

Leaders Guide

Year 7

Cycle One

Name:

Tutor Group:



Your timetable

Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
1	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:
2	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:
3	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:
4	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:
5	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:
After School					

Remember...Champions Hour runs Monday – Thursday everyday afterschool between 3:10-4:10pm, along with a range of different extracurricular clubs. Leader points awarded for attendance at these



Leaders Calendar

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	4 th September	5 th September	6 th September	7 th September	8 th September
	Y7/ Y12 Induction		Speak like a leader launch!		
2	11 th September	12 th September	13 th September	14 th September	15 th September
		Why not try a new extra-curricular club?		Open evening	
3	18 th September	19 th September	20 th September	21 st September	22 nd September
4	25 th September	26 th September	27 th September	28 th September	29 th September
				Pastoral evening conference: - Meet your child's tutor - Guest speakers - Parent workshops	
5	2 nd October	3 rd October	4 th October	5 th October	6 th October
6	9 th October	10 th October	11 th October	12 th October	13 th October
				Performing Arts Trip - Message in a Bottle	



Leaders Calendar

Week	Monday	Tuesday	Wednesday	Thursday	Friday
7	16 th October	17 th October	18 th October	19 th October	20 th October
			Societies launch!	Performing Arts Trip - Edward Scissorhands	
8	30 th October	31 st October	1 st November	2 nd November	3 rd November
				Prepare to Perform Y11, Y12 & Y13	
9	6 th November	7 th November	8 th November	9 th November	10 th November
	INSET				
Year 11 and 13 Mocks					
10	13 th November	14 th November	15 th November	16 th November	17 th November
Assessment Week					
11	20 th November	21 st November	22 nd November	23 rd November	24 th November
Assessment Week					
12	27 th November	28 th November	29 th November	30 th November	1 st December
Super Learning Week					
13	4 th December	5 th December	6 th December	7 th December	8 th December
			School Production	School Production	

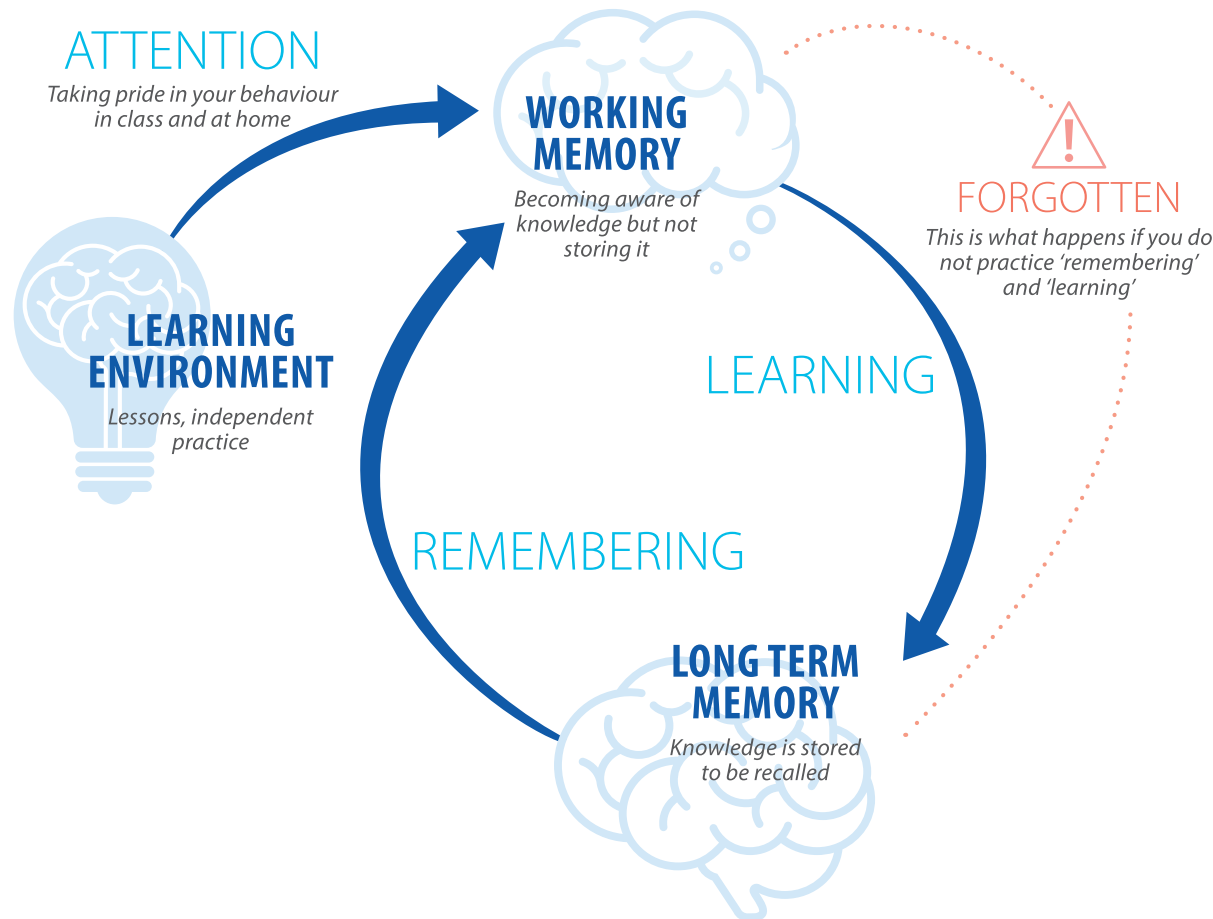


The Bourne End Academy Curriculum Intent

Teachers at Bourne End Academy prepare students to become successful leaders of the future global economy. In order to achieve this we have developed challenging, **knowledge intensive** curriculums which are delivered through structured, disciplined working environments in which every student receives high-quality teaching and achieves his or her full potential.

Our bespoke subject curriculums provide students the **currency for future success**. We position each individual lesson within overarching curriculum concepts, providing direction and purpose to the knowledge being taught at the start of every lesson.

We assess student regularly in every lesson, this is why mini whiteboards are such an essential part of the learning kit! We take a **mastery approach** to learning which means we move forward with our curriculum once we have seen that students have demonstrated the prior knowledge that needs to be built upon. Every lesson starts with knowledge activation in the form of retrieval.



Remembering: mastering your memory

Learning is what happens when knowledge moves from your **working memory** to your **long-term memory**.

Your **working memory** is like a desktop on your computer. If the information is not saved, then it will be **forgotten**.

Your **long-term memory** is like a computer hard drive. **Remembering** is what happens when you access the information in your **long-term memory**.

You can take practical steps to improve your ability to **learn** and **remember** key information and become the master of your memory.

Our ability to learn and remember is enhanced when we engage in activities that test what we remember.

'The testing effect' is a proven way of enhancing our long-term memory which gives us clear feedback on gaps in our learning. Therefore, regular quizzing is a vital part of our curriculum.



How to self-quiz

Science

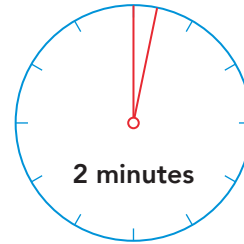
- Evolution**
1. **Natural selection** is where organisms change slowly over time (many generations), to become better **adapted** to their environment. Those organisms that are poorly adapted will die.
 2. **Darwin's** theory is that organisms evolve as a result of **natural selection**. Evidence for this theory include the fossil record, changes observed in microorganisms, and extinction.
 3. **Extinction** is where no more individuals of that species are left anywhere in the world. Factors causing extinction include changes to the environment, destruction of **habitats**, disease, new **predators** and **competition** for resources. Endangered species are species at risk of extinction. Methods of preventing extinction include **conservation**.

Questions

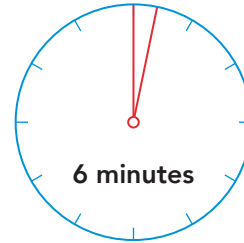
1. What does Darwin's theory state that organisms evolved as a result of?

Answers

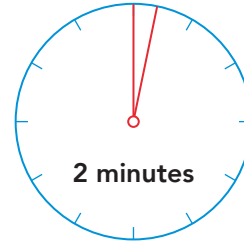
1. Natural selection.



Read your Leaders Guide twice. Cover, recite aloud and then check for improvements then do this again.

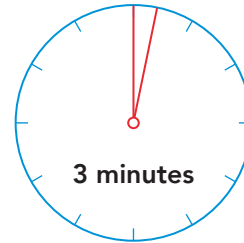


Use the examples to write **5 questions**. Ensure at least 1 is a **challenge** question.

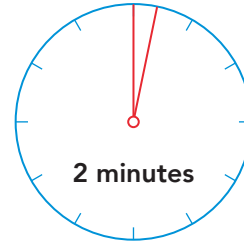


Cover your Leaders Guide.
Read each question and answer them aloud twice.

If you are unsure of an answer, check your Leaders Guide and then cover again repeating your answer aloud three times.



Without using your Leaders Guide, complete your self-quiz.



Check and correct your self-quiz using **green pen**.

English

- Z**
1. Antonio and Shylock represent two extreme versions of Economic Man: Antonio is benevolent and enjoys the benefits of economic enterprise, without being competitive, whereas Shylock, the **antithesis**, is a capitalist predator, conferring good upon no one except himself.
 2. Shakespeare's use of the poetic form when Antonio describes Shylock can be seen to further discriminate against Shylock as it aligns **Christianity with art and literature as opposed to Judaism's capitalist and materialistic alignment**.
 3. Shakespeare's use of violent imagery in Shylock's penalty of 'a pound of flesh' evidences Shylock's unadulterated hate for Antonio, a prosperous, Christian merchant, above all other Christians, who has subjugated and oppressed him and his people.

Questions

1. Where does Shakespeare use violent imagery?

Answers

1. Shylock's penalty of 'a pound of flesh'.

Food Technology

- 3**
- Employers-** must use control measures, implement control measures to protect workers, carry out a COSHH risk assessment, make sure all equipment is in good, safe working order and all PPE that can cause harm is removed.
- Personal Protective Equipment at Work Regulations 1992 (PPER)** The requirements are set out in the PPE regulations 1992. In addition, the food safety (General Food Hygiene) Regulations require every person working in a food handling area to wear suitable, clean and (where appropriate) protective clothing.
- Flammable Oxidiser Explosive Compressed gas

Questions

1. How does PPER link to what we have learned before?

Answers

1. An employer's responsibility to use control measures to protect workers.



Examples of questions

1. **What** is the definition of a poem?
2. **Where** does deposition mainly occur?
3. **Who** is Traci Bautista?
4. **When** did Elizabeth I become queen?
5. **How** are elements grouped together?
6. **Why** do we use third angle projection?
7. **List** sources of protein.
8. **Define** the literary term antithesis.

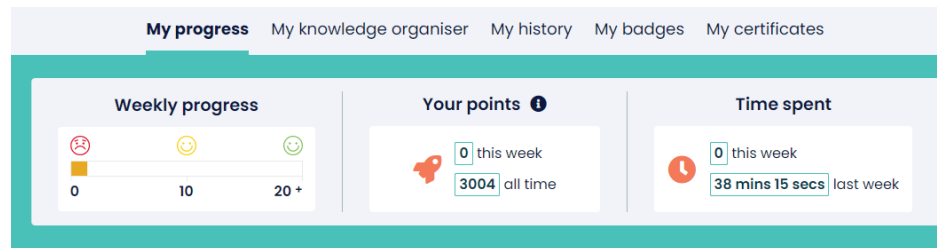
More challenging questions

1. How are and similar?
2. What is the main concept of ?
3. What are the strengths and weaknesses of ?
4. Compare and
5. How does link with what we have learned before?
6. What are some possible solutions to ?
7. Do you agree or disagree with this statement: ?
8. What do you still not understand about ?

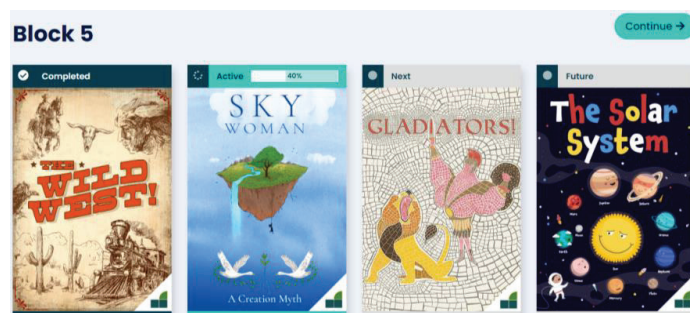




<https://app.bedrocklearning.org/>



- Bedrock Vocabulary is an online programme that helps you learn new vocabulary relevant to all your subjects.
- It will help you learn the tricky sort of language you might come across in textbooks, lessons or exams.
- Each topic consists of six 15-20 minute lessons, plus a pre- and post-test to track your progress.
- You are expected to complete 3 lessons a week
- 1 hour total.



<https://www.unifrog.org/sign-in>

- Explore how your interests lead to different education and training pathways.
- See what steps need to be ticked off to stand the best chance of application success.
- Study expert guides explaining how to navigate each step in the application process.

WHAT IS UNIFROG?








One-stop-shop for destinations

Pathways	Opportunities	Applications	Management
PERSONALITY QUIZ	USA UNIVERSITIES	ACTIVITIES	PLANNING
INTERESTS QUIZ	CANADA UNIVERSITIES	COMPETENCIES	MESSAGING
CAREERS	UK UNIVERSITIES	COMMON APP ESSAY	TEACHING RESOURCES
SUBJECTS	IRELAND UNIVERSITIES	PERSONAL STATEMENTS	INTERACTIONS
GOALS	EU UNIVERSITIES	STUDENT LETTERS & ESSAYS	DESTINATIONS
KNOW-HOW	AUSTRALASIA UNIVERSITIES	TEACHER LETTERS	USAGE CHARTS
MOOCs	ASIA UNIVERSITIES	RECOMMENDATIONS	DOWNLOADS
	MIDDLE EAST UNIVERSITIES	REFERENCES	
	APPRENTICESHIPS	CV / RESUME	
	COLLEGE & 6TH FORM	LOCKER	
	OXBRIDGE	DOCUMENT SUBMISSION	

Active
Go to



My logins

Platform		Username	Password	Platform		Username	Password
	Email account https://outlook.live.com My email address is: _____				Sparx https://www.sparxmaths.uk/		
	TEAMS https://www.microsoft.com/en-gb/microsoft-teams/log-in				Seneca https://app.senecalearning.com/login		
	ClassChart https://www.classcharts.com	Pupil code: Download the ClassCharts app on your phone!			Unifrog https://www.unifrog.org/sign-in		
	Bedrock https://app.bedrocklearning.org/						

Links to all our online platforms can be found at <https://bourneendacademy.e-act.org.uk/>



Student safeguarding curriculum

To become a successful **future leader** students, you need to be able to make informed safe choices.

All students will take part in a weekly safeguarding session which will follow the schedule below, although it is subject to change depending on the needs of each year group.

Cycle 1		Cycle 2		Cycle 3	
What is a safeguarding culture?	Malicious communication and cyber bullying	Knife crime (serious youth violence)	Self-efficacy and self-reflection	Scenario based application (based on all topics covered last cycle)	Honor based abuse (inc FGM)
Staying safe online	United against bullying	Knife crime (impact of social media)	Domestic Violence and abuse 1	Bank holiday	Serious Youth Violence
Anti-Bullying	Sexual violence and harassment	Online Safety and Expectations	Domestic Violence and abuse 2	Mental Health awareness week and Child Criminal Exploitation (CCE)	Mental health and wellbeing
British Values	Substance misuse (caffeine and energy drinks)	Healthy v unhealthy relationships	Radicalisation (online safety)	Child Criminal Exploitation (CSE)	Scenario based application (based on all topics covered this cycle)
Mental wellbeing	Substance misuse (alcohol and smoking/e cigarettes)	Childrens mental Health week/safer internet day	Personal Wellbeing	Extremism	Scenario based application (based on all topics covered this cycle)
Mental Health	Inset day	Fears and Anxieties (Signs, Symptoms and support)	Inset day	Peer on Peer/Child on Child abuse	Inset day

READY RESPECT SAFE SAFEGUARDING INFORMATION

If you need to talk to someone about your wellbeing or safety or you are worried about another student, please speak to your pastoral team or any of the teachers below.

We are here to support you.

Ms. K Leavy Designated Safeguarding Lead

Office: T floor, main building (English corridor)

Ms. A Rogerson Deputy Designated Safeguarding Lead

Ms. J Walker Designated Safeguarding Staff

Office: W Block outside office

Ms. T Latter Designated Safeguarding Staff

Office: Sixth Form

Ms. I Slade Designated Safeguarding Staff

Office: T Floor (Pastoral office)

Ms. E Lee Designated Safeguarding Staff

Office: N Block (Pastoral office)

Mr. O Walters EACT Regional Safeguarding Lead



Tuesday: Positivity Day

Being positive and celebrating success is a tool we can use to improve our mood and our mental health. It is also proven that being positive increases your productivity, supports you in feeling more optimistic and can help motivate you to achieve more.

Week	Leader Points total from previous week	Something I am proud of from last week is...
Example	10	<i>I attended netball club after school. I completed all my homework on time.</i>
1		
2		
3		
4		
5		
6		

Week	Leader Points total from previous week	Something I am proud of from last week is...
7		
8		
9		
10		
11		
12		
13		



Wednesday: News and Current Affairs

The news plays a vital part within our society. It informs us about events that are happening which can have a direct impact on an individual. There are different types of news:

- **Local** – This can allow a community to engage in decisions for their local area.
- **National** – This can allow people to gain a sense of a national perspective and understand what is happening in other cities or towns the same country.
- **International** – Knowing what is happening in other countries gives people a perspective of each other's ways of life and cultural differences.

Week	True or False
1	1. 2. 3.
2	1. 2. 3.
3	1. 2. 3.
4	1. 2. 3.

Week	True or False
5	1. 2. 3.
6	1. 2. 3.
7	1. 2. 3.
8	1. 2. 3.

Week	True or False
9	1. 2. 3.
10	1. 2. 3.
11	1. 2. 3.
12	1. 2. 3.
13	1. 2. 3.



Thursday: Spellings

Spelling is important to improve our communication, literacy and has a direct impact on employment opportunities.

Week	Spelling
1	1. 4. 2. 5. 3.
2	1. 4. 2. 5. 3.
3	1. 4. 2. 5. 3.
4	1. 4. 2. 5. 3.
5	1. 4. 2. 5. 3.
6	1. 4. 2. 5. 3.

Week	Spelling
7	1. 4. 2. 5. 3.
8	1. 4. 2. 5. 3.
9	1. 4. 2. 5. 3.
10	1. 4. 2. 5. 3.
11	1. 4. 2. 5. 3.
12	1. 4. 2. 5. 3.
13	1. 4. 2. 5. 3.



Friday: Attendance Matters

Good attendance is an essential component to become a successful leader. *"Leadership is an action, not a position"*, Donald McGannon.

- There is a strong and significant relationship between a student's grades and their attendance at school.
- By keeping attendance above 98%, you will be demonstrating the professional standards that you will be held to in the world of work.
- We want all students to access the whole curriculum. Students who are absent from lessons are losing the opportunity to gain essential knowledge needed to progress to the next stage of study.

Week	My weekly attendance Percentage %	Comparison to previous week Include ↑ or ↓
1		
2		
3		
4		
5		
6		

Week	My weekly attendance Percentage %	Comparison to previous week Include ↑ or ↓
7		
8		
9		
10		
11		
12		
13		



Year 7 Personal Development Leadership Guide

Week/Topic	Core question	Answers
1 Welcome to BEA	<ol style="list-style-type: none"> 1. Define what it means to be respectful. 2. Give an example of being ready at BEA. 3. What is the most important factor of keeping safe at school? 	<ol style="list-style-type: none"> 1. Respecting the environment and those around us. 2. Having the correct uniform and Equipment, Being on time, Positive attitude, Showing determination to do your best, always pushing yourself to be the best you can be. 3. Communication
2 Friendships (Healthy vs Unhealthy)	<ol style="list-style-type: none"> 1. Give 2 examples of what makes a healthy friendship. 2. Give 2 examples of what makes an unhealthy friendship. 3. Define the term 'two-way friendship'. 	<ol style="list-style-type: none"> 1. Honesty, Trust, Loyalty, Empathetic, Good Listeners, Respect, Laughing, fun, accepting, caring, supportive, encouraging, respects your space. 2. Jealousy, manipulation, judgemental, overprotective, talks behind your back, being unkind to you in front of other people as a 'joke', controls you and who you can be friends with. 3. Both people should put the same equal time and effort into the friendship as the other
3 Mental Health	<ol style="list-style-type: none"> 1. What is more important, physical or mental health? 2. List some of the symptoms of depression. 3. Describe 2 ways we can practise self care. 	<ol style="list-style-type: none"> 1. Both are just as important as each other. Your body needs both mental health and physical health to function properly and let you live a happy and healthy life. 2. Feeling upset/hopeless, sad and tearful, struggling to get out of bed, struggling to concentrate, being irritable or grumpy, trouble sleeping, eating little, overeating, suicide or self harm. 3. Eating a healthy balanced diet, going for a walk, having a long bath, reading a book, relaxation techniques such as meditation, takes some time away from technology, exercising regularly, join clubs/groups, organise your day, set goals, learn a new skill.
4 Identity	<ol style="list-style-type: none"> 1. Define the word identity. 2. Name 3 characteristics which make up a person's identity. 3. As we grow up, what factors might influence a change in our identity? 	<ol style="list-style-type: none"> 1. A set of characteristics that define a person. Your identity is 'who you are'. We are born with some of the things that make us 'who we are' e.g. eye colour, race, gender etc. Others things develop and change over time e.g. personality, interests, beliefs etc. 2. Appearance, religion, ethnicity, personality, hobbies, likes/dislikes, strengths/weaknesses, aspirations, family, traditions, culture, clubs/teams, age, name. 3. Coming to secondary school, meeting new people, making new friends, maturing, your purpose, exposure, puberty.
5 Positive Communication	<ol style="list-style-type: none"> 1. Describe 3 ways we can communicate with others non-verbally. 2. Explain what the term 'active listening' means. 3. Why is communication so important whilst being at school? 	<ol style="list-style-type: none"> 1. Eye contact, body language, facial expressions, hand gestures, sign language, written language, posture, touch, space. 2. Concentrating on what is being said rather than just 'hearing' the message of the speaker. Active listening involves listening with all senses. This can be conveyed to the speaker by using both verbal and non-verbal messages such as maintaining eye contact, nodding your head and smiling, agreeing by saying 'Yes' or simply 'mmm hmm' to encourage them. 3. Because it helps to keep everyone safe.



Year 7 Personal Development Leadership Guide

Week/Topic	Core question	Answers
6 Bullying	<ol style="list-style-type: none"> 1. What are the four types of Bullying? 2. Describe the role of a bystander in an event of bullying. 3. What can you do to support a victim in an event of bullying? 	<ol style="list-style-type: none"> 1. Cyber, Verbal, Physical and Relational. 2. A bystander is someone who witnesses an event of bullying. They do not get involved in the bullying behaviour but equally, they do not do anything to help the victim. 3. Tell a teacher or trusted adult, report the incident using class charts, stand up for the victim, be a friend to the victim (offer them support, a listening ear, advice), if bullying is taking place online you should report it on the app and take a note of what is said to later show a trusted adult.
7 Healthy body, Healthy mind (eating and exercise)	<ol style="list-style-type: none"> 1. Explain what is meant by a balanced diet? 2. Describe what is meant by a sedentary lifestyle. 3. Name two ways we can stay healthy other than eating a balanced diet. 	<ol style="list-style-type: none"> 1. A balanced diet involves eating a variety of food in the right amounts. 2. A person living a sedentary lifestyle spends too much time engaging in behaviours that expend very little energy, like watching TV, playing video games, reading or using a mobile phone or computer for much of the day. 3. Getting a good amount of sleep, reducing screen time, socialising, drink lots of water, exercising regularly.
8 Peer Pressure	<ol style="list-style-type: none"> 1. Describe the term, peer pressure. 2. Give an example of an event of peer pressure. 3. Why do people give in to peer pressure? 	<ol style="list-style-type: none"> 1. Peer pressure is the pressure that you feel to behave in a certain way because your friends or people in your group expect it. 2. Example: James told Sam that if he didn't smoke the cigarette, he wouldn't be friends with him anymore. 3. Because they want to be liked, they are worried they might be bullied if they don't do it, they are vulnerable, they want to be accepted by others, they are afraid of what might happen if they do not do it.
9 Neurodiversity	<ol style="list-style-type: none"> 1. Describe the term neurodiversity. 2. Give two types of neurodiversity. 3. Describe symptoms of ADHD. 	<ol style="list-style-type: none"> 1. Neurodiversity describes the idea that people experience and interact with the world around them in many different ways. 2. ADHD, ASD, Dyslexia, Dyspraxia, Tourette's, Asperger's syndrome, epilepsy, OCD 3. Having a short attention span and being easily distracted, appearing forgetful or losing things, being unable to stick to tasks that are tedious or time-consuming, constantly changing activity or task, having difficulty organising tasks.
10 Social media (risks and benefits)	<ol style="list-style-type: none"> 1. State 3 benefits of social media. 2. State 3 risks of social media. 3. What is meant by a 'sign up age'? 	<ol style="list-style-type: none"> 1. Keeping in touch with friends/family, Meeting new people, Speeds up communication/Real time communication, Discovering new content, Entertainment/Fun, Learning new things, Keeping up to date with the news, Finding people with similar interests, Recording memories, Arranging social gatherings efficiently. 2. Cyber Bullying, Catfishing, Phishing (where an attacker acts like a reputable company to take money), Fraud, Exposure to content that is not age appropriate, Addiction, Social isolations, Unrealistic expectations of body image, Spread of fake news, Access to personal information, Lack of privacy, Grooming, Sleep disruptions. 3. A sign-up age is the minimum age you must be to sign up to a social media account.



Year 7 English Leadership Guide: The Hobbit

Careers linked to this topic (**The Hobbit**) can include things like journalism and investigator as I will be developing my analytical skills.

Week/ Topic	I need to know:	So that I can:
1	<ol style="list-style-type: none"> To successfully write descriptions, Tolkien uses 'show not tell' techniques to convey Bilbo Baggins as the protagonist of The Hobbit. Bilbo's thoughts, feelings, and actions form the focus of the novel and shape its plot. Tolkien first wrote about Middle-Earth with the intention of creating an entirely new mythology for the English people, and the story's form is based on the ancient heroic epics that Tolkien taught and studied at Oxford and after servicing in World War 1. 	<ol style="list-style-type: none"> Explain and analyse the first half of Chapter One Write to describe using the show not tell rule
2	<ol style="list-style-type: none"> Analytical paragraphs should include an opening statement, evidence and analysis Tolkien writes in a mixture of poetry and prose to convey different the different moods and tones of the text. For example, in Chapter 1 Tolkien portrays the joyous mood of the dwarves through an ABAB rhyme scheme. The Hero's Journey usually begins with a 'call to adventure'. This should often come out of the blue (Gandalf's surprise appearance) and establish what the goal of the hero is. Like Bilbo, Hero's should also be reluctant to answer the call. 	<ol style="list-style-type: none"> Write an analytical paragraph which includes the key steps Identify a rhyme scheme Explain why Bilbo has decided to join the dwarves on an adventure
3	<ol style="list-style-type: none"> Tolkien conveys the trolls as cretinous through his use of dialect and colloquialisms. Progress Book Tasks are at least two analytical paragraphs 	<ol style="list-style-type: none"> Analyse the purpose of the trolls speaking in colloquialisms Write a successful Progress Book Task: 'How does Tolkien present the trolls as uncivilised creatures?'
4	<ol style="list-style-type: none"> The Elves symbolise Adam before sin entered the Garden of Eden (they are immortal and all knowing). They are deliberately placed in stark contrast to Gollum who represents the corruption of man Tolkien uses onomatopoeia to convey the terrifying nature of the goblins and to build fear into the text Bilbo gaining the ring from Gollum represents a pivotal point in the Middle Earth canon. This simple action will form the basis of the Lord of the Rings trilogy Riddles are statements intended to make it difficult to work out what the answers is 	<ol style="list-style-type: none"> Identify onomatopoeia and explains its effect Identify the significance of Bilbo acquiring the ring from Gollum Write my own riddles
5	<ol style="list-style-type: none"> Tolkien deliberately use real-life creatures (such as eagles) to symbolise motifs such as honour and bravery. The ring Bilbo has acquired symbolises the forbidden fruit. The ring begins to corrupt Bilbo despite giving him power. Progress Book Tasks are at least two analytical paragraphs 	<ol style="list-style-type: none"> Identify key symbols and explain their purpose Explain the power of Bilbo's new ring and the changes in his personality Write a successful Progress Book Task: 'How does Tolkien present Bilbo's transformation into a brave adventurers?'



Year 7 English Leadership Guide: Analytical essay of an extract of *The Hobbit*

Week/ Topic	I need to know:	So that I can:
6	<ol style="list-style-type: none"> The dwarves are on their own journey. The dwarves' hamartia (particularly Thorin's) is arrogance. A hamartia usually leads to a fatal end. Does this foreshadow Thorin's death? Natural imagery sets a reminder that the dwarves are not all powerful. Nature will always be more powerful than humanity. 	<ol style="list-style-type: none"> Recognise the dwarves are experiencing the pride before the fall Identify natural imagery and explain its purpose, particularly around the Lonely Mountain
7	<ol style="list-style-type: none"> Tolkien has drawn inspiration from previous literary sources such as Fanfir to create Smaug the dragon. Tolkien has employed mirroring between Thorin and Smaug to highlight the irony of their similarities. By calling the Arkenstone is the 'Heart of the Mountain,' Tolkien highlights the importance of the object but also that it belongs to the mountain. The dwarves are not following the Hero's Journey. However, we are suddenly introduced to a new character Bard who plays the role of the hero. 	<ol style="list-style-type: none"> Identify how Tolkien has used the typical tropes of a dragon in his creation of the creature Smaug Identify the similarities between the dragon and Thorin Recognise the significance of the Arkenstone
8	<ol style="list-style-type: none"> Progress Book Tasks are at least two analytical paragraphs Thorin transforms into the villain of the text, Tolkien contrasts the characters of Bard and Thorin though the use of rhetoric. Bilbo's completes his revelation that the dwarves are not wholly good. Bilbo has had a linear journey in the text as he has transformed from the shy hobbit he once was. 	<ol style="list-style-type: none"> Write a successful Progress Book Task: 'How does Tolkien present Smaug as monstrous?' Identify how the character of Thorin has changed Identify how the character of Bilbo has changed
9	<ol style="list-style-type: none"> Like Gollum, Thorin has been corrupted by greed and turns on Bilbo The Battle of the Five Armies is the climax of the text. This means that it is full of action. Thorin and Bilbo reconcile before Thorin's death. This creates catharsis for the text even though it is a tragic ending Bilbo is juxtaposed with his fellow hobbits at the end of the text 	<ol style="list-style-type: none"> Explain how Bilbo's philosophy has changed from his previously selfish ways Analyse how Tolkien creates an action-packed climax Describe how Bilbo no longer fits in with his fellow hobbits
10	<ol style="list-style-type: none"> A successful essay starts with an introduction and ends with a conclusion An introduction should contain a thesis, link to the question and introduce your keys points A conclusion should provide a summary of your points and answer the question Your analytical paragraphs should include an: opening statement, evidence and analysis 	<ol style="list-style-type: none"> Write a successful introduction Write a successful conclusion Write two successful analytical paragraphs
11	<p>Leader's Prep: To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!</p>	<p>Final Assessment: DCP 1</p>



Year 7 Maths Leadership Guide:

Careers linked to these topics can include things like being a Teacher. Being a Teacher means you are a problem solver and an effective communicator. They use their mathematical skills and expertise to pass on information and inspire the next generation. Ensuring that they understand key concepts, they can develop future leaders to be logical, innovative and knowledgeable.

Week / Topic	Topic Covered	I will be able to:	Sparx Code So that I can:
	Assessment	There will be a unit assessment at the end of every topic outlined below	
1	Factors, Multiples and Primes Highest Common Factor (HCF) and Lowest Common Multiple (LCM)	<ol style="list-style-type: none"> 1. Calculate all the factors of numbers up to 100 2. List all the prime numbers up to 100 3. Find the Highest Common Factor of up to 3 numbers 4. Find the Lowest Common Multiple of up to 3 numbers 	M823 M322 M365 M108
2	Fractions	<ol style="list-style-type: none"> 1. Express one number as a fraction of another 2. Represent fractions as part of an amount 3. Simplify fractions 4. Compare fractions 	M695 M671 M335
3	Multiply and divide fractions	<ol style="list-style-type: none"> 1. Multiply fractions using the bar model 2. Multiply fractions without the bar model 3. Use the reciprocal of a fraction when dividing 4. Divide two given fractions 	M157 M110
4	Decimals	<ol style="list-style-type: none"> 1. Write a list of decimals in order of size 2. Add/Subtract decimals and integers 3. Multiply decimals and integers 4. Divide decimals and integers 	M522 M429 M152 M262
5	Negative number operations	<ol style="list-style-type: none"> 1. List a set of integers (including positive & negative) in order of size 2. Add/subtract one and two digit negative numbers 3. Add/Subtract one and two digit negative and positive numbers 4. Multiply/divide positive and negative numbers 	M527 M106 M288
6	Algebraic Expressions	<ol style="list-style-type: none"> 1. Collect like terms 2. Add/Subtract like terms with integers and powers 3. Simplify algebraic expressions involving multiplication 4. Simplify algebraic expressions involving division 	M795 M531 M327 M949



Year 7 Maths Leadership Guide

Week/ Topic	Topics covered :	I will be able to:	Sparx Code So that I can:
7	Algebraic Expressions	<ol style="list-style-type: none"> 1. Multiply/divide terms with powers 2. Expand brackets involving powers 3. Form algebraic expressions in context 	M120 M237
8	Formulae, Identities and Substitution	<ol style="list-style-type: none"> 1. Expand singles brackets and simplify expressions 2. Factorise an expression into a single bracket 3. Substitute integers, fractions and decimals into linear expressions 4. Substitute positive and negative numbers into linear expressions 	M792 M100 M417 M327
9	Computer Science Impact of Technology	<ol style="list-style-type: none"> 1. Save and find personal documents and common applications 2. Describe how to communicate with peers online 3. Plan effective presentations for a given audience 4. Recognise the effects of cyber bullying 	
10	Computer Science Networking	<ol style="list-style-type: none"> 1. Define what a computer network is 2. List examples of hardware necessary for connecting devices 3. Compare wired and wireless connections 4. Measure bandwidth using the correct units 	
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!	Final Assessment: DCP1	
12	Super Teaching	Re-teaching of key topics from Autumn term	



Year 7 Science Leadership Guide: Systems and Environmental Science

Careers linked to this cycle can include things like Medicine, Ecology, Meteorology and Astronomy as I will be developing my knowledge of how humans and other organisms interact with the deeply interconnected world around them.

Week/ Topic	I will need to know:	So that I can:
1 The Solar System	<ol style="list-style-type: none"> The solar system consists of the sun and all of the objects that orbit due to it's gravity. Our solar system contains 8 planets; Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune and many space rocks; asteroids, comets and meteoroids. Satellites are things that orbit the Earth. They can be natural, like the moon, or artificial like the International Space Station. 	<ol style="list-style-type: none"> Name the 8 planets in the solar system and explain why they orbit the sun. Describe the difference between asteroids, comets and meteoroids. Explain the difference between natural and artificial satellites.
2 The Universe	<ol style="list-style-type: none"> Our heliocentric model of the solar system was developed from an earlier geocentric model. The seasons are caused by the tilt on the Earth's axis. The universe is approximately 14 billion years old. Galaxies are collections of billions of stars and our solar system is in the Milky Way galaxy. 	<ol style="list-style-type: none"> Describe the difference between the geocentric and heliocentric models of the solar system. Explain what causes the 4 seasons on Earth. Describe the difference between galaxies and solar systems.
3 The Atmosphere	<ol style="list-style-type: none"> The Earth's atmosphere is composed of approximately 80% nitrogen and 20% oxygen. The Earth's atmosphere has several layers including the troposphere, mesosphere, thermosphere and exosphere. Our weather is controlled by day-to-day changes in the atmosphere. Human action, including the burning of fossil fuels, is leading to long-term climate change on Earth due to the greenhouse effect. Climate refers to long-term weather patterns. 	<ol style="list-style-type: none"> Name the layers of the atmosphere on Earth. List the factors that contribute to daily weather. Explain how CO₂ in the atmosphere has led to global warming.
4 Structure of the Earth	<ol style="list-style-type: none"> The Earth is approximately 4.5 billion (4,500,000,000) years old. The Earth is composed of 3 main layers: the crust, the mantle and the core. The surface of the Earth changes over many millions of years due plate tectonics. 	Mid-point Assessment Questions from week 1 - 3
5 The Rock Cycle	<ol style="list-style-type: none"> There are 3 main types of rocks found on Earth: igneous, metamorphic and sedimentary. Sedimentary rocks are formed through weathering, erosion, transportation, deposition, compaction and cementation. Metamorphic rocks are formed when heat and pressure is applied to a rock. Igneous rocks are formed when lava or magma cools. The changes of rocks can happen in a cycle known as the rock cycle. 	<ol style="list-style-type: none"> List the types of rocks found on Earth. Describe the processes that are involved in forming the different types of rocks. Explain how these processes link to form the rock cycle.
6 Feeding Relationships	<ol style="list-style-type: none"> Some organisms generate their own food using sunlight. These are called producers. Organisms that get their food from eating other organisms are consumers. Animals can be categorised as herbivores and carnivores, and as predators or prey. The feeding relationships between organisms in an ecosystem are represented in food chains and food webs. 	<ol style="list-style-type: none"> Explain how the sun is the source of energy for almost all life on Earth. Compare how consumers and producers get their food as well as herbivores and carnivores. Draw simple food chains and food webs



Year 7 Science Leadership Guide: Systems and Environmental Science

Week/ Topic	I will need to know:	So that I can:
7 Interdependence	<ol style="list-style-type: none"> 1. Different species whose number and health are affected by each other are said to be interdependent. 2. Predator and prey species are interdependent with one another. 3. Flowering plants and pollinating insects are interdependent with one another. 4. Human societies benefit from diverse, species-rich ecosystems with many interdependent relationships. 	<ol style="list-style-type: none"> 1. Explain why predator-prey cycles show an interdependent relationship. 2. Explain why human food security relies on the health of pollinators such as bees. 3. Explain why it is necessary for humans to protect environments such as the Amazon rainforest.
8 Human Health	<ol style="list-style-type: none"> 1. The human diet requires 7 main nutrients: protein, carbohydrates, lipids (fats), vitamins, minerals, fibre and water. 2. Each of the three macronutrients (protein, carbohydrates, lipids) is needed in large amounts in our diet and have unique function in our diet. 3. Micronutrients (vitamins and minerals) are needed in small quantities in our diet. Each has a unique function and is found in different quantities in different foods. 4. Consuming alcohol and other recreational drugs can lead to poor health. 	<p>Mid-point Assessment</p> <p>Questions from week 5-7</p>
9 Reproduction	<ol style="list-style-type: none"> 1. Exercise is important in maintaining good health and supporting the function of organs. 2. Reproduction is how organisms continue their species by creating new individuals. 3. Know the functions of main organs of the male and female human reproductive systems. 4. The menstrual cycle regulates a female's fertility and ability to become pregnant. 	<ol style="list-style-type: none"> 1. Explain why exercise is important for a healthy body and mind. 2. Describe the organs of the male and female reproductive system in humans. 3. List the main stages of the menstrual cycle.
10 Genetics	<ol style="list-style-type: none"> 1. During fertilisation, the sperm and egg join to create new offspring after sexual intercourse. 2. The information an organism needs is stored in a DNA molecule, in the nucleus of cells 3. DNA is passed from one generation to the next during reproduction. 4. Reproduction can be sexual (two organisms needed) or asexual (needs one organism). 	<ol style="list-style-type: none"> 1. Describe the process of fertilisation. 2. Describe the function of DNA in an organism. 3. Explain the difference between sexual and asexual reproduction.
11	<p>Leader's Prep:</p> <p>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! You can use flashcards, the 5 a day questions and your leaders guide to help you.</p>	<p>Final Assessment:</p> <p>Your assessment will be made up of 10 multiple choice questions, 15 1-mark knowledge questions and 25 marks of application questions.</p>



Year 7 Subject History Leadership Guide: Power and Politics

Careers linked can include a market researcher as I will be developing my research and analytical skills.

Week/ Topic	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> That church attendance in Britain today has declined in recent years due to rise in other religions and atheism. That all Medieval people believed in Heaven and Hell and that Medieval Churches had many doom paintings that showed what purgatory looked like. That people went to church in Medieval times because of fear, superstition and lack of scientific understanding. 	<ol style="list-style-type: none"> Explain why the Church was so important for Medieval people. Explain the importance of doom paintings in Medieval times.
2	<ol style="list-style-type: none"> The Crown had political and military power in the country and the Church had religious power over everyday life. That King Henry II appointed his good friend Thomas Becket as Archbishop of Canterbury so he could have more control over the Church. That Thomas Becket became too powerful leading to many disagreements between Becket and King Henry II. 	<ol style="list-style-type: none"> Explain who was Thomas Becket and what happened to him in 1170. Evaluate who had more power at the time of Thomas Becket – the Church or State?
3	<ol style="list-style-type: none"> Thomas Becket was murdered in Canterbury Cathedral in 1170 by four knights. King Henry II can be blamed for Becket's death as he supposedly ordered the attack by being overheard proclaiming "Will no one rid me of this troublesome priest?" Thomas Becket can be blamed for his own death as he tried to become more powerful than Henry. 	Mid Point Assessment 1. Knowledge Retrieval Quiz
4	<ol style="list-style-type: none"> That the Reformation was when the Catholic Church was challenged and a new Church was created. That the Reformation led to the Protestant Church. That the Reformation started because some people were unhappy with the Catholic Church. 	<ol style="list-style-type: none"> Identify reasons why Medieval people were unhappy with the Catholic Church. Explain why the Reformation happened
5	<ol style="list-style-type: none"> That Martin Luther was a German Monk and a key figure in the reformation. That he created his 95 Theses (criticisms) against the Church. Martin Luther translated the bible into German to make it more accessible for everyone, leading to more people questioning the Church. 	<ol style="list-style-type: none"> Evaluate the most significant criticism Martin Luther had of the Catholic Church. Explain the significance of Martin Luther for the Reformation.
6	<ol style="list-style-type: none"> That Henry VIII married Catherine of Aragon but wanted a divorce and then married five times more. That the Pope did not allow people to divorce. Henry VIII wanted a divorce because he wanted to marry Ann Boleyn and have a male heir. The Catholic Church did not recognise divorce and only annulment. 	<ol style="list-style-type: none"> Make a judgement on the most suitable wife for Henry VIII. Evaluate and explain why Henry VIII decided to disobey the Pope's orders.



Year 7 Subject History Leadership Guide: Power and Politics

Week/ Topic	I will need to know:	So that I can:
7	<ol style="list-style-type: none"> 1. That Henry VIII became the Head of the Church in England after he was excommunicated by the Pope. 2. That Henry's decision to 'Break from Rome' was due to religious, economic and political reasons. 3. That the main religion of England changed from Catholic to Protestant. 	<ol style="list-style-type: none"> 1. Categorise Henry's decision to break from Rome as either religious, economic or political. 2. Answer the GCSE style question 'Describe two features of the English Reformation.'
8	<ol style="list-style-type: none"> 1. That the Monasteries were important in Tudor times as monks were responsible for teaching children and looking after the sick. 2. That the Dissolution of the Monasteries was when Henry VIII ordered all Catholic Monasteries to be closed down and he claimed their land and money. 3. That Henry wanted to close down the Monasteries for a variety of social, economic and religious reasons. 	<ol style="list-style-type: none"> 1. Describe the roles of Monasteries in Medieval times. 2. Categorise the reasons why Henry VIII closed down the Monasteries as economic, social and religious. 3. Answer the GCSE style question 'Describe two features of the dissolution of the Monasteries.'
9	<ol style="list-style-type: none"> 1. Henry VIII's only son Edward VI made significant religious changes to England that caused social changes. He died young, leaving behind no wife or heir. 2. Mary I gained the crown after her brother's death and changed England's religion from Protestant to Catholic. 3. Protestants were treated harshly and Mary I burned 300 Protestants who did not accept Catholic beliefs. 	<ol style="list-style-type: none"> 1. Determine how popular Edward was as a ruler based on the changes he made to religion. 2. Answer the GCSE style question 'Describe two features of Edward VI's reign.' 3. Explain the changes Mary I made to England and examine how she got her nickname 'Bloody Mary.'
10	<ol style="list-style-type: none"> 1. That Elizabeth I was the third child of Henry VIII to rule England. 2. That Elizabeth aimed to find a compromise in an effort to help ease problems religion had caused in England. 3. That Elizabeth punished those who refused to go to church services (recusants) and was excommunicated by the Pope. 	<ol style="list-style-type: none"> 1. Weigh up the changes Elizabeth made to religion and how they have impacted Britain today. 2. Reflect on how power changed between the Church and State by the Tudor period.
11	<p>Leader's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10: revising for assessments keeps you on the path to leadership. Work hard and show your best!</p>	Final Assessment: DCP



Year 7 Geography Leadership Guide: Map Skills

Careers linked to Map Skills can include things like Cartographers, archaeologists, land surveyors as I will be developing my ability to read maps and locate exact places.

Week/ Topic	I will need to know:	So that I can:
1 Longitude and Latitude	<ol style="list-style-type: none"> 1. The equator is an imaginary line dividing Earth into a northern and southern hemisphere and is a line of latitude. 2. Lines of latitude and longitude run parallel to the equator. 3. The world is made up of seven continents and several major oceans. 	<ol style="list-style-type: none"> 1. Locate places using lines of longitude and latitude. 2. List and locate all the continents of the world. 3. List and locate all the major oceans of the world.
2 Atlas and Maps	<ol style="list-style-type: none"> 1. An atlas is a book that shows a variety of different maps at different scales. 2. The maps in an atlas can be split into physical, political or thematic. 3. An atlas contains a table of contents and an index. 	<ol style="list-style-type: none"> 1. Find places in an atlas using the table of contents and index. 2. Explain the importance of an atlas.
3 OS Maps and Compasses	<ol style="list-style-type: none"> 1. The Ordnance Survey (OS) is the national mapping agency for Great Britain. 2. Direction is measured using a compass. 3. A compass works because Earth is a huge magnet. 4. The three main types of compasses. 5. Earth has two magnetic poles. 	<ol style="list-style-type: none"> 1. Describe the variety of different maps of the world. 2. Be able to work out different compass directions. 3. Understand the reasons why there are different compasses.
4 Map Skills	<ol style="list-style-type: none"> 1. There are different types of OS maps e.g. Landranger maps, Explorer maps etc. 2. Symbols are used to show detail on maps when drawn to scale. 3. All maps have a legend. 	<ol style="list-style-type: none"> 1. State the different types of OS maps. 2. Identify what each symbol on a map represents.
5 Map Skills	<ol style="list-style-type: none"> 1. OS maps contain eastings and northings. 2. Four figure grid references allow us to locate places within a 1km² on an OS map. 3. Six figure grid references allow us to find the exact location of places on OS maps. 	<ol style="list-style-type: none"> 1. Read grid references from a OS map. 2. Locate specific points on a OS map.
6 Map Scales	<ol style="list-style-type: none"> 1. Maps have different scales depending on what they are used for. 2. The scale tells you how much you would have to enlarge your map by to get the actual size in real life. 	<ol style="list-style-type: none"> 1. Convert map distances to real-life distances. 2. Work out a variety of distances from OS maps.



Year 7 Subject Geography Leadership Guide: Map Skills

Week/ Topic	I will need to know:	So that I can:
7 Mid Point Assessment	<ol style="list-style-type: none"> How to read off longitude and latitude. The major continents and oceans of the world. The purpose of an atlas and its features. How to use a compass and the different types of compasses. What different map symbols represent. How to read off four and six grid references, How to convert map distances to real life distances. 	<p>Mid-point assessment</p> <p>Complete a 30 question Consolidation CheckPoint.</p>
8 Contour Lines	<ol style="list-style-type: none"> Height on maps can be shown via, contour lines and spot heights. Contour lines are a useful way to identify the height and shape of the land. 	<ol style="list-style-type: none"> Find heights of lands using OS maps. Understand how steep land is from contour lines.
9 GIS Maps	<ol style="list-style-type: none"> Geographic Information Systems (GIS) is specialist software that links geographical data with a map. GIS is a useful source of secondary data and it can be used to plan geographical enquiries. A choropleth map uses shades of the same colour to show the distribution of data. 	<ol style="list-style-type: none"> Obtain useful data from reading a GIS map. Compare different regions on choropleth maps to obtain data.
10 Consolidation	<ol style="list-style-type: none"> The major continents and oceans of the world. How to read longitude and latitude. The features of an atlas. How a compass works. How to read maps at different scales. How to read four and six grid references. How to convert map distances to real life distances. How to read contour lines. The importance of GIS and choropleth maps. 	<p>Consolidate all of my learning and achieve my best in the DCP.</p>
11	<p>Leader's Prep:</p> <p>To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10;revising for assessments keeps you on the path to leadership. Work hard and show your best!</p>	<p>Final Assessment: DCP</p>



Cycle 1 year 7 Spanish Leadership Guide: “¡Mi vida!”

Students will be introduced to some of the fundamental learning skills and strategies required to become a successful language learner.

Careers linked to this learning include: interpreter, translator or blogger.

Week/ Topic	I will need to know the following lines from my parallel text (PT) and the substitution words in bold.		So that I can:
1 El español global	1. The Spanish Speaking countries of the world. (España/ Argentina/ Uruguay/ México/ Chile/ Paraguay/ Bolivia/ Perú/ Ecuador/ Colombia/ Venezuela/ Panamá/ Nicaragua/ Costa Rica/ El Salvador/ Guatemala/ Honduras/ Cuba/ República Dominicana)		1. Have a better understanding of the Spanish speaking world and the benefits of Speaking Spanish.
2 ¡Hola!	¡Hola! ¿Qué tal? Estoy bien , gracias. ¿Cómo te llamas? Me llamo Miguel . Mi apellido es Torres .	1 2 3	Hello! How's you? I'm good , thanks. How yourself (you) call? Myself (I) call Miguel . My surname is Torres .
3 El sistema fonético	Se escribe T-O-R-R-E-S .	4	My surname is Torres .
4 Mi carnet de identidad	¿Cuántos años tienes? Tengo once años.	5	(How) many years (you) have? I've eleven years.
5 ¡...y que cumplas muchos más!	¿Cuándo es tu cumpleaños? Mi cumpleaños es el dos de agosto . Nací en 2009 .	6 7	When it's your birthday? My birthday it's the two of August . (I was) born in 2009 .
6 Las descripciones físicas	En mi opinión, soy bastante delgado/a pero no soy ni alto/a ni bajo/a . Soy mediano/a . ¡Diría que soy guapo/a !	8 9 10	In my opinion. I'm quite thin(m/f) but no I'm neither tall(m/f) nor small(m/f) . I'm average (height)m/f (I would) say I'm good-looking(m/f) !
Mid-point assessment Write a short text introducing yourself.			



Cycle 1 year 7 Spanish Leadership Guide: “¡Mi vida!”

Students will be introduced to some of the fundamental learning skills and strategies required to become a successful language learner.

Careers linked to this learning include: interpreter, translator or blogger.

Week/ Topic	I will need to know the following lines from my parallel text (PT) and the substitution words in bold.			So that I can:
7&8 Espejito, espejito...	Tengo los ojos azules y el pelo súper largo, liso y negro.	11 12	I've the eyes blues and the hair really long, straight and black.	<ol style="list-style-type: none"> Describe my hair and eye colour. Recognise and use the verbs: <i>ser</i> and <i>tener</i>. Ask and answer the questions: What colour are your eyes? What is your hair like?
9 Mi carácter	Pienso que soy muy simpático/a y generoso/a. Me gustaría ser siempre alegre. ¡Adiós!	13 14	(I) think that I'm very nice(m/f) and generous(m/f). Me (would) like to-be always happy. Bye!	<ol style="list-style-type: none"> Describe my personality traits. Ask and answer the questions: What type of person are you?
10 ¡Se busca!	Most wanted project. To create a poster including: <ul style="list-style-type: none"> - Full name - Nationality - Age and birthday - Physical description - Personality 			<ol style="list-style-type: none"> To give a description of someone else's appearance. To practise oral skills in Spanish.
11	Leader's Prep: To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-8; revising for assessments keeps you on the path to leadership. Work hard and show your best!			Final Assessment: Complete the Reading and Writing assessment. (DCP 1)



Year 7 Food & Nutrition Leaders Guide: Basic Cooking Skills.

Careers linked to this topic can include things like a Chef, restaurant manager, Nutritionist, food blogger or Food product developer

Week/ Topic	I will need to know:	So that I can:
1 Health & Safety, Equipment	<ol style="list-style-type: none"> 1. The personal hygiene rules to be followed before and during food preparation 2. Hazards in the food room and how to prevent them so there are no accidents. 3. The names of equipment used in Food 	<ol style="list-style-type: none"> 1. Explain the importance of hygiene and safety in a food room 2. Safely understand how to use equipment
2 Fruit Kebabs	<ol style="list-style-type: none"> 1. How to use a vegetable knife correctly using the Bridge and Claw technique. 2. Fruits are low in fat, sugar, salt and high in fibre, Vitamins and antioxidants. They are needed as part of a healthy diet to help prevent dietary related diseases in later life . 	<ol style="list-style-type: none"> 1. Peel, chop and core a range of fruit safely using the bridge technique 2. Explain the health benefits of eating a range of fruit
3 5 a day	<ol style="list-style-type: none"> 1. Eating a variety of fruit and vegetables helps keep our bodies healthy 2. We should eat a minimum of 5 fruits and vegetables a day, each portion is 80g. 3. Vitamins and minerals can prevent us from getting unwell 	<ol style="list-style-type: none"> 1. Explain the benefit of vitamins in our diet 2. To know what a portion of fruit and vegetables is
4 Pizza Bagels	<ol style="list-style-type: none"> 1. Oven gloves must be worn when using an oven to prevent burns 2. Ensure you use the bridge technique and claw grip when preparing and chopping vegetables, 3. How to assemble ingredients to have the correct balance 	<ol style="list-style-type: none"> 1. To be able to follow a recipe card in the correct sequence 2. To demonstrate skills in chopping and safety
5 Nutrients	<ol style="list-style-type: none"> 1. There are 5 key nutrients you need to have a balanced diet 2. Each of the nutrients have a specific function (job) in the body and comes from different sources 3. Too much or too little (excess and deficiency) of any nutrient can cause diet related problems 	Mid-point assessment <ol style="list-style-type: none"> 1. Explain the health benefits of eating a diet rich in fruit and vegetables 2. Describe a range of ways to incorporate 5-A-day into meals 3. What the key nutrients are and their core functions



Year 7 Construction

Week/ Topic	I will need to know:	So that I can:
1 Introduction to the Workshop	<ol style="list-style-type: none"> 1. The rules of the workshop. How to work safely in the workshop. 2. The tools I will use for the Book End task. 3. How to measure in Centimetres and Millimetres. 	<ol style="list-style-type: none"> 1. Understand the importance of staying safe in the workshop. 2. Identify and use the tools correctly. 3. Accurately mark out the length of timber that will need to be cut.
2 The use of MDF Engineered Board	<ol style="list-style-type: none"> 1. What MDF engineered board is. 2. The advantages and disadvantages of using MDF board. 3. The different subjects that could be used to design the book ends artwork. 	<ol style="list-style-type: none"> 1. Make an evaluation on the pros and cons of using MDF as a material to make things with. 2. Give an opinion of the different choices of material that could be used.
3 / 4 Correct sawing techniques	<ol style="list-style-type: none"> 1. How to saw with a Tenon saw correctly. 2. How to accurately glue the pieces together. 3. Sketching techniques for the book end design. 4. Colouring techniques and materials used to complete sketched design for the bookends. 	<ol style="list-style-type: none"> 1. Safely and accurately use sawing techniques to saw timber. 2. Safely and neatly use techniques to glue materials together. 3. Make a choice of the different decorating materials available to decorate the book ends.
5 Attaching design to the frame	<ol style="list-style-type: none"> 1. How to shape the MDF board using the sanding machine. 2. Ways to marking out the position of the MDF board on the timber frame. 3. Attaching the MDF board to the frame using glue. 	<ol style="list-style-type: none"> 1. Safely use a sanding machine to shape MDF pieces. 2. Understand ways timber and MDF can be attached together.
6 Completion	<ol style="list-style-type: none"> 1 How to carry out the finishing touches to complete the task, such as light sanding and touch up paints. 2 Complete the evaluation booklet. 	<ol style="list-style-type: none"> 1. Learn finishing skills to give my tasks a high-quality finish. 2. Give thought to the overall project and show what went well and what I could improve on.



Year 7 Music Leadership Guide

Careers linked to this topic Folk can include things like musician as I will be developing my keyboard skills

Week/ Topic	I will need to know:	So that I can:
1 Purpose and origin of folk music	<ol style="list-style-type: none"> 1. Folk music began with traditional work songs. These are songs that were written by workers to help them get through the day. 2. The rhythm of the songs were steady and clear, meaning people were likely to lift and move objects in time with the singing. An example of a work song is Drunken Sailor, which is thought to have been written in 1839. 3. Folk songs were often passed down through Oral tradition, meaning that people would hear the songs and repeat them, as there was not technology to record songs during this time. 4. Some very early traditional songs would have been sung acapella (without any instrument accompaniment). 	<ol style="list-style-type: none"> 1. State the purpose and origin of folk music
2 What is a mode?	<ol style="list-style-type: none"> 1. Mode is a set of notes used in a song 2. Dorian is a type of mode 3. Staves are the five lines, on which notes are placed. 4. Most songs we listen to are either major (happy) or minor (sad) 	<ol style="list-style-type: none"> 1. Explain what a mode is and identify major or minor modes. 2. Draw the notes of the Dorian mode onto the stave.
3 Strophic form	<ol style="list-style-type: none"> 1. Strophic form is different from the usual verse/chorus structure that most pop songs have. Songs in Strophic form have verses which all have the same tune/melody but different lyrics. 	<ol style="list-style-type: none"> 1. Identify strophic form in unfamiliar songs 2. Write your own folk lyrics
4 Revival of folk music	<ol style="list-style-type: none"> 1. Bob Dylan was born on May 24, 1941 in Duluth, Minnesota. As a teenager, he played in various bands and with time his interest in music deepened, with a particular passion for American Folk music and Blues. Dylan moved to New York City in 1961 and began to perform in clubs and cafés in Greenwich Village. He met the record producer John Hammond, with whom he signed a contract for his debut album, Bob Dylan (1962). In the following years, he recorded a number of albums which have had a tremendous impact on popular music 	<ol style="list-style-type: none"> 1. Describe some similarities and differences between traditional and modern folk music.
5 How is a mode performed?	<ol style="list-style-type: none"> 1. On a keyboard, the notes on the right hand side are higher than the notes on the left hand side 2. A barline shows the end of a bar 	<ol style="list-style-type: none"> 1. Write the definition of a mode 2. Play the D Dorian mode on the keyboard



Year 7 Music Leadership Guide

Week/ Topic	I will need to know:	So that I can:
6	Practical assessment: perform the melody for Drunken Sailor	
7 Playing Chords	<ol style="list-style-type: none"> 1. In the Folk song we will be learning, all of the chords use only white notes. 2. The chord starts with the note named in the chord (this chord is C major so starts on C). Then we miss a note, play a note, miss a note and play a note = C E G2. 3. Chords should be played using your left hand. 	<ol style="list-style-type: none"> 1. Use my left hand to play chords 2. Add chords into my melody for drunken sailor
8 Playing Chords		
9 Playing Chords	<ol style="list-style-type: none"> 1. Block chord is when all three notes are played at the same time 2. Broken chord is when each note is played one after the other 3. Chord vamp is when the chord is repeated in a pattern 	<ol style="list-style-type: none"> 1. Play different chord styles 2. Add different types of chords into my melody for drunken sailor
10 Playing Chords		
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!	Final Assessment: Practical assessment: perform Drunken sailor using both hands (melody and chord)



Year 7 Drama Leadership Guide: How to tell stories on stage

Careers linked to this topic Storytelling can include things like Marketing, Events Management, Company Director as I will be developing my Leadership and Management Skills(Skills)

Week/ Topic	I will need to know:	So that I can:
1 Freeze Frame	1. The key components of a successful story are Plot, Setting, Character, Conflict and Resolution. The key drama skills we will develop are Communication, Creativity, Confidence and Collaboration enabling us to become leaders in tomorrow's workplace 2. A freeze frame or Tableau is a key technique for staging stories 3. The first written plays were staged in Athens 500BC	1. Interpret stories visually using freeze frames 2. Begin to understand the transferable skills Drama can give us
2 Narration	1. A successful freeze frame can be broken down into its key features of levels, 3D, body language and facial expression 2. Successful narration involves descriptive language 3. How to apply tension and atmosphere into a staged story	1. Students will be developing their visual stories of Krishna and Kaliya into extended sequences using narration
3 Rehearsal	1. Effective rehearsal in drama relies on focus, collaboration, leadership, time keeping and accuracy	1. Students will be using the story "Two of Everything" from Japan to explore effectively rehearsing an extended sequence of Drama
4 Soundscape	1. Atmosphere and Tension can be added to a scene through soundscape 2. multiple techniques of freeze frame, narration and soundscape to build more complex drama 3. The importance of evaluating drama work in order to improve my skills	1. Use the key freeze frame components and vocabulary learned so far to evaluate other students work
5 Structuring work	1. How to tell a story using multiple drama techniques 2. How to identify the key elements of a story through plot, character, setting, conflict and resolution 3. How to evaluate a piece of Drama work effectively	1. Identify the key elements of a story for myself and interpret them using three drama techniques
6 Assessment	1. How to tell a story using multiple drama techniques 2. How to identify the key elements of a story through plot, character, setting, conflict and Resolution 3. How to evaluate a piece of Drama work effectively	Progress Book Check Students will be able to present and evaluate their version of the story Pandora's box



Year 7 Drama Leadership Guide: How to tell stories on stage

Week/ Topic	I will need to know:	So that I can:
7 Physical Theatre	1 Physical Theatre is a form of theatre which emphasizes the use of physical movement, as in dance and mime, for expression 2. Physical theatre can transfer into successful dance work	Work Collaboratively with a group to create striking stage images
8 Conscience Corridor	A Conscience Corridor is a technique for exploring any kind of dilemma faced by a character, providing an opportunity to analyse a decisive moment in greater detail. The class forms two lines facing each other. One-person (the teacher or a participant) walks between the lines as each member of the group speaks their advice	Show complex emotions and internal conflicts using drama techniques
9 Hotseating	Hot-seating is a drama strategy in which a character or characters, played by the teacher or a child, are interviewed by the rest of the group. • It invites children to recount a specific event, explore motivation and multiple perspectives/experiences related to a theme, topic, event, or idea within a story.	Understand how characters can be developed in the Drama classroom
10 Mutirole	I will be employing physical theatre techniques to create multiple environments incorporating the elements of ensemble theatre and multirole	Use Physical Theatre techniques to expand the range and scope of Drama Work
11 Assessment	Leader's Prep: To prepare for your upcoming assessment, you should develop a clear understanding of all the level 2 and 3 vocabulary studied so far. You should be able to apply Level 3 vocabulary in practical performance and evaluation	Final Assessment: 20-mark paper concentrating on key vocabulary and techniques explored 30-mark practical assessment exploring the use of Freeze Frame, Narration, Soundscape, Physical Theatre and Multirole



Year 7 Art Leadership Guide: *Formal Elements of Art - Tone*

Careers linked to this topic can include things like Graphic Designer, Curator, Gallery Owner, Art Therapist, Illustrator, Fashion Designer as I will be developing my fundamental drawing skills using the formal elements.

Week/ Topic	I will need to know:	So that I can:
1 Formal Elements	<ol style="list-style-type: none"> 1. The Formal Elements are the things used to make up a piece of artwork. They are pattern, colour, texture, tone, form, composition, shape and line. They are often used together and their arrangement determines the artwork. 2. Composing a piece of artwork using these elements helps the artists to communicate with his/her ideas with the audience viewing the work. 3. The Formal Elements are used to create both 2D and 3D pieces of artwork and are used when working with all types of media, materials and processes. 	<p>Identify them within my own and other's artwork.</p> <p>Identify and apply the correct formal element to work.</p>
2 What is Tone?	<ol style="list-style-type: none"> 1. Tone is the lightness or darkness of an object. It is sometimes referred to as value, tone is one of the most powerful design elements. 2. Hold a pencil on the side for shading and use the point for detail. 3. Tone looks at adding the light and dark areas to artwork. Adding tone correctly can help to make an object appear three-dimensional. 	<p>Complete a simple tonal scale, comprising of 9 blocks to demonstrate my learning.</p>
3 Contextual Studies	<ol style="list-style-type: none"> 1. Joe Macgown's interest in art began early and as a child, he spent his time collecting insects, exploring and observing nature, and drawing everything insight. 2. Joe Macgown also produces detailed scientific drawings for researchers in museums and even helps identify insects for other researchers. 	<p>Emulate Joe MacGown's work by producing a transcription</p>
4 Shape & Form	<ol style="list-style-type: none"> 1. A shape is a flat, enclosed line such a circle. When you add tone to make the circle have form it becomes a sphere. 2. The three areas of form are; The light side, The Shadow Side and The Cast Shadow. 	<p>Apply tone to three 3D shapes; a cube, a cylinder and a prism, after deciding on where the light source is for each one.</p>
5 Contextual Studies	<ol style="list-style-type: none"> 1. Artist's apply tone to their work using a variety of techniques. 2. Giorgio Morandi uses a wide range of tones and realistic mark making techniques. 3. Lichtenstein uses three tones only. Black, White and he uses dots for grey. 	<p>Use a wide range of tone and techniques to replicate the work of Morandi and Lichtenstein and add dimension, texture and form to my work</p> <p>Midpoint Assessment – Microsoft Forms</p>



Year 7 Art Leadership Guide: *Formal Elements of Art - Tone*

Week/ Topic	I will need to know:	So that I can:
6 Still Life Shapes	<ol style="list-style-type: none"> Still Life is a painting or drawing of an arrangement of objects, typically including fruit and flowers and objects contrasting with these in texture, such as bowls and glassware. To compose a still life drawing, you start by constructing the basic shapes to your page before building up the tone and perspective Visualise the basic shapes that you see in each object: circles, squares, triangles etc. 	<p>Draw the basic shapes of each object within a still life composition on a grid.</p> <p>Draw a circle for the apple, a cylinder for the mug, etc.</p>
7 Tin Can	<ol style="list-style-type: none"> Observational drawing is drawing what you see. It's as simple and as complicated as that. It can be an animate or inanimate object. It can be a flower, a person, a still life, a landscape, whatever. But it's drawing what you see in front of you as realistically and as true to life as possible. How to adapt a basic shape (using the measured technique) and transform it into a complex one and apply tone to create a 3D effect. 	Create a realistic observational drawing of a tin can using a range of tones.
8 Tin Can	Applying a gradual range of tones using soft blending makes a drawing look more realistic, aesthetic and 3D.	Create a realistic observational drawing of a tin can using a range of tones.
9 Abstract Still Life	Mark making describes the different lines, dots, marks, patterns, and textures we create in an artwork. It can be loose and gestural or controlled and neat.	Work into my drawing and develop it by adding a range mark-making into the background. Use the exemplar work to inform your design
10 Abstract Still Life	Using more than one type of artistic material in a piece of work makes it mixed-media . Carefully select which materials will be most impactful in your work.	
11 Assessment	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!	Final Assessment: DCP 1



Year 7 Physical Education Leadership Guide

Week	I will need to know: (Tick the two activities you will be learning in Cycle 1, Weeks 1-6)			
Topic	Transition <input type="checkbox"/>	Handball <input type="checkbox"/>	Table Tennis <input type="checkbox"/>	Dance Balletboyz – Young Men <input type="checkbox"/>
1	Lesson 1: Hand-Eye Coordination <ul style="list-style-type: none"> How to throw and catch a ball with the correct technique. Why having good hand-eye coordination is important in sport 	Lesson 1: Passing <ul style="list-style-type: none"> How to accurately pass the ball to a player with the correct technique, using a shoulder pass and bounce pass. How to catch the ball from a player whilst maintaining control. 	Lesson 1: Serve <ul style="list-style-type: none"> How to serve with the correct technique in table tennis. The rules associated with serving in table tennis. 	Lesson 1: Understanding the Stimulus <ul style="list-style-type: none"> How to create ideas from a given stimulus
2	Lesson 2: Foot-Eye Coordination <ul style="list-style-type: none"> The correct technique for controlling and passing the ball with your feet. Why having good foot-eye coordination is important in sport. 	Lesson 2: Dribbling <ul style="list-style-type: none"> How to dribble with the ball in handball, with the correct technique. Ball control is important in handball to maintain possession of the ball and enhance attacking play. 	Lesson 2: Backhand push <ul style="list-style-type: none"> How to perform a backhand push in table tennis with the correct technique. When is the correct time to play the backhand push in a game situation. 	Lesson 2: Creating Movement – Action <ul style="list-style-type: none"> The five basic body actions: jump, turn, travel, gesture and stillness
3	Lesson 3: Racket and Ball Skills <ul style="list-style-type: none"> How to control the ball when using a racket. Why it is important to be able to keep control of the ball in racket sports. 	Lesson 3: Shooting <ul style="list-style-type: none"> The correct technique for shooting in handball. How to execute shooting when under pressure of a goal keeper or a defender. 	Lesson 3: Forehand push <ul style="list-style-type: none"> How to perform a forehand push in table tennis with the correct technique. When is the correct time to play the forehand push in a game situation. 	Lesson 3: Developing Movement – Space <ul style="list-style-type: none"> Use transitions and spatial patterns to develop their use of space
4	Lesson 4: Aerobic Endurance <ul style="list-style-type: none"> What is aerobic endurance and why it is important to our overall health and wellbeing. What is 'pace' and how to perform activities maintain the same pace. 	Lesson 4: Defending <ul style="list-style-type: none"> The rules associated to play when marking the player with the ball. How zone defence can be applied to a game situation. 	Lesson 4: Single Match Play <ul style="list-style-type: none"> The rules and scoring system for a table tennis single match, and apply this to a competitive situation. 	Lesson 4: Developing Movement – Dynamics <ul style="list-style-type: none"> Explore a range of dynamics, and discuss what this adds to the final performance
5	Lesson 5: Gymnastic Skills <ul style="list-style-type: none"> How to perform a selection of basic skills in gymnastics including shapes, balances and methods of travelling. 	Lesson 5: Application of Rules <ul style="list-style-type: none"> The rules and scoring system for handball and apply this to a competitive situation. 	Lesson 5: Doubles Match Play <ul style="list-style-type: none"> The rules and scoring system for a table tennis double match, and apply this to a competitive situation. 	Lesson 5: Purpose of Rehearsal <ul style="list-style-type: none"> Lead independent rehearsal using a success criteria
6	Lesson 6: Assessment Point <ul style="list-style-type: none"> To complete a 10 mark knowledge checkpoint quiz, followed by a practical assessment. 	Lesson 6: Assessment Point <ul style="list-style-type: none"> To complete a 10 mark knowledge checkpoint quiz on handball, followed by a practical assessment. 	Lesson 6: Assessment Point <ul style="list-style-type: none"> To complete a 10 mark knowledge checkpoint quiz on table tennis, followed by a practical assessment. 	Lesson 6: Assessment Point Performance <ul style="list-style-type: none"> To complete a 10 mark knowledge checkpoint quiz, followed by a practical performance to present your final product.



Year 7 Physical Education Leadership Guide

Week	I will need to know: (Tick the two activities you will be learning in Cycle 1, Weeks 7-12)			
Topic	Transition <input type="checkbox"/>	Handball <input type="checkbox"/>	Table Tennis <input type="checkbox"/>	Dance Balletboyz – Young Men <input type="checkbox"/>
7	Lesson 1: Hand-Eye Coordination <ul style="list-style-type: none"> How to throw and catch a ball with the correct technique. Why having good hand-eye coordination is important in sport 	Lesson 1: Passing <ul style="list-style-type: none"> How to accurately pass the ball to a player with the correct technique, using a shoulder pass and bounce pass. How to catch the ball from a player whilst maintaining control. 	Lesson 1: Serve <ul style="list-style-type: none"> How to serve with the correct technique in table tennis. The rules associated with serving in table tennis. 	Lesson 1: Understanding the Stimulus <ul style="list-style-type: none"> Students will learn how to create ideas from a given stimulus
8	Lesson 2: Foot-Eye Coordination <ul style="list-style-type: none"> The correct technique for controlling and passing the ball with your feet. Why having good foot-eye coordination is important in sport. 	Lesson 2: Dribbling <ul style="list-style-type: none"> How to dribble with the ball in handball, with the correct technique. Ball control is important in handball to maintain possession of the ball and enhance attacking play. 	Lesson 2: Backhand push <ul style="list-style-type: none"> How to perform a backhand push in table tennis with the correct technique. When is the correct time to play the backhand push in a game situation. 	Lesson 2: Creating Movement – Action <ul style="list-style-type: none"> Students will learn the five basic body actions: jump, turn, travel, gesture and stillness
9	Lesson 3: Racket and Ball Skills <ul style="list-style-type: none"> How to control the ball when using a racket. Why it is important to be able to keep control of the ball in racket sports. 	Lesson 3: Shooting <ul style="list-style-type: none"> The correct technique for shooting in handball. How to execute shooting when under pressure of a goal keeper or a defender. 	Lesson 3: Forehand push <ul style="list-style-type: none"> How to perform a forehand push in table tennis with the correct technique. When is the correct time to play the forehand push in a game situation. 	Lesson 3: Developing Movement – Dynamics <ul style="list-style-type: none"> Students will explore a range of dynamics, and discuss what this adds to the final performance
10	Lesson 4: Aerobic Endurance <ul style="list-style-type: none"> What is aerobic endurance and why it is important to our overall health and wellbeing. What is 'pace' and how to perform activities maintain the same pace. 	Lesson 4: Defending <ul style="list-style-type: none"> The rules associated to play when marking the player with the ball. How zone defence can be applied to a game situation. 	Lesson 4: Single Match Play <ul style="list-style-type: none"> The rules and scoring system for a table tennis single match, and apply this to a competitive situation. 	Lesson 4: Purpose of Rehearsal <ul style="list-style-type: none"> Students will lead independent rehearsal using a success criteria
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! DCP Assessment: Written knowledge assessment (25 marks) and practical assessment (25 marks)			
12	Lesson 6: Performance <ul style="list-style-type: none"> Apply the feedback you have received to your performance. 	Lesson 6: Game Play <ul style="list-style-type: none"> Apply the feedback you have received to your performance in handball. 	Lesson 6: Game Play <ul style="list-style-type: none"> Apply the feedback you have received to your performance in table tennis. 	Lesson 6: Performance <ul style="list-style-type: none"> Apply the feedback you have received to your performance to present your final product.



Leader's Dictionary: English Tier Two Words

Week	Word	Definition	In a sentence:
1	Protagonist	the leading character or one of the major characters in a play, film, novel, etc.	Bilbo Baggins is the protagonist and title character of <i>The Hobbit</i> . Bilbo's thoughts, feelings, and actions form the focus of the novel and shape its plot.
2	Exasperate	Annoy intensely	Soon, other dwarves begin to arrive, and as Bilbo's neat little home becomes crowded with dwarves, Bilbo becomes increasingly confused and exasperated .
3	Cretinous	Foolish or stupid	The trolls were cretinous creatures. They are portrayed as monstrously large humanoids of great strength and poor intellect.
4	Subhuman	A creature that is only somewhat human	As an almost subhuman creature, Gollum does not have a single friend because he shares nothing in common with others. He lives in a dreadful solitude.
5	Valiant	Showing courage or determination.	Hobbits like to eat, often, and complain, but when pressed are valiant fighters. They are often overlooked and underestimated because of their small stature.
6	Hamartia	A fatal flaw leading to the downfall of a tragic hero or heroine.	Both Thorin and Smaug's hamartia is greed, which leads to their fatal downfall.
7	Futile	Incapable of producing any useful result; pointless.	Bilbo and the dwarves appear to be in real trouble without the guidance of Gandalf, as is indicated when they use all their arrows in a futile attempt to kill the deer and when Bombur falls into the enchanted stream.
8	Sceptical	Not easily convinced; having doubts or reservations.	Sceptical of Bilbo's inclusion in the quest, Thorin eventually comes around to accepting the hobbit as a valuable member of the party.
9	Tragedy	A story dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character.	Thorin's death was a great tragedy . The tragedy is that one so demonstrably noble and so potentially great must fall.
10	Intrepid	fearless; adventurous.	Even though Bilbo Baggins was a cautious little hobbit, Gandalf and the dwarves convinced him to be intrepid and brave by coming along on an adventure.



Leader's Dictionary: English Tier Three Words

Week	Word	Definition	In a sentence:
1	Pronoun	A word that refers to the participants of discourse	She / he / it . Tolkien uses the collective pronoun 'we' to convey a sense of comradeship among the dwarves.
2	Water imagery	Reference to water to add to the wider meaning of the text	'The river rushed up in steam.' In this extract Tolkien employs water imagery to suggest that the dragon is such a fearsome beast he even affects nature.
3	Colloquial	Talking in an informal or regional style	'And yer can fetch the water yerself'. Tolkien denotes the trolls' cretinous nature through their colloquial speech.
4	Onomatopoeia	Words named after sounds	'Clash, crash! Crush, smash!'. The onomatopoeia in the song sung by the goblin adds to the terrifying atmosphere by making the noise seem loud and overwhelming.
5	Natural imagery	Reference to nature to add to the wider meaning of the text	'One stream there, I know, black and strong which crosses the path'. Tolkien has twisted the natural imagery to become unnatural. This reflects the abnormal nature of Mirkwood forest.
6	Imperative	Command	'You must follow me!'. Bilbo's sudden use of imperative reflects his new position of authority and further highlights his significant change in personality.
7	Pathetic fallacy	Using the weather to represent mood	'The wind grew loud and cold'. The implementation of pathetic fallacy here implies the wind is in competition with the dragon, for noise and power.
8	Linear	At the end of the text that character has made progression and achieved goals	The Hobbit follows a linear structure because Bilbo has transformed from a hobbit who refuses to leave his comfort zone to an adventurer.
9	Contrast	Difference between	There is a significant contrast between Bilbo and his fellow hobbits at the end of the text.
10	Thesis	A statement of theory put forward to be proved	An example thesis : Bilbo begins his tale as a hobbit uncurious about the wider world, by the end of the text our protagonist has completely transformed and is no longer recognisable.



Leader's Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Diagram	A simplified drawing showing workings of something.	This diagram shows how the clock operates.
2	Proportion	A part, share, or number considered in comparative relation to a whole.	Children make up a large proportion of the world's population.
3	Fraction	A numerical quantity that is not a whole number.	3 out of 5 are girls. So, the fraction of girls is three-fifths, $\frac{3}{5}$.
4	Digit	Any of the numerals from 0 to 9, especially when forming part of a number.	Almost all UK phone numbers are 11 digits long.
5	Operation	An action of a function.	\times , \div , - and + are all mathematical operations .
6	Input	A value that is being given for an operation to be done to it.	For the equation: $5 + 7 = 12$ the input is 5.
7	Brackets	Used to enclose words or figures so as to separate them from the context.	Without brackets : Albert the alien was in charge of the wrecking ball. With brackets : Albert the alien (who had no training) was in charge of the wrecking ball.
8	Substitution	To replace.	The coach made three substitutions in the second half of the game.
9	Hazard	A danger or risk.	What are the hazards in a computer room?
10	Collaborate	Work jointly on an activity or project.	We can collaborate our work online.



Leader's Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Factor	A number that is able to divide into another.	3 and 6 are factors of 12 because $12 \div 3 = 4$ exactly and $12 \div 6 = 2$ exactly.
2	Denominator	The number at the bottom of a fraction. It is what is being divided by.	For the fraction $\frac{3}{4}$, 4 is the denominator meaning there are 4 parts altogether.
3	Reciprocal	A number that when multiplied by the original number gives a product of 1.	The reciprocal of $\frac{2}{3}$ is $\frac{3}{2}$ as $\frac{2}{3} \times \frac{3}{2} = \frac{6}{6} = 1$.
4	Place Value	The value of each digit in a number.	In 18 the place value of 1 is 10, but in 1804 it is 1000.
5	Zero Pairs	A positive value and its negative equivalent that has a zero sum.	3 and -3 are an example of zero pairs because when added together they equal 0.
6	Inverse function	Going "backwards" through the function machine.	If the function in the function machine is +5, then the inverse function would be -5
7	Expression	A term or mathematical statement that has no specific value.	$2x + 3y$ is an example of an algebraic expression .
8	Formula	A mathematical relationship or rule expressed in symbols.	The formula for an area of a rectangle = length x width.
9	Cyberbullying	The use of electronic communication to bully a person.	What are the consequences of cyberbullying ?
10	Online Communication	Online communication refers to the sharing of information or communication over a computer network (the Internet)	How can we use online communication respectfully?



Leader's Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Artificial	Made or produced by human beings rather than occurring naturally.	The International Space Station is an example of an artificial satellite.
2	Axis	An imaginary line on which something rotates.	The Earth rotates around its axis once every 24 hours.
3	Climate	The weather conditions of an area over a long period of time.	Countries near the equator have a hotter climate than countries near the North pole.
4	Composed	To put something together using several different parts.	The Earth is composed of 3 layers; the crust, mantle and core.
5	Cycle	A series of events that are regularly repeated in the same order.	The rock cycle shows how the 3 rock types form and break down over time.
6	Categorised	To place something in a particular class or group.	Animals are categorised as herbivores if they only eat plants.
7	Diverse	Things that are very different to each other.	An ecosystem is a diverse range of organisms in one environment.
8	Nutrient	Chemicals found in food that are used in the body to maintain health.	There are 7 nutrients that humans need; protein, carbohydrates, fibre, water, vitamins, minerals and lipids.
9	System	A set of things working together as part of a mechanism.	The reproductive system contains many organs that allow animals to create new offspring.
10	Generation	Many individuals that are at the same stage of development or age.	Parents from one generation will pass on their DNA to the next generation of offspring.



Leader's Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Orbit	A regular, repeating path of an object in space as it moves around another object.	The moon orbits the Earth, while the Earth orbits the sun.
2	Universe	All of the objects in space, including the stars, planets and galaxies.	The universe is estimated to be 13.7 billion years old and no one knows how big it is.
3	Greenhouse Effect	The sun's warmth being trapped in the Earth's atmosphere because of greenhouse gases.	Greenhouse gases cause a greenhouse effect that heats up the Earth to hotter than it has previously been.
4	Plate Tectonics	A scientific theory that explains how major landforms like volcanoes are formed.	The tectonic plates of the Earth cause the movement of continents over time and create mountains and volcanoes at their edges.
5	Erosion	The breakdown of something over time, usually due to chemical, physical or biological factors.	Rocks are eroded by weather to form smaller pieces called sediment.
6	Ecosystem	A biological community of organisms that interact with each other.	The marine ecosystem of many coral reefs have been damaged beyond repair by global warming.
7	Interdependent	Two or more things that depend or rely on each other	Predators and prey are interdependent because they cannot survive without each other.
8	Macronutrient	A type of food that is needed in large amounts within a person's diet.	Carbohydrates, proteins and lipids are macronutrients.
9	Menstrual Cycle	The monthly hormonal cycle a female's body goes through to prepare for pregnancy.	The menstrual cycle is when an egg develops and is released, ready for fertilisation, ending in a period if pregnancy does not occur.
10	Fertilisation	The action of a sperm and egg cell fusing to form the start of new offspring (zygote).	During fertilisation, a sperm and egg cell fuse together and begin dividing to start the process of developing a baby.



Leader's Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Atheism	Disbelief or lack of belief in the existence of God or gods.	The rise in Atheism across the UK has attributed to power moving from the Church to the State.
2	Military	Relating to or characteristic of soldiers or armed forces.	Whatever the occasion, he attended to every detail with military precision and scrupulous care.
3	Troublesome	Causing difficulty or annoyance.	Thomas Becket's role as Archbishop of Canterbury proved to be troublesome for Henry II.
4	Catholic	Roman Catholic- belonging to the universal Christian Church	Despite the 'Break from Rome' Henry VIII personally remained Catholic for the rest of his life.
5	Thesis	A statement or theory that is put forward as a premise to be maintained or proved.	In 1517 Martin Luther nailed his 95 theses onto the door of a church, thus lighting the flame of the Reformation.
6	Divorce	The legal dissolution of a marriage by a court or other competent body.	Henry VIII's desire for a divorce had huge repercussions for the fate of religion across England.
7	Economic	Relating to economics or the economy.	Henry VIII wanted to close down the Monasteries mainly due to economic reasons as they were very wealthy.
8	Dissolution	The action of formally ending or dismissing an assembly, partnership, or official body.	On the dissolution of the monasteries the manor was granted to the earl of Buckinghamshire.
9	Social	Relating to society or its organisation.	When Edward VI established the Protestant Church in England there were significant social repercussions for many people.
10	Compromise	An agreement or settlement of a dispute that is reached by each side making concessions.	Queen Elizabeth I wanted to build a stable, peaceful nation with a strong government so a compromise was needed in order to overcome fear and suspicion at home and abroad.



Leader's Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Purgatory	A place or state of suffering inhabited by the souls of sinners who are expiating their sins before going to heaven	In Medieval times Doom Paintings were used to show Purgatory to encourage people to live a good life.
2	Archbishop	The chief bishop responsible for a large district	Henry II believed appointing his best friend Thomas Becket as Archbishop of Canterbury would allow him having more control over the Pope.
3	Knight	A man who served his sovereign or lord as a mounted soldier in armour.	Four knights overheard King Henry II proclaim "Will no one rid me of this troublesome priest?" and rode off to Canterbury with plans to kill Becket.
4	Reformation	The action or process of reforming an institution or practice/ a 16th-century movement for the reform of the Roman Church ending in the establishment of the Reformed and Protestant Churches.	The Reformation had significant effects for England.
5	Monk	A member of a religious community of men typically living under vows of poverty, chastity, and obedience.	Martin Luther was a German Monk who inspired the English Reformation.
6	Heir	A person legally entitled to the property or rank of another on that person's death.	Henry VIII's desire for a male heir led to one of the biggest changes to England ever.
7	Excommunicate	Officially exclude (someone) from participation in the sacraments and services of the Christian Church.	The biggest punishment of the Catholic Church in Medieval times was to be excommunicated.
8	Monastery	A building or buildings occupied by a community of monks living under religious vows.	The purpose of a Medieval Monastery ranged from looking after the sick, educating children and copying books.
9	Protestant	A member or follower of any of the Western Christian Churches that are separate from the Catholic Church in accordance with the principles of the Reformation.	The main religion of England changed from Catholic to Protestant after Henry VIII broke from Rome.
10	Recusant	A person who refuses to submit to an authority or to comply with a regulation.	Those who refused to attend Church of England services were known as recusants and were forced to pay a fine of a shilling a week.



Leader's Dictionary: Geography Tier Two Words

Week	Word	Definition	In a sentence:
1	Parallel	If two or more lines, streets, etc. are parallel, the distance between them is the same all along their length:	Lines of latitude and longitude run parallel to the equator.
2	Variety	A different type of something.	An atlas contains a variety of different maps.
3	National	Relating to all parts of a nation or to a nation as a whole rather than to any part of it.	The Ordnance Survey (OS) is the national mapping agency for Great Britain.
4	Explorer	Someone who travels to places where no one has ever been in order to find out what is there	Explorer maps contain high levels of details and shows different landscape features.
5	References	A position on a map.	Four and six grid references are used to locate exact places on an OS map.
6	Enlarge	To become bigger or to make something bigger.	The scale tells you how much you would have to enlarge your map by to get the actual size in real life.
7	Represent	To be a sign or symbol of something.	Map symbols represent a variety of different meanings.
8	Via	By way of, or by use of.	Height is shown on a map via contour lines.
9	Digital	Relating to data in the form of numerical digits.	Geographical Information Systems (GIS) maps are digital maps that have layers of data added to them.
10	Features	A typical quality or an important part of something.	An atlas contains very useful features to geographers.



Leader's Dictionary: Geography Tier Three Words

Week	Word	Definition	In a sentence:
1	Hemisphere	One of two halves of the earth, above or below the equator.	The Earth has a northern and southern hemisphere.
2	Thematic	Relating to or based on subjects or a theme.	Thematic maps show information on a particular theme, such as rainfall, levels of wealth or the location of biomes.
3	Magnetic Poles	A point on the earth near the North Pole or the South Pole.	A compass points towards the magnetic poles.
4	Legend	The words written on or next to a picture or map.	All maps will have legends to help the reader understand the map.
5	Eastings and Northings	Eastings: Lines that run from West to East on an OS map. Northings: Lines that run from South to North on an OS map.	To find a four and six figure grid reference, you must locate the Eastings and Northings reference.
6	Scale	The relation between the real size of something and its size on a map, model, or diagram.	Maps have different scales depending on what they are used for.
7	Continent	A large land mass on the earth's surface, surrounded, or mainly surrounded, by sea and usually consisting of various countries.	There are seven continents around the world.
8	Contour	The shape of a mass of land or other object, especially its curved surface or the curved shape formed by its outer edge.	OS maps contain contour lines which show the height of the land.
9	Landscape	An area of land as one can see it.	GIS maps can include information about the landscape.
10	Choropleth	A choropleth map uses shades of the same colour to show the distribution of data.	Choropleth maps are extremely useful when comparing the same category for different regions.



Leader's Dictionary: Spanish Tier Two Words

Week	Word	Definition	In a sentence:
1	España (Spain)	A country in western Europe.	La capital de España es Madrid. (The capital of <u>Spain</u> is Madrid.)
2	gracias (thanks)	An expression of gratitude.	¿Cómo estas? Estoy bien gracias. (How are you? I am good, <u>thanks</u> .)
3	escribir (to write)	Mark (letters, words, or other symbols) on a surface, typically paper, with a pen, pencil, or similar implement.	Me gusta escribir en mis clases. (I like <u>to write</u> in my lessons.)
4	tener (to have)	Possess, own or hold.	Tengo once años. (<u>I am</u> 11 years old.) *The verb tener is irregular in the present tense.
5	cumpleaños (birthday)	The anniversary of the day on which a person was born, typically treated as an occasion for celebration and the giving of gifts.	El cumpleaños de mi hermana es el 13 de octubre. (My sister's <u>birthday</u> is on 13 th of October.)
6	ser (to be)	Verb used to describe or tell us the condition of people, things, places and ideas.	En mi opinión soy inteligente. (In my opinion <u>I am</u> intelligent.)
7 & 8	ojos (eyes)	Each of a pair of globular organs of sight in the head of humans and vertebrate animals.	Tengo los ojos verdes. (I have green <u>eyes</u> .)
9	simpático/a (nice)	Giving pleasure or satisfaction; to be pleasant or attractive.	Mi mejor amiga es muy simpática. (My best friend is very <u>nice</u> .)
10	buscar (To look for)	Direct one's gaze toward someone or something or in a specified direction.	¡Se busca por robo en el banco de España! (Most wanted for robbing the bank of Spain!)



Leader's Dictionary: Food and Nutrition Tier Two Words

Week	Word	Definition	In a sentence:
1	Accident	an unfortunate incident that happens unexpectedly and unintentionally, typically resulting in damage or injury.	It is important to take measures to prevent accidents in the food room
2	Technique	a way of carrying out a particular task, especially the execution or performance of an artistic work or a scientific procedure.	The bridge technique is used to cut fruit and vegetables. This technique will help prevent accidents from occurring when using a vegetable knife
3	Portion	A large /major portion of the company's profit goes straight back into new projects	A portion of Fruit and vegetables is three tablespoons, 80g or as much as you can fit in the palm of your hand
4	Instructions	Advice and information about how to do or use something, often written in a book or on the side of a container.	The cooking instructions say to bake it for half an hour
5	Balanced diet	A combination of the correct types and amounts of food	A balanced diet should contain, fat, protein, carbohydrates, Vitamins and minerals.
1	Trip Hazard	Something that has the potential to make you catch your foot and possibly fall over.	Our school bags are placed out of the way so as to not cause a trip hazard.
2	Timber	Wood prepared for use in building and carpentry.	Our task was to cut up the piece of timber into equal lengths.
3	Tri- square	A tool used for marking out right angles.	Each measurement was marked off using a tri-square before sawing.
4	Marking gauge	A marking gauge, is used in woodworking and metalworking to mark out lines for cutting or other operations. The purpose of the gauge is to scribe a line parallel to a reference edge or surface. It is used in joinery and sheet metal operations.	To mark the centre line of the halving joint, I set and scribed a line using the marking gauge.
5	Disk Sander	The Disk Sander is used to smooth materials such as woods and plastics. It is also used to remove small amounts of waste material.	The disk sander smoothed out the timber quicker than carrying out the task by hand.



Leader's Dictionary: Food and Nutrition Tier Three Words

Week	Word	Definition	In a sentence:
1	Hygiene	Conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness.	Good personal and kitchen hygiene will help prevent food poisoning.
2	Bridge hold	A knife technique for cutting fruits and vegetables	The bridge hold is used when chopping an apple to help prevent knife cuts
3	Antioxidants	A substance such as vitamin C or E that removes potentially damaging oxidizing agents in a living organism.	Many fruits are high in antioxidants, packed with vitamins, and beneficial in a myriad of ways. These include cranberries, red grapes, peaches, raspberries and strawberries.
4	Nutrients	A substance that provides nourishment essential for the maintenance of life and for growth.	There are five nutrients needed by our bodies.
5	Function	The job or purpose of something	Each nutrient has several different functions that help our body.
1	Secure	certain to remain safe and unthreatened.	The sharp tools are locked away to keep them secure.
2	Substructure	The meaning of SUBSTRUCTURE is an underlying or supporting part of a structure.	The substructure was complete once all work below the ground floor was finished.
3	Suspended	If something is suspended from a high place, it is hanging from that place.	The floor joists were suspended from the inner walls.
4	Ruler	a long, narrow, flat piece of plastic, metal, or wood with straight edges where centimetres or inches, or both are printed. It is used for measuring things,	Each piece will have to be measured and marked out using a ruler.
5	Tri- square	An implement used to check and mark right angles in constructional work.	I drew the line using my tri-square, making it a right angle.
6	Hand saw	An implement used to cut wood	Hand saws are used to cut pieces of wood into different shapes.



Leader's Dictionary: Music Tier Two Words

Week	Word	Definition	In a sentence:
1	Traditional	Characteristic that have been long-established	Folk music began with traditional work songs.
2	Identify	To recognise something	You will learn how to identify major and minor chords
3	Verse	Repeated section of song which usually features a new set of lyrics each repetition	Each verse was sung as a solo and then everyone joined in on the chorus.
4	Tremendous	Large or strong	They were making a tremendous amount of noise coming out of the concert.
5	Keyboard	a set of keys on a piano or other instrument	The width of piano keyboards became standard in the mid-1800s.
7 & 8	Note	A symbol representing a musical sound	She played three long notes on the piano.
9 & 10	Chord	The layering of several tones played at the same time	They strummed a few chords on their guitars.



Leader's Dictionary: Music Tier Three Words

Week	Word	Definition	In a sentence:
1	A capella	Singing unaccompanied	The choir sang the first verse a capella
2	Mode	A set of notes used in a song	What are the modes called in music? The seven main categories of mode have been part of musical notation since the middle ages
3	Strophic	Structure of music where a verse is repeated. The melody of each verse is the same but the lyrics are different	Typically, these are strophic songs with three, four, five or more stanzas repeated to the same accompaniment.
4	Acoustic	Non-electric instruments	He tends to also write and perform on acoustic guitar.
5	Bar line	a vertical line that divides one bar from another in a written piece of music	The double bar line is used to indicate a break in the music.
7 & 8	Melody	The main tune of a song/piece of music	She played a few well-known melodies.
9 & 10	Block chord	All three notes are played at the same time	You are going to explore how to play block chords.



Leader's Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Resolution	The passing of a discord into a concord during the course of changing harmony.	The events of the play ended with a satisfying resolution
2	Tension	Mental or emotional strain	A mind which is affected by stress or tension cannot think as clearly"
3	Synchronisation	The operation or activity of two or more things at the same time or rate	Lack of synchronization between the dancers made it look clumsy
4	Atmosphere	The pervading tone or mood of a place, situation, or creative work	The hotel has won commendations for its friendly, welcoming atmosphere
5	Conflict	A serious disagreement or argument, typically a protracted one	There was a conflict between his business and domestic life
6	Evaluate	Form an idea of the amount, number, or value of; assess	To evaluate the drama work
7	Abstract	Relating to or denoting art that does not attempt to represent external reality	An Abstract painting
8	Conscience	A person's moral sense of right and wrong, viewed as acting as a guide to one's behaviour	He had a guilty conscience about not doing his homework
9	Characterisation	A description of the distinctive nature or features of someone or something	They were characterised as being moody and unhelpful
10	Ensemble	A group of musicians, actors, or dancers who perform together	The musical ensemble



Leader's Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Tableau	A group of models or motionless figures representing a scene from a story	In the first act the action is presented in a series of tableaux
2	Narration	A commentary delivered to accompany a film, broadcast and tell a story	Moore's narration is often sarcastic
3	Mirroring	Two students face one another. One pretends to be a person looking into a mirror.	The students mirrored each other's movement perfectly
4	Soundscape	A soundscape is the use of sounds which are combined to create mood and atmosphere, often for a play or film.	The soundscape included birdsong and the sound of water flowing
5	Physical Theatre	A type of performance where physical movement is the primary method of storytelling;	The students used three tableaux in their physical theatre performance
6	Dramatic Structure	The way plays and scenes are arranged	The dramatic structure was complex
7	Physical Theatre	A type of performance where physical movement is the primary method of storytelling;	The physical theatre was precise
8	Conscience Corridor	A useful technique for exploring any kind of dilemma faced by a character	They used a conscience corridor to explore Macbeth's choices
9	Hot seating	A drama strategy in which a character is interviewed	They hot seated the actor playing Bilbo Baggins
10	Multirole	When an actor plays more than one character onstage.	He multiroled four parts



Leader's Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Colour	The property of an object on the eye as a result of the way it reflects or emits light.	She added colour to her outfit with a bright scarf.
2	Tone	The lightness or darkness of something.	I hoped he could read the tone of my voice.
3	Emulate	To reproduce a function or action	We tried to emulate what we had seen in the morning.
4	Shape	A shape is an area enclosed by a line.	Squares, circles and triangles are types of shape.
5	Replicate	A close or exact copy.	There is a need for further research to replicate these findings.
6	Perspective	The art of representing three-dimensional objects on a two-dimensional surface so as to give the right impression of their height, width, depth, and position in relation to each other.	"we see objects in perspective"
7	Inanimate	Showing no sign of life; lifeless.	A stone is an inanimate object.
8	Aesthetic	The appreciation of beauty an interesting or exciting quality	The new building has little aesthetic value/appeal.
9	Exemplar	A typical example or model.	During his speech, the president praised the deceased soldier as an exemplar of courage.
10	Mixed media	Using more than one type of artistic media in a single piece of artwork.	Marcel Duchamp was a mixed media artist.



Leader's Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Formal Elements	The parts used to make a piece of artwork.	The formal elements are often used together in a piece of art and determine what the finished piece will look like.
2	Pressure	The weight applied with a pencil.	The gate was buckling under the pressure of the crowd outside.
3	Transcription	Copying, but often with a different purpose than to produce a replica.	They produced a complete transcription of the artwork.
4	Cast shadow	When an object blocks a light source.	The cast shadow is seen on the shadow side of the object.
5	Gradient	A gradual blending from one colour to another.	Gradient adds depth to objects by adding a new dimension to the design and making them more recognisable.
6	Perspective	The art of representing 3D objects on a 2D surface to give the correct impression of height, width, depth, and position.	Perspective in art involves creating an appearance of depth.
7/8	Highlight	The lightest part or one of the lightest parts of a painting, drawing, etc.	The painting used white pencil for the highlights and charcoal for the shadows.
9/10	Stippling	To engrave by means of dots and flicks.	She tried to create the impression of strong sunlight by stippling the canvas in yellow and white.



Leader's Dictionary: Physical Education Tier Two Words

Word	Definition	In a sentence:
Coordination	The ability to use different parts of the body together smoothly and effectively.	In order to serve the ball effectively in table tennis, you require good coordination to use different parts of the body together.
Technique	A skilful or effective way of carrying out a particular task.	An example of performing a chest pass with the correct technique would be ensure you are stepping into the pass and that you make 'W' shape with your hands behind the ball.
Control	The ability to start and stop movement, change direction and hold a shape efficiently.	I used my core strength to navigate my movement phrases including control when changing direction through my transitions during my dance routine.
Aerobic	Living, active or occurring only in the presence of oxygen.	When playing a football match, players require high levels of aerobic fitness so they can keep running without getting tired.
Balance	An even distribution of weight enabling someone or something to remain upright and steady.	The use of the core aids with balance as a dancer, especially in movements that shift your centre of gravity.
Performance	The act of presenting a play, concert, or other form of entertainment.	The blue team in handball showed an excellent performance and won their game 3-1.
Accurate	Correct and exact in all details.	When passing the ball in netball, it is important that the pass is accurate, and goes straight to your teammate, so the ball is not intercepted by the opposing team.
Pressure	The influence or effect of someone or something.	It is important to stay calm when under pressure of a defender so that you make the right decision.
Space	The dimensions of height, depth, and width within which all things exist and move.	Throughout the performance, the group use the whole space on the stage.
Relationship	The ways in which two or more people or things are connected.	The rapport between dancers shows their relationship on stage, communicating their connection clearly.



Leader's Dictionary: Physical Education Tier Three Words

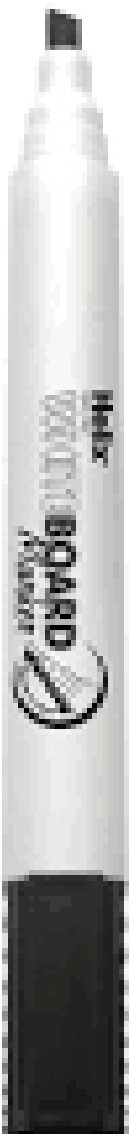
Activity	Word	Definition	In a sentence:
Transition	Hand-Eye coordination	The way that one's hands and sight work together to be able to do things that require speed and accuracy.	In order to hit the ball successfully in table tennis the player need good hand-eye coordination.
Transition	Foot-Eye coordination	The link between visual inputs or signals sent from the eye to the brain, an the eventual foot movements one makes in response.	In order to kick the ball successfully in football the player need good foot-eye coordination.
Handball	Dribble	Taking the ball forwards past opponents with slight touches of the feet, or stick or continuous bouncing.	He attempted to dribble the ball past the opposition and into the goal area to try and score a goal.
Handball	Zone defence	A system of defence in which each player guards an assigned area rather than a specified opponent.	The yellow team decided to use the strategy of zone defence where each player was given a specific space to mark.
Table Tennis	Serve	An act of hitting the ball or shuttlecock to start play.	A serve in table tennis is when the serving player throws the ball from their free hand and then strikes it with their paddle.
Table Tennis	Forehand	A stroke played with the palm of the hand facing in the direction of the stroke.	A forehand shot is hitting the ball with your hand's most natural position, for example a right handed player would hit the ball from the right side of their body.
Dance	Movement material	The matter of dance: actions, space, dynamics and relationships.	The different movement material keeps the audience guessing through its unpredictability.
Dance	Movement memory	The automatic recall of learned movement material, without conscious thought.	The dancer can perform with confidence because of their secure movement memory.
Dance	Spatial pattern	Shapes or patterns created in space by dancers	The dancers staggering their line showcases their understanding of spatial pattern, and so that everyone can be seen.







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