

The Scholar's Guide

Year 9

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	Reading tests
12	Book review and presentations

My reading pledge:

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



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



Y9 Tutor reading list

Colour outside the lines
Saw Bones
Flowers for Algernon
Everything Everything
Long Way Down
A Street Cat named Bob
Cinderella Is Dead
To Kill a Mockingbird
Murder on the Orient Express

Reading log

This cycle we are reading...

Year 9, Cycle 3, Character Education

Careers linked to topics we study this cycle are: Human Rights Lawyer, International Relations Specialist, Social Worker, Policy Analyst, Journalist, Reporter, United Nations Officer, Advocate, Humanitarian Aid Worker, Police Officer, Solicitor, Barrister, Probations Officer, Forensic Scientist, Crime Scene Investigator, Criminal Profiler, Bailiff, Intelligence Analyst, Court Clerk, Family Therapist

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> 1. Fundamental human rights are basic rights and freedoms that every individual is entitled to, regardless of nationality, ethnicity, gender, or other characteristics. 2. These include the rights to: liberty, security, freedom of thought and expression, privacy, religion or belief, education, work, an adequate standard of living, and freedom from discrimination, enabling them to participate in government. 	We can advocate for our human rights and recognise when human rights are being violated.
2	<ol style="list-style-type: none"> 1. Examining history helps identify the root causes of human rights abuses. Understanding the historical context helps us recognise patterns of discrimination, oppression, and injustice that persist and need addressing. 2. Practice active listening to understand diverse perspectives. Allow others to express their views without immediate judgment, creating an environment conducive to constructive dialogue. 	We can be informed citizens about how groups have overcome oppression. Learn from the experiences of others.
3	<ol style="list-style-type: none"> 1. In the UK criminal justice system, police investigate crimes, make arrests, and present evidence to the Crown Prosecution Service. 2. Cases go through courts, where verdicts are determined, leading to sentencing or appeals. 	We are clear about how the criminal justice system impacts us. We can question its effectiveness and be informed citizens of our society.
4	<ol style="list-style-type: none"> 1. Understanding the impact of crime is crucial for fostering empathy, guiding effective interventions, and promoting justice. It enables tailored support for victims, community healing, and rehabilitation for offenders, contributing to overall societal well-being. 2. We can explore the effectiveness of the justice system by studying legal principles, attending court proceedings, reviewing sentencing policies, and engaging with advocacy groups. Examine systemic issues, international perspectives, and restorative justice practices for comprehensive understanding. 	
5	<ol style="list-style-type: none"> 1. The concept of family is diverse due to varying structures, compositions, and dynamics. This diversity impacts individuals and society by influencing cultural norms, relationships, and support systems, contributing to societal resilience and adaptability. 2. Family dynamics shape personal development by influencing roles, responsibilities, and interpersonal relationships. Positive dynamics foster support, communication, and a sense of belonging, contributing to emotional well-being and individual growth. 	We can recognise how all family units are different but incredibly important in shaping us.
6	<ol style="list-style-type: none"> 1. Discussing family challenges, like illness or disability, is crucial for fostering understanding, empathy, and resilience. Open conversations facilitate the development of effective support systems, enhancing overall family well-being. 2. Promote family well-being by fostering open communication, active listening, and empathy. Establish routines, celebrate achievements, and encourage self-care. Seek professional support if needed, and model healthy coping strategies. 	
7	<ol style="list-style-type: none"> 1. Understanding one's own identity is crucial for personal development and well-being as it provides a sense of purpose, belonging, and self-awareness, fostering resilience, positive relationships, and overall life satisfaction. 2. Cultural identity significantly shapes an individual's values, beliefs, and behaviours. It incorporates cultural norms, traditions, and experiences, influencing perspectives, decision-making, and interpersonal interactions throughout one's life. 	We can become confident with our identity and how we express ourselves.

Year 9, Cycle 3, Character Education

Careers linked to topics we study this cycle are: Human Rights Lawyer, International Relations Specialist, Social Worker, Policy Analyst, Journalist, Reporter, United Nations Officer, Advocate, Humanitarian Aid Worker, Police Offer, Solicitor, Barrister, Probations Officer, Forensic Scientist, Crime Scene Investigator, Criminal Profiler, Bailiff, Intelligence Analyst, Court Clerk, Family Therapist

Week	I will need to know:	So that I can:
8	<ol style="list-style-type: none"> 1. Exploring and understanding different career options is vital for informed decision-making. It allows individuals to align their skills, interests, and values with suitable paths, fostering career satisfaction, growth, and success. 2. Prepare for work experiences by researching industries, refining your resume, networking, and developing soft skills. Dress professionally, seek feedback, and continuously learn. Utilize opportunities for skill development and networking. 	<p>You can plan for your future and ensure you take opportunities presented to you which will grow and develop you.</p>
9	<ol style="list-style-type: none"> 1. Identify strengths by reflecting on past achievements, skills through self-assessment and feedback, and interests by exploring passions. Align these elements with potential career paths through research and informational interviews. Recognizing personal attributes enhances career clarity, fostering a fulfilling and purposeful professional journey. 	
10	<ol style="list-style-type: none"> 1. For Year 9 students over the summer holiday, prioritize personal safety by staying informed, using the buddy system, following online and outdoor safety practices, and being cautious in unfamiliar or potentially risky situations. 2. Stay Informed: Be aware of your surroundings and stay informed about local safety guidelines and recommendations. 3. Communication: Keep your parents or guardians informed about your plans and whereabouts. 4. Online Safety: Practice safe online behaviour, be cautious about sharing personal information, and avoid meeting strangers from the internet. 5. Emergency Contacts: Memorize emergency contact numbers and know how to access local emergency services. 6. Travel in Groups: When possible, travel with friends or family to increase safety, especially in unfamiliar places. 7. Water Safety: If engaging in water activities, follow safety guidelines, wear appropriate gear, and be mindful of water condition 	<p>You can be safe over the summer holidays.</p>
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 9 English: Crime and Punishment

Careers linked to topics that we study this cycle include: Criminal justice, human resources and psychology or counselling.

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> Derogatory language is a broad category of language that expresses strong disrespect or insults. Slurs are highly offensive words used against someone of a specific race, condition, sexuality, gender, illness, or other characteristic for example, "blanker" in Noughts & Crosses. Derogatory language is harmful as it reinforces prejudice. Owen Jones uses the metaphor of "long shadow" to highlight the effect of homophobic comments on Callum; emphasising how derogatory language had a lasting impact that follows him wherever he goes. 	<ol style="list-style-type: none"> Understand the profound impact derogatory language, including slurs, has on individuals and the wider society. Evaluate to what extent writers emphasise the impact of language.
2	<ol style="list-style-type: none"> In medias res means starting a text in the middle of the action. The metaphor "tears bubbling behind my eyes," conveys the growing emotional pressure Sunny experiences and suggests he suppressed his feelings after the racially-motivated attack. A flashback means going back in time. Shukla employs flashbacks of the authoritarian and critical nature of Sunny's father in Round 2 to contrast the supportive and collaborative dynamic between Sunny and his mother in present-day scenes in Round 1. 	<ol style="list-style-type: none"> Identify the structural techniques (in medias res and flashback) and explain the effects of their use. Understand authorial intent. Evaluate how a writer crafts an engaging opening.
3	<ol style="list-style-type: none"> Shukla skillfully depicts Madhu and Sunny's friendship to be an unwaveringly loyal one, evident in Madhu's emphatic plea, "Just tell me!" Shukla presents Sunny's changing relationship with his mother in Round 3 to highlight the indirect impacts of being victim to a racial attack, reflecting the effect trauma has had on their once comforting dynamic. Shukla presents stereotypes as impacting Sunny through the simile, "pulsing like an electric eel," 	<ol style="list-style-type: none"> Identify the methods a writer uses to construct characters and convey relationships. Explain authorial intent and writers' aims. Evaluate to what extent Shukla has crafted a loyal friendship between two characters.
4	<ol style="list-style-type: none"> Anaphora means repeating words or phrases at the beginning of successive sentences. Shukla presents Sunny and Keir's friendship as unhealthy using anaphora within, "We found that out sparring. We found that out training. We found that out now," Shukla uses the opening boxing scenes in each chapter as a metaphorical device to symbolise the ongoing internal and external struggles faced by the protagonist, Sunny. 	<ol style="list-style-type: none"> Complete my first mid-point assessment by writing evaluatively in response to a statement on toxic friendships.
5	<ol style="list-style-type: none"> Metaphoric language conveys imagery to enable a reader to empathise with a character. Shukla uses a metaphor when Sunny says, "And flooded, red, all through me," likening Sunny's anger to a flood while the use of the colour red connotes intensity. Shukla uses a combination of anaphora and short sentences to convey Sunny's intensifying anger within, "I wanted to scream. I wanted to shout. I wanted to beat Joe to a bloody pulp." 	<ol style="list-style-type: none"> Respond to feedback on our mid-point assessment.

Year 9 English: Crime and Punishment

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> 1. An interrogative sentence is a sentence that asks a question. Shukla presents Sunny as conflicted towards his father through internal dialogue: "What was there to say? That I was ready to forgive Dad? That it was still going to take time?" 2. The shift from Sunny's constant self-blame throughout the novel, repeating "It was all my fault," to the final assertion "It's not my fault. It was never my fault," marks a liberating conclusion in the story. 	<ol style="list-style-type: none"> 1. Identify structural devices used by a writer at the conclusion of a text and explain the effect. 2. Reflect on a character's transformation and development throughout a novel.
7	<ol style="list-style-type: none"> 1. Shukla characterises Keir as vulnerable in Round 7 to evoke empathy for his troubled background. 2. To employ <i>in medias res</i> effectively, writers start with a compelling scene or event that captures the essence of the story, and later fills in necessary backstory through carefully timed flashbacks or exposition. 	<ol style="list-style-type: none"> 1. Write creatively employing the techniques in <i>in medias res</i> and flashback. 2. Demonstrate how a writer crafts character complexity for impact.
8	<ol style="list-style-type: none"> 1. The conventions of crime literature typically involve elements such as: (1) red herrings, (2) suspects, (3) a crime to solve, (4) a detective or someone attempting to solve the crime, and (5) limited time to solve the crime. 2. Dahl uses vivid imagery, such as "she heard the tires on the gravel... the footsteps passing the window, the key turning in the lock," to create a suspenseful atmosphere as Mary keenly observes every detail of her husband's arrival, building anticipation for the forthcoming events. 3. Dahl employs dramatic irony as the detectives unknowingly eat the leg of lamb used as the murder weapon. Dahl uses this method to deepen engagement with the narrative tension. 	<ol style="list-style-type: none"> 1. Understand and explain the conventions of crime literature. 2. Understand and explain how contextual influences shape authorial intent. 3. Analyse the effects of imagery and irony within crime fiction texts..
9	<ol style="list-style-type: none"> 1. "Show, don't tell" is a narrative technique within a story where ideas are conveyed through actions, senses, and other vivid details rather than explicit explanation. 2. Dahl manipulates tone, shifting from the initial domestic warmth to a sudden dark and suspenseful tone after the murder, creating a jarring contrast that heightens the impact of the unexpected twist. 3. Varied sentence types (such as declarative, exclamatory, interrogative, and imperative sentences) control pace, emphasise themes and evoke emotional responses. 	<ol style="list-style-type: none"> 1. Complete my second mid-point assessment: I will manipulate tone in my own crime fiction story through sentence types and punctuation.
10	<ol style="list-style-type: none"> 1. Dahl crafts an atmosphere of domestic tranquility to lull the reader into a false sense of normality before the unexpected crime occurs. 2. Mary Maloney is a compelling character due to complexity of her sympathetic characteristics: her undivided love for her husband and a drive to protect her unborn child alongside her flaws: her impulsive act of murder and lack of remorse. 	<ol style="list-style-type: none"> 1. Understand how a writer crafts an opening of a story for effect. 2. Explain character complexity and how this impacts reader engagement.
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 9 Cycle Three Math

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

Week	Topic:	I will know that:	So that I can: Sparx code
1	Speed, Distance, Time	<ul style="list-style-type: none"> • Density = $\text{mass} \div \text{volume}$ • Speed = $\text{distance} \div \text{time}$ • I can rearrange these formulae to calculate mass, volume, distance, or time, given the other two values. 	<ul style="list-style-type: none"> • Calculate with density, mass, and volume • Calculate with speed, distance, and time • U910, U151
2	Probability 1	<ul style="list-style-type: none"> • Relative frequency means the same thing as experimental probability • To estimate the number of times something is expected to happen when an experiment is repeated, multiply its probability by the number of times the experiment is repeated 	<ul style="list-style-type: none"> • Calculate relative frequency/experimental probability • Calculate expected results from repeated experiments • U580, U166
3	Probability 2	<ul style="list-style-type: none"> • The absolute risk of something happening in a group is the number of times it happened, divided by the number of people in the group. • The relative risk between two groups is the absolute risk of one group divided by the absolute risk of the other group. 	<ul style="list-style-type: none"> • Calculate and interpret absolute and relative risks (not available on Sparx)
4	Probability 3	<ul style="list-style-type: none"> • Tree diagrams help us to show all the possible outcomes of several events. • To work out the probability of two events happening from a tree diagram, multiply the probabilities together. 	<ul style="list-style-type: none"> • Use tree diagrams to calculate probabilities • U558
5	Algebra: Graphs	<ul style="list-style-type: none"> • To draw the graph of a quadratic function, I use a table of values, draw each point, then join them together with a smooth curve (without using a ruler) • To represent inequalities on a number line, draw a line and use a shaded in circle for "\leq", or an empty circle for "$<$". 	<ul style="list-style-type: none"> • Draw and interpret quadratic graphs • Read and draw inequalities on a number line • U989, U667, U509

Year 9 Math

Week	Topic:	I will know that:	So that I can: Sparx code
6	Trigonometry 1	<ul style="list-style-type: none"> • “sin, cos, and tan” are functions on my calculator which can help me find unknown sides or angles in right-angled triangles • $\sin(\text{angle}) = \text{opposite} \div \text{hypotenuse}$ • $\cos(\text{angle}) = \text{adjacent} \div \text{hypotenuse}$ • $\tan(\text{angle}) = \text{opposite} \div \text{adjacent}$ 	<ul style="list-style-type: none"> • Find unknown sides in right-angled triangles using sin, cos, and tan • U605, U283
7	Trigonometry 2	<ul style="list-style-type: none"> • “SOHCAHTOA” helps me to remember the 3 important formulas involving sin, cos, and tan • To find an unknown angle, I need to use the inverse functions \sin^{-1}, \cos^{-1}, or \tan^{-1} on my calculator 	<ul style="list-style-type: none"> • Find unknown sides and angles in right-angled triangles using sin, cos, and tan • U283, U545, U627
8	Trigonometry 3	<ul style="list-style-type: none"> • Pythagoras’ theorem is $a^2 + b^2 = c^2$, where c is the hypotenuse • Pythagoras’ theorem and the 3 “SOHCAHTOA” formulas only work for right-angled triangles 	<ul style="list-style-type: none"> • Use Pythagoras’ theorem to find unknown side lengths in right-angled triangles • M677
9	Congruence, Similarity, and Enlargement 1	<ul style="list-style-type: none"> • An enlargement of a shape is a bigger (or smaller) copy of the shape • To enlarge a shape with a certain scale factor, make all of the sides that many times bigger • To enlarge a shape using a centre of enlargement, draw lines from the centre of enlargement to each of the shape’s corners 	<ul style="list-style-type: none"> • Enlarge shapes using a given scale factor and centre of enlargement • U519, U134
10	Congruence, Similarity, and Enlargement 2	<ul style="list-style-type: none"> • Two shapes are congruent if they are exactly the same shape and size (similar shapes do not have to be the same size) 	<ul style="list-style-type: none"> • Identify and recognise similar or congruent shapes • U551, U790, U112
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!		
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Year 9 Science Cycle 3 – Forces & their Effects, Detection & Analysis

My learning journey so far: In Y7 physics, I learnt how forces effect the motion of objects. Now I will learn how to describe and calculate the relationship between forces and their effects. In Y8 chemistry, I learnt about techniques for separating mixtures. Now I will be learning about methods for testing chemical substances.

This is important because: I will be introduced to some fundamental physics formulas that I will be using at GCSE and beyond. I will understand how chemists are able to test substances in order to identify the chemicals they contain.

Inspirational scientists to research are:
Robert Hooke – scientist, philosopher and architect
Prof Kim Wolfe – forensic chemist

Week		I will need to know:	So that I can:
<u>X</u> 1	<u>Y</u> 7	<ul style="list-style-type: none"> Forces are measured in newton's and cause changes to an objects motion or shape Weight is the force acting on an object due to the pull of gravity from a massive object like a planet. Weight (N) = mass (kg) x gravitational field strength (N/kg) A resultant force is the single force that has the same effect as two or more forces acting together 	<ul style="list-style-type: none"> Understand that forces cause changes to an object shape or motion Define and calculate weight Define and calculate resultant force
2	8	<ul style="list-style-type: none"> Elastic materials (eg spring, elastic band) return to their original shape and size after being stretched or squashed. Inelastic materials (eg metal wire, blue tac) do not return to their original shape and size after being stretched or squashed. For an elastic object Force is directly proportional to extension Force (N) = Spring constant (N/m) x extension (m) 	<ul style="list-style-type: none"> Define and give examples of elastic and inelastic deformation Describe the relationship between force and extension Calculate spring constant
3	9	<ul style="list-style-type: none"> Stretched objects store Elastic Potential Energy Elastic Potential Energy (J) = ½ x Spring constant x extension² The center of mass is the point representing the mean position of the matter in a body, it is the point where all the weight appears to act 	<ul style="list-style-type: none"> Recall that Elastic Potential Energy is stored in stretched objects Calculate elastic potential energy Define the center of mass
4	10	<ul style="list-style-type: none"> A moment is the turning effect of a force Moment (Nm) = Force (N) x perpendicular distance from pivot (m) An object will float if the upthrust and weight are balanced An object will sink if the weight is greater than the upthrust Pressure (Pa) = Force (N) ÷ Area (m²) 	<ul style="list-style-type: none"> Define and calculate a moment Draw and interpret force diagrams showing floating & sinking Calculate pressure on Solids
5	6	<ul style="list-style-type: none"> Pressure increases with depth in a liquid Air pressure is caused by air particles colliding with surfaces In a Hydraulic system a force is transmitted through a liquid between two pistons, the pressure in the liquid is constant so the force can be increased by decreasing the area of the second piston. 	<ul style="list-style-type: none"> Describe how water pressure changes with depth Describe air pressure using the particle model Calculate the pressure of a hydraulic system

Year 9 Science Cycle 3 – Forces & their effects, Detection & Analysis

Week		I will need to know	So that I can
X 6	Y 1	<ul style="list-style-type: none"> A pure substance is made up of one type of particle it has a sharp melting and boiling point A mixture is made up of two or more difference types of particle and will melt/boil over a range of temperatures A formulation is a mixture with specific amounts of different substances, designed to give specific properties 	<ul style="list-style-type: none"> Describe pure substances and mixtures Use melting and boiling points to distinguish between pure substances and mixtures State what a formulation is
7	2	<ul style="list-style-type: none"> Emulsifiers is a molecule that allows two immiscible substances to mix Gas Test results; <ul style="list-style-type: none"> Hydrogen – lit splint burns with a squeaky pop Oxygen – glowing splint relights Carbon dioxide – turns limewater from clear to cloudy Chlorine – bleaches damp blue litmus paper Water – turns Blue Cobalt chloride paper pink 	<ul style="list-style-type: none"> Define and give examples of emulsifiers Describe the method for different gas tests
8	3	<ul style="list-style-type: none"> Chromatography is a separation technique used to separate mixtures of soluble (usually coloured) substances. Chromatography works because some of the substances are more soluble than others. More soluble substances move further up the paper. A chromatogram can be used to compare unknown mixtures with pure substances. 	<ul style="list-style-type: none"> Define and describe chromatography Explain how paper chromatography separates mixtures Analyse and interpret chromatograms
9	4	<ul style="list-style-type: none"> Different metal ions produce different flame colours when they are heated strongly; <ul style="list-style-type: none"> Strontium - red, Copper - green, Sodium – Orange, Potassium – lilac, Lithium – Crimson-red, Calcium – Orange-red A precipitate is a solid formed by a reaction in solution 	<ul style="list-style-type: none"> State the flame test colours for 6 metals Define the term precipitate
10	5	<ul style="list-style-type: none"> Some metal ions will form different coloured precipitates when mixed with sodium hydroxide; <ul style="list-style-type: none"> Iron(II) – Green, Iron (III) – Brown. Copper – Blue, Clacium – White, Magnesium – White Silver ions react with halide ions to form insoluble precipitates; <ul style="list-style-type: none"> Chloride – White, Bromide – cream, Iodide – Yellow Carbonates react with dilute acid to form carbon dioxide which turns lime water cloudy Sulphates react with barium chloride to form a white precipitate 	<ul style="list-style-type: none"> Explain how to use chemical tests to identify the metal in a compound Describe how to carry out tests for halides, carbonates and sulphates
11	Assessment Week		
12	Super Teaching Week		

Year 9 Art CYCLE 3 – Natural Forms

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

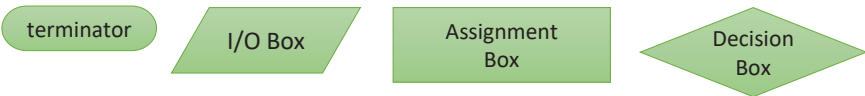
Week	I will need to know:	So that I can:
1 Reductive Charcoal	<ol style="list-style-type: none"> 1. That to achieve a ground I erase the lighter areas of the objects in the drawing and achieve tone (shading). 2. Reductive means to take away or reduce (make smaller) 	Understand how to create light and dark in different ways in a variety of media.
2 Refine	<ol style="list-style-type: none"> 1. Charcoal is a black drawing material made of carbon. 2. Charcoal is a dry art medium and is used in drawings paintings and sculptures. 3. The marks charcoal leaves behind on paper are much less permanent than with other media such as graphite, and so lines can easily be erased and blended. 	Understand how to create light and dark in different ways in a variety of media. Add detail and texture to a drawing.
3 Contextual Analysis	<ol style="list-style-type: none"> 1. Karl Blossfeldt (June 13, 1865 – December 9, 1932) was a German photographer and sculptor. Artists apply tone in many different ways – using different techniques. 2. 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. 	Create an artist page on Karl Blossfeldt. Make connections between Formal Elements, media and how artists use different ways to apply them. Be able to identify a range of techniques. Begin to make sense of meaning in artwork.
4 Responding to artists	<ol style="list-style-type: none"> 1. Blossfeldt created and photographed casts of botanical specimens in and around Rome. 2. Natural forms are objects found in nature that have not been altered or changed. 	Create a tonal line drawing in biro pen, building upon prior knowledge about mark-making techniques.
5 Clay Demo & Design	<ol style="list-style-type: none"> 1. The process, techniques and tools of Clay / Ceramics and hand-building. 2. That there are 3 different handbuilding techniques- pinch, coil and slab. 3. That there are health and safety issues surrounding ceramics processes. 4. <i>Alice Ballard</i> is one of the masters of ceramic sculpture. 	Practice clay processes of hand-building techniques in a safe and effective way. Draw out an individual design for clay natural forms with annotations to show intention and understanding.

Year 9 Art CYCLE 3 – Natural Forms

Week	I will need to know:	So that I can:
6- 7 Clay Techniques	<ol style="list-style-type: none"> 1. An embellishment is a decorative detail or feature added to an object to make it more attractive. 2. Alice Ballard's work is characterised by the organic earthenware forms of closed containers, pinch pots, platters, pods, teapots, totems, small work, vessels. 3. Much of Ballard's work is finished with terra sigillata. 	Build a 3-dimensional clay sculpture based on Natural Forms and the work of Alice Ballard using clay techniques appropriately and effectively.
8 Monoprint	<ol style="list-style-type: none"> 1. Monoprinting is a process in between drawing and printing. Y 2. Free-hand is a technique used in Mono Printing and is where you draw without a guide. 3. You can trace over images using the monoprinting process. 	Understand that monoprints are singular and each outcome is different. Print appealing and impactful images of natural forms responding to the work of artists (Karl Blossfeldt / Alice Ballard / Ernst Haeckel).
9 Monoprint	<ol style="list-style-type: none"> 1. Ernst Haeckel was a German zoologist, naturalist, philosopher, physician, professor, marine biologist and artist. 2. Haeckel discovered, described and named thousands of new species, mapped a genealogical tree relating all life forms and coined many terms in biology, including ecology. 	Create multiple images that can be cut up and rearranged to create a unique composition. Print appealing and impactful images of natural forms responding to the work of artists (Karl Blossfeldt / Alice Ballard / Ernst Haeckel).
10 Refine	<ol style="list-style-type: none"> 1. Refinement is the improvement of the idea. It does not involve radical changes, but is about making small changes which improve the idea in some way. 2. Collage is a form of visual arts in which different materials are glued on a surface to create a new image. 3. An artist might overlay a ceramic object with gold, or overlay one piece of paper on another in a collage. 	Create a collage or exquisite corpse of natural forms images to fill a presentation page.
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.	

Computer Science – Cycle 3: Computer Systems & Cycle 3: Problem Solving

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

Week	I will need to know:	So that I can:
1	<p><u>Computer Systems:</u></p> <ol style="list-style-type: none"> The information system model & Computer Hardware Acronyms. RAM is volatile memory, storage is non-volatile memory. <p><u>Problem Solving:</u></p> <ol style="list-style-type: none"> The python data types: <code>int()</code>; <code>float()</code>; <code>str()</code>; <code>bool()</code> Identifier naming convention: camelCase The output command <code>print()</code> 	<p><u>Computer Systems:</u></p> <ol style="list-style-type: none"> Identify and describe hardware and software roles in terms of input, process, output or storage using the correct acronyms. Explain why storage is needed. <p><u>Problem Solving:</u></p> <ol style="list-style-type: none"> Correctly classify data python is storing Write valid identifier names for my variables Echo variables and messages to the screen as output.
2	<p><u>Computer Systems:</u></p> <ol style="list-style-type: none"> The 3 main CPU components are the ALU, CU and Registers. The purposes of the Data, Address and Control Bus. The 5 purpose of the 5 von Neumann CPU registers (ACC, PC, CIR, MAR, MDR). <p><u>Problem Solving:</u></p> <ol style="list-style-type: none"> What assignment is and how to calculate simple expressions. 	<p><u>Computer Systems:</u></p> <ol style="list-style-type: none"> Describe the role of the ALU, CU and registers in the FDE Cycle. Describe how the CPU address and uses RAM. Understand what each register holds. <p><u>Problem Solving:</u></p> <ol style="list-style-type: none"> Understand, extend, and independently code simple calculations.
3	<p><u>Computer Systems:</u></p> <ol style="list-style-type: none"> The von Neumann CPU data path of an instruction fetch. <p><u>Problem Solving:</u></p> <ol style="list-style-type: none"> The flowchart symbols: terminator; assignment; I/O Box; Decision Box 	<p><u>Computer Systems:</u></p> <ol style="list-style-type: none"> Explain how the registers are changed by instruction fetch. <p><u>Problem Solving:</u></p> <ol style="list-style-type: none"> Rewrite given flowchart algorithms as python code.
4	<p><u>Computer Systems:</u></p> <ol style="list-style-type: none"> The standard units Byte, KB, MB, GB, TB, PB Calculate file size of text or image files <p><u>Problem Solving:</u></p> <ol style="list-style-type: none"> Correctly Type-cast numeric input <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>File Size in BYTES: Text File = Number of chars Image File = colour depth x resolution/8</p> </div>	<p><u>Computer Systems:</u></p> <ol style="list-style-type: none"> Correctly order data sizes and convert between them. Calculate the amount of space required to store text or image files. <p><u>Problem Solving:</u></p> <ol style="list-style-type: none"> Understand, rewrite, correct and independently read in data for my programs.
5	<p><u>Computer Systems:</u></p> <ol style="list-style-type: none"> Classify common storage as magnetic, optical or flash. <p><u>Problem Solving:</u></p> <ol style="list-style-type: none"> Apply the Input-Process-Output framework to solve simple problems. 	<p><u>Computer Systems:</u></p> <ol style="list-style-type: none"> Correctly identify the pros and cons of common storage technologies. <p><u>Problem Solving:</u></p> <ol style="list-style-type: none"> Convert flowcharts correct given code, and write and plan my own IPO programs with scaffolding.

Computer Science - Cycle 3: Computer Systems & Cycle 3: Problem Solving

Week	I will need to know:	So that I can:
6	<u>Computer Systems:</u> 1) Describe common storage characteristics of magnetic, optical or flash . <u>Problem Solving:</u> 1) Apply the Input-Process-Output framework to solve simple problems.	<u>Computer Systems:</u> 1) Justify the choice of a storage technology for a given scenario. <u>Problem Solving:</u> 1) Independently convert flowcharts correct given code, and write and plan my own IPO programs without scaffolding.
7	<u>Computer Systems:</u> 1) Describe current social engineering attack methods: Phishing; Vishing; Smishing; Shouldering and Impersonation . <u>Problem Solving:</u> 1) The logic gates : * AND * OR * NOT and evaluation rules. 2) Algebraic Notation : NOT ' AND . OR +	<u>Computer Systems:</u> 1) Recognise and take the appropriate action when under a social engineering attack. <u>Problem Solving:</u> 1) Complete truth tables or evaluate simple logic gate circuits. 2) Write algebraic expressions
8	<u>Computer Systems:</u> 1) Describe current malware vectors : virus, worm, Trojan, adware, spyware, ransomware, root kits. <u>Problem Solving:</u> 1) The Selection Flowchart & the if then else statement 2) Translate flowcharts into python 3) The == (equal to) and != (not equal to) operators	<u>Computer Systems:</u> 1) Recognise and take the appropriate action when malware is suspected or detected. <u>Problem Solving:</u> 1) Understand diagrammatically the logic of instruction flow that selects or bypasses instruction clauses. 2) Write flowchart algorithms as working programs 3) Understand, correct and independently write simple if then else solutions
9	<u>Computer Systems:</u> 1) The evolution of the Data Protection Act 2018 and how it protects your personal data. <u>Problem Solving:</u> 1) How to chain if elif else statements efficiently with scaffolding	<u>Computer Systems:</u> 1) Know my personal data rights and responsibilities. <u>Problem Solving:</u> 1) Understand, correct and independently write simple if then elif else solutions with scaffolds
10	<u>Computer Systems:</u> 1) How the Copyright Design & Patents Act 1988 protects original work. 2) Creative Commons Licencing. <u>Problem Solving:</u> 1) Independently chain if elif else statements efficiently	<u>Computer Systems:</u> 1) Know my rights and responsibility towards content creators. 2) Know what I am allowed to do under different CC attribution. <u>Problem Solving:</u> 1) Understand, correct and independently write simple if then elif else solutions without scaffolds
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.	

```
if variable == value:
    # then
    print("match")
else :
    print("no match")
```

```
if variable == value1:
    # then - must match value1
    print("match1")
elif variable == value2:
    # elif - must match value2
    print("match2")
else :
    # catch all - when all above fail
    print("no match")
```

Drama: Consolidating 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. Anecdotal Humour: Named after the word <i>anecdote</i> (which stems from the Greek term meaning "unpublished"); refers to comic personal stories that may be true or partly true but embellished. 2. Commedia dell'arte: Like pantomime or melodrama, stock characters create different improvised situations from a given set of circumstances. With few exceptions all characters are in one of three categories: Masters, Lovers or Servants. 3. Farcical/Farce: Comedy based on improbable coincidences and with satirical elements, punctuated at times with overwrought, frantic action. Movies and plays featuring the Marx Brothers are the epitome of farce. 4. Satirical: Humour that mocks human weaknesses or aspects of society. 5. Slapstick: Comedy in which mock violence and simulated bodily harm are staged for comic effect; also called physical comedy. 	<ol style="list-style-type: none"> 1. Use humour in my devised performance. 2. Practically demonstrate the practical skills used in anecdotal humour. 3. practically demonstrate some of the skills used in Commedia dell'arte. 4. practically demonstrate some of the skills used in farce. 5. practically demonstrate some of the skills used in farce. 6. practically demonstrate some of the skills used in slapstick.
3	<ol style="list-style-type: none"> 1. That often what makes people laugh is very different but what makes people sad is similar 2. Something is so much funnier if it is <i>juxtaposed</i> against something that is sad 	<ol style="list-style-type: none"> 1. Try and explain why it makes me laugh – specifically what I find humorous. 2. Try and explain why it makes me sad – specifically drawing together common threads. 3. Understand why we find similar things sad and use them to create contrast. 4. Create a story that uses a juxtaposition between funny and sad.
4	<ol style="list-style-type: none"> 1. Commedia dell'Arte, which translates as "professional theatre," began in Italy in the early 16th Century and quickly spread throughout Europe, creating a lasting influence on Shakespeare, opera, vaudeville, contemporary musical theatre, television sit-coms, and improv comedy. 2. The style of Commedia is characterized by its use of masks, improvisation, physical comedy, and recognizable character types—<i>young lovers, wily servants, greedy masters</i>. 	<ol style="list-style-type: none"> 1. Have a better understanding of how theatre has developed – particularly comedy. 2. Start to improvise and create stories using the main types of characters found in Commedia 3. Practically demonstrate how to create the characters of; Brighella, Arlecchino, Zanni, Pantalone, Il Dottore, Tartaglia, Isabella and Leandro and use them in a devised performance.

Drama: Consolidating Drama Skills

5	<ol style="list-style-type: none"> The story of and characters in the Commedia piece – ‘<i>Afternoon Tea and a bag of Gold</i>’. Arlecchino the servant of Pantalone (a miserable old miser), is desperate to impress his new girlfriend with an expensive meal out. 	<ol style="list-style-type: none"> work as a member of an ensemble to show the characters and situations through a piece of devised drama. With the aim of making people laugh! Start to create a piece of drama that meets the mark criteria but most importantly is funny
6	<ol style="list-style-type: none"> That the type of Drama, Arlecchino is very physical, and I should be constantly moving and communicating character through physicality 	<ol style="list-style-type: none"> Practically demonstrate as part of an ensemble the relationship between Pantalone, Arlecchino and Tartaglia Show the characters through; bent back and knees for Pantalone, Open hips and shoulders for Arlecchino and Chest and strutting for Tartaglia Make my work more fluent and confident
7	<p>Midpoint Review</p> <ol style="list-style-type: none"> Levels and movement on stage are proxemics to explore relationships and status. 	<p>Midpoint Review</p> <ol style="list-style-type: none"> Show clear and confident vocal and facial expression and clear characterisation through physicality. Set myself a target for improvement for the actual assessment. Use rehearsal time to refine and develop my work – thinking about the mark criteria effectively. Communicate clear characters and their changing emotions and status on stage Show good audience awareness.
8	<ol style="list-style-type: none"> Clear Commedia dell’arte characters – using vocal expression, facial expression, gesture and body language. Clear emotions and how they build and grow – Pantalone's grief and having his money stolen, Arlecchino’s joy at getting the money but fear of being found out. Tartaglia confusion! 	<ol style="list-style-type: none"> Practically show the story with clear characters Practically show the change in emotion clearly in my performance. Use time well so my work is confident and clear with good audience awareness.
9	<ol style="list-style-type: none"> Clear Commedia dell’arte characters – using vocal expression, facial expression, gesture and body language. Clear emotions and how they build and grow – Pantalone's grief and having his money stolen, Arlecchino’s joy at getting the money but fear of being found out. Tartaglia confusion! 	As above
10 & 11	<p>Assessment Week 1:</p> <ol style="list-style-type: none"> Present performance work for assessment using props and costume to help communicate characters 	<p>12 Super teach week: clearing up misconceptions, reviewing the video work from the assessed performance.</p>

Design and Technology

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

Week	I will need to know:	So that I can:
1 Design opportunities and analysis Night light. Systems and control.	<ol style="list-style-type: none"> 1. Problems and needs provide designers with design opportunities 2. An automated process utilizes technology and/or software to accomplish a task without the need for constant human control. 3. An automated process can be broken down into three stages e.g. input, process and output. 4. Sensors one of many input devices. 	<ol style="list-style-type: none"> 1. Analyse the context and identify a design opportunity. 2. Identify individual components which make up a system. 3. Identify which components of a system are input, process and output. 4. Identify and correctly apply the correct input sensors to an automated system.
2 Electronic components and circuits. Circuit assembly.	<ol style="list-style-type: none"> 1. Electronic components all have different functions and values e.g. a resistor reduces the flow of electricity and is measured in ohms 2. There are two types of circuit e.g. Series and parallel circuits. 3. A bread board is a temporary way of building and testing a circuit.. 4. A PCB (printed circuit board) has tinned pads which allow you to solder easily. The coloured coating is called solder resist. 	<ol style="list-style-type: none"> 1. Identify and understand the purpose of a resistor, variable resistor, transistor, LDR and an LED in an electrical circuit. 2. Construct a temporary circuit, using a bread board, to light and LED and multiple LED's 3. Where to place the resistor to ensure the LED receives the correct current. 4. Safely Solder electrical components to a PCB
3 Layout and orientation of components within a design. Quality control	<ol style="list-style-type: none"> 1. Electrical diagrams use symbols 2. A semi-conductor has a positive and negative leg e.g. The long leg of an LED is positive. 3. Solder is used to connect components because it conducts electricity. It sometimes contains flux, which prepares the surface to be soldered by keeping it clean.. 4. A short circuit is when you provide an alternative route for electrical energy to take. Electricity always takes the path of least resistance.. 	<ol style="list-style-type: none"> 1. Position components correctly on a PCB 2. Orientate components correctly to ensure the positive and negative legs are the correct way around. 3. Connect the LED and LDR to the PCB. 4. Rectify faults in a nonworking circuit
4. Reading and communicating working drawings.	<ol style="list-style-type: none"> 1. Engineering drawings are scaled drawings that communicate dimensions, constructional details and types of materials to be used. 2. Scale is a ratio applied when producing a copy of something. 3. Construction line enable you to generate shapes when producing and engineering drawing.. 4. Projection and dimension line are used on working drawing to communicate size.. 5. A cutting list is a summary of component sizes and types of materials to be used on a working drawing. 	<ol style="list-style-type: none"> 1. Identify object, hidden detail and dimension line within an engineering drawing. 2. Read a drawing and produce a 1:1 scale reproduction accurately. 3. Construct a complex object using light lines. 4. Correctly dimension a working drawing 5. Produce a cutting list for an engineering drawing that communicates scale, units of measurements, materials and all component sizes.
5. Construction methods with wood.	<ol style="list-style-type: none"> 1. The components which make a mortise and tenon joint. E.g. The shoulder, cheeks and face of a joint. 2. A marking gauge and tri square are used to mark out the mortise and tenon . 3. A mallet and chisel are used to remove waste when producing a mortise. 4. Paring is when you use a chisel to remove small shavings of wood. 	<ol style="list-style-type: none"> 1. Identify a mortise and tenon. 2. Accurately select the correct tools and mark out the components of a mortise and tenon. 3. Safely use a mallet and chisel to remove waste from the mortise and use a tenon saw and chisel to produce a 4 shouldered tenon. 4. Make adjust to the cheeks and face of the tenon with a chisel to ensure a tight fit.

Design and Technology

Week	I will need to know:	So that I can:
6 Assembly and finishing of wooden components. Assembling electronic components within a product.	<ol style="list-style-type: none"> 1. Direct measurements are when you use an object to mark a size instead of using a ruler. 2. Work must be clamped when using PVA (poly vinyl acetate). The vice is an excellent way of clamping work together while it is drying'.. 3. A belt sander or orbital sander can be used to finish wooden components. 4. Plastic stand offs can be used to mount a PCB 	<ol style="list-style-type: none"> 1. Produce all wooden parts for housing the electronics 2. Glue, clamp, check and make adjustments. 3. Use abrasives to prepare work for a oil finish. 4. Correctly assemble sensors and mount the PCB into the housing of the night light.
7 Using sketching to form ideas and further iterations. CAD basics with 2D design.	<ol style="list-style-type: none"> 1. Sketching can be used as a quick way to clarify ideas.. 2. Annotation can be used around sketches to provide further explanation to a solution.. 3. Designs can be produced with software on a computer e.g. Computer Aided Design. 4. The draw, edit and drawing aids tool bars within 2D design will enable you to produce a drawing.. 	<ol style="list-style-type: none"> 1. Produce and react to a feedback loop to produce a range of iterations. 2. Use shading to show depth of drawing and written annotation communicating intention against a design specification. 3. Identify where and when to use CAD and state its advantages and disadvantages when designing. 4. Draw lines and circles to specific measurements. Delete part or whole lines. Divide lines accurately using nodes. Add text and radius corners.
8 Applying CAD to develop a solution. Using CAM to produce a component.	<ol style="list-style-type: none"> 1. All lines drawn using software will be life size, even though they will not appear like that on a small screen.. 2. The contour tool is an automated process used to trace an image by draw a line parallel to the original.. 3. You must use the select tool and select a line before asking the software to perform a process.. 4. Work in 2D Design must be saved manually. You can also export images in different formats e.g. JPEG, Bitmap etc 5. When using a laser cutter you will need to set the preferences in the print menu. 	<ol style="list-style-type: none"> 1. Correctly size and draw a piece of acrylic to fit the nightlight. 2. Apply a contoured design to the piece of acrylic. Disassemble a contoured drawing to use specific parts for a design. 3. Use red (cut) and black (engrave) lines to be read by the CNC laser cutter. 4. Set the height and all cutting speeds of the laser cutter to produce a design.
9 Assembly of multiple batch produced components and finishing.	<ol style="list-style-type: none"> 1. Soldered components can be removed and soldered again. 2. Extra fitting can be used to mount the LED and sensor. 3. The circuit can be made more sensitive by adjusting the variable resistor. 4. The aesthetics can be improved on your product by adding additional components to create a theme.. 	<ol style="list-style-type: none"> 1. Remove the LDR from the working circuit . 2. Correctly position the LDR in the wooden housing and resolder it in place. 3. Adjust the variable resistor in a working circuit to change its sensitivity. 4. Add addition modelling materials to create the final design.
10 Evaluating a product against a design specification.	<ol style="list-style-type: none"> 1. A structured evaluation has Terms of reference, methodology, findings, conclusion and recommendations. 2. Qualitative data is non- numerical and quantitative data is numerical 	<ol style="list-style-type: none"> 1. Test, evaluate and write a detailed report on the products performance highlighting areas for improvement. 2. Include qualitative and quantitative data when required in the evaluation process.
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 9 Food Technology

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

Week	I will need to know:	So that I can:
1 Review of health & safety	<ol style="list-style-type: none"> The principles 4Cs – Clean, Cook, Chill, Cross-contamination. Proper cleaning techniques for kitchen surfaces and equipment are: Using warm water during washing up to remove bacteria and grease effectively. 	<ol style="list-style-type: none"> Explain why health and safety in food handling is crucial. Explain the concept of danger temperature zone and how it can occur in food preparation.
2 Review of kitchen safety	<ol style="list-style-type: none"> To safely use various kitchen utensils when we use a peeler, we should peel the ingredient facing outside instead of towards our side to avoid cutting ourselves. To be safe you must ensure the chopping board is not packed with ingredients when you cut ingredients. To prevent burns keep the station neat. Never touch the hobs, as they may still be hot from previous use. 	<ol style="list-style-type: none"> Use the correct equipment for the job safely. Prevent burns and scalds.
3 Brownies	<ol style="list-style-type: none"> Brownies should be fudgy instead of cakey. To achieve this, we should add more butter and chocolate to achieve a higher fat-to-flour ratio. Chocolate is sensitive to heat and can scorch easily, leading to a burnt and bitter flavour. To melt chocolate, we should set up a water bath - putting the chocolate in a glass bowl in a pot of hot water. 	<ol style="list-style-type: none"> Practice <i>Misc en place</i> on the first practical lesson. Use the melting method to handle chocolate and prevent it from burning and turning bitter.
4 Egg Fried Rice	<ol style="list-style-type: none"> Stir-fry technique is to cook food quickly by cutting it into small pieces and stirring constantly in a wok or frying pan over high heat. Be sure not to overcook the vegetables; they should remain crisp and colourful. Asian ingredients are ginger, garlic, spring onion and soy sauce for oriental flavour. The claw grip technique - 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"> Practice various food preparation skills like slicing, chopping. Practice how to make a popular takeaway dish with high nutritional content.
5 Vegetables	<ol style="list-style-type: none"> Vegetables can be from different parts of plants. The six classifications of vegetables are root (potato), stem (celery), leaves (spinach), flowers (broccoli), fruits (tomato) and seeds (corn). Some vegetables, like leafy greens and tomatoes, are high in vitamins B and C. They are water-soluble vitamins, meaning they can easily lose water nutrients during cooking. 	<ol style="list-style-type: none"> Know vegetable parts and understand how to handle and apply heat to them in cooking Describe the characteristics of water-soluble vitamins.

Year 9 Food Technology

Week	I will need to know:	So that I can:
6 Quesadilla	<ol style="list-style-type: none"> When you Sauté all the ingredients ensure they are well cooked. You must wash the pan before you assemble the quesadilla together, otherwise the quesadilla may not have a golden-brown colour. Use heat control to achieve a golden, crispy Quesadilla while ensuring the cheese melts inside. 	<ol style="list-style-type: none"> Create a crispy quesadilla with assemble it with fillings and cheese meld together.
7 Carbohydrates	<ol style="list-style-type: none"> Complex carbohydrates are healthy carbohydrates. They come from fibre like potato and brown rice; or starchy resources like white rice and pasta. It provides long-lasting energy, contains nutrients like fibre and minerals Simple carbohydrates are unhealthy carbohydrates. They are processed food like cookies and cakes. It only provides energy for a short period as there is mainly sugar in it. 	<ol style="list-style-type: none"> Distinguish unhealthy carbohydrates and explain the reasons. Analyse what carbohydrates can provide energy for daily activities.
8 Bolognese	<ol style="list-style-type: none"> We Sauté aromatic ingredients first including onion, garlic and carrot to build the flavour. Searing the meat can also help to enhance the flavour. It is a cooking technique that exposes ingredients (typically meat) to a high temperature to create a crisp browning on the outside. 	<ol style="list-style-type: none"> Learn how to make Bolognese which is a popular savoury meal.
9 Fat	<ol style="list-style-type: none"> Saturated fat is animal fat, usually solid at room temperature, such as butter and pork belly. Overeating saturated fat can clog your arteries. Unsaturated fat is healthy. It is usually from plants and liquid at room temperature, like olive oil. Trans fat is the most harmful fat among the three. It is artificial fat which can raise your bad cholesterol. Examples are deep-fried food and margarine. 	<ol style="list-style-type: none"> Choose healthy fat in diets. Avoid or reduce the intake amount of saturated and trans fat.
10 Curry	<ol style="list-style-type: none"> Curry often include aromatics like onions, garlic and ginger; spices and seasonings like turmeric, cumin, coriander, cardamom, cinnamon, cloves, chili powder, and more. Students will taste their curry and learn to blend the spice into the dish well, also adjust and balance the flavour if needed. 	<ol style="list-style-type: none"> Learn how to use spice to enhance the flavour of a dish but keep it balanced and well-blended.
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 9 Geography: Resources, energy use and climate change

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

Week	I will need to know:	So that I can:
1 Past climate change	1. The climate of the world has fluctuated significantly over the time of the existence of the earth. There have been periods of extreme cold (glacial periods) and warmer periods (interglacial). Climate change is important to study because it enables us understand what might happen in the future. Natural climate change is due to changes in the suns orbit, volcanic eruptions and sun spots. 2. Past climate (glacial and interglacial periods) can be reconstructed through ice cores (the ice contains gases that can be used to work out the temperature), tree rings (when it is warmer the rings are larger), and historical records (e.g. temperature records, diaries and paintings).	1. Describe the pattern of global climate change over the past 400,000 years. 2. Explain why the climate has changed.
2 Enhanced greenhouse effect	1. The Earth's polar ice, particularly in Antarctica and the Arctic, is projected to continue melting due to global warming, leading to glacier retreat, reduced sea ice, and potential loss from ice sheets. 2. Global warming refers to the long-term increase in Earth's average surface temperature due to human activities that elevate concentrations of greenhouse gases in the atmosphere. This is due to the enhanced greenhouse effect . 3. The evidence for the enhanced greenhouse effect includes rising levels of atmospheric carbon dioxide from fossil fuel combustion, the observed global temperature increase, and the melting of ice contributing to rising sea levels.	1. Explain the enhanced greenhouse effect and assess the evidence for it
3 Fossil fuels	1. One reason that global temperatures are increasing is the use of fossil fuels and more natural resources. Natural resources are things that occur naturally on the earth such as wood, wind or oil. 2. Fossil fuels include oil, coal and gas. Oil, coal, and gas are fossil fuels formed from organic remains of ancient plants and marine organisms. Over millions of years, heat and pressure transformed these organic materials into the energy rich resources we use today. These are classed as finite resources as they cannot be renewed in the life time of a human.	1. Explain how oil, coal and gas are formed.
4 Energy security	1. As the global population has grown and people have become wealthier energy consumption has dramatically increased. Political tensions and growing costs has resulted in some countries have become energy insecure . 2. The increasing demand for energy can be combatted through a country changing the combination of energy sources it uses (this is called energy mix), such as using more renewable energy sources e.g. wind power.	1. Understand why some countries are energy insecure.
5 Renewable energy	1. Renewable energy (energy that wont run out) includes wind power, solar power, tidal power and hydroelectric power. 2. An example of an unconventional energy source is fracking. Fracking is a method of extracting natural gas and oil by injecting high-pressure fluid into underground rock formations to release trapped resources. While it increases energy production, concerns exist about its environmental impact, including potential water contamination and earthquakes.	1. Evaluate the success of renewable and unconventional energy sources

Year 9 Geography: How has climate changed in the past and how will it change in the future?

Week	I will need to know:	So that I can:
<p>6 Climate change impacts</p>	<ol style="list-style-type: none"> 1. Global warming is causing widespread impacts worldwide, including more frequent and intense heatwaves, extreme weather events, rising sea levels, increased risk of flooding (e.g. Maldives) and displacement of vulnerable populations. 2. The impacts on Pakistan include increased water scarcity, with changing precipitation patterns affecting agriculture and communities, heightened risks of extreme weather events leading to infrastructure damage and health threats, and disruptions to ecosystems and biodiversity, particularly in coastal areas, posing challenges to vulnerable communities and their livelihoods. 	<ol style="list-style-type: none"> 1. Assess the impacts of climate change on different locations around the world.
<p>7 Climate change mitigation and adaptation</p>	<ol style="list-style-type: none"> 1. To reduce the impact of climate change, populations are trying to mitigate the impacts of climate change through the use of renewable energy, planting trees (afforestation), carbon capture and international agreements. 2. To adapt to climate change, populations are changing the ways they live and designing infrastructure to suit the impacts e.g. houses on stilts to avoid flooding. 	<ol style="list-style-type: none"> 1. Evaluate the success of climate change adaptation and mitigation.
<p>8 Future climate projections</p>	<ol style="list-style-type: none"> 1. Computer models are used to predict what will happen in the future. The IPCC (part of the United Nations) have four different predictions of what will happen in the future depending on what action humans take. However, these are uncertain as there are uncertainties around population and human actions, but also the physical processes. 2. If the world warms by 4°C there will be unprecedented heat waves, severe drought, and major floods in many regions whereas these impacts can be limited if warming is limited to 2°C. 	<ol style="list-style-type: none"> 1. Explain why climate change models are useful but not always accurate. 2. Assess the impact of global warming if temperatures rise by 4°C compared to 2°C.
<p>9 Personal and global responsibility</p>	<ol style="list-style-type: none"> 1. To limit the impact of climate change the four most important things an individual can do is live a car free life, not fly, have one less child and eat a plant-based diet. Actions which are still important but have a smaller impact include insulating homes, using energy saving appliances and reduce waste. 2. International agreements and conferences, such as Paris 2015 and COP26, are used to encourage countries to commit to reducing their emissions. 	<ol style="list-style-type: none"> 1. Individual and global actions against climate change.
<p>10 Research presentations</p>	<ol style="list-style-type: none"> 1. You will spend one lesson researching how one country of your choice is reducing the impacts of climate change. <i>One lesson this week will be spent catching up or revising.</i> 	<ol style="list-style-type: none"> 1. Present the information I have researched about my country of choice.
<p>11</p>	<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>	
<p>12</p>	<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 9 History

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

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> 1. TV was a new medium for being entertained in the 1950s. 2. TV helped spur social change, influence the culture, and perpetuate cultural norms, such as the Nuclear family. 3. Rock n' roll music became very popular in the 1950s, particularly with the younger generations, spurred on by the popularity of Elvis Presley. 4. Many popular rock n' roll bands emerged from England and spread to America, leading to The British Invasion. 	<ol style="list-style-type: none"> 1. Analyse sources to explain the impact TV had on American and British cultures in the 1950s and 1960s 2. Describe how the public was divided among their opinion of rock n' roll
2	<ol style="list-style-type: none"> 1. Motown was a popular upbeat form of music in the 1960s that was produced and sung by Black Americans. 2. Motown music was influential in its fight for black Americans' quest for equal rights. 3. The Civil Rights Movement fought to end Jim Crow, which perpetuated segregation and discrimination in American society. 4. Martin Luther King Jr. and Malcom X were leaders in the Civil Rights Movement. 	<ol style="list-style-type: none"> 1. Compare and contrast rock n' roll and Motown 2. Explain how Motown aided black Americans, helping to change stereotypes and provide opportunities 3. Explain what the Civil Rights movement was trying to change in American society 4. Describe the main methods pursued by the Civil Rights Movement
3	<ol style="list-style-type: none"> 1. Led by Martin Luther King Jr., the Montgomery Bus Boycotts was a protest by Black Americans in 1955 over segregated seating on public busses. 2. The Montgomery Bus Boycotts was one of the first successful examples of non-violent resistance of the Civil Rights Movement. 3. Brown vs. The Board of Education was a supreme court case that outlawed segregation in American schools. 4. The NAACP was a civil rights organization what led many lawsuits to ensure Black Americans were treated as equal citizens. 	<ol style="list-style-type: none"> 1. Explain what life would have been like for Black American living in the Deep South 2. Analyse the role that women played in the Montgomery Bus Boycott 3. Describe the significance Brown vs. Board of Education had on America
4	<ol style="list-style-type: none"> 1. The Windrush Generation led to a boom in immigration to Britain from the West Indies in the later part of the 20th century. 2. The British government was embroiled in a scandal with their handling of the Windrush Generation. 3. The Bristol Bus Boycotts was a 4-month nonviolent protest that occurred in Bristol England in 1963 over employment rights. 	<ol style="list-style-type: none"> 1. Explain the reasons why people were motivated to leave the West Indies and move to England 2. Describe the Windrush Generation scandal 3. Explain the significance the Bristol Bus Boycott had on British law 4. Compare and contrast the Montgomery Bus Boycott and the Bristol Bus Boycott
5	<ol style="list-style-type: none"> 1. Second wave feminism was a social and political movement that sought equal rights for women in the 1960s and 1970s that began with the publication of the Feminist Mystique. 2. Second wave feminist fought for many things including; reproductive rights, career and educational opportunities, the ERA, and legal protections. 3. Britian's hostility and criminalization of queer relationships began to ease in the 1960s due to queer activism. 	<ol style="list-style-type: none"> 1. Analyse how successful second wave feminist were 2. Explain how British society's view and legalization of queer rights changed over time

Year 9 History

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

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> Youth Culture led to a more rebellious and independent youth in both Britain and America that rejected many facets of mainstream culture. Two examples of Youth Culture were the Mods and Rockers in Britain, and hippies in America. 	<ol style="list-style-type: none"> Describe how popular culture encouraged the development and the popularity of youth culture Explain the characteristics of the Mods, Rockers, and hippies
7	<ol style="list-style-type: none"> The Peronist movement in Argentina began with Juan Domingo Perón's rise to power but also included Eva Perón. The Peronist movement relied on populist policies that appealed to the working class and labour unions. Eva Perón was an influential and beloved figure in Argentina in the second half the 20th century. 	<ol style="list-style-type: none"> Explain the rise of the Peróns in Argentina Describe the significance that Eva Perón had in her country
8	<ol style="list-style-type: none"> After the Peróns fell from power, Argentina entered a period of political instability. Cuba is a small island nation in the Caribbean that played a large role in international relations in the second half of the 20th century, particularly during the Cold War. Fulgencio Batista was twice leader of Cuba in the 20th century, first as a democratically elected president, and second as an authoritarian dictator. 	<ol style="list-style-type: none"> Explain how Argentina changed following the fall of the Peróns Describe the evolution of Batista and his leadership of Cuba
9	<ol style="list-style-type: none"> The Cuban Revolution, 1953 to 1959, led to the overthrowing of Batista and established Fidel Castro, a socialist and communist, as leader. The Cuban Revolution and the rule of Fidel Castro led to many Cuban exiles fleeing in large numbers to the USA. Cuba and the USSR established a formal alliance in 1960 that had far-reaching international consequences, such as the Bay of Pigs (1961) and the Cuban Missile Crisis (1962). 	<ol style="list-style-type: none"> Explain what led to the Cuban Revolution and its methods Analyze the changes Cuba experienced following the Revolution Describe the international significance of the Cuban/USSR alliance.
10	<ol style="list-style-type: none"> The similarities and differences between Argentine and Cuban leaders in the 20th century. 	<ol style="list-style-type: none"> Compare and contrast Argentina and Cuba in the 20th century
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 9 FRENCH Cycle 3

Careers linked to topics we study this cycle are: First responder, sales executive, travel agent, diplomacy and business advisor.

Week	I will need to know:	So that I can:
<p>1&2 Que fais-tu normalement pour les vacances?</p>	<ol style="list-style-type: none"> 1. D'habitude, je vais en vacances à la campagne en Espagne avec ma famille. 2. Nous passons quinze jours dans un camping. 3. Je prends une bombe anit-insectes, plein de bouquins et mon maillot de bain. 4. Je fais de l'escalade et des randonnées, aussi, <u>je me baigne</u> mais <u>je me fais piquer.</u> 5. Je trouve ça amusant. 	<ol style="list-style-type: none"> 1. Talk about what I usually do for the holidays – where I go, who with 2. Say how long I go for and where I stay 3. Say what I take with me 4. Say what I do (including using <u>reflexive verbs</u>) 5. Express how I find it
<p>3&4 Comment seraient tes vacances de rêve?</p>	<ol style="list-style-type: none"> 1. Un jour, <u>je voudrais visiter tous les parcs d'attractions du monde</u> et faire un safari en Afrique. 2. A l'avenir, <u>je n'aimerais pas passer des vacances sur une île déserte</u> ou descendre l'Amazone en canoë. 3. <u>Ce serait genial.</u> 	<ol style="list-style-type: none"> 1. Talk about what <u>I would like to do</u> for my dream holidays (using the conditional tense) 2. Say what <u>I would not like to do</u> (conditional tense and negatives) 3. Say what <u>it would be like.</u>
<p>4&5 Tu n'as pas passé de bonnes vacances – qu'est-ce qui s'est passé?</p>	<ol style="list-style-type: none"> 1. L'année dernière, je suis allé(e) en vacances à Paris, en France. <u>Je suis resté(e)</u> dans un hôtel avec ma famille. Ma famille et moi <u>avons fait du tir à l'arc</u> et <u>nous avons joué aux boules.</u> 2. C'était un désastre, parce que <u>j'ai perdu mon porte-monnaie, on a raté l'avion, il a plu tout le temps</u> et <u>j'ai été malade.</u> 	<ol style="list-style-type: none"> 1. Describe where I went, who with, when, and what happened using the <u>past tense.</u> 2. Express that it was a disaster and why. <p>MID-CYCLE ASSESSMENT SPEAKING: Read aloud</p>

Year 9 French Cycle 3

Week	I will need to know:	So that I can:
6&7 Tu as le droit de ...?	1. <u>J'ai le droit de sortir le weekend avec mes copains</u> , 2. <u>si j'ai fini mes devoirs</u> et <u>si j'ai mon portable sur moi</u> . 3. <u>Je n'ai pas le droit de sortir seul(e)</u> . 4. Ce n'est pas juste! Ce n'est pas du tout normal! 5. Avoir faim → j'ai faim Avoir envie de ... → J'ai envie de ...	1. Talk about what I am allowed to do 2. Express that I am allowed IF I do certain things 3. Say what I am not allowed to do 4. Express how I feel about this. 5. Understand 'avoir' expressions
8&9 Qu'est-ce qui est important pour toi dans la vie?	1. <u>Ce qui est important pour moi c'est ma santé et mes études</u> . 2. <u>Ce qui me préoccupe c'est l'état de la planète et le racisme</u> . 3. <u>Alors, j'ai décidé d'acheter des produits verts</u> . 4. <u>Un jour, je voudrais travailler pour une organisation pour protéger l'environnement</u> .	1. Say what is important to me in life. 2. Say what worries me. 3. Express what I have decided to do in order to help the situation. 4. Say what I would like to do in order to help.
9&10 Qu'est-ce que c'est pour toi le bonheur?	1. Le bonheur, c'est quand mon équipe gagne. 2. Ce qui me rend heureux/esuse, c'est d'être avec mes copains et de rigoler . Ce qui me rend heureux/esuse, c'est la musique, ma famille et l'argent .	1. Describe what happiness is for me. 2. Use the expression "ce qui me rend heureux/se c'est ..." followed by de + an infinitive or by le/la/les + a noun.
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 9 GERMAN Cycle 3

Careers linked to topics we study this cycle are: First responder, sales executive, travel agent, international business advisor and diplomat.

Week	I will need to know:	So that I can:
1&2 Wie war deine Kindheit?	<ol style="list-style-type: none"> Mit drei Jahren hatte ich viele Kuscheltiere. Als ich ein Kind war, hatte ich ein tolles Rad Heutzutage habe ich einen großen Fernseher. Ich konnte mit zwei Jahren bis 3 zählen. Ich durfte mit sechs Jahren alleine in die Schule gehen. Ich darf jetzt um 18 Uhr zu Hause sein. 	<ol style="list-style-type: none"> Talk about your childhood and what toys you had in the past and have now using the imperfect (past) and present tense Use the imperfect tense and the connective when (als) at the beginning of the sentences using the correct word order Say what I was able/allowed to do back in childhood and now using both the imperfect tense (past) and the present tense modal verbs
3&4 Wie war deine Grund- und Sekundarschule?	<ol style="list-style-type: none"> Damals hatten wir keine Hausaufgaben Früher waren die Lehrer freundlicher und das Essen leckerer. In der Grundschule durfte ich einen Klassenhamster haben. Heute haben wir 1000 Schüler an meiner Schule. Jetzt ist das Essen nicht so lecker und die Lehrer sind strenger. Heutzutage muss ich das Klassenzimmer wechseln 	<ol style="list-style-type: none"> Say what we had/there was in primary school in the past tense (imperfect) Describe what the teachers and food were like in primary school in the past tense (imperfect) Say what I had to/was allowed to do in primary school. Say what we have/there is in secondary school in the present tense Describe what the teachers and food are like in secondary school in the present tense Say what I have to/am allowed to do in secondary school in the present tense
4&5 Was ist und war besser und am Besten?	<ol style="list-style-type: none"> Meine Lehrerin Frau Cowley ist größer als Frau Key. Meine Freundin Helen war frecher als ich. Mein Lehrer Herr Brown ist der Strengste in OSA, aber meine Lehrerin Frau Smith war die Beste in East Oxford Primary School. 	<ol style="list-style-type: none"> Compare teachers, friends using a range of adjectives in the comparative. Compare food and classrooms in the present and past (primary and secondary school) Saying who is the best, friendliest etc using the Superlative in both the present and past tense <p>MID-CYCLE ASSESSMENT SPEAKING: Read aloud</p>

Year 9 German Cycle 3

Week	I will need to know:	So that I can:
6&7 Was ist dir (nicht) wichtig und warum?	<ol style="list-style-type: none"> 1. Musik ist mir wichtig, weil es mich glücklich macht. 2. Meine Haustiere sind mir das Wichtigste, weil sie entspannend sind. 3. Ausschlafen ist mir nicht wichtig, weil ich sehr sportlich bin. 4. Gute Noten sind mir wichtiger als meine Freunde, weil ich Arzt werden möchte. 	<ol style="list-style-type: none"> 1. Talk about what is important and why, using a range of reasons 2. Talk about what is the most important to me and why 3. Talk about what's not important and why. 4. Comparing what's more important than something else using the comparative and reasons
8&9 Wie können wir anderen Leuten helfen/Spenden sammeln?	<ol style="list-style-type: none"> 1. Man kann ein Tier sponsern. 2. Ich kann ehrenamtlich arbeiten. 3. Ich werde Spenden sammeln. 4. Ich will einen Kuchenverkauf organisieren. 5. Wir können Autos waschen. 6. Wir werden an einem Benefizlauf teilnehmen. 7. Wir wollen eine Modenschau organisieren. 	<ol style="list-style-type: none"> 1. Describe what you (in general) can do to help others 2. Describe what I can do to help others /collect money 3. Describe what I will do to help others/collect money 4. Describe what I want to do to help others/collect money 5. Describe what we can do to help others/collect money 6. Describe what we will do to help others/collect money 7. Describe what we want to do to help others/collect money
9&10 Was können wir machen, um die Umwelt zu schützen?	<ol style="list-style-type: none"> 1. Man kann den Müll sortieren, um die Umwelt zu schützen. 2. Ich kann Obst und Gemüse der Saison kaufen, um die Transportkosten zu reduzieren. 3. Ich werde mit dem Rad zur Schule fahren. 4. Ich will Ökoprodukte benutzen. 5. Wir können einen Kapuzenpulli tragen, um Energie zu sparen. 6. Wir werden das Licht ausmachen. 7. Wir wollen duschen statt baden, um Wasser zu sparen 	<ol style="list-style-type: none"> 1. Describe what you (in general) can do protect the environment 2. Describe what I can do can do protect the environment 3. Describe what I will do to can do protect the environment 4. Describe what I want to do can do protect the environment 5. Describe what we can do to can do protect the environment 6. Describe what we will do can do protect the environment 7. Describe what we want to do can do protect the environment
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.	

Spanish Year 9 Cycle 3

Careers linked to topics we study this cycle are: Digital marketing and logistics

Week	I will need to know:	So that I can:
1+2 ¿Como era tu escuela primaria?	<ol style="list-style-type: none"> 1. Mi escuela primaria era bastante moderna 2. Me encantaba porque teníamos mas tiempo libre. 3. Además había un patio muy bonito. 	<ol style="list-style-type: none"> 1. Describe my primary school using the imperfect tense. 2. Give an opinion about my primary in the imperfect tense. 3. Say what your primary school used to have using the imperfect tense.
2+3 ¿Cómo es tu uniforme/Qué opinas?	<ol style="list-style-type: none"> 1. En mi inti tenemos que llevar uniforme. 2. Llevo un jersey morado, pantalones negros, una camisa blanca y una corbata roja. 3. Me fastidia el uniforme porque es muy incómodo. 	<ol style="list-style-type: none"> 1. Say that I have to wear uniform at school. 2. Describe my uniform making sure that the adjectives agree with the clothing. 3. I can give my opinion about my uniform.
4+5 ¿Qué vas a estudiar el año próximo?	<ol style="list-style-type: none"> 1. En año próximo voy a estudiar español y va a ser estupendo. 2. En año que viene me gustaría ir club de deberes y va a ser un rollo. 	<ol style="list-style-type: none"> 1. Say what I would like to study next year and give an opinion. 2. Say what club I would like to participate in next year.
6	<p>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.</p>	<p style="text-align: center;"><u>Mid point assessment</u></p> <p style="text-align: center;">Speaking (Read aloud)</p>
7	<ol style="list-style-type: none"> 1. El año pasado fui a España con mis padres. El primer día descansé en la playa y luego compré una camiseta. Fue muy guay. 2. Mi escuela primaria era muy moderna. Me encantaba porque teníamos más tiempo libre. Además había un patio muy bonito. 	<ol style="list-style-type: none"> 1. Deepen my understanding of the preterite tense and understand the rules around how it is formed. 2. Deepen my understanding of the imperfect tense and understand the rules around how it is formed.

Spanish Year 9 Cycle 3

Week	I will need to know:	So that I can:
8+9 ¿Adónde te gustaría viajar?	<ol style="list-style-type: none"> El año próximo me gustaría viajar a Perú. Subiría las montañas y practicaría el español y sería espectacular. El verano que viene me encantaría ir a Chile. Nadaría en los lagos y vería los volcanes y sería una experiencia inolvidable. 	<ol style="list-style-type: none"> Speak about where in South America I would like to visit, what I would do there and what it would be like.
9+10 Project	<ol style="list-style-type: none"> Perú está en el noroeste de América del sur. Es un país muy grande y verde. La capital se llama Lima y está en la costa. Perú tiene siete millones de personas y hablan Español. También hay otros idiomas por ejemplo el quechua. Perú tiene montañas, lagos, desiertos y mar. En el futuro me gustaría visitar a Perú. Cuidaría a los animales y aprendería un idioma indígena. 	<ol style="list-style-type: none"> Research and write a presentation about a South American country giving details of: <ul style="list-style-type: none"> Location and capital city Population Languages spoken Type of geography i.e. mountains, lakes etc.. Why you would like to visit
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 7-10). Remember that little and often is the key to success.	<u>Assessment 2</u> Listening (including dictation) 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 9 – Music

Careers linked to this topic: Performer, composer, musicologist, music producer, teacher. As you will be developing listening and appraising skills and technical understanding.

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> 1. MOBO stands for Music of Black Origin. 2. This includes genres like Hip Hop, Grime, Drill, R&B, Soul, Reggae, Jazz, Gospel and many more. 	<ol style="list-style-type: none"> 1. Define MOBO. 2. Identify different types of MOBO through listening. 3. Explain the importance of MOBO.
2	<ol style="list-style-type: none"> 1. Reggae is a genre of music which originates from Jamaica. 2. The most famous Reggae artist is Bob Marley. 3. Reggae has its own musical characteristics like off-beat rhythms, simple chords and typical rock band line up of instruments. 4. <i>Three Little Birds</i> is a famous Reggae song by Bob Marley, made up from several musical layers. 	<ol style="list-style-type: none"> 1. Explain the origins of Reggae. 2. Identify Reggae musical characteristics through listening. 3. Practically demonstrate features of the song <i>Three Little Birds</i>.
3	<ol style="list-style-type: none"> 1. The bass line is syncopated in <i>Three Little Birds</i>. 2. Off-beat means to play something on beats two and four. 3. Reggae often plays chords on the off-beats. 	<ol style="list-style-type: none"> 1. Identify Reggae musical characteristics through listening. 2. Practically demonstrate features of the song <i>Three Little Birds</i>.
4	<ol style="list-style-type: none"> 1. The hook is the catchy bit of a song – the part that sticks in your mind and makes you want to buy the song. 2. In <i>Three Little Birds</i>, the hook is played by the organ. 3. Melody is the tune of a piece. 4. The melody is sung by the singer in <i>Three Little Birds</i> – in this case Bob Marley. 	<ol style="list-style-type: none"> 1. Identify Reggae musical characteristics through listening. 2. Practically demonstrate features of the song <i>Three Little Birds</i>.
5	<p>Mini topic assessment: This week you will need to demonstrate your skills and knowledge and you will perform <i>Three Little Birds</i>.</p>	<ol style="list-style-type: none"> 1. Demonstrate learning and piano skills in this topic so far.

Year 9 - Music

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> 1. Celtic folk music usually refers to traditional Irish and Scottish music, but includes lots of places in Western Europe such as Wales, Cornwall, Brittany and France. 2. Celtic Songs are often sung in Gaelic. 3. Celtic music isn't written down – it is passed on by word of mouth. This is called oral tradition. 	<ol style="list-style-type: none"> 1. Explain what is meant by Celtic Music. 2. Describe some of the musical characteristics of Celtic Music. 3. Identify some of the musical characteristics of Celtic Music.
7	<ol style="list-style-type: none"> 1. Celtic music has a strong, regular beat with the emphasis on the first beat. 2. The tempo is generally quite fast. 3. Melodies and rhythms often feature ornamentation. 4. Celtic music will often have simple harmony. 5. The chords C major, A minor, F Major and G Major are used in the song Whiskey in the Jar. 	<ol style="list-style-type: none"> 1. Identify some of the musical characteristics of Celtic Music. 2. Define harmony. 3. Begin to practice how to play the four chords on guitar.
8	<ol style="list-style-type: none"> 1. In Celtic music there are usually no choruses – just verses. This is called strophic structure. 2. A pivot finger helps your left hand move around the fingerboard it will help moving between chord shapes. 	<ol style="list-style-type: none"> 1. Identify some of the musical characteristics of Celtic Music. 2. Begin to transition between the four chords on guitar
9	<ol style="list-style-type: none"> 1. Celtic music generally uses some common instruments such as the hurdy-gurdy, Bodhran, accordion and pipe and tabor. 2. A Barre chord is played by using one finger to press down multiple strings on a single fret board. 	<ol style="list-style-type: none"> 1. Identify instrumentation in Celtic Music 2. Fluently demonstrate transitioning between the four chords on guitar
10	<p>Practical Assessment week: This week you will need to demonstrate knowledge and skills in a practical assessment on guitar.</p>	
11	<p>Written assessment week: This week you will need to demonstrate knowledge of topic(s) in this cycle through a written assessment.</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 9 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></p> <ol style="list-style-type: none"> When performing a shot putt the shot is held in fingertips and not palm. The Shot Putt is placed in 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. Chin-knee-toe encourages use of the legs in the performance. <p>So that I can apply techniques to safely throw the shot</p>	<p><u>Middle Distance (1)</u></p> <ol style="list-style-type: none"> 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. <p>So that I can apply pacing skills during an 800m race to ensure I can complete the event.</p>
2	<p><u>Discus</u></p> <ol style="list-style-type: none"> 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 from the index finger (first finger). <p>So that I can apply techniques safely throw the discus</p>	<p><u>Middle distance (2) - 1500m</u></p> <ol style="list-style-type: none"> 1500m is a middle-distance event. 1500m is 3 and $\frac{3}{4}$ laps of the track. You overtake the opponent on the inside. <p>So that I can apply pacing skills learned during last lesson with the aim of getting a good time for 1500m.</p>
3	<p><u>High Jump</u></p> <ol style="list-style-type: none"> 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 from the nearest foot to the bar. <p>So that I can perform a legal and safe jump in High jump</p>	<p><u>Sprinting (1)</u></p> <ol style="list-style-type: none"> Good sprinting technique involves both arms and legs moving powerfully straight up and down Keep upright and keep the head still to stay central in the lane on any straights. The head should raise I will be upright by the first 10 metres to reduce drag. <p>So that I can perform a sprint start effectively and maintain good technique in the race.</p>
4	<p><u>Long Jump</u></p> <ol style="list-style-type: none"> A legal long jump is one where the performer takes off from one foot. 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 performers foot must not be over the take-off board when starting their flight phase. <p>So that I can perform a legal long jump with good technique</p>	<p><u>Sprinting (2)</u></p> <ol style="list-style-type: none"> 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. The runner will need to move to the inside of the lane to best navigate the bend. <p>So that I can effectively apply techniques to run a sprint race which includes a bend/bends</p>
5	<p><u>Triple Jump</u></p> <ol style="list-style-type: none"> A legal triple jump is one where the performer takes off from one foot. The triple jump consists of three phases, a hop, a step and a jump. These must be performed in this order. A performers foot must not be over the take-off board when starting their hop phase. <p>So that I can perform a legal Triple Jump by linking the 3 phases together</p>	<p><u>Relay – change overs</u></p> <ol style="list-style-type: none"> We use Upsweep, Downsweep and the push to pass the baton The baton is passed to the next runners opposite hand – e.g. left to right or right to left. <p>So that I can perform change overs effectively and efficiently during a relay race.</p>

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

Week	Cricket	Softball/Rounders
6	<p><u>Fielding</u> – Fielding tactics</p> <ol style="list-style-type: none"> We set up the field depending on the batter and hand preference to avoid conceding runs cheaply. Use long and short barriers as well as backing up the fielder going for the ball. We use relying to help fielders get the ball back to the wicket keeper quickly and efficiently. 	<p><u>Fielding</u> – long and short barrier</p> <ol style="list-style-type: none"> The fielder uses the long and short barrier at the right moment to stop the ball. The Captain tactically moves the field based on the batter who steps up. <p>So that I can <u>understand</u> how to stop the ball in Rounder/Softball</p>
7	<p><u>Batting 1</u> – Defensive shots</p> <ol style="list-style-type: none"> 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. Both Forward defence and Backfoot defence are used to try and win single runs in defensive shots. <p>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</p> <ol style="list-style-type: none"> 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. <p>So that I can <u>apply</u> catching skills to get an opponent out.</p>
8	<p><u>Batting 2</u> – Attacking shots</p> <ol style="list-style-type: none"> Shot selection depends on the bowler you are facing and position of the fielding team. Have to be selective in the direction of shot you play with different speeds and heights of the ball coming at you. 	<p><u>Batting</u></p> <ol style="list-style-type: none"> The 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. I hit the ball to where the fielders have created gaps to increase score. Assessing the order of batters so that if all of the bases are loaded then the big hitter will need to clear the bases. <p>So that I <u>apply</u> batting technique to hit the ball and attempt to score rounders/runs.</p>
9	<p><u>Bowling</u></p> <ol style="list-style-type: none"> There are two types of bowls: Fast or spin bowling. The bowler reacts to the type of batter who steps up to the stumps. The bowler adapts the line and length of the bowl. <p>So that I can <u>put</u> pressure on the batter consistently.</p>	<p><u>Bowling</u></p> <ol style="list-style-type: none"> Stand side on with non-dominant hand nearest batter. Use non-dominant hand to aim. Bowling should be going to backstop and making the batter swing and misjudge the bowl. The bowls will be fast and be hard for the batter to hit. <p>So that I can <u>perform</u> the role of bowler in a game of rounders/softball.</p>
10	<p><u>Games play</u></p> <ol style="list-style-type: none"> 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. <p>So that I can <u>apply</u> learnt skills and techniques to competitive situations.</p>	<p><u>Games play</u></p> <ol style="list-style-type: none"> 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. <p>So that I can <u>apply</u> learnt skills and techniques to competitive situations.</p>

Year 9, Cycle 3, Character Education
Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Discern	(verb): To see, notice, or understand something clearly, especially when it's not obvious or requires careful observation.	She could discern the details in the artwork, noticing the artist's skilful use of colours and shapes.
2	Socio-economic	(adjective): Describing how money and social factors are connected in a community or society.	The research looked at the socio-economic effects of the new job rules on the town, considering both money and social aspects.
3	Advocacy	(noun): The act of supporting or speaking out for a cause, idea, or group to bring about positive change.	Her advocacy for environmental protection led to community initiatives like tree-planting and waste reduction programs.
4	Intersectionality	(noun): The interconnected nature of social categorizations, such as race, gender, and class, that create overlapping and interdependent systems of discrimination or disadvantage.	Understanding intersectionality means recognizing that individuals may face unique challenges based on the combination of factors like race, gender, and socio-economic status.
5	Injustice	(noun): Unfair or morally wrong treatment, often violating principles of equity or justice.	The protest aimed to raise awareness about the injustice of discriminatory laws that disproportionately affected certain communities.
6	Disparities	(noun): Differences or inequalities, especially in terms of social, economic, or health outcomes.	Efforts to address educational disparities focus on providing equal opportunities for students from diverse backgrounds to succeed in their studies.
7	Liberty	(noun): The state of being free from oppressive restrictions or control.	The declaration emphasized the importance of individual liberty , affirming the right to freedom of speech and expression for all citizens.
8	Interventions	(noun): Actions or measures taken to improve a situation, prevent harm, or address a problem.	The government implemented interventions to reduce unemployment, including job training programs and support for small businesses.
9	Identity	(noun): The qualities, beliefs, and characteristics that make a person or group distinct and recognizable.	Cultural traditions and language are essential aspects of her identity , reflecting her heritage and background.
10	Cultural	Relating to the ideas, beliefs, customs, and practices of a particular group or society.	The festival celebrated various cultural traditions, featuring music, dance, and cuisine from around the world.

Year 9 Curriculum Dictionary: Tier Two Words

	Word	Definition	In a sentence:
Evaluative Writing	Criticise	To dispute / argue the truth or validity of something.	In "Romeo and Juliet," Shakespeare criticises how Elizabethans violently pursue honour, illustrating tragic losses as a consequence.
	Powerfully	With a strong effect on people's feelings or thoughts.	Malorie Blackman powerfully explores the deep-rooted issues of racial prejudice and social injustice within her play, "Noughts and Crosses".
	Expose	To reveal the true nature of something.	The documentary exposed how child labour is used within the chocolate making industry.
	Admonish	To firmly criticise or warn someone or a group.	The teacher had to admonish the students for talking loudly during the assessment, reminding them of the importance of maintaining a focused test environment.
	Defies	To openly resist or refuse to obey.	Juliet defies her father in marrying Romeo in secret.
Creative Writing	Astute	Having or showing an ability to accurately assess situations or people and turn this to one's advantage.	Having recognised the darkening clouds in the sky, it was an astute decision to find shelter before the rain started.
	Perceptive	Having or showing the ability to see or understand things quickly, especially things that are not obvious.	It takes a very perceptive person to become a detective, as they need to be observant and use deduction to solve crimes.
	Ascertain	Find (something) out for certain; make sure of.	The police have been unable to ascertain the cause of the victim's death so far.
	Interrogate	Ask questions (of someone) closely, aggressively, or formally.	The police tried to interrogate the suspect about his involvement in the crime, however, they were no longer cooperating.
	Confound	Cause surprise or confusion, especially not according to expectations.	The unexpected plot twist in the story will confound readers, leaving them feeling puzzled and surprised.

Year 9 Curriculum Dictionary: Tier Three Words

	Word	Definition	In a sentence:
Evaluative Writing	In medias res	A narrative technique where a story begins in the midst of action or critical situation, rather than at the chronological beginning.	"The Boxer" begins 'in medias res,' immediately throwing viewers into an exciting boxing match with no initial background, building curiosity and encouraging them to uncover the unfolding story.
	Hyperbole	The use of extreme exaggeration.	In the intense heat, she exclaimed, "I'm melting!" using hyperbole to express her discomfort.
	Imagery	The use of vivid language to create mental pictures or sensations in the reader's mind.	Imagery was used to detail the fireplace crackling, filling the room with warmth and a soft, comforting glow.
	Juxtaposition	Two ideas together which contrast each other, often in order to bring out their differences.	The quiet, empty street at dawn was a sharp juxtaposition to the noisy, lively street during the day.
	Repetition	Repeating something that has already been said or written for impact.	The poet's repetition of the phrase "I am strong" reinforced the theme of resilience.
Creative Writing	Red herring	A clue or piece of information that is intended to be misleading or distracting.	The suspicious-looking footprints turned out to be a red herring , diverting the investigator's attention from the actual point of entry.
	Show don't tell	Method of writing in which characters and story come to life through vivid sensory details and actions.	Instead of telling the reader, "he was angry" we can use the " show don't tell " method to describe how his "face turned red, his jaw clenched, and he slammed the door shut with a loud bang."
	Tone	The attitude that a character, narrator, or author takes towards a given subject.	"Lamb to the Slaughter" adopts a suspenseful tone as Mary, seemingly composed, transforms what was a normal routine evening by using a frozen leg of lamb as a weapon.
	Dramatic irony	When the reader knows something that the other characters do not.	In "Lamb to the Slaughter," detectives eat a leg of lamb, not realising it is the murder weapon. Readers, who know this detail, experience dramatic irony .
	Pathetic fallacy	When the weather reflects the tone or mood of a story.	As the novel reached its climax, the author employed pathetic fallacy through the howling wind, intensifying the sense of impending doom.

Maths Curriculum Dictionary: Tier Two Words

	Word	Definition	In a sentence:
1	Density	The density of an object is its mass divided by its volume. It measured how closely packed together it is.	The density of gold is greater than the density of paper.
2	Relative frequency	Relative frequency is used to estimate the probability of something happening. It is how often something happens, divided by the total frequency.	The relative frequency of picking a blue counter is $\frac{17}{30}$.
3	Independent events	Two events are independent if one is not affected by the other.	Rolling a 6 on a dice and getting tails on a coin are independent events .
4	Tree diagram	Tree diagrams are a way of showing combinations of multiple events.	To calculate the probability of rolling a 4 and also getting heads on a coin, he drew a tree diagram .
5	Quadratic graph	The graph of a function like $y = 3x^2 + 5x - 1$, where the highest power of x is 2.	A quadratic graph has a "u" shape or an "n" shape.
6	Hypotenuse	The longest side in a right-angled triangle. It is always opposite the right angle.	The hypotenuse is the longest side in a right-angled triangle.
7	Opposite side	Given an angle, the opposite side is the side on the other side of the triangle.	The opposite side length is 12cm.
8	Adjacent side	Given an angle, the adjacent side is the short side touching the angle (not the hypotenuse).	The formula she used was $\cos(\text{angle}) = \frac{\text{adjacent}}{\text{hypotenuse}}$.
9	Similar	Two shapes are similar if they are the exact same shape (but they can be rotated or different sizes)	The two triangles are similar , because one is an enlargement of the other.
10	Scale factor	How many times bigger the sides of one shape are than those of another similar shape.	The triangle was enlarged, with a scale factor of 3.

Year 9 Science Cycle 3: Forces & their effects

Glossary

Word	Definition
Center of mass	The point representing the mean position of the matter in a body
Directly proportional	If one variable doubles in size so does the other
Elastic	Elastic materials return to their original shape and size after being stretched or squashed.
Elastic Potential Energy	The energy stored in objects that are stretched or squashed
Extension	Increase in length, for example, as a result of being pulled.
Hydraulic system	A system designed to increase force by transmitting pressure in liquids through pipes.
Inelastic	Inelastic materials do not return to their original shape and size after being stretched or squashed.
Moment	The turning effect of a force
Pressure	A measure of how concentrated (or spread out) a force is. Pressure is measured in pascals (Pa)
Resultant force	The single force that has the same effect as two or more forces acting together
Spring constant	A measure of the stiffness of a spring up to its limit of proportionality or elastic limit
Upthrust	Upwards force exerted by a liquid or gas on an object floating in it
Weight	The force acting on an object due to the pull of gravity from a massive object like a planet

Year 9 Science Cycle 3: Detection & Analysis

Glossary

Word	Definition
Carbonate	Ions made of carbon and oxygen
Chromatograms	The paper showing the results from the chromatography experiment
Chromatography	A separation technique used to separate mixtures of soluble substances.
Emulsifiers	A molecule that allows two immiscible substances to mix
Flame test	Placing a small sample of a compound in a flame to observe a colour – this can identify the metal
Formulation	A mixture with specific amounts of different substances, designed to give specific properties
Halide	Ions from group 7 of the periodic table (chlorine, bromine and iodine)
Mixtures	A substance made from two or more different types of particle
Precipitate	A solid formed by a reaction in solution
Pure substance	A substance made up of one type of particle
Soluble	Can dissolve in a particular solvent
Sulphate	Ions made of sulphur and oxygen

Art Curriculum Dictionary: Tier Two & Three Words Y9 Natural Forms C3

Week	Word	Definition	In a sentence:
1	Natural Forms	An objects in nature in its original form. Examples: Leaves, flowers, pine cones, sea weed, shells, bones, insects, stones, fossils, crystals, feathers, birds, fish, animals – in fact anything you can find in nature – complete or part of it. Natural form shapes are organic.	He drew a collection of natural forms which included leaves, flowers, pine-cones and shells,
2	Charcoal	Artists' charcoal is a dry art medium. Both compressed charcoal and charcoal sticks are used. The marks it leaves behind on paper are much less permanent that with other media such as graphite, and so lines can easily be erased and blended.	She was able to get a wide range of tone in her charcoal drawing.
3	Reductive	A reductive drawing; also known as subtractive drawing, is a method of drawing where material such as graphite, charcoal or pastel is used to cover a surface and then the 'drawing' is made by the removal of the media by erasing.	She created a reductive drawing by taking away the charcoal on her page with a rubber to show the highlighted areas.
4	Monoprinting	A form of printmaking where the image can only be made once, unlike most printmaking which allows for multiple originals. Mono-printing combines methods of printmaking, painting and drawing media. ('mono' means one, only, single).	She created a one-off monoprint drawing of shells.
5	Collage	A technique of art creation, primarily used in the visual arts by which art results from an assemblage of different forms, thus creating a new whole.	She collaged the photos one on top of another to create her picture.
6	Artist analysis	Looking closely at a work of art to evaluate the use of media, formal elements and content as well as stating an opinion about the work.	He gave a very insightful and interesting artist analysis about Karl Blossfeldt's work.
7-10	L – LINK E – ELEMENTS M – MEDIA M – MOOD O – OPINION N – NARRATIVE	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.	L – LINK – I am looking at Boakye's work because I am doing a project around Portraiture and she paints people. E – ELEMENTS – The most prominent (important) Formal Elements in Boakye's work is composition and colour, because... .. M – MEDIA – The media Boakye has used to make the work is paint. M – MOOD – The mood and content within Yiadom-Boakye's paintings is about imaginary stories where fictitious figures live in private worlds. O – OPINION – I like Boakye's work because it reminds me of dreams. N – NARRATIVE - Lynette Yiadom-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.

Art Curriculum Dictionary: Tier Two & Three Words Y9 Natural Forms

Week	Word	Definition	In a sentence:
1	Refine	Make minor changes so as to improve or clarify (a theory, idea technique or method).	She refined the composition of her drawing by changing a size of the objects slightly.
2	Clay Ceramics	a stiff, sticky fine-grained earth that can be moulded when wet, and is dried and baked to make bricks, pottery, and ceramics. Ceramics = pots and other articles made from clay hardened by heat.	The clay was easy to mould with his hands. He is keeper of ceramics and glass at the museum.
3	Hand-building	A ceramics technique that allows you to create forms with clay and your hands, without using a throwing wheel.	He prefers to hand-build his work rather than throw it on the wheel
4	Slab	The slab building technique starts with smooth slabs of clay that are formed around moulds or shaped and cut by hand. The slabs are then layered. This technique is used to make more angular shapes that can't be created on a wheel.	She was making a box, so used slab technique.
5	Coil	The process involves taking a small amount of clay , and then rolling it out on a flat surface until it forms a rope-like shape, called a coil . The coils are used as a way of building the 'walls' of the piece by being placed on top of each other, one layer at a time.	She was making long thin coils to build her vase.
6	Pinch	The process involves shaping a ball of clay and then, by forcing the thumb into the centre, gradually pinching out the walls to an even thickness and the desired shape.	He pinched the clay into a small bowl shape.
7	Slip & Score	Slip is watered-down clay used to cement (stick) two pieces of clay together. Score is to make marks into the surface of clay to create a rougher texture to allow two pieces of clay to fuse (stick) together.	She used the Slip & Score technique to make sure her clay pieces did not fall apart or fall off.
8	Kiln	A piece of machinery that essentially cooks the clay and turns it from clay to ceramic. The simple way to think of a kiln is that it is like an oven that gets REALLY HOT!	The clay sculptures had just come out of the kiln and were still very hot.
9	Bisque Fire (or Biscuit Firing)	The first firing of ceramic ware to make it strong enough to handle conveniently.	After the initial bisque firing , I use glazes to add colour to the surface.
10	Embellish	Make (something) more attractive by the addition of decorative details or features.	She embellished the surface of the clay by carving in patterns.

Computer Science Computer Systems Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Acronym	An abbreviation formed from the initial letters of other words	RAM is the acronym for Random Access Memory.
2	Bus	A collection of wires connecting the CPU to RAM.	The Address Bus allows the CPU to lookup values in RAM at specific addresses.
3	Address	The location of where data or an instruction is in RAM.	The MAR register allows the CPU to address specific memory cells in RAM.
4	1) Byte 2) Si Prefix 3) Resolution	1) A unit storing 8-bits of data 2) The Scale of units : K(Kilo)→ M(Mega)→ G(Giga)→ T(Tera) 3) The width x height of an image (in pixels)	1) A nibble, which is 4-bits, is half a byte . 2) Each prefix increments in units of 1,000; hence 1KB = 1,000 bytes. 3) A 100x200 image has a width of 100 pixels and a height of 200 pixels.
5	1) Magnetic 2) Optical	1) Using North/South poles of a magnet to encode bits as 0 or 1. 2) Using light / lasers to reflect off a DVD or Blu-ray.	1) Magnetic storage devices like HDD can be damaged by magnets. 2) "Pits" scatter the laser being read as a 0, while a reflected "land" is a 1.
6	Characteristics	The properties or attributes of a person or object.	Capacity is a characteristic that shows the amount of storage space a device can hold, normally measured in Bytes.
7	Impersonation	Pretending to be an authority figure or a friend or family member.	Oversharing on social media can give fraudsters personal information they can use to impersonate you to a vulnerable family member.
8	Vector	A line of attack/method used. Vectors in Maths and Science have a direction.	Phishing uses email as a vector to attack its victims.
9	Act	In the UK a law is often called an Act.	The Data Protection Act 2018 is the UK law that protects your personal data, when collected and stored by an organisation.
10	Piracy	Making an illegal copy of an original piece of work without paying the creator the money they are due.	Piracy is a violation of the Copyright, Design and Patents Act 1988.

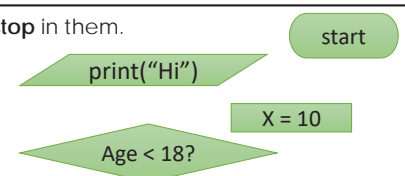
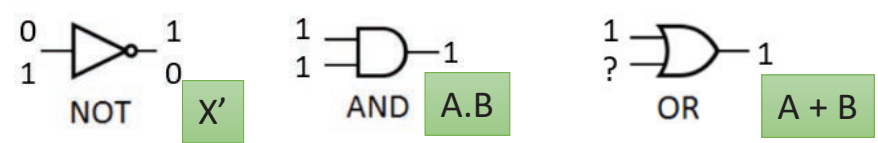
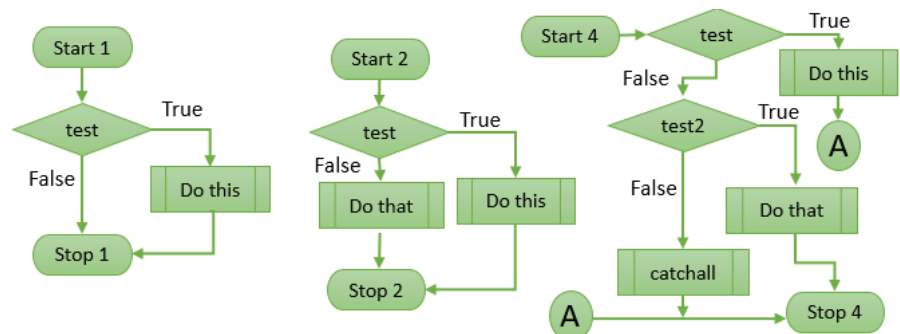
Computer Science Computer Systems Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	<ol style="list-style-type: none"> 1) Volatile 2) Non-volatile 	<ol style="list-style-type: none"> 1) Short term memory, loses data when power is lost. 2) Long term memory, retains data even when power is lost. 	<ol style="list-style-type: none"> 1) RAM is volatile memory that the CPU uses because of its fast access speed. 2) Storage is non-volatile memory used to save data and software programs.
2/3	<ol style="list-style-type: none"> 1) ALU 2) CU 3) Register 4) ACC 5) PC 6) CIR 7) MAR 8) MDR 	<ol style="list-style-type: none"> 1) Arithmetic Logic Unit – performs all math and logic calculations. 2) Control Unit – carries out the FDE Cycle. 3) Register – Small fast dedicated memory inside the CPU. 4) Accumulator Register – Holds input and output of the ALU. 5) Program Counter – Holds the address of the next instructions. 6) Current Instruction Register – Holds current Instruction to decode and execute. 7) Memory Address Register – RAM address to be read/written. 8) Memory Data Register – Instruction or Data read/to be written. 	<ol style="list-style-type: none"> 1) The ALU performs all calculations in binary using logic gate circuits. 2) The CU carries out the Fetch-Decode-Execute Cycle. 3) The registers are changed with each instructions FDE Cycle. 4) The ACC will hold the result of any calculation the ALU has calculated. 5) The PC hold the address the next instruction at the starts the FDE Cycle. 6) Once the instruction has been fetched, the CU stores it in the CIR to be decoded and executed. 7) The first step of instruction fetch copies the PC into the MAR. 8) The 2nd step of instruction fetch read the instruction from RAM into the MDR.
4	Colour Depth	(or Bit Depth) The number of BITS used to encode each pixel.	True Colour images have a bit depth of 24-bits (3 bytes for red, green, blue).
5/6	Flash	<ol style="list-style-type: none"> 1) Also called Solid State (meaning no moving parts). 	<ol style="list-style-type: none"> 1) Flash memory encodes 0's by trapping electrons in a floating gate or purging the floating gate to represent a 1.
7	<ol style="list-style-type: none"> 1) Social Engineering 2) Phishing 3) Vishing 4) Smishing 	<ol style="list-style-type: none"> 1) Attacking people as the weak point of a system. 2) Social Engineering Attack using email as a vector. 3) Social Engineering Attack using telephone or voicemails as a vector. 4) Social Engineering Attack using SMS or texting as a vector. 	<ol style="list-style-type: none"> 1) Social engineering is a prevalent threat, with 90% of data breaches having social engineering components. 2) Phishing scams were the most common cause of ransomware infection in 2020. 3) Parcel delivery is one of the more common vishing scams post covid. 4) Less than 35% of the population know what smishing is.
8	Malware	Any form of malicious software designed to damage or compromise the security of a computer system.	Ransomware attacks are without a doubt becoming the most costly and damaging malware attack of the 2020's.
9	Creative Commons	CC - a simple way to share original work without requiring each client to contact the author directly for permission to use the work/asset.	NC is the attribution that is free to use as long as its not a commercial venture.

Computer Science Problem Solving Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:																		
1	Variable	A named location in RAM that can be changed by code.	A variable name (identifier) in python must begin with a letter and have no spaces.																		
2	Simple Calculations	Calculations involving the four basic arithmetic operations:	<table border="1"> <thead> <tr> <th>Operator</th> <th>Meaning</th> <th>example</th> <th>Operator</th> <th>Meaning</th> <th>example</th> </tr> </thead> <tbody> <tr> <td>+</td> <td>Addition</td> <td>2+3 yields 5</td> <td>-</td> <td>Subtraction</td> <td>2 - 3 yields -1</td> </tr> <tr> <td>*</td> <td>Multiplication</td> <td>2*3 yields 6</td> <td>/</td> <td>Division</td> <td>2/3 yields 0.667</td> </tr> </tbody> </table>	Operator	Meaning	example	Operator	Meaning	example	+	Addition	2+3 yields 5	-	Subtraction	2 - 3 yields -1	*	Multiplication	2*3 yields 6	/	Division	2/3 yields 0.667
Operator	Meaning	example	Operator	Meaning	example																
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*	Multiplication	2*3 yields 6	/	Division	2/3 yields 0.667																
3	<ol style="list-style-type: none"> 1) Terminator 2) I/O Box 3) Assignment Box 4) Decision Box 	<ol style="list-style-type: none"> 1) The Start or End of the flowchart 2) Input or Output Box – parallelogram. 3) Variable = value or calculation. 4) Diamond - A binary (true/false) question that affects decisions/logic in an algorithm. 	<ol style="list-style-type: none"> 1) Terminators will typically have the labels start or stop in them. 2) Output is done by the print() command. 3) X = 10 assigns the value of 10 to the variable X. 4) If age < 18 then print("Legally a child") 																		
4-6	<ol style="list-style-type: none"> 1) Type cast 2) IPO framework 	<ol style="list-style-type: none"> 1) Forcing one data type E.g. string to become another E.g. integer. 2) Breaking code into the three phases: (I) input (P) process (O) Output 	<ol style="list-style-type: none"> 1) X = input("Enter age:") # 10 entered, X is a str() 1) X = int (input("Enter age:")) # 10 is now stored as an int() .. This is an input type-cast to int() 2) Y = 3*X # This is a process 3) print("Y = 3 x ",X," = ",Y) # this is an output 																		
7	Algebraic Notation	* Not X as X' * A AND B as A + B * A OR B as A + B	Not A and B or Not B and A == A' .B + A.B'																		
8-10	<ol style="list-style-type: none"> 1) if 2) then 3) Else 4) Catchall 	<ol style="list-style-type: none"> 1) Posing a question that has a yes/no or True/False answer 2) The action you follow if the question was True 3) The action you follow if the question was False 4) Typically what to do when all the questions above fail/ are false. Could be stated as otherwise... 	<p>If you understand logic Then you will find this easy Else you will need to study to get better at this</p>																		

Computer Science Problem Solving Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	<ol style="list-style-type: none"> 1) Data type 2) camel Case 3) print() 4) int() 5) float() 	<ol style="list-style-type: none"> 1) The binary format used to store data as a number or string. 2) A naming standard that starts with a lower-case letter and Capitalises the first letter of each new word. 3) The command to send output to the screen. 4) Integer – a whole number – e.g. 10 5) Floating point or decimal point number – e.g. 10.0 or 12.345 	<ol style="list-style-type: none"> 1) The int() data type can store only whole numbers such as 10 or -3. 2) ageIn10Years is a valid camelCase identifier. 3) print("hello, world") is a one line python program. 4) X = 10 makes X an integer type variable. 5) Y = X / 3 # division is always a float()
2	Assignment	Storing a new value in a variable. Assignment Box	The assignment box is a rectangle, and this is how code calculates answers.
3	<ol style="list-style-type: none"> 1) Terminator 2) I/O Box 3) Assignment Box 4) Decision Box 	<ol style="list-style-type: none"> 1) The Start or End of the flowchart 2) Input or Output Box – parallelogram. 3) Variable = value or calculation. 4) Diamond - A binary (true/false) question that affects decisions/logic in an algorithm. 	<ol style="list-style-type: none"> 1) Terminators will typically have the labels start or stop in them. 2) Output is done by the print() command. 3) X = 10 assigns the value of 10 to the variable X. 4) If age < 18 then print("Legally a child") 
7	<ol style="list-style-type: none"> 1) Not 2) AND 3) OR 	<ol style="list-style-type: none"> 1) In logic – the opposite, so not True is False 2) All or both conditions must be true(1) to evaluate to true. 3) Either (at least one) condition must be true for the result to be true (1). 	
8-10	<ol style="list-style-type: none"> 1) If then 2) If the else 3) Elif 4) If then elif else 	<ol style="list-style-type: none"> 1) if test is True then do this 2) if test is True then do this else do that instead 3) Short for else if 4) if test is True then do this elif test2 is true do that instead else do the catchall 	

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.	Peter 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 Matilda 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.
	Anecdotal	refers to comic personal stories that may be true or partly true but embellished.	My dad tells great anecdotal stories, and they are always really funny.
	Farcical/Farce	Comedy based on improbable coincidences	Farce makes me laugh
	Satirical	Humour that mocks human weaknesses or aspects of society.	Satirical humour or satire doesn't really make me laugh as I think it can be cruel.
	Slapstick	Comedy in which mock violence and simulated bodily harm are staged for comic effect.	I think the slapstick humour of the Marx Brothers is hilarious!
	Juxtaposed	Provides the effect of contrast.	Something feels much more funny after a moment of sadness, as it creates a juxtaposition .

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
	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 –
	Commedia dell'arte	Like pantomime or melodrama, stock characters create different improvised situations from a given set of circumstances. With few exceptions all characters are in one of three categories: Masters, Lovers or Servants.	One Man, Two Governors is a traditional piece of Commedia dell'arte . We see a love interest, a servant and a master, all of whom have clear physical and vocal characteristics.

Design and Technology Curriculum Dictionary: Tier Two Words

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

Design and Technology Curriculum Dictionary: Tier Three Words

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

Year 9 Food Technology Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	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	Scorch	When chocolate is scorched, it means overheated. It will lose the silky shine and become thick and muddy.	This piece of chocolate is very expensive, please don't scorch it by high heat.
4	Claw grip	Shape the fingers of one hand into a claw shape, tucking the thumb inside the fingers.	Using the claw grip technique can keep your fingers safe when chopping vegetables.
5	Vitamins	Micronutrients required by the body to carry out a range of normal functions.	Vitamins have different jobs to help keep the body working properly. Some vitamins help you resist infections, while others may help your blood clot properly.
6	Quesadilla	A tortilla filled with cheese and heated.	The word " quesadilla " comes from the Spanish word "queso," which means cheese. The name reflects the traditional filling of the dish, which is melted cheese inside of a tortilla.
7	Simple carbohydrate	They are simply sugar.	Simple carbohydrates are digested quickly and send immediate bursts of glucose (energy) into the blood stream.
8	Aromatics	Vegetables, herbs, and spices cooks use as the foundation of flavour for dishes.	Ingredients like onion, celery, garlic and carrots all fall into the family of aromatic ingredients.
9	Saturated fat	A type of fat containing a high proportion of fatty acid molecules	Because saturated fat are typically solid at room temperature, they are sometimes called "solid fats."
10	Spice	A spice comes from several parts of a plant – for example, the bark, nuts, roots, and seeds.	Cinnamon, cumin, chilli powder and turmeric are some of the most used spices .

Year 9 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 in at the bottom of the fridge to prevent cross-contamination .
2	Longevity	Remaining useful for a long time	Utensils will have a longer longevity if they are maintained well.
3	Water bath	Where a smaller container, filled with the substance to be heated, fits inside the outer container, filled with hot liquid (usually water)	The benefit of using a water bath is to keep contents of the inner pot from overheating.
4	Stir fry	To cook food quickly by cutting into small pieces and stirring constantly in a wok over high heat.	Stir-frying is a fast-cooking method, so you need to choose tender cuts of meat such as beef fillet, pork fillet or chicken breast.
5	Water-soluble	Able to be dissolved in water.	Boiling vegetables for a long time will leach out the water-soluble vitamins.
6	Assemble	Gather pre-prepared and pre-cooked parts together to create a meal	To assemble a lasagne, the chef spreads the bolognese sauce, pasta sheets and white sauce layers repeatedly.
7	Complex carbohydrate	Fiber and starch	Complex carbohydrates are digested more slowly and supply a lower more steady release of glucose into the blood stream.
8	Sear	The surface of the food is cooked at high temperature until a browned crust forms.	Searing a steak can lock the juice of the meat for a tender bite that is packed with flavour.
9	Trans fat	They are produced in which molecular hydrogen (H ₂) is added to vegetable oil, thereby converting liquid fat to semisolid fat.	Trans fat is usually found in processed foods such as baked goods, snack foods, fried foods and margarine.
10	Herbs	Herbs are the leaves and stems of the plant.	Coriander , rosemary, sage, thyme, parsley, and oregano are some of the most used herbs.

Geography Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Fossil fuels	A natural fuel formed in the past from the remains of living organisms.	Oil, coal and gas are examples of fossil fuels .
2	Energy security	The uninterrupted availability of energy sources at an affordable price	Countries with a high proportion of their energy coming from renewable sources are usually energy secure .
3	Fracking	The process of injecting liquid into rocks deep underground to force open existing fissures and extract oil or gas.	Fracking is unconventional as it can cause earthquakes and pollution.
4	Glacial and interglacial periods	A glacial period is a long period cooler global temperatures and of extensive ice sheets. An interglacial period is a warm period between glacial period, characterized by ice sheet retreat.	The global temperatures have fluctuated between glacial and interglacial for the past 400,000 years at least.
5	Enhanced Greenhouse Effect	Increased trapping of heat in the atmosphere due to increased greenhouse gases in the atmosphere, causing further warming.	Humans cause the enhanced greenhouse effect .
6	Infrastructure	Physical and organizational structures providing essential services in a community or society.	Schools are an example of important infrastructure .
7	Climate change mitigation and adaptation	Mitigation: Actions taken to reduce the long-term risks associated with climate change. Adaptation: the act or process of changing to become more suited to climate change.	Climate change mitigation prevents the release of greenhouse gasses whereas adaptation helps a population become used to the impacts.
8	IPCC	International panel on Climate Change which is a part of the United Nations that focuses on Climate change and global warming.	The IPCC is a very important group of scientists who research climate change.
9	International agreements	Agreements between countries, outlining shared rights, duties, or goals for cooperation.	In 2015 196 countries signed the Paris international agreement which stated they would try and ensure global warming doesn't increase by more than 1.5 degrees.

History Curriculum Dictionary: Tier Two Words

Topic	Word	Definition	In a sentence:
The making of the modern world	Rock n' Roll	A style of popular music that has its roots in various African-American styles of music, such as blues, jazz and gospel, and in country music.	The energetic beats of rock 'n' roll have been captivating audiences around the world for decades, influencing not just music but also fashion and cultural attitudes.
	British Invasion	A cultural phenomenon of the mid-1960s, when rock and pop music from the United Kingdom became popular in the United States	The British Invasion in the 1960s brought iconic bands like The Beatles and The Rolling Stones to the forefront of the American music scene, leaving a lasting impact on popular culture.
	Motown	A genre of black soul music that began in the late 1950s and was popular throughout the 1960s.	Motown played a pivotal role in shaping the sound of American music, particularly in the 1960s, with iconic artists like Stevie Wonder and The Supremes.
	Segregation	The separation of Blacks and whites within society.	Segregation , a discriminatory practice, was prevalent in many parts of the United States until the mid-20th century, leading to the unequal treatment and separation of individuals based on their race or ethnicity.
	Discrimination	Unjust or prejudicial treatment of another group of people based on their identity.	Discrimination , based on factors such as race, gender, or religion, undermines the principles of equality and fairness, perpetuating unjust treatment and hindering social progress.
	Martin Luther King Jr.	A Baptist (Christian) minister from Atlanta GA who rose to become a leader of this movement who advocated for non-violent protest to change America.	Martin Luther King Jr. , a prominent civil rights leader, played a pivotal role in advocating for racial equality and justice through nonviolent means during the American civil rights movement.
	Malcolm X	A Muslim minister and leader who advocated for Black empowerment and Islam.	Malcolm X , a charismatic and influential figure, advocated for black empowerment and self-defence to combat racial injustice and inequality during the civil rights era.
	Non-violent resistance	A way of resisting and protesting without the use or threat of violence.	Non-violent resistance , exemplified by figures like Mahatma Gandhi and Martin Luther King Jr., involves peaceful protest and civil disobedience as a powerful method to bring about social change and challenge injustice.
	Feminism	The advocacy of women's rights on the grounds of the social, political, and economic equality of the sexes	Feminism is a social and political movement that advocates for the equality of the sexes, seeking to address and dismantle gender-based inequalities and discrimination.
	The Windrush Generation	The boom in immigration to Britain from the West Indies between 1948-1971.	The Windrush generation started when the ship, MV Empire Windrush, docked in Essex in 1948.
Queer	An umbrella term for people a part of the LGBTQIA+ community	Many famous individuals through history have been queer .	
Meanwhile Elsewhere; South America	Socialism	A political system advocating for collective or government ownership and control of the means of production, aiming to reduce economic inequality and promote social welfare through policies such as public ownership, progressive taxation, and social programs.	In some countries, socialism is implemented as an economic and political system, where the government plays a central role in controlling key industries and ensuring social welfare programs for the citizens.
South America	Communism	A political system where there is no private ownership, and everything is shared equally among the people, with the goal of creating a classless and stateless society.	Communism , as an idealistic form of governance, envisions a classless and stateless society where resources are collectively owned and distributed based on need, aiming for social and economic equality.

History Curriculum Dictionary: Tier Three Words

Topic	Word	Definition	In a sentence:
The making of the modern world	Nuclear Family	A white, middle-class family with a father (provider), mother (housewife), and 1-3 children	The nuclear family , consisting of parents and their children living together in a single household, has been a traditional social unit in many cultures
	Elvis Presley	One of the most popular early American rock'n'roll stars.	Elvis Presley , often referred to as the "King of Rock 'n' Roll," revolutionized popular music in the 1950s with his energetic performances and iconic style.
	The Civil Rights Movement	A nonviolent political and social movement in the USA between 1954-1968 that worked to end segregation and discrimination for Black Americans.	The Civil Rights movement in the United States, led by figures like Martin Luther King Jr., sought to dismantle racial segregation and discrimination, advocating for equal rights and opportunities for African Americans during the mid-20th century.
	Jim Crow	State and local laws that legalized segregation and discrimination in the Southern USA between the end of the Civil War (1865) to the Civil Rights Movement (1950s)	Jim Crow laws, which enforced racial segregation and discrimination in the southern United States, were in effect until the mid-20th century, perpetuating systemic racial inequality and injustice.
	Montgomery Bus Boycotts	A protest that lasted from December 5, 1955 to December 20, 1956 in which African Americans refused to ride buses in Montgomery, Alabama to protest against segregated seating, which stated white sat in the front and African Americans in the back.	Rosa Parks' refusal to give up her seat on a Montgomery bus in 1955 sparked the Montgomery Bus Boycott .
	The Windrush Generation	The boom in immigration to Britain from the West Indies between 1948-1971	The Windrush Generation contributed significantly to British culture and society.
	Brown vs. The Board of Education	A landmark U.S. Supreme Court case in 1954 that declared state laws establishing separate public schools for Black and white students to be unconstitutional, marking a crucial step in the desegregation of American schools.	Brown vs. Board of Education was one of the most influential supreme court cases in the 20th century.
	NAACP	A prominent civil rights organization in the United States, dedicated to addressing and combating racial discrimination and promoting equality for African Americans and other marginalized communities.	Thurgood Marshall was a prominent lawyer who worked for the NAACP and won several supreme court cases.
Meanwhile Elsewhere; South America	Peronist Movement	A political and social movement characterized by its populist ideology, founded on the principles of social justice, workers' rights, and a strong emphasis on the leadership and legacy of Juan Domingo Perón.	The Peronist movement in Argentina played a significant role in shaping the country's political landscape.
South America	Fidel Castro	The revolutionary leader and long-time ruler of Cuba, who established a socialist government after the Cuban Revolution in 1959 and maintained significant influence on the island's politics for several decades.	Fidel Castro was the leader of Cuba from 1959 to 2008.
	Cold War	A conflict between the United States and its Western allies, and the Soviet Union and its Eastern Bloc allies, characterized by political tension, military buildup, and ideological rivalry from the end of World War II in 1945 until the collapse of the Soviet Union in 1991.	The Cold War shaped global politics between 1945 to 1991.

Music Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Origin	The point or place where something begins or comes from.	Music of Black Origin is important to discuss and expose ourselves to.
2	Characteristic	A feature or quality belonging typically to a person, place or thing and identifies them.	We will learn about the characteristics of Reggae.
3	Song	Words set to music.	<i>Three Little Birds</i> is a song in the Reggae Genre.
4	Rehearse	To practice something.	We must rehearse the different parts of Three Little Birds to be successful.
5	Layers	Something lying over or under something else.	One layer in music is called monophonic.
6	Traditional	Based on a way of thinking, behaving or doing something that has been used by the people in a particular group or society for a long time.	We will learn about traditional Irish, Scottish and other music.
7	Emphasis	Special importance given to something.	Off-beat means an emphasis on beats 2 and 4.
8	Pivot	A person or thing on or around which something turns.	I can use a pivot finger in most transitions where I can keep one finger in the same place and move the other fingers.
9	Fluency	Continuity, smoothness	We should play with fluency .
10	Accuracy	The quality of being correct or precise.	We should play with accuracy .

Music Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Genre	A particular type of literature, music or other art form which people consider as a class because it has special characteristics.	MOBO includes many different genres of music.
2	Reggae	A style of popular music originating in Jamaica.	Reggae features instruments such as electric guitar, bass guitar, drums and so on.
3	Off-beat	Music played on beats 2 and 4.	In Reggae, chords are played on the off-beats .
4	Hook	The hook is the catchy bit of a song – the bit that sticks in your mind and makes you want to buy the song.	The hook in <i>Three Little Birds</i> will be played on piano.
5	Melody	The main tune.	The melody in <i>Three Little Birds</i> is sung by Bob Marley.
6	Folk (music)	A type of traditional and generally rural music.	Celtic Folk Music refers to Irish and Scottish music but includes lots of places in Western Europe such as Wales, Cornwall, Brittany and France.
7	Ornamentation	When a melody or rhythm is decorated.	In Celtic Music, there is a lot of ornamentation .
8	Strophic	A song that only has verses and no choruses.	Celtic Music will often have a strophic form.
9	Instrumentation	Particular instruments used in a piece of music or song.	Instrumentation in Celtic Music will include a bodhran, hurdy-gurdy, accordion and so on.
10	Chord	Two or more notes played at the same time.	In Reggae, chords are played on the off-beats.

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 The Push pass is a technique used to pass the baton where the outgoing runner's hand is parallel to the ground. 	<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. The push pass of the baton is a safe way to hand over the baton to your teammate.
Cricket	<ul style="list-style-type: none"> Long barrier Short barrier Forward defence Front foot drive Run out Wicket Stumps Backing up Line and length 	<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. Having players behind another player in case of a mis-catch The direction and point of bouncing on the pitch of a delivery 	<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 The fielder backed up behind the wicketkeeper The bowler had excellent line and length on the bowl to cause the batter to miss the ball and hit the stumps.
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

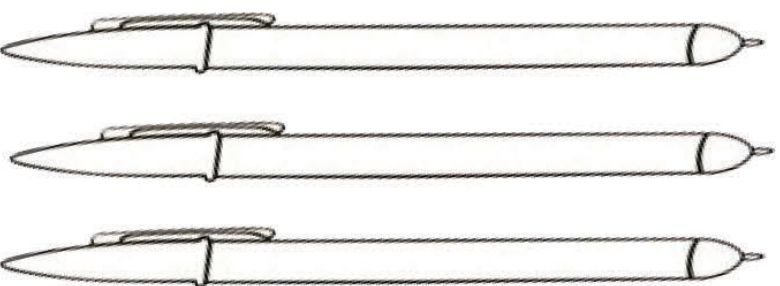
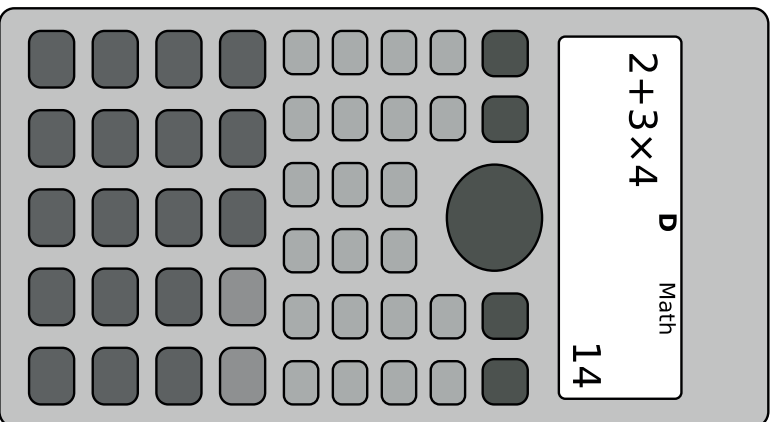
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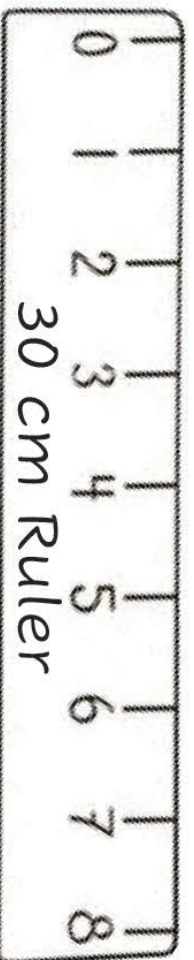


Tools for Learning

All equipment is available to purchase from the Reprographics Department



Black, Blue & Purple
Pens





Eraser



Pencil, Whiteboard Pen & Highlighter



Pencil Sharpener



