

The Scholar's Guide

Year 7

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

Equipment

Pupils are expected to bring the correct equipment every day.
All equipment is available to buy in school from 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
Example	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!
Launch week			
1			
2			
3			
4			

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

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>
Launch week		3	
1		8	
2		13	
3		17 *Inset 29th Sept	

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

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

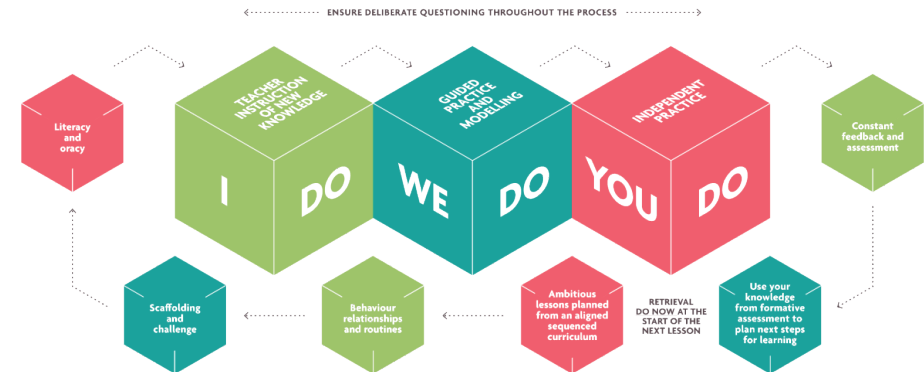
Your teachers have had what is called 'research led' training in how to deliver new knowledge and skills to you and we have agreed on a method of teaching that we have called The Anthem Way. Research led means that we have studied what cognitive scientists say about what we all need to learn best. We 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.

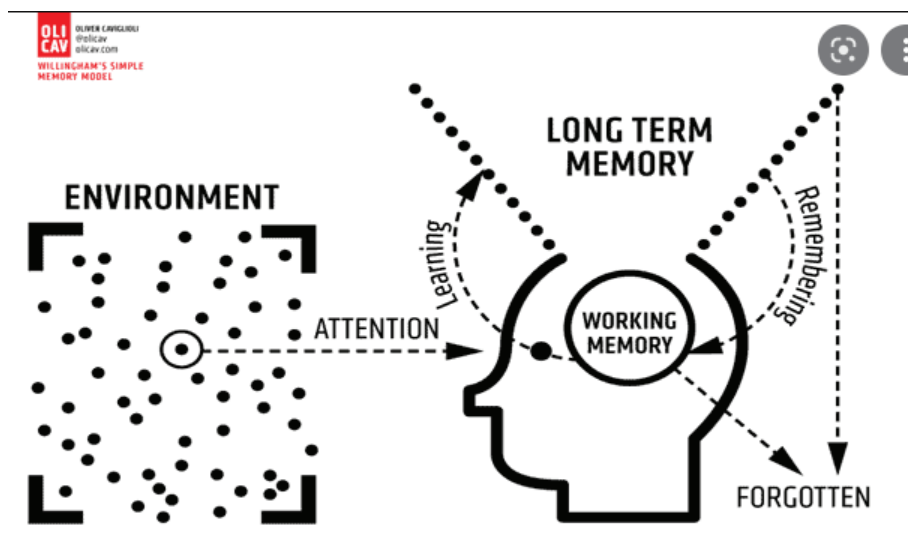
I DO: This is when a teacher (who is expert) explains new knowledge or demonstrates a new skill.

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.



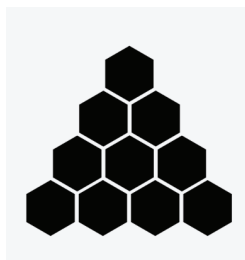
Turn and talk

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 o

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"> That Afghanistan is a country in Asia. The Taliban took control of Afghanistan in 1996 and again in 2022 and imposed very strict rules based on their extreme interpretation of Islam. They also targeted certain ethnic minorities including the Hazara people. This led to many Afghan refugees 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 prejudice outside of their own country following the attacks of 9/11 in New York. 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 biography. 	<ol style="list-style-type: none"> Reflect on the perspective that the story is told from and why this is important. Infer what the characters of the Mother and Enaiatollah maybe feeling and why.
2	<ol style="list-style-type: none"> Many child refugees like Enaiatollah travelled unaccompanied to refugee camps. 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. The writer uses the first person narrative voice to make the reader understand that Enaiat is feeling frightened. He uses other techniques such as short sentences and powerful verbs to convey panic. 	<ol style="list-style-type: none"> Analyse the techniques that the writer uses to present Enaiat's experience as a solo child refugee. Analyse how the writer creates suspense and tension.
3	<ol style="list-style-type: none"> The writer uses both language and structure to describe Enaiat's experience with the boy and convey that Enaiat feels that he is in danger. The quote '<i>I am ready to bet I would have ended up with broken bones</i>' helps the reader understand his fear. The simile '<i>I felt as powerful as a snow leopard</i>' shows us how empowered Enaiat felt when he was with other Hazara boys. Other language techniques used by the writer to convey feelings include: new paragraphs, sentence length, verbs and metaphors. Writers use new paragraphs when the topic, time, setting or person speaking changes. 	<ol style="list-style-type: none"> Explain in written form how Enaiat's sense of empowerment changes when he is alone compared to with other Hazara boys. Use and analyse quotations to support and explain my points.
4	<ol style="list-style-type: none"> Prejudice 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. Enaiat decided to go to Iran from Pakistan to try to find more work but he faced further discrimination due to him being Shia. Non fiction writing is structured differently to fiction writing. Subheadings and headings, often with rhetorical questions are used to break up and make information accessible and draw the reader in and convey facts. 	<ol style="list-style-type: none"> Use non fiction techniques to write my own article on the history of persecution facing the Hazaras. Identify and use quotations from Enaiat which strengthen the narrative voice.
5	<ol style="list-style-type: none"> Enaiat felt dejected following his experiences. The writer uses powerful verbs, similes and metaphors 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. The writer uses the emotive language '<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 fear the detention centres Telisia and Sang Safid. The short sentence Telisia and Sang Safid also builds tension. 	<ol style="list-style-type: none"> Explain how the writer conveys Enaiat's change from a state of bliss to a state of despondency in Iran.

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"> 1. That fundamentalism 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). 2. The writer of the poem, in mentioning '<i>janitors, multimillionaires, passengers.</i>' is conveying that everyone, from every walk of life was affected by 9/11. 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 draw parallels between this and Enaiat's situation. 	<ol style="list-style-type: none"> 1. Make links between the fictional and non fictional experiences of refugees and make inferences about how typical Enaiat's experience was to that of other refugees.
7	<ol style="list-style-type: none"> 1. Enaiat was credulous when he kept believing that the duplicious people traffickers would arrive soon when climbing the mountains. 2. The writer uses repetition to show the shock and fear of the credulous refugees at the hands of the people traffickers. '<i>Twelve people were missing. Twelve out of the group of 27.</i>' 3. The writer also uses emotive language '<i>brawls and knife fights</i>' to foreshadow the violence that is to come. 4. '<i>The wind was like a razor and my nose was clogged with snow.</i>' This simile personifies the weather as violent, as if it was cutting him. 5. More short sentences convey fear. 	<ol style="list-style-type: none"> 1. Explain how the writer has used language techniques to present Enaiat's journey across the mountains.
8	<ol style="list-style-type: none"> 1. '<i>The day flowed over me and life around me, like a river, I was turning into a rock.</i>' This combined metaphor/ simile is a key quotation which reflects Enaiat's sense of apathy as he travels to Istanbul. 2. '<i>That's why I am afraid of crocodiles</i>' is the conversation on page 142. This was used as inspiration of the title of the book because it is a metaphor. 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 – it is not safe. 3. The journey from Turkey to Greece can be described as the coming of age 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. 	<ol style="list-style-type: none"> 1. Apply the techniques that we identify to create my own creative writing piece (Enaiat's diary entry on the journey to Greece)
9	<ol style="list-style-type: none"> 1. '<i>Every now and again, migrants are a secret weapon.</i>' 2. <i>So, after a while, I got fed up with these traffickers who couldn't organise anything and decided to do it myself.</i> These quotations demonstrate how Enaiat is much less naïve as a result of his journey and is closer to coming of age. 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 simile that he '<i>ran like an animal</i>' 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 oxymoron which shows the complexity of his situation. 	<ol style="list-style-type: none"> 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 bildungsroman narrative.
10	<ol style="list-style-type: none"> 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. 2. In order to write a formal letter there are strict rules in terms of layout, language and structure. 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. 	<ol style="list-style-type: none"> 1. Consolidate your thoughts and feelings on the experience of Enaiat. Write a powerful, empathetic, well structured letter to Enaiat and Fabio Geda.
11	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 7 Maths


Careers linked to topics we study in this cycle are academic researcher, software engineer, builder, engineer, computer animation, fashion designer, architect, urban planner, plumber

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

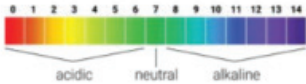
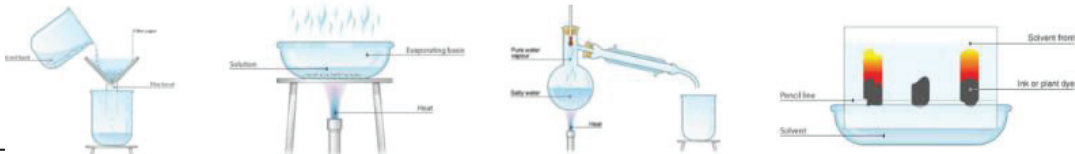
Year 7 Maths

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

Science, Energy & Electricity, Acids and Alkalis, mixtures

Week	I will need to know	So that I can
1	<ul style="list-style-type: none"> Energy stores: magnetic, internal (thermal), chemical, kinetic, electrostatic, elastic potential, gravitational potential, nuclear Energy Pathways: mechanical, electrical, heating, radiation Work is the measure of energy transferred when a force moves an object Work done (J) = force (N) x distance (m) Kinetic energy (J) = $0.5 \times \text{mass (kg)} \times \text{speed (m/s)}^2$ 	<ol style="list-style-type: none"> State the 8 energy stores and 4 pathways Define work done and use the equation Define kinetic energy is the energy and use the equation
2	<ul style="list-style-type: none"> Gravitational potential energy (J) = mass(kg) x gravitational field strength(N/kg) x height (m) Power (W) = Energy transferred (J) ÷ time (s) Non Renewable energy resources: fossil fuels (coal, oil and gas), nuclear Renewable energy resources: bio-fuel, wind, hydroelectricity, geothermal, the tides, the Sun and water waves 	<ol style="list-style-type: none"> Define gravitational potential energy and use the equation Define Power and recall and use the equation Describe and evaluate use of non-renewable/renewable resources
3	<ul style="list-style-type: none"> The National Grid is a system of cables and transformers linking power stations to consumers Step-up transformers are used to increase the potential difference and increase efficiency The resistance of a wire is directly proportional to its length A direct current (D.C) flows in the same direction. An alternating current (A.C) is constantly changing direction Mains electricity is an AC, frequency of 50 Hz and potential difference of 230 V 	<ol style="list-style-type: none"> Describe the structure of the national grid and role of transformers Describe how the length of wire affects resistance Explain the difference between AC and DC State the frequency and the potential difference of the UK mains supply
4	<ul style="list-style-type: none"> Brown live wire carries current to the appliance. Blue neutral wire completes the circuit. Yellow and green earth wire can carry current safely if a fault develops The fuse breaks the circuit if a fault in an appliance causes too much current to flow 	<ol style="list-style-type: none"> Explain the roles of the three different wires in a 3 pin plug and a fuse Recall the circuit symbols for a lamp, a cell, a battery, a switch
5	<ul style="list-style-type: none"> Electric power is the rate at which energy is transferred by an electrical pathway Power (W) = current (A) x potential difference (V) 	<ol style="list-style-type: none"> Define Electrical Power and use the equation Describe how electrical appliances transfer energy between stores

Science, Energy & Electricity, Acids and Alkalis, mixtures

Week	I will need to know	So that I can
6	<ul style="list-style-type: none"> In a chemical change, atoms are rearranged and joined together to form new substances. In a physical change, a substance simply changes physical state. No new substances are formed. In a reversible reaction the products formed can be turned back into the reactants An element is a substance made of one type of atom only A compound is a substance made of two or more elements chemically bonded together 	<ol style="list-style-type: none"> Identify if a change is physical or chemical. Know the difference between reversible and irreversible chemical reactions. Identify the difference between elements and compounds
7	<ul style="list-style-type: none"> An exothermic reaction gives thermal energy out into the surrounding An endothermic reaction takes thermal energy in from the surrounding Reactant 1 + Reactant 2 → Product 1 + Product 2 Combustion is when a fuel reacts with oxygen and releases useful energy. Fuel + Oxygen → Carbon dioxide + Water 	 <ol style="list-style-type: none"> Know the difference between an endothermic and an exothermic reaction Write a word equation for a chemical reaction Describe combustion
8	<ul style="list-style-type: none"> Acids have a pH below 7, neutral solutions have a pH of 7, alkalis have a pH above 7. Strong acids and alkalis are corrosive (able to damage metal, clothes and skin) Mixing an acid and alkali produces a chemical reaction called neutralisation. Metal + Acid → Salt + Hydrogen 	<ol style="list-style-type: none"> Use the pH scale to identify acids and alkalis Describe the hazards of acids and alkalis Describe the process of neutralisation Write a word equation for a metal and acid reaction
9	<ul style="list-style-type: none"> An element is a substance that is made of only one type of atom. A compound is a substance made of two or more different atoms chemically bonded together. A Mixture is a substance with 2 or more elements/compounds present not chemically bonded. A solution is formed when a solute dissolves into and solvent. Mixtures can be separated by: filtration, evaporation, distillation or chromatography 	<ol style="list-style-type: none"> State what elements and compounds are Define a mixture Describe solutions using key words Explain how mixtures can be separated
10		<ol style="list-style-type: none"> Describe how filtration, evaporation and distillation can be used to separate mixtures Plan and conduct a method for separating a mixtures Describe how chromatography separates mixtures Analyse chromatograms
11	Assessment Week	
12	Super Teaching Week	

Subject: History – How did power change during the later middle ages?

Careers linked to topics we study this cycle can include things like: This topic will lay the foundations to understanding how our nation is governed 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"> The monarch had the power to decide what laws were created and what taxes would be paid regardless if people agreed or not. King Henry II was not a stable person and prone to tantrums but this did not reduce his power. The Archbishop of Canterbury. Thomas Becket, had a lot of power in England and this created tension with King but he was murdered by Henry's men after they misheard him moaning about him. Henry allowed himself to be whipped by Monks which shows how much power the church have over the King and how much power they had in the country. 	<ol style="list-style-type: none"> Analyse the impact that having a poor leader with total power could have on a nation. Understand the balance of power between the monarch and religion.
2	<ol style="list-style-type: none"> Becket's murder and Henry's punishment from the church is significant in the story of controlling England and how power was balanced between the religion and monarchy. King John was an unpopular monarch because he was selfish with his finances and gave land to people who were not from England, the barons of England were so unhappy with him they were willing to go to war with their king showing how they wanted to share power. 	<ol style="list-style-type: none"> Explain how religion influenced everyone in society from the monarch to the peasants (studied last term) To explain why change was needed in how England was ruled.
3	<ol style="list-style-type: none"> The Magna Carta was created in response to King John's unpopularity and made certain rules that limited his power. The Magna Carta is the first example of power being shared between the monarch and his people. Henry III took the Magna Carta a step further and brought in the England's first 'parliament' which was led by Simon De Montfort and this limited the power of the King and helped to bring in the foundations for the legal system we have today. 	<ol style="list-style-type: none"> Explain the significance of the Magna Carta and how the reigns of King John and King Henry III laid the foundations for future democracy.
4	<ol style="list-style-type: none"> The 100 years war between France and England saw the exchange of land and power between both countries and impacted how each nation was able to manage itself showing the importance of being a powerful king but also looking after your people. The War of Roses was a Civil War between the houses of York and Lancaster that would last 30 years and see the monarch change several times, weakening its power and bring an end to the middle ages. 	<ol style="list-style-type: none"> To explain the significance of the international relations between England and France during the Medieval Period. To analyse the causes and impact of civil war.
5	<ol style="list-style-type: none"> The Princes in the Tower were two legitimate heirs to the throne but were kept in the Tower of London by their uncle so he could have control. No one knows how or when the disappeared but they were never seen after their imprisonment. The War of the Roses and other factors such as the Black Death and the weakening of religious influence brought an end to the Middle Ages at the beginning of the 16th century. 	<ol style="list-style-type: none"> To use primary sources to make inferences and judgements about the past. To be able to make a judgement on the most important reason for the end of the middle ages.

Subject: Subject: History – How did power change during the later middle ages?

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> 1. Henry VII ended the War of the Roses by winning the Battle of Flodden, securing peace for England and starting the Tudor dynasty which would lay the foundations for political, religious and social change after the middle ages. 2. Henry VIII is arguably England's most famous monarch with many stereotypes such as being fat and greedy but, in his youth, he was a loyal, athletic and religious man who was never supposed to be King since he had an older brother called Arthur. 	<ol style="list-style-type: none"> 1. To understand how Henry VIII marked a new period in English history. 2. To analyse what Henry was like as a person to give context for the rest of his reign.
7	<ol style="list-style-type: none"> 1. The Field of the Cloth of Gold was a grand diplomatic ceremony between England and France that saw two young kings try and build an alliance while also trying to compete for power as both of the young men tried to prove they were stronger. 2. In 1517, Martin Luther nailed 95 suggestions to change the church which would accidentally start the Reformation and change the nature of Christianity in Europe forever by creating the protestant faith. 	<ol style="list-style-type: none"> 1. Assess the significance of historical events based on their impact. 2. To explain causes of the Reformation in Europe and assess if it was justified.
8	<ol style="list-style-type: none"> 1. The Reformation had a huge impact on every country in Western Europe that would lead to the creation of the Church of England, war and a new power struggle between the monarchy and religion. 2. Henry VIII would use reformation thinking to break away from the Pope and create his own church so that he could divorce Catherine and remarry Anne Boleyn, gain the churches' wealth and to try and stop the corruption within the church. 	<ol style="list-style-type: none"> 1. Assess the significance of an event based on the short and long term impacts, both positive and negative. 2. To explain how multiple causes can leader to one event.
9	<ol style="list-style-type: none"> 1. The impact of Henry's split with Rome would see society change in the UK from people's access to health care become limited as church hospitals close to rebellions such as the Pilgrimage of Grace. as people tried to hold on to their religious values. 2. Women in Tudor England were regarded as little more than property which meant they had to face many difficulties such as sexism and a lack of education. Henry was no exception, out of his six wives, two who were executed under his orders. 	<ol style="list-style-type: none"> 1. Explain the impact of religious and political change that is still felt today. 2. Continue to analyse the changing nature of women in society.
10	<ol style="list-style-type: none"> 1. Henry VIII is a very significant figure in history but there are many arguments that would label him as a hero such as protecting his nations interests while many see him as a villain as he say the execution of 30,000 people including two of his own wives. 2. Black people have played a role in British society since the Roman period and the Tudors were no exception having many roles such as royal trumpeter, shipwreck diver and front of house servant. 	<ol style="list-style-type: none"> 1. Make a decision on whether Henry was a hero or villain. 2. Continue to analyse the changing nature of minority communities within society.
11	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 7 Geography: Our fantastic world

Careers linked to topics we study this cycle are climatologist, conservationist, zoologist, artist, vet and environmental manager.

Week	I will need to know:	So that I can:
1 Biomes	<ol style="list-style-type: none"> 1. A biome is an area classified according to the species that live in that location. 2. There are five major types of biomes: marine (salt and freshwater), grassland, forest (tropical or temperate), desert, and tundra. 	<ol style="list-style-type: none"> 1. Describe the different biomes.
2 Climate	<ol style="list-style-type: none"> 1. Climate varies around the world because of altitude (for every 100m higher, the temperature drops by 1°C), distance from the equator (the further away from the equator, the colder it is), how far from the sea a location is (inland areas have a wider variation in temperature), and wind (wind can either bring warm or cold air to a place). 	<ol style="list-style-type: none"> 1. Explain why different biomes exist around the world.
3 Cold deserts	<ol style="list-style-type: none"> 1. A cold desert is an area which has very little rainfall and is generally below 0°C e.g. Antarctica or the Arctic. 2. To survive animals and plants must be adapted to these conditions e.g. to keep warm penguins huddle together and polar bears have thick coats. 	<ol style="list-style-type: none"> 1. Describe the characteristics of a cold deserts. 2. Explain how different animals are adapted to the climate in cold deserts.
4 Svalbard	<ol style="list-style-type: none"> 1. Svalbard is a mixture of the polar and tundra biome as 60% is covered in glaciers. 2. For over 2 months Svalbard is in complete darkness. In the summer months it is light for 24 hours a day. This means that their lifestyle is very different to ours. Main jobs there include science research, fishing and tourism (people organising holidays). 	<ol style="list-style-type: none"> 1. Understand what life is like in the polar and tundra biomes.
5 Temperate forest	<ol style="list-style-type: none"> 1. Temperate deciduous forests go through four seasons: Winter, Spring, Summer, and Fall. 2. Leaves change colour in autumn, fall off in the winter, and grow back in the spring; this adaptation allows plants to survive cold winters. 	<ol style="list-style-type: none"> 1. Explain why temperate forests go through four seasons and the impact that has.

Year 7 Geography: Our fantastic world

Week	I will need to know:	So that I can:
6 Rainforests	<ol style="list-style-type: none"> 1. The Amazon rainforest covers much of northwestern Brazil and extends into Colombia, Peru and other South American countries, and is the world's largest tropical rainforest. It is home to 10% of the world's species. 2. The Amazon is facing the threat of deforestation. Large companies want to continue cutting down trees as it helps them make money whereas wildlife charities like WWF want to protect the rainforest. 	<ol style="list-style-type: none"> 1. Discuss the reasons why there is conflict over protecting the Amazon rainforest.
7 Hot deserts	<ol style="list-style-type: none"> 1. Hot deserts receive less than 5% of Earth's annual rainfall and temperatures can reach 40°C during the day but drop below freezing in the night. 2. This means there are large water shortages in hot deserts, and it can be a challenge living there. Las Vegas is an example of a city in a hot desert which manages the challenging conditions by using water saving techniques and water transfer systems. 	<ol style="list-style-type: none"> 1. Assess the success of solutions to the challenges faced in hot deserts.
8 Coral reefs	<ol style="list-style-type: none"> 1. For a coral reef to survive the water must be warm (23°–29°C), there must be a lot of sunlight (in shallow water) and there needs to be a supply of plankton for food. 2. The Great Barrier Reef is the world's largest coral reef. It provides jobs for locals in tourism, protects the coasts from large storm waves and is a habitat for thousands of species. 	<ol style="list-style-type: none"> 1. Explain why coral reefs are important.
9 Maldives	<ol style="list-style-type: none"> 1. The Maldives is a group of Islands that is facing the risk of sea level rising and sea temperatures rising. 2. When water is too warm, corals will expel the algae living in their tissues causing the coral to turn completely white (coral bleaching). This is threatening people's jobs and livelihoods in the Maldives. 3. To encourage new coral growth metal frames are being placed in the sea with small branches of coral that are attached and spread out to create 'coral nurseries'. 	<ol style="list-style-type: none"> 1. Explain how new coral growth is being encouraged in the Maldives.
10 Research project	<i>In this lesson you will be researching the biome you would most like to live in and the threats it is facing. You will be making a presentation.</i>	<ol style="list-style-type: none"> 1. Make a presentation explaining which biome I think would be the best to live in and why.
11	Leader's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

French Year 7 Cycle 3

Foreign languages are an important tool for communication in many jobs, for example: **Flight attendant, travel blogger, any international business!**

Week	I will need to know:	So that I can:
1 + 2 Tu es comment? (personality)	<ol style="list-style-type: none"> Je suis gentille et polie. Il est toujours curieux mais timide. Je ne suis pas branchée. 	<ol style="list-style-type: none"> Describe my personality. Describe other people's personality using adjectives which agree (masculine or feminine). Understand and use negative sentences.
2 + 3 Tu es comment? (appearance)	<ol style="list-style-type: none"> Je suis assez grande. Il a les cheveux bruns. J'ai les cheveux roux et les yeux bleus. 	<ol style="list-style-type: none"> Describe what I look like. Describe what other people look like putting the adjectives in the correct order.
3 + 4 Tu as des frères ou des sœurs?	<ol style="list-style-type: none"> Un père – une mère – un frère – une sœur. Ma mère a les cheveux blonds et les yeux marron. Je n'ai pas de frère ou de sœur. Je suis fils unique. 	<ol style="list-style-type: none"> Say all the different members of my family. Describe my family (age, name, personality and what they look like).
4 + 5 Qu'est-ce que tu aimes / n'aimes pas au collège et pourquoi?	<ol style="list-style-type: none"> J'aime beaucoup la géographie. - Ma matière préférée c'est l'anglais parce que c'est intéressant. Je n'aime pas l'EPS parce que le prof n'est pas sympa. 	<ol style="list-style-type: none"> Give my opinion about all the school subjects. Justify my opinion using <i>parce que</i> and give a reason. Say which subjects I don't like and why.
6 Quelle heure est-il?	<ol style="list-style-type: none"> Speaking assessment. Il est dix heures et quart. Le lundi matin à neuf heures, j'ai l'histoire. 	<ol style="list-style-type: none"> Mid point assessment (questions and answers). Say what time it is. Describe my school timetable using the time.

French Year 7 Cycle 3

Week	I will need to know:	So that I can:
7 tu as ... a quelle heure?	<ol style="list-style-type: none"> 1. Le vendredi après-midi à une heure trente j'ai l'informatique. 2. Le matin, j'ai les sciences et je pense que c'est amusant. 3. Le déjeuner est à midi et demie et je pense que c'est genial. 	<ol style="list-style-type: none"> 1. Talk and give my opinion about the different parts of my school day.
8 ma journée scolaire.	<ol style="list-style-type: none"> 1. On étudie – on bavarde – on rigole. 2. On finit les cours à trois heures et demie. 3. À la récré, on mange à la cantine. 	<ol style="list-style-type: none"> 1. Describe what I do with my friends at school using on (we). 2. Use a wider variety of verbs to describe my school day.
9+10 qu'est-ce que tu manges?	<ol style="list-style-type: none"> 1. Au déjeuner, je mange du poisson, de la glace à la fraise et des crudités. 2. Qu'est ce que tu manges à la cantine ? 	<ol style="list-style-type: none"> 1. Describe what I eat using the correct form of some (du / de la /des). 2. Talk about the food I eat at break and lunchtime. 3. Ask other people questions about the food they eat.
10 revisions	<ol style="list-style-type: none"> 1. Je suis très sportive. Au college, j'adore l'EPS parce que le prof est sympa. 2. Ma soeur est blonde et a les yeux bleus. Elle aime l'histoire, je pense que c'est ennuyeux. 3. À 11 heures j'ai la récré et je pense que c'est fantastique parceque on bavarde avec mes amis. 	<ol style="list-style-type: none"> 1. Write a paragraph about me, my family and my school day in details.
11	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 7 Art – Carnival Dragon

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:
1 Cultural analysis	That Chinese New Year is also known as Lunar New Year or the Spring Festival . As the Chinese use the lunar calendar for their festivals the date of Chinese New Year changes from year to year. The date corresponds to the new moon (black moon) in either late January or February. The spring festival celebrates the start of new life and the season of ploughing and sowing.	Create an imaginative research page in the style of Chinese New Year. Critically analyse the artwork using a writing structure that links the artwork 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.
2 Presentation	The dragon is an important symbol in Chinese culture. They symbolise courage, confidence and adventurousness , whilst being seen to represent success and ambition.	Present the analysis in a way that shows understanding of the subject matter and formal elements used in the work.
3 Using simple shapes	That Chinese artists employ a technique where they create designs using simple shapes. They then build detail into a design from a basic outline	Create multiple designs using contextual influences Create at least 2 designs for a Chinese carnival dragon head. Develop a final design
4 Clay hand building techniques	How to observe and understand art processes and techniques through demonstration and questioning. The process, techniques and tools of clay / ceramics and hand-building . That there are 3 different handbuilding techniques- pinch, coil and slab . That there are health and safety issues surrounding ceramics processes. How to respond to the work of an artist to inform own work and create designs.	Practice clay processes of hand-building techniques in a safe and effective way. Draw out an individual design for clay piece with annotations to show intention and understanding.
5 Clay markmaking texture	That the properties of clay are mixed. Clay comes in many varieties with different properties. Different clays have different uses. Some clay is strong and <i>durable</i> , making it ideal for large-scale or outdoor use. Other types are chosen for their colour, texture or flexibility. Earthenware clay is plastic in texture.	Manipulate, mould and securely join clay to create a dragon head

Subject: Y7 Art. Cycle 3

Week	I will need to know:	So that I can:
6	Which clay hand-building techniques to use to effectively fulfil a design. How to add embellishment s and decoration to clay work.	Build a 3-dimensional clay sculpture of a dragon head using clay techniques appropriately and effectively.
7 Colour designs	How to blend coloured pencil using harmonious colours and tonal ranges. How to layer coloured pencils and use varied pressure and densities to	Use colour theory to smoothly and gradually blend coloured pencils to enhance my design.
8 Paint models	How to add colour to bisque fired clay , paying attention to the properties of clay work and which materials are appropriate to use on the surface. Blend and mix paint to show understanding of the colour wheel. How tints are created adding white to a colour, and tones are created by adding white. How to use a brush in order to accurately create a pattern with fine detail	Finish my clay sculpture dragon head with colour and detail to create a detailed decorative and successful final outcome. Blend paint skillfully on a 3D form Mix a range of colours. Paint pattern and detail with some accuracy.
9 Refine details		
10	Clear and impactful presentation allows others to see your work at it 's best. Meaningful annotation incudes identifying strengths and where success criteria has been fulfilled – WWW (What Works Well) and also how improvement s could be made to develop practical skill and theoretical knowledge – EBI (Even Better If) .	Create a neat presentation of my work with clear titles and reflective annotation
11	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 7 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>Shot Putt – When performing a shot putt 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.</p> <p>So that I can apply techniques to safely throw the shot</p>	<p>Middle Distance- 800m 800m is a middle-distance event. 800m is 2 laps of the track. Pacing is running the race at a consistent pace to ensure that the athlete does not tire too much before the end of the race. Complete an 800m race. So that I can apply pacing skills during an 800m race to ensure I can complete the event.</p>
<p>Discus – When throwing the discus, it is held in dominant hand with just the fingertips. The non-throwing hand used to aim and support discus in throwing hand. Momentum is built by rotating the body back and forth. Discus is released from the front of the hand off of the index finger (first finger). To gain extra distance the phrase chin-knee-toe should be used. This encourages use of the legs in the performance.</p> <p>So that I can apply techniques safely throw the discus</p>	<p>Sprinting- Sprint Start Sprint starts are performed with the athlete kneeling on the ground. The athlete goes into this position on the command 'take your marks'. The athlete raises up on the command 'set' and begins to run on command 'go'. Good sprinting technique involves both arms and legs moving powerfully straight up and down. So that I can perform a sprint start effectively and maintain good technique in the race.</p>
<p>Javelin– 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, you can aim higher and introduce a three step run up. This encourages use of the legs in the performance. So that I can apply techniques to safely throw the javelin.</p>	<p>Sprinting- 100m 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 apply all the phases to run a sprint race.</p>
<p>High Jump – A legal high jump is one where the performer takes off from one foot. All jumps can be split into four components – Approach, take-off, flight, and landing. A high jump can be performed using a scissors of Fosbury flop technique. A safe landing is one where the performer lands on the top of their back. The performer takes off of the nearest foot to the bar. So that I can perform a legal and safe jump in High jump</p>	<p>Relay – change overs Upsweep is where the baton is moved in an upward direction and placed in next runners hand between thumb and index (first) finger. Down-sweep is where the baton is moved in a downward position and placed in the next runners palm of their hand. Baton is passed to next runners opposite hand – e.g. left to right or right to left. So that I can perform change overs effectively and efficiently during a relay race.</p>
<p>Competition 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 apply learnt skills and techniques to competitive situations.</p>	<p>Competition 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 apply learnt skills and techniques to competitive situations.</p>

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

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

Cricket	Rounders
<p>Fielding – long and short barrier Long barrier performed by placing one knee behind heel of foot of other leg. Arms placed in front of knee with hands pointing towards the ground. Short barrier performed with hand lined up with a foot which is placed side on to the ball. So that I can <u>understand</u> how to stop the ball in cricket</p>	<p>Fielding – long and short barrier Long barrier performed by placing one knee behind heel of foot of other leg. Arms placed in front of knee with hands pointing towards the ground. Short barrier performed with hand lined up with a foot which is placed side on to the ball. So that I can <u>understand</u> how to stop the ball in Rounder/Softball</p>
<p>Batting – Defensive shots The bat is held with both hands, with both Vs (between thumb and index finger) pointing down the grip. Dominant hand should be the bottom hand. Forward defence shot performed by angling the bat towards the ground to avoid ball being hit in the air. Follow through is stopped a point of contact and front elbow remains high. Head position is over the ball at point of contact. So that I can <u>perform</u> a defensive shot in cricket and protect my stumps.</p>	<p>Fielding – 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>Batting – Attacking shots The bat is held with both hands, with both Vs (between thumb and index finger) pointing down the grip. Dominant hand should be the bottom hand. A front foot drive is performed by angling the bat towards the ground to avoid ball being hit in the air. Follow through is through the ball with bat ending up high by head. So that I can <u>perform</u> a front foot drive to score runs in cricket.</p>	<p>Batting Bat is held in one hand. Batter stands at a right angle to bowler. Non dominant shoulder nearest to bowler. Batter watches the ball all the way on to the bat. Bat is swung horizontally backwards then forward to contact the ball. Only attempt to hit a ball which is bowled between knee and shoulder height. So that I <u>apply</u> batting technique to hit the ball and attempt to score rounders.</p>
<p>Bowling Bowling is performed by keeping delivery arm straight and releasing the ball at approximately the 1 o'clock position. Ball is held by thumb and index and middle finger. Thumb placed on the side of the ball. Index and middle finger placed on seam of the ball. Non bowling arm used to aim. Body should be side on when releasing the ball with head looking over non bowling arm shoulder. Ball should bounce once before reaching stumps/batter. So that I can <u>perform</u> a legal bowling action in cricket.</p>	<p>Bowling A legal ball is bowled between the batter's knee and shoulder and on bat side of their body. Ball is bowled with one hand. Hand starts by side, swing back and then forwards releasing ball at hip height. Stand side on with non-dominant hand nearest batter. Use non-dominant hand to aim. So that I can <u>perform</u> the role of bowler in a game of rounders/softball.</p>
<p>Games play Use the skills learnt within a conditioned game of cricket, to perform the roles of fielder, batter and bowler. Understand some basic rules of the game. Runs are scored by changing ends with a partner after the ball has been bowled. A run out occurs if the stumps are hit by a fielder before a player has reached the opposite end of the wicket. So that I can <u>apply</u> learnt skills and techniques to competitive situations.</p>	<p>Games play Use the skills learnt within a conditioned game of Rounders to perform the roles of fielder, batter and bowler. Runs are scored in Rounders at base two (½) 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"> 1. Spring season is a big part of Japanese culture. 2. Japanese instruments include taiko drums, shakuhachi, shamisen and koto. 3. Drones and specific scales are typical features of Japanese music. 	<ol style="list-style-type: none"> 1. Understand how and why Japanese people celebrate specific times of year. 2. Listen to and identify them. 3. Incorporate them successfully into your performance.
2	<ol style="list-style-type: none"> 1. The Japanese mode is a pentatonic scale. 2. The Japanese mode in A is A-B-C-E-F. 	<ol style="list-style-type: none"> 1. Understand how the melody is created in the Sakura Sakura. 2. Successfully play the Japanese mode and implement it in the performance.
3	<ol style="list-style-type: none"> 1. A drone in music is a held, repeated note – usually played in a lower pitch. 2. A drone played on piano sounds effective in octaves. 	<ol style="list-style-type: none"> 1. Understand how the LH part is created in Sakura Sakura. 2. Improve on the sonority of the performance.
4	<ol style="list-style-type: none"> 1. The hardest part of the performance is coordinating the change in the drone notes with the melody. 2. Each section of the melody is played at a specific register – they should not cross octaves. 	<ol style="list-style-type: none"> 1. Focus on rehearsing that specific section of Sakura Sakura for a cohesive performance. 2. Ensure the performance is accurate.
5	<ol style="list-style-type: none"> 1. The Japanese mode and use of drones combine to create an authentic Japanese piece. 2. Logic has a Japanese koto instrument. 	<ol style="list-style-type: none"> 1. Have a deeper understanding of the make-up of the piece, which will help with the overall performance. 2. Create an even more authentic Japanese timbre.

6	<ol style="list-style-type: none"> 1. The melody of Sakura Sakura is mainly played on the beat, with only a few select notes played in shorter note values. 2. The most difficult section is the last two bars. 	<ol style="list-style-type: none"> 1. Perform the rhythms accurately. 2. Prepare myself to perform the entire piece.
7	<ol style="list-style-type: none"> 1. To make the piece more expressive, I can add articulation and dynamics. 2. Crescendos and diminuendos add another layer of expression dynamically. 	<ol style="list-style-type: none"> 1. Improve on the dynamic expression of the performance.
8	<ol style="list-style-type: none"> 1. That getting better as a musician takes training and practice. 2. Thickening the texture of the drone to octaves makes an even more authentic performance. 	<ol style="list-style-type: none"> 1. Exercise patience when rehearsing. 2. Challenge myself to perform to a higher level.
9	<ol style="list-style-type: none"> 1. To rehearse specific sections that you are stuck at, and not start from the beginning all the time. 	<ol style="list-style-type: none"> 1. Rehearse efficiently.
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	Scholar's Prep: 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	<u>Super teaching week</u> – Clearing up misconceptions 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: RS – Eastern religions and Philosophy

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.

Week	I will need to know:	So that I can:
1	<p>Several experiences in Guru Nanak's life influenced his belief in God. For example:</p> <ul style="list-style-type: none"> As a boy Nanak had a disagreement with his father about touching untouchables Cows ate all of Guru Nanak's crop, but God replaced the crop so that Nanak could do God's work instead 	<ul style="list-style-type: none"> Give my own opinion about which aspect of Guru Nanak's life are important Use evidence to support points about how Guru Nanak's life has influenced his identity using the structure PEE
2	<ul style="list-style-type: none"> The Mool Mantar is a statement of faith for Sikhs. It states that there is only one God and that he created the world The Mool Mantar explains to Sikhs how they should understand God, and this influences their beliefs. For example, Sikhs believe there is only one God, so there are different ways that different people experience the same God 	<ul style="list-style-type: none"> Explain important Sikh beliefs about God Explain how the Mool Mantar influences Sikh beliefs Consider how belief in a God influences someone's identity
3	<ul style="list-style-type: none"> A Gurdwara is a Sikh temple or place of worship Each Gurdwara contains a Langar, a place where a meal is provided for free for all who attend. Sewa means selfless service to others and is an important part of worshipping There are many distinctive features of a Gurdwara, including for example a Guru Granth Sahib, or the Sikh holy book. 	<ul style="list-style-type: none"> Explain the key features of a Gurdwara Explain how people worship in a Gurdwara Explain how a Gurdwara influences Sikh identity
4	<ul style="list-style-type: none"> There are ten human gurus and a final guru that is a book called the Guru Granth Sahib The Khalsa is a community of devoted and committed Sikhs who have taken a sacred oath to follow certain rules and principles, founded by Guru Gobind Singh the tenth guru The Khanda is the symbol of the Khalsa 	<ul style="list-style-type: none"> Explain why Sikhs become members of the Khalsa Consider why being part of a community is important for your identity
5	<ul style="list-style-type: none"> Members of the Khalsa wear the 5 Ks as an outward sign of their membership in the group. The 5 Ks are: Kesh: Uncut hair, a symbol of accepting the way God made them. Kangha: A wooden comb to keep the hair neat and clean. Kara: A steel bracelet, which represents unity and protection. Kachera: Special undergarments, a reminder of leading a disciplined life. Kirpan: A small dagger, symbolising the duty to defend the truth and protect others. 	<ul style="list-style-type: none"> Explain what the 5 Ks are and what they symbolise Evaluate the strengths and weaknesses of wearing the 5 Ks Consider how what we chose to wear is important to our identity

Subject: RS – Eastern religions and Philosophy

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> 1. Hinduism is older than any other living religion. 2. Hindus refer to Hinduism as Sanatana Dharma which means eternal law 3. Brahman is the Hindu word for God, Brahma is the creator deity, and the Trimurti are the three deities involved in the creation, preservation and destruction of the universe 	<ol style="list-style-type: none"> 1. Recall an example of a Hindu creation myth 2. Define key terms such as Brahman, Brahma and Trimurti 3. Consider whether it matters if myths contain scientific Truth
7	<ol style="list-style-type: none"> 1. A deity is a god or goddess, a murti is an image of a deity in the form of a statute and an avatar is a god who comes to earth as a human or animal 2. Hinduism has many gods and goddesses who perform different roles, for example Ganesha is a god who removes obstacles 3. Different Hindus have different beliefs about the importance of each god and goddess 	<ol style="list-style-type: none"> 1. Understand that Hindu belief in gods and goddesses is very diverse, and can differ from family to family 2. Explain the role of 3 different gods or goddesses 3. Consider the strengths and weaknesses of believing in many forms of god
8	<ol style="list-style-type: none"> 1. A shrine is a special place that is dedicated to something/ someone important. 2. A Mandir is a Hindu place of worship 3. Puja is the word in Hinduism for worship of the deities. A Puja tray will have six key features: a bell, a dish containing sandalwood, food offerings, a pot containing holy water, an incense stick and an arti lamp 	<ol style="list-style-type: none"> 1. Define key terms such as shrine, Mandir and Puja 2. Explain the features of a puja tray 3. Consider how the puja tray can use the 5 senses to communicate with god
9	<ol style="list-style-type: none"> 1. The atman means the true self or soul and is considered by Hindus to be part of Brahman 2. Samsara is the repeated cycle of birth and death, 3. Moksha is the release of your atman from being reborn - reuniting with Brahman. 4. Reincarnation is the belief that your atman moves to another body when you die 	<ol style="list-style-type: none"> 1. Define key terms such as atman, samsara, moksha and reincarnation 2. Explain how these concepts relate to one another in Hindu belief
10	<ol style="list-style-type: none"> 1. The Ramayana story tells us about Rama and Sita and their escape from Ravana, helped by the deity Hanuman 2. The story is celebrated as the eventual triumph of good over evil and is celebrated by Hindus during the festival Diwali 	<ol style="list-style-type: none"> 1. Recall the events of the Ramayana story 2. Consider why the Ramayana story is important to Hindus today 3. Explain how and why Diwali is celebrated
11	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

English Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Naïve	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 naïve 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	Prejudice	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 prejudice when they arrive in a country because people do not understand what they have faced.
4	Credulous	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 credulous when they arrive to a new country because they naively believe it is safer than their home country.
5	Duplicitous	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 duplicitous is to say that someone is two faced. A s
6	Despondence	A feeling of depression, being downcast, disheartened and hopeless.	Refugees can often enter into a state of despondence because of the harrowing journeys that they take and the experiences that they have in the countries that they flee.
7	Apathy	A lack of interest, enthusiasm or concern.	There is sadly a widespread apathy to the suffering of refugees worldwide.
8	Empathy	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 empathy towards refugees and welcome and support them.
9	Dejected	A feeling of being miserable unhappy and disappointed. It is often in reaction to an event.	Some refugees feel dejected following the trauma they have experienced.
10	Perspective	A person's point of view	From the perspective 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 themes 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 simile
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 metaphor
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 powerful verb 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 narrative voice 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 coming of age 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 bildungsroman story. In the Sea there are Crocodiles is a bildungsroman narrative.

Maths Curriculum Dictionary: Tier Two Words

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

Year 8 Science Cycle 2: Mixtures and Materials

Glossary

Word	Definition
Catalyst	a substance that speeds up a chemical reaction and is not used up in the reaction
Chromatography	Used to separate different coloured substances
Composite	A material made from two or more different materials
Compound	A substance made of two or more different atoms chemically bonded together.
Distillation	Separating substances by boiling and condensing liquids.
Element	A substance made of only one type of atom
Evaporation	A way to separate a solid dissolved in a liquid by the liquid turning into a gas
Filtration	Separating substances using a filter to produce a filtrate (solution) and residue
Mixture	A substance with 2 or more elements/compounds present not chemically bonded.
Polymer	Large long-chain molecules made up of lots of small molecules joined together
Solute	The dissolved substance in a solution.
Solution	Mixture formed when a solute is dissolved in a solvent
Solvent	The liquid in which the solute dissolves to form a solution.

Science: Energy & Electricity and Home

Glossary

Word	Definition
Current	The rate of flow of charge around a circuit.
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.
Kinetic energy	The energy associated with the movement of an object.
Non-renewable	A resource of which there is only a limited amount, which will run out
Potential difference	The amount of energy given per unit charge.
Power	The amount of energy transferred per second, measured in Watts (W).
Renewable	A resource that will not run out.
Resistance	A quantity that indicates how much current is slowed down by.
Store	On object that stores energy.
Transfer	Giving of an amount of a quantity from one object to another.
Transformer	An electrical device that is used to either increase or decrease the voltage.
Work done	The amount of energy transferred to an object.

History Curriculum Dictionary: Tier Two Words

Topic	Word	Definition	In a sentence:
Middle ages	Monarch	The royal leader of a nation such as a King or Queen.	Henry VIII is a famous monarch of England.
Middle ages	Impact	What happens after an event as a direct result of what happened.	An impact of war is lots of death due to the killing on the battlefield.
Middle ages	Civil War	A war between two groups of people within the same country.	England was fighting a civil war between the families of York and Lancaster during the War of the Roses.
Middle ages	Democracy	When the people of a country get a say in how the nation is run.	The Magna Carta was England's first step towards democracy as the King had to listen to his Barons.
Tudors	Dynasty	A family of rules of a country.	Henry VII started the Tudor dynasty that would see his son and three of his grandchildren rule England.
Tudors	Diplomacy	The managing of relations between two countries.	Henry VIII and Francis used diplomacy to build a friendship before they went to war.
Tudors	Alliance	A union of friendship between two countries.	Henry VIII and Francis wanted to build an alliance.

History Curriculum Dictionary: Tier Three Words and terms

Topic	Word	Definition	In a sentence:
Middle ages	Magna Carta	Meaning 'Great Charter', it was the set of rules that put limits on King John's power.	The Magna Carta was signed in 1215.
Middle ages	War of the Roses	The name of the civil war between the houses of York and Lancaster.	The War of Roses was fought between 1455 and 1487.
Tudors	Field of the Cloth of Gold	The diplomatic meeting of Henry VIII and Francis I of France to try and build an alliance.	The Field of the Cloth of Gold took place in 1520.
Tudors	Reformation	The period of change in the church that saw the split of Catholic and Protestant religions.	The reformation started since Martin Luther disagreed with many corrupt practices within the catholic church.
Tudors	Split with Rome	When Henry VIII became head of the Church of England and took power away from the Pope.	Henry split with Rome so he could get a divorce and marry Anne Boleyn while taking the church's wealth and power.

Geography Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Species	A species is a group of organisms (type of animal or plant) able to breed (have babies).	Different species live in the North Pole compared to the rainforest.
2	Climate	The average weather conditions in an area over 30 years	The climate of the UK is mild and wet.
3	Adaptation	When a species changes to become better suited to the environment.	Polar bears are adapted to the cold weather as they have thick fur.
4	Glacier	A slowly moving river of ice.	There are over 2,100 glaciers on Svalbard.
5	Season	A period of the year that is distinguished by special climate conditions. The four seasons—spring, summer, fall, and winter—follow one another regularly. Each has its own light, temperature, and weather patterns that repeat yearly.	Winter is a cold season .
6	Deforestation	Cutting down the forest to use the wood/clear the land.	Over 20% of the Amazon has been deforested .
7	Water transfer	The physical movement of water from one location to another.	Water transfer systems are used in Las Vegas.
8	Coral reef	A mound or ridge of living coral.	The Great Barrier Reef is a coral reef .
9	Livelihood	A means of supporting one's existence.	Fishing provides a livelihood for many coastal communities.

Curriculum Dictionary: Tier Three Words

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

Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Harmonious	Harmonious colours sit beside each other on the colour wheel. These colours work well together and create an image which is pleasing to the eye. Harmonious colours may also be referred to as analogous colours.	The three-colour harmonious set he used was: Yellow, Green-yellow and Green
2	Tints	Tint refers to any hue or mixture of pure colours to which white is added. Pastel colours are generally tinted colours. Tinted colour remains the same colour, but it is paler than the original.	She added a lot of white paint to her colour to create a tint .
3	Tones	Tone is a hue or mixture of pure colours to which only pure grey is added (equal amounts of black and white). Adding grey to a colour will make the intensity much duller.	They added grey tone to their colour and it became very dull.
4	Shades	Shade is a hue or mixture of pure colours to which only black is added. It contains no white or grey. Shade darkens the colour, but the hue remains the same. When mixing a shade, begin with the colour itself then add black one drop at a time.	He added a lot of black paint to his colour to create a shade .

Physical Education Curriculum Dictionary: Tier Two/Three Words

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

Curriculum Dictionary: Tier Two Words

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

Curriculum Dictionary: Tier Three Words

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

RS Curriculum Dictionary: Tier Two/ Three Words

Topic	Word	Definition	In a sentence:
Sikh	Untouchable	A term used in some societies to describe a group of people who were considered to be at the bottom of the social order	In some parts of the world, there used to be unfair rules that made certain people feel like they were untouchable , but thankfully, society is changing to treat everyone equally.
Sikh	Guru	A wise person or teacher; a person who shares important knowledge and helps others learn and grow spiritually	The wise guru in the story taught the young hero important lessons about bravery and kindness
Sikh	Gurdwara	A Sikh temple where Sikhs come together to pray, learn, and celebrate.	During our school trip, we visited a gurdwara , and we learned about the Sikh religion and their beautiful place of worship
Sikh	5 Ks	Five important symbols for many Sikhs that represent their faith and beliefs	Sikhs who follow the Khalsa community wear the 5 Ks as symbols of their faith and commitment to Sikhism
Sikh	Untouchable	A term used in some societies to describe a group of people who were considered to be at the bottom of the social order	In some parts of the world, there used to be unfair rules that made certain people feel like they were untouchable , but thankfully, society is changing to treat everyone equally.
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Sikh	Gurdwara	A Sikh temple where Sikhs come together to pray, learn, and celebrate.	During our school trip, we visited a gurdwara , and we learned about the Sikh religion and their beautiful place of worship
Hindu	Deity	A god or goddess	Hindu families might show respect for the them by offering him or her food deity that is most important to
Hindu	Shrine	A special place or small building where people go to pray or show respect o something or someone they believe is holy or important	Every year, people from all around the city gather at the shrine to light candles and offer flowers as a sign of their respect
Hindu	Karma	A belief that says when you do good or bad things, good or bad things are more likely to happen to you.	He felt sure that falling over that day was karma for his unkindness to his friend
Hindu	Triumph	Success or winning over something	She knew in her heart that eventually good would always triumph over evil







Oakbank

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



Oakbank