



**SIR THOMAS
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HIGH EXPECTATIONS
HIGH ASPIRATIONS
HIGH STANDARDS
YOU WILL SUCCEED

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UNDERSTANDING THE CURRICULUM

THURSDAY 13TH FEBRUARY

MR. MASON

ASSOCIATE ASSISTANT HEADTEACHER





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WHY?





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PARENT FORUM: 2024 - 2025

- 10th October: Exam Preparation and Study Skills
- 28th November: Arbor and SAM Homework Support
- **13th February: Understanding the Curriculum**
- 5th March: Technology and Digital Safety
- 22nd May: Well-being and Mental Health Support
- 10th June: Post 16 Pathways Year 10



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DEPUTY HEADTEACHER



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STUDENT AGENCY

- Some students don't revise/complete homework– they generally achieve lower grades – not surprising!
- Some students do spend time working/revising at home but don't get the return for their investment (not fair!). Thinking they are well prepared but not exam ready.
- What might the revision strategies have been like for the above student? They were 'revising'!
- Some students achieve the highest grades. They work at home but work smarter. What do they do?



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WHAT IS STUDENT AGENCY?

- NOT students just 'doing' (reading/notes/cards/mind maps etc)
- Securing deeper understanding for themselves

Students being able to know:

- What standards they have reached
 - How good their essays are
 - Did they get the questions right?
-
- **Students being able to self-assess and manage the study process at home**

ASSESSMENT FOR STUDENT AGENCY

- Less reliant on school led processes (Easter revision) in Y11
- Broken down and modelled by our teachers in school
- Routine
- What are the study habits like of successful students?
- Establish the habit
- To be **as successful as the most successful**



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THE PROCESS – STUDENT AGENCY

- What does it look like to be successful – WAGOLL model
- Home study resources: KO/Flash cards/work book
- **Set task – done as a test**
- **Self assessment**
- **Answers/marking criteria given**
- Self mark – **(marking) needs to be taught and modelled**
- **Gap identification – why were the marks missed?**
- Routine aspect – Form the habit and it will stick

13.

Explain what is meant by the term just in time (JIT) manufacture. Give the advantages and disadvantages of this system. Include example(s) to support your answer.

Just in time production is when a company **only buys enough stock to cover its immediate needs**. It ensures that the right amount of material arrives when needed. This makes production more economical, because it reduces storage cost, allows production runs to change more quickly and reduces overstocking of materials. Other are:

Controlling stock

Controls the right amount of materials / products arrive at the right time

Companies operate more economically

Reduces storage costs

Production run can be more easily changed

Reduces over-stocking of products

Reduces storage spaces

Very reliant on suppliers

Small mistakes can lead to large delays

(Total 8 marks)



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GCSE Revision

🔍 Search for topics...

Grade 1

Videos	Exam Questions	Exam Questions Booklet	Solutions
Addition and Subtraction	Exam Questions	Addition and Subtraction	Solutions
Multiplication and Division	Exam Questions	Multiplication and Division	Solutions
Time	Exam Questions	Time	Solutions
Metric Conversions	Exam Questions	Metric Conversions	Solutions
Writing, Simplifying and Ordering Fractions	Exam Questions	Writing, Simplifying and Ordering Fractions	Solutions
Place Value	Exam Questions	Place Value	Solutions
Rounding	Exam Questions	Rounding	Solutions
Negative Numbers	Exam Questions	Negative Numbers	Solutions
Powers and Roots	Exam Questions	Powers and Roots	Solutions
BIDMAS	Exam Questions	The Order of Operations	Solutions



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Grade 2

Videos	Exam Questions	Exam Questions Booklet	Solutions
Calculation Problems	Exam Questions	Calculation Problems	Solutions
Using a Calculator	Exam Questions	Using a Calculator	Solutions
Systematic Listing	Exam Questions	Systematic Listing	Solutions
Fractions of an Amount	Exam Questions	Fractions of an Amount	Solutions
Fractions, Decimals and Percentages	Exam Questions	Fractions, Decimals and Percentages	Solutions
Simplifying Algebra	Exam Questions	Collecting Like Terms	Solutions
Writing an Expression	Exam Questions	Writing an Expression	Solutions
Function Machines	Exam Questions	Function Machines	Solutions
Solving One Step Equations	Exam Questions	Solving One Step Equations	Solutions
Angles	Exam Questions	Angles	Solutions
Area and Perimeter	Exam Questions	Area and Perimeter	Solutions
Probability	Exam Questions	Probability	Solutions
Frequency Polygons		Frequency Polygons	Solutions
Averages	Exam Questions	Mean, Median, Mode and Range	Solutions



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Simplifying Algebra

M Simplifying Algebra
Simplifying Algebra
Share

$$3 + 3 + 3 + 3 = 4(3)$$

$$a + a + a + a = 4a$$

$$a \times a \times a \times a = a^4$$

$8a + 3a$
 $9a - 2a$
 $5a + 3b$

Watch on

In algebra we use letters to represent unknown numbers.

When we are writing algebra we do not use a times sign.



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mathsgenie.co.uk	Please do not write on this sheet	mathsgenie.co.uk
<p>1 Simplify $3x + 4x - 2x$</p> <p style="text-align: right;">(1 mark)</p> <hr/> <p>2 Simplify $3m + 3m$</p> <p style="text-align: right;">(1 mark)</p> <hr/> <p>3 Simplify $n + n + n$</p> <p style="text-align: right;">(1 mark)</p> <hr/> <p>4 (a) Simplify $a \times b \times c$ (1) (b) Simplify $5p - 2p$ (1) (c) Simplify $\frac{6h}{3}$ (1)</p> <p style="text-align: right;">(3 marks)</p> <hr/> <p>5 Simplify $k + k + 8$</p> <p style="text-align: right;">(1 mark)</p> <hr/> <p>6 (a) Simplify $4 \times 3x$ (1) (b) Simplify $7a - 3a + 6a$ (1)</p> <p style="text-align: right;">(2 marks)</p> <hr/> <p>7 Simplify $8g + 6h - 3g + h$</p> <p style="text-align: right;">(2 marks)</p>	<p>8 (a) Simplify $3 \times b \times 9$ (1) (b) Simplify $2x - 3y - 6x - 4y$ (2)</p> <p style="text-align: right;">(3 marks)</p> <hr/> <p>9 Simplify $8c + 3d - c + 2d$</p> <p style="text-align: right;">(2 marks)</p> <hr/> <p>10 (a) Simplify $f + f + f + f + f$ (1) (b) Simplify $5a + 3b + 2a + 2b$ (2)</p> <p style="text-align: right;">(3 marks)</p> <hr/> <p>11 (a) Simplify $2a \times 3b$ (1) (b) Simplify $2p \times 2p$ (1) (c) Simplify $\frac{7x + 5x}{4}$ (1)</p> <p style="text-align: right;">(3 marks)</p> <hr/> <p>12 Simplify $11c - 8d + 5c - d$</p> <p style="text-align: right;">(Total for question 12 is 2 marks)</p> <hr/> <p>13 (a) Simplify $3a \times 4b$ (1) (b) Simplify $3x + 2y + 6x - y$ (2)</p> <p style="text-align: right;">(3 marks)</p>	



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1 Simplify $3x + 4x - 2x$

$$7x - 2x$$

$$\underline{5x}$$

(Total for question 1 is 1 mark)

2 Simplify $3m + 3m$

$$\underline{6m}$$

(Total for question 2 is 1 mark)

3 Simplify $n + n + n$

$$\underline{3n}$$

(Total for question 3 is 1 mark)

4 (a) Simplify $a \times b \times c$

$$\underline{abc}$$

(1)

(b) Simplify $5p - 2p$





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SPARX MATHS

- [How does Sparx Maths personalise maths for every student?](#)



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SCIENCE CURRICULUM

Brand new curriculum that has been designed by professionals within TCAT

Year 7 and 8: Foundation – This has been written to develop students' awareness of phenomena; engaging them with the nature of Science as discipline and to provide them with a broad understanding of key scientific ideas.

Year 9: Fundamentals – We have written this to focus student's understanding of key topics and specific pockets of knowledge that will underpin future learning.

Year 10 and 11: Deepening understanding - We have selected the content that is the most abstract and difficult to apply.



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SCIENCE CURRICULUM JOURNEY

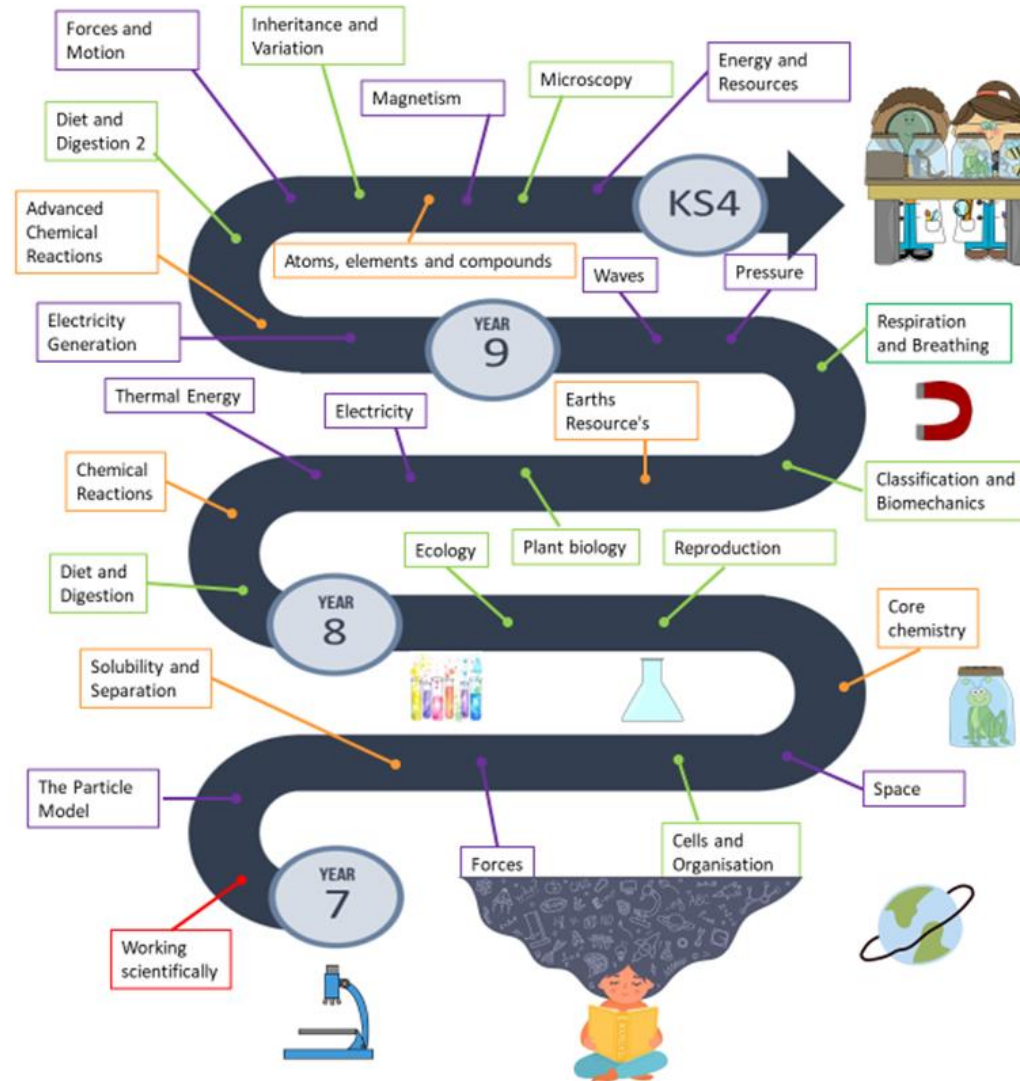


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		Concept	Year 7	Year 8	Year 9	Year 10	Year 11
Discipline	Biology	Organisms	4. Cells and Organisation	1. Diet and Digestion 4. Classification and Biomechanics 7. Respiration and Breathing 9. Plant Biology	2. Advanced Diet and Digestion 8. Microscopy	1. Transport in Cells 2. Disease 3. Transport Systems 4. The Digestive System 6. Defence Against Disease 7. The Nervous System	7. Homeostasis and Response
		Ecosystem	9. Ecology	4. Classification and Biomechanics		5. Bioenergetics 6. Advanced Ecology (Triple here)	8. Sustainability 9. Advanced Ecology (Combined here)
		Genes	7. Reproduction	9. Plant Biology	5. Inheritance and Variation		6. Genetics
	Chemistry	Matter	2. The Particle Model 3. Solubility and Separation 6. Core Chemistry		7. Atoms, Elements and Compounds	2. Bonding, Structure and the Properties of Matter 3. The Periodic Table 4. Quantitative Chemistry 8. Chemical Analysis	
		Reactions	6. Core Chemistry	2. Chemical Reactions	3. Further Chemical Reactions	1. Reactivity of Metals 3. The Periodic Table 5. Acids and Bases 6. Energy Changes	10. Electrochemistry 11. Rates and Equilibrium 12. Organic Chemistry
		Earth		5. The Earth's Resources		7. Using Resources 9. Chemistry of the	12. Organic Chemistry

DISCIPLINARY KNOWLEDGE

All the activities and actions that Scientists do.

Students need to develop their working scientifically skills so that they can fully understand the scientific process.

Four main strands:

- 1) Development of Scientific thinking – e.g. model of the atom
- 2) Experimental skills and strategies
- 3) Analysis and evaluation - e.g. interpreting graphs
- 4) Scientific vocabulary, quantities, units, symbols and nomenclature



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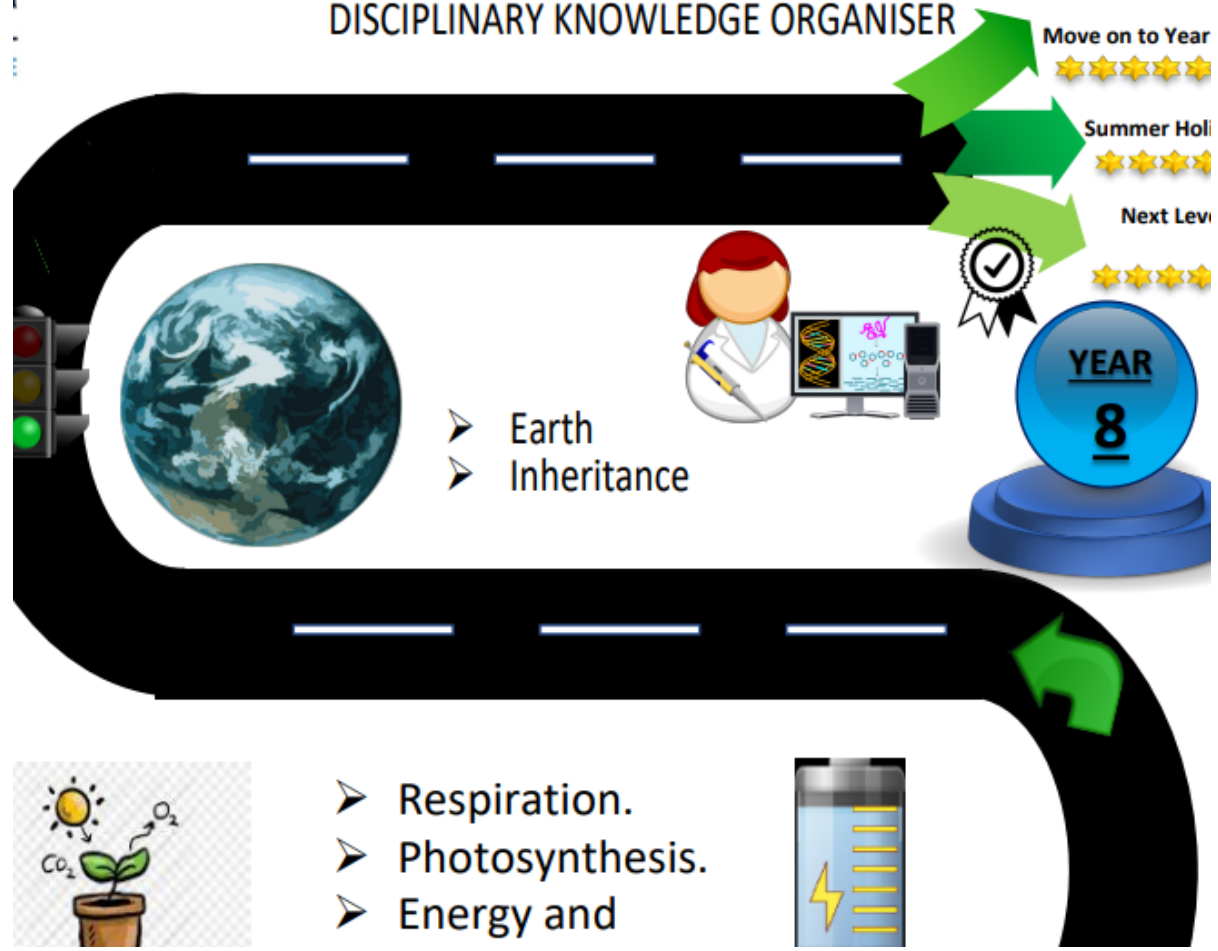
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KS3 KNOWLEDGE ORGANISERS

SCIENCE

DISCIPLINARY KNOWLEDGE ORGANISER



APPLICATION OF KNOWLEDGE

Knowledge is brilliant but application of knowledge is key.

Students need to be able to link key scientific ideas and skills and apply their knowledge to an unfamiliar context.

Students will be seeing exam questions in lessons, Working at assessments and in PPE's but the more practice the better.

There are a number of brilliant free websites that students can use which provide revision material and exam questions.

www.physicsandmathstutor.com

www.aqa.org.uk



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COMMAND WORDS

A key skill is the recognition of the command word in a question.

As the command word is vital in working out what information the question is asking for.

We teach metacognitive strategies to students for the different command words e.g.

Command word = calculate

Strategy = G U E S S



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CALCULATE

Students should **use numbers** given in the question to work out the answer. **Always show your working:**

G: Write down what is GIVEN in the question

U: Change any UNITS

E: Write down the Equation

S: Substitute numbers into equation

S: Solve



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COMMAND WORDS

The progression of command words along the students curriculum journey:

Year 7 - State, describe, calculate

Year 8 – Compare, explain

Year 9 – Evaluate, suggest



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EXPLAIN

- Students should make something clear, or state the reasons for something happening.
- The answer **should not** be a simple list of reasons.

Step 1: State what has happened

Step 2: Use linking words like 'so', 'therefore', 'because'

Step 3: Say why it has happened

GCSE EXAM QUESTION

Plants need nitrate ions in order to make proteins. A plant is growing in soil flooded with water. Explain why the plant cannot absorb enough nitrate ions. (5 marks)

(nitrate) ions are absorbed by active transport (1)

Year 8 – Plant
Biology

(active transport) is the movement of ions against the concentration gradient (1)

Year 10 –
Transport in Cells

(active transport) requires energy from respiration (1)

(respiration) requires oxygen (1)

Application of other
knowledge to an
unfamiliar context

no / little oxygen / air in water-logged soil (1)



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AQA GCSE Triple Science Knowledge Organiser

GCSE Biology Paper 1

Name: _____

Class: _____

Teacher: _____



How will I be assessed?

Written exam: 1 hour 45 minutes; Foundation or Higher Tier

100 marks

50% of GCSE

Questions: Multiple choice, structured, closed short answer and open response.

To achieve a *grade 5* candidates will be able to:

- demonstrate mostly accurate and appropriate knowledge and understanding and apply these mostly correctly to familiar and unfamiliar contexts, using mostly accurate scientific terminology
- use appropriate mathematical skills to perform multi-step calculations
- analyse qualitative and quantitative data to draw plausible conclusions supported by some evidence
- evaluate methodologies to suggest improvements to experimental methods, and comment on scientific conclusions

To achieve a *grade 8 or 9* candidates will be able to:

- demonstrate relevant and comprehensive knowledge and understanding and apply these correctly to both familiar and unfamiliar contexts using accurate scientific terminology
- use a range of mathematical skills to perform complex scientific calculations
- critically analyse qualitative and quantitative data to draw logical, well-evidenced conclusions
- critically evaluate and refine methodologies, and judge the validity of scientific conclusions

- Command Words
- Checklists
- Equations
- Required Practicals
- Key Themes
- Knowledge Retrieval
- Knowledge Application



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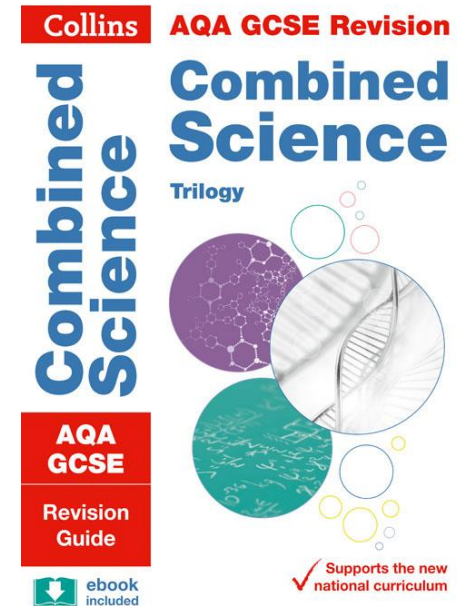
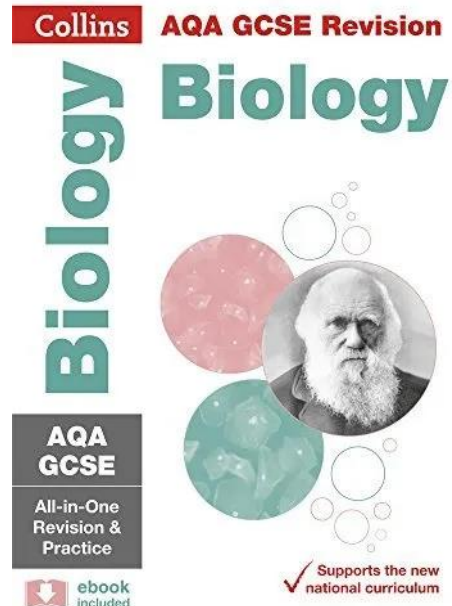
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REVISION GUIDES

The ones we recommend are:

- Collins KS3 Science All-in-one
- AQA GCSE Combined Science Trilogy: Collins All-in-one
- AQA GCSE Biology/ Chemistry/ Physics: Collins All-in-one



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HEAD OF ENGLISH**





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YEAR 7 KNOWLEDGE ORGANISER

NAME: _____

CLASS: _____

TEACHER: _____



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YEAR 7 ENGLISH CURRICULUM JOURNEY

Half Term 1: Gothic Fiction (Writing)

1. Identify and use a range of effective exposition features. (pg 32)

2. Define 'genre' and identify features from the gothic genre. (pg 5)

3. Use figurative language to suit the deliberate image that you want to paint in the reader's mind: (pg 20)

- Simile
- Metaphor
- Personification

4. Complex sentences, Compound sentences, Simple sentences & Minor Sentences. (pg 18)



Check-in

DEVELOPING MY OWN CHARACTER



Half Term 2: Ghost Boys Fiction

5. Select appropriate evidence (a quote) to use to explore an idea. (pg 27)

6. Make inferences that are relevant to the quote selected. (pg 27)

7. Select the most appropriate 'choice' from the quote to justify your inference. (pg 27)

8. Identify the following word classes in a sentence: (pg 25)
verb, noun adverb adjective pronoun

9. Define 'context' and list context details for Ghost Boys (from memory). (pg 7)

10. Writer's aside. (pg 18)



WA1 assessment

- Access vocabulary
- Select and retrieve
- Method and effect
- Structure
- Writing



Half Term 3: Identity Poetry



11. Define 'theme' and identify themes in a poem. (pg 19)

12. Track and summarise the speaker's feelings in the opening, development and end of the poem. (pg 27 & 30)

13. Identify and make inferences on the use of a variety of poetic methods. (pg 10)

14. Identify the tone created by the poet.

15. Comma sandwich. (pg 18)



Half term 4: Romeo and Juliet

16. Identify the features of a Shakespearean tragedy.

17. Translate common Shakespearean words/phrases.

18. Use CMIII to structure a quality analysis paragraph. (pg 27-29)

19. Identify and make relevant inferences on the following sentence functions: -declarative , -imperative , interrogative , -exclamative. (pg 39)

20. Identify and define dramatic irony.

21. Tentative Writing. (pg 18)



Half Term 5: Travel Writing Non-Fiction

22. Identify the PAF of different texts. (pg 13 & 20)

23. Understand the purpose of an introduction, development and conclusion in a non-fiction text. (pg 36-38)

24. Use vocabulary to create tone. (pg 16-17)

25. Use a variety of DAFORREST methods to persuade. (pg 21)



WA2 assessment

- Access vocabulary
- Select and retrieve
- Method and effect
- Structure
- Writing

Half term 6: Our Day Out

26. Evaluate by offering a personal opinion and an alternative opinion supported by evidence. (pg 31)

27. Make similarities and differences between characters. (pg 30)

28. Use comparison connectives to compare (pg 24)

29. Summarise the relationship between characters in the opening, development and ending of the play. (pg 31)

30. Make an inference on the use of stage directions.





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YEAR 8 KNOWLEDGE ORGANISER

NAME: _____
CLASS: _____
TEACHER: _____



YEAR 8 ENGLISH CURRICULUM JOURNEY

Half Term 1: Great Expectations

- When using CMIII to structure an analysis paragraph, explore connotations to justify each inference. (pg 27).
- Define, identify and make inferences on the following writers' methods: zoomorphism pathetic fallacy juxtaposition. (pg 20)
- Identify the following word classes in a sentence: -prepositions -abstract nouns modal verbs -determiners. (pg 24)
- Complex sentences, Compound sentences, Simple sentences & Minor Sentences. (pg 17-18)

Check-in

DEVELOPING MY OWN CHARACTER

Half Term 2: (Narrative Arc: Great Expectations)

- Use figurative language to suit the deliberate image that you want to create in the reader's mind:
-Zoomorphism
-Pathetic Fallacy
- Write a story that includes each section of the narrative arc. (pg 22 & 34-38)
- Not, nor, nor, Semicolon split & Three verb sentence. (pg 17-18)

WA1 assessment

- Access vocabulary
- Select and retrieve
- Method and effect
- Structure
- Writing

Half Term 3: Othello

- Identify words and phrases that link to context.
- Identify the difference between verse and prose and make inferences on how Shakespeare creates dramatic irony.
- Evaluate by offering your opinion and an alternative opinion, supported with thorough CMIII analysis. (pg 29 & 33)
- Identify and make inferences on the following sentence functions: -declarative -imperative interrogative and -exclamative (pg 8)
- Additional Appositives sentences. (pg 17-18.)

Half term 4: Relationships Poetry

- Identify and make inferences on the use of a variety of poetic methods. (pg 9)
- Structure a comparison based on theme, supported with CMIII analysis. (pg 30-31)
- Track and summarise the relationship presented in the opening, development and end of a poem (pg 26)
- As if pivot sentence. (pg 17-18)

Half Term 5: Non-Fiction Writing: Developing Viewpoints

- Use an anecdote to persuade effectively. (pg 12)
- Use rhetorical methods to suit the PAF. (pg 21)
- Create a cohesive viewpoint (pg 37-40) by:
 - offering a consistent viewpoint in every paragraph;
 - linking paragraphs.
- Colon clarification, writer's aside sentence, more more more sentence (pg 11 & 17).

WA2 assessment

- Access vocabulary
- Select and retrieve
- Method and effect
- Structure
- Writing

Half term 6: I Am Malala

- Summarise and track a viewpoint throughout a whole text, supported by thorough CMIII analysis.



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YEAR 9 KNOWLEDGE ORGANISER

NAME: _____
CLASS: _____
TEACHER: _____



YEAR 9 ENGLISH CURRICULUM JOURNEY

Half Term 1: Heroes

1. OCMEII analysis paragraphs with an effective overview. (pg 32)
2. Define, identify and make relevant inferences on a range of writers' methods. (pg 24)
3. Identify the following phrases in a sentence: prepositional phrase , noun phrase , adjectival phrase , adverbial phrase (pg 29)
4. Define the qualities of an effective flashback. (pg 26)
5. Complex sentences, Compound sentences, Simple sentences & Minor Sentences. (pg 20-23)



9

Checklist

DEVELOPING MY OWN CHARACTER

Half Term 2: Dystopian Narrative

- Create a narrative that includes:
6. An effective semantic field (pg 39)
 7. Juxtaposition (pg 26 & 42)
 8. Non-linear structure: flashback , cyclical ending. (pg 26 & 42)
 9. Semicolon Split, Writer's aside, Post Participle, End loaded sentence. (pg 20-23)

2



WAI assessment

- Access vocabulary
- Select and retrieve
- Method and effect
- Structure
- Writing



Half Term 3: Of Mice and Men

3

10. Track and summarise a character's presentation in the opening, development and end of the text. (pg 31)
11. When analysing using OCMEII, link image inference to the context. (pg 9 & 32)
12. Adjective attack, Additional Appositives. (pg 22-23)



Half term 4: Writing Non-Fiction (Challenging Circumstances)

13. Use a range of different fact types to support a viewpoint. (pg 11 & 44)
14. Use an extended metaphor throughout a piece of viewpoint writing. (pg 45)
15. Use a cyclical structure to suit the PAF. (pg 11, 26 & 45)
16. As if Pivot, Colon Clarification. (pg 20 & 22)

4

Half Term 5: Women in Shakespeare

5

17. Identify and make inferences on how the use of specific sentence functions presents relationship dynamics. (pg 14)
18. Evaluate by offering a personal opinion, an alternative opinion and an overall personal judgement, all supported by thorough OCMEII analysis. (pg 37 & 38)
19. Make inferences that explore how dramatic irony is created through stage directions. (pg 15)
20. Additional Appositives. (pg 23)



WAI assessment

- Access vocabulary
- Select and retrieve
- Method and effect
- Structure
- Writing



Half term 6: Relationship poetry: identity and persona.

21. Create an effective overview paragraph for a whole poem. (pg 34-36)
22. Compare how two poets present ideas, speakers and theme. (pg 34-36)
23. Additional Appositives. (pg 23)

6

10



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APPLICATION



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ANALYSIS: END POINT

GCSE total marks: 360

Analysis: 256



YEAR 7

LANGUAGE ANALYSIS:

Here is a quote from Frankenstein by Mary Shelley. Frankenstein was written in 1818 and tells the story of Victor Frankenstein, a scientist who creates an unorthodox scientific experiment. The story explores how new technology can be dangerous and destructive if not handed correctly.

The beauty of the dream vanished, and breathless horror and disgust filled my heart.

How does Victor Frankenstein feel about the monster?

2. This is my **choice**. This means I have chosen a key word(s) from the extract to zoom in and comment on to help answer the question. I will link these word choices to the question.

5. This is my second **inference**.
Here I will focus on the **feelings/emotions**: how is the character feeling? What emotions might the reader feel?
I will use tentative phrases such as: perhaps, possibly, might, may etc.

Shelley uses the nouns 'horror' and 'disgust' to possibly suggest the character is disturbed by the monster he has created. Furthermore, 'disgust' implies strong feelings of disapproval or dislike, reminding the reader that Victor is possibly unhappy with his creation. Finally, the reader pictures a character who is fearful of his creation and his abilities, Victor has been faced with the consequences of his actions and might not approve of what he has created.

3. Here I have referred to the **method** e.g. noun, verb, adjective, simile, metaphor etc.

4. This is my first **inference**.
Here I will focus on the **situation**: what is happening in this quote? What is it about?
I will use tentative phrases such as: perhaps, possibly, might, may etc.

6. This is my third **inference**.
Here I will focus on the **image**: what does it make the reader imagine or picture?



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YEAR 8



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LANGUAGE ANALYSIS:

Here is a quote from *Great Expectations* by Charles Dickens:

'I saw that the bride within the bridal dress had withered like the dress'

How does the writer introduce Miss Havisham?

4. This is my second **inference**.

Here I will focus on the **feelings/emotions**: how is the character feeling? I have then explained my inference using 'because...' by stating what the word is associated with.

I have used tentative phrases such as: perhaps, possibly, might, may.

1. Here I have referred to the **method** e.g. noun, verb, adjective, simile, metaphor.

2. This is my **choice**. This means I have chosen a key word(s) from the extract to zoom in and comment on to help answer the question. I will link these word choices to the question.

LANGUAGE ANALYSIS:

How did you do?

5. This is my third **inference**.

Here I have focused on the **image**: what does it make the reader imagine or picture?

I have then explained why the writer might want us to picture this.

I have used tentative phrases such as: perhaps, possibly, might, maybe...

The writer's clever use of the verb 'withered' could perhaps imply that Miss Havisham's situation is a dire one because she has closed herself away from the world. This could possibly evoke connotations of feeling emotionally exhausted, perhaps her heartbreak was caused her to wilt away. This would force the reader to imagine someone who has suffered and lost all purpose and lust for life, hinting that Miss Havisham's life quality deteriorated from the day she was abandoned at the altar.

3. This is my first **inference**.

Here I have focused on the **situation**: what is happening in this quote?

I have then explained my inference using 'because...' by stating what the word is associated with.

YEAR 9

LANGUAGE ANALYSIS:

Here is a quote from *The War of The Worlds* by H.G Wells. *The War of the Worlds* is one of the earliest stories to detail a conflict between humankind and an extraterrestrial race.

A big greyish rounded bulk, the size, perhaps, of a bear, was rising slowly and painfully out of the cylinder.

How does the writer introduce the **martian**?

1. Here is my overview to introduce my quote. I have mentioned where my evidence/choice has come from in the text. I will use phrases such as 'beginning', 'development', 'ending'. I have also included an additional appositive to offer more detail.

2. Here I have referred to the **method** used by the writer e.g. noun, verb, adjective, simile, metaphor etc.

5. This is my second **inference.**

Here I will focus on the **feelings/emotions**: how is the character feeling? What emotions might the reader feel?

I will use tentative phrases such as: perhaps, possibly, might, may etc.

3. This is my **choice**. This means I have chosen a key word(s) from the extract to zoom in and comment on to help answer the question. I will link these word choices to the question.

At the beginning of the extract, the martian, an unknown species, was 'rising slowly and painfully out of the cylinder'. Here, Wells' clever use of the adverbs 'slowly' and 'painfully' could possibly suggest that the surrounding crowd were waiting in suspense for the contents of the cylinder to be revealed because both adverbs connote to anticipation. Furthermore, 'painfully' reminds the reader of feeling a sense of discomfort, implying a building sense of dread. Perhaps Wells is forcing us to picture a sinister being emerging from the cylinder highlighting the naive curiosity of the crowd, which reflects the limited knowledge of space at the time.

6. This is my third **inference.**

Here I will focus on the **image**: what does it make the reader imagine or picture? Why?

See how I have stated how the image we picture links to the context.

4. This is my first **inference.**

Here I will focus on the **situation**: what is happening in this quote? What is it about?

I will use tentative phrases such as: perhaps, possibly, might, may etc.



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LANGUAGE ANALYSIS:

How did you do?

OVERVIEW = Did you introduce the quote by summarising what it is telling you, making it focused on the question? ✓ And does your quote prove this? ✓✓

CHOICE = Did you choose a word/phrase from the quote? ✓ Is the word/phrase the best choice to prove the point you have made in your overview? ✓✓

METHOD = Did you name what type of word/phrase (word class/phrase type) it is and/or any other bigger methods in the quote e.g. a metaphor? ✓

INFERENCE 1 = Did you state what it suggests (relating to the q)? ✓ Did you explain this with what situations/scenarios the reader would associate with this word/phrase? ✓✓

INFERENCE 2 = Did you state something different that it suggests (relating to q)? ✓ Did you explain this with what emotions the reader would associate with this word/phrase (CONNOTATION)? ✓✓

INFERENCE 3 = Did you propose what deeper message/bigger picture the writer wants to highlight to the reader about the q? ✓ Did you manage to state **why** the writer wants the reader to picture this, linking it to context? ✓✓

FROM THE KNOWLEDGE ORGANISER

LANGUAGE ANALYSIS:

How did you do?

OVERVIEW = Did you introduce the quote by summarising what it is telling you, making it focused on the question? ✓ And does your quote prove this? ✓✓

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Year 7 → Year 8 → Year 9 → GCSE

- Select **appropriate evidence** (a quote) to use to explore an idea. (pg 27)
- Make inferences that are **relevant** to the quote selected. (pg 27)
- Select the most appropriate **'choice'** from the quote to **justify your inference.**

- When using CMIII to structure an analysis paragraph, **explore connotations to justify each inference.** (pg 27).
- **Define, identify and make inferences on the following writers' methods:** zoomorphism, pathetic fallacy, juxtaposition. (pg 20)

- OCMIII analysis paragraphs with an **effective overview.** (pg 32)
- Define, identify and make relevant inferences on a **range of writers' methods.** (pg 24)

- Shows perceptive and detailed understanding of language:
 - Analyses the effects of the writer's choices of language
 - Selects a range of judicious textual detail
 - Makes sophisticated and accurate use of subject terminology



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... for an outsider like Curley's wife,
 Steinbeck presents Curley's wife^{whose title attaches her to Curley and removes her individuality,} as being 'heavily made up' near
 the beginning of the extract. The writer's skilful use of the
 adverb 'heavily' could possibly create a situation where
 Curley's wife is trying to draw the men's attention using her
 beauty. Also, this could create connotations of her feeling an
 emotional burden from the lack of attention she receives, and it
 reinforces the concept that she feels restrained and trapped
 rather than being able to express herself freely. This
 contributes to an image of Curley's wife modifying
 her appearance and suppressing her personality and identity
 in order to feel noticed by the men on the ranch. She

because ← it shows she's put in a lot of effort to look the way she that does since of women at the time.
 If something is heavy, it's difficult to change.

It could imply that she feels she only has control over her appearance, since the rest of her life is controlled by Curley. This links to the patriarchal society the text is set in, where women



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End point

her wearing red to stand out because red is a vibrant colour. Also, this could create connotations of feeling alluring and being the 'trophy wife' as expected of her. as red could represent passion. This could perhaps create an image in the reader's head that red could foreshadow danger later in the story as ~~red~~ the colour red can often be used as a warning because it is so vibrant. It could make us as the reader fear that this links to when Lennie touched another girl's red dress and was run out of Weed, and make us wonder if this is a recurring situation and is going to happen again.



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nowing
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it then
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'Dirty'
or
provocative

then that
is the only
way as a
woman
in the

130's that
he can get

predator.
attention of the social aspect on the ranch with her being the only woman
there for the only person who will never have a voice so when she
attempts to get attention without a voice she gets labeled and

Also, this could create connotations of feeling

playful but still nervous as curley could find out

any second that she is getting attention from others

This could perhaps create an image in the readers

head that she is on edge and jittering but still

showing off, the scene is laced with the fear of

curley who seems to have created a sense of

being all seeing, which makes curley's wife even more

fragile as prey and curley coming across as a vicious

FROM THE KNOWLEDGE ORGANISER

LANGUAGE ANALYSIS:

How did you do?

OVERVIEW = Did you introduce the quote by summarising what it is telling you, making it focused on the question? ✓ And does your quote prove this? ✓✓

CHOICE = Did you choose a word/phrase from the quote? ✓ Is the word/phrase the best choice to prove the point you have made in your overview? ✓✓

METHOD = Did you name what type of word/phrase (word class/phrase type) it is and/or any other bigger methods in the quote e.g. a metaphor? ✓



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- Step 1: answer the question
- Step 2: embed the quote
- Step 3: Zoom in, evaluate and present the situation
- Step 4: emotion / connotations x2 (Context!)
- Step 5: link back to the question

In the opening of this section I do agree that the T-rex is presented as terrifying as Mr Eckels uses the adjective "impossible" when thinking about hunting it. The writer deliberately deliberately ^{uses} ~~uses~~ this word "impossible" Eckels for this purpose, as Mr Eckels has been ~~built~~ built up / presented to the reader as a great hunter (almost fearless), but when faced with the T-rex he feels as if it's a task which is futile to complete or even attempt. This creates connotations to the ~~T-rex~~ T-rex being some type of untouchable superior ~~being~~ ~~being~~ creature, too overwhelming for Mr Eckels and the others; ~~the~~ solidifying the claim that the T-rex is terrifying.

End point



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Year 9

From the opening of this section, I do agree that the T-Rex is presented as terrifying as Mr Eckels uses the adjective 'impossible' when thinking about hunting it. The writer deliberately uses Mr Eckels for this purpose, as he has been built up as a great hunter (almost fearless), but when faced with the T-Rex, he feels as it's a task that is futile to complete or even attempt. This creates connotations of the T-Rex being some type of untouchable superior creature, too overwhelming for Mr Eckels and the others: solidifying the claim that the T-Rex is terrifying.

Year 7

Year 8

GCSE



LANGUAGE ANALYSIS:

How did you do?

OVERVIEW = Did you introduce the quote by summarising what it is telling you, making it focused on the question? ✓ And does your quote prove this? ✓✓

CHOICE = Did you choose a word/phrase from the quote? ✓ Is the word/phrase the best choice to prove the point you have made in your overview? ✓✓

METHOD = Did you name what type of word/phrase (word class/phrase type) it is and/or any other bigger methods in the quote e.g. a metaphor? ✓

INFERENCE 1 = Did you state what it suggests (relating to the q)? ✓ Did you explain this with what situations/scenarios the reader would associate with this word/phrase? ✓✓

INFERENCE 2 = Did you state something different that it suggests (relating to q)? ✓ Did you explain this with what emotions the reader would associate with this word/phrase (CONNOTATION)? ✓✓

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FROM THE KNOWLEDGE ORGANISER

LANGUAGE ANALYSIS:

How did you do?

OVERVIEW = Did you introduce the quote by summarising what it is telling you, making it focused on the question? ✓ And does your quote prove this? ✓✓

CHOICE = Did you choose a word/phrase from the quote? ✓ Is the word/phrase the best choice to prove the point you have made in your overview? ✓✓

METHOD = Did you name what type of word/phrase (word class/phrase type) it is and/or any other bigger methods in the quote e.g. a metaphor? ✓



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ASSOCIATE ASSISTANT HEADTEACHER



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ACCESSING THE CIRRICULUM MAPS



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BUS ROUTES

CALENDAR

CURRICULUM

EXAMS & PERFORMANCE

KEY COMMUNICATIONS

PASTORAL

PATHWAYS (CAREERS)

PERSONAL DEVELOPMENT

PUPIL PREMIUM

STANDARDS HANDBOOK

SEND

TERM DATES

THE SCHOOL DAY

TRANSITION



THE
CHALLENGE
ACADEMY
TRUST



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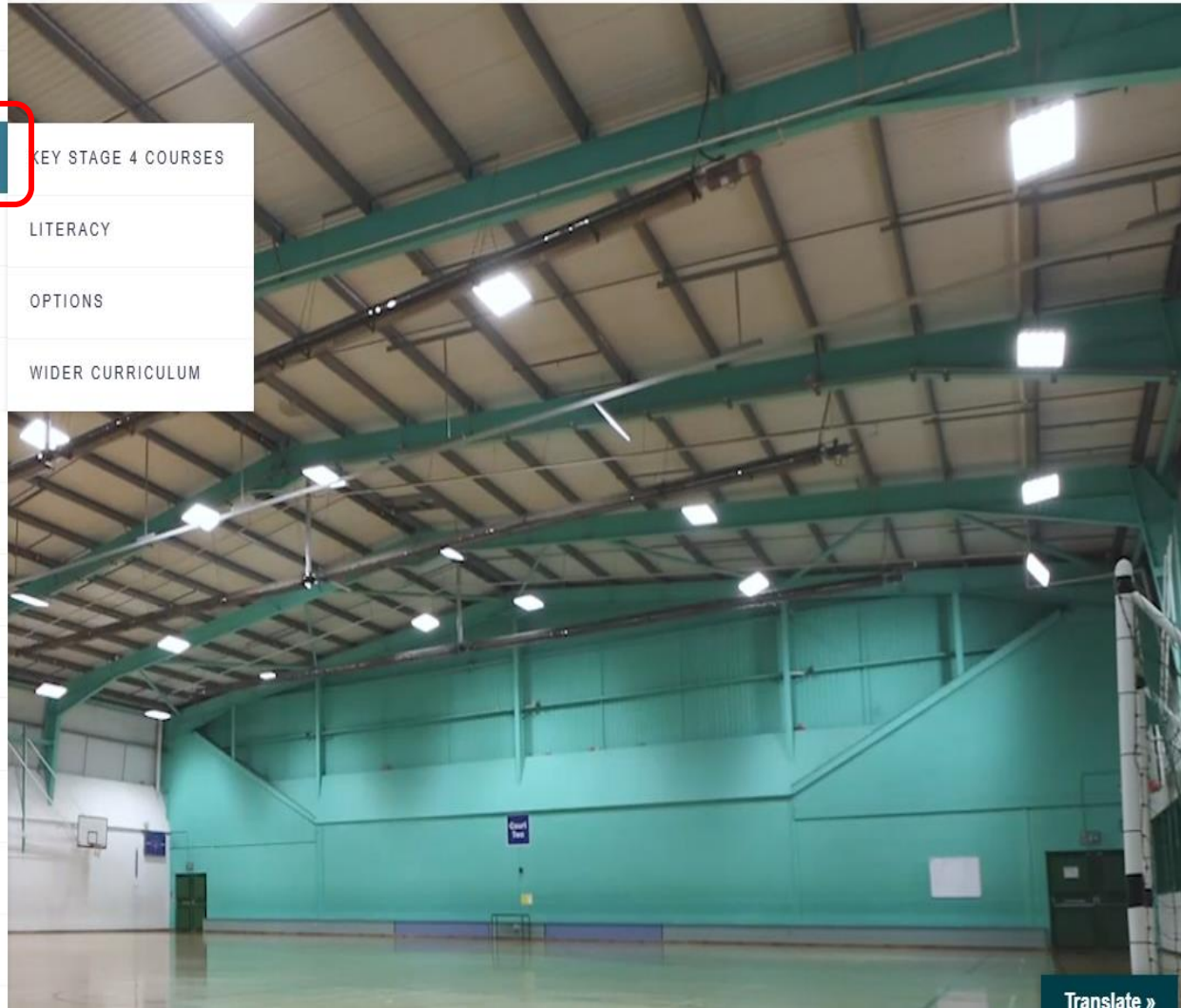
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YEAR 9 OPTIONS



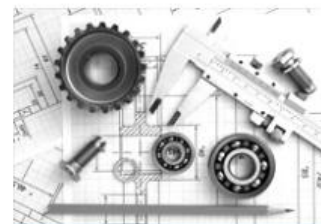
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DRAMA



DESIGN TECHNOLOGY



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HISTORY



MATHS



MUSIC





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CHURCH OF ENGLAND HIGH SCHOOL
THROUGH GOD, WE CARE

HIGH EXPECTATIONS
HIGH ASPIRATIONS
HIGH STANDARDS
YOU WILL SUCCEED

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Maths Curriculum

[KEY STAGE 3](#)

[CURRICULUM MAP](#)

Our aim at Sir Thomas Boteler Church of England High School is to offer an ambitious and well-sequenced Mathematics curriculum, which is rich in declarative, procedural and conditional knowledge. It is designed to spark curiosity, build resilience and prepare students well for every-day life and for future employment.

The curriculum is accessible for all students through instructional teaching, given in small steps. This allows students to achieve success at each small step and build a positive attitude towards their learning of Mathematics.

The curriculum is designed so that as students move through the curriculum, they continually upgrade. Within each unit of work, topics are sequenced logically so that knowledge builds upon prior knowledge: prior knowledge is revisited before then building upon it to avoid cumulative disfluency. The order in which units of work appear within the curriculum are designed to build in forgetting time to allow for retrieval from the long-term memory to support students in knowing and remembering more.

The curriculum provides opportunities for students to:

- become fluent in the fundamentals of mathematics through varied and frequent practice,
- reason mathematically by explaining their method and process using mathematical vocabulary,
- solve problems by breaking them down into smaller steps and persevering in seeking a solution.

Through the delivery of our curriculum, we follow several mastery principles. This includes spending sufficient time on a topic to deepen understanding, making connections between topics, and the essential belief that all students are capable of understanding, doing and improving at Mathematics. To help students to achieve mastery of topics, the content is delivered explicitly, and regular retrieval activities and revisiting of topics is built into the curriculum.



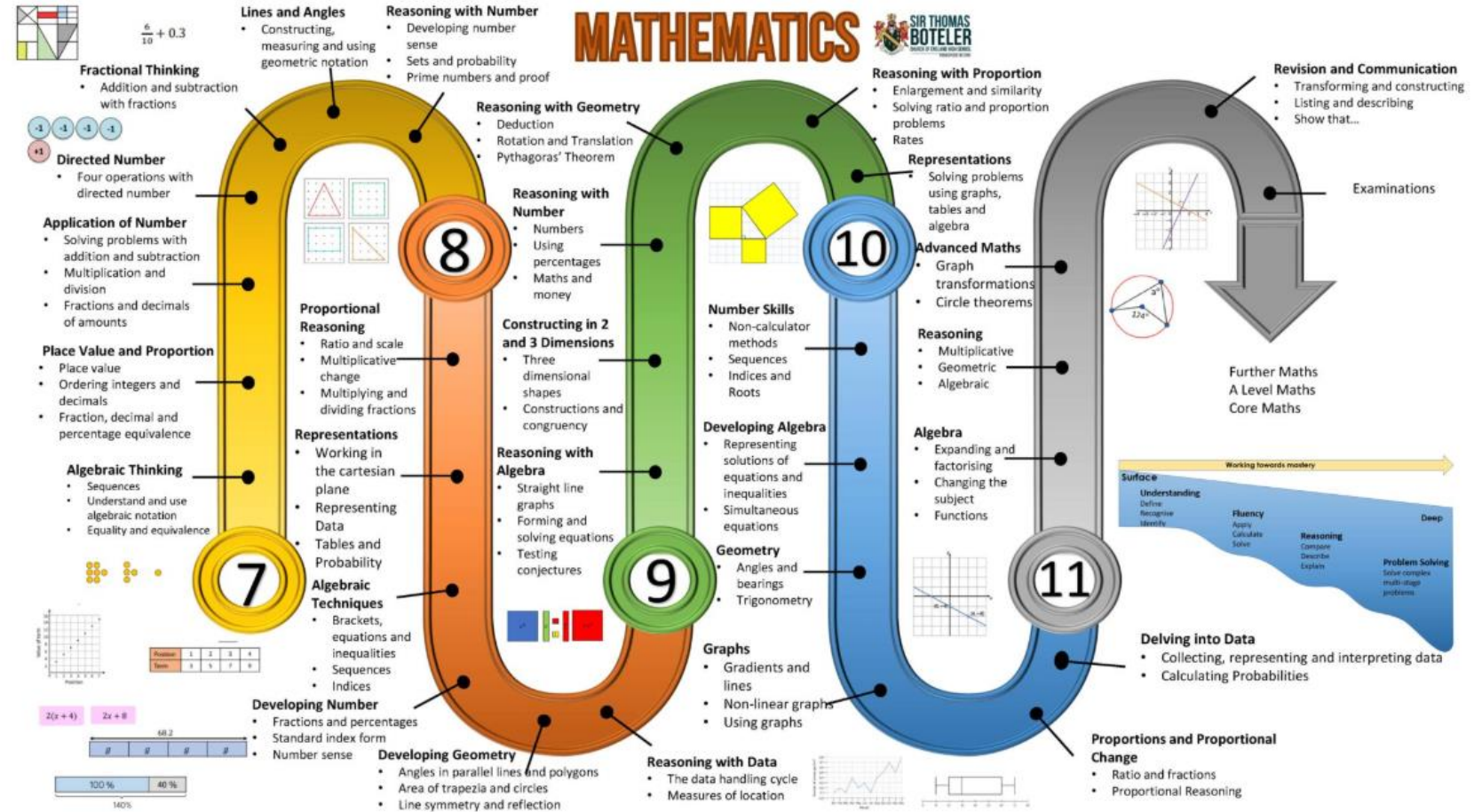
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Maths Curriculum Map





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Parental Involvement



Parental Engagement



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Education
Endowment
Foundation

Implementation cost ?



Evidence strength ?



Impact (months) ?





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School



Children



Parents



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Ofsted
Good
Provider

WE ARE PART OF



THE
CHALLENGE
ACADEMY
TRUST

**UNDERSTANDING THE
CURRICULUM**

THANK YOU

