

# Leaders Guide

Year 9

**Cycle One**

Name:

Tutor Group:



## Your timetable

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

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



## Leaders Calendar

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

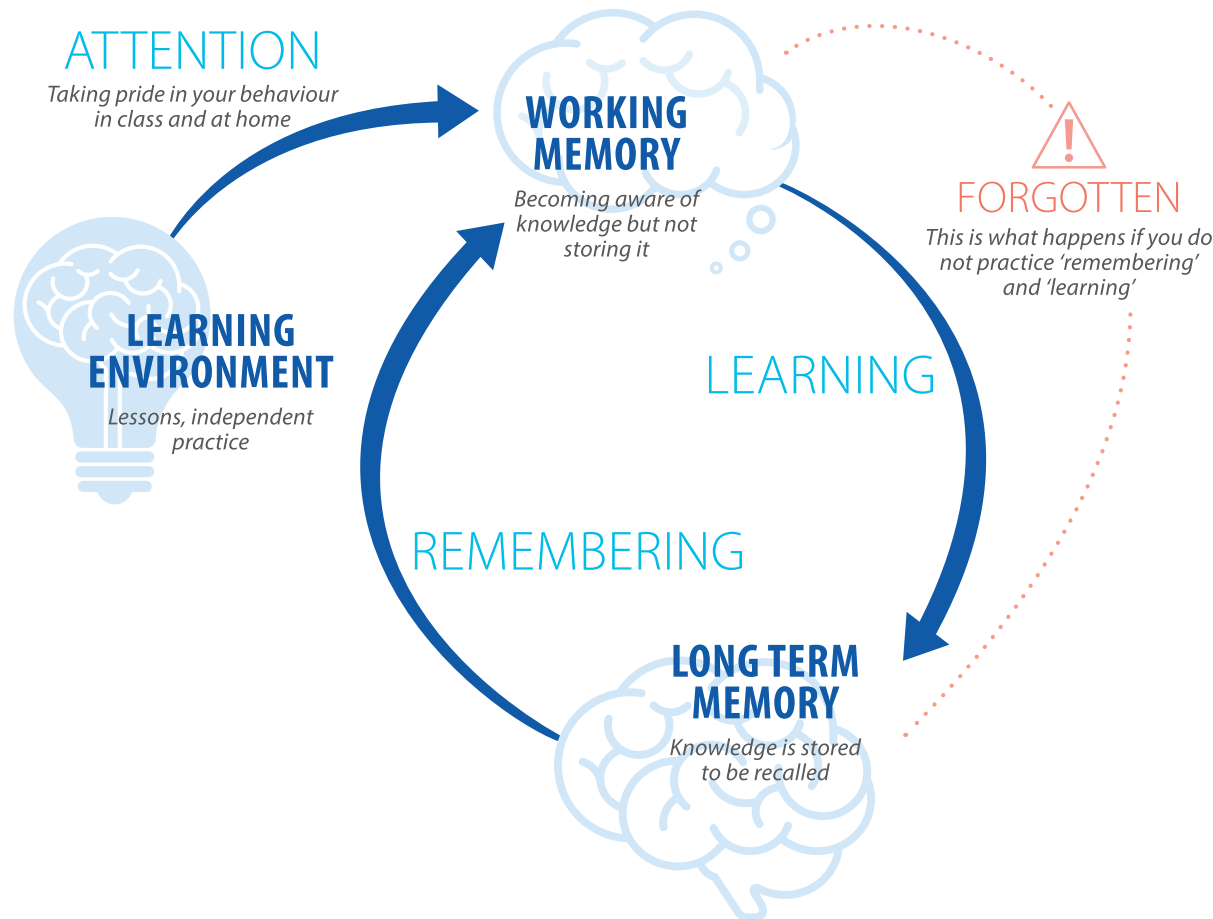


# The Bourne End Academy Curriculum Intent

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

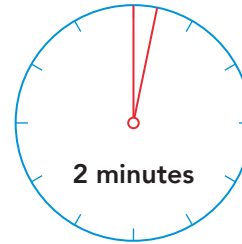
- Evolution
1. **Natural selection** is where organisms change slowly over time (many generations), to become better **adapted** to their environment. Those organisms that are poorly adapted will die.
  2. **Darwin's** theory is that organisms evolve as a result of **natural selection**. Evidence for 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

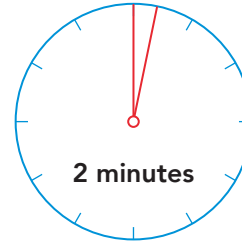
1. Natural selection.



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

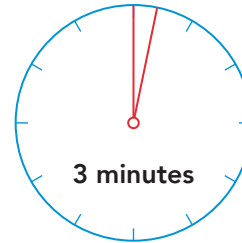


Use the examples to write **5 questions**. Ensure at least 1 is a **challenge** question.

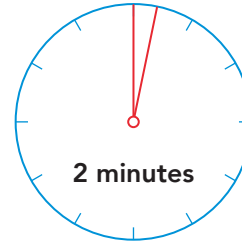


**Cover your Leaders Guide.**  
**Read each question and answer them aloud twice.**

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.

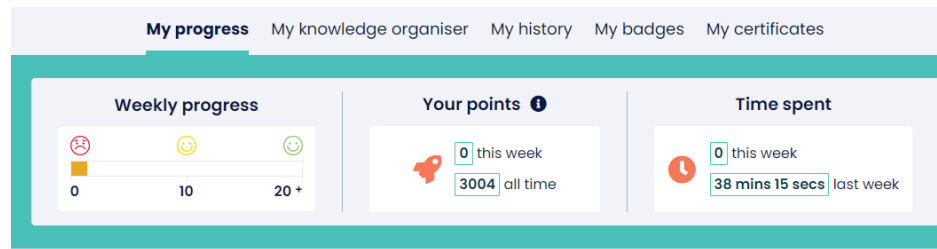
## More challenging questions

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 ..... ?

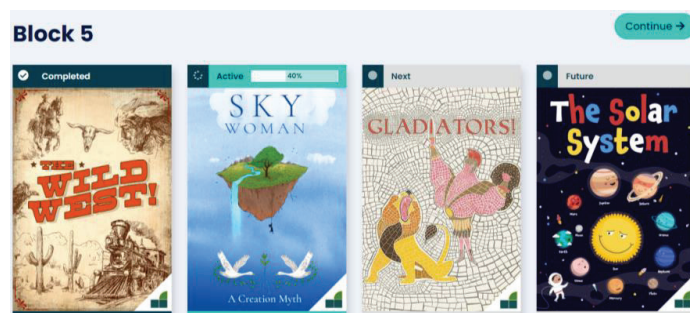




<https://app.bedrocklearning.org/>



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

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
<b>1</b>	1. 2. 3.
<b>2</b>	1. 2. 3.
<b>3</b>	1. 2. 3.
<b>4</b>	1. 2. 3.

Week	True or False
<b>5</b>	1. 2. 3.
<b>6</b>	1. 2. 3.
<b>7</b>	1. 2. 3.
<b>8</b>	1. 2. 3.

Week	True or False
<b>9</b>	1. 2. 3.
<b>10</b>	1. 2. 3.
<b>11</b>	1. 2. 3.
<b>12</b>	1. 2. 3.
<b>13</b>	1. 2. 3.



## Thursday: Spellings

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

Week	Spelling
<b>1</b>	1. 4. 2. 5. 3.
<b>2</b>	1. 4. 2. 5. 3.
<b>3</b>	1. 4. 2. 5. 3.
<b>4</b>	1. 4. 2. 5. 3.
<b>5</b>	1. 4. 2. 5. 3.
<b>6</b>	1. 4. 2. 5. 3.

Week	Spelling
<b>7</b>	1. 4. 2. 5. 3.
<b>8</b>	1. 4. 2. 5. 3.
<b>9</b>	1. 4. 2. 5. 3.
<b>10</b>	1. 4. 2. 5. 3.
<b>11</b>	1. 4. 2. 5. 3.
<b>12</b>	1. 4. 2. 5. 3.
<b>13</b>	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 9 Subject Leadership Guide: John Steinbeck's 'Of Mice and Men'

Careers linked to this topic actor, playwright, writer (journalist) and teacher as I will be developing my analytical, written and communication skills.

Week / Topic	I will need to understand:	So that I can:
1	<ol style="list-style-type: none"> <li><b>The American Dream</b> is the idea that it is possible for anyone to achieve success and improve their lives through hard work. This is linked to the United States Declaration of Independence which states that 'all men are created equal'.</li> <li><b>The Great Depression</b> was started by the Wall Street crash of 1929 which significantly impacted unemployment in 1930s America.</li> <li>That symbolism is used by writers to represent ideas or themes. Steinbeck has created his characters to represent bigger contextual issues present in 1930s America such as: <b>prejudice, gender inequality and racism.</b></li> </ol>	<ol style="list-style-type: none"> <li>Appreciate the significance of how Steinbeck uses <b>setting</b>.</li> <li>Identify who George and Lennie are, what they represent and explain how they are different to other migrant workers.</li> </ol>
2	<ol style="list-style-type: none"> <li>That a multiple interpretation is when you provide more than one idea in response to a question, idea or statement.</li> <li><b>Zoomorphism</b> is when animal characteristics is given to a human. Steinbeck does this for Lennie to show his strength, how he acts instinctively and in a reactive way.</li> <li><b>Analysis</b> is when a reader will investigate the methods a writer has used. Methods a writer uses includes language, imagery, structure and tone.</li> <li>How to approach extract analysis. I will need to read the question, underline the key words. I will then need to identify supporting examples that I can use as part of my response whilst using subject terminology to show my understanding of the methods that the writer has used,</li> </ol>	<ol style="list-style-type: none"> <li>Explain what the writer's methods of: <b>zoomorphism, foreshadowing and connotation</b> are.</li> <li>Respond to a question where you include multiple interpretations within your response.</li> </ol>
3	<ol style="list-style-type: none"> <li>That the <b>Jim Crows</b> were state and local laws enforcing racial segregation in the Southern United states.</li> <li>To explain that <b>prejudice</b> means a preconceived idea held about a person or group.</li> <li>How Steinbeck constructs a dislike towards Curley's wife before the reader meets her based on the prejudicial comments they experience from the male workers.</li> <li>That <b>anthesis</b> means two contrasting elements in a piece of literature how Curley and Slim are characters who contrast with one another.</li> </ol>	<ol style="list-style-type: none"> <li>Explain how lives were impacted by the Jim Crow laws.</li> <li>Identify the <b>methods</b> that Steinbeck has used to create the impression of Curley's wife and Slim.</li> </ol>
4	<ol style="list-style-type: none"> <li>That Slim is called Slim as he had very little chance of being successful and achieving his American Dream due to his <b>status and position</b> in society.</li> <li>That <b>inference</b> means to read in between the lines. When reading the text I will need to infer and explore the possible meanings the writer wanted to achieve through the use of language, imagery, structure and tone.</li> <li>How Curley is viewed on the ranch by the men and that he may <b>have financial power</b> but that he does not have the respect of the workers, unlike Slim.</li> </ol>	<p><b>Progress book Task</b>  <b>Respond to an exam style question.</b>  <b>Demonstrate understanding of AO1, AO2 and AO3.</b>  <b>Question: In this passage, how does Steinbeck present Slim?</b></p>
5	<ol style="list-style-type: none"> <li>That George and Lennie's friendship and the fact that they travelled together as a team was unique to a 1930s reader as many migrant workers travelled alone and would not make friends due to how difficult jobs were to find.</li> <li>That <b>justification</b> means the action of showing something to be right or reasonable.</li> <li>How Steinbeck uses <b>colloquial language</b> to create an authentic voice for his characters. I will need to identify phrases and sayings used by the character I need to adopt the persona of that character.</li> </ol>	<ol style="list-style-type: none"> <li>Explain writer's intent and purpose for the characters of George and Lennie.</li> <li>Use justification as part of my response.</li> <li>Write creatively in the style of Steinbeck using the same methods.</li> </ol>



## Year 9 English Leadership Guide: John Steinbeck's 'Of Mice and Men'

Week / Topic	I will need to understand:	So that I can:
6	<ol style="list-style-type: none"> <li>That <b>hierarchy</b> means a system within society where people are ranked according to status or authority. To be able to explain how Steinbeck represents the hierarchy of the 1930s society on ranch and this is why some characters had greater power than others.</li> <li>To know that <b>AO1</b> means response to a question, <b>AO2</b> is analysis of methods and that <b>AO3</b> is context. I need to include: What? How? Why? within extended analytical responses.</li> <li>That <b>structure</b> means how the text has been constructed as a whole to achieve effects. Steinbeck makes a structural choice not to introduce Crooks until section 4 as it replicates the segregation, he experienced due to the Jim Crow laws.</li> </ol>	<p><u>Progress book Task</u></p> <p>Question: Using the extract, explain how Steinbeck presents Curley in 'Of Mice and Men.'</p>
7	<ol style="list-style-type: none"> <li>That a writer creates a character to represent relevant themes and issues that were relevant to readers at the time and also today. Issues that the characters represent include gender inequality, discrimination and racism. <b>Characters as constructs.</b></li> <li><b>Pathos</b> means to evoke specific emotions from the reader in response to the situations within the text.</li> </ol>	<p><u>Progress book Task</u></p> <p>Question: Using the extract, explain how the character of Crooks is presented in this extract and elsewhere in the novella.</p>
8	<ol style="list-style-type: none"> <li>That a <b>cyclical structure</b> is one that starts and end in the same place. To explain why Steinbeck has used this in the novella and how it links to the dream being unachievable.</li> <li>That <b>inference</b> is when you read between the lines and reach a conclusion about a text.</li> <li>The American Dream was unachievable for George and Lennie and what Steinbeck wanted society to realise as a result.</li> </ol>	<ol style="list-style-type: none"> <li>Identify parallels in the opening and conclusion of the novella.</li> <li>Adopt a position in response to statement about Lennie's death and <b>justify</b>.</li> </ol>
9	<ol style="list-style-type: none"> <li>That <b>contrast</b> means to be strikingly different and why George and Lennie's friendship was so different to the lonely and isolated lives other migrant workers led.</li> <li>That <b>perspective</b> is a point of view or a particular attitude towards something.</li> <li>How to identify relevant points from an extract to support an idea, question or argument. To complete <b>word level analysis</b> by using terminology and exploring the connotation (what is implied or suggested) of the methods used as well as indicting what effect this achieves.</li> </ol>	<ol style="list-style-type: none"> <li>Explain what George and Lennie represent and what Steinbeck wanted society to realise about the value of companionship and teamwork.</li> <li>Write creatively in role adopting Steinbeck's style.</li> </ol>
10	<ol style="list-style-type: none"> <li>That <b>characterisation</b> is how a character is constructed and to be able to explain why a Director has focused on highlighting certain aspects to an audience.</li> <li>That <b>setting</b> includes the place or surroundings where something is positioned or takes place. To comment on how the bunkhouse and ranch are presented and how the Director focuses on the isolation and segregation of the ranch community from others.</li> <li>The steps to approaching an exam question (in booklet).</li> </ol>	<ol style="list-style-type: none"> <li>Analyse a production of 'Of Mice and Men.'</li> <li>Prepare for my final DCP.</li> </ol>
11	<p><b>Leader's Prep:</b></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><u>Final Assessment:</u> Essay on an extract from the novella.</p>





**Year 9 Maths Leadership Guide:**

Careers linked to these topics can include things like being Mechanical Engineer. Being a Mechanical Engineer means you are a problem solver and have a passion for always improving. They use their mathematical skills and expertise to constantly evolve products to ensure safety of users, whilst making them as efficient as possible. Ensuring that they understand geometric concepts, they are leaders who are logical, innovative and knowledgeable.

Week / Topic	Topic Covered	I will be able to:	Sparx Code So that I can:
	<b>Assessment</b>	There will be a unit assessment at the end of every topic outlined below	
<b>1</b>	<b>Perimeter and Area of shapes</b>	<ol style="list-style-type: none"> <li>1. Find the perimeter of a shape</li> <li>2. Find the area of rectangles</li> <li>3. Write an expression for the area of a shape involving algebraic terms</li> <li>4. Find the area of other quadrilaterals</li> </ol>	M276 M996 M690
<b>2</b>	<b>Perimeter of 2D shapes</b>	<ol style="list-style-type: none"> <li>1. Calculate the perimeter of compound shapes</li> <li>2. Recognise the key elements of a circle (radius, diameter, circumference, area)</li> <li>3. Calculate the circumference of a circle</li> <li>4. Calculate the radius/diameter when the circumference is given</li> </ol>	M690 M595 M169
<b>3</b>	<b>Fraction. Decimal, percentage equivalence Fraction, decimal, percentage of shapes</b>	<ol style="list-style-type: none"> <li>1. Convert between fractions, decimals and percentages</li> <li>2. Place numbers in all 3 formats in size order</li> <li>3. Write an expression for area/perimeter involving algebraic terms</li> <li>4. Calculate the area/perimeter of compound shapes including circles</li> </ol>	M264 M553 M957 M269
<b>4</b>	<b>Expanding brackets</b>	<ol style="list-style-type: none"> <li>1. Multiply two brackets involving positive and negative values</li> <li>2. Expand a single bracket squared</li> <li>3. Multiply three brackets</li> </ol>	U768 U606
<b>5</b>	<b>Factorising and solving quadratics</b>	<ol style="list-style-type: none"> <li>1. Factorise a quadratic expression</li> <li>2. Factorise a quadratic equation</li> <li>3. Solve a quadratic equation</li> </ol>	U178 U858 U228 U960
<b>6</b>	<b>Inequalities</b>	<ol style="list-style-type: none"> <li>1. Represent inequalities on a number line using the correct notation</li> <li>2. Write inequality statements from a number line</li> <li>3. List the integer solutions from a given inequality</li> <li>4. Solve two step inequalities and represent on a number line</li> </ol>	U509 U759



## Year 9 Maths Leadership Guide

Week/ Topic	Topic Covered	I will be able to:	Sparx Code
7	Error intervals and bounds	<ol style="list-style-type: none"> <li>1. Calculate the lower and upper bounds of a given measurement</li> <li>2. Use inequality notation to represent an error interval</li> <li>3. Recognise the difference between truncating and rounding</li> <li>4. Calculate the upper and lower bounds of a calculation</li> </ol>	U657 U301
8	Angle Facts-Polygons Angle Facts - Parallel lines	<ol style="list-style-type: none"> <li>1. Calculate the interior angles of a polygon</li> <li>2. Calculate the exterior angle of a polygon</li> <li>3. Know the properties of alternate, corresponding and co-interior angles</li> <li>4. Calculate missing angles using combinations of the above</li> </ol>	M653 M606 M319
9	Computer Science Computer Systems	<ol style="list-style-type: none"> <li>1. Explain the difference between a general purpose system and a purpose built device</li> <li>2. Describe the functions of hardware components</li> <li>3. Describe and be able to use logic gates</li> </ol>	
10	Computer Science Networks	<ol style="list-style-type: none"> <li>1. Define what a computer network is</li> <li>2. List examples of hardware necessary for connecting devices</li> <li>3. Compare wired and wireless connections</li> <li>4. Measure bandwidth using the correct units</li> </ol>	
11	<b>Leader's Prep:</b> To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10;revising for assessments keeps you on the path to leadership. Work hard and show your best!	<b>Final Assessment: DCP1</b>	
12	<b>Super Teaching</b>	Re-teaching of key topics from Autumn term	



## Year 9 Science Leadership Guide: Particle Model of Matter and Atomic Structure

Careers linked to this topic **Atoms and Bonding** can include things like **Chemical engineer** as I will be learning how atoms are bonded together

Week/	I will need to know:	So that I can:
<b>1 States of Matter and Density</b>	<ol style="list-style-type: none"> <li>1. <b>Matter</b> cannot be created and cannot be destroyed; matter is always <b>conserved</b>. The three states of matter are solids, liquids and gases. Everything made of matter is always in one of these three states.</li> <li>2. The state of matter can be changed by either heating or cooling the substance. The changes of state are melting, boiling/evaporating, condensing, freezing, sublimation and deposition.</li> <li>3. We know how particles in fluids move in random directions at random speeds because of the work of Robert Brown. This random movement is called Brownian Motion</li> <li>4. Density is a measurement of how packed in particles are. We say density is the amount of mass per unit volume.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the three states of matter and identify the changes of state between each state of matter</li> <li>2. Describe what happens to the particles when the state changes .</li> <li>3. Describe how particles in fluids move and describe what density means in terms of particles.</li> <li>4. Calculate the density of an object.</li> </ol>
<b>2 Density Required Practical</b>	<ol style="list-style-type: none"> <li>1. Objects float because the <b>density</b> of one object is less than the other object.</li> <li>2. Density can be calculated from practical experiment</li> <li>3. For a regular object, calculate the volume by taking measurements of each <b>dimension</b></li> <li>4. For an irregular object, use a Displacement Can to determine the volume of the object</li> <li>5. For both experiments, use a top pan balance to measure mass.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain why objects float .</li> <li>2. Describe a method to determine the densities of regular and irregular solid objects and liquids.</li> </ol>
<b>3 Thermal Energy and Specific Heat Capacity</b>	<ol style="list-style-type: none"> <li>1. Thermal energy is the energy gained or lost when objects heat up or cool down.</li> <li>2. Thermal energy is <b>dependent</b> on mass, specific heat capacity and change in temperature of an object.</li> <li>3. Different states of matter transfer thermal energy in different ways: conduction, <b>convection</b> and radiation.</li> </ol>	<ol style="list-style-type: none"> <li>1. What does the thermal energy of an object depend on?</li> <li>2. What is the specific heat capacity of an object?</li> <li>3. Describe how thermal energy is transferred through a solid, liquid and gas.</li> </ol>
<b>4 Specific Latent Heat</b>	<ol style="list-style-type: none"> <li>1. The energy needed to change the state of 1kg of a substance is the <b>specific</b> latent heat</li> <li>2. When changes of state happen, there is no change in temperature. This is due to the energy breaking bonds between <b>molecules</b> .</li> </ol>	<p><b>Midpoint assessment: Please revise the content taught in weeks 1-4.</b></p> <ol style="list-style-type: none"> <li>1. Describe how, when substances change state, mass is conserved.</li> <li>2. Draw a graph to show the specific latent heat of fusion and vaporisation of a substance.</li> </ol>
<b>5 Internal Energy and Pressure</b>	<ol style="list-style-type: none"> <li>1. Energy is stored inside a system by the particles (atoms and molecules) that make up a system. This is called internal energy.</li> <li>2. Internal energy is the total kinetic energy and <b>potential energy</b> of all the particles that make up a system.</li> <li>3. <b>Pressure</b> in a solid is caused by a force acting over an area.</li> <li>4. Pressure in a gas is caused by collisions of particles and their container. To increase the pressure of a gas you can heat it, decrease the volume of the container or increase the number of particles .</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how the motion of the molecules in a gas is related to both its temperature and its pressure.</li> <li>2. Explain the difference between pressure in solids and pressure in gases.</li> <li>3. Calculate the change in the pressure of a gas or the volume of a gas when either the pressure or volume is increased or decreased.</li> </ol>



### Year 9 Science Leadership Guide: Particle Model of Matter and Atomic Structure

Week	I will need to know:	So that I can:
6 History of the atom	<ol style="list-style-type: none"> <li>All substances are made of atoms. An atom is the smallest part of an element that can exist. Atoms of each element are represented by a chemical symbol. There are 108 different elements. Elements are shown in the periodic table.</li> <li>Throughout time, experimental <b>evidence</b> led to scientific models of the atom being changed or replaced.</li> </ol>	<ol style="list-style-type: none"> <li>Describe why the new evidence from the scattering experiment led to a change in the atomic model.</li> <li>Describe the difference between the plum pudding model of the atom and the nuclear model of the atom.</li> </ol>
7 The size of atoms	<ol style="list-style-type: none"> <li>In an atom, protons are positive, neutrons are <b>neutral</b>, electrons are negative. The number of electrons is equal to the number of protons in the nucleus. Atoms have no overall electrical charge. The number of protons in an atom of an element is its atomic number. The sum of the protons and neutrons in an atom is its mass number. Atoms are very small, having a radius of about 0.1 nm (<math>1 \times 10^{-10}</math> m). The radius of a nucleus is less than 1/10 000 of that of the atom (about <math>1 \times 10^{-14}</math> m). Almost all of the mass of an atom is in the nucleus.</li> </ol>	<ol style="list-style-type: none"> <li>Determine the atomic number and mass number of a specified element.</li> <li>Calculate the number of each subatomic particle there is in a specified element.</li> <li>Explain why elements have no overall charge.</li> </ol>
8 Electronic configuration	<ol style="list-style-type: none"> <li>The electrons in an atom <b>occupy</b> the lowest available energy levels. The electronic structure of an atom can be represented by numbers or by a diagram.</li> <li>The elements in the periodic table are arranged in order of atomic number. Elements in the same group in the periodic table have the same number of electrons in their outer shell and this gives them similar chemical properties.</li> <li>Compounds are formed from elements by chemical reactions. Compounds contain two or more elements chemically bonded and can be represented by formulae using the symbols of the atoms from which they were formed.</li> </ol>	<ol style="list-style-type: none"> <li>Draw the electronic structure of specified elements.</li> <li>Describe how the periodic table is organised.</li> <li>Describe what a compound is and explain how they are formed.</li> </ol>
9 Ions	<ol style="list-style-type: none"> <li>An ion is a charged particle that has lost or gained electrons.</li> <li>When a metal atom <b>reacts</b> with a non-metal atom electrons in the outer shell of the metal atom are transferred which form ionic bonds. Metal atoms lose electrons to become positively charged ions. Non-metal atoms gain electrons to become negatively charged ions. This can be represented by dot and cross diagrams.</li> </ol>	<ol style="list-style-type: none"> <li>State what an ion is.</li> <li>State what type of ions metal and non-metal atoms form and explain how they are formed.</li> <li>Draw dot and cross diagram to show the formation of ionic bonds.</li> </ol>
10 Ionic bonding	<ol style="list-style-type: none"> <li>An ionic compound is a giant structure of ions which are held together by strong electrostatic forces of attraction between oppositely charged ions. These forces act in all directions in the lattice and this is called ionic bonding.</li> <li>These compounds have high melting points and high boiling points due to the large amounts of energy needed to break the many strong bonds. When melted/dissolved in water, they <b>conduct</b> electricity because the ions are free to move and so charge can flow.</li> </ol>	<b>Mid point assessment – Questions above from weeks 1-4</b> <ol style="list-style-type: none"> <li>Decide whether a compound is ionic from a diagram of its structure in one of the specified forms.</li> <li>Describe the structure of ionic compounds.</li> <li>State and explain the properties of ionic compounds.</li> </ol>
11	<b>Leader's Prep:</b> To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best! You can use flashcards, the 5 a day questions and your leaders guide to help you.	<b>Final Assessment:</b> Your assessment will be made up of 10 multiple choice questions, 15 1-mark knowledge questions and 25 marks of application questions.



### Year 9 Subject History Leadership Guide: Power and Politics

Careers linked can include Law and accountancy as I will be developing my interpretation analytical skills.

Week/ Topic	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> <li>1. That the British Empire was when Britain ruled over a group of countries from the 16th to 19th Century.</li> <li>2. That by 1922 Britain had control over <math>\frac{1}{4}</math> of the earth and that <math>\frac{1}{5}</math> of the world's population was British.</li> <li>3. That the <b>legacy</b> of the British Empire is controversial due to its involvement in the slave trade and war.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain what the British Empire was and the countries involved.</li> <li>2. Evaluate the differing historian views of the British Empire.</li> <li>3. Make a judgement on whether Britain should be proud or not of the British Empire and explain why.</li> </ol>
2	<ol style="list-style-type: none"> <li>1. That the Slave Trade was the buying and selling of humans, most commonly black African people.</li> <li>2. That the Slave Trade was justified through reasons such as it made Britain a lot of money and people thought black people were <b>inferior</b> to white people.</li> <li>3. The Slave Trade was also known as the Triangular Trade due to the route the ships took.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe what the Slave Trade was and Britain's role in it.</li> <li>2. Categorise the reasons people had to justify slavery as economic, religious or personal beliefs.</li> <li>3. Answer the GCSE style question: Explain why people allowed slavery to happen.</li> </ol>
3	<ol style="list-style-type: none"> <li>1. That by the late 1700s the abolition of slavery was a contested issue in Britain.</li> <li>2. That slavery was abolished in Britain in 1833.</li> <li>3. That the abolition of slavery happened because of many reasons such as economic, work of abolitionists, <b>campaigning</b> of former slaves.</li> </ol>	<b>Mid Point assessment:</b> 1. Knowledge Retrieval Quiz
4	<ol style="list-style-type: none"> <li>1. The British Empire <b>Exhibition</b> was opened in 1924, by King George V at Wembley Park.</li> <li>2. The Exhibition was designed to encourage interaction between the different cultures and people of the Empire.</li> <li>3. That WWI led to Britain's Empire increasing through gaining more colonies in China and India.</li> </ol>	<ol style="list-style-type: none"> <li>1. Examine the main events of the British Empire from 1787 to 1924.</li> <li>2. Reflect on the legacy of the British Empire by analysing songs such as 'Rule Britannia' and 'Land of Hope and Glory.'</li> <li>3. Explain the difference in attitudes of the British Empire by 1924.</li> </ol>
5	<ol style="list-style-type: none"> <li>1. That after the World War One it became increasingly difficult for Britain to hold on to the Empire.</li> <li>2. That decolonisation is the process in which the British Empire was dismantled after World War II.</li> <li>3. The British Empire was <b>dismantled</b> and replaced by a voluntary organisation of former colonies called the Commonwealth.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyse the process of decolonisation and how WWII impacted it.</li> <li>2. Categorise the reasons for the British Empire ending as either social, political, religious or economic.</li> <li>3. Explain which cause was the most significant for why the British Empire ended.</li> </ol>



## Year 9 Subject History Leadership Guide: Power and Politics

Week/ Topic	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> <li>1. The First World War started in 1914.</li> <li>2. That there are five main causes for the war starting: Militarism; Alliances; Nationalism; Imperialism; Assassination (MANIA)</li> <li>3. That there were two groups of countries at war in 1914: the Triple <b>Alliance</b> (Germany, Italy and Austria-Hungary) and the Triple Entente (Britain, France and Russia).</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how each cause attributed to the outbreak of WWI.</li> <li>2. Explain how the alliance systems were created and how they led to the outbreak of WWI.</li> </ol>
7	<ol style="list-style-type: none"> <li>1. That the <b>assassination</b> of the Austria-Hungarian Archduke Franz Ferdinand is known as a trigger cause.</li> <li>2. He was assassinated by Gavrilo Princip, a member of the Serbian nationalist group the Black Hand.</li> <li>3. That this assassination sparked a chain of events leading to the outbreak of WWI</li> </ol>	<b>Mid Point assessment:</b> 1. Answer the following GCSE style question: 'Imperialism was the main cause of WWI' How far do you agree?
8	<ol style="list-style-type: none"> <li>1. That a belief in how a country/organisation should be run is called an <b>ideology</b>.</li> <li>2. There are four main political ideologies: Capitalism, Socialism, Communism and Fascism.</li> <li>3. Britain today is a liberal democracy.</li> <li>4. That the <b>principle</b> of Communism is built around the community owning all means of production.</li> </ol>	<ol style="list-style-type: none"> <li>1. Gain a greater understanding of the key features of Communism and Fascism.</li> <li>2. Compare and contrast the two ideologies.</li> <li>3. Assess which of the two ideologies posed the biggest threat to Europe after WWI.</li> </ol>
9	<ol style="list-style-type: none"> <li>1. A <b>dictator</b> is a ruler with total power over a country, typically one who has obtained power by force and use of <b>oppression</b>.</li> <li>2. That in a democracy everyone has a say in how the country is ran. Rulers are elected by the people.</li> <li>3. Mussolini (Il Duce) was a Fascist dictator of Italy from 1925 to 1945, Stalin was a Communist leader of the Soviet Union from 1922 to 1953 and Hitler was a Fascist dictator of Nazi Germany from 1933 to 1945.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assess the contrasting features of a democracy and a dictatorship.</li> <li>2. Describe the key features of Mussolini's, Stalin's and Hitler's dictatorships.</li> </ol>
10	<ol style="list-style-type: none"> <li>1. That in 1939, Mussolini and Hitler signed the so-called "Pact of Steel," which committed each country to come to the aid of the other in war.</li> <li>2. Communist ideas spread rapidly in Europe during the 19th and 20th centuries, offering an alternative to both capitalism and far-right fascism.</li> <li>3. The rise in these 20<sup>th</sup> Century ideologies set the stage for a political conflict with global <b>repercussions</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how clashing ideologies led to the outbreak of World War II.</li> <li>2. Reflect on the question – 'From the rise of Empires to the fall of democracy, how does the desire for power and control result in World War?'</li> </ol>
11	<b>Leader's Prep:</b> To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10: revising for assessments keeps you on the path to leadership. Work hard and show your best!	<b>Final Assessment:</b> DCP



## Year 9 Geography Leadership Guide: Water World

Careers linked to **the water world** can include things like, hydrologists, hydrometric assistant, environmental planning, as I will be developing my ability to understand how the world of water requires a fine balance which human are interfering with.

Week/ Topic	I will need to know:	So that I can:
<b>1 Hydrological Cycle</b>	<ol style="list-style-type: none"> <li>1. The key stages in the <b>hydrological</b> cycle and the importance of the hydrological cycle.</li> <li>2. The stores in the Hydrological Cycle, including the workings of a <b>drainage</b> basin.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how the key steps in the hydrological cycle can impact the size of stores.</li> </ol>
<b>2 River Profiles</b>	<ol style="list-style-type: none"> <li>1. The river is split into three courses. The upper course, the middle course and the lower course.</li> <li>2. The <b>gradient</b> of a river changes downstream. This is a river's long profile.</li> <li>3. The cross profile of a river is the cross section of a river <b>valley</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how the characteristics of a river's profile change downstream.</li> </ol>
<b>3 Processes</b>	<ol style="list-style-type: none"> <li>1. The difference between <b>weathering</b> and erosion.</li> <li>2. The four different types of erosion.</li> <li>3. How <b>deposition</b> occurs in rivers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how weathering and erosion shape river landforms.</li> <li>2. Explain how deposition occurs in rivers due to changes in the river's velocity.</li> </ol>
<b>4 Meanders</b>	<ol style="list-style-type: none"> <li>1. The <b>structure</b> of a meander and how it forms into an oxbow lake.</li> <li>2. The different types of transportation and how they carry a <b>river's load</b> downstream.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe how a meander forms into an oxbow lake.</li> <li>2. Describe the different transportation processes.</li> </ol>
<b>5 Waterfalls</b>	<ol style="list-style-type: none"> <li>1. Waterfalls form in the upper course of rivers, due to <b>vertical</b> erosion.</li> <li>2. Waterfalls form due to differences in <b>geology</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how a waterfall is formed,</li> </ol>
<b>6 Ice Ages</b>	<ol style="list-style-type: none"> <li>1. During the last ice age, ice cover extended southwards.</li> <li>2. There have been global temperature <b>fluctuations</b> over time, between inter-glacial (warmer) periods and glacial (cooler) periods.</li> <li>3. include: a steep back wall, a corrie lip and a <b>tarn</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand what a glacier is and its formation.</li> <li>2. Explain the significance of erosion in forming glacial landscapes.</li> <li>3. Describe how glaciers retreat, corries are exposed and today have distinct features.</li> </ol>



## Year 9 Geography Leadership Guide: Water World

Careers linked to **the water world** can include things like, hydrologists, hydrometric assistant, environmental planning, as I will be developing my ability to understand how the world of water requires a fine balance which human are interfering with.

Week/ Topic	I will need to know:	So that I can:
7 Glaciers	<ol style="list-style-type: none"> <li>1. Arêtes are steep <b>ridges</b> created between two corries.</li> <li>2. Pyramidal <b>peaks</b> are pointed mountain peaks formed when three or more back-to-back glaciers erode a mountain.</li> <li>3. Glacial troughs form when a glacier erodes a v-shaped valley.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare the different properties between Arêtes and Pyramidal peaks.</li> <li>2. Explain the features of glacial troughs.</li> </ol>
8 Glaciers	<ol style="list-style-type: none"> <li>1. Glaciers carry till and <b>erratics</b> as they <b>advance</b>, then deposit them in places when they retreat.</li> <li>2. The three types of moraine are terminal, medial and lateral.</li> <li>3. Glacial retreat is causing several negative impacts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete a 20 question consolidation Checkpoint.</li> </ol>
9 Climate Change	<ol style="list-style-type: none"> <li>1. Climate change is the main cause of glacial <b>retreat</b>.</li> <li>2. In the past 150 years, global temperatures have increased by approximately 0.9°C.</li> <li>3. Opportunities associated with glacial <b>landscapes</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain in detail the negative effects of climate change on glaciers.</li> <li>2. Explain the negative effects of glacial retreat due to climate change.</li> <li>3. Explain the many opportunities that can be provide from glacial landscapes.</li> </ol>
10 Glacial landscapes	<ol style="list-style-type: none"> <li>1. Challenges <b>associated</b> with glacial landscapes. Negative impacts that can create conflict between <b>stakeholders</b>.</li> <li>2. Management of glacial landscapes.</li> <li>3. Consolidate learning from weeks 1 to 10 through completing knowledge retrieval questions in class.</li> </ol>	<ol style="list-style-type: none"> <li>1. Weigh up the opportunities and challenges associated with glacial landscapes.</li> <li>2. Consolidate all learning from water world to achieve my best in the DCP.</li> </ol>
11	<p><b>Leader's Prep:</b> To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10;revising for assessments keeps you on the path to leadership. Work hard and show your best!</p>	<p><b>Final Assessment: DCP</b></p>





## Year 9 Spanish Leadership Guide Cycle 1

“**¡Mis vacaciones!**” gives students the opportunity to consider Spanish speaking countries as holiday destinations: that have everything to offer from glorious beaches to famous cities. Students will be able to discuss previous holidays and dream destinations! **Careers** linked to this learning include: travel journalist, travel writer, travel agent or tour guide.

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:
<b>1 &amp; 2</b> <b>¡Allá voy!</b>	<b>Normalmente</b> voy de vacaciones a <b>Escocia</b> en <b>coche</b> con <b>mi familia</b> . Solemos alojarnos en <b>un hotel</b> <b>lujoso</b> .	<b>1</b> <b>2</b> <b>3</b>	<b>Normally</b> (I) go on holidays to <b>Scotland</b> in <b>car</b> with <b>my family</b> . (We) usually stay in <b>a hotel</b> <b>luxurious</b> .	1. Say what transport I take when going on holiday. 2. Name different countries in Spanish. 3. Ask and answer the questions: Where do you go on holiday? How do you get there? With whom do you go?
<b>3</b> <b>¡Brrr! ¡Hace frío!</b>	<b>Me gusta</b> ir en <b>invierno</b> porque <b>nieva</b> .	<b>4</b>	<b>Me like</b> to-go in <b>winter</b> because (it) <b>snows</b> .	1. Talk about different types of weather. 2. Recognise and use <i>si</i> and <i>cuando</i> to make sophisticated sentences. 3. Ask and answer the question: What is the weather like?
<b>4</b> <b>Tengo mucho que hacer</b>	Durante las vacaciones suelo <b>sacar fotos</b> y <b>comer en restaurantes típicos</b> . ¡Qué guay!	<b>5</b> <b>6</b>	During the holidays (I) usually to- <b>take photos</b> and to- <b>eat in restaurants typicals</b> . How cool!	1. Talk about activities I do on holiday. 2. Recognise and use the verb <i>soler</i> . 3. Ask and answer the question: What do you usually do on holidays?
<b>5</b> <b>Te cuento qué pasó...</b>	<b>Hace dos años</b> fui a <b>España</b> con <b>mi clase</b> . Fuimos en <b>avión</b> y luego en <b>coche</b> . Nos alojamos en <b>un apartamento antiguo</b> . Mi mejor amigo <b>visitó monumentos</b> , pero yo <b>nadé en el mar</b> y <b>tomé el sol</b> .	<b>7</b> <b>8</b> <b>9</b> <b>10</b> <b>11</b>	<b>Since two years</b> (I) went to <b>Spain</b> with <b>my class</b> . (We) went in <b>aeroplane</b> and then in <b>car</b> . Ourselves (we) stayed in <b>an apartment old</b> , My best friend (he) <b>visited monuments</b> , but I <b>swam in the sea</b> and (I) <b>took the sun</b> .	1. Talk about when and where I went on holiday. 2. Talk about how I travelled and with whom. 3. Recognise and use the preterite tense of <i>ir</i> . 4. Ask and answer the questions: Where did you go on holiday? When? With whom? How did you travel? What did you do?
<b>6</b> <b>¿Cómo te fue?</b>	En mi opinión fue <b>genial</b> porque <b>hizo buen tiempo</b> .	<b>12</b>	In my opinion (it) was <b>great</b> because (it) <b>had good weather</b> .	1. Say what my holiday was like. 2. Recognise and use the preterite tense of <i>ser</i> . 3. Ask and answer the question: How was your holiday?



## Year 9 Spanish Leadership Guide Cycle 1

**"Mis vacaciones"** gives students the opportunity to consider Spanish speaking countries as holiday destinations: that have everything to offer from glorious beaches to famous cities. Students will be able to discuss previous holidays and dream destinations! **Careers** linked to this learning include: travel journalist, travel writer, travel agent or tour guide.

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 ¡El verano que viene vamos a flipar!	El <b>verano</b> que viene voy a ir a <b>Grecia</b> .  Voy a pasar <b>una semana</b> y voy a <b>hacer un crucero</b> con <b>mi familia</b> . Vamos a <b>pasear por la playa</b> y <b>comprar recuerdos</b> . ¡Va a ser la pera! ¡Si tuviera dinero <b>me gustaría</b> viajar a <b>Turquía</b> porque <b>es flipante</b> !	13 14 15 16 17 18 19	<b>The summer</b> that comes I'm going to-go to <b>Greece</b> . I'm going to-spend <b>a week</b> and I'm going to <b>do a cruise</b> with <b>my family</b> We're going to <b>walk for the beach</b> and <b>to-buy remembers</b> . It's going to be the pear! If (I) had money <b>me (would) like</b> to-travel to <b>Turkey</b> because it's <b>amazing</b> !	1. Talk about future holiday plans in detail. 2. Recognise and use a range of future time expressions. 3. Recognise and use the near future tense. 4. Ask and answer the question: Where are you going to go on holiday?
	<b>Mid-point assessment:</b> Write a short text about what you usually do during the holidays, a past holiday you went on and a dream holiday destination.			
9 Agencia de viajes	To plan a holiday for a family tour to a Spanish speaking country. Your holiday will need to include: - Where the holiday will take place - Accommodation - Transport to the location - Activities - Food and drink places - Local amenities - Phrase book - Total cost			1. Put into practice the vocabulary and structures learned about holidays. 2. Learn more about careers in travelling and customer service. 3. Present my project and practise oral skills.
10 Agencia de viajes				
11	<b>Leader's Prep:</b> To prepare for your upcoming assessment, you should self-quizz the Parallel Text named "Mis vacaciones" on page 11 to 15, lines 1-19 on your Knowledge Organisers; revising for assessments keeps you on the path to leadership.			<b>Final Assessment:</b> <b>- Complete the Reading and Writing assessment. (DCP 1)</b>



## Year 9 Food & Nutrition Leadership Guide

In preparation for GCSE's and life skills you will need to develop your skills learnt previously and apply them to a wider range of dishes. You will develop and understand more of the science behind cooking which will enable you to explore a wider range of foods and become an independent cook.

Week/ Topic	I will need to know:	So that I can:
<b>1 HACCP/ Equipment and Health and safety</b>	<ol style="list-style-type: none"> <li>1. Hazzard Analysis critical control point is used to manage the food hygiene and safety procedures.</li> <li>2. That there are three key areas: Microbiological, chemical and physical controls.</li> <li>3. <b>Procedure</b> and measure that are out in place for health and safety are vital for safety and hygiene</li> </ol>	<ol style="list-style-type: none"> <li>1. Assess microbiological - involving harmful bacteria, chemical - involving chemical contamination and physical - involving objects getting into food.</li> <li>2. Apply routines and measures when completing practical sessions</li> </ol>
<b>2 Eatwell guide &amp; 5 a day</b>	<ol style="list-style-type: none"> <li>1. The Eatwell Guide shows the <b>proportions</b> in which different groups of foods are needed in order to have a well-balanced and healthy diet.</li> <li>2. We should aim to have 5 portions of fruit and vegetables a day</li> <li>3. It is vital to follow the Eatwell and 5 a day as this can impact our health</li> </ol>	<ol style="list-style-type: none"> <li>1. Plan balanced meals</li> <li>2. Understand health implications like Type 2 diabetes, stroke, heart disease and obesity related illness.</li> </ol>
<b>3 Cottage pie</b>	<ol style="list-style-type: none"> <li>1. How to measure, peel, cut, slice vegetables safely.</li> <li>2. Use correct procedures when <b>handling</b> and cooking of raw meat following HACCP measures.</li> <li>3. Show the skills; boil/simmer, drain and mash, layer.</li> </ol>	<ol style="list-style-type: none"> <li>1. Effectively measure, peel, cut/slice, safe handling and cooking of raw meat, boil/simmer, drain and mash, layer.</li> <li>2. Demonstrate temperature control when using the hob</li> </ol>
<b>4 Burger &amp; bun</b>	<ol style="list-style-type: none"> <li>1. Foods which are baked, grilled or roasted undergo colour, odour and flavour changes.</li> <li>2. How the Mallard reaction effects food when heat is applied to uncooked foods</li> <li>3. Heat <b>control</b> when baking and grilling foods</li> </ol>	<ol style="list-style-type: none"> <li>1. How to shape a burger patty and roll</li> <li>2. Proving, baking and grilling foods</li> </ol>
<b>5 Knife skills</b>	<ol style="list-style-type: none"> <li>1. There are <b>various</b> ways in which we can chop food; Dice, Matchstick/julienne, Small dice/macédoine, Brunoise, Small dice/macédoine and Fine julienne – when cut becomes fine brunoise.</li> <li>2. Knowing which cut is suitable for various dishes.</li> <li>3. How important food presentation is</li> </ol>	<b>Mid point assessment:</b> <ol style="list-style-type: none"> <li>1. Demonstrate various chopping techniques.</li> <li>2. Identify and be able to choose the suitable type of cut depending on the dish you are making.</li> </ol>



## Year 9 Construction Leadership Guide: Mechanical Toy

Careers linked to this topic include carpenter and joiner, and designer as I will be practicing all of these skills whilst making a mechanical toy

Week/ Topic	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> <li>1. The health and safety rules in a workshop to include correct PPE,</li> <li>2. The names and function of each of the tools used for this project</li> <li>3. The steps to taken to <b>prevent</b> accidents within the Construction room when moving around and using tools.</li> </ol>	<ol style="list-style-type: none"> <li>1. Name the tools used for making a mechanical toy</li> <li>2. Explain the hazards I the construction room when using tools and machinery</li> </ol>
2	<ol style="list-style-type: none"> <li>1. What a cam is and how it cam works. The type of cam used in a mechanical toy.</li> <li>2. The parts of a mechanical toy include the frame, handle, cam, cam follower and axel</li> <li>3. You will be responsible for incorporating your ideas into a <b>design</b> for your mechanical toy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create design ideas for the mechanical toy</li> <li>2. Explain how the parts of a mechanical toy work</li> </ol>
3	<ol style="list-style-type: none"> <li>1. How to <b>measure</b> using millimetres</li> <li>2. How to correctly mark out using a tri square and the importance of allowing for a cut line</li> <li>3. How to saw the MDF and sand to the mark line</li> </ol>	<ol style="list-style-type: none"> <li>1. Measure each individual piece of their frame</li> <li>2. Mark out each piece of MDF</li> <li>3. Use the saw and sander</li> </ol>
4	<ol style="list-style-type: none"> <li>1. The importance of measuring your pieces <b>accurately</b></li> <li>2. Safety rules when using a hand battery drill</li> <li>3. How to use a hand battery drill</li> </ol>	<ol style="list-style-type: none"> <li>1. Accurately mark out the position of the holes to be drilled into the MDF board</li> <li>2. Make a hole for the cam to fit into</li> </ol>
5	<ol style="list-style-type: none"> <li>1. How to assemble the frame so each piece joins together. Gluing the pieces together <b>requires</b> a lot of concentration to keep the pieces accurate.</li> <li>2. Each step of the design process</li> <li>3. How to quality ensure the specification is being met</li> </ol>	<ol style="list-style-type: none"> <li>1. Build the frame by gluing and pinning the pieces together</li> </ol> <div> <b>Mid point assessment</b>  Mark off design so far against checklist criteria. This is important before moving to the next stage of the design process </div>



## Year 9 Music Leadership Guide: Reggae

Careers linked to this topic Reggae can include things like Musician, Critic, Scientist as I will be developing my understanding of world music and timing

Week/ Topic	I will need to know:	So that I can:
1 Origins of reggae	Before 1962, Jamaica was owned by Britain. Jamaica gained independence in 1962. Many Reggae songs are about freedom and independence. Reggae started in the late 1960s in Jamaica. By the 1970s, reggae was popular in Britain, the USA and Africa. Reggae is based on <b>Ska</b> , an earlier form of Jamaican music. Reggae is mainly played using drum-kit, electric guitar, bass guitar and a scraper	<ol style="list-style-type: none"> <li>1. State what country Reggae originated from?</li> <li>2. Describe what genres of music Reggae is a mix of?</li> <li>3. Identify what instruments are used in reggae songs?</li> <li>4. Explain the difference between Ska and Reggae</li> </ol>
2 Influential Reggae artists	Bob Marley was born in 1945 in Jamaica and released his first single in 1962. Considered one of the <b>pioneers</b> of reggae, his musical career was marked by fusing elements of reggae, ska, and rocksteady, as well as his distinctive vocal and song writing style. Toots and the Maytals were a <b>Reggae</b> band that started in 1961. They were influential in the Rocksteady and Ska movement and helped make Reggae music Popular.	<ol style="list-style-type: none"> <li>1. Explain why Bob Marley and Toots and the Maytals were influential in Reggae?</li> </ol>
3 Main themes of Reggae	Despite many Reggae songs having a serious theme, the <b>tonality</b> is usually major (happy). The main themes of reggae include: politics, love, heartbreak, injustice, peace, happiness, <b>Rastafarianism</b> .	<ol style="list-style-type: none"> <li>1. Explain the main themes of reggae songs</li> <li>2. Write your own reggae lyrics</li> <li>3. Use Major and Minor Chords when composing Reggae Music</li> </ol>
4 Musical features of Reggae	A <b>riff</b> is a repeating phrase in music. When a riff is <b>syncopated</b> , it goes against the main beat of the song. The instruments used in reggae are: steel drums, guitar, drum kit. Reggae music contains off-beat chords. This means that the chords are played on beats 2 and 4, rather than 1 and 3.	<ol style="list-style-type: none"> <li>1. Label the notes in a riff</li> <li>2. Play a reggae chord and riff</li> <li>3. Play the chord of C and F on the keyboards, making sure you can switch from one to the other fluently</li> </ol>
5 Off beats and syncopated riffs	How Reggae <b>conventions</b> are used in Bob Marley's Three Little Birds	<ol style="list-style-type: none"> <li>1. Practice playing the different parts of Three little birds including the <b>off beat chord</b>, the bass riff and the melody</li> </ol>
6	Assessment	<b>Practical assessment</b> DCP- 20 Mark Knowledge retrieval 30 Mark – Reggae performance



### Year 9 Drama Leadership Guide: *Blood Brothers and Devising*

Careers linked to this topic can include things like Script writing, Director, Politics, Social Worker, Events, Public Relations as I will be developing my communication and creative skills

Week/ Topic	I will need to know:	So that I can:
7	<ol style="list-style-type: none"> <li>1. What do we mean by the term <b>class</b></li> <li>2. How class effects the different characters in Blood Brothers childhood</li> <li>3. Why Willie Russell uses <b>stereotypical</b> characters in the play Blood Brothers</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the key theme of the play Blood Brothers</li> </ol>
8	<ol style="list-style-type: none"> <li>1. How and why <b>flashback</b> and <b>flash forwards</b> are used in Blood Brothers</li> <li>2. What the challenges are for an actor playing Mickey and Edward in Blood Brothers</li> <li>3. The skills an actor would need to perform young Mickey and Edward in Blood Brothers</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the impact of different narrative structures</li> </ol>
9	<ol style="list-style-type: none"> <li>1. To explore how <b>given circumstances</b> effect an actors performance</li> <li>2. How to <b>block</b> a scene staging it effectively</li> <li>3. How <b>subtext</b> can have an impact on developing a scene</li> </ol>	<ol style="list-style-type: none"> <li>1. I can understand how to stage a scene effectively to engage an audience</li> </ol>
10	<ol style="list-style-type: none"> <li>1. How to use <b>body language</b> and vocal techniques to create a character</li> <li>2. How <b>hot seating</b> can help develop an actors performance</li> </ol>	<ol style="list-style-type: none"> <li>1. I can develop characterisation in a scripted performance</li> </ol>
11	<ol style="list-style-type: none"> <li>1. Completing a scripted performance</li> </ol>	Performing a scripted extract of Blood Brothers using blocking skills and characterisation
12	<ol style="list-style-type: none"> <li>1. The <b>denouement</b> of Blood Brothers</li> <li>2. How the work of Berthold Brecht influences the play Blood Brothers</li> <li>3. How the <b>class system</b> has affected Mickey and Edwards adult lives</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop an understanding of what is required in KS4 Drama component 2.</li> </ol>



### Year 9 Art Leadership Guide: *Natural Forms*

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  Henry Moore	<ol style="list-style-type: none"> <li>1. A natural form is an object found in nature that has not been changed or altered.</li> <li>2. Henry Moore is a sculptor, who's subject matter is always from nature.</li> <li>3. Objects found in nature often have <b>organic</b> shapes and patterns.</li> </ol>	Draw pencil drawings of stones and pebbles, shading the dark areas.
2  Continuous Line Drawing	<ol style="list-style-type: none"> <li>1. A continuous line drawing is drawn using an unbroken line from the beginning to the end. The drawing implement stays in <b>uninterrupted</b> contact with the surface of the paper during the entire length of the drawing.</li> <li>2. Mark-making can show value by drawing the marks closer together for darker areas and further away for lighter areas.</li> </ol>	Complete a continuous line drawing of a shell, a bone and/or a pebble showing light and dark areas.
3  Henrique Oliveira	<ol style="list-style-type: none"> <li>1. Henrique Oliveira is a Brazilian artist best known for using tapumes, or 'fencing' in Portuguese, as a title for many of his large-scale <b>installations</b>.</li> <li>2. Henrique Oliveira transforms the wood he uses into a three-dimensional painting. It is easy to see the connection, his adaptation and reuse of materials is completely original, with the pieces organically growing.</li> <li>3. In his early work, Oliveira experimented with the surfaces of his paintings by gluing newspaper onto a canvas and scraping it, or mixing sand with paint.</li> </ol>	Produce a research study sheet on Henrique Oliveira.
4  Card Sculptures	<ol style="list-style-type: none"> <li>1. Form is the way that a shape or physical configuration occupies space. For a three-dimensional work of art like a sculpture, form is the shape, structure, and arrangement of components like length, width, and depth of a shape.</li> <li>2. How to <b>construct</b> a three-dimensional form using strips of card.</li> </ol>	Create a card sculpture based on the curving shapes of Oliveira's sculptures.
5  Card Sculpture Drawings	<ol style="list-style-type: none"> <li>1. You show the form of a sculpture on a 2D surface by using <b>directional</b> shading and a full tonal range using a medium of my choice.</li> </ol>	Apply directional shading to represent form/shape  <i>Midpoint Assessment – Microsoft Forms</i>



## Year 9 Art Leadership Guide: Natural Forms

Week/ Topic	I will need to know:	So that I can:
6 Jo Sheppard	<ol style="list-style-type: none"> <li>1. The majority of Jo Sheppard's paintings are created on canvas using colour washes, <b>overlain</b> with areas of impasto. The initial stage of many works is akin to action painting, taking controlled risks and sometimes just relying on chance.</li> <li>2. Textural quality in her work is of considerable significance and she likes to experiment with different techniques and media.</li> </ol>	Produce a research study sheet on Jo Sheppard.
7 Shell Studies	<ol style="list-style-type: none"> <li>1. Texture can be added to a 2D study using impasto and/or sand medium.</li> <li>2. Colour can be applied in a way that adds texture using a dry brush.</li> <li>3. My work can be linked to Jo Sheppard's by applying a colour wash before dry brushstrokes.</li> </ol>	Build up a mixed media study of a shell using impasto <b>techniques</b> .
8 Plant Cell Micrographs	<ol style="list-style-type: none"> <li>1. Zooming in on a subject can lose its sense of identity and make it abstract.</li> <li>2. Scientists commonly study abstract imagery when looking at <b>micrographs</b>.</li> <li>3. Multicellular organisms feature abstract shapes, colours and textures,</li> </ol>	Draw out a series of <b>multicellular organism</b> abstract studies.
9/10 Organism Paintings	<ol style="list-style-type: none"> <li>1. How to use appropriate techniques to different a series of <b>multicellular organism</b> drawings and the effect I want to create. Eg: strong colour, muted colour, deep and rich range of tones, incredible detail with pen, etc.</li> </ol>	Paint a series of <b>multicellular organism</b> abstract studies.
11 Assessment	<p><b>Leader's Prep:</b></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>	<b>Final Assessment: DCP 1</b>





## Year 9 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	Handball <input type="checkbox"/>	Table Tennis <input type="checkbox"/>	Rugby <input type="checkbox"/>	Dance Christopher Bruce - Swansong <input type="checkbox"/>
1	<b>Lesson 1: Passing</b> <ul style="list-style-type: none"> <li>How to accurately pass the ball to a player with the correct technique, using a shoulder pass and bounce pass.</li> <li>How to catch the ball from a player whilst maintaining control.</li> </ul>	<b>Lesson 1: Serve</b> <ul style="list-style-type: none"> <li>How to serve with the correct technique in table tennis.</li> <li>The rules associated with serving in table tennis.</li> </ul>	<b>Lesson 1: Ball Familiarisation</b> <ul style="list-style-type: none"> <li>How to carry the ball effectively in rugby so you do not lose possession of the ball.</li> <li>How to accurately pass the ball to a player with the correct technique, using a pop pass and spin pass.</li> </ul>	<b>Lesson 1: Understanding the Stimulus</b> <ul style="list-style-type: none"> <li>Students will analyse stimulus, creating practical links to the theoretical meanings</li> </ul>
2	<b>Lesson 2: Dribbling</b> <ul style="list-style-type: none"> <li>How to dribble with the ball in handball, with the correct technique.</li> <li>Ball control is important in handball to maintain possession of the ball and enhance attacking play.</li> </ul>	<b>Lesson 2: Backhand push</b> <ul style="list-style-type: none"> <li>How to perform a backhand push in table tennis with the correct technique.</li> <li>When is the correct time to play the backhand push in a game situation.</li> </ul>	<b>Lesson 2: Passing</b> <ul style="list-style-type: none"> <li>How to accurately pass the ball to a player with the correct technique, using a pop pass and spin pass.</li> <li>The rules associated with passing where you can only pass backwards.</li> </ul>	<b>Lesson 2: Creating Movement – Action</b> <ul style="list-style-type: none"> <li>Students will select basic body actions and build into sequence to communicate an intent</li> </ul>
3	<b>Lesson 3: Shooting</b> <ul style="list-style-type: none"> <li>The correct technique for shooting in handball.</li> <li>How to execute shooting when under pressure of a goal keeper or a defender.</li> </ul>	<b>Lesson 3: Forehand push</b> <ul style="list-style-type: none"> <li>How to perform a forehand push in table tennis with the correct technique.</li> <li>When is the correct time to play the forehand push in a game situation.</li> </ul>	<b>Lesson 3: Attacking</b> <ul style="list-style-type: none"> <li>How to link passes together and work effectively as a team to advance down the pitch.</li> <li>How to perform a loop in attacking play to create options for your team.</li> </ul>	<b>Lesson 3: Developing Movement – Use of Prop</b> <ul style="list-style-type: none"> <li>Students will use a prop to help portray intent of piece</li> </ul>
4	<b>Lesson 4: Defending</b> <ul style="list-style-type: none"> <li>The rules associated to play when marking the player with the ball.</li> <li>How zone defence can be applied to a game situation.</li> </ul>	<b>Lesson 4: Single Match Play</b> <ul style="list-style-type: none"> <li>The rules and scoring system for a table tennis single match, and apply this to a competitive situation.</li> </ul>	<b>Lesson 4: Tackling</b> <ul style="list-style-type: none"> <li>How to perform tackling correctly and safely in rugby in an isolated situation.</li> <li>How to implement tackling as a defensive strategy to a conditioned game.</li> </ul>	<b>Lesson 4: Developing Movement – Dynamics</b> <ul style="list-style-type: none"> <li>Students will explore a range of dynamics, and discuss what this adds to the final performance</li> </ul>
5	<b>Lesson 5: Application of Rules</b> <ul style="list-style-type: none"> <li>The rules and scoring system for handball and apply this to a competitive situation.</li> </ul>	<b>Lesson 5: Doubles Match Play</b> <ul style="list-style-type: none"> <li>The rules and scoring system for a table tennis double match, and apply this to a competitive situation.</li> </ul>	<b>Lesson 5: Application of Rules</b> <ul style="list-style-type: none"> <li>The rules and scoring system for rugby and apply this to a competitive situation</li> </ul>	<b>Lesson 5: Purpose of the Piece (through rehearsal)</b> <ul style="list-style-type: none"> <li>Students will lead independent rehearsal using a success criteria</li> </ul>
6	<b>Lesson 6: Assessment Point</b> <ul style="list-style-type: none"> <li>To complete a 10 mark knowledge checkpoint quiz on handball, followed by a practical assessment.</li> </ul>	<b>Lesson 6: Assessment Point</b> <ul style="list-style-type: none"> <li>To complete a 10 mark knowledge checkpoint quiz on table tennis, followed by a practical assessment.</li> </ul>	<b>Lesson 6: Assessment Point</b> <ul style="list-style-type: none"> <li>To complete a 10 mark knowledge checkpoint quiz on rugby, followed by a practical assessment.</li> </ul>	<b>Lesson 6: Assessment Point Performance</b> <ul style="list-style-type: none"> <li>To complete a 10 mark knowledge checkpoint quiz, followed by a practical performance to present your final product.</li> </ul>



## Year 9 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	Handball <input type="checkbox"/>	Table Tennis <input type="checkbox"/>	Rugby <input type="checkbox"/>	Dance Christopher Bruce – Swansong <input type="checkbox"/>
7	<b>Lesson 1: Passing</b> <ul style="list-style-type: none"> <li>How to accurately pass the ball to a player with the correct technique, using a shoulder pass and bounce pass.</li> <li>How to catch the ball from a player whilst maintaining control.</li> </ul>	<b>Lesson 1: Serve</b> <ul style="list-style-type: none"> <li>How to serve with the correct technique in table tennis.</li> <li>The rules associated with serving in table tennis.</li> </ul>	<b>Lesson 1: Ball Familiarisation and Passing</b> <ul style="list-style-type: none"> <li>How to carry the ball effectively in rugby so you do not lose possession of the ball.</li> </ul>	<b>Lesson 1: Understanding the Stimulus</b> <ul style="list-style-type: none"> <li>Students will analyse stimulus, creating practical links to the theoretical meanings</li> </ul>
8	<b>Lesson 2: Dribbling</b> <ul style="list-style-type: none"> <li>How to dribble with the ball in handball, with the correct technique.</li> <li>Ball control is important in handball to maintain possession of the ball and enhance attacking play.</li> </ul>	<b>Lesson 2: Backhand push</b> <ul style="list-style-type: none"> <li>How to perform a backhand push in table tennis with the correct technique.</li> <li>When is the correct time to play the backhand push in a game situation.</li> </ul>	<b>Lesson 2: Attacking</b> <ul style="list-style-type: none"> <li>How to link passes together and work effectively as a team to advance down the pitch.</li> <li>How to perform a loop in attacking play to create options for your team.</li> </ul>	<b>Lesson 2: Creating Movement – Action</b> <ul style="list-style-type: none"> <li>Students will select basic body actions and build into sequence to communicate an intent</li> </ul>
9	<b>Lesson 3: Shooting</b> <ul style="list-style-type: none"> <li>The correct technique for shooting in handball.</li> <li>How to execute shooting when under pressure of a goal keeper or a defender.</li> </ul>	<b>Lesson 3: Forehand push</b> <ul style="list-style-type: none"> <li>How to perform a forehand push in table tennis with the correct technique.</li> <li>When is the correct time to play the forehand push in a game situation.</li> </ul>	<b>Lesson 3: Tackling</b> <ul style="list-style-type: none"> <li>How to perform tackling correctly and safely in rugby in an isolated situation.</li> <li>How to implement tackling as a defensive strategy to a conditioned game.</li> </ul>	<b>Lesson 3: Developing Movement – Use of Prop</b> <ul style="list-style-type: none"> <li>Students will use a prop to help portray intent of piece</li> </ul>
10	<b>Lesson 4: Defending</b> <ul style="list-style-type: none"> <li>The rules associated to play when marking the player with the ball.</li> <li>How zone defence can be applied to a game situation.</li> </ul>	<b>Lesson 4: Single Match Play</b> <ul style="list-style-type: none"> <li>The rules and scoring system for a table tennis single match, and apply this to a competitive situation.</li> </ul>	<b>Lesson 4: Application of Rules</b> <ul style="list-style-type: none"> <li>The rules and scoring system for rugby and apply this to a competitive situation</li> </ul>	<b>Lesson 4: Developing Movement – Dynamics</b> <ul style="list-style-type: none"> <li>Students will explore a range of dynamics, and discuss what this adds to the final performance</li> </ul>
11	<b>Leader's Prep:</b> To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best! <b>DCP Assessment:</b> Written knowledge assessment (25 marks) and practical assessment (25 marks)			
12	<b>Lesson 6: Game Play</b> <ul style="list-style-type: none"> <li>Apply the feedback you have received to your performance in handball.</li> </ul>	<b>Lesson 6: Game Play</b> <ul style="list-style-type: none"> <li>Apply the feedback you have received to your performance in table tennis.</li> </ul>	<b>Lesson 6: Game Play</b> <ul style="list-style-type: none"> <li>Apply the feedback you have received to your performance in rugby.</li> </ul>	<b>Lesson 6: Performance</b> <ul style="list-style-type: none"> <li>Apply the feedback you have received to your performance to present your final product.</li> </ul>



## Leader's Dictionary: English Tier Two Words

Week	Word	Definition	In a sentence:
1	<b>Context</b>	the circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood.	As you start reading 'Of Mice and Men' you will explore and learn about relevant <b>context</b> for the 1930s American society.
2	<b>Marginalised</b>	treatment of a person, group, or concept as insignificant or peripheral.	The character on the ranch represent how groups within the 1930s society were <b>marginalised</b> .
3	<b>Prejudice</b>	A preconceived opinion that is not based on reason or actual experience.	Crooks experienced <b>prejudice</b> due to the colour of his skin.
4	<b>Misogyny</b>	Dislike of, contempt for, or ingrained prejudice against women.	The males on the ranch convey <b>misogyny</b> towards Curley's wife.
5	<b>Justification</b>	The action of showing something to be right and reasonable.	The punishment was <b>justification</b> for the crime committed.
6	<b>Segregation</b>	The action or state of setting someone or something apart from others the enforced separation of different racial groups in a country, community, or establishment.	Crooks experiences <b>segregation</b> as he is forced to sleep in the barn with the animals.
7	<b>Foreboding</b>	A feeling or indication that something bad is going to happen	Steinbeck creates a <b>foreboding</b> atmosphere for the reader as Lennie kills his puppy and Curley's wife walks into the barn.
8	<b>Outsider</b>	A person who does not belong to a particular group	An <b>outsider</b> is someone who may feel that they are on the periphery of society. Those living on the ranch in Steinbeck's novella could all be considered an outsider.
9	<b>Tension</b>	Being stretched tight. Mental or emotional strain.	<b>Tension</b> exists between Curley and his wife's relationship as she reveals he is not a 'nice fella.'
10	<b>Empathy</b>	The ability to understand and share the feelings of another.	Slim shows <b>empathy</b> towards George's situation and his unique friendship with Lennie.



## Leader's Dictionary: English Tier Three Words

Week	Word	Definition	In a sentence:
1	<b>Inference</b>	A conclusion based on evidence and reasoning.	George walks in front of Lennie, an <b>inference</b> the reader will make is that this reflects the position of power that George holds within their relationship.
2	<b>Foreshadowing</b>	Foreshadowing is when a writer provides a subtle hint to the reader about a future event.	George's warning to Lennie of where to go if he gets into trouble is an example of <b>foreshadowing</b> .
3	<b>Zoomorphism</b>	Zoomorphism is a literary technique in which animal attributes are imposed on non-animal objects, humans and events.	Steinbeck uses <b>zoomorphism</b> when he describes Lennie to have 'paws' like a bear.
4	<b>Simile</b>	The use of 'like' or 'as' to make a comparison that provides the reader with an image.	Steinbeck uses the <b>simile</b> of 'on the sand banks the rabbits sat as quietly as little gray sculptured stones' to emphasise the tranquil environment for the reader.
5	<b>Symbolism</b>	A symbol is something that stands for or suggests something else. It represents something beyond the literal meaning.	Steinbeck uses <b>symbolism</b> throughout the novella, one example is the 'red' associated with Curley's wife as this could imply she will be a danger to the dreams of the ranch workers.
6	<b>Colloquial language</b>	Colloquial language is informal words or phrases that could also be informal slang. The writer will use the language to create a sense of community and society.	Steinbeck uses <b>colloquial language</b> to establish the community and characters of the ranch, an example from the novella is: 'gonna get the jack together' and living 'off the fatta the lan'
7	<b>Allegory</b>	a story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one:	A writer will write an <b>allegory</b> to convey a message about society, the message could feature within characters or themes.
8	<b>Anthesis</b>	A person or thing that is the direct opposite of someone or something else.	Slim is Curley's <b>anthesis</b> , whilst Slim is respected by the ranch workers, Curley is not.
9	<b>Pathos</b>	Pathos means suffering, experience and emotion.	Steinbeck uses the death of Curley's wife to create a sense of <b>pathos</b> from the reader for her life and situation.
10	<b>Cyclical structure</b>	A cyclical structure is when a text begins and ends in the same place.	Steinbeck uses a <b>cyclical structure</b> as the novella begins and ends in the same location.



## Leader's Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	<b>Solve</b>	To find an answer to a problem.	<b>Solve</b> the equation to find x.
2	<b>Calculate</b>	To solve or find out by a mathematical procedure or by reasoning.	<b>Calculate</b> the value after the percentage change.
3	<b>Equivalent</b>	Of equal / same value or amount.	Using <b>equivalent</b> fractions, convert the following fraction into a decimal.
4	<b>Exterior</b>	Situated on the outside of something.	Find the <b>exterior</b> angle of a regular hexagon.
5	<b>Postulate</b>	Suggest or assume the existence, fact or truth of something as a basis for reasoning.	Let us <b>postulate</b> that $x=4$ . How can we check this is correct?
6	<b>Association</b>	A connection or link between two things.	What is the <b>association</b> between our sum of interior angles and the number of sides of our polygon?
7	<b>Equal</b>	Of the same value.	Fred said that x is <b>equal</b> to 10, is Fred correct?
8	<b>Significant</b>	Sufficiently great or important.	Round your answer to 3 <b>significant</b> figures.
9	<b>Abstract</b>	Existing in thought or as an idea but not having a physical or concrete existence	You will be able to connect the <b>abstract</b> idea of programming to the applications you use everyday.
10	<b>Capabilities</b>	The extent of someone's or something's ability.	Discover how all computing systems, regardless of form or <b>capabilities</b> , make use of the same components.



## Leader's Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Inverse	Undo what has been done - the opposite.	What is the <b>inverse</b> operation of multiplication?
2	Circle	A 2D shape with a single curved side.	What is my formula for area of a <b>circle</b> ?
3	Perimeter	Distance around the outside of a shape.	The <b>perimeter</b> of the pool is 20m.
4	Polygon	A 2D shape with straight sides.	Name the following <b>polygon</b> .
5	Hypotenuse	The longest side of a right-angled triangle.	The <b>hypotenuse</b> is found on a right-angled triangle.
6	Adjacent	Two angles are adjacent if they have a common side and a common vertex.	What is the length of the <b>adjacent</b> side?
7	Inequalities	In-equal, therefore not of the same value.	Find the whole number solutions to the following <b>inequalities</b> .
8	Interval	A set of numbers that contain all real numbers lying between two sets.	The <b>interval</b> of solutions is between 2 and 7.
9	Execute	To put a plan, order or course of action into effect.	Devices have the ability to <b>execute</b> programmes to perform different tasks.
10	Central Processing Unit (CPU)	A central processing unit is the electronic circuitry that executes instructions comprising a computer program	What is the role of the <b>central processing unit</b> ?



## Leader's Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Conserve	To protect something from harm or destruction.	In a chemical reaction, atoms are <b>conserved</b> because they can't be created or destroyed, just rearranged.
2	Dimension	A measurement of something, such as length, depth or height.	The final <b>dimensions</b> of the container was 12cm 15cm.
3	Dependent	To rely on something.	Thermal energy is dependent on mass. The heavier the object, the more energy needed to heat it up.
4	Specific	Something that is clearly defined or identified.	Each individual substance has a <b>specific</b> amount of energy that it requires to change its state.
5	Pressure	The force exerted on an object by something in contact with it.	To increase the <b>pressure</b> in a container, the gas needs to be compressed.
6	Evidence	Facts or information that shows whether a theory is true.	Rutherford conducted the alpha particle scattering experiment that provided evidence that nucleus is in the centre of the atom.
7	Neutral	Something that has neither a positive or negative charge. Something that has the value of 0.	A neutron has a neutral charge.
8	Occupy	Something that is in use/being used by something or someone else.	The first two electrons occupy the first energy level.
9	React	To behave or change in a specific way.	When sodium reacts with chlorine, sodium chloride is formed.
10	Conduct	To carry/transfer something.	When sodium chloride is dissolved in water it can conduct electricity.



## Leader's Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Matter	Anything that takes up space and can be weighed.	The three states of <b>matter</b> are solids, liquids and gases.
2	Density	The measurement of how tightly a material is packed together.	Solids have a high <b>density</b> because the particles are arranged in regular rows and are all touching.
3	Convection	The process by which heat is transferred by movement of a heated liquid or gas.	<b>Convection</b> explains why the upstairs in your house tend to be warmer than downstairs.
4	Molecules	A group of atoms bonded together, representing the smallest unit of a chemical compound.	One <b>molecule</b> of water consists of two hydrogen atoms and one oxygen atom.
5	Potential energy	A measure of how much stored energy an object has due to its position.	A spring has more <b>potential energy</b> when it is compressed or stretched.
6	Subatomic particles	The particles that make up an atom.	The three subatomic particles are protons, neutrons and electrons.
7	Mass	The number of particles that makes something up.	The mass an atom is located in the nucleus.
8	Compounds	Two or more different types of atoms chemically bonded together.	An example of a compound is sodium chloride.
9	Ion	A charged particle.	Na <sup>+</sup> is an example of an ion.
10	Electrostatic forces	The force of attraction between oppositely charged ions.	The electrostatic forces of attraction between sodium ions and chloride ions take a lot of energy to overcome.





## Leader's Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Legacy	Something transmitted by or received from an ancestor or predecessor	The war left a legacy of pain and suffering.
2	Inferior	Lower in rank, status, or quality.	A common belief at the time was that Africans were naturally inferior and that they were indeed best suited for slavery.
3	Campaign	An organised course of action to achieve a goal.	Hull MP William Wilberforce campaigned in Parliament for the end of Britain's involvement in the Slave Trade.
4	Exhibition	A public display of works of art or items of interest, held in an art gallery or museum or at a trade fair.	The British Empire Exhibition was opened in 1924, by King George V at Wembley Park to showcase all the different cultures and artefacts of the British Empire.
5	Dismantle	Take apart, take to pieces.	After the British Empire was dismantled it was replaced by a voluntary organisation of former colonies called the Commonwealth.
6	Alliance	A union or association formed for mutual benefit, especially between countries or organisations.	The Alliance system was a significant cause for World War II
7	Assassination	The murder of a prominent or important person, such as a head of state, head of government, politician, member of a royal family, or CEO.	The assassination of the Austria-Hungarian Archduke Franz Ferdinand is known as a trigger cause for World War II.
8	Principle	A fundamental truth or proposition that serves as the foundation for a system of belief or behaviour or for a chain of reasoning.	The principle of Communism is built around the community owning all means of production.
9	Oppression	Prolonged cruel or unjust treatment or exercise of authority.	For large numbers of Italians, an oppressive fascist regime brought economic hardship and a loss of basic human rights.
10	Repercussions	An unintended consequence of an event or action, especially an unwelcome one.	The rise in these 20th Century ideologies set the stage for a political conflict with global repercussions.



## Leader's Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Empire	An extensive group of states or countries ruled over by a single monarch, an oligarchy, or a sovereign state.	That the British Empire was when Britain ruled over a group of countries from the 16th to 19th Century.
2	Slave	A person who is the legal property of another and is forced to obey them.	Britain's involvement in the slave trade is one of the main reasons why Briton's are ashamed of the British Empire today.
3	Abolition	The action of abolishing a system, practice, or institution.	The slaves got freedom after the abolition of slavery.
4	Colony	A country or area under the full or partial political control of another country and occupied by settlers from that country.	Colonies such as Australia and India were directly ruled by a governor on behalf of the British government and representing the Crown.
5	Decolonisation	The action or process of a state withdrawing from a former colony, leaving it independent.	After the decolonisation of the British Empire many of the former colonies struggled and suffered in their fight for independence.
6	Imperialism	A policy of extending a country's power and influence through colonisation, use of military force, or other means.	The growth of imperialism in Europe was a significant cause of World War I.
7	Nationalism	Identification with one's own nation and support for its interests, especially to the exclusion or detriment of the interests of other nations.	The war was caused by nationalism and greed.
8	Ideology	A system of ideas and ideals, especially one which forms the basis of economic or political theory and policy.	The ideology of fascism began to spring up in several European states after the struggles of World War I.
9	Dictator	A ruler with total power over a country, typically one who has obtained control by force.	The rise of dictators during inter-war Europe set the scene for the Second World War.
10	Communism	A theory or system of social organization in which all property is owned by the community and each person contributes and receives according to their ability and needs.	What started in 1917 Russia, Communism then became a global revolution, taking root in countries as far-flung as China and Korea to Kenya and Sudan to Cuba and Nicaragua.



## Leader's Dictionary: Geography Tier Two Words

Week	Word	Definition	In a sentence
1	Drainage	The process by which water or other liquids flow away into pipes or into the ground.	A drainage basin is a main water store in the hydrological cycle.
2	Gradient	The steepness of a slope.	The gradient of a stream decreases downstream.
3	Erosion	The breakdown and removal of material.	Erosion shapes the profiles of different landforms.
4	Structure	The way in which the parts of a system or object are arranged or organized, or a system arranged in this way.	The structure of a meander and how it forms into an oxbow lake.
5	Vertical	Standing or pointing straight up or at an angle of 90° to a horizontal surface or line.	There are two types of erosion, lateral and vertical.
6	Fluctuations	A change, or the process of changing, especially continuously between one level or thing and another.	There have been global temperature fluctuations over time,
7	Peaks	The highest, strongest, or best point, value, or level of skill.	Pyramidal peaks are pointed mountain peaks formed when three or more back-to-back glaciers erode a mountain.
8	Advance	To go or move something forward, or to develop or improve something.	Glaciers carry till and erratics as they advance.
9	Retreat	To move back or reduce in size.	Climate change has caused glaciers to retreat.
10	Associated	Connected	There are both challenges and opportunities associated with glacial landscapes.



## Leader's Dictionary: Geography Tier Three Words

Week	Word	Definition	In a sentence
1	Hydrological	Relating to the study of water on the earth, for example, where it is and how it is used.	The hydrological cycle is important to study so we can understand how rivers work.
2	Valley	An area of low land between hills or mountains, often with a river running through it.	The cross-profile of a river measures the cross-section of a valley.
3	Deposition	When material is dropped in a river.	Deposition occurs when the velocity of the river is low.
4	River's Load	The sediment a river carries.	The river's load will eventually be deposited when there is a low velocity.
5	Geology	The study of the rocks and similar substances that make up the earth's surface.	Waterfalls form due to differences in geology.
6	Tarn	A small mountain lake in a hollow area surrounded by steep slopes formed by a glacier.	Once glaciers retreat, corries are exposed and today have distinct features which include a tarn.
7	Ridges	A long, narrow raised part of a surface, especially a high edge along a mountain.	Arêtes are steep ridges created between two corries.
8	Erratics	Glacial erratics are stones and rocks that were transported by a glacier, and then left behind after the glacier melted.	Glaciers carry till and erratics as they advance, then deposit them in places when they retreat.
9	Landscape	A large area of land, especially in relation to its appearance.	Glacial landscapes are associated with many opportunities.
10	Stakeholders	A person or group of people who own a share in a business/hold interest.	Negative impacts can create conflict between stakeholders.



## Leader's Dictionary: Spanish Tier Two Words

Week	Word	Definition	In a sentence:
1&2	<b>vacaciones</b> (holidays)	An extended period of leisure and recreation, especially one spent away from home or travelling.	<b>Normalmente voy de <u>vacaciones</u> en verano.</b> (Normally I go on <u>holiday</u> in the summer.)
3	<b>invierno</b> (winter)	The coldest season of the year.	<b>El <u>invierno</u> siempre ha sido mi estación favorita.</b> ( <u>Winter</u> has always been my favourite season)
4	<b>soler</b> (to usually do)	To do something habitually.	<b><u>Suelo</u> sacar fotos de monumentos.</b> (I <u>usually</u> take photos of monuments.)
5	<b>alojarse</b> (to stay)	To stay somewhere for a period of time, in particular staying somewhere temporarily as a visitor or guest.	<b><u>Me alojé</u> en un hotel grande al lado de la playa.</b> (I <u>stayed</u> in a big hotel next to the beach.)
6	<b>genial</b> (great)	Used to describe something that is very good.	<b>La experiencia en Argentina fue <u>genial</u>.</b> (The experience in Argentina was <u>great</u> .)
7&8	<b>recuerdos</b> (souvenirs)	A thing that is kept as a reminder of a person, place, or event.	<b>La semana pasada fui a Londres y compré <u>recuerdos</u>.</b> (Last week I went to London and I bought <u>souvenirs</u> .)
9	<b>agencia de viajes</b> (travel agency)	An agency that makes the necessary arrangements for travellers	<b>Me encantan las opciones con todo incluido en las <u>agencias de viajes</u>.</b> (I love the options with all-inclusive in the <u>travel agencies</u> )
10	<b>alquilar</b> (rent)	To pay someone for the use of (something, typically property, land, or a car).	<b>Vamos a <u>alquilar</u> una moto para ir a las mejores playas.</b> (We are going to <u>rent</u> a motorbike to go to the best beaches)



**Leader's Dictionary: Construction, Food and Nutrition Tier Two Words**

Week	Word	Definition	In a sentence:
1	Procedure	A set of actions that is the official or accepted way of doing something	It is important that we follow the correct health and safety procedure when using an oven, by wearing oven gloves.
2	Proportions	The number or amount of a group or part of something when compared to the whole	When baking a cake, it is vital that we use the correct proportions of ingredients, otherwise it effects the result of the bake.
3	Handling	The act or cost of moving, storing, or packaging	Before and after handling raw meat, you must wash your hands to prevent cross-contamination.
4	Control	To order, limit, or rule something	Portion control helps you get the benefits of the nutrients in the food without overeating.
5	Various	more than one; several.	We enjoy eating in various types of restaurant.
1	Prevent	to stop something from happening or someone from doing something	Knowing the health and safety rules in the workshop help prevent accidents.
2	Design	a plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is made.	You will be responsible for incorporating your ideas into a design for your mechanical toy.
3	Measure	to discover the exact size or amount of something.	The first step is to measure and mark out your pieces of MDF, ready for sawing.
4	Accurately	in a way that is correct in all details; exactly.	It is important to measure your pieces accurately to gain high marks.
5	Requires	to have need of.	Gluing the pieces together requires a lot of concentration to keep the pieces accurate.



## Leader's Dictionary: Construction Food &amp; Nutrition Tier Three Words

Week	Word	Definition	In a sentence:
1	HACCP	How to manage the food hygiene and safety procedures.	It is important that we follow the hazard analysis critical control points when cooking.
2	Eatwell	The Eatwell Guide outlines the recommendations for eating a healthy balanced diet set out by the government.	The Eatwell guide shows how much of what we eat overall should come from each food group to achieve a healthy, balanced diet.
3	Temperature	The measured amount of heat.	The temperature of the oven should be set to 180 degrees prior to the chicken being cooked.
4	Mallard reaction	A chemical reaction that happens when some foods are cooked, which makes the food go brown and gives it a particular flavour.	the Maillard reaction is shown in the cooking process for example, the crust of roast pork or browning of salami on pizza.
5	Presentation	The way something looks.	The presentation of food is key as we eat with our eyes.
1	PPE (Personal Protective Equipment)	Personal protective equipment is protective clothing, helmets, goggles, or other garments or equipment designed to protect the wearer's body from injury or infection.	Wearing PPE , such as safety glasses, is an important part of your own health and safety practice in the workplace.
2	Cam	A cam is a sliding or rotating part of irregular profile that contacts another part and makes that part move in a backward and forward motion.	Circular cams use an off-centre pivot to cause the follower to move up and down.
3	MDF	Medium-density fibreboard is an engineered wood product made by breaking down hardwood or softwood residuals into wood fibres, often in a defibrator, combining it with wax and a resin binder, and forming it into panels.	Using MDF board for internal carpentry work is a very good material, because it decorates so well and easy, giving it a high standard finish.
4	Rotate	to turn or cause something to turn in a circle, especially around a fixed point:	When riding a bicycle, by peddling you give the chain the power to rotate the wheel.
5	PVA Glue	Polyvinyl acetate, commonly known as wood glue, PVA glue, white glue, carpenter's glue, school glue, or Elmer's glue in the US, is a widely available adhesive used for porous materials like wood, paper, and cloth	By using PVA glue, you will be able to attach your toy to the cam follower.



## Leader's Dictionary: Performing Arts Tier Two Words

Week	Word	Definition	In a sentence:
1	Composition	the nature of something's ingredients or constituents; the way in which a whole or mixture is made up.	The composition of the soil.
2	Pioneers	The first to use or apply or develop something new	Bob Marley was one of the pioneers of reggae.
3	Tonality	The type of harmony created in a piece of music or a song is the tonality of the music	Despite many Reggae songs having a serious theme, the tonality is usually major (happy)
4	Riff	A short, repeated phrase in music	<i>try adding the bass riff, then swap over</i>
5	convention	a way in which something is usually done	The conventions of the novel
7	Class	a system of ordering society whereby people are divided into sets based on perceived social or economic status.	She came from a middle class background
8	Narrative	a spoken or written account of connected events; a story	The play had a gripping narrative.
9	Subtext	an underlying and often distinct theme in a piece of writing or conversation	The subtext of the scene suggested the characters loved each other.
10	Stereotype	a widely held but fixed and oversimplified image or idea of a particular type of person or thing	Don't treat anyone as a stereotype.
12	Denouement	the final part of a play, film, or narrative in which the strands of the plot are drawn together and matters are explained or resolved	The film's denouement was unsatisfying.





**Leader's Dictionary: Performing Arts Tier Three Words**

Week	Word	Definition	In a sentence:
1	Ska	A style of fast popular music having a strong offbeat and originating in Jamaica in the 1960s, a forerunner of reggae.	Reggae is based on Ska, an earlier form of Jamaican music
2	Reggae	A genre of music that started in the late 1960s in Jamaica	By the 1970s, reggae was popular in Britain, the USA and Africa
3	Rastafarian	Religion developed in 1930s Jamaica by Leonard Howell	Rastafarian beliefs that influence many Reggae songs include a love of and respect for nature, and the power of speech.
4	Off beat chord	A chord played on beats 2 and 4	The chord was played on the off beat
5	Syncopated riff	Rhythm that go against the main beat	You will practice playing a syncopated riff during your lessons
7	Improvisation	something that is improvised, in particular a piece of music, drama, etc. created spontaneously or without preparation.	He improvised the jazz music.
8	Flash back	a scene in a film, novel, etc. set in a time earlier than the main story	in a series of flashbacks, we follow the pair through their teenage years
9	Blocking	The precise staging of actors to facilitate the performance of a play, ballet, film or opera	He blocked the scene with the actors facing the audience
10	Characterisation	The act of changing voice, body language, movement, gesture etc when in role	He used PPPTV to adjust his characterisation



## Leader's Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Organic	Organic shapes are figures that have a natural look and a flowing, curving appearance.	Different from geometric shapes, organic shapes are often also referred to as curvilinear or free form shapes, as they can be made of angles, curves or both.
2	Uninterrupted	Without a break in continuity.	Most people do not get eight hours of uninterrupted sleep every night.
3	Installation	A form of modern sculpture where the artist uses sound, movement, or space as well as objects in order to make an often-temporary work of art.	The new installation adds an exciting interactive element to the museum's central atrium.
4	Construct	Bringing together various elements.	The fishing trade had become so important by 1800 that it was necessary to construct a new dock.
5	Directional	Having a particular direction of motion, progression, or orientation.	Directional signs wherever two paths joined.
6	Overlain.	Laid on top of.	Soft clays overlaid the basalt.
7	Technique	A way of performing a skilful activity, or the skill needed to do it.	The violinist's technique was flawless.
8	Micrograph	A photo or digital image taken through a microscope to show a magnified image of a specimen.	Here we will identify structures from electron micrographs.
9	Organism	An individual animal, plant, or single-celled life form.	Fish and other organisms have been destroyed over large areas of the creek.
10	Multicellular	Connected with the cells of a plant or animal.	This startling discovery has supported the idea that cancer develops when a cell contains too much of a perfectly normal cellular protein.



**Leader's Dictionary: Tier Three Words**

Week	Word	Definition	In a sentence:
1	Sculptor	An artist who makes sculptures.	The sculptor figured the girl in clay.
2	Continuous Line	Unbroken from the beginning to the end.	The drawing implement stays in uninterrupted contact with the surface of the paper during the entire continuous line.
3	Experimentation	Art that is concerned with exploring new ideas and/or technology.	Investigation and experimentation help the development of critical thinking skills as well as encourage the growth of self confidence in their problem-solving ability.
4	Directional (shading)	Having a particular direction of motion, progression, or orientation.	Directional shading follows the contours of a form.
5	Form	Form is a three-dimensional shape, such as a cube, sphere or cone.	A sphere is a circle in three-dimensional form.
6	Impasto	Areas of the surface of a painting which are heavily built up with paint layers.	Impasto is highly textured and applied using brush or a palette knife mark.
7	Texture	The way something feels or looks like it feels.	The custard should be smooth and creamy in texture.
8	Abstract	Not realistic, though the intention is often based on an actual subject, place, or feeling.	Pure abstraction can be interpreted as any art in which the depiction of real objects has been entirely discarded and whose aesthetic content is expressed in a formal pattern of shapes, lines and colours
9	Non-objective	A term given to a work of art that has no recognizable subject matter.	The class considered the painting to be non-objective.
10	Rhythm	A continuance, a flow, or a feeling of movement achieved by the repetition of regulated visual information.	Kandinsky's paintings show a lot of rhythm.



**Leader's Dictionary: Physical Education Tier Two Words**

<b>Word</b>	<b>Definition</b>	<b>In a sentence:</b>
<b>Coordination</b>	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.
<b>Technique</b>	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.
<b>Control</b>	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.
<b>Aerobic</b>	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.
<b>Balance</b>	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.
<b>Performance</b>	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.
<b>Accurate</b>	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.
<b>Pressure</b>	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.
<b>Space</b>	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.
<b>Relationship</b>	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.

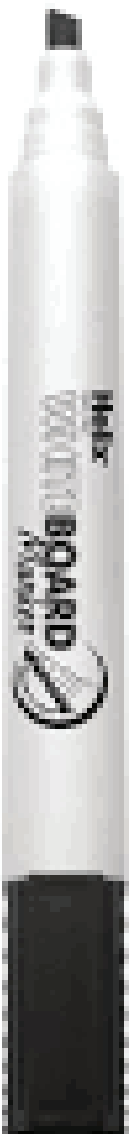


## Leader's Dictionary: Physical Education Tier Three Words

Activity	Word	Definition	In a sentence:
<b>Handball</b>	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.
<b>Handball</b>	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.
<b>Table Tennis</b>	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.
<b>Table Tennis</b>	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.
<b>Rugby</b>	Try	A try is a way of scoring points in rugby union and rugby league football.	A try is scored when you run into the end zone with the ball in your hands and touch the ball down on the floor.
<b>Rugby</b>	Tackling	Attempting to take the ball from an opponent by bringing them to the ground.	When tackling in rugby it is important that you wrap your arms around the players waist or below.
<b>Dance</b>	Movement material	The matter of dance: actions, space, dynamics and relationships.	The different movement material keeps the audience guessing through its unpredictability.
<b>Dance</b>	Movement memory	The automatic recall of learned movement material, without conscious thought.	The dancer can perform with confidence because of their secure movement memory.
<b>Dance</b>	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.



# WHITEBOARD



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