

# The Scholar's Guide

Year 9

Cycle Three

Name:

Tutor Group:



Oakbank

# The Oakbank House System

On joining the school, each student will belong to one of our four houses: Curie, Hillary and Tenzing, Keller and Mandela. Each house has its own strengths, qualities, and values.

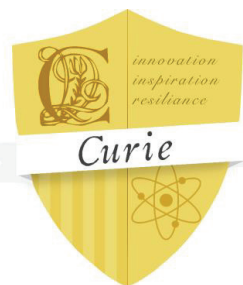
There are a range of House Competitions that you can get involved in which cover a wide range of interests and skills, giving you the opportunity to earn points for your overall house total. Your achievements in school will be recognised and rewarded through house points. Sports Day and extracurricular activities contribute to winning the house cup at the end of the year- so make sure you commit to doing your bit for your house!

## Marie Curie

The Polish born scientist who conducted pioneering research into radioactivity and changed the way cancer could be treated.

### House values:

Innovation  
Inspiration  
Resilience



## Hillary and Tenzing

Edmond Hillary and Tenzing Norgay were the first explorers to reach the summit of Mount Everest – the tallest mountain in the world.

### House values:

Integrity  
Persistence  
Strength

## Nelson Mandela

The first black president of South Africa, he led the peaceful transition from Apartheid to Democracy.

### House values:

Courage  
Leadership  
Equality



## Helen Keller

The American author who was deaf and blind. She was one of the leading advocates for individuals with disabilities.

### House values:

Determination  
Collaboration  
Inclusivity

## House Competitions

**Big Points Fridays:** Different subject led events every two weeks.

**Sports Day**

**Inter-house competitions**

## The values of my House I pledge to follow are:

## I pledge my participation in:



**Students with missing uniform or equipment should report to Student Services before 8:25am 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 or agreed reasonable adjustment) 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.**

Oakbank Uniform	Details
<b>Jumper</b>	Oakbank charcoal grey jumper with logo* (from Stevensons)
<b>Tie</b>	Oakbank tie with House colour stripes* (from Stevensons)
<b>Trousers/skirt/Shorts</b>	Black, tailored style, full length and straight leg trousers Black, A-line or pleated, knee length (or just below) skirt
<b>Shirt</b>	White, button up to the neck, with collar, cotton type, short or long sleeve
<b>Shoes</b>	Black, low heeled, practical for school, no trainers, no sports logo, no mesh, polishable
<b>Socks/tights</b>	Black socks (ankle or knee length) or black tights
<b>Coats/Hats</b>	Outdoor coats only. These should not be worn indoors. <b>Hoodies are not part of our uniform and are not allowed to be worn on school site.</b>
<b>Jewellery</b>	One small plain earring stud and one wristwatch All facial piercings or additional jewellery should be removed.
<b>Make Up</b>	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 Student Services.



### Oakbank Equipment

Pens x1 Blue, x1 Black and x1 Purple Pen
30cm Ruler
Whiteboard pen
Sharpened pencils
Rubber
Glue stick
Maths set (containing protractor, set square)
Scientific Calculator
At least two highlighters
Reading book
Scholars Guide (provided to all students in April)

# Aspiring Habits: Goal Setting

The purpose of setting clear goals is to give ourselves direction, focus and motivation.

We use ClassCharts to see where we are succeeding and where we need to make improvements of changes.

Week	House Points this week	My Goal	Reflection & Tutor check
<b>Example</b>	10	I need to participate more in lessons so I will aim put my hand up more in Maths this week	Well done- you have collected more participation points in maths this week!
<b>Launch week</b>			
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>4</b>			

Week	House Points this week	My Goal	Reflection & Tutor check
<b>5</b>			
<b>6</b>			
<b>7</b>			
<b>8</b>			
<b>9</b>			

# 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.** Every Student 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>
<b>Launch week</b>		3	
<b>1</b>		8	
<b>2</b>		13	
<b>3</b>		17 *Inset 29th Sept	

Week	Cumulative days attended	Cumulative possible days	Reflection & Tutor check
<b>4</b>		22	
<b>5</b>		27	
<b>6</b>		32	
<b>7</b>		37	
<b>8</b>		42	
<b>9</b>		47	

# Teaching and Learning: The Anthem Way – what to expect:

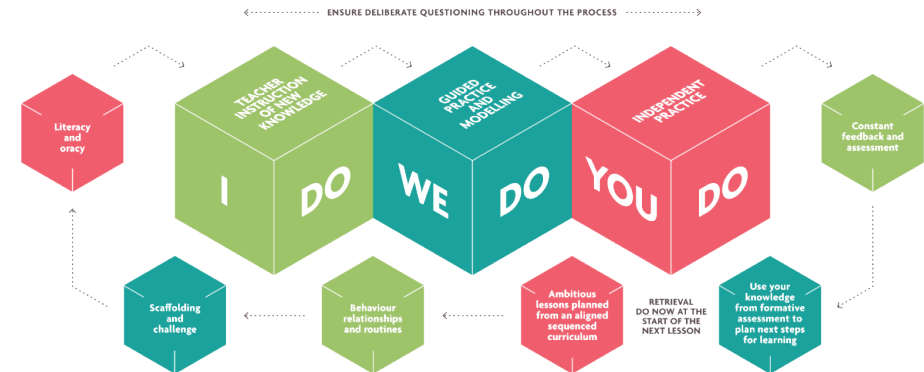
Your teachers have had what is called ‘research led’ training in how to deliver new knowledge and skills to you and we have agreed on a method of teaching that we have called The Anthem Way. Research led means that we have studied what cognitive scientists say about what we all need to learn best. We will explain it here so that you know what to expect in your lessons. You will have several assemblies on this to help you learn how to learn too:

In order to learn new knowledge and skills and to be able to use them at any time you need to develop what is called fluency. In order to achieve fluency you need the opportunity to practice new learning, forget things, retrieve things (usually through fast starts) and have new concepts explained really clearly by a teacher who is an expert at their subject. You also need teachers to show you how to apply new knowledge and skills by modelling them to you.

We can summarise what you need to learn well in this diagram:



Teachers will ensure that there is a structure to your learning so that you get all these steps to ensure that you learn the best that you can. The cycle of learning that teachers will follow in your lessons looks like this:



## The main elements of a lesson are:

**Retrieval DO NOW** (Fast start) This gives you the opportunity to remember (or retrieve) information that you have been previously taught. This might be information from previous years or earlier in your current topic. You are retrieving it to get you to remember it. What exactly you are asked to retrieve every lesson as part of the fast start will have been carefully picked by your teacher each lesson. It will be something that is important to help you with your current learning, something that you can build upon in your new lesson.

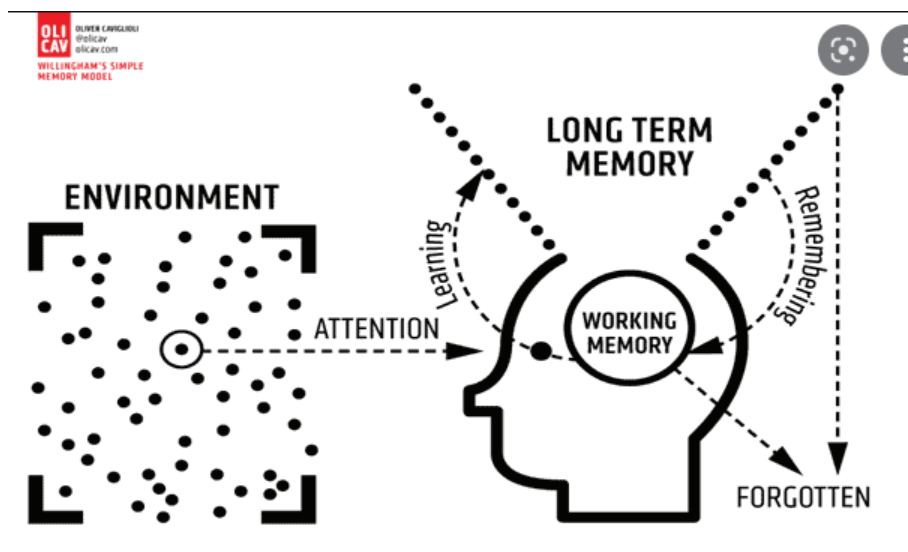
**I DO:** This is when a teacher (who is expert) explains new knowledge or demonstrates a new skill.

**WE DO:** This is when teachers and students practise applying new knowledge or skills together. You may co construct an answer to a question, or practise a skill through discussion or a practical task.

**YOU DO:** When the teacher is confident that you have mastered new knowledge and skills and they've shown you how to apply them well – they will ask you to have a go independently. This is because practise makes perfect and the more times you do it, the more fluent you become!

# What should you be doing at each stage of the lesson?

The definition of learning is when knowledge and skills have gone into someone's long term memory. Our Anthem Way model and lesson structure will help you do that. The other big factor that affects how you learn is attention and the environment:



So if you are not fully concentrating then your learning will not be maximised. What do we need from you at each stage of the learning cycle?

**Retrieval DO NOW/ Fast Start:** Which questions did you find difficult? What topics do you need to revisit? Is there anything you don't understand? Speak out!



The teacher is the **expert**. They will explain new concepts really clearly.

You need to:

- Pen down
- Eyes forward
- Mouth closed
- Listen carefully.



Have you waited till the end and asked questions if you have not understood?

Can you link your learning in this lesson to previous lessons?

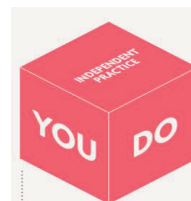
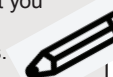


You are practicing applying this new learning with the class. Your teacher might show a scaffolded example of what you need to do to be successful.

Or you might write a good example together as a class.

**Are you participating and contributing ideas?**

**This is important so that the teacher can check that you have understood before moving on?**



This is the time to show what you have learned and practice so that you become fluent.

You might:

- Write a paragraph to demonstrate your new knowledge
- Complete a quiz to assess your understanding of what you have learnt
- Complete an exam question



# What should you be doing at each stage of the lesson?

You also need to **participate** in lessons!

Actively join in!  
Do the thinking  
Don't let others do the work!  
Don't be a passenger in the lesson!  
Join in!  
Quietly copying doesn't mean it has gone in your head!



Your teachers will deliberately use strategies to get you all to participate and do the thinking.



Mini whiteboards

**3-2-1 Show me!**

As well as getting every student to think – this strategy also allows the teacher to quickly check the understanding of every single student in the room. It tells teachers if they need to re-teach something if lots of people have got it wrong.



Cold calling

Teachers won't ask students to put their hands up, they will ask people at random. This means that all students are thinking hard. Don't worry if you get nervous, your teacher will give you some thinking time.



Turn and talk

30 seconds talking to a partner will help you process and organise key ideas in your head.



# How will my scholar's guide help me with my learning?

Your scholar's guide has the core knowledge and skills that you need to **know** and **be able to do** in order to be successful in your summer term assessments and with your wider learning.

You gain new knowledge and skills like building blocks. As you get older and move on to other stages of your learning you will build on what you are learning now:



**You can't move on in your learning if there are gaps or misconceptions in your earlier knowledge and skills.**

**Teachers can't build on gaps or mistakes**

So using your scholar's guide well to help you learn core knowledge and skills is really important for your future. Here are several ways in which you and your teachers can use them to help you build knowledge **and** skills into what we call **cumulative fluency**:

## 1. For retrieval practice:

### I will need to know:

- Conflict** and **war** are not the same thing. **Conflict** can have lots of different meanings or opposition; or a fight. **War** means a state of armed conflict between countries or
- The **physical causes** of conflict include disagreement over **water supplies**, **food**, as oil. The **human causes** of conflict include where a **country's border** is; **religion**. We can use the example of Germany's borders after World War 1 to show what we given land from Germany as part of the Treaty of Versailles at the end of World War of Germany became Poland. The way Germany felt about the moving border was

### So that I can:

- Define** conflict and know the difference between war and conflict.
- Differentiate** between physical and human (social) causes of conflict

**As the information in your Scholar's Guide is the most important knowledge and skills that you need – this is what teachers will put into your fast start activities.**

**So you can prepare by learning it beforehand!**

2. You can learn the core knowledge by **self - quizzing** using the **look, cover, write, check** method. **Read** it from the knowledge organiser, **cover up** the knowledge organiser, see what you can **remember**, **write** it down, **check it's correct**, **correct it** if not (that's how you learn!) Repeat! You can also **verbally quiz** your friends.



3. You can use exactly the same process to learn the **key vocabulary** and the **definitions** of them that are listed in your scholar's guide for each topic.

Word	Definition	In a sentence:
Source	Start of a river	The source of The River Nile

4. Learning however isn't just about remembering little bits of knowledge that don't join up. So you can use the content in your scholar's guide to guide you in doing **extra reading and research** around the topic. Your teachers will share a 'narrative' (story) with you about how your knowledge and skills join up. This will make you more likely to remember it. They will give you extra articles to read and things to watch that relate to your wider topics but you can be **proactive in searching** for books, articles and documentaries yourselves..

5. Sometimes some of you will be supported with **pre teaching** of the information in the Scholar's Guide in 5 Oaks so that you will be prepared before your lesson by a teaching assistant. This will help you succeed in the lesson and feel more confident. If you are **absent from school** for any reason (although try not to be!) you can use the scholar's guide to **catch up**.

### KS3 English: In the Sea there are Crocodiles (Identity and social responsibility)

Careers linked to topics we study this cycle can include things like being a writer, teacher, journalist, politician, police officer, NGO worker, diplomat because when you read literature you examine and evaluate sources.

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> <li>That Afghanistan is a country in Asia. The Taliban took control of Afghanistan in 1996 and again in 2022 and imposed very <b>strict rules</b> based on their <b>extreme interpretation of Islam</b>. They also targeted certain ethnic minorities including the <b>Hazara</b> people.</li> <li>This led to many Afghan <b>refugees</b> fleeing the country in search of safety. However often this led to them making dangerous journeys and living in refugee camps. Refugee camps are not necessarily safe as the refugees are vulnerable, penniless and open to exploitation. Many people from Afghanistan have experienced <b>prejudice</b> outside of their own country following the attacks of 9/11 in New York.</li> <li>Enaiatollah is the child protagonist in this story who is forced to travel alone from Afghanistan to Pakistan and through Europe – finally arriving in Italy. This story is his <b>biography</b>.</li> </ol>	<ol style="list-style-type: none"> <li>Reflect on the <b>perspective</b> that the story is told from and why this is important.</li> <li><b>Infer</b> what the characters of the Mother and Enaiatollah maybe feeling and why.</li> </ol>
2	<ol style="list-style-type: none"> <li>Many child refugees like Enaiatollah travelled unaccompanied to <b>refugee camps</b>. Many travelled first to Pakistan because it was the next door country but then went onto Europe because it was perceived there would be a better quality of life and government support. Many refugees were Hazaras. The Taliban was prejudiced against Hazaras because they look different to Pashtuns, follow a different branch of Islam (Shia) and speak a different language. Lone child refugees had an extremely lonely and traumatic experience. Many were open to exploitation and abuse.</li> <li>The writer uses the <b>first person narrative voice</b> to make the reader understand that Enaiat is feeling <b>frightened</b>. He uses other techniques such as <b>short sentences</b> and <b>powerful verbs</b> to convey panic.</li> </ol>	<ol style="list-style-type: none"> <li><b>Analyse</b> the techniques that the writer uses to present Enaiat's experience as a solo child refugee.</li> <li>Analyse how the writer creates <b>suspense and tension</b>.</li> </ol>
3	<ol style="list-style-type: none"> <li>The writer uses both <b>language</b> and <b>structure</b> to describe Enaiat's experience with the boy and <b>convey</b> that Enaiat feels that he is in <b>danger</b>.</li> <li>The quote '<i>I am ready to bet I would have ended up with broken bones</i>' helps the reader understand his fear.</li> <li>The simile '<i>I felt as powerful as a snow leopard</i>' shows us how <b>empowered</b> Enaiat felt when he was with <b>other Hazara boys</b>.</li> <li>Other language techniques used by the writer to convey feelings include: new paragraphs, sentence length, verbs and metaphors.</li> <li>Writers use new paragraphs when the topic, time, setting or person speaking changes.</li> </ol>	<ol style="list-style-type: none"> <li><b>Explain</b> in written form how Enaiat's sense of empowerment changes when he is alone compared to with other Hazara boys. Use and <b>analyse quotations</b> to support and explain my points.</li> </ol>
4	<ol style="list-style-type: none"> <li><b>Prejudice</b> is a preconceived opinion that someone may have about a situation, person or group of people. It is not based on reason or actual experience. Discrimination is when that prejudice is acted upon and someone is treated unfairly based on their protected characteristics such as race, religion or ethnicity.</li> <li>Enaiat decided to go to Iran from Pakistan to try to find more work but he <b>faced further discrimination</b> due to him being <b>Shia</b>.</li> <li><b>Non fiction writing</b> is structured differently to fiction writing. Subheadings and headings, often with rhetorical questions are used to break up and make information accessible and <b>draw the reader in</b> and convey facts.</li> </ol>	<ol style="list-style-type: none"> <li>Use <b>non fiction techniques</b> to write my own article on the history of persecution facing the Hazaras.</li> <li>Identify and use quotations from Enaiat which strengthen the <b>narrative voice</b>.</li> </ol>
5	<ol style="list-style-type: none"> <li>Enaiat felt <b>dejected</b> following his experiences. The writer uses <b>powerful verbs</b>, <b>similes</b> and <b>metaphors</b> to convey this sense of sadness and hopelessness. Although he was safe from the Taliban he would still suffer discrimination because he is in Iran illegally and may be taken advantage of as a young boy with no rights.</li> <li>The writer uses the <b>emotive language</b> '<i>A place where just to smell the fumes you'd think it was the cesspit of the earth, a place where not even a cockroach would want to live.</i>' is used to make the reader <b>fear</b> the detention centres Telisia and Sang Safid. The <b>short sentence</b> Telisia and Sang Safid also <b>builds tension</b>.</li> </ol>	<ol style="list-style-type: none"> <li>Explain how the writer <b>conveys Enaiat's change</b> from a state of bliss to a state of despondency in Iran.</li> </ol>

### KS3 English: In the Sea there are Crocodiles (Identity and social responsibility)

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> <li>1. That <b>fundamentalism</b> is a religious way of life (often Islam or Christianity) where people uphold strict and literal interpretations of the religious scripture (ie. Bible or Quran).</li> <li>2. The writer of the poem, in mentioning 'janitors, multimillionaires, passengers.' is <b>conveying</b> that everyone, from every walk of life was affected by 9/11.</li> <li>3. An asylum seeker is a person who leaves their home country and enters another country to live there because their home is unsafe. There was a huge rise in this following 9/11. We can <b>draw parallels</b> between this and Enaiat's situation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make links between the fictional and non fictional experiences of refugees and <b>make inferences</b> about how typical Enaiat's experience was to that of other refugees.</li> </ol>
7	<ol style="list-style-type: none"> <li>1. Enaiat was <b>credulous</b> when he kept believing that the <b>duplicious</b> people traffickers would arrive soon when climbing the mountains.</li> <li>2. The writer uses <b>repetition</b> to show the <b>shock</b> and fear of the credulous refugees at the hands of the people traffickers. 'Twelve people were missing. Twelve out of the group of 27.'</li> <li>3. The writer also uses <b>emotive language</b> 'brawls and knife fights' to <b>foreshadow</b> the violence that is to come.</li> <li>4. 'The wind was like a razor and my nose was clogged with snow.' This <b>simile personifies</b> the weather as violent, as if it was cutting him.</li> <li>5. More short sentences convey fear.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how the writer has used <b>language techniques</b> to present Enaiat's journey across the mountains.</li> </ol>
8	<ol style="list-style-type: none"> <li>1. 'The day flowed over me and life around me, like a river, I was turning into a rock.' This <b>combined metaphor/ simile</b> is a key quotation which reflects Enaiat's sense of <b>apathy</b> as he travels to Istanbul.</li> <li>2. 'That's why I am afraid of crocodiles' is the conversation on page 142. This was used as inspiration of the title of the book because it is a <b>metaphor</b>. It is used as a child's warning of dangers lurking for a voyager crossing the sea. It is the cry of fear by a young boy about to enter a boat in the Mediterranean, who does not believe it is safe. Although there are no crocodiles in that sea, the boy is correct – <b>it is not safe</b>.</li> <li>3. The journey from Turkey to Greece can be described as the <b>coming of age</b> moment in the novel. The writer uses weather metaphors, crocodile metaphors, and the image of Liaqat being thrown overboard to create the sense of horror.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Apply</b> the techniques that we identify to create my own creative writing piece (Enaiat's diary entry on the journey to Greece)</li> </ol>
9	<ol style="list-style-type: none"> <li>1. 'Every now and again, migrants are a secret weapon.'</li> <li>2. So, after a while, I got fed up with these traffickers who couldn't organise anything and decided to do it myself. These quotations demonstrate how Enaiat is much <b>less naïve</b> as a result of his journey and is closer to <b>coming of age</b>.</li> <li>3. Enaiat has spent years fleeing war, living on the streets and doing anything he can to survive. His instinct has become almost animalistic. When he arrived in Italy the <b>simile</b> that he 'ran like an animal' shows that he is no longer naïve but that he is still vulnerable like an animal. Wild animals can also be perceived as nuisances and Enaiat sees himself as a nuisance to Danila. This is an <b>oxymoron</b> which shows the <b>complexity</b> of his situation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare and contrast this to Enaiat at the start of the novel and explain how ITSAC is a more sophisticated word for a coming of age story is a <b>bildungsroman</b> narrative.</li> </ol>
10	<ol style="list-style-type: none"> <li>1. Handwritten letters have a personal touch that digital communication cannot replicate and writing by hand can be therapeutic and help people reflect on their thoughts and feelings.</li> <li>2. In order to write a <b>formal letter</b> there are strict rules in terms of <b>layout, language and structure</b>. Not using these can make your letter seem careless or informal. You need to have your address, the recipient's address, and a formal greeting. It also needs an indented first paragraph, an introductory paragraph setting out the purpose, a formal tone and linked paragraphs with connectives. It then needs to close with a concluding paragraph to sum up your thoughts and a formal ending with yours faithfully/yours sincerely.</li> </ol>	<ol style="list-style-type: none"> <li>1. Consolidate your thoughts and feelings on the experience of Enaiat. Write a <b>powerful, empathetic, well structured letter</b> to Enaiat and Fabio Geda.</li> </ol>
11	<b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
12	<b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

## Year 9 Maths Cycle 3

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	Ratio & Proportion	<ul style="list-style-type: none"> <li>Two quantities are in <b>direct</b> proportion if as one increases, the other <b>increases</b> at the same rate.</li> <li>Two quantities are in <b>inverse</b> proportion if as one increases, the other <b>decreases</b> at the same rate.</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems involving direct and inverse proportion</li> <li>U721, U357</li> </ul>
2	Speed, Distance, Time	<ul style="list-style-type: none"> <li><b>Density = mass ÷ volume</b></li> <li><b>Speed = distance ÷ time</b></li> <li>I can rearrange these formulae to calculate <b>mass, volume, distance, or time</b>, given the other two values.</li> </ul>	<ul style="list-style-type: none"> <li>Calculate with density, mass, and volume</li> <li>Calculate with speed, distance, and time</li> <li>U910, U151</li> </ul>
3	Probability 1	<ul style="list-style-type: none"> <li><b>Relative frequency</b> means the same thing as <b>experimental probability</b></li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Calculate relative frequency/experimental probability</li> <li>Calculate expected results from repeated experiments</li> <li>U580, U166</li> </ul>
4	Probability 2	<ul style="list-style-type: none"> <li>The <b>absolute risk</b> of something happening in a group is the number of times it happened, divided by the number of people in the group.</li> <li>The <b>relative risk</b> between two groups is the <b>absolute risk</b> of one group divided by the <b>absolute risk</b> of the other group.</li> </ul>	<ul style="list-style-type: none"> <li>Calculate and interpret absolute and relative risks (not available on Sparx)</li> </ul>
5	Probability 3	<ul style="list-style-type: none"> <li><b>Tree diagrams</b> help us to show all the possible outcomes of several events.</li> <li>To work out the probability of two events happening from a <b>tree diagram</b>, multiply the probabilities together.</li> </ul>	<ul style="list-style-type: none"> <li>Use tree diagrams to calculate probabilities</li> <li>U558</li> </ul>

## Year 9 Maths Cycle 3

Week	Topic:	I will know that:	So that I can: Sparx code
6	Algebra: Graphs	<ul style="list-style-type: none"> <li>To draw the graph of a <b>quadratic</b> function, I use a table of values, draw each point, then join them together with a smooth curve (without using a ruler)</li> <li>To represent inequalities on a number line, I draw a line, and use a shaded in circle for "<math>\leq</math>", or an empty circle for "<math>&lt;</math>".</li> </ul>	<ul style="list-style-type: none"> <li>Draw and interpret quadratic graphs</li> <li>Read and draw inequalities on a number line</li> <li><b>U989, U667, U509</b></li> </ul>
7	Trigonometry 1	<ul style="list-style-type: none"> <li>"sin, cos, and tan" are functions on my calculator which can help me find unknown sides or angles in right-angled triangles</li> <li><math>\sin(\text{angle}) = \text{opposite} \div \text{hypotenuse}</math></li> <li><math>\cos(\text{angle}) = \text{adjacent} \div \text{hypotenuse}</math></li> <li><math>\tan(\text{angle}) = \text{opposite} \div \text{adjacent}</math></li> </ul>	<ul style="list-style-type: none"> <li>Find unknown sides in right-angled triangles using sin, cos, and tan</li> <li><b>U605, U283</b></li> </ul>
8	Trigonometry 2	<ul style="list-style-type: none"> <li>"SOHCAHTOA" helps me to remember the 3 important formulas involving sin, cos, and tan</li> <li>To find an unknown angle, I need to use the inverse functions <math>\sin^{-1}</math>, <math>\cos^{-1}</math>, or <math>\tan^{-1}</math> on my calculator</li> </ul>	<ul style="list-style-type: none"> <li>Find unknown sides and angles in right-angled triangles using sin, cos, and tan</li> <li><b>U283, U545, U627</b></li> </ul>
9	Congruence, Similarity, and Enlargement 1	<ul style="list-style-type: none"> <li>An enlargement of a shape is a bigger (or smaller) copy of the shape</li> <li>To enlarge a shape with a certain scale factor, make all of the sides that many times bigger</li> <li>To enlarge a shape using a <b>centre of enlargement</b>, draw lines from the <b>centre of enlargement</b> to each of the shape's corners</li> </ul>	<ul style="list-style-type: none"> <li>Enlarge shapes using a given scale factor and centre of enlargement</li> <li><b>U519, U134</b></li> </ul>
10	Congruence, Similarity, and Enlargement 2	<ul style="list-style-type: none"> <li>Two shapes are <b>congruent</b> if they are exactly the same shape and size (<b>similar</b> shapes do not have to be the same size)</li> </ul>	<ul style="list-style-type: none"> <li>Identify and recognise similar or congruent shapes</li> <li><b>U551, U790, U112</b></li> </ul>
11	<b>Leader's Prep:</b> To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!		
12	<b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.		

**Science** – Year 9 Biodiversity, communicable diseases, energy

Week	I will need to know:	So that I can:
1	<p>The variety of life on Earth is called 'biodiversity'.</p> <ul style="list-style-type: none"> <li>• Within an ecosystem, animals compete for: food, territory and mates.</li> <li>• Within an ecosystem, plants compete for: light, water, minerals and space.</li> <li>• Adaptations can be structural (e.g., the spines of a cactus), behavioral (e.g., penguins huddling together in a storm) or physiological (e.g., antifreeze proteins in the blood of an Icefish).</li> </ul>	<ol style="list-style-type: none"> <li>1. Define biodiversity and explain why it is important</li> <li>2. Describe how animals and plants compete within an ecosystem</li> <li>3. Describe examples of adaptations in plants and animals</li> </ol>
2	<ul style="list-style-type: none"> <li>• Stages of selective breeding include: 1. choose parents with desired characteristics to breed together 2. choose best offspring to breed together 3. repeat the process over many generations.</li> <li>• Natural selection describes how the best adapted organisms are most able to survive and reproduce.</li> <li>• Lamarck suggested that traits gained during an organism's lifetime are passed down to their offspring.</li> <li>• Darwin suggested that species change over many generations due to natural selection.</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe the process of selective breeding</li> <li>2. Describe the process of natural selection</li> <li>3. Explain Darwin's theory of evolution and compare to Lamarckism</li> </ol>
3	<ul style="list-style-type: none"> <li>• Sources of evidence for evolution include: the fossil record, the development of antibiotic resistance, DNA comparisons, comparative anatomy and embryology.</li> <li>• Fossils are the preserved remains of dead organisms from millions of years ago.</li> <li>• Fossils found in different aged rocks show how organisms have changed over time.</li> <li>• Extinctions can be caused by new diseases/predators/competitors, climate change or a single catastrophic event. All of these have been suggested as potential causes of dinosaur extinction</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe sources of evidence for evolution</li> <li>2. Explain how fossils are formed and how they provide information about evolutionary history</li> <li>3. Describe causes of extinction and discuss theories of Dinosaur extinction</li> </ol>
4	<ul style="list-style-type: none"> <li>• Random mutation can make a bacteria resistant to an antibiotic. During an antibiotic treatment, this bacteria will survive and reproduce leading to a population of antibiotic resistant bacteria.</li> <li>• Antibiotic resistance can be prevented by reducing our use of antibiotics and always finishing a prescribed course of antibiotics.</li> <li>• Habitat destruction leads to a loss of biodiversity. Conservation involves protecting species from extinction. Sustainability is the act of preserving for now without harming future generations.</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe the process of and ways to prevent the development of antibiotic resistance</li> <li>2. Explain the impact of habitat destruction on biodiversity</li> <li>3. Discuss methods for sustainability and conservation</li> </ol>

Week	What I need to know and be able to do.	Where I can study this: CGP Revision Guide	
5	<ul style="list-style-type: none"> <li>•Know the definition of conservation of energy.</li> <li>•Describe changes involved in energy <b>stores</b> in common <b>systems</b> e.g. object projected upwards or hit by an obstacle.</li> <li>•Recall and use the equations to calculate <b>kinetic</b> energy, <b>gravitational potential</b> energy, <b>elastic potential</b> energy and <b>work done</b>.</li> </ul>	P170 P167 P168	P14 P11 P12
6	<ul style="list-style-type: none"> <li>•Describe the effect of different <b>power</b> devices on their function.</li> <li>•Recall and use the equation for <b>efficiency</b></li> </ul>	P170 P172	P14 P17
7	<ul style="list-style-type: none"> <li>•Describe how energy in <b>systems</b> can be dissipated or 'wasted'.</li> <li>•Describe ways of reducing unwanted energy <b>transfer</b> including through <b>lubrication</b>, thermal <b>insulation</b>, low-resistance wires.</li> <li>•HT – describe ways to increase <b>efficiency</b>.</li> </ul>	P171	P16
8	<ul style="list-style-type: none"> <li>•Know a <b>renewable</b> energy <b>resource</b> is one that is being (or can be) replenished as it is used.</li> <li>•Describe how the following energy resources can be used: fossil fuels (gas, coal, oil), nuclear fuel, solar, wind, biofuels, hydroelectric, geothermal, wave, tidal.</li> <li>•Compare the environmental impact and reliability of the above energy resources.</li> <li>•Explain patterns and trends in use of energy resources.</li> <li>•Understand that science can identify environmental issues, but other political, social, ethical and economic considerations must be made.</li> </ul>	P173 P174 P175 P176 P177	P18 P19 P20 P21 P22
9	<p>Describe health and the explain causes of ill-health and the relationship between health and disease</p> <p>Describe how different types of diseases may interact and translate disease incidence information between graphical and numerical forms</p> <p>Describe what <b>risk factors</b> are and give examples discussing human and financial costs of non-communicable diseases at local, national and global level</p>	P36 P37	P39 P40
10	<p>Know the definition of communicable disease</p> <p>Describe the non-specific defense systems of the human body against pathogens, including the: skin, nose, trachea and bronchi, stomach.</p> <p>Describe how white blood cells help to defend against pathogens by phagocytosis, antibody production and antitoxin production.</p>	P43 P46	P46 P49
11	<b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should check you understand all of the statements above and use the page numbers to help you study if not. Try the exam questions at the bottom of each page and at the end of the topic. Good luck!		
12	<b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.		



**Subject: History – Holocaust and Cold War**

Careers linked to topics we study this cycle can include things like: This topic will explain the why the impact of one of humanities worst genocides while working on key skills such as persuasive judgement, source analysis and explaining our points which links to careers in law, politics and business management.

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> <li>1. Jews have always been the target of <b>antisemitic</b> treatment dating back to the middle ages when they were banned from England in 1290 showing that this was not a new problem on northern Europe.</li> <li>2. Jews were used by the Nazis as a minority to blame for Germany's problems during the Great Depression alongside other groups of people deemed 'undesirables' as they did not fit fascist ideals.</li> </ol>	Understand that antisemitism has a long history that was used to create a target minority group by the Nazis which allowed the holocaust to happen.
2	<ol style="list-style-type: none"> <li>1. The Jews were a minority group in Germany whose rights were slowly taken away by the Nazis this meant that there was little opposition which allowed the Nazis to slowly remove Jews from society with the <b>Nuremburg Laws</b> which removed their citizenship rights.</li> <li>2. After the start of WW2, the Jews in Eastern Europe were moved into <b>Ghettos</b> where people were not given enough food and forced to live in dirty conditions which spread disease. The biggest ghettos was the Warsaw <b>Ghetto</b> in Poland.</li> </ol>	Understand that the Holocaust started before WW2 with the slow removal of rights and by separating the Jews from society which continued with the use of the Ghettos.
3	<ol style="list-style-type: none"> <li>1. When the Nazis controlled Eastern Europe there was too many Jews to hold in <b>ghettos</b> leading to the '<b>final solution</b>' which involved the systematic killing of Jews in <b>death camps</b> and <b>concentration camps</b> around Eastern Europe.</li> <li>2. The most infamous <b>death camp</b> was Auschwitz Birkenau which also had a <b>concentration camp</b> and witnessed the death of over 1 million people including Jews, Polish people, Romani people and political prisoners.</li> </ol>	Understand that one of the most shocking aspects of the Holocaust was how well planned and executed the <b>genocide</b> was in camps like Auschwitz.
4	<ol style="list-style-type: none"> <li>1. Jews did not just allow the Holocaust to happen, and many Jewish groups tried to fight back against the Nazis in the Warsaw <b>Ghetto</b> Uprising, Partisan groups and even inside Auschwitz itself.</li> <li>2. After the way the Nazis had to be brought to justice which took place where it all started back in Nuremburg where Nazi leaders were put on trial and imprisoned or executed for their crimes.</li> </ol>	Explain the importance of learning about history to ensure that it is not repeated in the future.
5	<ol style="list-style-type: none"> <li>1. The legacy of the Holocaust is an important lesson for humanity to make sure that extremist groups like the Nazis are not allowed to go unchallenged to try and make sure that something like this never happens again.</li> <li>2. <b>[New topic – Cold War]</b> The split between communism and capitalism existed with the Russian revolution and the political differences between Lenin, Stalin the Western leaders due to his aggressive policies and anti-democratic ideas.</li> </ol>	Explain the importance of learning about history to ensure that it is not repeated in the future. Analyse the importance of long term causes when looking at historical events.



**Subject: History – Colonial expansion and its modern impacts**

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> <li>Despite their differences, the USA and the USSR were allies in WW2 and worked together to defeat the Nazis, but their alliance was based on having a common enemy rather than wanting to have an alliance.</li> <li>The reasons the <b>Cold War</b> began was due to the USA's aggression with the new <b>Atomic Bomb</b>, Truman's <b>containment</b> policy and the creation of <b>NATO</b>. The USSR would also be guilty of unfair treatment of Eastern Europe as they forced their ideas on countries that did not want to be communist.</li> </ol>	<p>Analyse that political situations can change as a historical event develops.</p> <p>Explain the short-term cause of the <b>Cold War</b> and make a judgement on whether blame should be given to one nation or the situation.</p>
7	<ol style="list-style-type: none"> <li>The first direct conflict and '<b>hot war</b>' of the <b>Cold War</b> was between the USA and Communist China during the Korean War which has divided Korea into two nations since 1950. This showed how far the US was willing to go to 'contain' communism. The USSR support North Korea, making this a <b>proxy war</b>.</li> <li>In 1956 the Hungarian people tried to free themselves for Soviet control by staging an uprising which was brutally crushed by Soviet tanks showing how far the USSR was willing to go to keep control of other nations which would lead to the creation of the <b>Warsaw Pact</b>.</li> </ol>	<p>Explain how both the USA and the USSR was willing to use violence to protect their interests without coming into direct conflict with each other.</p>
8	<ol style="list-style-type: none"> <li>The Berlin Wall was put up in 1961 which separated the city and became a symbol of communist control in Eastern Europe as anyone who was caught trying to cross the wall was shot or imprisoned.</li> <li>The most infamous conflict of the <b>Cold War</b> was the Vietnam war where the USA spent 20 years trying to stop Vietnam becoming a communist nation which failed and ruined the USA's reputation as the 'protector of freedom' around the world.</li> </ol>	<p>To understand that both sides of the <b>Cold War</b> were capable of acting selfishly at the cost of the people they were claiming to protect showing how all political actions should be questioned before being accepted.</p>
9	<ol style="list-style-type: none"> <li>The closest the <b>Cold War</b> came to direct conflict between the USSR and the USA was the Cuban Missile Crisis (1962) which nearly started a <b>nuclear</b> conflict between US president John F Kennedy and the Soviet leader Khrushchev.</li> <li>After the tensions of the Cuban Missile Crisis a period of peace known as <b>Détente</b> lasted for nearly 10 years but just because tensions had eased did not mean that both sides agreed with each other or became true allies due to their ideological differences.</li> </ol>	<p>Analyse the narrative of historical events to explain the significance of what happened and to explain the importance of analysing the motive of a political actions in comparison to their outcomes.</p>
10	<ol style="list-style-type: none"> <li><b>Détente</b> ended with the Soviet invasion of Afghanistan, another <b>proxy war</b>, which as remained a nation that has been plagued by war ever since. The USSR failed to control the nation due to its geography and the cultural make up of the country, very much like the USA would fail in the 21<sup>st</sup> century.</li> <li>After the Soviet Union collapsed in 1991, the <b>Cold War</b> came to an end. This was due to the Soviet leaders poorly managing the country for decades and increased pressure by the USA to force them into overspending but the tensions between the USA and Russia still continue today.</li> </ol>	<p>To identify and explain the different short- and long-term impact of international events such as the <b>Cold War</b> to explain the makeup of modern international politics today.</p>
11	<b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
12	<b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

## Subject: Topic Our Dangerous World – the resource curse?

Careers linked to topics we study this cycle can include things like: Foreign correspondent; travel writer/vlogger; diplomat; tour guide; museum curator; politician; security co-ordinator; urban explorer; armed forces personnel; aid worker; engineer.

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> <li><b>Conflict</b> and <b>war</b> are not the same thing. <b>Conflict</b> can have lots of different meanings depending on the context. It can be a prolonged struggle; a disagreement or opposition; or a fight. <b>War</b> means a state of armed conflict between countries or different groups of countries.</li> <li>The <b>physical causes</b> of conflict include disagreement over <b>water supplies</b>, <b>food supplies</b> (and this also includes fertile land to farm) and <b>energy resources</b> such as oil. The <b>human causes</b> of conflict include where a <b>countries border</b> is; <b>religious differences</b>; or <b>ethnic differences</b>.</li> <li>We can use the example of Germany's borders after World War 1 to show what we mean by the '<b>geography of conflict</b>'. Denmark, France and Poland were all given land from Germany as part of the Treaty of Versailles at the end of World War 1. People living in Germany woke up on the 29<sup>th</sup> June in Poland when this part of Germany became Poland. The way Germany felt about the moving border was one of the causes of World War 2.</li> </ol>	<ol style="list-style-type: none"> <li><b>Define</b> conflict and know the difference between war and conflict.</li> <li><b>Differentiate</b> between physical and human (social) causes of conflict</li> <li><b>Identify</b> how borders can be redrawn because of conflict and how the term 'Geography of Conflict' can be applied.</li> </ol>
2	<ol style="list-style-type: none"> <li>There are many conflicts taking place around the world today. Not all of them are as well known in the British media as others. We can use a <b>choropleth</b> map to plot these on a map to see which ones affect more people.</li> <li>There are conflicts across the world but there are the highest number in the continent of <b>Africa</b> and the area known as the <b>Middle East</b>.</li> <li>Conflict in the Middle East is very complicated. The physical causes include a harsh climate of a hot and dry desert, which means a lack of fertile soil to grow crops (food), and a lack of water. There is also a large supply of oil in the ground beneath. This means people compete for control over the oil as it is worth so much money. The social causes are a lot of different ethnic groups and lots of different religions which leads to tension as people have different beliefs.</li> </ol>	<ol style="list-style-type: none"> <li><b>Create</b> a choropleth map of conflict around the world and <b>describe</b> the pattern of these locations.</li> <li><b>Assess</b> the possible human and physical causes of conflict in the Middle East – which has some of the highest number of conflicts in the world.</li> </ol>
3	<ol style="list-style-type: none"> <li>The <b>Iraq War</b> (2003-2011) was an armed conflict between a United States-led coalition force against the regime of Saddam Hussein from 2003 to 2011. The war was part of a broader campaign against terrorist activity known as the Global War on Terror.</li> <li>The <b>Arab Spring Uprisings</b> (starting 2010) led to the fall of four long-established Arab regimes: Iraq, Tunisia, Egypt, and Libya. This destabilised the region and had a knock-on effect in the surrounding areas.</li> <li>in 2001 an international coalition led by the USA invaded <b>Afghanistan</b> to destroy terrorist organisation Al-Qaeda when the Taliban refused to hand over Osama bin Laden.</li> <li><b>Israel-Palestine</b> conflict is the dispute is over a specific area of land that Palestinians and Israelis both claim. Many attempts have been made to make a two-state solution, which would mean an independent Palestinian state and an Israeli state, dividing the land between the two groups.</li> </ol>	<ol style="list-style-type: none"> <li><b>Summarise</b> four conflicts in the Middle East in a concise form.</li> <li><b>Consider</b> both sides of argument when it comes to the conflicts in the Middle East and how this might be portrayed in the British media.</li> </ol>
4	<ol style="list-style-type: none"> <li>The <b>Euphrates-Tigris</b> river basin is shared between Turkey, Syria and Iraq, with Iran comprising parts of the Tigris basin. These two rivers supply Syria and Iraq, however the <b>source</b> is in Turkey. Turkey has been building hydroelectric dams. These dams have reduced water flows into Iraq and Syria by approximately 80 per cent and 40 per cent, respectively. Syria built dams in response, which led to even less water reaching Iraq.</li> <li><b>Modern day piracy</b> began off the coast of Somalia, Africa in 2000. Somalia was in a <b>civil war</b> (fighting within a country) and when the Arabian sea next to Somalia was not being monitored, foreign fishing boats began to illegally fish there. This reduced the fish supplies and meant many people starved. In response, the fisherman and other Somalian's became pirates, holding large international container ships hostage for huge ransoms (money). These ships have developed a range of defences such as razor wire, watercannons and armed guards.</li> </ol>	<ol style="list-style-type: none"> <li><b>Evaluate</b> a complex causes of conflict over water – both the use of water as a resource as well as the oceans as a source of food and money.</li> <li><b>Consider</b> to what extent you agree with those involved in the two conflicts over water.</li> </ol>
5	<ol style="list-style-type: none"> <li>The <b>Sierra Leone Civil War</b> started in 1991 and continued until 2002, costing at least 50,000 lives and causing local people to suffer killings, mutilation, rape, torture and abduction, mainly due to the brutal warfare waged by rebel group, the Revolutionary United Front (RUF).</li> <li>This Civil War was funded by <b>blood diamonds</b>. Blood diamonds are diamonds that are mined by forced labour (people made to do the work). They are then sold around the world and the money used to buy weapons by the RUF. The <b>Kimberly Process</b> is designed to make sure blood diamonds are not sold around the world.</li> <li>The <b>Refugee Crisis</b> in Europe is a direct result of the conflict we have studied around the world. During 2015, there was a period of significantly increased movement of refugees and migrants into Europe. 1.3 million people came to the continent to request asylum (safety from persecution), the most in a single year since World War 2.</li> <li>How the Refugee Crisis is managed in the UK is a controversial and complicated topic which has many different arguments for and against.</li> </ol>	<ol style="list-style-type: none"> <li><b>Explain</b> how conflict can be funded by raw materials such as diamonds.</li> <li><b>Assess</b> the consequences of conflict around the world as they have led to refugee crisis in Europe</li> </ol>

## Subject: Topic Our Dangerous World – the resource curse?

Week	I will need to know	So that I can:
6	<ol style="list-style-type: none"> <li><b>Tourism</b> is the act of travelling to another country/location for leisure. <b>Dark Tourism</b> (also known as “thanatourism” from the Greek word Thanatos, which means death) is tourism that involves travelling to places associated with death and destruction.</li> <li>The advantages of dark tourism includes educating people about what happened so they can have empathy and understanding of how it must not happen again; providing a memorial to remember those people affected; to generate money in an area for local charities and local communities..</li> <li>The disadvantages of dark tourism includes damage to memorials as visitors do not understand or respect the sensitivity of the site; people profiteering from the tragedy that took place there.</li> </ol>	<ol style="list-style-type: none"> <li><b>Define</b> dark tourism</li> <li><b>Evaluate</b> the positives and negatives of dark tourism</li> </ol>
7	<ol style="list-style-type: none"> <li>On April 26, 1986, a sudden surge of power during a reactor systems test destroyed Unit 4 of the nuclear power station at <b>Chernobyl</b>, Ukraine, in the former Soviet Union. The accident and the fire that followed released massive amounts of radioactive material into the environment. The mismanagement and secrecy surrounding this accident meant that many people were immediately affected but there were also devastating long term effects on people's health.</li> <li>The town of Pipryat, in modern day Ukraine, was abandoned one day after the disaster. It has recently become a tourist destination, despite the high levels of radiation still present in the area.</li> </ol>	<ol style="list-style-type: none"> <li><b>Outline</b> the causes of the Chernobyl nuclear disaster</li> <li><b>Determine</b> the impact nuclear energy has had on people and the environment</li> <li><b>Debate</b> whether people should be allowed to visit Pipryat</li> </ol>
8	<ol style="list-style-type: none"> <li><b>Diaspora</b> is the spread of people from their original homeland</li> <li><b>Auschwitz Birkenau</b> was the principal and most notorious of the six <b>concentration</b> and extermination camps established by Nazi Germany to implement its Final Solution policy which had as its aim the mass murder of the Jewish people (and other groups such a Romany-gypsy) in Europe. It is now preserved as a memorial and educational site.</li> <li><b>Cape Coast Castle</b> in Ghana is a UNESCO World Heritage Site dedicated to the education of the <b>trans-Atlantic slave trade</b>. It is the best preserved of the forty 'slave forts' that were used to house slaves before they were transported to the Americas. The site acts as both a place for education on anti-racism as well as a memorial to pay respects to millions of people who passed through there.</li> </ol>	<ol style="list-style-type: none"> <li><b>Define</b> diaspora</li> <li><b>Debate</b> whether it is appropriate for tourists to visit locations of those people affected by diaspora</li> </ol>
9	<ol style="list-style-type: none"> <li>North Korea has been ruled by one of the world's longest-running dynastic dictatorships. Three generations of the Kim family have ruled with absolute authority, using heavy repression by the military. The people of North Korea live in challenging living conditions with very little freedom, even down to their haircuts. It is in ongoing conflict with South Korea, from which is separated in 1945. You can visit North Korea on a strict visa where you are escorted by a government approved guide.</li> <li>Cyprus was a British colony from 1878 to 1960 when it became a <b>republic</b> (self-governed). Then followed decades of violence between the Greek and Turkish communities who lived there. In 1974 a Greek military coup (when the army tries to overthrow the government) who wanted to unite the island with mainland Greece, led to a Turkish invasion and the division of the island between Turkish Northern Cyprus and the Greek Cypriot Republic of Cyprus. Cyprus remains divided to this day. You can visit the town of Varosha which sits in no mans land that divides the two parts of the island.</li> </ol>	<ol style="list-style-type: none"> <li><b>Determine</b> how the geography of conflict can lead to dark tourism</li> <li><b>Assess</b> whether it is appropriate to visit countries divided by conflict.</li> </ol>
10	<ol style="list-style-type: none"> <li>Alcatraz is a notorious prison that lies off the coast of San Francisco, California, USA. It has a long history and is now a tourist attraction. Visitors can meet ex inmates, tour the prison and learn about its past.</li> <li>The Day of the Dead (el Día de los Muertos), is a Mexican holiday where families welcome back the souls of their deceased relatives for a brief reunion that includes food, drink and celebration. There is controversy around how it is viewed around the world. Some believe that it is an example of <b>cultural appropriation</b>, when a person takes and uses something from a different culture that doesn't belong to them. This is usually done without respecting or understanding of that culture.</li> </ol>	<ol style="list-style-type: none"> <li><b>Define</b> cultural appropriation</li> <li><b>Decide</b> whether modern culture such as film and music is exploiting places or traditions with a dark history</li> </ol>
11	<b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
12	<b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

## French Year 9 Cycle 3

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

Week	I will need to know:	So that I can:
1&2 Qu'est-ce que tu mangeras pour être plus sain?	<ol style="list-style-type: none"> <li>1. Normalement, je mange <b>du</b> pain, <b>de la</b> viande et <b>des</b> pommes de terre.</li> <li>2. Je ne mange pas <b>de</b> légumes et je ne mange jamais <b>de</b> fruits.</li> <li>3. Pour manger plus sain , <b>je mangerai équilibré. Je mangerai plus de</b> produits laitiers et <b>moins de</b> nourriture salée. <b>Je mangerai trois portions de</b> légumes à chaque repas. <b>Je boirai beaucoup d'</b>eau aussi.</li> <li>4. Pour manger plus sain, <b>je ne mangerai pas de</b> sel et <b>je ne boirai jamais de</b> boissons gazeuses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Talk about what I usually eat and drink, using the correct 'some' word</li> <li>2. Say what I don't or never eat and drink</li> <li>3. Use the 'simple future' tense to explain what I <b>WILL</b> eat and <b>WILL</b> drink in order to be healthier</li> <li>4. Say what I <b>WILL NOT</b> eat and drink in order to be healthier.</li> </ol>
3&4 Qu'est-ce que tu feras pour être en forme?	<ol style="list-style-type: none"> <li>1. À l'avenir, <b>je prendrai</b> les escaliers et <b>je ferai</b> du sport régulièrement.</li> <li>2. Aussi, je <b>n'irai plus</b> au collège en voiture et <b>je ne prendrai pas</b> le bus.</li> </ol>	<ol style="list-style-type: none"> <li>1. Talk about what I <b>WILL</b> do in the future (apart from a better diet) to be fitter and healthier - using other verbs in the <b>SIMPLE FUTURE</b> tense, including irregular verbs.</li> <li>2. Talk about what I <b>WILL NOT/NO LONGER/NEVER</b> do in order to become fitter and healthier – using negatives with the variety of verbs in the <b>SIMPLE FUTURE</b> tense.</li> </ol>
4&5 Es-tu en forme? As-tu des résolutions ?	<ol style="list-style-type: none"> <li>1. En général, <b>je n'aime pas faire de l'exercice, je ne suis pas très sportif(ive) et je joue à des jeux vidéos souvent.</b></li> <li>2. Mon problème c'est que <b>je me couche tard.</b></li> <li>3. Alors, j'ai pris des résolutions. D'abord, <b>je ferai</b> au moins trente minutes d'exercice par jour jour et <b>j'irai</b> au collège en vélo. Ensuite, <b>je ne jouerai plus</b> au jeux vidéos.</li> <li>4. Hier, <b>je suis allé(e)</b> chez mes grands-parenst et <b>j'ai marché.</b> Aussi, la semaine dernière, <b>je n'ai pas joué</b> au jeux vidéos les jours d'école.</li> </ol>	<ol style="list-style-type: none"> <li>1. Express what I normally do/eat/drink (in terms of lifestyle).</li> <li>2. Say what the problem with my lifestyle is.</li> <li>3. Say what steps I will take to improve (resolutions)</li> <li>4. Talk about what I have already done and not done recently towards becoming fitter and healthier.</li> </ol> <p><b>MID-CYCLE ASSESSMENT</b> SPEAKING: Answer questions on the topics covered in this cycle and Cycle 1</p>

## French Year 9 Cycle 3

Week	I will need to know:	So that I can:
<b>6&amp;7</b> Qu'est-ce que tu veux faire plus tard et pourquoi?	<ol style="list-style-type: none"> <li>1. <b>Un jour, je vais</b> aller à l'université,</li> <li>2. parce que <b>c'est mon rêve</b>.</li> <li>3. <b>Je vais/je veux/j'espère faire</b> un apprentissage, <b>travailler</b> et <b>avoir</b> un emploi bien payé, <b>devenir</b> avocat ...</li> <li>4. Quand je suis plus âgé(e), <b>je voudrais être</b> footballeur professionnel(le), car j'adore le sport et j'<b>aimerais</b> voyager.</li> <li>5. Cependant, devenir vétérinaire, <b>ça ne m'intéresse pas vraiment</b> parce que je n'aime pas les animaux!</li> </ol>	<ol style="list-style-type: none"> <li>1. Talk about what I plan to do using different future time frames and different phrases (I am going to...; I want to...; I would like to...; I hope to...)</li> <li>2. Say why I am going to/want to do this.</li> <li>3. Correctly use expressions followed by the infinitive to express what I am going/want/hope <b>TO</b> do.</li> <li>4. Say what job I would like to do and why</li> <li>5. Say what job does not interest me.</li> </ol>
<b>7&amp;8</b> Apprendre une langue étrangère est important?	<ol style="list-style-type: none"> <li>1. Parler une autre langue c'est <b>un avantage/un plus/essentiel</b>.</li> <li>2. Avec les langues, <b>on peut voir le monde, communiquer avec les jeunes de son âge et habiter à l'étranger</b>.</li> <li>3. <b>Si on veut travailler dans un autre pays ou rencontrer des personnes intéressantes</b>, parler une autre langue c'est essentiel.</li> </ol>	<ol style="list-style-type: none"> <li>1. Express how important learning another is</li> <li>2. Talk about what <b>one can</b> do if you can speak another language (using '<b>on peut</b>' + <b>an infinitive</b>)</li> <li>3. Say that <b>if you want</b> to do certain things, then learning another language matters (using <b>si 'on veut'</b> + <b>an infinitive</b>).</li> </ol>
<b>9&amp;10</b> Que faisais-tu quand tu étais plus jeune?	<ol style="list-style-type: none"> <li>1. Quand <b>j'étais</b> plus jeune, <b>j'avais</b> beaucoup d'amis, <b>j'adorais</b> le collège, <b>je faisais</b> mes devoirs et <b>je jouais</b> de la guitare.</li> <li>2. <b>C'était génial</b> et <b>marrant</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Say a variety of things you <b>USED TO DO</b> when you were younger – using the <b>IMPERFECT</b> tense.</li> <li>2. Say what it was like</li> </ol>
<b>11</b>	<b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
<b>12</b>	<b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

## Year 9 Art Steam punk

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

Week	I will need to know:	So that I can:
<b>1</b> Steampunk contextual analysis	The basic <b>steampunk style</b> and its main characteristics. That it is 'A genre of science fiction that has a historical setting and typically features steam-powered machinery rather than advanced technology. A style of design and fashion that combines historical elements with anachronistic technological features inspired by science fiction. '	Use font design and colouring skills to develop an eye catching composition for a 'STEAMPUNK' influenced title. Create a design using varied pencil pressure & fine mechanical detail to show a Steampunk influence. Explore appropriate colour to accentuate the lettering and design, using merges of tone to add contrast.
<b>2</b> Observational drawing	To record from observation focusing on accuracy of proportion and tone. Drawing from <b>observation</b> means looking <b>analytically</b> at an object person or place. That <b>tone</b> can be created by <b>blending</b> pencil gradually or by using <b>line/mark-making</b> . Holding a pencil on the side for <b>shading</b> and using the point for detail. That there are a range of approaches to drawing, including <b>grid method</b> and <b>base units</b>	Create a successful composition (layout) for my drawing. Achieve a tonal scale and use this range in my drawing using use a variety of tone (shading) to create light & dark (shadows and highlights) Draw objects accurately and achieve correct proportions. An accurate realistic image with tonal variation and textural differences of the drawing. Effectively draw the object from an interesting angle to show an awareness of perspective.
<b>3/4</b> Monoprint	Understand the work of Jim Dine - what influences him and the processes he uses? Analyse an image and structure a written artist study. <b>Monoprinting</b> is a process in between drawing and printing. You can draw free-hand or trace over images using the <b>monoprinting process</b> .	Understand that <b>monoprints</b> are singular and each outcome is different. Print appealing and impactful images of tools based on a Jim Dine artwork Create a research page I page in the style of Jim Dine <b>Critically analyse</b> the work an artist Jim Dine using a writing structure that links the artists work to the world around me. This will evaluate the use of media, formal elements and content as well as stating an opinion about the work.
<b>5</b> Relief clay textures	The process, techniques and tools of <b>Clay / Ceramics</b> and <b>hand-building</b> . That there are 3 different <b>handbuilding</b> techniques- <b>pinch, coil</b> and <b>slab</b> . That there are health and safety issues surrounding ceramics processes.	Use different clay techniques – slab, pinch and coil to create a relief tile based on Steam Punk/machinery. Embellish and vary the mark making detail used to create a relief

## Year 9 Art Steam punk

Week	I will need to know:	So that I can:
<b>6</b> Gvozdev research	<p>How to use an artists' work as a starting point for my own. Understand the work of <b>Vladimir Gvozdev</b> - what influences him and the processes he uses? Analyse an image and structure a written artist study Understand and create work in the style of Steampunk</p>	<p>A drawing of a Vladimir Gvozdev artwork /Cyrus Kabiru/Igor Verniy Create a research page 1 page in the style of Sarah Graham <b>Critically analyse</b> the work an artist Sarah Graham using a writing structure that links the artists work to the world around me. This will evaluate the use of media, formal elements and content as well as stating an opinion about the work.</p>
<b>7</b> Presentation		<p>Present the analysis in a way that shows understanding of the subject matter and formal elements used in the work.</p>
<b>8/9/10</b> Gvozdev inspired animal	<p>How to scale an animal outline and draw in proportion How to blend paint to create a smooth gradient and high contrast <b>monochrome</b> look Basic customised animal changed to a Gvozdev style. How to use a variety of media selecting <b>appropriate media for the required outcome</b>.</p>	<p>Create a <b>Steampunk style</b> animal in paint influenced by the work of Vladimir Gvozdev Make the animal looks as if it is covered in armour and mechanics - it may have cut outs with cogs, nuts bolts, chains, gears, bulbs, pipes, etc that show varied textures and form. Skilfully use paint and mixed media to create 3D form and varied textures. Create a background with card/ newspaper/crinkled paper/packing paper</p>
<b>11</b>	<p><b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!</p>	
<b>12</b>	<p><b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	



## 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

❑ Athletics Field	❑ Athletics Track
<p><u>Shot Putt</u> – When performing a shot <b>putt</b> the shot is held in fingertips and not palm. 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. This encourages use of the legs in the performance. So that I can <u>apply</u> techniques to safely throw the shot</p>	<p><u>Middle Distance- 800m</u> 800m is a middle-distance event. 800m is 2 laps of the track. <b>Pacing</b> is running the race at a consistent pace to ensure that the athlete does not tire too much before the end of the race. Complete an 800m race. So that I can <u>apply</u> pacing skills during an 800m race to ensure I can complete the event.</p>
<p><u>Discus</u> – When throwing the discus, it is held in dominant hand with just the fingertips. The non-throwing hand used to aim and support discus in throwing hand. <b>Momentum</b> is built by <b>rotating</b> the body back and forth. Discus is released from the front of the hand off of the index finger (first finger). To gain extra distance the phrase chin-knee-toe should be used. This encourages use of the legs in the performance. So that I can <u>apply</u> techniques safely throw the discus</p>	<p><u>Sprinting- Sprint Start</u> Sprint starts are performed with the athlete kneeling on the ground. The athlete goes into this position on the command 'take your <b>marks</b>'. The athlete raises up on the command '<b>set</b>' and begins to run on command '<b>go</b>'. Good sprinting technique involves both arms and legs moving powerfully straight up and down. The head should raise and will be upright by the first 10 metres to reduce drag. So that I can <u>perform</u> a sprint start effectively and maintain good technique in the race.</p>
<p><u>Javelin</u>– When performing a javelin throw, you can use a bunny ears grip or round grip. You keep your arm straight with the tip of the javelin next to your chin. As you release the javelin, your arm bends and then straightens on release. To gain extra distance, a three step run up. This is when your front foot steps forward, your back foot goes behind before taking an extra step with your front foot and releasing the javelin. This encourages use of the legs in the performance. So that I can <u>apply</u> techniques to safely throw the javelin.</p>	<p><u>Sprinting- 100m</u> 100m race has different phases. The technique varies in each phase. During the drive phase (10m-30m), you keep your head down, and drive your arms and legs as quickly as you can. During the acceleration phase (30m-80m), you keep your head up and you use long strides. During the maintenance phase (80m-100m), you keep your speed as quick as possible ending with a dipped finish. So that I can effectively <u>apply</u> all the phases to run a sprint race and beat my personal best.</p>
<p><u>High Jump</u> – A legal high jump is one where the performer takes off from one foot. All jumps can be split into four components – <b>Approach, take-off, flight, and landing</b>. A high jump can be performed using a scissors of <b>Fosbury flop</b> technique. A safe landing is one where the performer lands on the top of their back. The performer takes off of the nearest foot to the bar. In an attempt to beat my personal best from last year. So that I can <u>perform</u> a legal and safe jump in High jump</p>	<p><u>Relay – change overs</u> To plan the use of the <b>Upsweep, Downsweep and the push</b> with accuracy and efficiency Baton is passed to next runners opposite hand – e.g. left to right or right to left. The performers will begin to discuss which style of change over each performer wants in the relay order. So that I can <u>perform</u> change overs effectively and efficiently during a relay race.</p>
<p><u>Competition</u> Use the skills learnt to perform the correct throw in a conditioned competition. Students to throw the Shot/Discus/Javelin as far as possible and measure correctly. So that I can <u>apply</u> learnt skills and techniques to competitive situations.</p>	<p><u>Competition</u> Use the correct technique learnt to perform effectively over different distances within a conditioned competition. Students to run in a 100m and 800m race as quickly as possible and measure correctly. So that I can <u>apply</u> learnt skills and techniques to competitive situations.</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

Cricket	Softball
<p><u>Fielding</u> – Fielding tactics To set up the field depending on the batter and hand preference to avoid conceding runs cheaply in the field. Using long and short barrier as well as <b>backing up</b> the fielder going for the ball. Also learning the tactic of <b>relying</b> to help fielders get the ball back to the wicket keeper quickly and efficiently.</p>	<p><u>Fielding</u> – long and short barrier Using the long and short barrier at the right moment to stop the ball. Tactically moving the field based on the batter who steps up. So that I can <u>understand</u> how to stop the ball in Rounder</p>
<p><u>Batting</u>– Defensive shots The bat is held with both hands, with both V's (between thumb and index finger) pointing down the grip. Dominant hand should be the bottom hand. <b>Forward defence</b> and <b>Backfoot defence</b> and deciding from how the ball arrives and being able to try and win single runs of this defensive shots. So that I can <u>perform</u> a defensive shot in cricket and protect my <b>stumps</b>.</p>	<p><u>Fielding</u> – catching 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. So that I can <u>apply</u> catching skills to get an opponent out.</p>
<p><u>Batting</u>– Attacking shots Being tactical with your shot selection depending on the bowler you are facing and position of the fielding team. Having the capabilities to deal with different speeds and heights of the ball coming at you and being selective in the direction you are trying to put the ball.</p>	<p><u>Batting</u> Bat is swung <b>horizontally</b> backwards then forward to contact the ball. Only attempt to hit a ball which is bowled between knee and shoulder height. I should be applying my knowledge of how to direct where I hit the ball to hitting the ball 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. So that I <u>apply</u> batting technique to hit the ball and attempt to score rounders.</p>
<p><u>Bowling</u> Deciding which is the best choice of bowl. <b>Fast</b> or <b>spin</b> and deciding the order of bowlers to try and get wickets. Reacting to the type of batter who steps up to the stumps. Ensuring that we can adapt the <b>line and length</b> of the bowl. So that I can put pressure on the batter consistently.</p>	<p><u>Bowling</u> 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. So that I can <u>perform</u> the role of bowler in a game of rounders/softball.</p>
<p><u>Games play</u> Use the skills learnt within a conditioned game of cricket, to perform the roles of fielder, batter and bowler. Understand some basic rules of the game. Runs are scored by changing ends with a partner after the ball has been bowled. A <b>run out</b> occurs if the stumps are hit by a fielder before a player has reached the opposite end of the <b>wicket</b>. So that I can <u>apply</u> learnt skills and techniques to competitive situations.</p>	<p>Games play Use the skills learnt within a conditioned game of Rounders to perform the roles of fielder, batter and bowler. Runs are scored in Rounders at <b>base two</b> (<math>\frac{1}{2}</math>) and four (1). Run outs occur if bases have been stumped before runners have reached that base. So that I can <u>apply</u> learnt skills and techniques to competitive situations.</p>

### KS3 Music: Japanese 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"> <li>1. Spring season is a big part of Japanese culture.</li> <li>2. Japanese instruments include <b>taiko drums</b>, <b>shakuhachi</b>, <b>shamisen</b> and <b>koto</b>.</li> <li>3. <b>Drones</b> and specific scales are typical features of Japanese music.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand how and why Japanese people celebrate specific times of year.</li> <li>2. Listen to and identify them.</li> <li>3. Incorporate them successfully into your performance.</li> </ol>
2	<ol style="list-style-type: none"> <li>1. The Japanese mode is a <b>pentatonic scale</b>.</li> <li>2. The Japanese mode in A is <b>A-B-C-E-F</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand how the melody is created in the <b>Sakura Sakura</b>.</li> <li>2. Successfully play the Japanese mode and implement it in the performance.</li> </ol>
3	<ol style="list-style-type: none"> <li>1. A <b>drone</b> in music is a held, repeated note – usually played in a lower pitch.</li> <li>2. A drone played on piano sounds effective in <b>octaves</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand how the LH part is created in Sakura Sakura.</li> <li>2. Improve on the <b>sonority</b> of the performance.</li> </ol>
4	<ol style="list-style-type: none"> <li>1. The hardest part of the performance is coordinating the change in the drone notes with the melody.</li> <li>2. Each section of the melody is played at a specific <b>register</b> – they should not cross octaves.</li> </ol>	<ol style="list-style-type: none"> <li>1. Focus on rehearsing that specific section of Sakura Sakura for a cohesive performance.</li> <li>2. Ensure the performance is accurate.</li> </ol>
5	<ol style="list-style-type: none"> <li>1. The Japanese mode and use of drones combine to create an authentic Japanese piece.</li> <li>2. <b>Logic</b> has a Japanese koto instrument.</li> </ol>	<ol style="list-style-type: none"> <li>1. Have a deeper understanding of the make-up of the piece, which will help with the overall performance.</li> <li>2. Create an even more authentic Japanese <b>timbre</b>.</li> </ol>

6	<ol style="list-style-type: none"> <li>1. The melody of <b>Sakura Sakura</b> is mainly played on the beat, with only a few select notes played in shorter note values.</li> <li>2. The most difficult section is the last two bars.</li> </ol>	<ol style="list-style-type: none"> <li>1. Perform the rhythms accurately.</li> <li>2. Prepare myself to perform the entire piece.</li> </ol>
7	<ol style="list-style-type: none"> <li>1. To make the piece more expressive, I can add <b>articulation</b> and <b>dynamics</b>.</li> <li>2. <b>Crescendos</b> and <b>diminuendos</b> add another layer of expression dynamically.</li> </ol>	<ol style="list-style-type: none"> <li>1. Improve on the dynamic expression of the performance.</li> </ol>
8	<ol style="list-style-type: none"> <li>1. That getting better as a musician takes training and practice.</li> <li>2. Thickening the texture of the drone to octaves makes an even more authentic performance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Exercise patience when rehearsing.</li> <li>2. Challenge myself to perform to a higher level.</li> </ol>
9	<ol style="list-style-type: none"> <li>1. To rehearse specific sections that you are stuck at, and not start from the beginning all the time.</li> </ol>	<ol style="list-style-type: none"> <li>1. Rehearse efficiently.</li> </ol>
10 - Assessment week 1	To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
11 – Assessment week 2	<b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
12	<b><u>Super teaching week</u> – Clearing up misconceptions</b> Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content from weeks 1-10 and cover any gaps in knowledge.	

**Subject: RE – Sanctity of life and the role of the family**

**Gaining context of world religions will help to broaden your horizons which will help in many careers, for example diplomat, social worker, journalist or teacher.**

<b>Week</b>	<b>I will need to know:</b>	<b>So that I can:</b>
<b>1</b>	<ul style="list-style-type: none"> <li>• <b>Extrinsic value</b> means It means something is valuable because of what it can get you or what you can do with it</li> <li>• <b>Intrinsic value</b> is the value that something has all by itself. It means something is valuable just because of what it is, not because of what it can give you or do for you.</li> <li>• The <b>Sanctity of Life</b> is the belief that human life is holy and has <b>intrinsic value</b></li> <li>• <b>Quality of life</b> arguments suggest life has extrinsic value, for example life is valuable if it is free from pain</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the arguments surrounding the Sanctity of Life and the Quality of Life</li> <li>• Explain my own thoughts about whether human life has intrinsic value, giving evidence to support my argument</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Different people have different beliefs about when human life begins. For example, some people say it is when a baby is <b>viable</b> - when it can survive outside the womb</li> <li>• According to the <b>1967 Abortion Act</b> an abortion is legally permitted before 24 weeks of pregnancy if certain criteria are met</li> <li>• <b>Roman Catholics</b> believe that life begins at <b>conception</b> – when the sperm and egg meet</li> </ul>	<ul style="list-style-type: none"> <li>• Consider my own beliefs about when life begins</li> <li>• Consider my own opinion about whether the UK law sufficiently protects human life</li> <li>• Evaluate the Roman Catholic view about when life begins</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• <b>Pro life</b> arguments suggest that abortion should never be allowed because all human life should be protected at every stage of development</li> <li>• <b>Pro choice</b> arguments</li> <li>• A <b>thesis statement</b> is a summary of my overall argument. This might be my gut reaction to a statement of debate, or the argument for which I have the most evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the relative strengths and weaknesses of Pro life and Pro choice arguments</li> <li>• Provide a thesis statement in response to the statement 'Abortion should never be acceptable'</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• There are a range of different <b>contraceptive methods</b>, including <b>the pill</b> and <b>the condom</b></li> <li>• <b>Natural methods</b> rely on understanding a woman's menstrual cycle to identify <b>fertile</b> and <b>infertile</b> days without using artificial substances or devices. <b>Artificial methods</b> involve the use of medical devices, medications, or procedures to prevent pregnancy</li> <li>• Different religions have different views about the use of <b>contraceptives</b>, for example the Roman Catholic church is against <b>artificial contraceptive</b> methods</li> </ul>	<ul style="list-style-type: none"> <li>• Give examples of artificial and natural contraceptive methods</li> <li>• Explain diverse religious perspectives about the use of contraception</li> <li>• Give my own response to religious arguments surrounding the use of contraception</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• <b>Euthanasia</b> can be <b>voluntary</b>, which means the patient chooses to end his or her life, or <b>non-voluntary</b>, which means the patient is unable to make a decision</li> <li>• <b>Active euthanasia</b> means that a patient is given treatment to hasten their death. <b>Passive euthanasia</b> is when medical treatment is taken away.</li> <li>• <b>Passive euthanasia</b> is legal in the UK, but <b>active euthanasia</b> is not.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply Quality of Life and Sanctity of Life arguments to the ethical issues surrounding euthanasia</li> <li>• Use new terms from the lesson to give my thesis statement in response to the statement 'The arguments for euthanasia outweigh the arguments against it'.</li> </ul>

## Subject: RE – Eastern religions and Philosophy

Week	I will need to know:	So that I can:
6	<ul style="list-style-type: none"> <li>There are several reasons why couples may choose to <b>cohabit</b>, for example it might be cheaper, or they may not wish to commit to marriage</li> <li>Different religions have different views about when cohabitation is <b>moral</b>. For example, in Islam sex outside of marriage, and therefore cohabitation is seen as <b>haram</b></li> <li><b>Secularisation</b> means the decline of the influence of religion on society</li> <li>There are many different types of family like single parent, extended and reconstructed families.</li> </ul>	<ul style="list-style-type: none"> <li>Explain arguments for and against cohabitation</li> <li>Explain different religious perspectives about whether cohabitation is moral</li> <li>Consider the impact of secularisation on the beliefs and actions of people in society today</li> </ul>
7	<ul style="list-style-type: none"> <li>Different religions have different customs and practices to join couples together for life. For example:</li> <li>A Christian <b>marriage</b> happens in a church, <b>Vows</b> and rings are exchanged emphasising the eternal nature of the marriage.</li> <li>A Muslim <b>Nikah</b> ceremony features the signing of a contract between the bride and groom. The bride and groom repeat <b>Qabool</b> 3 times, meaning 'I accept'</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on my own views about whether I would like to get married in the future</li> <li>Explain how different religions celebrate marriage</li> <li>Evaluate the importance of marriage to society today</li> </ul>
8	<ul style="list-style-type: none"> <li><b>Divorce</b> is the legal ending of a <b>marriage</b></li> <li>Different <b>denominations</b> within Christianity have different views about <b>divorce</b>. For example, some Christians follow the <b>principle of 'agape'</b> - that you should do the most loving thing in the situation</li> <li>In Islam, <b>divorce</b> is permitted as a <b>last resort</b> and only after a waiting period of 3 months</li> </ul>	<ul style="list-style-type: none"> <li>Link religious teachings about the importance of marriage to perspectives about divorce</li> <li>Explain religious teachings about divorce</li> <li>Evaluate whether I think religious teachings about divorce are relevant today</li> </ul>
9	<ul style="list-style-type: none"> <li>A 1955 article 'a good wife's guide' advises women to perform the <b>traditional</b> role of the wife and mother, including for example, not questioning your husband</li> <li>Different quotes from the Bible support either <b>traditional</b> or <b>modern</b> ideas about the <b>role</b> of men and women. The story of the <b>Dragon King's daughter</b> in Buddhism suggests both men and women can reach enlightenment</li> </ul>	<ul style="list-style-type: none"> <li>Explain changing views about the role of men and women from traditional to modern society</li> <li>Consider whether roles in my family reflect tradition or modern views</li> </ul>
10	<ul style="list-style-type: none"> <li>In Scotland people as young as 16 are able to vote but for many this is seen as too young to make political decisions.</li> <li>Some people have petitioned in England reduce the voting age as many other responsibilities are expected such as paying tax and being tried in a court of law as an adult.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the changing about the role of young people within society and whether they should play a bigger role or should wait until they are older.</li> </ul>
11	<b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
12	<b>Super teaching week:</b> Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

## English Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	<b>Naïve</b>	When a person or actions shows a lack of experience, knowledge or judgement. It can sometimes be used if someone is very innocent.	The child refugees were <b>naïve</b> about what would await them on their journey. They had no money, power or experience so did not expect their journey to turn out as planned.
2	<b>Prejudice</b>	A preconceived opinion that someone may have about a situation, person or group of people. It is not based on reason or actual experience.	Refugees are often subject to <b>prejudice</b> when they arrive in a country because people do not understand what they have faced.
4	<b>Credulous</b>	When people show a great readiness to believe in and trust in people or situations even without evidence that those people or situations are trustworthy.	Refugees are often <b>credulous</b> when they arrive to a new country because they naively believe it is safer than their home country.
5	<b>Duplicitous</b>	When someone is deceptive, dishonest or false. When they present a different side to themselves to how they actually are underneath.	Another way of defining <b>duplicitous</b> is to say that someone is two faced. A s
6	<b>Despondence</b>	A feeling of depression, being downcast, disheartened and hopeless.	Refugees can often enter into a state of <b>despondence</b> because of the harrowing journeys that they take and the experiences that they have in the countries that they flee.
7	<b>Apathy</b>	A lack of interest, enthusiasm or concern.	There is sadly a widespread <b>apathy</b> to the suffering of refugees worldwide.
8	<b>Empathy</b>	The ability to sense other peoples' emotions, coupled with the ability to imagine what someone else might be thinking or feeling.	The leaders of some countries worldwide display <b>empathy</b> towards refugees and welcome and support them.
9	<b>Dejected</b>	A feeling of being miserable unhappy and disappointed. It is often in reaction to an event.	Some refugees feel <b>dejected</b> following the trauma they have experienced.
10	<b>Perspective</b>	A person's point of view	From the <b>perspective</b> of the refugees, they thought they would be safe in a different country.

## English Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Theme	A reoccurring idea in a piece of writing	Some popular <b>themes</b> include love, death and family
2	Simile	A figure of speech comparing two unlike things that is often introduced by like or as	'He was as cold as ice' is an example of a <b>simile</b>
3	Metaphor	A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable	'She is a shining star' is an example of a <b>metaphor</b>
4	Powerful verbs	Powerful verbs are action words that are descriptive and exciting. They can make a piece much more interesting to read and engage the reader.	A <b>powerful verb</b> to replace the word move could be flee, break, retreat. E.g. Many refugees flee from their countries of origin.
5	Narrative voice	The way in which a story is told which helps inform the audience's point of view.	The <b>narrative voice</b> was in the first person. It was a refugee telling their story so it was very powerful.
6	Coming of age	A phrase that is used to describe when someone reaches adulthood both physically and mentally.	It was a <b>coming of age</b> story which told us about a young refugee and his journey to adulthood.
7	Narrative (bildungsroman)	This is a German word and is used to describe a story that concentrates on the spiritual, moral and social development of the growth of a character from childhood to adulthood. I.e. it is a story about growing up and becoming an adult.	A more sophisticated word for a coming of age story is a <b>bildungsroman</b> story. In the Sea there are Crocodiles is a bildungsroman narrative.

## Maths Curriculum Dictionary: Tier Two Words

	Word	Definition	In a sentence:
1	Density	The <b>density</b> of an object is its mass divided by its volume. It measured how closely packed together it is.	The <b>density</b> of gold is greater than the <b>density</b> of paper.
2	Relative frequency	<b>Relative frequency</b> is used to estimate the probability of something happening. It is how often something happens, divided by the total frequency.	The <b>relative frequency</b> of picking a blue counter is $\frac{17}{30}$ .
3	Independent events	Two events are <b>independent</b> if one is not affected by the other.	Rolling a 6 on a dice and getting tails on a coin are <b>independent events</b> .
4	Tree diagram	<b>Tree diagrams</b> 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 <b>tree diagram</b> .
5	Quadratic graph	The graph of a function like $y = 3x^2 + 5x - 1$ , where the highest power of x is 2.	A <b>quadratic graph</b> 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 <b>hypotenuse</b> is the longest side in a right-angled triangle.
7	Opposite side	Given an angle, the <b>opposite</b> side is the side on the other side of the triangle.	The <b>opposite</b> side length is 12cm.
8	Adjacent side	Given an angle, the <b>adjacent</b> 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 <b>similar</b> if they are the exact same shape (but they can be rotated or different sizes)	The two triangles are <b>similar</b> , 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 <b>similar</b> shape.	The triangle was enlarged, with a <b>scale factor</b> of 3.



**Science:** Plants & Ecology

**Glossary**

Word	Definition
<b>Bioaccumulation</b>	The build-up of toxic chemicals that cannot be excreted at higher stages in a food chain
<b>Biodiversity</b>	Variety of species found in an ecosystem.
<b>Chlorophyll</b>	Green pigment in plants and algae which absorbs light energy.
<b>Deforestation</b>	The permanent removal of trees from an area
<b>Ecosystem</b>	The living things in a given area and their non-living environment.
<b>Food Chain</b>	Part of a food web, starting with a producer, ending with a top predator.
<b>Food Web</b>	Shows how food chains in an ecosystem are linked
<b>Habitat</b>	A place where plants and animals live.
<b>Invasive Species</b>	Species that have been moved by humans into a new geographic location
<b>Photosynthesis</b>	A process where plants and algae turn carbon dioxide and water into glucose and release oxygen
<b>Producer</b>	Green plant or algae that makes its own food using sunlight.
<b>Seed</b>	Structure that contains the embryo of a new plant.
<b>Species</b>	The basic unit of classification. Individuals of different species are not able to interbreed successfully

**B2b: Commuincable diseases**

<b>Aorta</b>	Major artery that carries Oxygenated blood from the heart to the body cells
<b>Artery</b>	Blood vessel that carries blood away from the heart
<b>Benign tumour</b>	Growths of abnormal cells which are contained in one area
<b>Capillary</b>	Blood vessels that transport blood deep into the tissues to deliver oxygen and glucose
<b>Coronary heart disease (CHD)</b>	Layers of fatty material built up in the coronary arteries, narrowing them, reducing blood flow
<b>Malignant tumour</b>	Cancers that invade neighbouring tissues and spread to different parts of the body
<b>Pulmonary artery</b>	Major artery that carries deoxygenated blood from the heart to the lungs to pick up oxygen
<b>Pulmonary vein</b>	Major vein that carries oxygenated blood from the lungs to the heart
<b>Risk factor</b>	Linked to an increased rate of a disease
<b>Statins</b>	Drugs to reduce blood cholesterol
<b>Stents</b>	Used to keep the coronary arteries open
<b>Valves</b>	Found in the heart and veins to stop blood flowing backwards
<b>Vein</b>	Blood vessel that carries blood into the heart
<b>Vena cava</b>	Major vein that carries deoxygenated blood from the body cells to the heart

## Physics Curriculum Dictionary

## P1: Energy Glossary

Word	Definition
Combustion	A reaction between a substance and oxygen in which heat is given off.
Conductivity	The ability of a substance to allow heat to pass through it.
Efficiency	The fraction of energy that is used for its intended purpose.
Elastic energy	The energy associated with amount an object is stretched.
Gravitational potential energy	The energy associated with the height an object is raised.
Insulation	The use of a material to prevent heat loss.
Kinetic energy	The energy associated with the movement of an object.
Lubrication	The use of a substance that reduces the amount of friction two objects experience as they move past each other.
Non-renewable	A resource of which there is only a limited amount, which will run out.
Pollutant	A pollution causing gas.
Power	The amount of energy transferred per second, measured in Watts (W).
Renewable	A resource that will not run out.
Resource	A material that electricity can be generated from.
Store	On object that stores energy.
System	A group of energy stores between which energy is transferred.
Transfer	Giving of an amount of a quantity from one object to another.
Work done	The amount of energy transferred to an object.

## History Curriculum Dictionary: Tier Two Words

Topic	Word	Definition	In a sentence:
Holocaust	Antisemitism	To discriminate Jewish people.	Antisemitism has been a problem in Northern Europe since the middle ages when Jews were banned from England 1290.
Holocaust	Ghetto	An area of a town/city that is deprived containing a large minority group.	The Jews were put into ghettos so they could be easily tracked and to cut them off from the rest of society.
Holocaust	Concentration camp	A prison camp where inmates are forced to carry out slave labour.	Concentration camps were a favourite punishment methods of the Nazis as they could control their enemies and make money from the free labour.
Holocaust	Death camp	A prison camp that was created to execute as many people as possible.	There were 10 death camps created by the Nazis after 1941 that would help to kill over 6 million Jews and 5 million people from other ethnic groups.
Cold War	Cold War	A war where both sides do not directly fight each other but through spying, propaganda and threats.	The Cold War between the USA and the USSR lasted from 1945 to 1991.
Cold War	Hot war	A war with direct conflict and violence between both sides.	Korea, Vietnam and Afghanistan were all hot wars caused by Cold War tensions.
Cold War	Nuclear/atomic weapons	Weapons that could cause mass destruction using atomic particles and radiation.	The atomic bomb was first invented and used by the USA to end WW2 when they dropped two bombs on Japan.
Cold War	Proxy War	A war that influenced by another nation that is not directly involved.	The USSR sent weapons and money to the communist Vietnamese soldiers in their fight against the USA making it a proxy war.

## History Curriculum Dictionary: Tier Three Words and terms

Topic	Word	Definition	In a sentence:
Holocaust	<b>Genocide</b>	The mass killing of one group of people.	The killing of 11 million innocent people during the holocaust was one of the worst genocides in history.
Holocaust	<b>Nuremburg laws</b>	The German laws that meant that Jews could not be German citizens or protected by German law.	The Nuremburg Laws were established in 1935 which decided which Germany people could be official citizens depending on their heritage.
Holocaust	<b>Final solution</b>	The plan by the Nazis to kill all Jewish people in their controlled territories.	The Final Solution was planned by a few high-ranking Nazis to make sure that it was kept secret.
<b>Cold War</b>	<b>Containment</b>	The US policy of trying to stop the spread of communism.	Truman gave money to nations in Europe to strengthen their economies to try and stop them from becoming communist.
<b>Cold War</b>	<b>NATO</b>	The North Atlantic Treaty Organisation was set up to protect western nations from the communist threat.	NATO was created in 1949 by the USA and other Western Power due to the fear caused by the USSR expanding its power.
<b>Cold War</b>	<b>Warsaw Pact</b>	The Communist organisation set up to combat NATO and protect communist nations from capitalist threats.	Unlike NATO, Warsaw Pact countries were forced by the USSR to sign the treaty so they could control their governments.
<b>Cold War</b>	<b>Détente</b>	A period of eased tensions between the USA and the USSR in the 1970s.	The Cuban Missile Crisis led to détente because it caused so much fear that both sides were now willing to try and find a peaceful solution to their differences.

## Geography Curriculum Dictionary: Tier Two/Three Words

Week	Word	Definition	In a sentence:
1	Source	Start of a river	The source of The River Nile is in
2	Demographics	The statistical data and characteristics of a population e.g. information about age, gender, ethnicity, income and education	Population <b>demographics</b> tells us about the make-up of a population.
3	Border	A real or artificial line that separates geographical areas	France shares a border with Spain
4	Regime	A government, usually one that uses military force	The old regime ruled by force
5	Diaspora	People spread from their original homeland	Diaspora has led to many areas of the UK to be multicultural
6	Colonialism	When a powerful country takes control of and governs another region or country, often exploiting its resources, people, and land for its own benefit.	Britain <b>colonised</b> a large proportion of the world at the height of the British Empire.
7	Marginalised	Leaving some people or groups on the edges of society, making it hard for them to join in regular life and have the same chances as others.	Poorer people are often <b>marginalized</b> .
8	Infrastructure	Infrastructure is the stuff we need to make a place work, like roads, buildings, and services like water and electricity.	Investment in <b>infrastructure</b> aids a country's development.
9	Equity	Making sure everyone gets a fair chance and the things they need, no matter who they are or where they come from.	In sustainability, we must achieve <b>equity</b> by ensuring that all communities, regardless of their circumstances, have equal access to the environmental benefits and resources.
10	Coalition	Two or more groups working together	Labour and Liberal Democrats formed a coalition

## Art Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Composition	The positioning of elements within an area.	"The <b>composition</b> filled the page"
2	Mark making	The different lines, dots, marks, patterns and textures we create in an artwork. It can be loose and gestural or controlled and neat.	"Her <b>mark-making</b> was very expressive; showing lots of movement"
3	Accurate	Correct in all details; exact.	The portrait drawing was an <b>accurate</b> representation, it really looked like him.
4	Form	A shape that is 3D or looks 3D.	In her drawing she developed her 2-dimensional <b>shape</b> (circle) into a 3-dimensional form (sphere).
5	Analytical	Looking at something closely and breaking it down into parts.	They examined the elements of the artwork <b>analytically</b> to get a better understanding of meaning and concepts"
6	Critical	Expressing or involving an analysis of the merits and faults of a work.	"She gave a <b>critical</b> evaluation of the artist's work"

## Art Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Tone	Shading - The areas of light and dark within an image to create the illusion of depth	"The drawing has really dark <b>tones</b> , with strong shadows"
2	Monoprinting	Monoprinting is the process of making a print using mark making. It is a good technique for creating spontaneous and expressive print work. Water-based ink is used for monoprints. A roller applies the ink evenly over a printing sheet. In contrast with other printing techniques, only one final image is made, making the technique closer to drawing or painting than other print processes. ('mono' means one, only, single).	She used a sharp pencil to make her marks in order create a neat <b>monoprint</b> .
3	Proportions	Proportion refers to the dimensions of a composition and relationships between height, width and depth. How proportion is used will affect how realistic or stylised something seems. Proportion also describes how the sizes of different parts of a piece of art or design relate to each other.	The <b>proportions</b> of the face were incorrect. The eyes were too far up.
4	Monochrome	A picture created in black and white or in varying tones of only one colour	Steampunk images are characteristically monochrome in colour.
5	Texture	The surface quality - textures can be categorised as: VISUAL TEXTURE is a mere illusion & PHYSICAL TEXTURE refers to the tactile features.	"The <b>texture</b> was rough". The texture looked rough".
6	Space	The feeling of depth or three dimensions. It can also refer to the artist's use of the area within the picture plane. The area around the primary objects in a work of art is known as negative space, while the space occupied by the primary objects is known as positive space.	"There was lots of <b>space</b> around the object in her drawing".
7	Perspective	A way of showing distance in a drawing or painting.	"The <b>perspective</b> in his landscape drawing made the mountains look really far away"
8	Base units	The "Basic Unit" concept is one where you find a portion of the object you are attempting to draw with which all of the relationships in the object will be compared. All proportions of everything else in the picture will be compared to this one line.	She was able to get an accurate, well-proportioned drawing using <b>base units</b> .

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

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



## Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	<b>Culture</b>	The ideas, customs and social behaviours of a society.	The season of spring is important to Japanese <b>culture</b> .
2	<b>Performance</b>	An act of presenting a form of entertainment.	The <b>performance</b> utilises the Japanese mode.
3	<b>Part</b>	An amount of a section of a larger thing/idea.	The left hand <b>part</b> of Sakura Sakura plays drones.
4	<b>Coordinating</b>	Bringing different elements into a cohesive product.	The hardest part of the performance is <b>coordinating</b> the change in the drone notes with the melody.
5	<b>Instrument</b>	A tool or implement for a specific purpose.	You can select the Japanese koto as an <b>instrument</b> in Logic Pro X.
6	<b>Accuracy</b>	The quality of something being correct.	The rhythms should be performed <b>accurately</b> to the score.
7	<b>Expression</b>	Conveying a particular emotion or feeling.	Adding dynamics changes will add to the <b>expression</b> of the performance.
8	<b>Practise</b>	Performing a skill regularly to improve it.	Students should utilise patience during instrumental <b>practise</b> .
9	<b>Layer</b>	A section of something.	The drone <b>layer</b> is played in the lower registers.
10	<b>Appraising</b>	Assessing quality or value.	Students should demonstrate <b>appraising</b> skills when listening to other performances.

## Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	<b>Taiko</b>	A Japanese barrel-shaped drum.	The performers in <b>Taiko</b> drumming are synchronised both musically and in their movements.
2	<b>Japanese mode</b>	A specific kind of pentatonic scale that features frequently in Japanese music.	The <b>Japanese mode</b> is made up of the notes A-B-C-E-F.
3	<b>Drone</b>	A held/sustained note, usually in a lower register.	There are several <b>drones</b> in Sakura Sakura.
4	<b>Register</b>	A specific range of notes used in music.	The notes of the melody must be played in the correct <b>register</b> .
5	<b>Koto</b>	A Japanese zither instrument.	The <b>koto</b> is a traditional Japanese instrument.
6	<b>Beat</b>	A unit of time used in music.	The rhythm of the melody generally lands on the <b>beat</b> .
7	<b>Crescendo</b>	To gradually get louder.	Adding a <b>crescendo</b> towards the end will provide a musical peak.
8	<b>Texture</b>	The amount of parts in a piece, and how they relate to each other.	Playing the drone in octaves thickens the <b>texture</b> .
9	<b>Diminuendo</b>	To gradually get quieter.	Creating a <b>diminuendo</b> between different phrases will allow for great expression.
10	<b>Staccato</b>	Short and detached notes.	Certain phrases of the melody can be played <b>staccato</b> .

## RS Curriculum Dictionary: Tier Two/ Three Words

Topic	Word	Definition	In a sentence:
Life and family	Quality of Life	How good and happy someone's life is. It includes things like how free from pain and suffering your life is	Having good health, being surrounded by loved ones, and doing things you enjoy contribute to a high <b>quality of life</b>
	Abortion	A medical procedure to end a pregnancy before the baby can be born. It means the baby won't be born	Because of her religious beliefs, she knew that she could never have an <b>abortion</b>
	Pro life	Believing that all babies, even those still growing in the womb, should be protected and have the chance to be born	People who are <b>pro-life</b> believe that every baby should have the chance to be born and protected
	Euthanasia	When someone who is very sick and suffering is helped to pass away peacefully. It is done to stop their pain and suffering	<b>Euthanasia</b> is a controversial topic because it involves helping someone who is very sick to pass away peacefully
	Diverse views	Mean that people have different opinions and ideas about something. When there are diverse views on a topic.	In class discussions, we hear <b>diverse views</b> on the best way to solve a problem, and it's interesting to hear everyone's different ideas
	Contraception	Using different methods to prevent getting pregnant when having sex.	Using <b>contraception</b> methods, like condoms or pills, can help prevent getting pregnant when not ready to have a baby
	Cohabitation	When two people live together as a couple without being married	Before getting married, some couples choose <b>cohabitation</b> , which means living together as partners
	Marriage	A formal and legal commitment between two people who love each other. They promise to be together as a family for their whole lives	<b>Marriage</b> is a special commitment where two people promise to love and support each other for the rest of their lives
	Denomination	Different groups or types within a religion, like different kinds of churches with slightly different beliefs, even though they share the same overall religion	Christianity has different <b>denominations</b> , like Catholics and Protestants, with slight differences in their beliefs and practices
	Traditional roles of men and women	The usual expectations and jobs that society used to have for men and women	In the past, <b>traditional roles of men and women</b> often meant that men worked outside the home, and women took care of household tasks, but nowadays, these roles can be different, and both can do any job they like







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**RUBBER**

**PROTRACTOR**

**SET SQUARE**

**CALCULATOR**

**NON– PERMANENT MARKER PEN**

**HB PENCIL**

**30 CM RULER**

**HIGHLIGHTER**

**HIGHLIGHTER**

**GLUE STICK**

**HB PENCIL**

**BLACK PEN**

**BLACK PEN**

**DIFFERENT COLOURED PEN FOR FIT WORK**



**LARGE**

**SEE-THROUGH**

**PENCIL CASE**



**COLOURING  
PENCILS**

**Tools for  
Learning**



anthem



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