Africa, which led to the stereotype that Africa will always be 'poor'. Africa's physical geography is incredibly diverse as there are deserts (e.g. the Sahara), busy cities such as Cairo in Egypt, mountain ranges (e.g. Atlas Mountains) and rainforests (e.g. in the Congo) 	<ol style="list-style-type: none"> Explain why telling a single story about Africa is damaging.
7	<ol style="list-style-type: none"> Ethiopia's climate is diverse e.g. in northeast Ethiopia the Danakil desert it is very hot and dry but in the central highlands of Ethiopia it is much cooler and wetter. This is partly because of the mountain range causing relief rainfall. The population density of the highlands is much higher than the desert as it is easier to live there. 	<ol style="list-style-type: none"> Explain why the climate varies in Ethiopia.
8	<ol style="list-style-type: none"> Addis Ababa is the capital of Ethiopia. It is a very diverse as there are lot so informal settlements with poor quality houses but also areas with very large mansions. An environmental quality survey can be used to look at the quality of life and environmental quality of an area through photos. 	<ol style="list-style-type: none"> Describe how Ethiopia is diverse.
9	<ol style="list-style-type: none"> Rural Ethiopia has a much lower level of development with less access to healthcare, jobs and services. Only 6.3% of people in rural communities have access to improved sanitation (toilets, soap and washing facilities). However, since 1990 the country has developed so now about 65% of people now have access to clean water, compared to 13% of people in 1990, and life expectancy in Ethiopia has increased from 45 in 1990 to 65 in 2023. 	<ol style="list-style-type: none"> Assess how far life in rural Ethiopia is improving
10	<ol style="list-style-type: none"> The Grand Ethiopian Renaissance Dam has been built across the Nile to improve irrigation (water for crops), help protect areas from flooding, generate electricity and to control the amount of sediment in the river. The dam creates 6,000MW of electricity, which could power millions of homes and could be used to store water and provide a stable supply of clean water to millions of Ethiopians. However, it cost \$4.8 billion, which is 15% of what Ethiopia earns each year and for the dam to be built, 20,000 people in Ethiopia lost their homes. 	<ol style="list-style-type: none"> Evaluate whether the Grand Ethiopian Renaissance Dam is good for Ethiopia
11	<p>Leader'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>	

Year 7 History

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	<ul style="list-style-type: none"> The Crusades were a series of religious wars for control of the Holy Land between the Christian European nations and the Muslim Arab ones. The Holy Land is modern day Israel and Palestine and is important to 3 major world religions; Islam, Christianity and Judaism. The First Crusade lasted from 1096-1099 and resulted in the capture of the Holy land for the Christians, and the setting up of 4 crusader nations – Edessa, Antioch, Jerusalem and Tripoli. 	<ol style="list-style-type: none"> Understand why Salah ad-Din wished to recapture them in the late 12th century. Place the events of Salah ad-Din’s life into a Historical context.
2	<ul style="list-style-type: none"> Salah ad-Din (westernised to Saladin) witnessed the Battle for Damascus, during the Second Crusade in 1148, and his older brother died in the battle. Salah ad-Din was a powerful general, and was given the role of Vizier of Cairo at 31 years old, following the death of the previous Vizier (Shirkuh) Salah ad-Din took control of Syria between 1174 and 1183 to build an army strong enough to lead a Jihad against the crusader states and recapture Jerusalem. 	<ol style="list-style-type: none"> Argue why Salah ad-Din’s early life impacted his desire to free the Holy Land. Explain how Salah ad-Din unified the Islamic world.
3	<ul style="list-style-type: none"> Salah ad-Din greatest enemy was Reynald de Chatillon, a vengeful, evil Crusader who attacked pilgrims on their way to Mecca. As a result of the attack on pilgrims Salah ad-Din launched his Jihad to recapture Jerusalem, and capture and kill Reynald. Reynald and Salah ad-Din met at the Battle of Hattin in July 1187, where Salah ad-Din won a fantastic victory, and he executed Reynald personally. 	<ol style="list-style-type: none"> Define why Reynald was Salah ad-Din’s greatest enemy. Understand why Salah ad-Din was such respected ruler/warrior amongst his people.
4	<ul style="list-style-type: none"> The Siege of Jerusalem began on 20th September 1187, and Salah ad-Din used war machines called mangonels to attack the walls. The two sides reached a stalemate, as Salah ad-Din had a large enough force to destroy the city, but the Christians had 5,000 Muslim prisoners, and threatened to many Muslim holy sites. The city surrendered to Salah ad-Din in October, and he allowed all the Christians to live and leave in peace, in contrast to the slaughter of Muslims following the First Crusade. 	<ol style="list-style-type: none"> Explain why Salah ad-Din is referred to as ‘the merciful’ by many Historians. Describe the manner in which Salah ad-Din managed to reconquer Jerusalem with as little bloodshed as possible.
5	<ul style="list-style-type: none"> Pope Urban III launched a Crusade immediately to recapture Jerusalem in 1187. This was led by 3 monarchs; Frederick I (Holy Roman Emperor), Philip II (France) and Richard the Lionheart (England). The Crusaders sieged Acre from 1189-1191 but failed to take the city. The only major battle of the 3rd crusade was the battle of Arsuf in which Salah ad-Din was defeated. The Crusaders failed to recapture Jerusalem and left the Holy land in October 1192. Salah ad-Din had successfully protected Jerusalem. 	<ol style="list-style-type: none"> Understand why Richard the Lionheart and Salah ad-Din are often depicted as being enemies of one another. Explain why this was not entirely accurate. Argue how successful the 3rd Crusade was.

Year 7 History

Week	I will need to know that:	So that I can:
6	<ul style="list-style-type: none"> Mansa Musa is commonly known as the richest man in history, and he ruled over the West African Mali Empire. Mali was rich in gold and salt and was ideally placed to be a trade hub for people on the Silk Road. Mali was placed on the Niger river and the fertile delta provided large amounts of farm land to grow crops. 	<ol style="list-style-type: none"> Explain why Mali was such a rich and powerful empire, and why it dominated West Africa. Understand why Mansa Musa is so famous.
7	<ul style="list-style-type: none"> The Hajj is a religious pilgrimage taken by Muslims to the holy city of Mecca to see the Kabba. Mansa Musa took 60,000 people on the 'Greta Hajj' in 1324. There were 80 camels with him carrying 300lbs of gold each. Whilst in Cairo Mansa Musa spent so much gold that he destabilised the Egyptian economy. The Hajj had a great religious impact on Mansa Musa and led to development of Timbuktu. 	<ol style="list-style-type: none"> Identify how Mansa Musa's Hajj changed his views and his style of ruling. Explain why Mansa Musa's Hajj became known as the Great Hajj.
8	<ul style="list-style-type: none"> Mansa Musa employed a chief architect called Abu Ishaq Al-Sahili to build the Djingereyber Mosque, which became a major centre of learning in Timbuktu. Timbuktu became a major centre of education and learning in Africa, and the city became known as the 'pearl of Africa'. Timbuktu became such a famous centre of learning that scholars moved there from the great madrassas of Mecca, Fez, Tunis and Cairo. 	<ol style="list-style-type: none"> Challenge stereotypes about Africa and its history, culture and art. Explain why Timbuktu is still a culturally significant place.
9	<ul style="list-style-type: none"> Historians are not sure when Mansa Musa died but he left Mali as a thriving and powerful empire. Many independence movements appeared following Mansa Musa's death, and in 1433 Mali was forced to give up control of Timbuktu. Portuguese, French and English explorers contacted the Mali empire in the 15th century, and during the 16th they began trading slaves with the West African nations. 	<ol style="list-style-type: none"> Identify why Mali began to decline in power following the death of Mansa Musa. Explain who replaced Mali as the main powers in Western Africa.
10	<ul style="list-style-type: none"> Mali became a part of the French Empire in the 19th century and the African people lost many of their rights. In 1960 Mali gained its independence from France, with Modibo Keita as their president. In 2012 Ansa Dine, a radical Islamic group, attacked Timbuktu and destroyed many religious and historic artifacts. 	<ol style="list-style-type: none"> Explain what Mali is like today. Identify why Mali's past is still important to its future.
11	Leader'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!	
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

French Year 7 Cycle 3

Foreign languages are an important tool for communication in many jobs, for example: **Translator, Pilot**

Week	I will need to know:	So that I can:
1 Qu'est-ce que tu fais avec ton ordinateur?	<ol style="list-style-type: none"> Je surfe sur internet tous les jours. J'envoie des SMS deux fois par semaine. 	<ol style="list-style-type: none"> Say what I do on my computer or mobile phone. Use time phrases in my sentences.
2 Qu'est-ce que tu fais avec ton ordinateur?	<ol style="list-style-type: none"> Je joue – nous jouons – vous jouez Je ne joue pas – je ne fais pas – je ne regarde pas 	<ol style="list-style-type: none"> Conjugate (use, form) ER verbs in the present tense. Make negative sentences in French using a variety of verbs.
3 Qu'est-ce que tu fais?	<ol style="list-style-type: none"> En été quand il fait beau, je joue au rugby. Quand il fait froid, je joue sur la wii. 	<ol style="list-style-type: none"> Talk about what activities I do and what sports I do and play. Describe the weather and use it to add details in my sentences.
4+5 Qu'est-ce que tu aimes faire?	<ol style="list-style-type: none"> Le soir, j'aime retrouver mes amis en ville. J'aime jouer sur ma playstation – j'aime faire du sport Je fais du judo, mon frère fait de la natation, ma famille fait des promenades. Je joue au basket – je joue à la pétanque 	<ol style="list-style-type: none"> Talking about what I like to do, on different days or time of day. Use 2 verb structure (aimer + infinitive) Understand and use the correct form of some (du – de la – des) with I do (je fais) Use correctly au / à la / aux with jouer (to play)
6	To prepare for your upcoming assessment you should self-quiz on all the language and grammar on your sentence builder (weeks 1-5). Remember that little and often is the key to success.	Mid point assessment Speaking (Read aloud)

French Year 7 Cycle 3

Week	I will need to know:	So that I can:
7 Qu'est-ce qu'il y a dans ta ville?	<ol style="list-style-type: none"> Dans ma ville il y a un château, il n'y a pas de centre commercial. Je pense que c'est très jolie mais trop ennuyeux. 	<ol style="list-style-type: none"> Describe what there is and isn't in my town. Give my opinion about my town/village.
8 Tu vas où le weekend?	<ol style="list-style-type: none"> Quelquefois je vais à la patinoire. Je vais – tu vas – il va – nous allons – vous allez – elles vont. Je vais au café - je vais à la piscine. – je vais à l' hôtel 	<ol style="list-style-type: none"> Say where I go at the weekend. Use the verb to go (aller) with every person. Use the correct form of to the (masculine, feminine, before a vowel or h)
9 Qu'est-ce qu'on peut faire dans ta ville?	<ol style="list-style-type: none"> Je peux faire une promenade en barque, c'est bien. Je peux – tu peux – il peut – nous pouvons – vous pouvez – elles peuvent 	<ol style="list-style-type: none"> Explain what I can do in my town. Use the verb can (pouvoir) with every person
10 Qu'est-ce que tu voudrais faire?	<ol style="list-style-type: none"> Dans le future, je voudrais faire le tour du monde, parce que ce serait passionnant. 	<ol style="list-style-type: none"> Say what I would like to do in the future and give my opinion.
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 show 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.	

German Year 7 Cycle 3

Foreign languages are an important tool for communication in many jobs, for example: **Translator, Pilot**

Week	I will need to know:	So that I can:
1 Was ist dein Lieblingsfach	<ol style="list-style-type: none"> 1. Mein Lieblingsfach ist Deutsch, weil es sehr einfach ist. 2. Ich hasse Mathe, weil es ziemlich schwierig ist. 	<ol style="list-style-type: none"> 1. Say what is my favourite subject at school is and give a reason 2. Give a variety of opinions on other subjects
2 Was hast du am Montag?	<ol style="list-style-type: none"> 1. Am Montag habe ich Mathe in der ersten Stunde. 2. Heute nach der Pause habe ich Englisch. 	<ol style="list-style-type: none"> 1. Say what lessons I have on each day of the week in what session using ordinate numbers
3 Um wieviel Uhr hast du Englisch?	<ol style="list-style-type: none"> 1. Ich habe Geschichte um elf Uhr zwanzig. 2. Wir haben Sport um zwei Uhr. 	<ol style="list-style-type: none"> 1. Say what time of the day I have what lesson
4+5 Wie sind deine Lehrer und Lehrerinnen?	<ol style="list-style-type: none"> 1. Mein Lehrer heißt Herr Brown. 2. Er ist sehr streng, aber ein bisschen launisch. 3. Frau Smith kann gut Gitarre spielen. 4. Ihre Lieblingssendung ist 'Gladiators' 	<ol style="list-style-type: none"> 1. Say my teachers' names 2. Describe my teachers' personality 3. Say what my teacher can do 4. Talk about my teachers' favourite things
6	To prepare for your upcoming assessment you should self-quiz on all the language and grammar on your sentence builder (weeks 1-5). Remember that little and often is the key to success.	Mid point assessment Speaking (read aloud)

German Year 7 Cycle 3

Week	I will need to know:	So that I can:
7 Was gibt es in deiner Stadt?	<ol style="list-style-type: none"> In meiner Stadt gibt es einen Bahnhof und ein Schloss, aber es gibt keine Kunstgalerie. Ich mag Oxford, weil es eine Universität gibt. 	<ol style="list-style-type: none"> Describe what there is and isn't in my town. Give my opinion about my town and a reason.
8&9 Was kann man in Oxford machen?	<ol style="list-style-type: none"> Man kann hier sehr viel sehen. Man kann im Sommer eine Radtour machen. 	<ol style="list-style-type: none"> Say what I can do in my town Say what I can do in other towns in the Summer or in the Winter
9&10 Was wirst du in den Sommerferien machen?	<ol style="list-style-type: none"> Ich werde wandern und ein Picknick machen. Er wird segeln und im Meer baden. Wir werden meine Oma besuchen und zwei Wochen bleiben. 	<ol style="list-style-type: none"> Say what I or someone else will do in the Summer holidays using the future tense
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 show 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 7 Spanish

Careers linked to topics we study this cycle are: **Translator, Pilot**

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:
<p>1 Háblame de tu familia</p>	<p>1. Tengo una prima que se llama María, me encanta porque es graciosa y simpática. 2. Mis abuelos se llaman José y Susana, no son severos.</p>	<p>1. Describe your family member using adjectives in the singular form. 2. Describe family members in the plural form.</p>
<p>2 ¿Cuándo es su cumpleaños?</p>	<p>1. Mi tía tiene treinta y cuatro años. Mis padres tienen cuarenta años. 2. Su cumpleaños es el dieciocho de julio.</p>	<p>1. Using the third person in singular and plural form to be able to say age of family members. 'tiene / tienen' 2. Say birthdays of family members using third person verbs.</p>
<p>3 + 4 ¿Cómo eres físicamente?</p>	<p>1. Tengo los ojos azules, y el pelo rubio y largo. Soy bastante alta y guapa. 2. Mi padre es un poco calvo y muy alto, tiene los ojos verdes y lleva gafas.</p>	<p>1. Describe my physical self. 2. Describe others using third person verbs.</p>
<p>4 Phonics & Grammar</p>	<p>1 lesson needed (phonics in preparation for Assessment) 1. How to pronounce the Spanish Alphabet 2. Tiene los ojos azules. Tienen el pelo castaño. 3. Me encanta el inglés pero me gustan las ciencias</p>	<p>1. Spell out different words such as my name. 2. Understand and use the verb 'tener'. 3. Understand verbs like 'gustar' and when we use the plural</p>
<p>5 Repaso</p>	<p>This week we will revise in preparation for the Speaking Assessment.</p>	<p><i>Prepare to the best of my ability for the assessment</i></p>

Year 7 Spanish

Week	I will need to know:	So that I can:
6	To prepare for your upcoming assessment you should self-quiz on all the language and grammar on your sentence builder (weeks 1-5). Remember that little and often is the key to success.	<u>Mid point assessment</u> Speaking (Read aloud)
7 ¿Dónde vives?	<ol style="list-style-type: none"> Vivo en una casa bastante moderna. Vivo en un pueblo muy grande que está en la costa. 	<ol style="list-style-type: none"> Say what type of house you live in. Say where you live using 'ESTAR'.
8 ¿Qué hay en tu ciudad?	<ol style="list-style-type: none"> En mi ciudad hay un castillo y muchos restaurantes modernos. Mi ciudad tiene una bolera grande donde me gusta salir con mis amigos porque es divertido. 	<ol style="list-style-type: none"> Describe what is there in your city using adjectives. Say what you like to do in your city.
9 ¿Qué vas a hacer este fin de semana?	<ol style="list-style-type: none"> Este fin de semana voy a ir de compras. Va a ser guay. Si hace calor, a las ocho y cuarto con mis amigos vamos a ir al parque. Va a ser gracioso. 	<ol style="list-style-type: none"> Use the near future tense to describe future plans. Use the near future tense and weather phrases to describe future plans.
10 Repaso	This week we will revise in preparation for Cycle 3 Assessment.	Prepare to the best of my ability for the assessment
11	Scholar's Prep: To prepare for your upcoming assessment you should self-quiz on all the language and grammar on your sentence builder (weeks 1-10). Remember that little and often is the key to success.	Assessment 3 Listening Reading (Including translation into English) Writing (Paragraph)
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 7 Music: Percussion

Careers linked to topics we study this cycle are Drummer, Percussionist, Percussionist in a pit band

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> 1. A rhythm is a beat in music. It can be long or short. 2. An ostinato is a pattern of notes that repeats itself. 3. A cross-rhythm is where multiple notes are playing at the same time. 4. A beat/ pulse is the rhythm that always plays on the same part of the music. It keeps everything in time. 	<ol style="list-style-type: none"> 1. Play a rhythm in time with the beat/pulse. 2. Play long and short rhythms. 3. Play a rhythm that repeats. 4. Clap the pulse on time.
2	<ol style="list-style-type: none"> 1. African drumming is found in most parts of Sub-Saharan Africa. 2. African drumming is used for lots of different events: for example singing, dancing, funerals and weddings. 3. African drumming uses lots of call and response. 4. A djembe is a common instrument in African drumming. 	<ol style="list-style-type: none"> 1. Understand where in Africa, African drumming comes from. 2. Explain an occasion where you might hear African drumming. 3. Recognise a djembe sound or video. 4. Recognise call and response from a recording or video.
3	<ol style="list-style-type: none"> 1. Articulation is how we play the notes. For example, short (staccato) or long (legato). 2. Dynamics is how loud or quiet we play the notes. For example, we could play forte which means to play loud or we could play piano which means to play quietly. 	<ol style="list-style-type: none"> 1. Play a rhythm long or short as a demonstration. 2. Demonstrate on a percussion instrument playing a loud note and then playing a quiet note.
4	<ol style="list-style-type: none"> 1. Quantizing is when we use the music software to make sure the notes are in time. 2. A chord is when we play multiple notes at the same time. 3. A chord progression is when we play multiple chords one after each other in a sequence that we repeat. 	<ol style="list-style-type: none"> 1. So I can quantize something I have recorded to make in time. 2. Play a chord in one of my compositions. 3. Play a chord progression and record it into logic.
5	<ol style="list-style-type: none"> 1. A bass line is a pattern of notes that normally repeats played on a bass instrument. 2. Musical structure is the way that the music is organised across the whole song. 	<ol style="list-style-type: none"> 1. Know how to make my own bass line and record it into logic. 2. Know how to plan the structure for my musical piece to make sure it has different sections in it.

Year 7 Music

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> 1. Verse chorus structure is a common structure used in pop music. 2. A melody is the tune of the music. It is usually the highest note in the song/ piece. 3. The lyrics are the words the singer sings. 4. In pop songs the singing will often make the lyrics rhyme. 	<ol style="list-style-type: none"> 1. Understand how to use verse chorus structure in my pop music piece. 2. Understand how to make a melody. 3. Understand how lyrics are used in pop music and to make my own lyrics.
7	<ol style="list-style-type: none"> 1. The range is how many different notes an instrument can play. 2. Vocal chords are the parts in our voice box that vibrate so we can sing. 	<ol style="list-style-type: none"> 1. Know how high I can sing with my voice and how low I can sing. 2. Understand how singing works.
8	<ol style="list-style-type: none"> 1. A riff is a repeated idea often used in pop music. It is often catchy and designed to be easy to remember. 2. We must remember to save our work in logic when we have finished. 	<ol style="list-style-type: none"> 1. So I can create my own riff in my composition. 2. To give some examples of riffs in a pop song that I know. 3. So I know to save my work at the end of the lesson when I am working on my pop composition.
9	<ol style="list-style-type: none"> 1. Instrumentation is about what instruments we decide to use in our compositions and how we decide to make them play the notes. 	<ol style="list-style-type: none"> 1. Choose instruments in our composition that fit the pop music style.
10	<ol style="list-style-type: none"> 1. Rhythm is about when we play the notes. Whether we play in time with the pulse/beat or note. 2. A piece can be major or minor. A major piece generally sounds happy and minor pieces generally sound sad. 	<ol style="list-style-type: none"> 1. Compose a pop song that has parts that play in time with the pulse/beat and that use different types of rhythms. 2. Decide whether our piece will be major or minor and describe why we chose this.
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>	

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

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

Week	Athletics Field	Athletics Track
1	<p><u>Shot Putt</u> – When performing a shot putt the shot is held in fingertips and not palm. Placed at the neck and throwing arm elbow high. Non-throwing arm to be used for aiming. Throwing arm is straightened to putt the shot. To gain extra distance the phrase chin-knee-toe should be used. This encourages use of the legs in the performance. So that I can <u>apply</u> techniques to safely throw the shot.</p>	<p><u>Middle Distance (1)</u> 800m is a middle-distance event. 800m is 2 laps of the track. Pacing is running the race at a consistent pace to ensure that the athlete does not tire too much before the end of the race. Complete an 800m race. So that I can <u>apply</u> pacing skills during an 800m race to ensure I can complete the event.</p>
2	<p><u>Discus</u> – When throwing the discus, it is held in dominant hand with just the fingertips. The non-throwing hand used to aim and support discus in throwing hand. Momentum is built by rotating the body back and forth. Discus is released from the front of the hand off of the index finger (first finger). To gain extra distance the phrase chin-knee-toe should be used. This encourages use of the legs in the performance. So that I can <u>apply</u> techniques safely throw the discus.</p>	<p><u>Middle distance (2) - 1500m</u> 1500m is a middle-distance event. 1500m is 3 and ¾ laps of the track. Pacing is running the race at a consistent pace to ensure that the athlete does not tire too much before the end of the race. Complete a 1500m race So that I can <u>apply</u> pacing skills during a 1500m race to ensure I can complete the event.</p>
3	<p><u>High Jump</u> – A legal high jump is one where the performer takes off from one foot. All jumps can be split into four components – Approach, take-off, flight, and landing. A high jump can be performed using a scissors or Fosbury flop technique. A safe landing is one where the performer lands on the top of their back. The performer takes off of the nearest foot to the bar. So that I can <u>perform</u> a legal and safe jump in high jump.</p>	<p><u>Sprinting (1)</u> Sprint starts are performed with the athlete kneeling on the ground. The athlete goes into this position on the command 'take your marks'. The athlete raises up on the command 'set' and begins to run on command 'go'. Good sprinting technique involves both arms and legs moving powerfully straight up and down. So that I can <u>perform</u> a sprint start effectively and maintain good technique in the race.</p>
4	<p><u>Long Jump</u> - A legal long jump is one where the performer takes off from one foot. All jumps can be split into four components – Approach, take-off, flight, and landing. A long jump can be performed using a hang or hitch kick technique. A safe landing is one where the performer lands on side of their leg. A performer's foot must not be over the take-off board when starting their flight phase. So that I can <u>perform</u> a legal long jump with good technique.</p>	<p><u>Sprinting (2)</u> Some sprint races require athletes to run around bends. Technique for this is to lean slightly when running into the bend maintaining good sprint technique. Apply this technique into 200m/300m/400m races. So that I can effectively <u>apply</u> techniques to run a sprint race which includes a bend/bends.</p>
5	<p><u>Triple Jump</u> A legal triple jump is one where the performer takes off from one foot. All jumps can be split into four components – Approach, take-off, flight, and landing. The triple jump consists of three phases, a hop, a step and a jump. These must be performed in this order. A performer's foot must not be over the take-off board when starting their hop phase. So that I can <u>perform</u> a legal triple jump by linking the 3 phases together.</p>	<p><u>Relay – change overs</u> Upsweep is where the baton is moved in an upward direction and placed in next runner's hand between thumb and index (first) finger. Down-sweep is where the baton is moved in a downward position and placed in the next runner's palm of their hand. Baton is passed to next runner's opposite hand – e.g. left to right or right to left. So that I can <u>perform</u> change overs effectively and efficiently during a relay race.</p>

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

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

Week	Cricket	Softball/Rounders
6	<p><u>Fielding</u> – long and short barrier Long barrier performed by placing one knee behind heel of foot of other leg. Arms placed in front of knee with hands pointing towards the ground. Short barrier performed with hand lined up with a foot which is placed side on to the ball. So that I can <u>understand</u> how to stop the ball in cricket.</p>	<p><u>Fielding</u> – long and short barrier Long barrier performed by placing one knee behind heel of foot of other leg. Arms placed in front of knee with hands pointing towards the ground. Short barrier performed with hand lined up with a foot which is placed side on to the ball. So that I can <u>understand</u> how to stop the ball in Rounder/Softball</p>
7	<p><u>Batting 1</u> – Defensive shots The bat is held with both hands, with both V's (between thumb and index finger) pointing down the grip. Dominant hand should be the bottom hand. Forward defence shot performed by angling the bat towards the ground to avoid ball being hit in the air. Follow through is stopped a point of contact and front elbow remains high. Head position is over the ball at point of contact. So that I can <u>perform</u> a defensive shot in cricket and protect my stumps.</p>	<p><u>Fielding</u> – catching and mitt work If a ball is above chest height use fingers pointing up method. Hands together to form a cup, thumbs of both hands overlapping slightly. Hands move back slightly on impact to cushion the catch. If a ball is below chest height use fingers pointing down method. Hands together to form a cup, little finger of both hands overlapping slightly. Hands move back slightly on impact to cushion the catch. Mitt placed on non-dominant hand. Other hand used to stop ball falling out. Mitt hand squeezes once ball has entered the mitt. So that I can <u>apply</u> catching skills to get an opponent out.</p>
8	<p><u>Batting 2</u> – Attacking shots The bat is held with both hands, with both V's (between thumb and index finger) pointing down the grip. Dominant hand should be the bottom hand. A front foot drive is performed by angling the bat towards the ground to avoid ball being hit in the air. Follow through is through the ball with bat ending up high by head. So that I can <u>perform</u> a front foot drive to score runs in cricket.</p>	<p><u>Batting</u> Bat is held in one or two hands. Batter stands at a right angle to bowler. Non dominant shoulder nearest to bowler. Batter watches the ball all the way on to the bat. Bat is swung horizontally backwards then forward to contact the ball. Only attempt to hit a ball which is bowled between knee and shoulder height. So that I <u>apply</u> batting technique to hit the ball and attempt to score rounders/runs.</p>
9	<p><u>Bowling</u> Bowling is performed by keeping delivery arm straight and releasing the ball at approximately the 1 o'clock position. Ball is held by thumb and index and middle finger. Thumb placed on the side of the ball. Index and middle finger placed on seam of the ball. Non bowling arm used to aim. Body should be side on when releasing the ball with head looking over non bowling arm shoulder. Ball should bounce once before reaching stumps/batter. So that I can <u>perform</u> a legal bowling action in cricket.</p>	<p><u>Bowling</u> A legal ball is bowled between the batter's knee and shoulder and on bat side of their body. Ball is bowled with one hand. Hand starts by side, swing back and then forwards releasing ball at hip height. Stand side on with non-dominant hand nearest batter. Use non-dominant hand to aim. So that I can <u>perform</u> the role of bowler in a game of rounders/softball.</p>
10	<p><u>Games play</u> Use the skills learnt within a conditioned game of cricket, to perform the roles of fielder, batter and bowler. Understand some basic rules of the game. Runs are scored by changing ends with a partner after the ball has been bowled. A run out occurs if the stumps are hit by a fielder before a player has reached the opposite end of the wicket. So that I can <u>apply</u> learnt skills and techniques to competitive situations.</p>	<p>Games play Use the skills learnt within a conditioned game of Rounders/Softball to perform the roles of fielder, batter and bowler. Runs are scored in Rounders at base two (½) and four (1), and in Softball at base four (1). Run outs occur if bases have been stumped before runners have reached that base. So that I can <u>apply</u> learnt skills and techniques to competitive situations.</p>

ASPIRE Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Salary	The money paid by an employer to an employee for their work.	She was excited to receive her first pay check and see her monthly salary .
2	Proportions	The comparative size, amount, or degree of different parts within a whole.	The chef carefully measured the proportions of ingredients to create the perfect recipe.
3	Budget	A plan specifying how money will be allocated for a particular purpose within a set period.	Creating a monthly budget helped them manage their expenses and save for future goals.
4	Assessing	The act of evaluating something, such as performance, value, or a situation.	The teacher spent time assessing each student's understanding through quizzes and assignments.
5	Managerial	Relating to the activities and responsibilities of managers in a business,	His managerial skills were evident in the efficient organisation and coordination of the project.
6	Candidate	A person who applies for a job or is nominated for an award or position.	The company interviewed several candidates for the open position before making a final decision.
7	Industry	A particular form or branch of business activity.	The automotive industry plays a significant role in the country's economy.
8	Stress	The physical and mental tension or pressure resulting from demanding situations.	Excessive workload and tight deadlines often lead to increased stress .
9	Justice	The quality of being fair, impartial, and morally right, often associated with legal or ethical principles.	The legal system is designed to ensure justice and fairness for all citizens.
10	Curiosity	A strong desire to know or learn something.	The child's curiosity led her to ask countless questions about the natural world around her.

ASPIRE Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Career	A person's lifelong journey of learning, work, and other aspects of life, often involving multiple jobs and experiences.	After completing her education, she embarked on a successful career in marketing.
2	The Eatwell Guide	A visual representation of a balanced and healthy diet, typically highlighting recommended proportions of different food groups.	The Eatwell Guide encourages individuals to include a variety of fruits and vegetables in their daily meals for a balanced diet.
3	Financial literacy	The ability to understand and use various financial skills, including budgeting, investing, and managing money wisely	Teaching financial literacy to students helps them make informed decisions about saving, investing, and managing money.
4	Proficiency	A high level of skill, expertise, or competence in a particular subject or activity.	His proficiency in coding languages made him a valuable asset to the software development team.
5	NHS (National Health Service)	The publicly funded healthcare system in the United Kingdom, providing medical services to residents.	The NHS provides healthcare services to millions of people, ensuring access to medical treatment and support.
6	Curriculum Vitae	A comprehensive document detailing a person's academic and professional achievements	Sarah submitted her curriculum vitae to the prospective employer, detailing her academic achievements and work experience.
7	Merchandiser	A professional responsible for planning and promoting the sale of products	As a merchandiser , his role involved strategically placing products in the store to maximise sales.
8	Physiological	Relating to the functions and activities of living organisms and their parts	Exercise has numerous physiological benefits, including improved cardiovascular health and increased energy levels.
9	Advocate	A person who publicly supports or recommends a particular cause, policy, or individual	She became an advocate for environmental conservation, actively participating in campaigns to raise awareness about sustainability.
10	Growth mindset	The belief that abilities can be developed through dedication, hard work, and perseverance	Embracing a growth mindset , the student saw challenges as opportunities to learn and improve rather than as obstacles.

English Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Context	The setting within which a work of writing is situated.	The context of 'A Midsummer Night's Dream' is that it is set in ancient Athens, a patriarchal society.
2	Elope	Someone who is running away secretly in order to get married, they are eloping.	Lysander and Hermia elope to the woods to marry away from Athens.
3	Conflict	A serious disagreement or argument; there is a conflict.	During the rising action, Oberon and Titania experience a verbal conflict .
4	Beguiling	Something is enchanting or charming, often in a deceptive way, it is beguiling.	The juice of 'love-in-idealness' is beguiling .
5	Chaotic	A state of complete confusion and disorder.	Puck confuses Demetrius with Lysander creating a chaotic twist in the play.
6	Incongruent	A state of being unsuited or incompatible.	The rude mechanicals are incongruent and in choosing a tragedy to perform at the Duke's wedding.
7	Dejection	Someone is in a sad and depressed state or low spirits, they are dejected.	Hermia becomes dejected as a result of Lysander and Demetrius' actions.
8	Resolve	Finding a solution for a problem.	Oberon resolves the chaos and confusion created by Puck by reversing the spell placed on the lovers.
9	Revive	Someone has been restored to life or consciousness, they have revived.	Nick Bottom's revival is essential for the rude mechanicals' performance.
10	Uplifting	Inspiring happiness, optimism, or hope.	The ending of the play is uplifting as it is a comedy.

English Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Comedy	A play characterised by its humorous tone and its depiction of amusing people or incidents, in which the characters ultimately triumph over adversity.	'A Midsummer Night's Dream' is one of Shakespeare's most famous comedies .
2	Metadrama	A play that features another play as part of its plot.	Shakespeare's "A Midsummer's Night Dream" contains a metadrama .
3	Jester	A jester is a fool and a recurring character type in the works of William Shakespeare	Puck's character is the jester figure within 'A Midsummer Night's Dream' .
4	Comedic interlude	A comedic sketch performed between the parts of a play.	The Mechanicals act as a comedic interlude within the play.
5	Plot Twist	An unexpected development in a text.	The mistaken identity of the young Athenian lovers is a major plot twist in the play.
6	Couplet	A pair of successive lines of verse, typically rhyming and of the same length.	Shakespeare uses a lot of couplets within 'A Midsummer Night's Dream' his writing for the purpose of musicality and its association with romance.
7	Meter	In poetry, metre or meter is the basic rhythmic structure of a verse or lines in verse.	Free verse is a form of poetry that does not rely on consistent patterns of rhyme and meter ; characters who are not part of the nobility generally use prose in a Shakespearean play.
8	Misconception	Misconception is the inability to execute or understand something clearly.	Misconception or mistaken identity is a major attribute of Shakespearean comedy. Misconception creates confusion which needs to be resolved by the end of the play in order for it to have a happy ending .
9	Dramatic Irony	A literary technique in which a character's words or actions are clear to the audience but unknown to the character.	Shakespeare uses dramatic irony as Hermia and Titania are unaware of the magic properties the flower 'love-in-idleness' has.
10	Catharsis	The process of releasing, and thereby providing relief from, strong or repressed emotions.	The ending of the play is cathartic , as everyone is happy and in love. All confusion and unhappiness is resolved.

Maths Curriculum Dictionary: Tier Two Words

	Word	Definition	In a sentence:
1	Angle	A way of measuring how much something turns, or the difference in direction between two lines.	The angle between the two lines was 45°.
2	Protractor	Piece of equipment used to measure and draw angles.	You need to use your protractor to draw a 63 degree angle accurately.
3	Vertically Opposite	The angles opposite each other when two lines cross. They are always equal.	A pair of vertically opposite angles must be equal.
4	Parallel	Parallel lines never meet. They go in the same direction as each other.	Two opposite sides in a rectangle are parallel .
5	Commutative	An operation is commutative if we always get the same answer when the order of the numbers is swapped.	Addition and multiplication are commutative , but subtraction and division are not.
6	Derive	To derive a fact means to show that it is true.	You can derive the fact that $852 \div 12 = 71$ from the fact that $12 \times 71 = 852$, because division is the reverse of multiplication.
7	Venn Diagram	A diagram which uses circles to show which things belong to different categories.	You can use a Venn diagram to show how many people like pizza, pasta, or both.
8	Probability	The chance/likelihood that something will happen.	The probability of winning a game of "rock paper scissors" is 50%.
9	Factor	An integer is a factor of a bigger integer if it can be multiplied by another integer to get the bigger number. A factor "goes into" a number.	6 is a factor of 12, but 7 is not a factor of 12.
10	Prime	An integer with exactly two factors	2, 3, 5, 7, 11, and 13 are prime numbers, but 1, 4, 6, 8, 9, and 10 are not.

Year 7 Science Cycle 3: Energy	
Glossary	
Word	Definition
Conduction	Method of heat transfer in solids, liquids, and gases. Requires objects to be in direct contact with each other.
Convection	Method of heat transfer in liquids and gases. Heated particles become less dense, rise up and then cool
Chemical Energy	The energy released from chemical reactions
Elastic Potential Energy	The energy stored in a stretched object
Gravitational Potential Energy	The energy stored in an object above the ground
Kinetic Energy	The energy stored in a moving object
Nuclear Energy	The energy released from nuclear reactions
Radiation	Method of heat transfer that does not require particles. Radiation can travel through air or the vacuum of space.
Thermal Energy	The energy stored in hot objects

Year 7 Science Cycle 3: Elements	
Glossary	
Word	Definition
Atom	The smallest part of an element that can exist.
Chemical formula	A formula that shows the relative number of atoms of each element in a compound.
Chemical symbol	A one- or two-letter code for an element that is used by scientists in all countries.
Compound	A substance made up of atoms of two or more elements, strongly joined together.
Element	A substance which is made up of only one type of atom.
Mixture	A mixture is made from different substances that are not chemically joined.
Molecule	A group of two or more atoms, strongly joined together.
Periodic Table	A table of all the elements, in which elements with similar properties are grouped together.
Product	A substance that is made in a chemical reaction.
Reactant	A starting substance in a chemical reaction.

Year 7 Science Cycle 3: Microbes			
Glossary			
Word	Definition	Word	Definition
Antibiotic	A medicine that can be used to treat bacterial infections	Symptom	What a patient feels like when they have a disease
Antibody	A protein made by some white blood cells that can defend the body against organisms	Transmission	The method by which a disease is passed from one person to another.
Bacteria	Single-celled microorganisms, some of which are pathogenic in humans, animals and plants.	Vaccine	Small amounts of dead or inactive pathogen, usually administered via injection.
Communicable disease	A disease that is caused by a pathogen	Vector	Is a living organism that transmits an infectious agent from an infected animal to a human or another animal.
Fungus/Fungi	Any of a group of spore-producing organisms	Virus	An ultramicroscopic infectious particle that can replicate inside the cells of living hosts

Art Curriculum Dictionary: Tier Two & Three Words Y7 Typography C3

Topic	Word	Definition	In a sentence:
1	Typography	Typography is the art and technique of arranging letters (type) in different styles, to make written language legible, readable and appealing when displayed. The arrangement of type involves selecting typefaces, point sizes, line lengths, line spacing, letter spacing, and spaces between pairs of letters.	The graphics (pictures) are good but I don't like the typography
2	3D / 2D	A two-dimensional (2D) object is an object that only has two dimensions, such as a length and a width, and no thickness or height. A three-dimensional (3D) object is an object with three dimensions: a length, a width, and a height. The flat sides of three-dimensional objects are two-dimensional shapes.	The 2D shape is a square. The 3D form is a cube. The 2D shape is a circle. The 3D form is a sphere.
3	Sculpture	The art of making three-dimensional representative or abstract forms, most commonly by carving stone or wood, or by casting metal or plaster.	One of the most famous sculptures in the world is 'David' by Michelangelo.
4	Papier-mâché	Consists of paper pieces or pulp, sometimes reinforced with textiles, and bound with an adhesive, such as glue, starch, or wallpaper paste.	She made a mask out of Papier-mâché for the carnival.
5	Art Movement	An Art Movement is a tendency or style in art with a specific art philosophy or goal, followed by a group of artists during a specific period of time, (usually a few months, years or decades) or, at least, with the heyday of the movement defined within a number of years.	Pop art is an art movement that emerged in the 1950s and flourished in the 1960s in America and Britain, drawing inspiration from sources in popular and commercial culture.
6	Rococo	Rococo (also known as Late Baroque) is an exceptionally ornamental and dramatic style of architecture, art and decoration which combines asymmetry, scrolling curves, gilding, white and pastel colours and sculpted moulding, frescoes to create surprise and the illusion of motion and drama.	The palace was very fancy and a true rococo style with lots of swirly patterns and painted gold.
7	Pointillism	Pointillism is a technique of painting in which small, distinct dots of colour are applied in patterns to form an image.	There were now so many paintings, laboriously constructed dot by dot through the pointillism technique.
8	Pop Art	Pop art is an art movement that emerged in the 1950s and flourished in the 1960s in America and Britain, drawing inspiration from sources in popular and commercial culture. Different cultures and countries contributed to the movement during the 1960s and 70s.	Andy Warhol's pictures of soup cans are a famous example of Pop art .

Art Curriculum Dictionary: Tier Two & Three Words Y7 Typography C3

Topic	Word	Definition	In a sentence:
9	Graffiti	Graffiti is art that is written, painted or drawn on a wall or other surface, usually without permission and within public view. Graffiti ranges from simple written words to elaborate wall paintings, and has existed since ancient times, with examples dating back to ancient Egypt, ancient Greece, and the Roman Empire.	Graffiti appeared on the walls during the night.
10	De Stijl	De Stijl (Dutch for "The Style"), also known as Neoplasticism , was a Dutch art movement founded in 1917. De Stijl consisted of artists and architects that advocated pure abstraction by a reduction to the essentials of form and colour. They simplified visual compositions to vertical and horizontal, using only black, white and primary colours.	The members of 'De Stijl' argued constantly but agreed on one thing: no curves allowed.
11	Refine	Make changes so as to improve or clarify.	She refined her printing, so it was much clearer.
12	<p>L – LINK E – ELEMENTS M – MEDIA M – MOOD O – OPINION N – NARRATIVE</p>	LEMMON is the acronym for the writing framework we use in Art to analyse an artist's work and evaluate how it is relevant to our own.	<p>L – LINK – I am looking at Boakye's work because I am doing a project around portraiture, and she paints people.</p> <p>E – ELEMENTS – The most prominent (important) formal elements in Boakye's work is composition and colour, because.....</p> <p>M – MEDIA – The media Boakye has used to make the work is paint.</p> <p>M – MOOD – The mood and content within Yíadom-Boakye's paintings is about imaginary stories where fictitious figures live in private worlds.</p> <p>O – OPINION – I like Boakye's work because it reminds me of dreams.</p> <p>N – NARRATIVE - Lynette Yíadom-Boakye (born 1977) is a British painter and writer. She is best known for her portraits of imaginary subjects, or ones derived from found objects, who are painted in muted colours. Her work has contributed to the renaissance in painting the Black figure. Her paintings often are presented in solo exhibitions.</p>

Year 7 Computer Science – Carousel - Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	1) Respectful	To treat someone or something as being valuable.	Respectful use of the IT equipment means not misusing or damaging it.
2	1) Input 2) Process 3) Storage 4) Output	1) To put data into a system. 2) Apply logic or calculations to an input. 3) To save work so it can be used later on. 4) To get information out of a computer system	1) We mainly use a keyboard to input data into computer systems. 2) A software program like PowerPoint can process and <i>spell check</i> your work as you type. 3) Office <i>autosaves</i> your work to the <i>OneDrive cloud storage</i> . 4) The squiggle red underline is how Office outputs a misspelt a word.
3	1) Scrutinise 2) Risk 3) Personal	1) To examine or inspect closely. 2) To be open to danger with few defences. 3) Private information about you, that others could use to harm you or defraud you.	1) Today, AI (Artificial Intelligence) is used to scrutinise social the media of job applicants before they are even interviewed. 2) Posting a <u>public photo</u> of yourself in your school uniform can put you at risk . 3) Your school, your name, age, and where you live are all personal information you need to protect, as you would a bank account.
4	1) Illegal 2) Unsolicited 3) Possessing	1) Breaking the law, committing a criminal act. 2) Not wanted or not asked for. 3) Having a copy on your device.	1) It is illegal for under 18 persons to be involved with sexting. 2) Sadly, many students report they receive unsolicited nude pictures. 3) Its illegal for U18 to posses nudes on their mobile devices.
6	1) Series 2) Parallel 3) Evaluation	1) One after the other, single file, one path 2) Next to, running alongside, not crossing 3) To work out or calculate	1) In a series circuit BOTH switches must be on for the circuit to turn on (AND). 2) In a parallel circuit EITHER (OR BOTH) switches being on will turn the circuit on. 3) The evaluation rule for NOT is to flip the input from 0 to 1 or from 1 to 0.
7/8	1) Place Value 2) Denary	1) The value of a column in a denary or binary number. 2) A normal number (the place values go up in 10).	1) The place value of the 2 in 1,024 is ten. 2) Multiplying the denary number 123 by 10 yields 1,230
9	1) Rotate	1) Spin or turn to change the direction you are facing, but not your position in space.	1) When facing EAST, telling the turtle to LT(90) rotates left 90 so the turtle now faces NORTH.
10	1) 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 – Carousel - Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	2) Cyberbullying	Sending (posting or reposting) hurtful statements about someone in order to hurt them.	Cyberbullying is no joke, especially when you are the victim.
2	5) Hardware 6) Software 7) Data 8) Information 9) CPU 10) RAM	5) The <i>physical part</i> (you can touch) of a computer system. 6) The <i>logical</i> (thinking part) of a computer System. 7) <i>Raw facts</i> input into the system, like keystrokes. 8) Data that has been processed into useful information . 9) Central Processing Unit . The main <i>microchip</i> . <u>NOT the case!</u> 10) Random Access Memory	5) I/O hardware such as a touch screen provides both input/output . 6) We use <i>PowerPoint</i> software is a graphical note taking tool. 7) Keystrokes are input as data and processed into words. 8) <i>Misspell</i> word information by <u>underlining it in squiggly red lines</u> . 9) The CPU is a microchip inside the casing and is not the casing! 10) The Computer System uses RAM to hold data and instructions .
3	4) Digital footprint 5) Oversharing 6) Social Media	4) Any online trail, usually social media posts, that you leave behind when you are online. 5) Sharing too much personal information online. 6) Websites that allow community-based sharing or input.	4) Social media posts are an important part of your online footprint . 5) As a young person, oversharing will place you at risk . 6) Social influencers are social media posters with such a large following that they can monetise and endorse products.
4	4) Text(ing) 5) Sexual 6) Sexting	3) Sending a text message or text post. 4) Relating to Intimate activity between people. 5) Creating, Possessing, or Sending sexualised texts or nudes.	3) Texting is still an easy way to communicate privately . 4) Sexting illegally puts under 18's under pressure to share <i>nudes</i> . 5) It is illegal for under 18s to be involved with making, possessing, sharing or being in nude pictures.
6	4) Transistor 5) Binary 6) Abstract	4) An electrical switch that is turned on or off by a control signal(current). 5) Two states – ON (0) or OFF (1) 6) To simplify, hide the complexity	4) A CPU or RAM has millions of transistors . 5) Computers are built on transistors , so binary codes 0 or 1 are used. 6) The AND gate is an abstraction of two transistors in series.
7/8	3) BIT 4) Binary Place Value	3) BIT = Binary digit – a 0 or 1. 4) The binary place values are the powers of 2: 128, 64, 32, 16, 8, 4, 2, 1	3) The rightmost bit in binary always represents a unit(1). The BITs then get bigger (right to left) by multiplying by 2. 4) The binary place value to the left of 8 is 16.
9	2) Turtle commands	<ul style="list-style-type: none"> • Movement : <ul style="list-style-type: none"> ◦ fd(100) ◦ bk(100) ◦ Rotation: <ul style="list-style-type: none"> ◦ rt(90) ◦ lt(90) ◦ Pen State: <ul style="list-style-type: none"> ◦ pu() ◦ pd() 	<div style="display: flex; align-items: center; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; background-color: #4a7ebb; color: white; border-radius: 10px;">No iteration</div> <div style="border: 1px solid black; padding: 5px; font-family: monospace; font-size: 0.8em;"> Square: fd(100) rt(90) fd(100) rt(90) fd(100) rt(90) fd(100) rt(90) </div> <div style="font-size: 2em;">→</div> <div style="border: 1px solid black; padding: 5px; background-color: #4a7ebb; color: white; border-radius: 10px;">With iteration</div> <div style="border: 1px solid black; padding: 5px; font-family: monospace; font-size: 0.8em;"> repeat (4) : fd(100) rt(90) </div> </div>
10	2) Iteration	To repeat a group of instructions, from the Loops section of Trinket BLOCKS.	

Drama Curriculum Dictionary: Tier Two Words

Rotation 3	Word	Definition	In a sentence:
	Status	How important a person or thing is – where they sit in the hierarchy.	The Witch is a high- status character and as an actor I will communicate that through vocal and facial expression.
	Communicating	Share ideas, stories, characters and situations.	I am communicating the character of Aslan through vocal and facial expression to show he is afraid.
	Rehearsing	The practise a play, piece of Music or poetry for public performance	I am rehearsing for my assessment in Drama, where I will present my work to the rest of my class because Drama is a 'performance' subject.
	Refining	Make changes to gradually improve the piece	I am refining my work to make it better, based off the feedback I received from my peers and teacher.
	Reflecting	Thinking deeply about a suggestion or idea	After reflecting on my assessment, I think I could have made better use of my vocal expression to show the character and the situation.
	Faun	Mystical creature that is half man and half goat.	Mr Tumnus was afraid the Witch would pluck out his beard and saw off his horns – then what kind of faun would he be?

Drama Curriculum Dictionary: Tier Three Words

Rotation 3	Word	Definition	In a sentence:
	Facial expression	Is a form on non-verbal communication that shows character and emotion in performance	I am using facial expression to show different characters and their emotions.
	Vocal expression	How you deliver words to communicate meaning and emotion in performance	I am using vocal expression to show different characters and their emotions.
	Gesture	A movement of the hand or head to express an emotion or meaning in performance	I am using gesture to show different characters and their physicality
	Body Language	The conscious movement and posture that communicate character or feelings	I am using body language to show different characters and their physicality
	Audience Awareness	Being aware of where you audience is positioned and making sure you present towards them	I am making sure I show good audience awareness by facing the front and directing my voice out to the audience avoiding turning my back to the people watching
	Tableaux	A group of actors representing a scene from a story – often using levels to show importance.	To show all the different types of Aslan we created a tableaux – this showed Aslan to be; wise, ferocious, calm, brave etc.
	Narration	A technique whereby one or more performers speak directly to the audience to tell a story, give information or comment on the action of the scene or the motivations of characters	We took sections from each of the monologues and used them to narrate or tableaux images to communicate the story to our audience. This also gave us a better understanding of the character
	Mime	The theatrical technique of suggesting action, character or emotion without words, using only gesture, expression and movement	We mimed Mr Tumnus eating his hot toasted muffins and drinking tea, next to a warm fire – he was trying to lull Lucy to sleep so he could capture her for the White Witch!
	Blocking	The precise staging of an actor on stage to avoid standing in front of other performers.	I have worked on the blocking of my piece, and I know where I need to stand to deliver all my important lines without standing in front of another performer.
	Situation	Where a performance is set	I used a range of props to communicate the situation to the audience.
	Character	The person portrayed by an actor	I used vocal expression to communicate the character to the audience.
	Proxemics	The amount of space and the body angle actors use to communicate relationships on stage.	I used proxemics to show that Peter was stronger than Willy –

Design and Technology Curriculum Dictionary: Tier Two Words

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

Design and Technology Curriculum Dictionary: Tier Three Words

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

Year 7 Food Technology Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Hygiene	The practice of keeping yourself and your working areas clean in order to prevent illness and disease.	Good personal hygiene can prevent most food poisoning cases.
2	Misc en place	Have all ingredients and utensils prepared before cooking.	Misc en place is a time-saving process to help get your kitchen flowing properly.
3	Coat	Cover a food with, or dipping it into, an ingredient such as flour or sauce.	Coating your hands in flour can keep the dough from sticking to your hands.
4	All-in-one method	All the ingredients are simply put into the mixing bowl together.	When we apply the all-in-one method, there is no need to add the egg gradually or fold in the flour gently.
5	Balanced	Different things or different parts of something exist in equal or correct amounts	A balanced diet is about the types of foods and the amounts consumed.
6	Skimmed	A substance from the surface of a liquid is removed	There is minimal cream and fat in skimmed milk.
7	Curdle	Separate or cause to separate into curds or lumps.	Milk and soy milk are curdled intentionally to make cheese.
8	Affordable	Inexpensive, reasonably priced	Eggs are an affordable source of nutrients for adults and children living in food-insecure environments.
9	Starchy	Containing a lot of starch	Potatoes, bread, rice, pasta, and cereals are all examples of starchy foods and should make up just over a third of the food you eat.
10	Sauté	A method of cooking that uses a small amount of oil in a shallow pan over high heat.	Sauté chicken and vegetables is a quick and healthy dinner.

Year 7 Food Technology Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Cross-contamination	The process by which harmful bacteria spread from one substance to another.	Always store raw food at the bottom of the fridge to prevent cross-contamination .
2	Binding agent	It holds other ingredients together.	Eggs can act as binding agents giving strength and stability to meatloaves, casseroles and baked goods.
3	Rubbing-in method	Use your fingertips to rub the flour and butter together until the mixture resembles breadcrumbs.	We can use rubbing-in method to make dishes such as shortcrust pastry, crumbles and scones.
4	Leavening agents	They cause bread, cakes, and other baked goodies to rise when they go in the oven, such as baking powder and baking soda.	Without leavening agents , your desserts and breads will not rise, and the product will be too dense.
5	Processed foods	Transformation of agricultural products into food, or of one form of food into other forms.	Canned tuna is also processed food , but not in a way that's harmful to health.
6	Alternatives	To replace or substitutes. They mostly include food products made from plants.	Soy milk, almond milk and oat milk are some common milk alternatives .
7	Probiotics	They are live bacteria and yeasts promoted as having various health benefits.	Probiotics are usually added to yoghurts or taken as food supplements and are often described as "good" or "friendly" bacteria.
8	Versatile	Able to be adapted to many different functions	There are few foods as versatile as eggs. They can be boiled, fried, be part of a pancake, omelet, custards and cakes etc.
9	Waxy	Have less starch, contain more moisture and sugar.	Waxy potatoes are not good for mashing because they hold their form and produce a chunky mash.
10	Simmer	to cook ingredients in liquid at a lower temperature and with less movement, so the structure of the ingredients is better maintained	To fix undercooked rice, put the lid back on and simmer for another five minutes.

Geography Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Topography	Topography describes the different shapes and features on the Earth's surface, like mountains, valleys, and rivers.	Oxford's topography is characterized by gently rolling hills and the meandering River Thames.
2	Diverse	Diverse means it is varied – it differs widely from place to place.	Oxford Spire is a diverse school as there are many different types of students here.
3	Export	Products sold to another country.	Cars are one of the UK's largest exports .
4	Quality of life	Quality of life measures happiness and how well our needs are met	Quality of life is generally higher in a richer country.
5	Superpower	A country with a very large amount of power and influence in the world.	The UK was a superpower in the 1800s. China is a superpower now.
6	Colonialism	When one country takes over another country and rules it.	European countries including Britain colonised Africa from around 1850 until around 1960s
7	Relief rainfall	When it rains because air is forced over mountains.	The west of the UK is much wetter than the east due to relief rainfall .
8	Informal settlements	When people can't afford proper houses and build their own instead on spare land using available materials.	Informal settlements are also known as shanty towns or slums.
9	Sanitation	Access to toilets, soap and washing facilities.	Most people in the UK have good access to sanitation .
10	Dam	Wall across a river.	Dams can be used to generate electricity.

History Curriculum Dictionary: Tier Two Words

Topic	Word	Definition	In a sentence:
Meanwhile, Elsewhere- Salah ad-Din	nations	a large body of people united by common descent, history, culture, or language, inhabiting a particular country or territory.	The First Crusade saw the creation of 4 crusader nations .
Salah ad-Din	westernised	adopt or be influenced by the cultural, economic, or political systems of Europe and North America	The westernised version of Salah ad-Din's name is Saladin.
Salah ad-Din	pilgrims	a person who journeys to a sacred place for religious reasons.	Reynald de Chatillon was famous for attacking pilgrims on their way back from Mecca.
Salah ad-Din	executed	carry out a sentence of death	Reynald was executed by Salah ad-Din for his crimes.
Salah ad-Din	stalemate	a situation in which further action or progress by opposing or competing parties seems impossible	The siege of Jerusalem was a stalemate as neither side could defeat their opponent.
Meanwhile, Elsewhere- Mansa Musa	Empire	an extensive group of states or countries ruled over by a single monarch	The Mali Empire was a major power in West er Africa.
Mansa Musa	destabilised	cause unrest or instability in a nation or organisation.	The Egyptian economy was destabilised by Mansa Musa during his Hajj.
Mansa Musa	architect	a person who is qualified to design buildings and to plan and supervise their construction	Timbuktu's building were built by some of the most famous African and Arab architects of their day.
Mansa Musa	independence	wanting or being able to do things for yourself and make your own decisions,	Mali gained its independence from France in 1960.
Mansa Musa	radical	An idea that is vastly different to the normal.	Al-Qaeda are a radical Islamic group, and do not reflect most Muslims beliefs.

History Curriculum Dictionary: Tier Three Words

Topic	Word	Definition	In a sentence:
Meanwhile, Elsewhere- Salah ad-Din	Crusades	a series of medieval military expeditions made by Europeans to the Holy Land.	Pope Urban II launched the First Crusade in 1196 in order to capture the city of Jerusalem from the Islamic rulers.
Salah ad-Din	Holy Land	a territory roughly corresponding to the modern State of Israel and the State of Palestine	The First Crusade was a major success and saw most of the Holy Land captured for the Christians.
Salah ad-Din	Vizier	a high-ranking political advisor or minister in the Near East.	Salah ad-Din's first major leadership role was as Vizier of Cairo.
Salah ad-Din	Jihad	a struggle or fight against the enemies of Islam.	To recapture the Holy land for the Muslim nations Salah ad-Din launched a Jihad against the Christian leaders of Jerusalem.
Salah ad-Din	mangonels	a military device for throwing stones and other missiles. A form of catapult.	To destroy the walls of Jerusalem Salah ad-Din used mangonels to throw large boulders.
Salah ad-Din	sieged	Where enemy forces surround a town or building, cutting off essential supplies, aiming to make those inside surrender.	The city of Jerusalem was placed under siege by Salah ad-Din in 1187
Meanwhile, Elsewhere- Mansa Musa	Silk Road	A series of trade routes across Asia, Europe and Africa.	Many traders moved along the Silk Road to make their fortunes, stopping of in major cities in Europe, Africa and Asia.
Mansa Musa	Hajj	the greater Muslim pilgrimage to Mecca	Mansa Musa led a large pilgrimage to Mecca known as the Great Hajj.
Mansa Musa	Timbuktu	a city in Mali. A major trading, religious and education center.	The 'pearl of Africa' was the city of Timbuktu, a place of culture, learning and religious significance.
Mansa Musa	madrassas	a college/university for Islamic instruction.	The Madrasa at Timbuktu was so popular that people would come all the way from Cairo to attend.
Mansa Musa	artifacts	an object made by a human being, typically one of cultural or historical interest.	Historians use artifacts to help piece together what happened in the past.

Music- Percussion Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Rhythm	A repeated pattern of notes in time with the beat/pulse.	The crotchet rhythm was in time with the beat of the song.
2	African drumming	Drumming that is found in most parts of Sub-Saharan Africa.	African drumming is often played at important events, for example at weddings.
3	Dynamics	How loud or quiet a sound is in music.	The trombone played the piece forte (loud).
4	Chord	Playing two or more notes at the same time.	He played a C major chord which has the following notes: C, E, G.
5	Bass line	A repeating pattern played on a bass guitar or bass synthesiser.	The pop song had a strong repetitive bass line that kept the band in time.
6	Melody	The tune of the song. It is most often the highest note of a song/ piece.	The melody of the song was very catchy.
7	Range	The difference between the highest note an instrument can play and the lowest note it can play.	A piano has a very large range .
8	Riff	A repeated, catchy pattern that is used often in pop music.	The pop song had a really catchy riff in the electric guitar part.
9	Instrumentation	The choices we make about the instruments we use in our music.	For the instrumentation , he decided to include a trumpet, a bass guitar, drums and piano.
10	Major	A type of key that a piece can be in. Pieces in a major key are generally happy.	Ode to Joy is a piece that is in a major key.

Music- Percussion Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Ostinato	A repeated idea.	Beethoven's 5th Symphony has an ostinato at the start of the piece.
2	Djembe	An instrument used in West African drumming.	A djembe is often used in West African drumming.
3	Articulation	Is how we play the notes. For example we can play notes long (legato) or short (staccato).	The musician played the notes legato.
4	Quantizing	Is when we use music software to place notes in time.	The musician quantized his drum recording because the notes were out of time.
5	Musical Structure	The way that we structure a piece of music. For example a pop song is commonly in verse- chorus structure.	The musician decided to write his piece of music in a verse chorus structure because it was a pop song.
6	Lyrics	The word to describe the words that musicians write to sing in a song.	The pop musician wrote some emotional lyrics for his pop song.
7	Vocal Range	The range of notes from highest to lowest that a singer can possibly sing.	The soprano singer had a large vocal range (from C3 to C5).
8	Ostinati	The plural word for ostinato. This is when we have multiple repeated ideas.	The piece of music included lots of ostinati .
9	Orchestration	A specific type of instrumentation that applies to writing music to an orchestra.	The composer wrote very good orchestration for his orchestral piece.
10	Tonality	The overall key of a piece of music. For example a piece of music could be in the key of Eb major.	The tonality of this piece is major.

Physical Education Curriculum Dictionary: Tier Two/Three Words

Topic	Word	Definition	In a sentence:
Athletics Field	<ul style="list-style-type: none"> Approach Take-off Flight Landing Hop Step Jump 	<ul style="list-style-type: none"> The approach phase is also known as the run-up Take-off is the point at which the athlete leaves the ground Flight is the part of the jump when the athlete is in the air Landing is the part of the jump where the athlete returns to the ground A hop is where the performer takes off of one foot and lands on the same foot A step is where the performer takes off of one foot and lands on the other foot A jump is where the performer takes off of one foot and lands on both feet 	<ul style="list-style-type: none"> The athlete has good speed in their approach The athlete gained a lot of height in their take-off. The athlete had great distance in their flight phase The athlete's landing was controlled. The hop phase is the first phase of the triple jump The step phase is the second phase of the triple jump The jump phase is the third phase of the triple jump
Athletics Track	<ul style="list-style-type: none"> Pacing Marks Set Go Baton Upsweep Down-sweep 	<ul style="list-style-type: none"> Running a race at a consistent pace Command given by the starter to tell the athlete to get into the start position. Command given by the starter to tell the athlete to prepare to run. Command given by the starter to tell the athlete to run A baton is the name given to the object that is passed during a relay race. Upsweep is technique where the baton is placed between the thumb and index finger Down-sweep is the technique where the baton is placed in the palm of the hand 	<ul style="list-style-type: none"> The athlete's pacing during that race was excellent 'Take your marks' 'Get set' The athlete reacted brilliantly when the starter said 'go' The baton was successfully passed from one athlete to another The athlete's used the upsweep technique to pass the baton to each other. The athlete's used the down-sweep technique to pass the baton to each other.
Cricket	<ul style="list-style-type: none"> Long barrier Short barrier Forward defence Front foot drive Run out Wicket Stumps 	<ul style="list-style-type: none"> Fielding technique where the fielder kneels to stop the ball Fielding technique where the fielder uses their hand/foot to stop the ball Shot played in cricket off of the front foot in order to avoid getting out Shot played in cricket off of the front foot to score runs When a player does not make it to the other end before stumps are hit The cut piece of grass which cricket is played on The three wooden poles which the bowler aims for. 	<ul style="list-style-type: none"> The fielder used the long barrier technique to safely stop the ball The fielder used the short barrier technique to safely stop the ball The batter played a forward defence to a very good ball The batter played a front foot drive to a full ball and scored four runs. The batter has been run out The wicket is looking very green which should help the bowlers The bowler has sent the stumps flying with that wonderful delivery
Rounders / Softball	<ul style="list-style-type: none"> Long barrier Short barrier Mitt Horizontally Base 	<ul style="list-style-type: none"> Fielding technique where the fielder kneels to stop the ball Fielding technique where the fielder uses their hand/foot to stop the ball The glove that is used to aid with catching a ball When something is parallel to the ground The four posts or plates which mark out the playing area 	<ul style="list-style-type: none"> The fielder used the long barrier technique to safely stop the ball The fielder used the short barrier technique to safely stop the ball The fielder caught the ball brilliantly in their mitt The batter held the bat horizontally to the ground The batter was out at base two

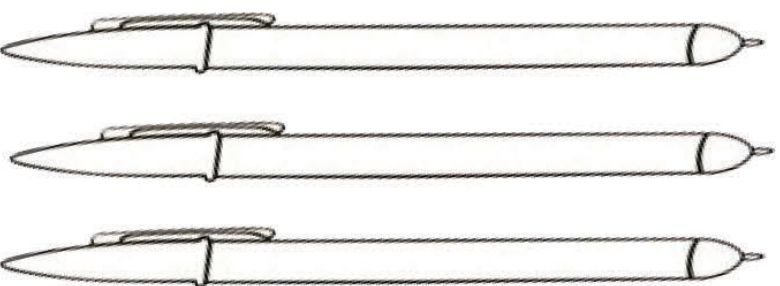
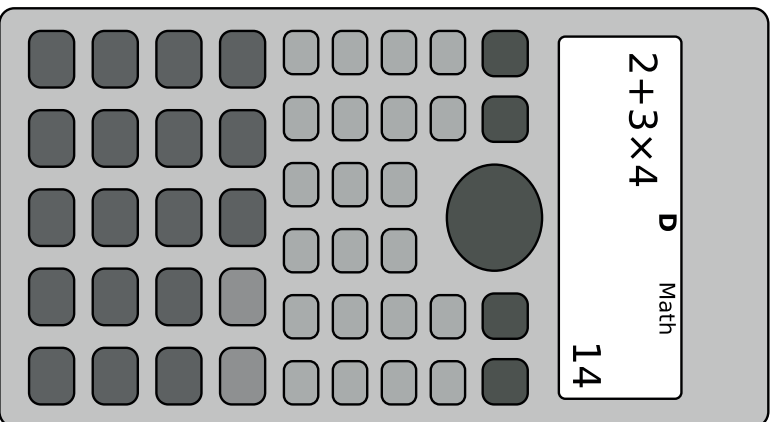
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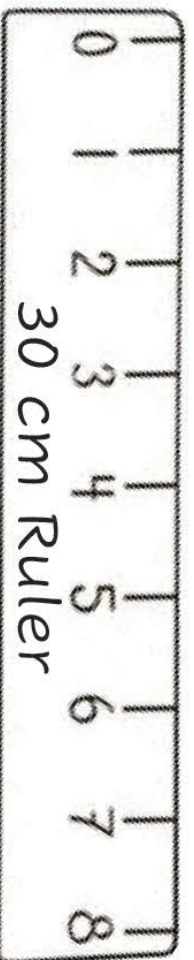


Tools for Learning

All equipment is available to purchase from the Reprographics Department



Black, Blue & Purple
Pens





Eraser



Pencil, Whiteboard
Pen & Highlighter



Pencil Sharpener



