The **Scholar's Guide**

Year 10

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 in involved 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 though 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 results 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 earing 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
Example	*5*	*5*	*Well done for being in every day this week!*
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	

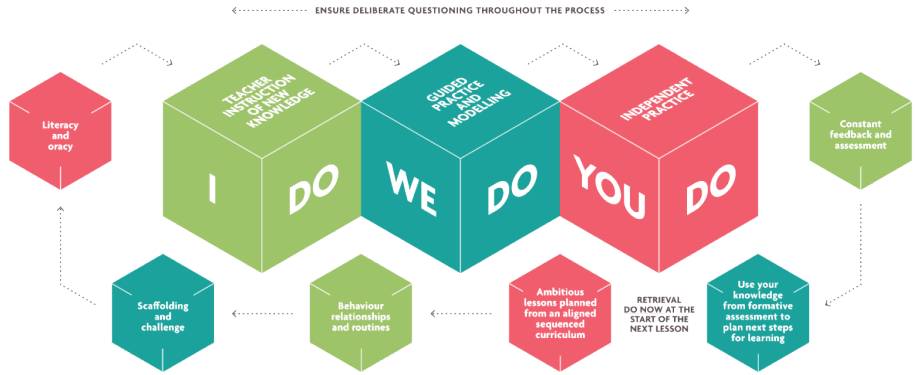
Teaching and Learning: The Anthem Way – what to expect:

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.

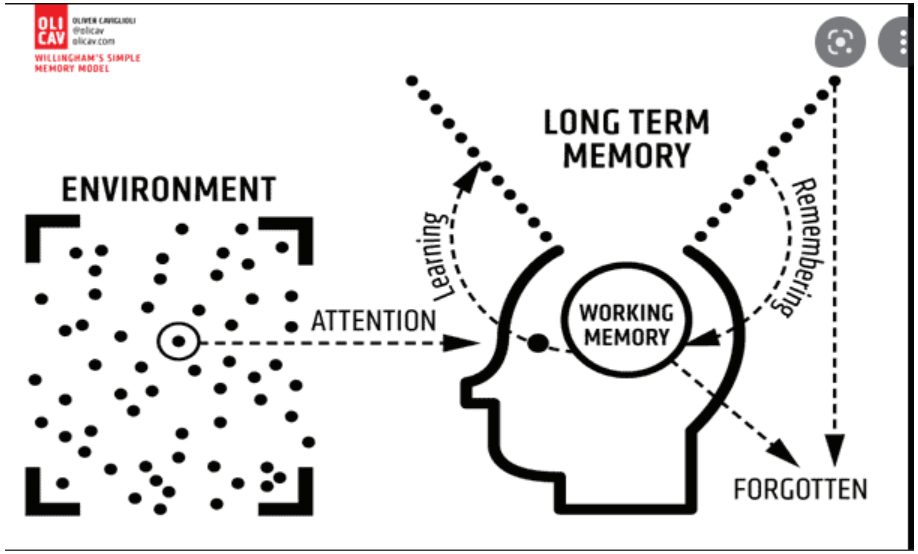
I DO: This is when a teacher (who is expert) explains new knowledge or demonstrates a new skill.

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!

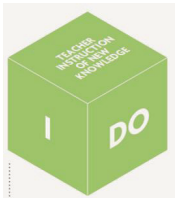
What should you be doing at each stage of the lesson?

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?

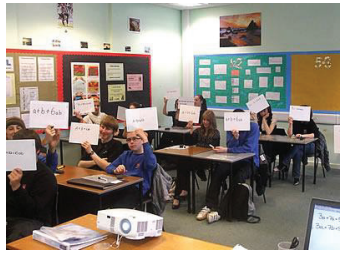
This is the time to show what you have learned and practice so that you become fluent.
You might:
Write a paragraph to demonstrate your new knowledge
Complete a quiz to assess your understanding of what you have learnt
Complete an exam question

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:

1. **Conflict** and **war** are not the same thing. **Conflict** can have lots of different meanir or opposition; or a fight. **War** means a state of armed conflict between countries or
2. The **physical causes** of conflict include disagreement over **water supplies**, **food s** as oil. The **human causes** of conflict include where a **countries border** is; **religiou**
3. 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 Wa of Germany became Poland. The way Germany felt about the moving border was o

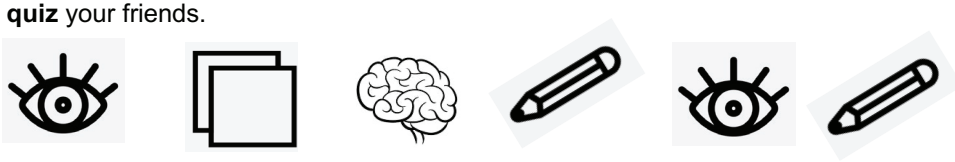
So that I can:

1. **Define** conflict and know the difference between war and conflict.
2. **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**.

English Literature: A Christmas Carol

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

Week	I will need to know:	So that I can:
1	1. *A Christmas Carol* was written by Charles Dickens in the Victorian era. At the time it was written Victorian society was experiencing an Industrial Revolution. Economist Thomas Malthus believed the surplus population deserved to die if they could not support themselves. 2. Dickens despised the New Poor Law of 1834, which sought to reduce the money spent on the poor by expanding the workhouses. Dickens himself, experienced poverty and abandonment which he believed the poor laws exacerbated for the lower classes. 3. Appalled by the Malthusian attitudes of the time, Dickens uses the character of Scrooge as a tool represent the selfishness and avarice of the Victorian Capitalist classes. Scrooge's nephew Fred, is the antithesis of Scrooge and represents the Christian ideologies of benevolence and Christmas Spirit. 4. Scrooge and Marley are presented by Dickens, using the language of Christianity, as divinely condemned due to their greed and avarice. 5. Motivated by the desire to create social reform, Dickens uses the avaricious Scrooge as a tool to highlight the morally corrupting influence of money and excessive wealth. Scrooge is described as a "covetous old sinner" who claims the working class "*had better do it and decrease the surplus population*." 6. Scrooge is a misanthropic, miserly employer who only sees his employees in terms of profit.	1. Explore the context of the novella 2. Understand the New Poor Laws of 1834 3. Explore Malthus' theory 4. Understand Dickens' introduction and the characterisation of Scrooge and Fred
2	1. Dickens uses an asyndetic list of verbs to demonstrate the extent of Scrooge's selfish ways. "squeezing, wrenching, grasping, scraping, clutching" these descriptive terms highlight Scrooge's miserly behaviour. They paint a vivid picture of a man who tightly grips his wealth, forcefully extracts value from others, and refuses to let go or share his resources. The simile 'solitary as an oyster' epitomises 'Scrooge's misanthropy, his self-imposed isolation. However, some oyster's contain pearls and so Dickens suggests that Scrooge can redeem himself. 2. Dickens uses the character of Jacob Marley to strike fear into contemporary readers. Marley's description of his tormented afterlife serves as a warning to members of the upper class who ignore disadvantaged members of society. The quote "No rest. No peace. Incessant torture of remorse" It conveys his mental and spiritual anguish, emphasizing his remorse for the way he has lived his life and treated those around him. The absence of rest and peace, coupled with the unrelenting torture of remorse, accentuates the internal struggle that Scrooge undergoes throughout the story.	1. Successfully analyse an extract from Stave 1 2. Write about how Dickens introduces the characters of Scrooge and Marley and the themes they symbolise.
3	1. In Stave 2, The **Ghost of Christmas Past** personifies **memory** and uses the power of **nostalgia** to bring about a change in Scrooge "*And what was light one instant, at another time was dark, so the figure itself fluctuated in its distinctness.*" 2. The Ghost of Christmas Past is used by Dickens to **personify memory** itself: *fluctuating, changing, relative*. Yet, the ghost also represents Scrooge's **repressed self-knowledge** and its **supernatural** strangeness makes clear that the Ghost will reveal hard truths for Scrooge, much as the text reveals such truths for readers. 3. Experiencing these memories induces a feeling of **nostalgia** in Scrooge, "*A lonely boy was reading near a feeble fire.*" Dickens' uses the vision of Scrooge as a child to demonstrate how **misanthropy and isolation** to emerge from childhood trauma and suffering Dickens invites his contemporary reader to consider the historical source of their own negative traits to order to **transform and achieve salvation**. 4. Dickens attempts to use Fezziwig to model the **antithesis** of Scrooge's model of **alienating, exploitative capitalism**; here, Fezziwig presents a model of socially responsible capitalism that facilitates emotional and social connection with the worker. Through Fezziwig, Dickens is promoting an **alternate model of socially** responsible capitalism in which capital serves the welfare of the worker and society rather than itself.	1. Analyse Dickens' presentation of the Ghost of Christmas Past, Fezziwig and Belle in Stave 2. 2. Understand key events in Scrooge's childhood
4	1. The image of the '*golden idol*' is used to exemplify the **superficial** and immoral character of Scrooge's love of wealth and serves to warn Dickens' Victorian leadership against the '*displacement*' of true, Christian morals and desire. 2. Dickens uses the character of Belle to convey Scrooge's deep feeling of regret for persistently idealising the pursuit of wealth over human relationships. When Scrooge muses that he might have liked a daughter to be 'the springtime in the haggard winter of his life' the reader learns that not only is Scrooge capable of genuine and loving familial relationship; (as seen through the character Fan) Scrooge has learnt through the Ghost of Christmas Past what he has lost in his tireless pursuit for financial gain. 3. The use of pathos at the end of Stave 2 humanises the character of Scrooge for the reader to ensure an emotional investment in his redemption. Contemporary readers sympathise with the softening of Scrooge's misanthropic disposition. 4. Dickens emphasises the discomfort that is felt by Scrooge as he seeks to cover the ghost "so that the extinguisher covered its whole form; but though Scrooge pressed it down with all his force, he could not hide the light". However, Dickens makes it clear that the power of the past and the power of the truth will always prevail.	

English Literature: A Christmas Carol

Week	I will need to know:	So that I can:
5	1. The **allusion to the mythical 'horn of plenty'** associated Christmas with abundance, health and happiness. The continued **motif** of the light demonstrates that the ghost is a source of truth and revelation for Scrooge. 2. The Ghost of Christmas Present personifies Christmas, spirit of contentment, abundance and nourishment, which was idealised by Dickens. He believed that **Christmas embodied the Christian ideals of philanthropy, benevolence and family** and should be followed all year round, not just at Christmas. 3. The **Cratchits** are used to idealise the **power** and **moral value of the traditional, Victorian family unit**, rejected by Scrooge. Much like Fred, the Cratchits are presented in opposition to Scrooge, as a Christian and social moral ideal that should be aspired to by those dedicated only to wealth and social status. They **represent unity against a morally degraded, industrialised modern world** demonstrating Dickens' privileging of a traditionalist, Christian family ideal. 4. Fred demonstrated agape by continuing to invite Scrooge to Christmas dinner even though Scrooge was misanthropic towards him. Dickens uses the idealised Fred as a tool to create pity for the misanthropic '*Oyster*' that is Scrooge's character. 5. Tiny Tim demonstrates the Christian concept **agape** by hoping that others will see him and be reminded of Jesus – by unconditionally loving others. '*As good as gold... And better*' - wealth comes from within (from love, acceptance and kindness). Appalled by the selfishness and avarice of the Victorian Capitalist classes, Dickens uses the **idealised** Tiny Tim as a tool to create **pity** within the **misanthropic** Scrooge and therefore guide his path to **metamorphosis**. Tiny Tim's **disability** is used to represent the abuse and violence enacted on the poor. 6. Motivated by a desire to inspire his **Victorian readership** into **social reform** through **education and philanthropy**, Dickens uses the **allegorical** and *monstrous*' characters of **Ignorance** and **Want** as a **tool to personify the sins and corruption** of Victorian, industrialised society. "*This boy is Ignorance. This girl is Want. Beware them both.*' Through the Ghost of Christmas Present, Dickens parrots Scrooge's callous words from Stave One that the poor should go to 'workhouses' and 'prisons' rather than receive help from the state. Here, Dickens is opening criticising Malthusian ideas.	1. Analyse Dickens' presentation of the Ghost of Christmas Present and Tiny Tim. 2. Understand who is pitied in Stave 3 and why. 3. Understand how Dickins uses the allegorical figures of Ignorance and Want.
6	1. The author employs a series of adjectives to emphasize the negative qualities of the boy and girl. These adjectives include "yellow," "meagre," "ragged," "scowling," and "wolfish." These descriptions evoke a sense of ugliness, poverty, and wickedness associated with the characters. 2. The language highlights the contrast between what the characters should have been and what they have become. The phrase "Where graceful youth should have filled their features out" suggests that they should have been young and beautiful, but instead, their appearance is distorted and degraded.	
7	1. 1. The **Ghost of Christmas Past uses nostalgia** to change Scrooge. The **Ghost of Christmas Present uses pity** to change Scrooge. The **Ghost of Christmas Yet to Come uses fear** to change Scrooge. The dark and '*shrouded*' Ghost of Christmas Yet to Come represents the **unknown** element of Scrooge's future, the fearful reality that he must look inside himself for truth and a as a tool to create fear within Scrooge and scare the reader about the **appalling effects of the Industrial Revolution** on the poor. He uses **fear** as the final **catalyst** to bring about a change in Scrooge. These are all painful emotions- forms of suffering. It could be said that it is the **suffering** that is the **catalyst** by which **Scrooge repents.** 2. Dickens uses his description of a future London, in Stave 4, to demonstrate to his **Victorian readership** that if society continues to enact such abuse on the poor as Scrooge and the capitalist classes do it will lead to the **ruination of society**. Such terrible conditions will lead to the **corruption** of those living in **poverty**. 3. Atmosphere and Setting: Dickens establishes a gloomy and foreboding atmosphere in Stave 4. The scenes take place in a desolate, graveyard-like setting, enhancing the eerie and unsettling mood. The darkness and silence add to the tension, creating a sense of anticipation for what is to come. 4. The Ghost of Christmas Yet to Come: The appearance and behavior of the Ghost of Christmas Yet to Come contribute to the tension. The ghost is described as a figure draped in a dark robe, silent and mysterious. Its mere presence generates a sense of fear and uncertainty, as Scrooge is unsure of what awaits him. 5. Unknown Future: The visions of the future that Scrooge witnesses contribute to the building tension. He sees scenes of people discussing someone's death, but the identity of the deceased is not initially revealed. This uncertainty creates suspense and a desire for answers, as Scrooge tries to determine if he is the one who has died. 6. Impact of Scrooge's Actions: As Scrooge continues to observe the future, the tension intensifies as he realizes the consequences of his actions. He witnesses people showing no remorse or grief over the death, debtors rejoicing at the opportunity to profit from his demise, and stolen goods being sold callously. These scenes heighten the tension as Scrooge grapples with the realization of his own potential fate and the indifference of those around him. 7. Tiny Tim's Fate: Another source of tension in Stave 4 is the fate of Tiny Tim, the young son of Bob Cratchit. Scrooge witnesses the grief-stricken Cratchit family mourning Tim's death, and this creates emotional tension. The uncertain outcome for Tiny Tim adds to the suspense, as Scrooge hopes for a different future for the young boy. 8. Overall, Dickens presents tension in Stave 4 of "A Christmas Carol" through the atmospheric setting, the enigmatic Ghost of Christmas Yet to Come, the unknown future, the impact of Scrooge's actions, and the fate of Tiny Tim. These elements work together to create a sense of unease and anticipation as the story reaches its climax.	1. Analyse Dickens' presentation of the Ghost of Christmas Yet to Come. 2. Analyse the structure of Stave 4

English Literature: A Christmas Carol

Week	I will need to know:	So that I can:
8	1. Dickens employs vivid and evocative descriptions to create an atmosphere of gloom and mystery. Words like "gloom," "mystery," "shrouded," "darkness," and "ghostly" contribute to the eerie ambiance. 2. Dickens uses uses adjectives and adverbs to emphasize the characteristics of the Ghost and Scrooge's reactions. Examples include "slowly," "gravely," "silently," "tall," "stately," "solemn dread," "vague, uncertain horror," and "precious time." 3. Scrooge's internal thoughts and reflections are interspersed within the dialogue. They provide insight into his emotions, fears, and intentions, revealing his transformation and willingness to change. 4. The extract portrays the physical movement of the characters as they interact. Scrooge's fear and determination to follow the Spirit are reflected in his trembling legs and his resolve to "bear your company" and "live to be another man." The movement of the Ghost, its gestures, and Scrooge's attempts to see beyond its shroud convey a sense of action and progression.	1. Analyse and annotate an extract from Stave 4
9	1. Dickens appeals to his contemporary, middle-class readership by presenting Scrooge's **character arc** as a journey from **damnation**, through **repentance**, to **redemption**. Scrooge's three nights of suffering before his **repentance** are representative of **Christ rising on the third day** 2. By the end of the novella Scrooge has undergone a **metamorphosis**. Scrooge must repent his past sins or will be divinely condemned like Marley. 3. In Stave 5, Scrooge demonstrates his sentimentality by sending the Turkey to the Cratchits, going to Fred's for Christmas dinner, raising Bob Cratchit's wages, and offering his generosity to the boy who fetched the Turkey and the cab driver. 4. Dickens wants the Victorian Capitalist class to **redeem** themselves by going through their own **metamorphosis** and creating **social reform** by changing the way they treat the poor at the hands of the Industrial Revolution. 5. Motivated by a desire to inspire social reform, Dickens uses the '*angelic*' and newly reformed Scrooge as a tool to demonstrate his belief that the Victorian Capitalist Class can undergo a process of **metamorphosis** and change their ways with an improved **vigour**. 6. Dickens dramatizes the process of psychological introspection, "*I don't know anything. I'm quite a baby.*" Like Scrooge they must confront their repressed sins to achieve redemption. "*I am light as a feather*" – Scrooge represents a restored goodness that is associated with **youthfulness, contentment and Christian redemption**. He represents an ideal to Dickens' readership.	1. Understand Scrooge's Character Arc. 2. Understand how Scrooge's redemption is presented
10	To write an excellent essay for A Christmas Carol, you must: 1. Introduction: Begin with a concise introduction that provides context for the topic or text being discussed. Introduce the key themes, characters, or ideas that will be explored in your response. State your main argument or thesis statement. 2. Knowledge and understanding: Demonstrate a comprehensive understanding of the literary text(s) under analysis. Provide accurate and relevant references to specific events, characters, quotations, or techniques from the text(s) to support your points. Show awareness of the historical, social, or cultural context if applicable. 3. Analysis and interpretation: Engage in a detailed analysis of the chosen text(s), focusing on relevant literary devices, techniques, and themes. Explore the author's intentions, the impact of their choices, and the effects on the reader. Consider the use of language, structure, imagery, symbolism, and characterization to develop your analysis. 4. Use of quotations: Incorporate appropriate and well-selected quotations from the text(s) to support your analysis. Ensure that you explain the significance of the quotations and how they contribute to your argument. Analyze the language, tone, and literary features present in the quotations. 5. Evaluation and critical thinking: Offer your own interpretations and insights regarding the text(s). Engage critically with the themes, ideas, or messages conveyed by the author. Consider alternative viewpoints or perspectives, and evaluate the effectiveness of the text(s) in achieving their purpose. Support your evaluations with evidence from the text(s).	1. Identify what makes an exemplar essay successful. 2. Plan, draft and re-draft an essay on an A Christmas Carol exam response that can be added to the critical cannon which will demonstrate my knowledge of A Christmas Carol and my analytical writing skills.
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 10 Maths Cycle 3

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

Week	Topic:	I will know that:	So that I can:
1	Collecting, representing & interpreting data	• A population is the whole group being studied • Random sampling means that each member of the population has an equal chance of being selected • We use lots of different tools to represent data including: frequency tables, frequency polygons, two-way tables, line, bar and pie charts	• Understand populations, samples, bias and types of data • Construct and interpret frequency tables, frequency polygons, two-way tables, line charts, bar charts and pie charts
2	Collecting, representing & interpreting data	▪ Neatness is important when drawing graphs & charts. I must be accurate, use a pencil & ruler, & ensure that my scales are correct. ▪ Averages include mean, median, mode, range, & interquartile range. ▪ To find frequency density when drawing a histogram, you need to divide the frequency by the group width	• Criticise and compare charts and graphs • Calculate averages from a table and a list • Construct and interpret time series graphs and stem & leaf diagrams • Construct and interpret histograms and cumulative frequency diagrams (H)
3	Collecting, representin g & interpreting data	▪ When comparing distributions, I should look at the media and the range. The bigger the range, the less consistent the data set. ▪ Correlation on a scatter graph does not mean that something has been caused by something else. ▪ A line of best fit can be used to estimate from a scatter graph.	• Construct and interpret box plots (H) • Compare distributions • Construct and interpret scatter graphs, including using lines of best fit • Extrapolate from a scatter graph
4	Non-calculator methods	• Balance, credit, debit, profit and loss are financial maths terms that we use when doing certain calculations • Irrational numbers include π and surds • Estimating means I need to round to 1 significant figure and it will give me an approximate answer to a question	• Use mental & written methods for addition, subtraction, multiplication & division • Understand and use surds (H) • Convert recurring decimals to fractions (H) • Round, estimate & use limits of accuracy • Use bounds (H)
5	Types of number and sequences	• HCF is highest common factor & LCM is lowest common multiple • Factors and multiples can be algebraic • Prime factor decomposition means breaking a number down so it can be written as a product of its prime factors	• Use factors, multiples & prime numbers • Write a number as a product of its prime factors • Find the HCF and LCM of a set of numbers

Year 10 Maths Cycle 3

Week	Topic:	I will know that:	So that I can:
6	Types of number & sequences	• Types of sequences include **arithmetic, geometric, triangular, Fibonacci, linear, quadratic** • To find the nth term of a linear sequence, I need to find the constant different between sequence terms	• Understand & use different sequences • Find **nth term** of a linear sequence • Find nth term of a quadratic sequence (H)
7	Indices & roots	• Square numbers: 1, 4, 9, 16, 25... • Cube numbers: 1, 8, 27, 64, 125... • Laws of **indices** (see picture) $a^m \times a^n = a^{m+n}$ $a^m \div a^n = a^{m-n}$ $a^0 = 1$ $(a^m)^n = a^{m \times n} = a^{mn}$ $a^{-m} = \frac{1}{a^m}$ $a^{\frac{m}{n}} = \sqrt[n]{a^m}$ GCSE Higher only	• Calculate powers & **roots** • Use powers of ten & **standard form** • Use laws of indices
8	Indices & roots	• Standard form is used in Maths & Science to represent really big & really small numbers e.g. population, area, atoms, etc	• Work with powers of powers • Understand & use fractional indices (H) • Calculate with numbers in standard form
9	Manipulating expressions	• To simplify an algebraic expression, I can collect **like terms** • The **identity** symbol is ≡	• Simplify algebraic **expressions** • Use identities • Calculate with algebraic fractions (H)
10	Manipulating expressions	• To expand single brackets, I need to multiple everything outside the bracket with everything inside the bracket • I need to be careful with negative numbers! • I can 'cancel' both numerical and algebraic fractions by multiplying or dividing both the **numerator** and the **denominator** by the same amount	• Form and solve **equations** and **inequalities** with fractions • Solve equations with algebraic fractions (H) • Represent numbers algebraically • Create algebraic arguments and **proofs**
11	**Leader's Prep:** To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!		
12	**Super teaching week:** Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.		

Year 10 Biology – Variation & Inheritance (B6a), Evolution (B6b)

My learning journey so far: In Y7 I learnt about reproduction. In Y8 I learnt about genetic variation and inheritance. In Y9 I was introduced to the theory of evolution. I will now revisit and develop these concepts further.

This is important because: We will learn why there is such a variety in species and how they have changed over time. We will also discover how our genes affect our lives.

Careers to research are: You could be interested in helping farmers make sure they get the highest yield crops through genetic modification. You could use your knowledge of genetics to become a genetic counsellor.

Week	What I need to know and be able to do.	Where I can study this: CGP Revision Guide Page Numbers	
1	• Understand that **meiosis** leads to non-identical cells being formed while mitosis leads to identical cells being formed. • Know that **sexual reproduction** involves the mixing of genetic information which leads to variation in the offspring. • Know that **asexual reproduction** involves just one parent and there is no mixing of genetic information. Offspring are genetically identical. • Know that **gametes** are made during **meiosis** of cells in the reproductive organs. • Be able to describe what happens during **meiosis**, including details of what happens to the **DNA**, how many divisions and **gametes** there are, and where the genetic variation comes from.	P69 P70	P87 P88
2	• Explain that **meiosis** halves the number of chromosomes in **gametes** and fertilisation restores the full number of chromosomes. • Know that some characteristics are controlled by a single **gene**. • Explain what the terms **homozygous**, **heterozygous**, **phenotype** and **genotype** mean. • Use punnet squares to be able to predict the result of a cross as a percentage, fraction or ratio. • Extract and interpret information from a family tree diagram (HT only) • Know that one pair of chromosomes controls sex (Females are XX, males are XY) and be able to carry out a cross to show sex inheritance. • Know and describe the genetics and symptoms of two inherited disorders: **polydactyly** and **cystic fibrosis**. • Be able to draw a genetic cross to show the inheritance of **polydactyly** and **cystic fibrosis**.	P71 P72 P73 P74	P90 P91 P92 P93

Year 10 Biology – Variation & Inheritance (B6a), Evolution (B6b)

Week	What I need to know and be able to do.	Where I can study this: CGP Revision Guide	
3	• Be able to explain how **IVF** works • Be able to make an informed judgement about issues surrounding embryo screening.	P74	P93
4	• Be able to explain how **evolution** occurs through **natural selection** • State when a new **species** is formed • Describe the evidence for **evolution** including **fossils** and **antibiotic resistance bacteria** • Describe how resistant bacteria develop • Describe theories of **evolution** (**Darwin** & Lamarck) • Describe ways in which **fossils** are formed. • Appreciate why the **fossil record** is incomplete. • Be able to extract and interpret information from charts, graphs and tables such as evolutionary trees.	P75 P76 P79 P80	P95 P96 P97 P101 P103
5	• Be able to use information given to show understanding of the Linnaean system. • Be able to describe the impact of developments in biology on **classification** systems.	P81	P104
6	• Explain the impact of **selective breeding** of food plants and domesticated animals. • Describe the process of **selective breeding** • Explain the benefits and risks of **selective breeding** given appropriate information and consider related **ethical issue**s. • Be able to describe **genetic engineering** as a process • Describe why plant crops have been genetically engineered • Describe why bacterial cells are genetically engineering in diabetes treatment • Explain the potential benefits and risks of **genetic engineering** in agriculture and in medicine and that some people have objections. • Be able to describe the main steps in the process of **genetic engineering**. (HT) • Interpret information about **genetic engineering** techniques and to make informed judgements about issues concerning cloning and **genetic engineering**, including GM crops. (HT)	P77 P78	P98 P99

Year 10 Chemistry – Rates and Chemical Analysis

Week	What I need to know and be able to do.	Where I can study this: CGP Revision Guide Page Numbers	
1	• State the factors which affect the **rate of reaction**. • Describe how changing each factor affects the rate of reaction. • State how the rate of a chemical reaction can be measured. • Calculate mean rate of reaction using the quantity of reactant used or product formed. • State the units of rate of reaction.	P143 P144	P68 P69
2	• *RP: Investigate rates of reaction, showing how temperatures* • Draw graphs showing the quantity of product formed or reactant used up against time. • Interpret these graphs and describe the changing rate of reaction. • Draw **tangents** to curves on these graphs and use the slope as a measure of the rate of reaction. • Calculate the **gradient** of a tangent to determine the rate of reaction at a specific time.	P145 P146	P70 P71
3	• State the definition of **activation energy**. • Predict and explain the effect of changing factors on reaction rate using **collision theory**. • Predict and explain the effects of changes in the size of pieces of a reacting solid on reaction rate in terms of surface area to volume ratio. • Use simple ideas about proportionality when using collision theory to explain the effect of a factor on the rate of a reaction.	P142	P67
4	• State what a **catalyst** is and what it does. • Draw a reaction profile for a reaction with a catalyst and without a catalyst. • Identify catalysts in reactions from their effect on the rate of reaction and because they are not included in the chemical equation for the reaction. • Explain catalytic action in terms of activation energy.	P142 P143	P67 P68

Year 10 Chemistry – Rates and Chemical Analysis

Week	What I need to know and be able to do.	Where I can study this: CGP Revision Guide Page Numbers	
5	• Know the positive test for identifying hydrogen is if a 'squeaky pop' sound is heard when lit split is nearby • Know the positive test for identifying oxygen is if a glowing split relights • Know the positive test for identifying chlorine is if damp blue litmus paper is bleached white • Know the positive test for identifying carbon dioxide is if lime water turns cloudy when gas is bubbled through • Definition of a **pure substance** • Know that **melting point** data can be used to decide if a substance is pure. A well-defined melting point is seen if a substance is pure • Know that pure substances appear with a single spot in **chromatography**. Mixtures will have multiple spots. • Definition of a **formulation** and explain how formulations are made. Examples of formulations- fuels, cleaning agents, paints, medicines, alloys, fertilisers and foods.	P155 P153	P88 P89 P86
6	• Define chromatography and explain how paper chromatography separates mixtures in relation to the two phases • Give the equation for the **retention factor** (Rf) in chromatography • Explain how retention factor values help us to identify compounds	P154	P87
7	• Recall the approximate percentage of the gases in the modern atmosphere • Describe the composition of the Earth's first atmosphere • Explain how the Earth's first atmosphere formed • Explain how the oceans formed • Recall the planets with similar atmospheres to the Earth's first atmosphere • Explain why the proportion of nitrogen has gradually increased over time • Describe how the proportion of carbon dioxide decreased by: dissolving in oceans, forming carbonates (shells, sedimentary rock)or forming fossil fuels • Recall that the process of photosynthesis released oxygen into the atmosphere once algae and plants evolved 2.7billion years ago • Recall the equation for photosynthesis (word and symbol)	P157	P91

Year 10 Physics Waves and radioactivity

Learning Journey: I will learn more about two Y8 topics – Waves and Space. I will complete lots of practicals to study how waves interact with matter, but also use calculations to predict the influence of waves.

Why is this important? Space is a constantly fascinating and tricky to understand area of Physics research. This topic will give you time to examine the mysteries of the cosmos and how the Universe came to be.

Career to research:
- Radiographer
- Marine scientist
- Astrophysicist
- Cosmologist

Week	What I need to know and be able to do.	Where I can study this:
1	• Be able to relate Newton's second law and acceleration equation, to demonstrate force is equal to rate of change of momentum • Explain that safety devices such as air bags, seat belts crash mats, helmets and playground surfaces reduce the force by increasing time taken for a collision and therefore reducing the rate of change of momentum	P71
2	• Pressure in fluids (liquids or gases) causes a force normal (at right angles) to the surface, and can be calculated. • Pressure due to a column of liquid can be calculated using pressure = height of column x density of liquid x gfs • Explain why pressure in fluids increases with height of column of liquid above, and with density. • Describe what the Earth's atmosphere is and how density varies with height • Explain why atmospheric pressure decreases with increasing height, due to lower air density and fewer air molecules.	P58 P59
3	• Know definitions and examples of transverse and longitudinal waves • Know evidence to show waves transfer energy, not matter • Know definitions for wavelength, amplitude, frequency and period. • Be able to label wavelength, amplitude and period on a diagram of a transverse and longitudinal wave • Use the equation time period = 1 ÷ frequency • Recall and use the equation wave speed = frequency x wavelength	P73
4	• Know all electromagnetic waves transfer energy (not matter) from a source to an absorber. • Know all electromagnetic waves travel at the same speed in a vacuum but have a range of frequencies and wavelengths. • Know the order of the electromagnetic spectrum and compare the frequency and wavelength of different electromagnetic waves. • Describe uses and applications of all electromagnetic waves. (HT only) to give explanations of why the wave is suitable. • Know waves can be harmful. X-ray and gamma waves are ionising, which can cause gene mutation and cancer. UV can cause premature aging of the sink and increase risk of skin cancer. • (HT only) Know how radio waves are produced by alternating currents, and when they are absorbed, they create alternating current of the same frequency.	P76 P78 P79 P80

Year 10 Physics – Forces, Waves and Space (P8)

Topic	What I need to know and be able to do.	Where I can study this
5	• Describe a method measure the speed of sound waves in air • Describe a method to measure the speed of water waves • *RP: Measure the **frequency**, **wavelength** and speed of waves in a ripple thank, and waves in a solid. Skills focus: Compare methods or suggest improvements for a method.*	P74
6	• *RP: Investigate how the amount of infrared radiation **absorbed** or radiated depends on the surface of the material. Skills focus: Make appropriate conclusions for investigative work.* • HT - Describe how different substances **absorb**, **transmit**, refract or **reflect** electromagnetic waves differently depending on **wavelength**.	P86
7	• Be able to draw ray diagrams to show refraction between to materials • HT - Know refraction is due to difference in velocity of waves and draw **wave front** diagrams of refraction • *RP: investigate the reflection of light by different types of surface and the refraction of light by different substances. Skills focus: Use apparatus effectively and safely to ensure accuracy of measurements in practical work.*	P75 P77
8	• Recall that in the Solar system there is one Star called the sun, eight planets, and dwarf planets which **orbit** the Sun. • Recall that natural **satellites** called moons **orbit** planets. The solar system is a small part of the Milky Way galaxy. • Understand that our Sun was formed from a cloud of dust and gas called a **nebula** and how gravitational attraction pulls the pieces of dust and gas together. • Understand that the lifecycle of a star is determined by the size (mass) of the star. • Describe the lifecycle of a star for sun sized and larger stars, and how each stage is forming elements • Know that iron is the heaviest element made in the core of a star, and all elements heavier than iron are made in a **supernova**.	P100
9	• Explain qualitatively how for circular **orbits** the force of gravity leaves to changing velocity, but unchanged speed • Explain qualitatively how for a stable **orbit** the radius must change, if the speed of the **orbiting** object changes.	P101
10	• Describe how Red-shift is observed increase in **wavelengths** of light from most distant galaxies. Explain observations that further away galaxies have bigger increase in **wavelength**, therefore they are moving away faster. • Describe The **Big Bang** theory which suggests that the **Universe** began from a small extremely hot and dense region. • Understand that red-shift is evidence that space itself (the **Universe**) is expanding and supports the **Big Bang** theory. • Explain the relationship between a galaxies recessional velocity with distance • Explain how scientists are able to use observations to arrive at theories and that there is still much that is not well understood about the **Universe** for example dark mass and dark energy.	P102

French

Careers linked to topics we study this cycle are: teacher, travel agent, flight attendant, travel blogger. translator, pilot, nurse, manager, engineer, journalist, chemist, lawyer, diplomat, screenwriter, digital marketing, logistics, first responder, sales executive

Week	I will need to know:	So that I can:
1 Parle-moi de ta famille et de tes amis.	**1. Mon demi-frère** a les cheveux **blonds** et les yeux **bleus,** aussi, il porte des lunettes et il a **une barbe.** 2. Elle est **généreuse** et **gentille,** mais trop **mince.** 3. beau(x)/belle(s) ; charmant(e)(s)	1. Understand and give descriptions of what family/friends look like: hair, eyes and stature. 2. Understand and give descriptions of their personalities 3. Use adjectives with correct spelling to reflect who I am describing (male/female/plural)
2 Tu t'entends bien avec ta famille?	1. Je pense que … est **têtu(e)** et **plus impatient(e) que moi**. Ma sœur **cadette** est **ni** égoïste **ni** agaçante et **elle a toujours le temps à parler même si elle est pressée.** **2. La plupart du temps, je m'entends bien** avec **ma sœur,** parce que elle est **calme.**	1. Understand/use more complex phrases to talk about my family 2. Talk about who I get on with and who I don't get on with and explain why.
3 Tu t'entends bien avec ta famille?	1. Je m'amuse avec; je me fâche contre 2. Un bon ami, c'est quelqu'un qui **est toujours là pour moi.** **3. Avant, je me disputais** avec **mon père** car **il me traite comme un bébé.**	1. Use reflexive verbs in the present tense in the 'I' form 2. Explain what a good friend is 3. Describe how I used to get on with someone previously using the imperfect tense
4 Parle-moi d'une sortie récente?	**1. Hier**, je suis allé **en ville** avec **mes copains**, on a **mangé dans un restaurant italien.** **2. J'ai vu/pris/joue/regardé; je suis allé(e)/sorti(e)/rentré(e)** 3. C'était une soirée **inoubliable** et **passionnant.**	1. Describe an outing that I have done recently, using the passé composé tense with both avoir and être verbs to give plenty of detail about where I went and what I did. 2. Be clear on which verbs need to have avoir and which être, as their middle part and be able to use agreement with être past participles 3. Express what it was like
5 Qui est ton modèle et pourquoi ?	**1. Mon modèle c'est …** **2. Je l'admire** parce que il/elle **lutte pour les droits humains** **3. Il est ni paressuex ni egoïste. L'an dernier, il a récollecté beaucoup d'argent**	1. State who my role model is. 2. Explain why I admire them 3. Use some more complex phrases **MID CYCLE ASSESSMENT** SPEAKING: Answer questions on the topics covered so far

French

Week	I will need to know:	So that I can:
6 Qu'est-ce que tu aimes comme sports?	1. **Souvent, le weekend, quand il fait beau,** je joue **au tennis;** je fais **du vélo** et je pratique **le footing**. 2. **J'**adore ça, parce que **c'est bon pour le** corps et **ça me fait du bien.**	1. Talk about what sports/activities I do and when/how often using jouer à … or faire de … correctly 2. Explain what I think about sport and justify my opinion
7 Que penses-tu d'internet?	1. **Je pense que** internet est **pratique** mais **addictif.** 2. Je l'utilise pour **télécharger de la musique** et **rester en contact avec ma famille.** 3. Le problème c'est que **je suis accro** et **il y a des gens bizarres en ligne.**	1. Express my opinion on the internet 2. Say what I use the internet for 3. Talk about problems with it
8 Quel est ton rapport à la musique et à la lecture?	1. **Maintenant**, je lis **des romans policiers sur mon tablette.** 2. **Quand j'étais petit(e),** je lisais **des livres d'aventure sur papier**	1. Talk about what and how I read now 2. Talk about what and how I used to read when I was younger (using the imperfect tense)
9	1. **Tous les jours,** j'écoute **de la pop** parce que **j'adore la mélodie et les paroles.** 2. **Avant, quand j'étais plus jeune**, j'écoutais **de la musique de toutes sortes, dans la voiture avec mes parents.**	1. Talk about what kind of music I listen to now and why 2. Talk about what music I used to listen to when I was younger (using the imperfect tense)
10 Qu'est-ce que tu aimes regarder à la télé?	1. **J'aime beaucoup les émissions de télé-réalité**, **je ne les rate jamais** parce que je les trouve **plutôt fascinantes.** 2. **Je n'aime pas du tout les jeux télévisés** car je les trouve **extrêmement bêtes.** 3. Mon film préféré c'est … C'est **le plus passionnant**! Je suis fan de … il est **le meilleur acteur**.	1. Say what kind of television programmes I like to watch and what I think of them 2. Say what kind of television programmes I don't like to watch and why 3. Talk about my favourite film/actor
11	**Scholar's Prep:** To prepare for your upcoming assessment: you should self-quiz on all the language and grammar on your sentence builder (weeks 1-10). Remember that little and often is the key to success.	**END OF CYCLE ASSESSMENT:** Listening Reading Writing
12	**Super teaching week:** Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 9 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
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. So that I can apply techniques to safely throw the shot	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.
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. So that I can apply techniques safely throw the discus	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. The head should raise and will be upright by the first 10 metres to reduce drag. So that I can perform a sprint start effectively and maintain good technique in the race.
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, a three step run up. This is when your front foot steps forward, your back foot goes behind before taking an extra step with your front foot and releasing the javelin. This encourages use of the legs in the performance. So that I can apply techniques to safely throw the javelin.	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 and beat my personal best.
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. In an attempt to beat my personal best from last year. So that I can perform a legal and safe jump in High jump	Relay – change overs To plan the use of the **Upsweep, Downsweep and the push** with accuracy and efficiency Baton is passed to next runners opposite hand – e.g. left to right or right to left. The performers will begin to discuss which style of change over each performer wants in the relay order. So that I can perform change overs effectively and efficiently during a relay race.
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.	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.

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

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

❑ Cricket	❑ Softball
Fielding – Fielding tactics To set up the field depending on the batter and hand preference to avoid conceding runs cheaply in the field. Using long and short barrier as well as **backing up** the fielder going for the ball. Also learning the tactic of **relying** to help fielders get the ball back to the wicket keeper quickly and efficiently.	Fielding – long and short barrier Using the long and short barrier at the right moment to stop the ball. Tactically moving the field based on the batter who steps up. So that I can understand how to stop the ball in Rounder
Batting– Defensive shots The bat is held with both hands, with both V's (between thumb and index finger) pointing down the grip. Dominant hand should be the bottom hand. **Forward defence** and **Backfoot defence** and deciding from how the ball arrives and being able to try and win single runs of this defensive shots. So that I can perform a defensive shot in cricket and protect my **stumps**.	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 apply catching skills to get an opponent out.
Batting– Attacking shots Being tactical with your shot selection depending on the bowler you are facing and position of the fielding team. Having the capabilities to deal with different speeds and heights of the ball coming at you and being selective in the direction you are trying to put the ball.	Batting Bat is swung **horizontally** backwards then forward to contact the ball. Only attempt to hit a ball which is bowled between knee and shoulder height. I should be applying my knowledge of how to direct where I hit the ball to hitting the ball where the fielders have created gaps to increase score. Assessing the order of batters so that if all of the bases are loaded then the big hitter will need to clear the bases. So that I apply batting technique to hit the ball and attempt to score rounders.
Bowling Deciding which is the best choice of bowl. **Fast** or s**pin** and deciding the order of bowlers to try and get wickets. Reacting to the type of batter who steps up to the stumps. Ensuring that we can adapt the **line and length** of the bowl. So that I can put pressure on the batter consistently.	Bowling Stand side on with non-dominant hand nearest batter. Use non-dominant hand to aim. Bowling should be going to backstop and making the batter swing and misjudge the bowl. The bowls will be fast and be hard for the batter to hit. So that I can perform the role of bowler in a game of rounders/softball.
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 apply learnt skills and techniques to competitive situations.	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 apply learnt skills and techniques to competitive situations.

English Literature Curriculum Dictionary: Tier Two			
Week	**Word**	**Definition**	**In a sentence:**
1	**Benevolent**	Kind, wishing good things for others	The kind and **benevolent** teacher always made sure to encourage and support each student's unique talents and aspirations.
2	**Miserly**	Describing a person who keeps wealth and spends as little money as possible	The **miserly** old woman refused to share even a small portion of her vast fortune, choosing to hoard her wealth instead.
3	**Antithesis**	a person or thing that is the direct opposite of someone or something else	The lively and outgoing girl was the **antithesis** of her shy and reserved twin sister.
4	**Ignorance**	lack of knowledge, education, or awareness	Even with many books available, some people prefer to embrace **ignorance** and not learn about important things.
5	**Malevolent**	wishing evil or harm to another or others	The **malevolent** dictator ruthlessly oppressed his people, employing fear and violence to maintain his grip on power.
6	**Penitent**	feeling or showing sorrow and regret for having done wrong	After realizing the gravity of his actions, the thief felt deeply **penitent** and vowed to make amends for the harm he had caused.
7	**Avaricious**	having or showing an extreme greed for wealth or material gain	The **avaricious** businessman would stop at nothing to accumulate more wealth, even if it meant exploiting others and disregarding ethical principles.
8	**Redemption**	the action of saving or being saved from sin, error, or evil	After a life of crime, the reformed criminal found **redemption** by dedicating himself to helping others and making positive contributions to society.
9	**Metamorphosis**	a change of the form or nature of a thing or person into a completely different one	Through self-reflection and personal growth, a person can undergo a transformative **metamorphosis**, shedding their old ways and embracing a new better way of living.
10	**Misanthropic**	having or showing a dislike of other people; unsociable	The **misanthropic** hermit preferred the solitude of the forest, distancing themselves from society and harbouring a deep distrust for humanity.
11	**Didactic**	intended to teach, particularly in having moral instruction as an ulterior motive	The children's book was filled with **didactic** stories that taught valuable life lessons about friendship, honesty, and perseverance.

English Literature Curriculum Dictionary: Tier Three			
Week	**Word**	**Definition**	**In a sentence:**
1	**Stave**	The lines which musical notes are written on to show how a piece of music should be played	"A Christmas Carol" is written in **staves** because each section of the story is referred to as a stave, which is a musical term for a verse or stanza. This naming choice by Charles Dickens adds a musical and lyrical quality to the structure of the story.
2	**Allegory / Allegorical**	a story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one	The fable of "The Tortoise and the Hare" is an **allegory** that teaches us the valuable lesson that perseverance and determination are more important than natural talent or initial advantages.
3	**Malthusian**	Malthusian" can be used to describe any perspective or argument that highlights the potential dangers or limitations of unchecked population growth in relation to resource availability.	The **Malthusian** theory suggests that population growth will eventually outpace the availability of resources, leading to social and economic challenges.
4	**Caricature**	In literature, a caricatured character has oversimplified and exaggerated personality features.	**Caricatures** often emphasize certain physical features, personality traits, or behaviours, often for the purpose of social commentary or criticism.
5	**Motif**	A repeated pattern—an image, sound, word, or symbol that comes back again and again within a particular story.	In "A Christmas Carol," the **motif** of cups represents generosity and abundance. The **motif** of cups serves as a reminder of the importance of sharing and generosity during the festive season.
6	**Semantic Field**	They are a collection of words which are related to one another be it through their similar meanings, or through a more abstract relation.	In "A Christmas Carol," the author utilizes a **semantic field** of redemption and transformation, employing words like "redemption," "forgiveness," and "rebirth" to convey the central themes of personal growth and the power of compassion.

Maths Curriculum Dictionary: Tier Two & Three Words

	Word	Definition	In a sentence:
1	Population	A whole set of individuals, items or data	The population of the survey was 45 people.
2	Samples	A selection of data from a larger group of data (the population)	We took samples from the survey population to see how individual people reacted.
3	Bias	The item, test or survey performs differently than expected.	The coin showed bias because when flipped, it would only land on tails.
4	Data	A collection of facts, such as numbers, words, measurements, observations.	We gathered data on how many cars passed the school at different times of day.
5	Frequency	The number of something e.g. number of times something occurs, total number of people.	The frequency that we rolled a 6 was higher than the frequency with which we rolled a 2 on the dice.
6	Scales	What you mark on the axes of a graph.	The scales of the graph were not correct because the numbers went 1, 2, 4, 6, 7, 10.
7	Averages	Averages include mean, median, mode and range.	There are different kinds of averages and we need to use the best one to estimate different things in different situations.
8	Mean	When you add all the numbers and divide by the number of numbers.	The mean of 5, 3, 8, 4, 12 is 6.4
9	Median	When you find the middle point of a set of numbers that are in numerical order.	The median of 5, 3, 8, 4, 12 is 5.
10	Mode	The most common value (could be a number or a word).	The mode of the student's ages was 15.

Maths Curriculum Dictionary: Tier Two & Three Words

	Word	Definition	In a sentence:
11	Range	The difference between the lowest and highest values.	The range of ages in the group was 45.
12	Interquartile range	The difference between the upper and lower quartile values in a set of data.	The interquartile range of weights in the group was 3.5kg.
13	Frequency density	The frequency density is the frequency divided by the group width.	The frequency density was 2.
14	Cumulative frequency	The cumulative frequency is the frequencies added together as you go.	The cumulative frequency was 3 after round 1, 3+5 = 8 after round 2, 3+5+11=19 after round 3, 3+5+11+6=25 after round 4.
15	Correlation	A measure of the relationship between two variables. A correlation can be positive or negative or there can be no correlation.	There is a positive correlation between the temperature increasing and sales of ice cream increasing.
16	Extrapolate	An estimation of a value based on extending the known series or factors beyond the area that is certainly known	We can extrapolate from the correlation between temperature and ice cream sales that when the temperature is 100°, there will be 1000 ice cream sales but that may not be accurate.
17	Balance	In financial maths, balance means the remaining amount.	The balance in her account was £150.
18	Credit	An increase in what you or your account or business is worth. The opposite of debit.	Credit in your bank account means money has been paid in.
19	Debit	A decrease in what you or your account or business is worth. The opposite of credit.	Debit from your bank account means money has gone out.
20	Profit	When a business makes money (more than they spent).	My company made a profit last year so I am able to go on holiday.

Maths Curriculum Dictionary: Tier Two & Three Words

	Word	Definition	In a sentence:
21	Loss	When a business loses money (makes less than they spent).	My company made a loss this year so I had to close one of the shops.
22	Irrational numbers	Numbers that cannot be written as a simple fraction.	Π and the square root of 2 are examples of surds.
23	Surds	The values in square root that cannot be further simplified into whole numbers or integers. They are irrational numbers.	The square root of 2 and the square root of 5 are examples of surds.
24	Significant figures	The number of digits in a value, often a measurement, that contribute to the accuracy of it.	They rounded their answer to 2 significant figures.
25	Recurring decimal	A decimal which repeats the last digit, or last few digits, forever.	1/3 when written as a number is an example of a recurring decimal.
26	Bounds	Lower bound: a value that is less than or equal to every element of a set of data. Upper bound: a value that is greater than or equal to every element of a set of data	The answer, rounded to the nearest whole number, was 6. The lower bound is 5.5. The upper bound is 6.5.
27	Factors	Positive integers that divides the number exactly, leaving no remainder.	1, 2, 4, 5, 10 and 20 are all factors of 20.
28	Multiples	The product result of one number multiplied by another number	20, 40, 60, 80, 100, 120, 200 and 1000 are all multiples of 20.
29	Primes	Primes, or prime numbers, are number that have only two factors; 1 and themselves.	2, 3, 5, 7 and 11 are the first five primes. 1 is not a prime number because it has only 1 factor.
30	Product	Product is another way of writing multiply.	The product of 2 and 5 is 10.

Maths Curriculum Dictionary: Tier Two & Three Words

	Word	Definition	In a sentence:
31	Arithmetic sequence	An ordered set of numbers that have a common difference between each term.	2, 5, 8, 11 is an arithmetic sequence because the common difference is 3.
32	Geometric sequence	A special type of sequence where the ratio of every two successive terms is a constant; where there is a constant multiplier.	1, 2, 4, 8, 16 is a geometric sequence because the constant multiplier is 2.
33	Triangular sequence	The sequence of numbers where each term can be represented in a triangle.	1, 3, 6, 10 are numbers in the triangular sequence.
34	Fibonacci sequence	A sequence in which each number is the sum of the two preceding ones.	1, 1, 2, 3, 5, 8, 13 is an example of a Fibonacci sequence.
35	Linear sequence	Goes from one term to the next by always adding (or subtracting) the same value.	A linear sequence is the same as an arithmetic sequence.
36	Quadratic sequence	A sequence of numbers in which the second difference between any two consecutive terms is constant.	1, 4, 9, 16, 25 is an example of a quadratic sequence because the second difference between the numbers is 2.
37	nth term	A term's position in the sequence. The nth term of a sequence is also used to describe the rule of the sequence.	The sequence 4, 7, 10, 13 has the nth term 2n+1.
38	Roots	A root in maths is a number that, multiplied by itself, produces the original number	The square roots of 4 are 2 and –2.
39	Standard form	A form of writing equations, numbers, or expressions using a certain set of rules.	Standard form is a way of writing down very large or very small numbers easily. $103 = 1000$, so $4 \times 103 = 4000$. So 4000 can be written as 4×10^3
40	Indices	An index, or power, is the small floating number that appears after a number or letter. Indices is the plural of index.	Indices show how many times a number or letter has been multiplied by itself.

Maths Curriculum Dictionary: Tier Two & Three Words

	Word	Definition	In a sentence:
41	Like terms	Terms whose variables (and their indices such as the 2 in x2) are the same.	They collected the like terms to make it easier to solve the equation.
42	Expressions	A statement having minimum of two numbers, or variables, or both and an operation symbol connecting them.	Expressions include $2x + y$, $3n + 2$ and $\pi - 2$.
43	Identity	An equation that is true no matter what values are chosen.	$3(2x + 3)$ will always be the same as $6x + 9$ so this is an identity.
44	Equations	An equation says that two things are equal. It will have an equal sign in it.	They solved all the equations on the worksheet.
45	Inequalities	A relationship between two expressions or values that are not equal to each other is called 'inequality.' Inequalities is the plural of inequality.	Inequalities use symbols like $< \; > \; \leq \; \geq$
46	Numerator	The top number in a fraction.	In 2/3, the numerator is 2.
47	Denominator	The bottom number in a fraction	In 2/3 the denominator is 3.
48	Proofs	Structured arguments that follows a sequence of logical steps using facts and theorems to prove if a mathematical statement is true.	When writing algebraic proofs, we need to use letters (or variables) to prove it rather than testing it with numbers.

Year 10 Biology	
B6a: Variation & Inheritance	
Word	**Definition**
Allele	Different versions of a gene
Asexual reproduction	Involves only one parent with no fusion of gametes
Cystic fibrosis	A disorder of cell membranes where mucus is thick and sticky
DNA	A polymer made up of 2 strands, forming a double-helix, contained in chromosomes
Dominant	A gene that is expressed in the phenotype when at least one allele is present
Gametes	Sex cells, such as egg and sperm cells
Gene	A small section of DNA on a chromosome which codes for a protein
Genome	The entire set of genetic material of an organism
Genotype	Alleles that are present
Heterozygous	Alleles present are different
Homozygous	Alleles present are the same
Meiosis	Cell division which halves the number of chromosomes, forming gametes
Mutation	A change in the DNA
Phenotype	Physical characteristics/features
Polydactyly	Inherited disorder where the individual has extra digits (fingers or toes)
Recessive	A gene that is expressed in the phenotype if both alleles are present
Sexual reproduction	The fusion of male and female gametes

B6b: Evolution	
Antibiotic resistant bacteria	Bacteria that are not killed by an antibiotic
Classification	Organising living organisms into groups
Darwin	Evolutionary scientist who developed the theory of natural selection
Ethical issue	Conflicts with moral code/expectation.
Evolution	The changing of inheritable characteristics of a population over time
Fossil	The remains of organisms from many years ago; found in rocks.
Fossil record	The history of life on Earth preserved as fossils
Genetic Engineering	The process of cutting out a useful gene from one organism's genome and inserting it into another organisms cell.
Linnaeus	Evolutionary scientist who developed a theory of evolution
Natural Selection	The process by which species evolve
Plasmid	Ring of DNA in a bacteria
Selective breeding	When humans artificially select the plants or animals that are going to breed, so that genes for particular characteristic remain in the population.
Species	A group of organisms that can reproduce to give fertile offspring.

Year 10 Chemistry	
C6a: Rates	
Word	**Definition**
Rate of Reaction	The measure of the amount of product formed or reactant used over time. The units of rate of reaction may be given as g/s, cm^3 /s or mol/s.
Tangent	A straight line that touches a curve at a single point without crossing through it.
Gradient	Steepness of a line (change in y ÷ change in x)
Activation energy	The minimum amount of energy that particles must collide with to react.
Catalyst	Catalysts increase the rate of reaction by providing a different pathway for the reaction that has a lower activation energy. They are not used up during the reaction.
Collision Theory	According to this theory, chemical reactions can occur only when reacting particles collide with each other and with sufficient energy

C8: Chemical Analysis	
Word	**Definition**
Chromatography	A technique used to separate mixtures due to the distribution of the substances between the stationary and mobile phase. It can give information to help identify substances.
Pure substance	A pure substance is a single element or compound, not mixed with any other substance.
Melting Point	The point at which a material changes from a solid to a liquid.
Formulation	A mixture that has been designed as a useful product. They are made by mixing the components in carefully measured quantities to ensure that the product has the required properties.
Retention Factor	The ratio of the distance moved by a compound to the distance moved by the solvent during chromotography.

Year 10 Physics	
P6 Waves Glossary	
Word	**Definition**
Transverse	A wave in which the direction of oscillation is at right angles to the direction of wave travel.
Longitudinal	A wave in which the direction of oscillation is parallel to the direction of wave travel.
Amplitude	The amplitude of a wave is the maximum displacement of a point on a wave away from its undisturbed position.
Frequency	The frequency of a wave is the number of waves passing a point each second.
Wavelength	The distance from a point on one wave to the equivalent point on the adjacent wave.
Compression	An area in a longitudinal waves where the medium squashed.
Rarefaction	An area in a longitudinal waves where the medium is stretched.
Period	The time it takes for one complete wave to move past an object, measured in seconds (s).
Electromagnetic spectrum	The 'family' of electromagnetic waves of different frequencies and wavelengths.
Ionising	The process by which an electron is removed from an atom making it a positively charged ion.
Mutation	Mutation describes the corruption of a DNA molecule in a cell.
Wave front	A line that shows the peak of a wave approaching an object.
Absorb	To take radiation in.
Transmit	To allow radiation to pass through it.
Reflect	To cause radiation to bounce off.
Emit	To give off radiation.

Year 10 Physics	
Glossary	
Word	**Definition**
Nebula	A cloud of dust and gas in which stars are born.
Nuclear Fusion	The joining of two light nuclei to form a heavier nucleus. The process releases energy to power a star.
Protostar	The early stage in the formation of a star when it has started to heat up but no fusion is occurring.
Main sequence	The stable and longest period in the life cycle of a start when it is fusing hydrogen into helium and radiation pressure is balanced by gravity.
Red supergiant	A stage in the life cycle of a star when it fuses elements bigger than helium and up to iron.
Supernova	The explosion at the end of a massive stars life, caused by running out of fuel.
Neutron star	An extremely dense star formed after a supernova explosion.
Black hole	An object formed after a large supernova explosion, with gravity so strong that even light cannot escape.
White dwarf	The remnants of a small star after fuel has run out and it is fading.
Black dwarf	The stage after white dwarf of a star when it stops giving out light.
Satellite	Something in orbit around a planet – can be natural or man-made.
Universe	The planets, stars, galaxies, and all of space
Orbit	The path of an object in space which circles another object, under the force of gravity.
Red shift	The apparent increase of a wavelength towards the red end of the spectrum caused by relative motion between the source and the observer.
Big Bang	Our best theory on how the Universe began – a huge explosion in which matter, time and space were created from a hot, dense singular point.

Physical Education Curriculum Dictionary: Tier Two/Three Words

Topic	Word	Definition	In a sentence:
Athletics Field	• **Approach** • **Take-off** • **Flight** • **Landing**	• The approach phase is also known and 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	• 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	• **Pacing** • **Marks** • **Set** • **Go** • **Baton** • **Upsweep** • **Down-sweep**	• Running a race at a consistent pace • Command given by the starter to tell the athlete to get into the start position. • Command given by the starter to tell the athlete to prepare to run. • Command given by the starter to tell the athlete to run • A baton is the name given to the object that is passed during a relay race. • Upsweep is technique where the baton is placed between the thumb and index finger • Down-sweep is the technique where the baton is placed in the palm of the hand • The Push pass is a technique used to pass the baton where the outgoing runners hand is parallel to the ground.	• The athlete's **pacing** during that race was excellent • 'Take your **marks**' • 'Get **set**' • The athlete reacted brilliantly when the starter said '**go**' • The **baton** was successfully passed from one athlete to another • The athlete's used the **upsweep** technique to pass the baton to each other. • The athlete's used the **down-sweep** technique to pass the baton to each other. • The push pass of the baton is a safe way to hand over the baton to your teammate.
Cricket	• **Long barrier** • **Short barrier** • **Forward defence** • **Front foot drive** • **Run out** • **Wicket** • **Stumps** • **Backing up** • **Line and length**	• Feilding technique where the fielder kneels to stop the ball • Fielding technique where the fielder uses their hand/foot to stop the ball • Shot played in cricket off of the front foot in order to avoid getting out • Shot played in cricket off of the front foot to score runs • When a player does not make it to the other end before stumps are hit • The cut piece of grass which cricket is played on • The three wooden poles which the bowler aims for. • Having players behind another player in case of a miscatch • The direction and point of bouncing on the pitch of a delivery	• The fielder used the **long barrier** technique to safely stop the ball • The fielder used the **short barrier** technique to safely stop the ball • The batter played a **forward defence** to a very good ball • The batter played a **front foot drive** to a full ball and scored four runs. • The batter has been **run out** • The **wicket** is looking very green which should help the bowlers • The bowler has sent the **stumps** flying with that wonderful delivery • The fielder backed up behind the wicketkeeper • The bowler had excellent line and length on the bowl to cause the batter to mis the ball and hit the stumps.
Rounders	• **Long barrier** • **Short barrier** • **Horizontally** • **Base**	• Feilding 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 or plates which mark out the playing area.	• 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

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RUBBER

PROTRACTOR

SET SQUARE

CALCULATOR

NON– PERMANENT MARKER PEN

HB PENCIL

30 CM RULER

HIGHLIGHTER

HIGHLIGHTER

GLUE STICK

HB PENCIL

BLACK PEN

BLACK PEN

DIFFERENT COLOURED PEN FOR FIT WORK

LARGE SEE-THROUGH PENCIL CASE

COLOURING PENCILS

Tools for Learning

anthem

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