

The Scholar's Guide

The **OSA** Way

Year 8

Cycle Two

Name:

Tutor Group:



Every **child** of every **background** in every **classroom** in every **subject** at **Oxford Spires** deserves a **world class education**.

Ready

Engaged

Responsible

*Be the best
you can be!*



MY TIMETABLE


My login details....

.....@oxfordspires.anthemtrust.uk


password:

	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor/Assembly					
1					
2					
3					
4					
5					


My Cycle 1 Assessment Schedule			
Subject	Date/Period	Subject	Date/ Period
English		Music	
Maths		Drama	
Science		Personal Development	
Art & Design		Languages	
Geography		DT/Computing	
History		PE	




8:00am
Breakfast Club starts from **8:00am Willows Gate**
Main Gate opens **8:00am**




8:28am
Main Gate closes at 8:28am
After this time students must enter via the Late Gate
You will have two mins to get to tutor time



8:30am
Personal Development Lesson starts
30mins
with your tutor every day

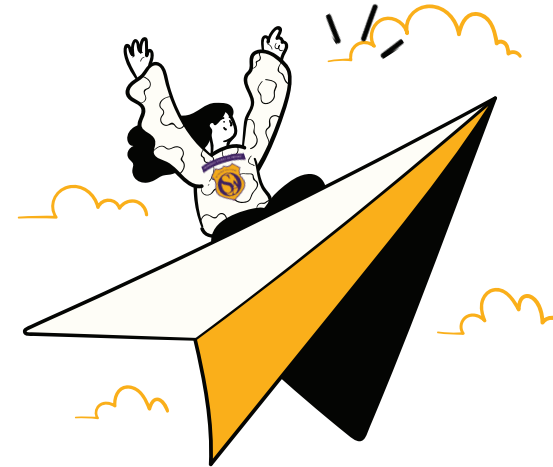
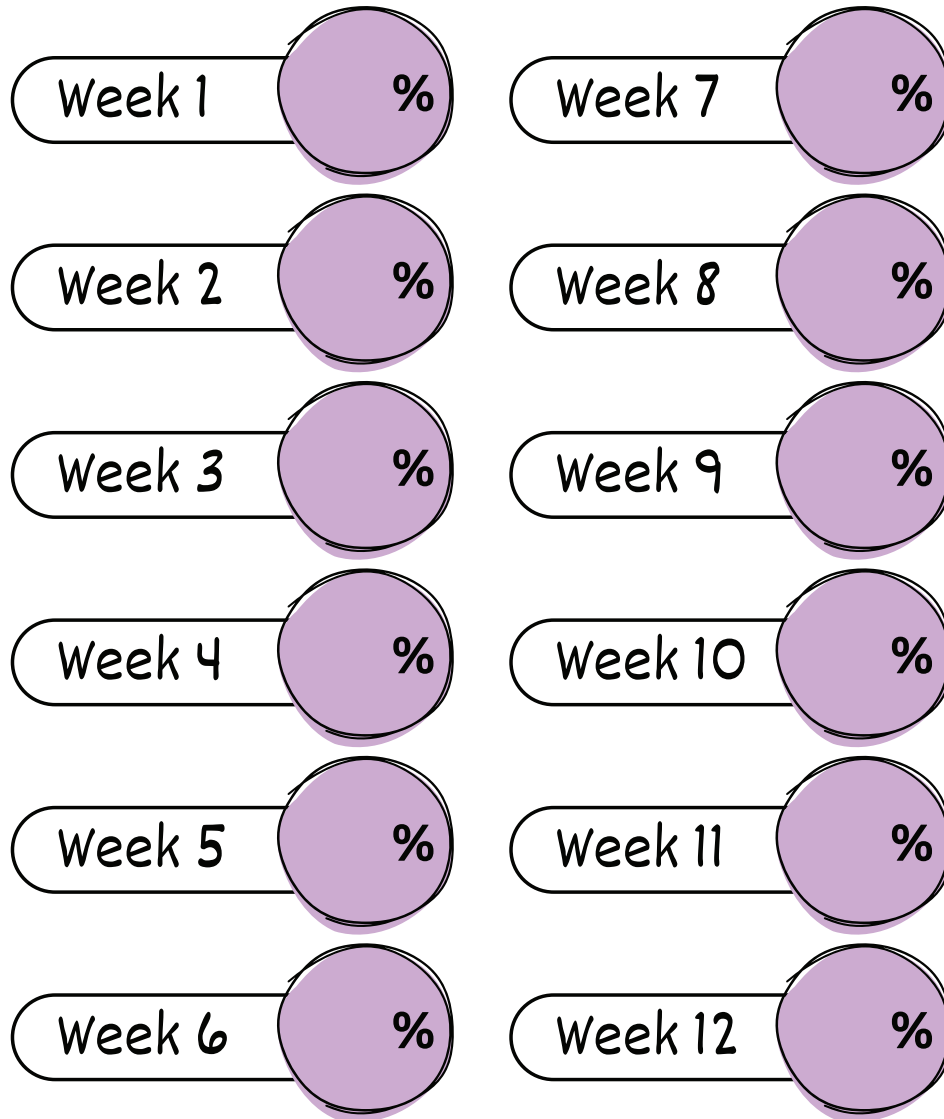


8:30am
The Late Bell goes at 8:30am
Students will be directed to the late tutor room
Lateness logged on Bromcom



8:30-8:40
10 minutes break time detention same day in **Bi4 / PAV**
8:40-8:59
20 minutes break time detention same day in **Bi4 / PAV**
After 9:00am
Phone call home and a 30 min - 2hr detention. afterschool in **Canteen**

ATTENDANCE MATTERS



Why does attendance matter?
 Being in school is important to your achievement, wellbeing, and wider development.
 Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results

Scholars Calendar Cycle 2

Week	Assembly Theme	Monday	Tuesday	Wednesday	Thursday	Friday
1	Empathy and kindness	8th December	9th December	10th December	11th December	12th December
					Year 11 Student Progress Evening	
2	Rewards	15th December	16th December	17th December	18th December	19th December
END OF AUTUMN TERM						
3	New intentions	5th January	6th January	7th January	8th January	10th January
4	Careers	12th January	13th January	14th January	15th January	16th January
				Year 9 Options Evening		
5	Safety in the community	19th January	20th January	21st January	22nd January	23rd January
6	How do I revise?	26th January	27th January	28th January	29th January	30th January
					Year 9 Student Progress Evening	

Scholars Calendar Cycle 2

Week	Assembly Theme	Monday	Tuesday	Wednesday	Thursday	Friday
7	Attendance matters	2nd February	3rd February	4th February	5th February	6th February
8	Domestic abuse and teenage relationship abuse	9th February	10th February	11th February	12th February	13th February
Spring Half Term						
9	Exploitation	23rd February	24th February	25th February	26th February	27th February
Assessment Week						
10	Fiscal responsibility	2nd March	3rd March	4th March	5th March	6th March
11	Humanitarian Aid Day and Community Action Day	9th March	10th March	11th March	12th March	13th March
					World book day	
Super Teaching Week						
12	Pride of Spires award	16th March	17th March	18th March	19th March	20th March

Year 8 Pastoral Team



Year 8 Tutor Team



Ms Scott
Head of Year



Ms Barker
Deputy Head of Year



Mr Ramage



Ms Shuttleworth



Mr Wakefield



Ms Robbins
Pastoral Leader



Mr Buswell
SLT Link



Ms Mol



Mr Sagar



Mr Winter



Ms Baker
Designated Safeguarding Lead



Ms Henry
Safeguarding Officer



Ms Tongue



Ms Barker



Ms Key



Ms Hughes
Director of Behaviour and Inclusion



Mr Boyd
Behaviour Support Manager



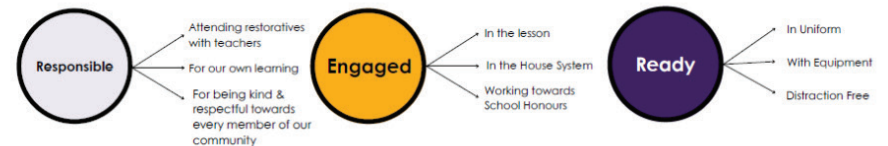
Ms Coley
SENDCO



Ms May
EDI Lead

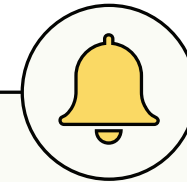
THE OSA WAY

We are always...



YOUR TUTOR

- 01** Will welcome you every morning and set you up for a successful day
- 02** Will make sure you are ready for the day by checking your uniform and equipment every day.
- 03** Will build confidence through positive reinforcement and encouragement in your academic and extracurricular.
- 04** Meet your family at the 'meet the tutor' event on 2nd October at OSA.
- 05** Will ensure you are prepared and have key information about OSA house events, extra curricular and school updates
- 06** Will communicate and meet with you and your family to support and ensure you attend school regularly
- 07** Will check your Positive and Negative points and talk to you about your progress, dreams and aspirations.
- 08** Will be your point of contact for any concerns, will listen and support you.



If you feel a staff member, teacher, tutor deserves recognition for the support they provide please nominate them and share what makes them special!

Nomination postcards are held in the Atrium or Library at breaktime.



SAFEGUARDING

EVERYBODY EVERYDAY



How to get help when I am not in school:

Mental Health Support Services

- 111 (non-emergency)
- 999 (emergency)
- Text support service: text the word 'SHOUT' to 85258 (24/7 service)
- Oxfordshire Mind - 01865 247788
<https://www.oxfordshiremind.org.uk/support-for-you/resources/>

Emergency Services

- You are at immediate risk of harm - is it happening now?
- call 999 and ask to speak with Police, Ambulance or Fire (*you can also request a coast guard on this service*)

EDT (Out of Hours Social care)

- 0800 833 408 (*For social care outside of working hours*)

You can always report concerns to your tutor, trusted adult, in the whisper box (library) or by using the online whisper box on the student portal or school website.

Key vocabulary explored in assemblies this cycle:

Exploitation - when someone, or a group of people tricks or misleads another person into doing things to benefit them that are not right or legal.

Domestic abuse - any type of controlling, coercive, threatening behaviour, violence or abuse between people over 16 who are, or who have been in any relationship, regardless of gender or sexuality.

Neglect - to not give enough care or attention to people or things that are their responsibility.

Child-on-child abuse - is behaviour by an individual or group, intending to physically, sexually or emotionally harm others.

Consent - to give permission or approval prior to a decision or action being taken

My trusted adult is:



READING LIBRARY

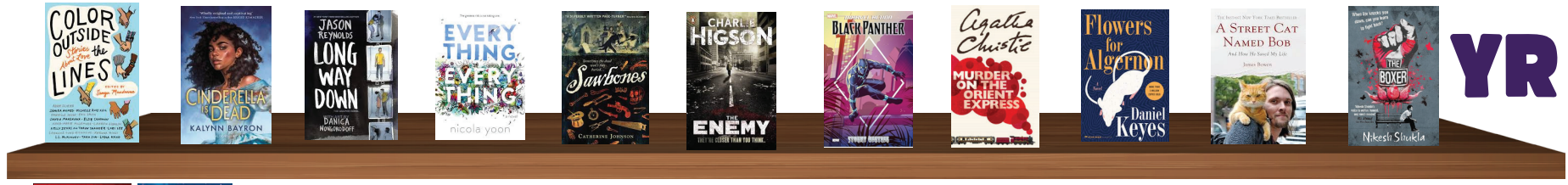
You will need your reading rulers everyday!



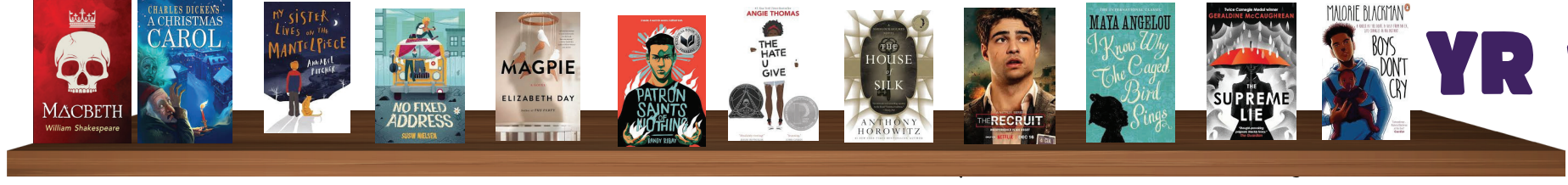
YR 7



YR 8



YR 9



YR 10

YOU CAN COLLECT A BOOK REPORT TEMPLATE ANYTIME FROM THE LIBRARY THIS CYCLE WE ARE READING...



THE OSA KNOWLEDGE ESSAY

WHAT IS IT?

Across all the humanities subjects (English, History, Geography and Religious Studies) you are required to write with academic fluency in order to translate your ideas and thinking to paper successfully. This is not only a key skill that you need for the public examinations at all levels but, is a core skill for later careers and adulthood.

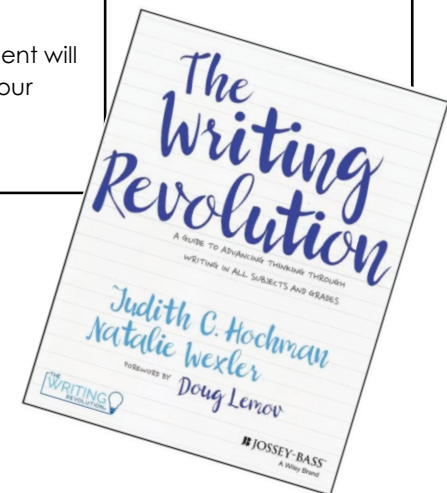
At Spires we have invested time and training using the research from 'The Writing Revolution' (J.Hochman) in order to create 'The Knowledge Essay' which year 7-9 will complete at the end of each cycle.

The 'Knowledge Essay' allows you to use all the knowledge you have learned in your ten week cycle and demonstrate a rich and rigorous understanding of the topic. The title for every essay is written in the Scholar's Guide.

For every essay in all subjects you are provided with a highly scaffolded writing frame (as pictured) that shows you how to frame your essay, as you develop the scaffolding lessens.

THE STRUCTURE

Thesis statement	<i>This is where the overarching point you will make is written with your main ideas introduced.</i>	Vocab <i>Here you will find the tier three vocabulary your teacher suggests you use for each paragraph.</i>
Paragraph One: <i>Here you will find three prompt questions for you to use as a guide to mould your argument.</i>	Topic Sentence: Supporting Detail One: Explanation: Supporting Detail Two: Explanation: Concluding sentence:	
Concluding statement	Here your argument will be a replica of your thesis statement.	



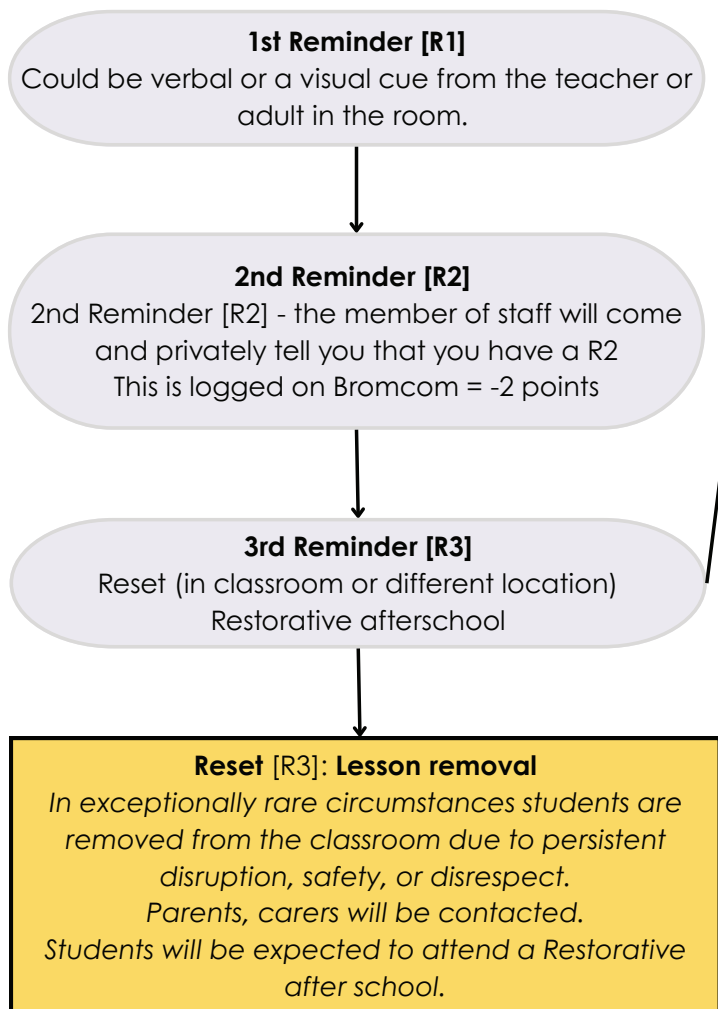


BE ENGAGED

You are responsible for your actions! When you make a poor choice, we are committed to ensuring that you have the time to reflect, make amends, and for us to learn how we can support you.

CLASSROOM REMINDER SYSTEM

In lessons, sometimes we need a reminder to get back on track.



Restorative Conversations

When: 3:00pm **Where:** The Canteen

A time and space to reflect on incidents from the day and discussed and restore relationships. You will meet with staff and complete a reflection booklet.

You earn a restorative conversation if you are **reset** from your lesson or you are **defiant** to a member of staff.

At Oxford Spires Academy, we take a **restorative approach**.

So, what does that actually mean for you?

We understand that no one is perfect. At some point, everyone makes mistakes or finds themselves in conflict this is totally normal. What matters most is how we deal with it afterwards. When something goes wrong, we restore.

In that conversation:

- We'll talk calmly about what happened.
- Both sides will have a chance to share their views.
- We'll reflect on what could have been done differently.
- And most importantly, we'll work together to fix things.

A good restorative shows that:

- You've taken ownership of your actions.
- The issue has been talked through and resolved.
- You're ready to return to lessons or interactions in a positive way.

The goal is to help you move forward and do better, starting fresh the next day.



Be Engaged!

VISUAL CUES

Look out for these visual cues in all your lessons to support you understand what is expected in each phase of the lesson.



Purple Pens



Turn and talk



Glue it in



Independent Work/You do



Active listening/I do



Mini Whiteboards



Scholars Guides Out



Reading Rulers



Exit Ticket



Cleaning up



English: Analysis



English: Drill



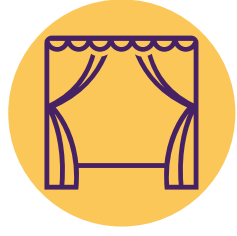
Art: Collect Equipment



History: 5 Bums on a Bench



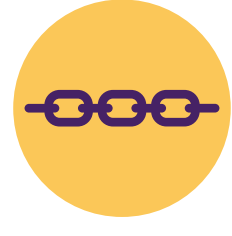
History: CHOPAR



Performing Arts: Respectful Audience for Performances



Business: Application of Case Study



Business: Logic Chain Analysis



Business/Maths/Science: Use of Calculator to Solve



Science: Practical



Be Engaged! OSA HOUSE HONOURS



When you earn/complete one of the items, please record it under the correct category - record what you completed, the date you completed it, and get the teacher who witnessed you to sign.

Academic			
#	What	Date	Teacher Sign
1			
2			
3			
4			
5			
6			
7			
8			
9			

Community			
#	What	Date	Teacher Sign
1			
2			
3			
4			
5			
6			
7			
8			
9			

Extra Curricular			
#	What	Date	Teacher Sign
1			
2			
3			
4			
5			
6			
7			
8			
9			



OSA HOUSE HONOURS



How to earn:

Half Colours - Three items from each category

Full Colours - Six items from each category

Honours - Nine items from each category



Academic

- Book Report
- Attend meet the tutor evening
- Attend Student Consultation evening
- Maths Challenge (junior level)
- 98% attendance in Cycle 1
- 98% attendance in Cycle 2
- OSA Score 80+
- ASPIRE points +300
- Top 25 Cycle 1
- Top 25 Cycle 2
- Subject Award

Community

- Litter Pick (6 times)
- Attend Community Action Day
- Humanitarian Aid day stall
- Volunteer at school event
- Lead a School Tour
- On a Student Advisory Board
- Community Leader Award
- 70+ Empathy Points
- Speak at an assembly
- Recorded for the Broadcast
- Questionnaire completion

Extra Curricular

- 70+ Participation Points
- Cheering on OSA at a sporting event
- Attend a Trip
- Attend 3 different clubs over the year
- Attend Extra Curricular club 6+
- Attend Society Day
- Complete Sports Leaders Award
- Complete Duke of Edinburgh
- Compete for your School
- Attend 6 House Competitions
- Timi Champion
- Write for the INSPIRE Paper



BE RESPONSIBLE

You are responsible for your actions! When you make a poor choice, we are committed to ensuring that you have the time to reflect, make amends, and for us to learn how we can support you.

Late to School Detention [R2]

When: Break 1
Where: Theatre

A detention for students who arrived late to school and missed tutor time.

Your consequence is a **Late detention** if you arrive to school between 8:30 - 9:00

U-Code Detention [R3]

When: 3:00pm
Where: Canteen

A detention for students who arrive to school and missed tutor time and lesson time.

You received a **U-Code detention** if you arrived to school after 9:00.

U codes have a negative impact on your attendance score!

Restorative [R3]

When: 3:00pm
Where: Canteen

A time and space to reflect on incidents from the day and discussed and restore relationships.

Time after school from 3:00 - 3:30pm.
You meet with staff and complete a reflection booklet.

You earn a restorative if you are **reset** from your lesson or you are **defiant** to a member of staff.

PDI Intervention

(Persistent Defiance Intervention)

When: 3:00pm

Where: Theatre, Monday.

This is a Monday after school intervention for students who have earned **15** or more negative points on Bromcom over the past week. This time is for students to reflect with a member of the pastoral team.

You earn a PDI if you receive **15** or more negative points on Bromcom over the past week.

Negative points are earned from: late to school, late to lessons, using your phone, 2nd reminder, poor uniform, missing equipment, being a reset in a lesson, defiance.

Escalation or failed: If you miss two of any of these detentions/restorative [-1 point]

SLT Detention **When:** 3:00pm, **Where:** Theatre A two-hour detention after school on Wednesdays led by the Senior Leadership Team. This is a chance to serve the time you missed from the other detention and reflect. You earn a SLT if you miss or fail two detention or restorative in the past week

If you do not attend or fail this detention, you will be internally isolated or suspended.

Be the best you can be!



BE RESPONSIBLE

Engage with your community! You can develop as a person and make OSA better through your actions!

BROMCOM POINTS

A way to track positive your contributions around the academy. **Use your points at the shop!**

Articulation

Scholar

Participation

Innovation

Reading

Empathy

My goal this cycle is to earn _____
positive ASPIRE Points.



AWARDS

We see and want to celebrate your achievements!



Award	How to earn it
Community Leader Award	Be nominated by a staff member for your contributions to the OSA community.
Top 25 in a cycle	Earl top 25 in your year in a cycle. Top 25 is calculated using the OSA score (attendance, academics, behaviour, and homework and engagement).
Subject Award	Nominated by your teachers for excellent, dedication and improvement in a subject.
98% Attendance in a cycle	Maintain 98% attendance in each cycle to earn a change at a surprise prize.
Honours Award	Earn your Half-Colours, Full-Colours, and Honours over the year.
FriYAY	4 student randomly selected each week who have 100% attendance and no lates that week who get to draw a prize from the purple box.
Progress Awards	Nominated by your teachers, earn a special treat and some time with a member of staff that has supported you.



BE READY

Students with missing uniform or equipment should report to Student Services from 8:10-8:25am where they will be supported to correct their uniform or allowed to borrow equipment without any sanction.

We respect the ownership the student has taken to **be ready** before the school day starts.

UNIFORM - WE ARE PART OF THE OSA COMMUNITY, AND WE DRESS LIKE IT!

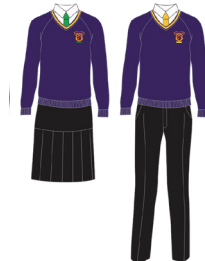
Any year group

- **Black branded blazer**
- White shirt & plain black jumper tucked in
- Kilt, black trousers, or black knee length shorts
- Plain black trainers or black shoes



Year 9, 10 & 11

- **Purple branded jumper**
- White shirt tucked in
- House coloured tie
- Black knee length skirt, black trousers, or black knee length shorts
- Plain black trainers or black shoes



PE Kit - PE Lessons Only

- **Purple branded polo top**
- Black round neck unbranded sweatshirt
or
- Optional branded reversible rugby shirt
- Plain black; jogging bottoms or shorts
- White socks and trainers

🔔 Uniform & Equipment Reminders

- You can wear one stud earring in each ear – plain gold or silver only.
- No rings, bracelets, facial piercings or necklaces are allowed in school.
- No tube skirts or leggings.
- No nail varnish, acrylics or gel nails – keep nails natural.
- False eyelashes are not allowed.
- Natural makeup only.
- Your shoes or trainers must be plain black and have no visible logos or branding.

REMINDER

- If you're missing any uniform or equipment, you can go to Student Services from 8:10am-8:25am to borrow what you need.
- During tutor time each morning, your uniform and equipment will be checked. If something's missing or not right, we'll help you fix it – but you'll also receive a R3 Sanction (-3 points)
- Let's start the day ready and in the right kit – it helps us all stay focused and successful!

📱 Mobile Phone Policy – Oxford Spires Academy

- **We are a Smartphone free school** - Smartphones are not allowed in school.
- If a smartphone is seen or heard during the school day, it will be confiscated, a parent/carer must collect it, and a R5 Sanction (-5 points) will be issued.
- If you need a phone for travel, you may bring a simple "brick" phone (no internet or apps). These must stay out of sight and silent during the school day. If seen or heard, it will be confiscated until the end of the day.
- If you must bring a smartphone, it must be handed in at Student Services before school starts and stored in a locked box. You can collect it at the end of the day.
- Let's keep our school calm, focused, and phone-free.

Year 8, Cycle 2, Character Education

Careers linked to topics we study this cycle are: Police officer, youth worker, social worker, community support officer, mental health nurse, school counsellor, child psychologist, life coach, equality and diversity officer, media literacy specialist, public health campaigner, nutritionist, PE teacher, physiotherapist, drug and alcohol support worker, safeguarding officer, family support worker, inclusion coordinator, community engagement officer, cultural liaison officer, diversity trainer, anti-bullying coordinator.

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> The start of Cycle 2 is a chance for a fresh start and a reset. We can set new goals such as attending new enrichment and extra-curricular activities. We can also aim for more ASPIRE points and better attendance than Cycle 1 to ensure that every day we are striving to be the best we can be. Anti-social behaviour includes actions like vandalism, bullying, or being disruptive in public or school spaces. These behaviours break rules and show a lack of respect for others and the community. Anti-social behaviour can lead to isolation, school consequences, or even legal trouble. It can make others feel unsafe, anxious, or excluded. 	<ul style="list-style-type: none"> Work hard to be the best version of myself Ensure I am always respectful of others when in the community
2	<ol style="list-style-type: none"> Puberty causes hormonal changes that affect your mood, energy, and emotions. It's normal to feel more sensitive, frustrated, or confused during this time. Understanding your emotions helps you manage them better and avoid overreacting. Ignoring or bottling up emotions can lead to stress, anxiety, or conflict with others. Acting on strong emotions without thinking can damage friendships or your reputation. Peer pressure is when others try to influence your choices, often to fit in or be accepted. It can be positive (encouraging good behaviour) or negative (pushing risky actions).. Practise saying "no" firmly but politely—use phrases like "That's not for me." Choose friends who respect your choices and support your goals. 	<ul style="list-style-type: none"> I can understand my emotions and feelings. Have tools to say 'no' if I need to.
3	<ol style="list-style-type: none"> Gender norms are the traditional ideas or expectations about how people should behave based on whether they are male or female. Gender norms can lead to bullying, exclusion, or pressure to behave in ways that don't feel right. They can also stop people from exploring their interests or reaching their full potential. Gender identity is a person's internal sense of who they are—male, female, both, neither, or somewhere in between. It may or may not match the sex they were assigned at birth. Misunderstanding or rejecting someone's gender identity can lead to emotional harm, isolation, or bullying. Use the name and pronouns someone asks you to use—it shows respect and kindness. 	<ul style="list-style-type: none"> Be informed about how others identify and ensure I respectful
4	<ol style="list-style-type: none"> Mutual respect means treating others with fairness, kindness, and equality, regardless of their background, identity, or opinions. Consent is when someone gives clear, informed, and voluntary permission for something to happen—especially in personal or social situations. Remember FRIES for The 5 Rules of Consent: F – Freely Given: No pressure or manipulation. R – Reversible: You can change your mind at any time. I – Informed: You know exactly what you're agreeing to. E – Enthusiastic: You're excited and willing. S – Specific: Saying yes to one thing doesn't mean yes to everything. Media often uses filters, editing, and carefully chosen angles to present idealised body images that don't reflect reality. These portrayals are designed to sell products or gain attention, not to show what real people look like. Constant exposure to unrealistic body images can lead to low self-esteem, body dissatisfaction, or eating disorders. 	<ul style="list-style-type: none"> I am clear on what consent looks and sounds like and how to ensure I have it and give it Know that I should compare my body to bodies in the media
5	<ol style="list-style-type: none"> A balanced diet includes a variety of foods: fruits, vegetables, whole grains, proteins, and healthy fats. It provides the nutrients your body needs to grow, concentrate, and stay healthy. Eating well supports your energy levels, brain function, and immune system. Poor nutrition can lead to tiredness, difficulty focusing, and long-term health problems like obesity or diabetes. Skipping meals or eating too much junk food can affect your mood and performance in school. Too much screen time can affect your sleep, posture, and mental health. Physical activity helps your body stay strong and your mind stay focused. Spending hours on screens without breaks can lead to anxiety, poor sleep, and lack of motivation. 	<ul style="list-style-type: none"> Keep my body and mind healthy and active

Year 8, Cycle 2 Character Education

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> Alcohol, vaping, and drugs can affect your brain, body, and decision-making—especially while you're still growing. These substances can be addictive and may lead to long-term health problems or risky behaviour. Using these substances can lead to poor concentration, mood swings, and serious health issues like lung damage or liver disease. Neglect is when someone doesn't get the care, attention, or basic needs they require—like food, hygiene, or emotional support. It can happen at home, in friendships, or in other relationships, and it's never the fault of the person being neglected. 	<ul style="list-style-type: none"> Understand the risks of substances Recognise signs of neglect and report them
7	<ol style="list-style-type: none"> Your identity includes your culture, beliefs, personality, interests, and experiences. Feeling accepted and respected for who you are helps you feel safe and confident in a group or community. When your identity is recognised and valued, you're more likely to engage, learn, and build strong relationships. Belonging boosts your mental health and helps you feel proud of who you are. Inclusion means making sure everyone feels welcome, heard, and valued in a group. Inclusive friendship groups help people feel safe and confident, which improves wellbeing and learning. Excluding others can lead to loneliness, low self-esteem, and even bullying. 	<ul style="list-style-type: none"> Feel confident in my identity and know that everyone student belongs to OSA
8	<ol style="list-style-type: none"> Stereotypes are oversimplified ideas about people based on things like gender, race, or interests. They can be unfair and stop people from being seen as individuals. Stereotypes can lead to bullying, discrimination, and missed opportunities for friendship or learning. They can also make people feel ashamed or pressured to hide who they are. A welcoming group is open, friendly, and respectful to everyone, regardless of differences. An unwelcoming group may ignore, exclude, or judge others. Smile, make eye contact, and greet others—small actions make a big difference. 	<ul style="list-style-type: none"> I do not stereotype others and I challenge those that do
9	<ol style="list-style-type: none"> Skills like time management, teamwork, communication, problem-solving, and organisation are used every day in school—and they're also essential in most jobs. These are called transferable skills because they apply in many different situations, not just in lessons. Teamwork means working well with others to achieve a shared goal, while communication is about clearly sharing ideas, listening, and responding. These skills are essential in school, relationships, and nearly every job. 	<ul style="list-style-type: none"> I know that school is preparing me for work and my future.
10	<ol style="list-style-type: none"> Scholar's Prep: To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best! 	
11	<ol style="list-style-type: none"> A successful future looks different for everyone—it might mean having a job you enjoy, helping others, being healthy, or achieving personal goals. Comparing your success to others can lead to stress, low self-esteem, or feeling like you're not good enough. Not thinking about your future at all can make it harder to stay on track or find direction. Planning for the future means thinking about your goals, interests, and the steps you can take now to reach them. This includes exploring careers, building good habits, and making positive choices in school. 	<ul style="list-style-type: none"> Have direct and focus for my future
12	<p>Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

Year 8 English Cycle 2: Power of voice: *How can I write a persuasive article using my voice for change?*

Careers linked to topics we study this cycle include **journalism by teaching media analysis and rhetoric, marketing by emphasizing persuasive communication, politics by highlighting the influence of media on public perception, and law by fostering skills in argumentation and effective communication.**

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> Media refers to the different ways we can receive our news, entertainment and information: internet, podcasts, speeches, films, music, poetry, and published material like adverts, letters, and editorials. Media is a powerful tool for influencing attitudes and actions about social, political, or environmental issues because of its ability to quickly and widely disseminate information. Clint Smith uses the metaphor of "Silence is Rwandan Genocide" to highlight how silence perpetuates inequality by leaving unfair systems and treatment unchallenged, and therefore, unchanged. 	<ol style="list-style-type: none"> Understand the various forms of media. Understand the power of media in shaping public opinion. Identify real situations where silence poses risks and propose effective solutions through expression of voice.
2	<ol style="list-style-type: none"> Social media are online platforms that enable users to create, share, and interact with content through virtual communities and networks. Instagram was used to amplify voice about racial injustice in the "Blackout Tuesday" protest sparked by the death of George Floyd by posting black squares to "shut down" the app. Hashtags #BlackoutTuesday and #TheShowMustBePaused were used to increase visibility and engagement of the movement. "Blackout Tuesday" inadvertently drowned out critical information about the Covid-19 pandemic under the flooded posts of black squares. 	<ol style="list-style-type: none"> Understand the features of social media. Understand why social media is used as a tool for protest. Explain how social media both amplifies and suppresses voice.
3	<ol style="list-style-type: none"> Adverts are messages that inform, persuade, or remind consumers about products, services, and social initiatives using carefully chosen images and text. Rhetoric makes voice impactful by appealing to an audience's emotions (pathos), logic (logos), and trust (ethos). WWF uses pathos by using the rhetorical question "Would you care if I was a panda?" below an image displaying a panda's head on a tuna's body to invoke feelings of guilt for having selective concern towards visually-appealing animals. 	<ol style="list-style-type: none"> Understand the features of an advert. Demonstrate an understanding of how to use rhetoric confidently in the construction of my own persuasive advert.
4	<ol style="list-style-type: none"> Editorials are opinion-based articles about current events and issues. Headlines are brief and captivating phrases at the top of articles that summarise the main point and attract the audience's attention. Editorial headlines use emotive language to ensure rapid and mass engagement with the text. Images are pictures selected for a text to either persuade or show information. Headlines and images can inform audience perception. 'The Sun' fuels prejudice toward Muslims in the headline "1 in 5 Brit Muslims' sympathy for jihadis" next to an image of a masked man with a knife, falsely categorising them as violent extremists. 	<ol style="list-style-type: none"> Understand the features of an editorial. Understand the impact of images and headlines. Complete my first mid-point assessment by independently writing an editorial.
5	<ol style="list-style-type: none"> A podcast is a digital series with downloadable or streamable episodes that cover various topics, often featuring informal discussions and interviews. Podcasts amplify historically silenced voices by allowing marginalised communities to share their voice through accessibly portable platforms such as YouTube, Audible, Amazon Music, and Spotify. Story Seed's podcast upholds the Indigenous storytelling tradition of incorporating animals possessing human-like qualities that engage in moral lessons. The wolf "burned his mouth" and "ran away, never to be seen again", showing that the fox's dedication to building a house out of hot chillis paid off. 	<ol style="list-style-type: none"> Understand the features of a podcast. Understand Indigenous storytelling traditions. Produce a podcast narrating the tale of Otto and Anka from <i>The Bone Sparrow</i>.

Year 8 English Cycle 2: Power of voice: *How can I write a persuasive article using my voice for change?*

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> 1. An open letter is a written message addressed to someone about concerns or suggestions on a topic. It is intended to be shared publicly, which creates pressure on the addressee to respond and encourages them to provide an honest reply. 2. An anecdote is a short story about an event that happened to a real person. Zayn Malik's anecdote "I personally experienced the stigma around food insecurity" evokes a sense of empathy and responsibility from the Prime Minister to expand free school meals. 	<ol style="list-style-type: none"> 1. Understand the features of an open letter. 2. Explain the persuasive impact of anecdotes. 3. Complete my second mid-point assessment by writing an open letter using rhetoric.
7	<ol style="list-style-type: none"> 1. A speech is an oral presentation that conveys a persuasive message about a particular topic or issue. 2. Taylor Swift speaks up against sexism by using anaphora of "we have to" to highlight the greater lengths women must go through to be successful in the male-dominated music industry. 3. Kamala Harris uses the triple "Women who fought and sacrificed so much for equality, liberty, and justice for all" to empower women for being at the forefront of fighting for these principles throughout history. 	<ol style="list-style-type: none"> 1. Understand the features of an oral speech. 2. Understand the persuasive impact of rhetorical appeals. 3. Construct a persuasive speech to advocate for change.
8	<ol style="list-style-type: none"> 1. Short films are cinematic works that convey a story or message in a condensed timeframe. 2. "Hair Love" addresses societal pressures surrounding natural Black hair through a story about a father styling his young Black daughter's hair. This narrative is digestible for young audiences through the use of a relatable young protagonist. 3. The Chinese immigrant mother in "Bao" eats the personified dumpling to represent her struggle with empty nest syndrome. It is only after this that she is able to see her son for the independent adult he truly is. 4. "Up" uses music to manipulate the audience's emotions by accelerating the rhythm during Ellie and Carl's wedding scene and decelerating the rhythm when Carl revisits this setting after her death. 	<ol style="list-style-type: none"> 1. Understand the features of a short film. 2. Understand how message is communicated through visuals. 3. Analyse non-verbal communication through visual and auditory elements.
9	<ol style="list-style-type: none"> 1. Protest songs advocate (verb) for change or raise awareness about specific social or political issues. 2. Dave's rap "Black" uses the anaphora of "Black is" to symbolise the resilience and empowerment of Black identity in the face of systemic racism. 3. Stormzy uses the metaphor of a bridge to represent his support, connection, and solidarity with those affected by the Grenfell tragedy which he is able to bring awareness to through his wide reach and influence as a famous musician. 4. John Legend uses the repetition of "I can't just preach" to emphasise the importance of taking action against important issues alongside raising awareness to create meaningful change. 	<ol style="list-style-type: none"> 1. Understand the features of protest songs. 2. Understand songwriter intent. 3. Analyse the visual and lyrical impact of a music video to explain how meaning is conveyed.
10	<ol style="list-style-type: none"> 1. Schoar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best! 	
11	<ol style="list-style-type: none"> 1. A spoken word poem is a form of poetry that is performed aloud with emphasis on rhythm, wordplay, and the spoken delivery of the words. It usually follows a free verse structure that allows for creative expression and non-conformity to traditional poetic rules like meter or rhyme. 2. Angelou uses the repetition of 'still I rise' to emphasise how she is stronger than, and will overcome, the racism she faces. 3. Gorman uses her thumbs to point at herself while describing "a skinny Black girl... can dream of becoming president" to highlight the personal significance of her presence as a young Black woman reciting a poem at an inauguration. 	<ol style="list-style-type: none"> 1. Understand the features of a spoken word poem. 2. Understand the importance of creating revision resources. 3. Create a spoken word poem about an important social issue.
12	<p>Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

Year 8 Maths – Cycle 2

Careers linked to topics we study in this cycle are actuary, engineer, operations research, computer programmer, biologist, machine learning engineer, market research, astronomer, chemist

Week	I will know that:	So that I can: Sparx code
1 Standard Form 1	<ul style="list-style-type: none"> A number is written in standard form if it is expressed as a number between 1 and 10, multiplied by a power of 10. For example, 4.7×10^3 is in standard form, but 350×10^6 is not. 	<ul style="list-style-type: none"> Use standard form with positive indices (M719) and negative indices (M678)
2 Standard Form 2	<ul style="list-style-type: none"> To multiply and divide numbers in standard form group the 'numbers' and the powers of 10, then follow laws of indices and check the answer is still in standard form. To add or subtract numbers in standard form, convert them out of standard form, add/subtract, then convert back into standard form 	<ul style="list-style-type: none"> Multiply and divide numbers in standard form (U264) Add and subtract numbers in standard form (U290)
3 Angles in Parallel Lines & Polygons	<ul style="list-style-type: none"> Alternate angles in parallel lines are equal, and form a "Z" shape Corresponding angles in parallel lines are equal, and form an "F" shape Co-interior angles in parallel lines sum to 180°, and form a "C" shape The sum of interior angles in a polygon with n sides is $(n - 2) \times 180^\circ$ The sum of exterior angles of a polygon is 360° 	<ul style="list-style-type: none"> Use properties of angles in parallel lines (M653) or angles in polygons (M606) to find unknown angles
4 Area of Trapezia and Circles 1	<ul style="list-style-type: none"> The area of a trapezium is given by the formula $(a + b) \times h \div 2$, where a and b are the 2 parallel side lengths, and h is the perpendicular height. 	<ul style="list-style-type: none"> Find the area of trapezia and compound shapes (M705)
5 Area of Trapezia and Circles 2	<ul style="list-style-type: none"> The diameter of a circle is twice as big as its radius Circumference of a circle = πd or $2\pi r$ where d = diameter and r = radius The area of a circle is given by πr^2, where r is the radius, and $\pi = 3.14\dots$ 	<ul style="list-style-type: none"> Find the area of circles (M231)

Year 8 Maths - Cycle 2

Week	I will know that:	So that I can: Sparx code
6 Probability	<ul style="list-style-type: none"> The probability of an event can be calculated by dividing the number of times it can happen by the total number of outcomes. The probabilities of two mutually exclusive events sum to 1. 	<ul style="list-style-type: none"> Calculate simple probabilities from equally likely events M655 Understand mutually exclusive outcomes M755
7 Data 1	<ul style="list-style-type: none"> In a questionnaire, all questions must be easy to understand, be unbiased, and must allow every person to answer correctly When drawing a pictogram, I need to include the key, which explains how much each picture is worth 	<ul style="list-style-type: none"> Design and use questionnaires (M493) Draw and interpret pictograms (M644)
8 Data 2	<ul style="list-style-type: none"> A line graph is a type of graph used to show trends in data over time. The data points are joined together by line segments. For line graphs, and bar charts, "frequency" goes on the y-axis To draw a frequency polygon you put crosses in the middle of the group and join them up with a straight line 	<ul style="list-style-type: none"> Draw and interpret line graphs (M140, M183), pie charts (M574, M165) and bar charts (M460, M738) Draw and Interpret frequency polygons (U840)
9 Straight Line Graphs 1	<ul style="list-style-type: none"> To calculate the gradient you find 2 clear points on a line and divide the change in the y values (the rise) by the change in the x values (the run) If the equation of a line is in the form $y = mx + c$, then m is the gradient and c is the y intercept 	<ul style="list-style-type: none"> Find the equation of a line from a graph (M544) Understand and use $y = mx + c$ (M888)
10 Assessment	Assessment Week: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11 Straight Line Graphs 2	<ul style="list-style-type: none"> The y intercept of a real-life graph is the starting value. The gradient is the change on the y-axis for every 1 unit positive change on the x axis. Direct proportion is shown as a straight line through (0,0). 	<ul style="list-style-type: none"> Interpret gradient and intercepts of real-life graphs (U862) Recognise direct and inverse proportion graphs (U238)
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

ART Y8 C2 – Food Glorious Food 25-26

Careers linked to topics we study this cycle are....Graphic Designer, Curator, Fashion Designer, Textiles designer, Illustrator, Architect, Interior Designer, Ceramicist, Advertising/Marketing Consultant, Gallery owner as I will be developing my practical drawing skills and theoretical knowledge about artists and my ability to communicate ideas.

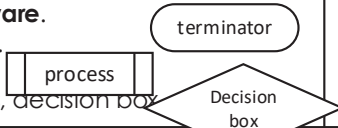
Week	I will need to know:	So that I can:
1 Observational drawing	<ol style="list-style-type: none"> How to use a variety of tone (shading) to create light & dark (shadows and highlights) How to successfully use /fill the whole area / space to create an effective composition (layout). To effectively draw the object from an interesting angle to show an awareness of perspective. 	Practically demonstrate learning around the formal elements through an observational drawing.
2 Using a Viewfinder	<ol style="list-style-type: none"> How to use an artists' work as a starting point for my own. In this case, <i>Cynthia Poole, Sarah Graham and Andy Warhol.</i> How to work towards more interesting compositions by cropping and overlapping. How to use a viewfinder and select effective and balanced compositions. How to transfer images using a viewfinder. How to observe images carefully to colour match what you see in the paintings. 	Make effective selections and record ideas. Draw out a successful composition in pencil.
3 Watercolour	<ol style="list-style-type: none"> That colours can have different value. Blended colours can be used to add light and dark to a drawing / painting. 	Make connections between the formal elements and media to make a 2D shape look like a 3D form .
4 Watercolour	<ol style="list-style-type: none"> How the colour wheel can be used to work out which colour to use – for example using harmonious colours. 	Create a large-scale watercolour painting building upon prior knowledge about layering and washes and painting techniques.
5 Clay & hand-building techniques	<ol style="list-style-type: none"> How to observe and understand art processes and techniques through demonstration and questioning. The process, techniques and tools of Clay / Ceramics and hand-building. That there are 3 different handbuilding techniques- pinch, coil and slab. That there are health and safety issues surrounding ceramics processes. How to respond to the work of an artist to inform own work and create designs – in this case <i>Jae Yong Kim</i>. 	<ol style="list-style-type: none"> Practice clay processes of hand-building techniques in a safe and effective way. Draw out an individual design for clay food piece with annotations to show intention and understanding.

ART Y8 C2 – Food Glorious Food 25-26

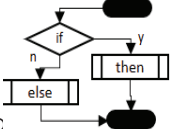
Week	I will need to know:	So that I can:
6 Clay - hand-building & embellishment.	Which clay hand-building techniques to use to effectively fulfil a design.	Build a 3-dimensional clay sculpture of food. Using clay techniques appropriately and effectively.
7 Clay Contd.	1. How to add embellishments and decoration to clay work. 2. How to connect few pieces of clay together.	Build a 3-dimensional clay sculpture of food. Using clay techniques appropriately and effectively.
8 Refine Watercolour	1. How to refine a watercolour painting using colour pencils to add line and tone to add detail and depth. 2. How to refine my image using a fine-liner pen to improve clarity and impact.	Make my watercolour painting of food packaging more realistic and skilful and impactful.
9 Painting / Glazing Clay food sculptures	How to add colour to bisque fired clay , paying attention to the properties of clay work and which materials are appropriate to use on the surface.	Finish my clay sculpture of food with colour and detail to create a realistic and successful final outcome.
10 Assessment	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best! Assessment: Knowledge Pillars - Theoretical & Practical	
11 Presentation	1. Clear and impactful presentation allows others to see your work at it's best. 2. Meaningful annotation includes identifying strengths and where success criteria has been fulfilled – WWW (What Works Well) and also how improvements could be made to develop practical skill and theoretical knowledge – EBI (Even Better If) .	1. Create a neat presentation of my work with clear titles and reflective annotation to show an awareness of visual language. 2. Assessment: Knowledge Pillar - Disciplinary
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 8 Computer Science

Careers linked to topics we study this cycle include **Software Developer, Computer Hardware Engineer, Systems Analyst**

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> Algorithms are lists of instructions that solve a problem. All programs are algorithms, that needs a programming language. Know the short form of the basic turtle commands. 	<ol style="list-style-type: none"> Understand that programs can only follow declarative instructions. Understand <i>given program</i> code and be able to modify and extend this code.
2	<ol style="list-style-type: none"> Define an information system as integrated set of components for collecting, storing, and processing data and for providing information. Know that a computer system function as programmable information system. 	<ol style="list-style-type: none"> Identify inputs and outputs for a computer system, and describe the processing needed to turn input data into useful information. Plan and solve geometric problems in python turtle independently.
3	<ol style="list-style-type: none"> Computer system requires both hardware and software. Hardware is the physical part of a computer system. Software is the logical part of a computer system. Know the flowchart symbols for terminators, process, decision box. 	<ol style="list-style-type: none"> Identify the hardware and software components of day-to-day computer systems. Describe the logic or decision process carried out by day-to-day computer systems.
4	<ol style="list-style-type: none"> Abstraction is simplifying real life complexity by <i>ignoring unimportant</i> details. All computer hardware is built using the transistor. The logic gates are different abstractions of transistor circuits: . AND in Series; + OR in Parallel. Identify the 3 logic gates NOT, AND, OR and their evaluation rules. Repetition in coding is called iteration. The syntax of the for – loop in python: <pre style="border: 1px solid black; padding: 5px; margin-top: 10px;">for n in range(4): t.fd(100) t.rt(90)</pre> 	<ol style="list-style-type: none"> Explain how we can abstract a 1p coin. Explain why computers use binary codes (0 or 1) for logic. Abstracting transistors to logic gates makes building and programming computers easier. Apply knowledge of the logical gate rules to predict the output of any gate given any input. Identify manual repetition in code and how translate this into iteration so the code is more efficient. Read and write iteration using the <code>for</code> loop.
5	<ol style="list-style-type: none"> the processing hardware of the computer system is the CPU and RAM. The CPU is connected to RAM by 3 sets of wires called a buses. RAM holds a running program instructions (logic) and data. 3 main CPU components are the ALU, CU and registers The four steps of the Fetch-Decode-Execute Cycle (FDE Cycle) The PURPOSE of the CPU (CU) is to carries out the FDE Cycle. Use a variable in your programs <p>NEXT WEEK IS YOUR MID-POINT ASSESSMENT ON LESSONS 1-5</p>	<ol style="list-style-type: none"> Describe how software and hardware work together to execute_program instructions. Describe how instructions are moved from RAM into the CPU. Explain that RAM only holds programs that are running. Explain the function of the 3 main CPU components and relate this to previous lessons on logic and information systems. 6) Describe the four steps of the FDE Cycle in more detail. 7) Continue to understand, modify and extend programs using iteration (<code>for</code>) or use a variable to control what polygon to draw.

Year 8 Computer Science

Week	I will need to know:	So that I can:
6	Revision half lesson on lessons 1-5 A 40 Mark teams form Quiz	Know how well I have understood lessons 1-5 and areas I need to improve before week 11's assessment.
7	<p>1) Denary is a normal base 10 number, binary is a base 2 number. x = 10</p> <p>2) A BIT is a binary digit, a nibble is 4-bits and a byte is 8 bits.</p> <p>3) The 4-bit binary place values 8, 4, 2, 1</p> <p>4) How to interpret 4-bit binary numbers by inspection. print("x is", x)</p> <p>5) How to display a simple text message or variables using <code>print()</code>.</p>	<p>1) Explain why binary is used by computers to represent numbers.</p> <p>2) Correctly identify about different size binary numbers.</p> <p>3) Calculate the 4-bit binary place values 8,4,2,1</p> <p>4) Count in binary from 0 to 15 and visually be able to read or calculate 4-bit binary numbers.</p> <p>5) Write simple interactive text based programs.</p>
8	<p>2) The 8-bit binary place values are 128, 64, 32, 16, 8, 4, 2, 1</p> <p>3) How to decode 8-bit binary numbers using arithmetic expansion.</p> <p>4) Know the 4 data types are: * <code>int()</code> - integer * <code>float()</code> - decimal point * <code>str()</code> - string (text) * <code>bool()</code> - Boolean (True/False)</p>	<p>2) Apply arithmetic expansion to decode 4-bit and 8-bit binary numbers.</p> <p>3) Correctly type cast input for integer or decimal point numbers.</p> <p>4) Integers are used to stor whole numbers, but float is used for decimal point numbers. Strings are usually messages in single or double quotes.</p>
9	<p>1) To encode denary to 8-bit binary to use the subtraction method.</p> <p>2) The arithmetic expressions used in code: o + addition o - subtraction o * multiplication o / - division (always a float())</p> <p>3) How to identify program inputs and outputs.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px;">x=input()</div> <div style="border: 1px solid black; padding: 2px;">print("x is", x)</div> </div>	<p>1) Apply the subtraction method to encode any denary number 0..255.</p> <p>2) Write assignment calculation statements</p> <p>3) Understand, modify and independently write simple input, process, output programs.</p>
10	Assessment Week: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11	<p>1) The selection instruction is if</p> <p>2) The binary operators: == for equal to != for not equal to</p> <p>3) The syntax of the if else instructic</p> <div style="display: flex; align-items: center;">  <div style="border: 1px solid black; padding: 5px; margin-left: 10px;"> <pre>if test : then statement(s) else : else statements(s)</pre> </div> </div>	<p>1) Apply == for testing is equal to and != for testing not equal to.</p> <p>2) Read, understand and interpret simple programs requiring logic (a decision process).</p> <p>3) Modify, extend and independently write simple programs logical statements requiring == (equal to) or != (not equal to) decisions.</p>
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 8 Drama Cycle Two

Careers linked to topics we study this cycle are....storytelling, performance poetry, acting, company directing, events management as I will be developing my leadership and management skills.

Week	I will need to know:	So that I can:
1 Tension	<ol style="list-style-type: none"> 1. Tension is a growing sense of expectation within a drama. 2. In a scene filled with tension, the audience should feel that the story is building up towards something exciting happening. 3. There are 4 types of tension: suspense, irony, surprise, action. 	<ol style="list-style-type: none"> 1. Understand what tension feels like. 2. Make creative directing decisions that have a clear focus on engaging the audience's response.
2 7 states	<ol style="list-style-type: none"> 1. Tension in our acting skills can be measured on a scale. 2. There are 7 different 'states' of tension, these range from low (relaxed, for example <i>like a jellyfish</i>) to high (panicked, for example <i>a bomb is about to explode!!</i>). 3. This scale was created by a director called Jacques Lecoq. 	<ol style="list-style-type: none"> 1. Change my physical and vocal skills to match the state of tension I am trying to achieve. 2. Identify where in a script to increase the state of tension.
3 Soundscapes	<ol style="list-style-type: none"> 1. A soundscape is a mixture of different sounds that are heard in a particular location. 2. Volume is how loud or quiet something is. 3. Increasing volume can raise tension in a soundscape. 	<ol style="list-style-type: none"> 1. Recognise the points of high and low tension in a performance. 2. Change my vocal skills to match the state of tension in a performance.
4 Proxemics	<ol style="list-style-type: none"> 1. Changing the position that an actor stands on stage can show what kind of relationships their characters have with each other. 2. Stage positions are always described from the perspective of the actor, as if they are looking out to the audience. 	<ol style="list-style-type: none"> 1. Plot my movement on stage to show my relationship with other characters. 2. Describe my positioning on stage using specific drama terminology.
5 Dramatic pause	<ol style="list-style-type: none"> 1. Suspense is a feeling of uncertainty about what is going to happen next. It is different to surprise as it is slowly built throughout a scene. 2. A pause is a moment of silence in a script. 	<ol style="list-style-type: none"> 1. Collaborate with other actors to plan on the pace of a scene we are performing. 2. Explain the key components to a scene full of suspense.

Year 8 Drama Cycle Two

Week	I will need to know:	So that I can:
6 Cliffhanger	<ol style="list-style-type: none"> The highest tension point in a piece of Drama is called the climax. A cliffhanger is a scene that ends at the point of climax. An anticlimax is the point in a performance after the most exciting moment. It can often feel disappointing to the audience. 	<ol style="list-style-type: none"> Identify the changing states of tension in a scene and change my acting skills to show excitement. Experience how it feels to watch an anticlimax.
7 Irony	<ol style="list-style-type: none"> Dramatic irony is a type of tension where the audience knows something that a character doesn't know. It often makes the audience feel nervous and excited – they are keeping a secret! A flashback is a scene that takes the story back in time from the current point. 	<ol style="list-style-type: none"> Experiment with different types of tension. Consider what 'hooks' an audience's interest and engagement. Write part of a script that involves dramatic irony.
8 Scriptwork	<ol style="list-style-type: none"> There are 2 characters in <i>The Dumbwaiter</i>: Ben and Gus. They are tensely waiting for a phone call from their boss. The play keeps both the characters and the audience in the dark about what will happen – this creates a sense of tension. 	<ol style="list-style-type: none"> Apply the skills I have learnt to a script. Prepare for my assessment performance of <i>The Dumbwaiter</i>.
9 Performance	<ol style="list-style-type: none"> As an audience member it is disrespectful to talk during other people's performances. Everyone should applaud at the end of a performance. 	<ol style="list-style-type: none"> Encourage my peers in their performance and recognise others' successes. Perform a Physical Theatre performance in front of an audience.
10 Assessment	<p>Scholar's Prep: To prepare for your upcoming assessment, you should practise your performance and self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!</p>	
11 Reflection	<p>We will watch a production of <i>The Dumbwaiter</i>. This will allow us to analyse how tension is built in a performance!</p>	
12 STW	<p>Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

Design and Technology

Careers linked to topics we study this cycle are aeronautical, electrical, structural, Nuclear, environmental, communications, marine, sound, lighting and robotic engineers. Interior, graphical, web, game and industrial designers. Architects, IT, manufacturing, fashion and beauty. Inventor etc.

Week	I will need to know	So that I can:
1 Design opportunities and analysis of task. Mechanisms focus on levers.	<ol style="list-style-type: none"> 1. Design opportunities are created through needs and everyday problems. *Business 2. A task can be broken down into individual components. 3. Mechanical advantage enables people to operate mechanisms using a small amount of effort. 4. There are three classes of levers which give you mechanical advantage. *Science 	<ol style="list-style-type: none"> 1. Identify problems where age or disability has an impact on everyday life. 2. Analyse what is required for a human being to retrieve small objects from the floor in an upright or seated position. 3. Apply mechanical advantage to a product where less effort is required to generate a greater force. 4. Select the appropriate class of lever for a mechanical device.
2 Modelling mechanical solutions. Communicating dimensions for manufacturing.	<ol style="list-style-type: none"> 1. Models are used in the development stage of the design process to check solutions. Producing a model saves time and materials during the design stages leading up to manufacture.. 2. Any material can be considered a modelling material, but some are easier to work with e.g. card. 3. Moving parts of a model can be easily assembled using paper fasteners.. 4. Measurements are communicated through working drawings. 	<ol style="list-style-type: none"> 1. Justify why modelling is used to save time and materials when testing a solution. 2. To be able to select the appropriate materials and methods of fixing to ensure a working prototype. 3. How to safely and accurately produce a working model of the litter picker mechanism. 4. Record and communicate British Standard drawing elevations and dimensions.
3 Selecting appropriate materials. Machining and thread cutting.	<ol style="list-style-type: none"> 1. Materials are selected through analysing the form, function, performance of a product and the material properties 2. A centre punch is used to mark where a hole is to be drilled in metal. 3. Safety glasses, long hair and loose clothing to be tied back when using machinery. 4. Threaded screws are used to fix some components in place so they can be easily removed with a screwdriver. 5. Tapping is the process of cutting a thread.. 	<ol style="list-style-type: none"> 1. Choose and justify the choice of aluminum as the body of the product using technical information. 2. To be able to accurately mark out all fixing holes in the body of the grabber. 3. Drill metal safely without risk to myself or others. 4. Demonstrate why moving parts need a screw fixing as against a permanent fixing. 5. Accurately cut a 4mm thread to secure all moving parts.
4 Line bending using jigs. Ergonomics and anthropometrics.	<ol style="list-style-type: none"> 1. The process of line bending can be used to create complex shapes when a jig is used. 2. An ergonomic handle can be created by designing it to fit your hand. *Science 3. Anthropometric data can be gathered by measuring your hand. *Science 4. Producing a card model of your handle, which you can keep checking, will enable you to make a perfectly ergonomic component for your product.. 	<ol style="list-style-type: none"> 1. Use the strip heater and jigs to form the ergonomic comfort curve at the base of the handle. 2. Generate the ergonomic features required to design a comfortable handle. 3. Use the size of my hand to inform and improve the design of the handle. 4. Use card to check and improve the design of components.
5 Shaping and finishing acrylic. Assembly with rivets.	<ol style="list-style-type: none"> 1. Templates are an important part of the manufacturing process so that batch produced components can be identical. 2. A fret saw can also be used to cut acrylic. 3. The edges of a piece of acrylic can be finished by. 1) Draw filing the edges. 2) Different grades of wet and dry paper to remove file marks. 3) Finally using an acrylic polish to remove all fine scratches and make it shine. 4. A rivet is used to hold components together 5. It is important to check you position all moving parts ergonomically to ensure you can easily operate the grabber.. 	<ol style="list-style-type: none"> 1. Reproduce a successful design from a model using a template. 2. Safely and correctly cut the handle design on the previously line bent acrylic. 3. Use different abrasive tools and materials to finish the acrylic. 4. Justify and demonstrate the process of riveting as a method of fixing components. 5. Rivet the acrylic handle into position allowing space for all moving parts.

Design and Technology

Week	I will need to know:	So that I can:
6 Batch production. Client focused design Use of jigs and allowance for design trends	<ol style="list-style-type: none"> There are different types of production e.g. batch, Mass, One off, Continuous and Just in Time. *Business Client feedback enables a designer to make changes. Batch production allows you to make cosmetic changes easily. 	<ol style="list-style-type: none"> Produce an ergonomic trigger using a template Position and improve the performance of the trigger reacting to feedback from testing. Make changes to items produced with a jig during batch production methods.
7 Shaping aluminium and waste removal. Aesthetically improving functioning components.	<ol style="list-style-type: none"> Slots can be created in metal using a drill and a file. This is called chain drilling. Aluminium is self-finishing, but scratches can be removed with a file and very fine wet and dry paper.. A design must meet specification points for it to be successful e.g. function, performance, intended market, quality, size, cost and aesthetics. Ideas must reflect the specification points previously mentioned. 	<ol style="list-style-type: none"> Safely and accurately create a slot to house the jaws in the aluminium Body. The slot maybe milled or chain drilled and finished with a file. Use the correct method of filing, draw or cross, to finish plastic and metal components Generate a design specification of key points for jaws of the litter picker. (Performance, Function and Aesthetics) Produce a iterative range of ideas and analyse their potential.
8 Manufacturing components. Product assembly and testing.	<ol style="list-style-type: none"> A scroll saw (fret saw) is used to cut out complex shapes in many materials. Material properties affect performance and the products life span e.g. if steel is used and not coated it will rust if left outside. Moving parts must generate hardly any friction for the product to operate smoothly. *Science Testing products at all stages ensures quality control. 	<ol style="list-style-type: none"> Safely and accurately use a scroll saw to cut the complex shape of the jaws for the litter picker. Justify the decision to use manufactured boards for certain components. Physical properties, aesthetics, cost and environmental impact Chose the correct equipment and processes to assemble components. Test, analyse and react to improve performance of all moving parts.
9 Applying a finish to aesthetically improve a product.	<ol style="list-style-type: none"> Removal of materials from large sheets must be carefully planned to ensure the minimum amount of waste is created.. Designs can be traced and reproduced on material to ensure material is not wasted. Over complicated aesthetics will make a design look messy. Simple designs are the most effective, less is more. Adhesive coloured vinyl can be used instead of paint to produce a modern quality finish. Sharp craft knives can be used with safety rulers to cut out vinyl cosmetics for products. 	<ol style="list-style-type: none"> Use materials cost effectively ensuring that there is minimum waste. Accurately reproduce designs, at a scale of 1:1, on material for cutting out. Distinguish the differences between a overly complicated design and the effectiveness of a simple design. Safely and accurately cut out all vinyl parts to be added to the litter picker jaws.
10	Scholar's Prep: To prepare for your upcoming assessment, you should self- quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11	<ol style="list-style-type: none"> How to generate a structured evaluation of Terms of reference, methodology, findings, conclusion and recommendations. The differences between qualitative and quantitative data 	<ol style="list-style-type: none"> Test, evaluate and write a detailed report on the products performance highlighting areas for improvement. Include qualitative and quantitative data when required in the evaluation process.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 8 Food Technology

Careers linked to topics we study this cycle are.... Chef, hotel/ restaurant manager, event organizer, nutritionist, food scientist, food product developer or food journalist

Week	I will need to know:	Practical:	So that I can:
<p>1 Review of food safety</p>	<p>1. Danger temperature zone is between 5°C to 63°C. Cooked and reheated food should be piping hot (reach 70°C), and ingredients should be kept in the fridge (under 5°C) to avoid food poisoning.</p> <p>2. It is not safe to defrost meat at room temperature. Defrost meat safely by placing it in the fridge the day before. Make sure it is on a tray on the bottom shelf to prevent cross-contamination.</p>	<p>NO practical lesson in the first week.</p> <ul style="list-style-type: none"> In future practical lessons, bring ingredients, a container, and a fork. Store them in the food room BEFORE tutor time. Remove coats and jewellery, put aprons on, and tie long hair before cooking. 	<ol style="list-style-type: none"> Explain why health and safety in food handling is crucial. Explain the concept of danger temperature zone and how it can occur in food preparation.
<p>2 Allergies and intolerances</p>	<ol style="list-style-type: none"> Common allergens include gluten, peanuts, tree nuts, eggs, milk, sesame and fish. OSA is a nut-free school – anything that contains nuts should not be brought into school. It is not safe to defrost meat at room temperature. Defrost meat safely by placing it in the fridge the day before. Make sure it is on a tray on the bottom shelf to prevent cross-contamination. 	<p style="text-align: center;"><u>Apple Crumble</u></p> <ol style="list-style-type: none"> Use the rubbing-in method to incorporate butter into dry ingredients until the mixture resembles coarse crumbs. Use of scale – Don't count the weight of the mixing bowl. Do not mix food on the scale because it will damage the calibrator. 	<ol style="list-style-type: none"> Use the right tool in practical lessons. Use rubbing-in method to make a popular dessert.
<p>3 Food Choices</p>	<ol style="list-style-type: none"> Family income, cultural background, dietary requirements, advertising, and marketing can affect food choices. One's budget constraints may lead to more affordable but less nutritious options. Dietary requirements: Vegetarians don't eat meat, but they can eat eggs and dairy products. Vegans cannot have any animal-related products, like honey. Pescatarian are vegetarians who also consume fish. Religious studies 	<p style="text-align: center;"><u>Spring Roll</u></p> <ol style="list-style-type: none"> Use the claw grip method to cut the ingredients. Seal the spring rolls with water so the fillings will not fall out. Do not overfill the spring rolls. 	<ol style="list-style-type: none"> Deepen one's understanding of food culture. Learn how to assemble spring rolls.
<p>4 Culture of food</p>	<ol style="list-style-type: none"> Food provenance: England is famous for its Fish and Chips in coastal regions. France is famous for pastry. Spain is famous for its paella and quesadillas. Dining manner: British people tend to view slurping spaghetti as impolite, but in Japanese culture, slurping noodles is a sign of appreciation. 	<p style="text-align: center;"><u>Quesadilla</u></p> <ol style="list-style-type: none"> The word "quesadilla" comes from the Spanish word "queso," which means cheese. MFL Practice heat control to achieve a golden, crispy Quesadilla while ensuring the cheese melts inside. 	<ol style="list-style-type: none"> Understand how people decide what to eat based on a combination of factors. Create a crispy quesadilla and assemble it with fillings and melted cheese.
<p>5 Protein</p>	<ol style="list-style-type: none"> Protein can help with the growth and repair of the muscle. Protein can be found in food such as meat, cheese, fish, or eggs. Vegans cannot consume animal products, but they can get all the protein they need from nuts, seeds, and beans. Science 	<p style="text-align: center;"><u>Teriyaki Chicken and Broccoli rice</u></p> <ol style="list-style-type: none"> Use red chopping board for raw chicken and use yellow chopping board for cooked chicken. Don't wash chicken as Salmonella can be splashed to the tap and the sink. Marinade: Cutting meat into smaller pieces can help to increase the flavour. 	<ol style="list-style-type: none"> Know what is the function of protein. Learn how to marinate chicken and make a chicken dish.

Year 8 Food Technology

Week	I will need to know:	Practical:	So that I can:
6 Fast Food	<ol style="list-style-type: none"> The distinguishing features of fast food include the speed of service, standardized menus, convenience, and affordability. The health implications of consuming fast food regularly include high calorie, saturated fat, sodium, and sugar content issues. These elements may raise bad cholesterol and lead to heart disease. *Science <p>*Midpoint assessment quiz</p>	<p style="text-align: center;"><u>Burger</u></p> <ol style="list-style-type: none"> To make juicy and flavourful burgers, choose ground beef that is 20 to 30 percent fat. Lean meat will not stick together very well. Shape the burger patty using ground meat and season it with desired spices or herbs. 	<ol style="list-style-type: none"> Describe the health impact of eating fast food regularly. Learn how to choose meat for a homemade burger patty.
7 Processed food	<ol style="list-style-type: none"> Food processing methods include freezing, canning, cooking, and drying. Ultra-processed foods have five or more ingredients added and are filled with sugars, oils, fats, salt, anti-oxidants, stabilizers, and preservatives. Eating too many of them increases the risk of obesity and diabetes. 	<p style="text-align: center;"><u>Chicken schnitzel</u></p> <ol style="list-style-type: none"> Tenderizing chicken helps the meat cook evenly and be softer and juicier. Practicing breading the chicken evenly. 	<ol style="list-style-type: none"> Know what are the benefits of cooking on our own instead of relying on processed food. Learn how to make the batter for chicken.
8 Diet and life stages	<ol style="list-style-type: none"> Children and teenagers need a balanced diet for growth and development. Dairy products high in protein and calcium should be encouraged to meet nutrient needs and foster healthy eating habits. Adults need to maintain a healthy weight and prevent chronic diseases. A balanced diet of various vegetables, whole grains and healthy fats can help. 	<p style="text-align: center;"><u>Chow Mein</u></p> <ol style="list-style-type: none"> Stir-fry method: cook food quickly by cutting it into small pieces and stirring constantly in a wok or frying pan over high heat. 	<ol style="list-style-type: none"> Suggest appropriate meals for different life stages according to their nutritional needs. Use stir-fry method to create a popular takeaway dish.
9 Food waste and food security	<ol style="list-style-type: none"> We can use the 3Rs approach to manage food waste. Reduce impulse buys by meal planning. Reuse stale bread for bread pudding. Recycle food scraps as animal feed. Food security means having physical and economic access to sufficient food to meet dietary needs for a healthy life. *Geography 	<p style="text-align: center;"><u>Bolognese</u></p> <ol style="list-style-type: none"> Sauté aromatic ingredients first including onion, garlic and carrot to build the flavour. Searing the meat can enhance the flavour. It is a cooking technique that use a high temperature to create a crisp browning. 	<ol style="list-style-type: none"> Reduce food waste as an individual. Understand while there is a huge amount of food waste, some people in the world are facing food insecurity.
10	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!		
11 From farm to fork	<ol style="list-style-type: none"> The journey of a potato from farm to fork involves several stages: farming, harvesting, processing and packaging, distribution, retail, consumption and disposal. Sustainability: all stages should aim to reduce environmental impact, promote biodiversity, and use resources efficiently. 	<p style="text-align: center;"><u>Tikka Masala</u></p> <ol style="list-style-type: none"> It includes aromatics like onions, garlic and ginger; spices and seasonings like turmeric, cumin, coriander and chili powder. 	<ol style="list-style-type: none"> Understand where food comes from and how to promote a sustainable food system. Learn how to use spice to enhance the flavour of a dish.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.		

Year 8 Geography Cycle 2: What causes different weather events? How do rivers change from source to mouth?

Careers linked to topics we study this cycle include climatologist, meteorologist, weather presenter, land manager, landuse planner, working in the military or for the Environment Agency.

Week	I will need to know:	So that I can:
1 Climate	<ol style="list-style-type: none"> 1. Climate varies around the world because of altitude (for every 100m higher, the temperature drops by 1°C), distance from the equator (the further away from the equator, the colder it is), how far from the sea a location is (inland areas have a wider variation in temperature), and wind (wind can either bring warm or cold air to a place). 2. A climate graph shows the average rainfall (bars) and temperature (the line) for each month across a year. 	<ol style="list-style-type: none"> 1. Explain why climate varies around the world. 2. Read a climate graph and explain what it means.
2 Air masses	<ol style="list-style-type: none"> 1. Polar air masses originate from the Poles and bring cold air whereas tropical air masses originate from the tropics and bring warm weather. Maritime air masses originate from the sea whereas continental air masses originate from land. 2. High pressure is when cool air descends as it is dense. No clouds form, so in summer there are hot sunny days but in winter there are freezing but sunny days. *Science 	<ol style="list-style-type: none"> 1. Describe the different air masses that affect the UK. 2. Explain the impacts of high pressure.
3 High pressure and low pressure	<ol style="list-style-type: none"> 1. In July 2022, the temperature in the UK reached over 40°C for the first time ever. The UK was located between high pressure over continental Europe and a low pressure system to the north west of Scotland resulting in a southerly flow drawing the hot, dry air mass from southern Europe to the UK. This caused a heatwave in the UK which caused over 2,000 excess deaths. 2. Low pressure occurs when warm air rises, which causes cloudy, wet and windy weather. A hurricane is an example of a low pressure event. 	<ol style="list-style-type: none"> 1. Explain the cause of the July 2022 heatwave in the UK and the impact it had. 2. Explain the impacts of low pressure.
4 Low pressure	<ol style="list-style-type: none"> 1. Rain (precipitation) occurs when moist air rises, it condenses and clouds form. There are three different causes of this in the UK: Convective rain (air is warmed by the sun), relief rainfall (air meets a hill or mountain so is forced to rise) and frontal rainfall (a warm air mass and cold air mass meet, forcing the warm air to rise). *Science 2. The Beast from the East was a low pressure polar continental weather system that came to the UK from Siberia in 2018. It caused up to 50cm of snow in some areas, schools and businesses were closed, and 16 people died. As a response the Met Office sent out a Red Weather Warning asking people to stay indoors and the army supported emergency services. 	<ol style="list-style-type: none"> 1. Explain the different causes of rain. 2. Evaluate the responses to the Beast from the East.
5 Tropical storm Rivers	<ol style="list-style-type: none"> 1. A tropical storm (otherwise known as a hurricane, typhoon or cyclone) is a low pressure weather event that occurs in the tropics. Cyclone Amphan hit Bangladesh and Eastern India in 2020 killing 103 people and causing \$14 billion of damage 2. Rivers like the River Nile are important because they enable trading, carry water and nutrients around the world, are used for recreational purposes, are used for irrigating crops and can provide hydroelectric power. 	<ol style="list-style-type: none"> 1. Assess the impacts of Cyclone Amphan. 2. Explain the social, economic, environmental and political reasons the River Nile is important.

Year 8 Geography Cycle 2: What causes different weather events? How do rivers change from source to mouth?

Week	I will need to know:	So that I can:
<p>6 Water cycle</p>	<p>1. The water cycle is the journey water takes between the earth's oceans, atmosphere and land. There are 7 major processes in the cycle: evaporation, condensation, precipitation, interception, infiltration, percolation, transpiration, runoff, and storage. *Science</p> <p>2. A drainage basin is an area of land where water from rain or snow melt drains downhill into a body of water such as a river, lake, wetland or ocean. As the river goes from source to mouth, the elevation falls until it reaches sea level. This is shown as the long profile.</p>	<p>1. Explain the different parts of the water cycle.</p> <p>2. Explain how the long profile of a river changes from source to mouth.</p>
<p>7 Rivers</p>	<p>1. Rivers erode material by hydraulic action, abrasion, attrition, and solution.</p> <p>2. As the river flows over the hard layer, it cuts down into the soft layer, forming a deep channel. Over time, the water erodes the soft rock layer more and more, causing the hard rock layer to hang over the channel. Eventually, the hard rock layer becomes too heavy and collapses, causing the waterfall to form.</p> <p>3. Bedload is transported via traction, solution, suspension and saltation.</p>	<p>1. Explain how a waterfall is formed.</p> <p>2. Describe the different types of erosion and transportation.</p>
<p>8 Meanders and floodplains</p>	<p>1. In the middle and lower course of a river meanders are formed when water laterally erodes (erosion to the sides) the outside of a bend as the velocity is higher and deposits material on the inside of the bend. Overtime this creates a bend (meander) in the river.</p> <p>2. A floodplain is the area around a river that is covered in times of flood which is formed by erosion and deposition. A levee is a raised bank formed on the banks of a river. When the river floods, the water and the load it is carrying will leave the channel. Due to the drop in energy caused by friction, the biggest material will be dumped close to the river banks. Overtime this builds up a levee.</p>	<p>1. Explain how meanders and floodplains are formed.</p>
<p>9 Flooding</p>	<p>1. Regularly Oxford experiences serious flooding as Oxford is a low lying area, Oxford is at the confluence of 5 rivers and is partially on a flood plain. The floods have significant impact for schools, businesses and the environment.</p> <p>2. Flooding can be managed through hard and soft engineering. Hard engineering (e.g. flood walls, embankments, flood barriers) generally is more expensive but can provide protection for residential and commercial properties in the surrounding area. Soft engineering (e.g. flood plain retention, river restoration, flood warnings) is generally cheaper and looks more natural but do not always stop the ground from flooding.</p>	<p>1. Assess the impacts of the Oxford floods in 2014.</p> <p>2. Evaluate the success of different flood management strategies.</p>
<p>10</p>	<p>Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best! The assessment for this cycle will be short answer and skills based assessment.</p>	
<p>11 Flood management</p>	<p>1. Abingdon is at risk of flooding due to physical factors and flood management. Flood relief channel and flood storage areas are the most expensive solution whereas flood warnings and making the properties more resilient are cheaper but do not directly stop the flood.</p> <p>2. <i>1 lesson this week will be spent catching up.</i></p>	<p>1. Decide the best management strategy for Abingdon.</p>
<p>12</p>	<p>Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

Year 8 History Cycle 2 - Describe and explain the way India changed from the arrival of the Mughals (1526) to the British Raj (1858)

Careers linked to History include law, teaching, market research and journalism as I will be developing my research and analytical skills.

Week	I will need to know that:	So that I can:
1	<ol style="list-style-type: none"> The Mughals were a family who ruled parts of modern India and Pakistan from around 1526 until the mid 19th century. The Mughals were a Muslim dynasty, ruling a predominantly Hindu empire. The first Mughal emperor was called Babur. He won a decisive victory at Panipat to establish his rule. 	<ol style="list-style-type: none"> Understand why India was such a desirable place to rule. Explore the major recurring issues the Mughals will face in India. Explain how Babur won the battle of Panipat.
2	<ol style="list-style-type: none"> Babur's successor was called Humayun, he spent much of his rule dealing with civil war and internal conflict. Babur's main enemy was called Shur Shah, and forced him into exile. Babur's heir was called Akbar, and his nickname was 'the Great'. Akbar made the Mughal empire incredibly strong by marrying into the Hindu Rajput's. 	<ol style="list-style-type: none"> Understand how the fortunes of the Mughal empire were tied to who was the ruler. Conclude how much Akbar deserves the title 'The Great'. Explore how religion effected the fortunes of the Mughal.
3	<ol style="list-style-type: none"> The Emperor Jahangir was notorious for being a drug addict, and for being drunk most of the time. Jahangir was considered to be a poor ruler, as he often ignored the problems of his country, and angered many different religious groups. Jahangir's favourite wife was called Nur Jahan, and she was an incredibly successful ruler who helped deal with many of her husband's shortcomings. 	<ol style="list-style-type: none"> Explain how influential Nur Jahan was in the Mughal period. Compare the roles that Nur Jahan and Jahangir had in running the Empire.
4	<ol style="list-style-type: none"> Shah Jahan is most famous for his love of great architecture. He spent vast amounts on building some of the most famous Mughal buildings, i.e. The Taj Mahal. This grand architecture shows just how wealthy, and powerful, the Mughal empire was at its height. The Emperor Aurangzeb was famous for his strict following of Islamic law, and his intolerance towards Hindu and Sikh's in the empire. Many historians argue that Aurangzeb's intolerance and harsh laws led to the decline of the Mughals as it hurt the stability of the empire. 	<ol style="list-style-type: none"> Understand the impact that the Mughals have had on India today. Explain how powerful and wealthy the Mughals were as a dynasty. Begin to explore the reasons for the Mughals decline.
5	<ol style="list-style-type: none"> Following the death of Aurangzeb the empire began a period of decline in power, as powerful Sultanate's began to succeed from the empire. The Mughals also faced major issues from the growing Persian empire, which resulted in the sacking of Delhi in 1739. The Empire also faced issues with European Merchants gaining greater and greater influence, especially from the Dutch, French, and British. 	<ol style="list-style-type: none"> Explain why the Mughal empire fell apart in the 1700's. Understand why European powers began to gain influence in India.

Year 8 History Cycle 2 - Describe and explain the way India changed from the arrival of the Mughals (1526) to the British Raj (1858)

Week	I will need to know that:	So that I can:
6	<ol style="list-style-type: none"> 1. Britain began to make inroads into India to compete with other European nations in trade. 2. British interests in India were originally run by the trade company known as the EIC (East India Company). 3. The Company had its main trade port in Bengal at Calcutta and was forced to defend it at the Battle of Plassey. 4. The Battle of Plassey was fought because of the events surrounding the Black Hole of Calcutta, and the rule of the Nawab of Bengal, Siraj ud-Duala. 	<ol style="list-style-type: none"> 1. Produce a timeline of how Britain gained control over the Indian subcontinent. 2. Explain what caused the British EIC to attack the Nawab of Bengal at Plassey. 3. Identify what major factors led to the EIC's victory at Plassey.
7	<ol style="list-style-type: none"> 1. The EIC solidified its rule over Bengal, and India, by training its own army of local soldiers called Sepoys. 2. The EIC eventually ended up having a monopoly over trade in India. 3. The shift in trade towards the East, alongside pressures inside Britain, led to the British banning the slave trade in the early 1800's. 	<ol style="list-style-type: none"> 1. Identify how a merchant company became the rulers of the Indian subcontinent. 2. Explain what caused the end of Slavery in the early 1800's. 3. Conclude what the main cause of slavery ending was.
8	<ol style="list-style-type: none"> 1. The people of India rebelled against British rule in 1857 due to the poor rule of the EIC. 2. The rebellion was known as the Indian Mutiny. 3. As a result of this attempted overthrow the British government took direct control over India, a period known as the British Raj. 	<ol style="list-style-type: none"> 1. Explain what led to the Indian people rebelling against the EIC. 2. Identify how the British government reacted to this attempted revolt. 3. Decide to what extent the 'mutiny' should be known as such.
9	<ol style="list-style-type: none"> 1. Britain went to war with China in the mid-19th century multiple times for the right to sell Opium to the people of China. 2. This led to vast profits for British companies, especially around the purchase of tea. 3. As a result of victory in the Opium wars Britain forced China to sign the Unequal treaties. 4. The Chinese people responded to this control by foreign nation in 1899 by leading the Boxer Rebellion. 	<ol style="list-style-type: none"> 1. Explain why the Opium wars took place. 2. Compare the triangular trade of the slave trade with the Opium trade of the far east. 3. Identify what caused the Boxer Rebellion. 4. Compare the Indian Mutiny with the Boxer Rebellion.
10	<p>Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!</p>	
11	<ol style="list-style-type: none"> 1. British rule of India became increasingly violent, and repressive as the Indian people began to ask for independence in the early 20th century. 2. This culminated in the Amritsar massacre in 1919 at the Jallianwala Bagh gardens. 	<ol style="list-style-type: none"> 1. Compare the ruling styles of the British Raj, with the EIC and the Mughals. 2. Understand why many people still resent the rule of the British today.
12	<p>Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

French Cycle 2 Year 8

Careers linked to topics we study this cycle are engineer and journalist

Please use the sentence builder provided by your teacher and attached to this Scholars Guide (on the next page) for all language covered in this topic. The information provided on this page is limited to 1-4 short example sentences but you will be learning many more!

Week	I will need to know:	So that I can:
1 Qu'est-ce qu'on peut faire à Paris?	<ol style="list-style-type: none"> D'abord, je peux aller à un concert, ensuite je peux faire une balade en bateau mouche car c'est chouettes Finalement, On peut visiter les égouts, c'est dégoutant mais intéressant. 	<ol style="list-style-type: none"> Talk about different activities I can do in Paris using sequencing words (firstly, then...) Use on peut + infinitive to describe what we can do in Paris.
2 Qu'est-ce qu'on peut faire à Paris?	We will continue to use our week 1 vocabulary to answer the question 'Qu'est-ce qu'on peut faire à Paris?'	<ol style="list-style-type: none"> Talk about different activities I can do in Paris using sequencing words (firstly, then...) Use on peut + infinitive to describe what we can do in Paris.
3 Poser des questions	<ol style="list-style-type: none"> Est-ce qu'il y a des toilettes? Le musée est ouvert du mardi au vendredi, de 10h à 17h. Oui, il y a des toilettes. 	<ol style="list-style-type: none"> Ask questions related to different attractions (at what time they open, the price...). Tell other people different information about tourism attractions. Use Il y a (there is/are) to describe a place' facilities.
4 Tu as visité...? C'était comment?	<p>We will continue to use our week 3 vocabulary to ask and answer questions about tourist attractions.</p> <ol style="list-style-type: none"> Pendant mes dernière vacances, je suis allé à Paris et on a visité les catacombes avec ma famille. D'abord j'ai visité le musée du Louvre avec mon frère c'était passionant. 	<ol style="list-style-type: none"> Use the past tense to say where I went and what I visited. Give my opinion in the past tense about what I did.
5	We will continue to use our week 4 vocabulary to ask and answer the question 'Tu as visité...? C'était comment?'	<ol style="list-style-type: none"> Use the past tense to say where I went and what I visited. Give my opinion in the past tense about what I did.
6 Speaking assessment	To prepare for your upcoming assessment you should self-quiz on all the language and grammar on your sentence builder (weeks 1-5). Remember that little and often is the key to success.	<p>Mid point assessment</p> <p>Speaking (Questions and answers)</p>

French Cycle 2 Year 8

Week	I will need to know:	So that I can:
7 Past tense of ER verbs	1. J'ai visité – j'ai regardé - On a mangé 2. Le weekend dernier j'ai regardé le feu d'artifice.	1. Understand how to form the past tense of regular ER verbs. 2. Know and use all forms of the verb avoir (to have) in the present tense.
8 Qu'est-ce que tu as fait à Paris?	1. La semaine dernière , j'ai gagné un concours , ensuite j'ai admiré la pyramide du Louvre . 2. J'ai dormi – j'ai perdu	1. Talk about what I did using the past tense. 2. Understand how to form the past tense of regular IR and RE verbs.
9 Qu'est-ce que tu as fait à Paris?	1. Le weekend dernier d'abord j'ai mangé au restaurant ensuite , j'ai acheté des souvenirs mais je n'ai pas visité Notre Dame . 2. J'ai vu – j'ai pris	1. Describe what I did during my holiday in details using the past tense and sequencing words. 2. Use the past tense of the main irregular verbs.
10	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to leadership. Work hard and show your best!	Assessment Listening Reading (Including translation into English) Writing (Paragraph)
11 Qu'est-ce que tu as fait à Paris? C'était comment?	1. Je suis arrivé(e) – Je suis resté(e) 2. Le weekend dernier j'ai visité les monument avec mes parents c'était barbant mais ce weekend on peut aller à un concert avec ma soeur , c'est super.	1. Understand how to form the past tense with être (to be) and know about the agreement (the past participle need to agree with the subject). 2. Describe what I do now and what I did using the past and present tense in the same sentence.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

German Cycle 2 Year 8

Foreign languages are an important tool for communication in many jobs, for example: Engineer, journalist

Week	I will need to know:	So that I can:
<p>1 Wo hast du gewohnt?</p>	<p>1. Hotel, Ferienhaus, Wohnwagen... 2. Ich habe in einem Schloss gewohnt. 3. Er hat/sie hat/wir haben auf einem Campingplatz gewohnt.</p>	<p>1. Name at least 5 types of holiday accommodation. 2. Say where I stayed on holiday. 3. Say where other people have stayed on holiday in singular (he/she) and plural (they) form.</p>
<p>2 Wo hast du gewohnt?</p>	<p>We continue to use our week 1 vocabulary to answer the question 'Wo hast du gewohnt?'</p>	<p>1. Name at least 5 types of holiday accommodation. 2. Say where I stayed on holiday. 3. Say where other people have stayed on holiday in singular (he/she) and plural (they) form.</p>
<p>3 Wie war das Hotel?</p>	<p>1. Das Hotel war sehr teuer. 2. Es gab eine Klimaanlage/ein Schwimmbad. 3. Es gab keine Klimaanlage/kein Schwimmbad</p>	<p>1. Describe what a hotel was like in past tense using intensifiers and adjectives. 2. Describe the facilities there were at a hotel using the correct word for 'a'. 3. Describe the facilities there were not at a hotel using the correct word for 'no'.</p>
<p>4 Wie war das Hotel?</p>	<p>1. We continue to use our week 3 vocabulary to answer the question 'Wie war das Hotel?'</p>	<p>1. Describe what a hotel was like in past tense using intensifiers and adjectives. 2. Describe the facilities there were at a hotel using the correct word for 'a'. 3. Describe the facilities there were not at a hotel using the correct word for 'no'.</p>
<p>5 Was hast du gemacht?</p>	<p>1. Ich habe Pizza gegessen. 2. Er hat/sie hat/wir haben Fußball gespielt. 3. Es war entspannend.</p>	<p>1. Describe what I did on a past holiday using the verb haben with the correct past participle and word order. Know that a past participle usually begins with -ge and ends in -t. 2. Describe what other people did on a past holiday using the verb haben correctly. 3. Give an opinion to say what the activity was like.</p>
<p>6</p>	<p>To prepare for your upcoming assessment you should self-quiz on all the language and grammar on your sentence builder (weeks 1-5). Remember that little and often is the key to success.</p>	<p>Mid point assessment Speaking (Questions and answers)</p>

German Cycle 2 Year 8

Week	I will need to know:	So that I can:
7 Wohin bist du gefahren?	<ol style="list-style-type: none"> 1. Letztes Jahr bin ich mit meiner Familie nach Polen gefahren. 2. Letztes Jahr bin ich mit meiner Familie in England geblieben. 3. Es war lustig! 	<ol style="list-style-type: none"> 1. Say where I went on holiday and who I went with using the verb sein and the past participle 'gefahren' (went). 2. Say I stayed in England using the verb sein and the past participle 'geblieben' (stayed). 3. Give an opinion to say what it was like
8 Wie bist du gefahren?	<ol style="list-style-type: none"> 1. Mit dem Auto, Bus, Boot, Schiff... 2. Ich bin mit dem Auto gefahren. 3. Ich bin mit dem Flugzeug geflogen. 4. Er ist/sie ist/wir sind...gefahren/geflogen. 5. Es war bequem. 	<ol style="list-style-type: none"> 1. Name at least 3 types of transport in German. 2. Say how I travelled using the word 'mit' to mean 'by' e.g. by train. 3. Say that I flew somewhere. 4. Describe how someone else travelled in singular (he/she) and plural (they) form. 5. Give an opinion in the past tense about the journey.
9 Wie bist du gefahren?	We continue to use our week 8 vocabulary to answer the question 'Wie bist du gefahren?'	<ol style="list-style-type: none"> 1. Name at least 3 types of transport in German. 2. Say how I travelled using the word 'mit' to mean 'by' e.g. by train. 3. Say that I flew somewhere. 4. Describe how someone else travelled in singular (he/she) and plural (they) form. 5. Give an opinion in the past tense about the journey.
10	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to leadership. Work hard and show your best!	<p><u>Assessment</u></p> <p>Listening Reading (Including translation into English) Writing (Paragraph)</p>
11 Was hast du gemacht?	<ol style="list-style-type: none"> 1. Ich bin im Schwimmbad geschwommen. 2. Er ist/sie ist/sind in den Park gegangen. 3. Es war prima. 	<ol style="list-style-type: none"> 1. Describe what I did on a past holiday using the verb sein with the correct past participle and word order. Know that a past participle usually begins with -ge but does not always ends in -t. 2. Describe what other people did on a past holiday using the verb sein correctly. Know the difference between the word gefahren (went by transport) and gegangen (went on foot). 3. Give an opinion to say what the activity was like
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Spanish Cycle 2 Year 8

Foreign languages are an important tool for communication in many jobs, for example: Engineer, journalist.




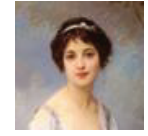
Week	I will need to know:	So that I can:
1 ¿Qué te gusta comer?	<ol style="list-style-type: none"> 1. Me encantan los mariscos porque son sanos. 2. No me gusta nada la fruta porque es dulce. 3. Odio el pescado porque es asqueroso. 	<ol style="list-style-type: none"> 1. Understand and use verbs like gustar/encantar in the plural form when the object that follows is plural. 2. Understand and use the article after opinion verbs. 3. Use new adjectives that are specific to talking about food.
2 ¿Qué comes normalmente?	<ol style="list-style-type: none"> 1. Ayer desayuné tostadas con aguacate. 2. Normalmente ceno una hamburguesa con ensalada. 3. Mañana voy a beber un café con leche al mediodía. 	<ol style="list-style-type: none"> 1. Use the past tense (preterite) to talk about food I consumed yesterday. 2. Use the present tense to talk about what I normally eat/drink. 3. Use the future tense (immediate) to talk about what I am going to eat/drink.
3 En el restaurante	<p>We will continue to use our week 2 vocabulary to answer the question ¿Qué comes normalmente?</p> <ol style="list-style-type: none"> 1. De primer plato voy a tomar la sopa y de segundo, voy a comer la tortilla española. De postre voy a tomar el helado de fresa. 2. La cuenta, por favor. 	<ol style="list-style-type: none"> 1. Say what I want in a restaurant for starter, main and dessert. 2. Ask for the bill.
4 ¿Qué necesitas para cocinar?	<p>We will continue to use our week 3 vocabulary to give information on 'En el restaurant'</p> <ol style="list-style-type: none"> 1. Para cocinar fajitas necesitas un kilo de pollo y dos pimientos. 2. Para cocinar paella, necesito dos paquetes de arroz. 	<ol style="list-style-type: none"> 1. Understand and use para + infinitive to express 'in order to' in English. 2. Say I need to cook a certain dish.
5 Revision	<p>We will continue to use our week 4 vocabulary to answer the question ¿Qué necesitas para cocinar?</p> <ol style="list-style-type: none"> 1. Para cocinar tortilla necesitas un kilo de patatas. 2. Revision of Sentence Builder questions from week 1 to 5 including translations, listening, reading, speaking and writing practice. 	<ol style="list-style-type: none"> 1. Say what you need to cook a certain dish. 2. Be ready for the speaking assessment having revised all the Sentence Builder questions from Cycle 2A.

Spanish Cycle 2 Year 8


Week	I will need to know:	So that I can:
6	To prepare for your upcoming assessment you should self-quiz on all the language and grammar on your sentence builder (weeks 1-5). Remember that little and often is the key to success.	Mid point assessment Speaking (Questions and answers)
7 ¿Te gustaría ir?	<ol style="list-style-type: none"> 1. ¿Te gustaría ir a la bolera? 2. Sí, por supuesto. 3. No, no puedo, tengo que cuidar a mi hermana. 	<ol style="list-style-type: none"> 1. Invite someone out. 2. Give an affirmative answer to an invitation. 3. Give a negative answer and excuse to an invitation.
8 ¿Dónde quedamos?	<ol style="list-style-type: none"> 1. ¿Dónde quedamos? 2. Quedamos detrás del polideportivo al mediodía. 3. Quedamos al lado de la pista de hielo a las dos y media. 	<ol style="list-style-type: none"> 1. Ask where are you meeting. 2. Say the different places you can meet – behind, next to, opposite, in front of etc 3. Say the time when you are meeting.
9 ¿Cómo te preparas?	<ol style="list-style-type: none"> 1. Primero, me despierto, luego me baño y después me visto. 2. Primero me levanto, luego me lavo la cara y después me peino. 	<ol style="list-style-type: none"> 1. Understand and use the reflexive verbs for routine to say how I get myself ready to go out. 2. Use time markers to say in what order you do things in.
10	To prepare for your upcoming assessment you should self-quiz on all the language and grammar on your sentence builder (weeks 1-9). Remember that little and often is the key to success.	Assessment Listening Reading (Including translation into English) Writing (Paragraph)
11 ¿Qué llevas?	<ol style="list-style-type: none"> 1. Ayer llevé una falda azul y una camisa blanca. 2. Normalmente llevo unos vaqueros negros. 3. Mañana voy a llevar un vestido rojo y unas botas blancas. 	<ol style="list-style-type: none"> 1. Say what I wore yesterday including colours of clothes and making sure they agree with the noun. 2. Say what I normally wear making sure the colour adjective agrees with the noun. 3. Say what I am going to wear tomorrow making sure agreements are correct.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 8 Cycle 2 Introduction to Classical Music- Beethoven

Careers linked to this cycle are historian, musician, performer, music analyst

Week	I will need to know about:	So that I can:
1	<p>Classical Music I will learn about the main elements of Classical Music by studying the work of one of the most famous composers in the world- Ludwig Van Beethoven. I will study:</p> <ul style="list-style-type: none"> • The Fifth Symphony (A work written for orchestra) and the Instruments of the Orchestra • Fur Elise and the emergence of the Piano as a solo instrument. <p>I will perform the main motif (idea) from the 5th Symphony and theme from Fur Elise on the piano.</p>	<ul style="list-style-type: none"> • PERFORM a Classical Theme • EXPRESS myself through sound. • UNDERSTAND Music History • IMPROVE my own compositions and performances
2	<p>Beethoven's Orchestra</p> <ul style="list-style-type: none"> • Beethoven was one of the most influential composers who ever lived. He had a very hard life but created passionate and emotionally charged music which changed music forever. He wrote wonderful melodies for a huge range of instruments, many of which never before had a solo voice. • Beethoven's Fifth Symphony is a very famous work with a memorable motif. Today you will work with a partner to learn how to play it. 	<p>PLAY the theme from the 5th Symphony</p> 
3	<p> THE NOTES OF THE TREBLE CLEF</p> <p>Treble Clef – The sign that indicates WHERE the notes are situated. (The higher end of the piano!) We will use the rhymes Every, Green, Bus, Drives, Fast and Face in the Space to correctly name notes. You can also login to Focus on Sound to try out all the note naming activities.</p>	<ul style="list-style-type: none"> • READ notation • INTERPRET music using the universal written language of music • WRITE my own compositions using notation skills.
4	<p>INTRODUCTION TO FUR ELISE Fur Elise was probably written for a lady called Therese Malfatti, a noblewoman with whom Beethoven fell in love, Sadly, she married a Prince instead of Beethoven. This beautiful piece of music should flow continuously using a piano technique called 'Legato' – which means 'smoothly.'</p>	<p>Flowing</p>  
5	<p>Midpoint Assessment: Beethoven Performance</p> <ul style="list-style-type: none"> • Revise the main motif. • Revise the notes of the keyboard and how to find them . • Revise 3-note chords to accompany the motif. • Practise until I am fluent. (No hesitation)! 	<ul style="list-style-type: none"> • STRENGTHEN my knowledge of notation • FIND MY NOTES on the keyboard • CONFIDENTLY create triads • PERFORM the motif securely

Year 8 Cycle 2 Introduction to Classical Music

Week	I will need to know:	So that I can:
6	How to use notation to find Notes on the keyboard to play Fur Elise accurately. 	<ul style="list-style-type: none"> • PLAY the notes and rhythm accurately • EVALUATE my playing • PLAN improvements to my performance
7	Use the success criteria to improve your playing of Fur Elise to perform to the best of your ability during your performance assessment in week 11. Mastering: Perform fluently & with expression Secure: Perform with accuracy and in time. Developing: Work out most of the notes and rhythms Emerging: Work out some of the notes with help from my teacher.	<ul style="list-style-type: none"> • EVALUATE my progress against the success criteria • ACHIEVE a fluent and confident performance • PREPARE to EXCEL in my assessment
8	INTRODUCING CHEVALIER DE ST GEORGES (1745-1799) <ul style="list-style-type: none"> • A composer, conductor and performer. • The first composer of African descent to attain widespread acclaim across Europe. • He composed an array of violin concertos, symphonies and chamber works. 	<ul style="list-style-type: none"> • UNDERSTAND and APPRECIATE the work of classical composers • WIDEN your listening experience • EXPLORE the important work of composers of colour in Western Classical Musical history. • EXPLORE Mozart's place in history • EXPLORE the important work of female composers in Western Classical Musical history with the work of Louise Farrenc.
9	INTRODUCING MOZART <ul style="list-style-type: none"> • A child prodigy and prolific composer in the Classical Style • A star pianist and creator of expressive and beautiful, exceptionally crafted music. • Considered one of the finest examples of writing for solo instrumentalists as well as operas. 	
10	<ul style="list-style-type: none"> • Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9 revising for assessments keeps you on the path to scholarship. Work hard and show your best!. 	
11	<ul style="list-style-type: none"> • INTRODUCING LOUISE FARRENC (1804-1875) • French composer, virtuoso pianist • Farrenc was a strong example of the Romantic style. • She wrote three symphonies and lots of piano music. 	
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 8 Physical Education - students will study 4 sports this cycle

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

X country	Badminton	Gymnastics
<p>Reintroduction to the cross-country routes and choose the route you would like to complete in the best possible time at a manageable pace.</p>	<ol style="list-style-type: none"> 1. The starting position in badminton is to stand central on the court with knees bent and racket ready. The ready position in badminton is to stand central on the court with knees bent, side on and racket ready. The way you move around the court is called a chasse. To chasse the knees are bent and you remain on the balls of your feet. 2. Demonstrate starting position and chasse movement to the forecourt and rear-court 	<p>To demonstrate mirroring by performing a sequence with my partner. Demonstrate a variety of paired balances with support for my peer safety.</p>
<p>Introduction to map reading where students will navigate using a map to locate different points around the school. Use a map effectively to locate different points.</p>	<ol style="list-style-type: none"> 1. That to perform a backhand flick serve I keep my racket below my head, hold the shuttlecock directly on top of the racket, stand side on, and contact the shuttlecock to go over the net into opponent's service box. Serves should be diagonal every time. 2. Perform a serve to start a game with the correct technique to force my opponent towards the rear court 	<ol style="list-style-type: none"> 1. To perform travelling movements at different levels including more advance rolling movements (backward roll, cat leap). 2. To know that cannon and unison can be used to develop a partner sequence and demonstrate this.
<p>Flag game- Students will be given a map to navigate different flags of the world around the site. So that I can recognise different flags and <u>locate</u> them during the lesson.</p>	<ol style="list-style-type: none"> 1. That to perform the drive my racket should be out in front of me with the racket strings facing the net. The racket action is a short tap so the shuttlecock travels fast and flat over the net. I should step forwards with my racket leg when I make contact with the shuttlecock and my knees should be bent. 2. Understand that this is an attacking shot and perform a drive that reaches the mid-court area in a <u>conditioned game</u> 	<p>To combine balances and travel to perform an aesthetically pleasing sequence with a pair. The sequence must include unison, cannon and mirroring travel.</p>
<p>Students will place several cones around the cross-country course and create a map for a different teams to locate from map references. So that I can <u>plot</u> map references for others to follow.</p>	<ol style="list-style-type: none"> 1. That to perform a drop shot my body must be sideways on with my racket leg backwards. I will make contact with the shuttlecock when it is high in the air at approximately 2 o'clock. When I make contact with the shuttlecock my back leg should follow through. The shuttlecock should travel downwards and land in the forecourt. 2. <u>Perform</u> a drop shot that outwits the opponent in a <u>conditioned game</u> 	<p>To be able to jump off a trampoline with both feet and to successfully land on a raised surface on both feet without using hands to support.</p>
<p>Students to use a map to identify locations and answer a series of questions. To use map references to navigate and <u>identify</u> a series of questions</p>	<ol style="list-style-type: none"> 1. Single game rules are long and thin court markings on a serve, then the court remains long and thin for the shuttlecock to be in. Double game rules are short and wide court markings on a serve, then the whole court for the shuttlecock to be in. 2. Understand the singles/doubles game rules and independently officiate <u>competitive games</u> 	<ol style="list-style-type: none"> 1. To identify three shapes and demonstrate one shape off a raised platform. 2. Pike - straight legs (together) in front of the body, toes pointed and lean forwards to touch toes 3. Straddle - legs straight and wide apart, pointed toes 4. Tuck - knees together tucked into chest

Year 8 Physical Education - students will study 4 sports this cycle

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

Netball	Rugby	Basketball
<ol style="list-style-type: none"> To select the best pass in conditioned practices from: Chest, Shoulder, Overhead and bounce in the correct environment to outwit an opponent and retain possession. <u>Pass</u> over a variety of distances based on where the opponents are positioned on the court. 	<p>That main types of passes in rugby are the pop, spin, and flat pass. A pass in rugby must be made sideways or backwards. A pop pass is aimed to be 'hung' in the air for a teammate to run onto. To perform a pop pass, hold the rugby ball horizontally in two hands, one at each end of the ball and your fingers spread across the seams. Twist the ball and hands to vertical, releasing the ball slightly to the side and up.</p>	<p>Understanding the three phases of a layup. The different phases are the drive phase (running towards the basket), gather phase (catching the ball and getting ready for shot) and finish phase (lay the ball with gentle touch of the backboard). Perform a layup in conditioned games.</p>
<ol style="list-style-type: none"> Knowing that footwork can result in a turnover to the opposing team and to select whether to plant both feet on the ground or to plant one foot and pass the ball before your back foot comes forward and touches the ground again to keep the ball moving quickly. Pivoting will be beneficial to help me change direction and create space. To <u>perform</u> correct footwork in conditioned practices 	<p>That by performing the following will ensure I tackle safely in isolated walking & jogging practice: Perform a ring of steel around opponent's thighs (squeezing hard), bending knees, leading with shoulder, staying low and lifting opponent slightly to make opponent off balance, pushing slightly to the side or back to push them over. Fall safely by bending at the ankles and knees, dropping sideways onto knee > hip > shoulder.</p>	<ol style="list-style-type: none"> Shooting – knowing different techniques of shooting- bank shot (technique – shooting off the back board), set shot (technique – bent elbows/knees for balance, eyes on the hoop, extension through the body, follow through is a flick of the wrist to create backspin). Jump shot (technique – same as set shot with a jump at the end of the follow through phase). <u>Deciding</u> what shot is best to make at certain points in <u>conditioned games</u>
<ol style="list-style-type: none"> To practice shooting accurately from a variety of positions within the shooting D. With holding the ball above my head with bent elbows and then extending at the elbows to release the ball up towards the hoop, to practice shooting off balance due to location of the pass meaning we may have one foot off the ground. <u>Know</u> the teaching points for shooting and perform these in conditioned practices with more pressure on the shooter. 	<p>That by performing a ruck successfully, isolated opposed practice, I will need to be over a team member (who has the ball placed on the floor) to protect the ball from the opposing players. Opposing players will join on top of the floor player, where I should have my head and shoulders no lower than their players hips. I hold a strong position to hold that opposing player off until a player (scrum half) retrieves the ball from the ground and plays it off.</p>	<ol style="list-style-type: none"> Basketball/Handball- Passing and triple threat – to understand the term triple threat is to be able to pass, dribble and shoot. So, receiving the ball should always be with two hands. To <u>perform</u> the skills of triple threat in conditioned games.
<ol style="list-style-type: none"> That offside is where a player is in the incorrect area of the court resulting in a free pass. To recall and understand the role of each position and where on the court a position can go. To know the offside rule and where all 7 positions can go in conditioned gameplay practices. 	<p>An arrowhead is an attacking formation which consists of students forming an inverted V-shape in relation to the ball carrier when attacking. To commit players, I need to cover ground by running and using agility to successful pass an attacker. Apply arrowhead formation in opposed & active defensive lines (tag).</p>	<ol style="list-style-type: none"> Basketball/Handball – low block/ half court press formation- Sitting back and defending the spaces to not allow the opposition near the basket/ goal. <u>Understanding</u> the defending tactic of low block/half court press in <u>conditioned game</u>
<p>That by creating space by constantly moving will deceive and outwit the opponent so that my team can retain possession to keep control of the game. To apply previously learned skills into conditioned gameplay.</p>	<p>Use a defensive line confidently in evolving open play. That a straight-line formation when defending is effective. To be disciplined in defence the command 'Ready, ready, up' or 'hold, hold, go' is used. This means that the team communicate effectively to one another to time their squeeze and high press as a unit.</p>	<p>Attacking through dribbling and engaging defenders. Keep head up when dribbling, alternative hands, when possible, consistently bouncing the ball, if the bounce has stopped, students can take up to 2 steps before the ball has to be released (passed or shot). Handles of the ball changing direction with the ball to outwit defenders.</p>

Year 8 Cycle 2 Religious Studies: 'For a Muslim the only essential belief is the Oneness of Allah (tawhid).' Evaluate this statement.

Careers linked to topics we study this cycle are historian, teacher, interfaith dialogue specialist, sociologist, community worker

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> Muslims believe in tawhid which means the oneness of God Tawhid is the core belief in Islam, teaching that Allah is the only deity worthy of worship and that He has no partners Surah 112:1-4 explains that God is eternal and nothing can be compared to him 	<ol style="list-style-type: none"> Explain Muslim belief in the oneness of God Use sources of wisdom to explain belief in God
2	<ol style="list-style-type: none"> Muhammad (pbuh) was born in Makkah (now in Saudi Arabia) around the year 570 CE into the Quraysh tribe Orphaned at a young age, he was raised by his grandfather and later by his uncle. He was known for his honesty and earned the nickname "Al-Amin," meaning "the trustworthy." At the age of 40, Muhammad (pbuh) began receiving revelations from Allah (God) through the Angel Jibreel 	<ol style="list-style-type: none"> Explain the historical figure of the prophet Muhammad (pbuh) Explain the setting into which the Qur'an was received Give my own view about the prophet's (pbuh) religious experience
3	<ol style="list-style-type: none"> The Belief in Angels (al-Mala'kah) is the second article of faith in Islam. Muslims believe that Allah created Angels from light to serve Allah. The angel Jibreel is the most important angel who delivered The Qur'an to Muhammad (pubh) Other angels include the Al-Kiram - the noble angels who record human behaviors - and Al Kafibum: - 'The Writers' who record the fate of every individual. 	<ol style="list-style-type: none"> Explain an Islamic understanding of angels Use sources of wisdom to explain Muslim belief in angels Explain how belief in angels influences Muslims
4	<ol style="list-style-type: none"> The Qur'an is the holy book of Islam which was revealed to Prophet Muhammad by Angel Jibril Muslims treat the Qur'an with respect e.g. by washing their hands before touching it The Qur'an is the direct word of Allah and contains teachings about how people should live their lives, for example do not lie and treat your parents with respect The Qur'an is broken up into surahs (chapters) and ayahs (verses) The importance of the Qur'an is seen in Islamic calligraphy art 	<ol style="list-style-type: none"> Explain key facts about the Qur'an Explain how the Qur'an is structured Recognise how Arabic calligraphy is used in sacred art Explain the importance of the Qur'an to Muslims
5	<ol style="list-style-type: none"> The 5 pillars are 5 practices which 'hold up' and support Muslim faith The 5 pillars of Islam include, for example Salah: The performance of the five daily prayers, which serves as a direct link between the believer and Allah, promoting discipline and spirituality, and Zakat: The giving of alms, typically 2.5% of savings, to the needy, emphasizing social justice and community support. 	<ol style="list-style-type: none"> Explain the importance of the 5 pillars to Muslims Explain how the 5 pillars link to Muslim beliefs Evaluate which of the 5 pillars is most significant

Year 8 Cycle 2 Religious Studies: 'For a Muslim the only essential belief is the Oneness of Allah (tawhid).' Evaluate this statement.

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> During Ramadan, Muslims do not eat or drink from dawn to sunset, and they spend time praying and reading the Qur'an, especially on Laylat Al-Qadr, known as the Night of Power. Ramadan lasts for 29 or 30 days and is based on the moon's cycles; it helps Muslims learn self-control and understand the struggles of the poor, but children and sick people do not have to fast. Muslims eat a meal called suhur before dawn to get energy for the day and break their fast with iftar at sunset, usually starting with dates and water before enjoying a bigger meal with family and friends 	<ol style="list-style-type: none"> Explain how Muslims fast during Ramadan Explain how this practice link to Muslim beliefs Evaluate the importance of fasting during Ramadan to Muslims
7	<ol style="list-style-type: none"> At the end of a month of fasting, Muslims celebrate Eid. It is a festival where Muslims celebrate being able to 'break' the fast. Muslims are not only celebrating the end of fasting but thanking Allah for the help and strength that he gave them throughout the previous month to help them practice self-control. It also brings the Ummah (community) together 	<ol style="list-style-type: none"> Explain how Muslims celebrate Eid Ul-Fitr Explain how this practice links to Muslim beliefs Reflect on the impact of celebrating Eid Ul-Fitr to individuals and communities
8	<ol style="list-style-type: none"> Hajj is a special journey to Mecca that Muslims try to make once in their lives. Pilgrims walk around the Kaaba, visit holy sites, pray, and throw stones to symbolise rejecting evil This journey, which honours the actions of Prophet Ibrahim, brings Muslims closer to God and ends with a big celebration called Eid-ul-Adha 	<ol style="list-style-type: none"> Explain the significance of Hajj as one of the 5 pillars Reflect on the personal and community impacts of religious pilgrimages and what they mean to believers
9	<ol style="list-style-type: none"> A thesis statement is where I explain the main body of my argument. Evidence is required as a supporting detail to my main argument. A concluding statement is one in which I summarise my whole argument 	<ol style="list-style-type: none"> Plan my Knowledge essay coherently
10	<p>Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!</p>	
11	<ol style="list-style-type: none"> Jihad in Islam means striving or struggling, often to be a better person or help others. There are two types: Greater Jihad, which is the personal effort to improve oneself, and Lesser Jihad, which involves defending one's community under strict conditions 	<ol style="list-style-type: none"> Explain the two different types of Jihad Reflect on when Lesser Jihad might be acceptable
12	<p>Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.</p>	

Character Education Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Influence	The power to change how someone thinks or behaves.	Friends can influence your choices, so choose them wisely.
2	Respect	Treating someone with care and valuing their feelings and rights.	We show respect by listening when others are speaking.
3	Identity	The way you see yourself, including your personality, beliefs, and background.	Your identity is what makes you unique and special.
4	Confidence	Believing in your own abilities and decisions.	Practising your speech can help build your confidence .
5	Exclude	To leave someone out on purpose.	It's unkind to exclude others from games or conversations.
6	Support	To help or encourage someone.	Good friends support each other during tough times.
7	Opportunity	A chance to do something or achieve a goal.	Joining a club is a great opportunity to learn new skills.
8	Responsibility	Being trusted to do what is right or expected.	It's your responsibility to complete your homework on time.
9	Conflict	A serious disagreement or argument.	Talking calmly can help solve a conflict with a friend.
10	Motivation	The reason or desire to do something.	Setting goals can give you motivation

Character Education Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Anti-social behaviour	Actions that harm or upset others or the community.	Vandalism is a type of anti-social behaviour that damages public spaces.
2	Puberty	The time when your body and emotions change as you grow into an adult.	During puberty , it's normal to feel more emotional or confused.
3	Peer pressure	When people your age try to influence your decisions.	Peer pressure can make it hard to say no, even when you want to.
4	Gender norms	Expectations about how people should act based on their gender.	Gender norms can stop people from doing what they truly enjoy.
5	Consent	Giving clear and voluntary permission for something to happen.	Consent means you can say yes or no, and change your mind at any time.
6	Stereotypes	Oversimplified ideas about people based on things like gender or race.	Stereotypes can be harmful and unfair to individuals.
7	Neglect	Not giving someone the care or attention they need.	Neglect can affect a person's health and emotional wellbeing.
8	Inclusion	Making sure everyone feels welcome and valued.	Inclusion means inviting everyone to join in, no matter their differences.
9	Transferable skills	Skills that can be used in many different situations or jobs.	Teamwork and communication are important transferable skills .
10	Addiction	A strong and harmful need to regularly do or have something.	Addiction to vaping can harm your health and be hard to stop.

Year 8 Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Media	A blanket term that refers to the digital and published forms through which we receive our news, entertainment and information.	The media , including newspapers, TV, and websites, played a crucial role in keeping the public informed about the latest developments in the pandemic
2	Empower	Make (someone) stronger and more confident, especially in controlling their life and claiming their rights.	Having school council meetings makes young people feel empowered because they have a chance to voice their opinions.
3	Advocate	Publicly recommend or support.	They were a powerful advocate for the importance of arts education.
4	Convey	Make (an idea, impression, or feeling) known or understandable.	The message conveyed a sense of urgency.
5	Champion	Vigorously support or defend the opinion of.	He championed the rights of the working class and the poor.
6	Vehement	Showing strong feeling; forceful, passionate, or intense.	They were a vehement supporter of Oxford United.
7	Vociferous	Expressing or characterized by passionate opinions; loud and forceful.	The protestors were vociferous as they screamed outside of the government building.
8	Perception	A belief or opinion, often held by many people and based on how things seem.	The media's extensive coverage of the candidate's accomplishments shaped the public's perception , creating a favourable image of their qualifications.
9	Protest	A statement or action expressing disapproval of or objection to something.	Thousands of people gathered in the city centre to peacefully protest against racial injustice
10	Influence	The capacity to have an effect on the character, development, or behaviour of someone or something.	Her persuasive and passionate speech had a profound influence on the community, inspiring many to take action.

Year 8 Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Ethos	The character or emotions of a speaker or writer that are expressed in the attempt to persuade an audience.	To gain an audience's trust, the speaker must use ethos to show how ethical, experienced and credible they are.
2	Pathos	The means of persuasion that appeals to the emotions of an audience.	Her speech was rich in pathos and left the audience with tears in their eyes.
3	Logos	To appeal to the audiences' sense of reason or logic.	The audience was won over by the speaker's use of logos ; his cool display of logic and reasoning was well researched and supported with scientific evidence.
4	Rhyme	To use words that have the same final sound.	Very few words rhyme with orange.
5	Anaphora	The repetition of a word or phrase at the beginning of successive clauses or sentences.	Martin Luther King famously used anaphora to repeat the phrase "I have a dream" in his speech which
6	Stanza	A group of lines within a poem, similar to a paragraph within prose.	The first stanza of the poem introduces us to the misguided lovers.
7	Hyperbole	The use of exaggerated statements which aren't meant to be taken literally as a rhetorical device or figure of speech.	During the hurricane, it seemed as though the hyperbole , "raining cats and dogs", was almost accurate.
8	Tone	The author's attitude and feelings toward a certain topic, which is revealed through their word choice.	The writer's tone was playful, with a hint of sarcasm.
9	Metaphor	Making a non-literal comparison by directly relating one thing to another unrelated thing.	The song used sunshine as a metaphor for joy.
10	Simile	A figure of speech which compares one thing to another using 'like' or 'as'.	Similes often make use of hyperbole or exaggeration, for example he ran as fast as lightning.

Maths Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Standard form	Standard form is a special way of writing numbers: a number between 1 and 10, multiplied by a power of 10.	The number 4830 expressed in standard form is 4.83×10^3
2	Circumference	The distance around the outside of a circle.	The circumference of the circle in this example is 16π cm
3	Trapezium	A 2D shape with four sides, where one pair of sides are parallel.	The area of a trapezium can be calculated using the formula $(a + b) \times h \div 2$
4	Venn Diagram	A diagram which uses circles to show what belongs to different categories.	You can use a Venn diagram to show how many people like pizza, pasta, or both.
5	Pictogram	A way of representing data, where pictures are used to show how many there are of something.	On this pictogram , the number of apples sold are represented by pictures of apples. One picture of an apple represents 4 apples sold.
6	Frequency	The number of times something happens.	On a test, 4 students got full marks, so "full marks" has a frequency of 4.
7	Range	The difference between the biggest and smallest values. This measures how spread out data is.	Data with a bigger range is more spread out.
8	Median	The middle value of a sorted list of numbers. If there are two "middle numbers", the median is the number halfway between them.	The median of 1, 3, 5, 7, 8, and 11 is 6, because 6 is halfway between 5 and 7.
9	Outlier	A value that is very different from most of the other values in a set of data.	The score of 12% was an outlier , compared to the rest of the class.
10	Gradient	How steep a line is.	The gradient of the road was very steep.

Maths Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Corresponding Angles	When two parallel lines are crossed by another line, the angles in matching corners that make an "F" shape are called corresponding angles.	Angle ABC is 70° because it is corresponding to another 70° angle.
2	Alternate Angles	When two parallel lines are crossed by another line, the angles in matching corners that make a "Z" shape are called alternate angles.	Angle BAC is 80° because it is alternate to another 80° angle.
3	Co-interior Angles	When two parallel lines are crossed by another line, the angles between the parallel lines that make a "C" shape are "co-interior angles".	Angles X and Y sum to 180° because they are co-interior angles .
4	Interior Angle	An angle inside a shape, where 2 sides meet.	The sum of interior angles of a triangle is 180° .
5	Exterior Angle	An angle formed between a shape's side, and a line extended from the next side.	The sum of exterior angles of a polygon is 360° .
6	Sector	A "pie-slice" part of a circle - the area between two radiuses and the arc of a circle.	I cut my pizza into eight sectors
7	Arc Length	The distance along an arc, a fraction of the circumference.	The arc length of a semi-circle is half the circumference of the full circle.
8	Line Graph	A graph with points connected by lines, which can be used to show how something changes over time.	The line graph showed that the average temperature got colder each year.
9	Frequency Polygon	A graph used to show frequencies in certain groups. Points must be drawn in the middle of each group on the x-axis.	The frequency polygon showed that there were more people aged 10-14 than people aged 30-34.
10	y-intercept	The point where a graph crosses the y-axis.	The y-intercept of $y = 2x + 5$ has coordinates (0, 5).

ART Y8 C2 – Food Glorious Food: Curriculum Dictionary: Tier Two Words 25-26

Topic	Word	Definition	In a sentence:
1	Process	The steps or actions taken to create an artwork, from planning to the final piece.	The process of making a clay pot includes shaping, drying, and painting it.
2	Experimentation	The action or process of trying out new media, materials, ideas, methods, or activities.	It was a period of innovation and experimentation with new decorative techniques.
3	Observation	Carefully looking at something to notice all the details, which helps when drawing or creating art.	Good observation skills helped him draw the cat's fur with lots of detail
4	Theme	The main idea or message of an artwork, like nature, love, or adventure.	The theme of her artwork was all about food.
5	Evaluation	Looking at an artwork to decide what's good, what's not, and how it can be improved.	After I finished my painting, I did an evaluation to see what parts I liked and what I could do better next time
6	Response	The way you react or feel about a piece of art, like what it makes you think or feel	My friend's response to my drawing was a big smile, so I knew she liked it!
7	Opinion	What you personally think or feel about an artwork, whether you like it or not, and why	Her opinion was that abstract art is fun because you can use your imagination
8	Imagery	The pictures, symbols, or visuals used in art to express ideas or tell a story.	I used bright colors and lots of animal imagery in my artwork to make it look like a jungle
9	Exploration	Trying out different art styles, materials, or ideas to discover something new	My exploration of watercolors helped me figure out how to blend colors to make a sunset
10	Technique	A special way of doing something in art, like how you paint, draw, or sculpt to make your work look a certain way	I learned a new technique for drawing fur that made my cat look super fluffy

ART Y8 C2 – Food Glorious Food: Curriculum Dictionary: Tier Three Words 25-26

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

Computer Science Year 8 – Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Declarative	A command that makes a clear statement	Computer language must be declarative , so that the commands executed are unambiguous.
2	System	A collection parts that work together to do a more complex task.	Our school uses an attendance system to record and track lesson attendance.
3	Logic(al)	the decision-making process used in programming and writing algorithms.	Software is the logical part of a computer system – it controls what the hardware does, but software needs hardware to run on.
4	Manual	A work process a person carries out	Manual repetition in code is carried out by copying and pasting code.
5	Component	A part of a larger whole	The CPU has 3 components : ALU; CU and registers.
7	Fetch	To retrieve.	The CPU will fetch one instruction at a time from RAM.
8	Decode	To translate binary code into a command instruction.	The CPU will decode the binary instruction so it knows what to do.
9	Execute	To carry out a command or an instruction.	The CPU will execute the binary instruction after it has been decoded..
10	Digit	A single symbol, representing a numeric value	1024 is a 4- digit denary number with digits 0, 1 2 and 4
11	Arithmetic Expansion	Writing out the digits multiplied by their place values	1010(2) expands to $1 \times 8 + 0 \times 4 + 1 \times 2 + 0 \times 1$ which is 10
12	Subtraction method	Keep subtracting the largest place values until the entire number is the sum of the binary place values	$12 = 12 - 8 = 4$.. So 12 in binary is $8 + 4$ or 1100(2) as 4-bits or 0000 1100(2) as 8-bits.

Computer Science Year 8 – Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Algorithm	A list of instructions that solves a problem.	A recipe is an algorithm people follows, but it is not a program.
2	Data	The raw facts input into an information system.	The teacher registered the class by inputting their attendance data .
4	Iteration	The for loop is python's counting iteration command.	The code shown will iterate 4 times and draw a square. <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: 20px;"> <pre>for n in range(4): t.fd(100) t.rt(90)</pre> </div>
5	CPU	Central Processing Unit.	The role of the CPU is to carry out the FDE Cycle
7	Byte	An 8-bit binary number	A byte is an 8-BIT binary number and can represent 0..255 only.
8	Integer	Integer or int() is a whole number	12 is an integer or int() data type
9	Float	A decimal point number	. 12.0 and 12.5 are floating point or float() data types
10	String	String or text – a message in quotes, like "hello"	Strings must be in matching single or double quotes.
11	RAM	Random Access Memory.	RAM holds active program DATA and INSTRUCTIONS and the OS (Operating System).
12	Bus	A collection if wires connecting the CPU to RAM	The DATA bus carries INSTRUCTIONS into the CPU from RAM during the Fetch part of the FDE Cycle.

DRAMA Y8 C2 Curriculum Dictionary: Tier Two Words

Topic	Word	Definition	In a sentence:
1	Tension	A growing sense of expectation within a drama.	I felt anxious, there was lots of tension in the scene.
2	State	The particular condition that someone or something is in at a specific time.	The scales of tension got higher and higher.
3	Soundscape	A mixture of different sounds that are heard in a particular location.	We combined sirens, people talking, cars beeping to create a city soundscape .
4	Proxemics	How close or near you are to others on stage.	The close proxemics between the characters showed that they were friends.
5	Pause	A moment of silence in a piece of Drama.	Nobody spoke for a few seconds, there was a dramatic pause .
6	Cliffhanger	A scene that ends at the point of climax.	The episode ends with an exciting cliffhanger .
7	Irony	When the audience knows something that a character doesn't know.	There was a sense of irony , we knew the boy was about to make a tragic discovery.
8	Climax	The moment with the highest point of tension in a scene.	The climax takes place halfway through the play.
9	Anti-climax	When the tension has reached its highest point and then suddenly drops.	We never found out what was in the box – it was such an anti-climax!
10	Suspense	A feeling of uncertainty about what is going to happen next.	She told the story slowly, to keep us in suspense .

DRAMA Y8 C2 Curriculum Dictionary: Tier Three Words

Topic	Word	Definition	In a sentence:
1	Audience	The group of people who watch a performance.	The audience applauded the performance.
2	Jacques Lecoq	The French director who created the states of tension.	Our work was inspired by Jacques Lecoq .
3	Volume	How loud or quiet something is.	We increased the volume by making it louder.
4	Blocking	The process of planning your movement on stage	I planned my blocking to make sure I could be seen and heard on stage.
5	Silence	The complete lack of sound.	The scene started in silence .
6	Anticipation	The action of waiting for something expected to happen.	I anticipated a happy end to the story.
7	Flashback	A scene that takes the story back in time from the current point.	There was a flashback that showed the night before.
8	<i>The Dumbwaiter</i>	A play written in 1957 by Harold Pinter.	I performed a scene from <i>The Dumbwaiter</i> .
9	Rehearse	To practice for a public performance.	The group made a plan to rehearse .
10	Evaluate	To form an opinion on something based on its successes.	We evaluated our work to discuss what could make it even better.

Design and Technology Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	User	A person who uses or operates something	The product was designed to meet the needs of the end user .
2	Aluminium	Aluminium is a light silvery grey coloured metal. It has a symbol of AL and an atomic number of 13.	Aluminium was used for the litter picker because it is light in weight and self finishing.
3	Lever	A rigid bar resting on a pivot, used to move a heavy or firmly fixed load with one end when pressure is applied to the other.	A screwdriver was used to lever the lid off a tin of paint.
4	Pivot	The central point on which a mechanism moves.	The see saw pivots in the middle and two people sit at either end.
5	Jig	A device that holds a piece of or enables identical components to be produced.	A jig was used to ensure all parts folded were 90 degrees.
6	Function	To work or operate in a specific way to solve a problem or meet a need.	The function of the litter picker is to retrieve items from the floor without bending.
7	Effort	A force exerted by a machine or person.	Very little effort was required to cut the wire with a pair of side cutters.
8	Load	A weight or source of pressure	The load was easily lifted using a lever.
9	Tapping	Cutting a thread in something to accept a screw.	The tapping of the hole allowed the screw to turn easily.
10	Rust	A reddish- or yellowish-brown flaking coating of iron oxide that is formed on iron or steel by oxidation.	Applying paint to the steel prevented it from rusting .

Design and Technology Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Target Market	A particular group of consumers at which a product or service is aimed	The potential target market for the product is people who are in the age range of 18 - 30
2	Non Ferrous	A metal that does not contain iron	Non ferrous metals are self finishing and do not require a coating.
3	Rivet	A short metal pin for holding together two plates of metal, its headless end being beaten out or pressed down when in place.	The handle of the litter picker is fixed to the body with rivets .
4	Mechanical Advantage	The advantage gained by the use of a mechanism in transmitting force.	Lifting a tin lid off with a screw driver requires very little effort due to mechanical advantage gained using a lever.
5	Fulcrum	The pivot about which a lever turns	The fulcrum on a see saw is in the middle.
6	Tension	The state of being stretched tight.	The strings on a guitar are under tension . The higher the tension the higher the note.
7	Performance	The capabilities of a machine, product, or vehicle.	The litter picker's performance will work better if all moving parts move easily.
8	Counter Sink	Enlarge and bevel the rim of a drilled hole so that a screw can be inserted flush with the surface.	When using countersunk rivets you must countersink the hole to allow them to sit flush.
9	Ergonomics	An applied science concerned with designing products to ensure they are user.	The ergonomically designed pen features a shaped rubber grip to provide comfort for the user.
10	Anthropometrics	Anthropometrics is the practice of taking measurements of the human body and provides data that can be used by designers.	Anthropometric data was used to calculate the length of the litter picker for an average human being.

Year 8 Food Technology Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Cross-contamination	The process by which harmful bacteria spread from one substance to another.	Always store raw food in at the bottom of the fridge to prevent cross-contamination .
2	Food allergy	A condition where the body's immune system reacts unusually to specific foods. It can cause a range of symptoms and even be life-threatening.	The most common food allergies are milk, eggs, fish, tree nuts, peanuts, wheat and soybeans.
3	Vegetarian	A vegetarian does not eat meat, but eggs and dairy products are allowed.	A vegetarian can still enjoy eggs and milk for breakfast.
4	Provenance	The origins of our food such as where it has been grown, raised or caught.	Food provenance provides us with an understanding of how our food has been produced and transported.
5	High biological value protein	Animal protein	High biological value protein examples include chicken, beef and fish.
6	Calories	A measure of how much energy food or drink contains	A pizza is high in calories but low in nutrients, so we should only consume in moderation.
7	Preservatives	Chemical substances that help lengthen the shelf life of food	Candies, jellies and jams use sugar as the main preservative .
8	Life stages	The phases from birth to death through which we develop and grow	The key life stages include pregnancy, infancy, childhood, adolescence and adulthood.
9	Food waste	The food was originally produced for human consumption but then was discarded.	Leftovers from a meal and expired food are avoidable food waste .
10	Organic	Not using artificial chemicals in the growing of plants and animals.	Consumers often choose organic foods because they are safer due to the lack of additives and preservatives.

Year 8 Food Technology Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Danger temperature zone	Bacteria grow most rapidly between 5°C to 63°C.	Food poisoning bacteria rapidly grows at danger temperature zone .
2	Food intolerance	A long-term condition where certain foods cause someone to feel unwell and have a range of symptoms; it is usually not life-threatening	A food intolerance doesn't involve the immune system. For example, lactose intolerance is caused by not having enough of the enzyme lactase to break down lactose (natural sugar in milk). Milk allergy is our immune system overreacting to the protein in milk.
3	Vegan	A vegan strictly does not eat any animal products at all, including eggs and dairy products	Even though honey is not meat, it is an animal product and so is avoided by vegans .
4	Etiquette	Good or proper behaviour/ manners	If you practice proper etiquette , you are less likely to offend or annoy people.
5	Low Biological value protein	Plant protein	Low biological value protein examples include nuts, seeds and beans.
6	Cholesterol	A fatty substance in blood	High levels of cholesterol can increase your risk of heart disease.
7	Anti-oxidants	Molecules that can help your body fight off harmful free radicals linked to health conditions like diabetes and cancer	Berries, green tea, coffee, and dark chocolate are renowned for being good sources of antioxidants .
8	Chronic disease	A health condition that is persistent in its effects or a disease that comes with time.	Heart disease, cancer, and diabetes are the leading chronic diseases nowadays .
9	Food security	Having physical and economic access to sufficient food to meet dietary needs for a healthy life.	The COVID-19 pandemic has threatened the food security of millions of people worldwide.
10	Carbon footprint	The amount of greenhouse gases released by an activity, process or action.	Private jets produce five to 14 times more carbon footprint per passenger than commercial flights.

Geography Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Climate	The average weather conditions over 30 years.	The climate of the UK is mild and wet.
2	Pressure	The force applied to something.	Atmospheric air pressure is the force exerted on the Earth's surface by the weight of the air.
3	Excess	An amount of something that is more than necessary.	A heatwave can cause excess deaths.
4	Condense	To change from a gas to a liquid.	When moist air rises and then starts to cool, it condenses and clouds form.
5	The Tropics	The region of Earth's surface that is closest to the Equator is called the tropics. Two imaginary lines (Tropic of Cancer and Tropic of Capricorn) that circle the globe mark the boundaries of the tropics.	It is very warm at the Tropics .
6	Elevation	The height above sea level.	If you are at the top of a mountain, you have a high elevation .
7	Erosion	The breaking down of something.	Hydraulic action is an example of an erosional process.
8	Velocity	The speed at which the water in the river is flowing, measures in metres per second.	The velocity of a river increases as you go downstream as there is less friction.
9	Commercial buildings	Buildings used for businesses rather than homes.	The centre of a city has more commercial buildings.
10	Resilient	Able to cope with challenges.	Property level resilience involves making a house more able to cope with floods or recover more quickly after.

Geography Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Climate graph	A climate graph displays yearly temperature and precipitation statistics for a particular location. Temperature (°C) is measured using the numbers on the left-hand side of the chart and is displayed as numbers. The precipitation is shown as bars and measured using the numbers on the right-hand side.	A climate graph is a visual way of displaying information on the climate of an area.
2	Air mass	A large volume of air that is mostly the same temperature and moisture.	Polar continental air masses bring cold dry air.
3	Heatwave	A prolonged period of abnormally hot weather.	The UK experienced a heatwave in July 2022.
4	Precipitation	Water released from clouds in the form of rain, freezing rain, sleet, snow, or hail.	There is increased precipitation in the winter in the UK.
5	Tropical Storm	Tropical storms are an area of low pressure with winds moving in a spiral around the calm central point called the eye of the storm. Winds are powerful and rainfall is heavy.	Tropical storms are called typhoons in Asia.
6	Source Mouth	The source of a river is where it starts. The mouth of the river is where it reaches the sea.	The source is much higher up than the mouth of the river.
7	Bedload	The material carried by a river by being bounced or rolled along its bed.	The bedload is angular and large in the upper course of a river.
8	Upper course Middle course Lower course	The upper course is the section at the beginning of the river, nearest the source. The middle course is the second stage of a river, where the land is flatter and the river wider. The lower course is where the land is flat and the river is at its widest.	The upper, middle and lower course of a river are all very different.
9	Confluence	The point at which two or more rivers join.	Oxford is at the confluence of 5 rivers.
10	Hard engineering Soft engineering	A hard engineering approach involves building structures, such as flood walls or embankments, to protect the river from flooding. A soft engineering approach works with natural processes.	Hard engineering is generally more expensive than soft engineering .


































Year 8 History Cycle 2 - The Changing Face of Asia: History Curriculum Dictionary: Tier Two Words

Topic	Word	Definition	In a sentence:
1	dynasty	a line of hereditary rulers of a country	The Tudors were a major dynasty in English history.
2	successor	a person or thing that comes after another.	Akbar was the successor to Humayun.
3	civil war	a war between citizens of the same country.	Humayun's poor leadership led to multiple Civil Wars in the Mughal empire.
4	heir	a person legally entitled to the property or rank of another on that person's death	Humayun was Babur's heir and took the throne upon his death.
5	architecture	the art or practice of designing and constructing buildings	The Mughals were famed for their brilliant architecture , such as the world-famous Taj Mahal.
6	intolerance	unwillingness to accept views, beliefs, or behaviour that differ from one's own	Aurangzeb's rule was famous for its religious intolerance .
7	succeed	take over a throne, office, or other position from.	Many nations attempted to succeed from the Mughal empire during Aurangzeb's rule, and that of his children. This weakened the Mughal Empire significantly.
8	Merchants	a person or company involved in trade, especially one dealing with foreign countries or supplying goods to a particular trade.	Many European merchants saw an opportunity to make vast sums of wealth from trading in India.
9	monopoly	the exclusive possession or control of the supply of or trade in a commodity or service.	By the 1800's the EIC had a monopoly on trade in India, as they were the only company allowed to buy and sell goods there.
10	massacre	an indiscriminate and brutal slaughter of many people.	To try and keep control of India the British carried out many massacres of the local people.

Year 8 History Cycle 2 - The Changing Face of Asia: History Curriculum Dictionary: Tier Three Words

Topic	Word	Definition	In a sentence:
1	Mughals	a member of the Muslim dynasty of Mongol origin	The Mughals were the dominant family in India from the early 1500's till the mid 1700's.
2	Rajput	a member of a Hindu military caste	Akbar made many alliances by marrying the daughters of the Hindu Rajput's .
3	Sultanate	a state or country governed by a sultan	Babur famously won the battle of Panipat against the Lodi Sultanate .
4	Persian	a native or inhabitant of ancient or modern Persia (or Iran), or a person of Persian descent.	The Mughals faced a major threat from the Persian empire towards the end of the 1600's/beginning of the 1700's.
5	sacking	the pillaging of a town or city.	Delhi was sacked by the Persian empire in 1739.
6	EIC (East India Company)	a major British company that once controlled major parts of the Indian subcontinent	The British decided to gain a foothold in India by asking the EIC to set up a trade post there.
7	Nawab	a native governor during the time of the Mughal empire.	The Mughal empire was too big to be run by one individual. As a result the emperor appointed Nawab's to oversee his empire.
8	Sepoys	an Indian soldier serving under British or other European orders.	The EIC hired many Sepoy's to fight their battles in India as it was cheaper and more effective than sending European troops.
9	Mutiny	an open rebellion against the proper authorities, especially by soldiers or sailors against their officers.	The Indian people revolted against the EIC in 1857 in an event known as the Indian Mutiny .
10	British Raj	the rule of the British Crown on the Indian subcontinent	Following the events of the Indian Mutiny the British government took direct control of the Indian subcontinent. This period was known as the British Raj .
11	Unequal treaties	the name given by the Chinese to a series of treaties signed during the 19th and early 20th centuries, between China, various Western powers, and also with Japan.	After losing the Opium Wars China was forced to sign the Unequal treaties with the major European powers, the USA and Japan.

French/German/Spanish Key sounds

French				German				Spanish			
1  voiture	2  oui	3  douche	4  lunettes	 Jo-Jo	 Vogel	 Wildwassersport	 Zickzack				
5  oiseau	6  jeu vidéo	7  violon	8  éléphant	 Haus	 Freund	 Eis	 Biene				
9  nez	10  danser	11  montagne	12  question	 Bär	 Löwe	 Tür	 Mäuse				
13  Ça va?	14  serpent	15  lapin	16  natation	 Buch	 Schlange	 Spitzbart	 Sterne				

French/German/Spanish Key Terms and Word Classes

Word class	Definition
Verb	A word that describes an action. The original form is called the infinitive . We need to conjugate verbs (change the verb) depending on the subject of the verb. We can use a verb in the first person (to talk about ourselves) or the third person (to talk about others).
Proper noun	Naming word for particular places, people or things.
Common noun	Naming words for people, places, animals, things or ideas. They can be masculine, feminine or plural (or neuter-German only).
Adjective	A word which describes a noun.
Adverb	A word which describes a verb (how/when/how often/how much).
Pronoun	A word used in place of a noun.
Connective/conjunction	A word used to join a sentence or clause (part of a sentence) together.
Preposition	A word which shows us a relationship between 2 nouns. Often used to show locations.
Tense	Tells us when an action takes place (past/present/future).
Article	The word 'the' or 'a/an'. Can be masculine, feminine or plural (or neuter- German only).
Cognate	A word that is similar to English and has the same meaning.
False friend	A word that is similar to English but does not have the same meaning.

MUSIC Y8 C2 Curriculum Dictionary: Tier Two Words

Topic	Word	Definition	In a sentence:
1	Major and Minor Scales	Commonly used scale in Western music, each scale is created with 7 notes	A scale is notes ascending and descending in the melodic line.
2	Phrase	A passage of music which has an obvious start and end. A musician uses a phrase to give the music shape.	The phrase was beautifully articulated by the viola
3	Antecedent and Consequent	A question and answer phrase	Classical composers loved using antecedent and consequent phrasing
4	Accompaniment	The supporting musical part	Our school orchestra accompanied the famous singer
5	Broken Chord	A broken chord where the notes are played in succession. Also known as an arpeggio .	We practised the broken chords above the bass line
6	Alberti Bass	An accompaniment figure consisting of broken chords	The harpsichord played an alberti bass
7	Classical Composers	Composers who lived in the time period 1730-1820	I love exploring the work of classical composers
8	Sonata	A three section structure, beloved of classical composers	The student performed his flute sonata perfectly.
9	Symphony	The work written for an orchestra, typically in four movements.	Mozart's 'Jupiter' Symphony is my favourite
10	Musical literacy	Being able to read, write, and understand music.	With musical literacy , I can look at a piece of sheet music and know exactly how to play it on the flute.

MUSIC Y8 C2 Curriculum Dictionary: Tier Three Words

Topic	Word	Definition	In a sentence:
1	Motif	A small musical idea-melodic or rhythmic	Beethoven constructed his symphonies from small motifs
2	Binary form	A two section work: A/B with two contrasting sections.	Binary form is a favourite choice of many Baroque composers
3	Ternary form	A three section work: A/B/A where the music returns to the first section.	Ternary form is one of the most popular musical forms and sounds musically satisfying due to the return to the main theme.
4	Rondo form	A multi section theme which contains lots of new material. A/B/A/C/A/D/A/E/A	Mozart wrote many pieces in Rondo form as they allowed him to show off his compositional talents.
5	Monophonic texture	A single line of music	The opening of Bach's Brandenburg Concerto no 5 mvt 3, is monophonic .
6	Homophonic texture	Music characterised by the accompaniment moving in the same rhythm as the melody.	The opening of Beethoven's Pathetique sonata is homophonic .
7	Polyphonic texture	Many musical voices which interweave and have independent musical lines	The composers of Notre Dame in the 13th Century wrote wonderful choral polyphony
8	Imitation	The copying or echoing of a musical idea in another part.	Clara Schumann used imitation to create a musical dialogue between the parts.
9	Antiphony	The echoing or copying of one group by another	Monteverdi created an antiphonal structure by using two choirs in his church of St Mark's, Venice.
10	Legato	A smooth technique to playing a line	The right hand line of the piano part was legato

Physical Education Curriculum Dictionary: Tier Two/Three Words

Topic	Word	Definition	In a sentence:
X country	1. Pacing/pace	Pacing is setting an adequate speed that is a manageable speed for a specific distance	When running a long distance, I make sure I pace myself so I can finish the race without stopping
	2. Navigate	plan and direct the course of a ship, aircraft, or other form of transport, especially by using instruments or maps	I will navigate the map to get to the lower gym.
	3. Collaboratively	Working together with two or more people/in a group	I work collaboratively to give feedback to my group
	4. Map Reference	a set of numbers and letters specifying a location as represented on a map.	I will use the map reference to locate the town hall.
	5. Identify	establish or indicate who or what is.	I want to identify where to go.
Badminton	1. Chasse	A move in badminton to change direction with ease and speed.	I will chase forward.
	2. Backhand flick serve	a deceptive serve that's hit toward the back of the service box, requiring the opponent to jump to reach it	I will use my backhand flick serve to start the next rally.
	3. Drive	Fast shot exchanged horizontally right across the net.	I will drive the shuttle hard over the net
	4. Drop shot	A shot where the shuttlecock is hit softly so that it lands on the court just after clearing the net	I will attempt to land my drop shot close to the net.
	5. Smash	A smash is an attacking shot in badminton	I performed a smash in badminton to win the game
Gymnastics	1. Mirroring	Performing movements that create a mirror image of each other	Within our sequence we performed mirroring, so we performed movements that mirror each other
	2. Cannon	Where pupils perform the same movement one after the other	We performed our sequence using cannon
	3. Aesthetically pleasing	something that is visually attractive or beautiful and evokes a positive, pleasing sensation	Our teaching said that our gymnastics performance was aesthetically pleasing
	4. Trampoline	A small, square trampoline used for training basic trampolining skills	We used a trampoline to jump onto a raised surface in gymnastics
	5. Pike	A gymnastics body position used in jumps with the body bent forward at the waist with the legs kept straight	The student chose to jump off the box in a pike shape

Physical Education Curriculum Dictionary: Tier Two/Three Words

Topic	Word	Definition	In a sentence:
Netball	Bounce pass	This is a pass that hits the ground between the passer and receiver	A bounce pass is a useful way of passing the ball into the D
	2. Overhead pass	This is a pass that is performed like a throw in, in Football	An overhead pass is used to pass over opposition players
	3. Turnover	A change of possession through result of offence being broken	I did a footwork foul which resulted in a turnover
	4. Pivot	To change direction of the player by turning on the spot without lifting the foot.	To change direction in netball when holding the ball I perform a pivot
	5. Outwit	To outwit the opponent by trying to make them believe an action or movement	To Outwit the defender I can run away from the ball and then back towards it so the defender follows me out, creating space
Rugby	1. Spin pass	A pass where the ball spins in the air as it is thrown between teammates.	The player performed a spin pass to give the ball to a teammate
	2. Flat pass	A pass that travels in a direct horizontal trajectory between teammates.	The player performed a flat pass to give the ball to a teammate
	3. Scrum half	A player who retrieves the ball from the scrum/ruck	The scrum half received the ball from the scrum and passed it out
	4. Agility	The ability to change direction quickly.	When running the player showed great agility .
	5. Disciplined	Performing a technique in a control way.	The defend were well disciplined when in the defensive line.
Basketball	1. Layup	A one-handed shot made from near the basket, especially one that rebounds.	The player ran through on the basket and scored two points with a layup shot.
	2. Bank shot	A shot where the ball hits the backboard before going into the hoop	The player scored two points with a bank shot
	3. Dribble	A way of travelling with the ball in Basketball using our hands to bounce the ball whilst moving.	The player moved into the opposition half by using their ability to dribble the ball.
	4. Half court press	This is a defensive strategy where the defending team do not put pressure on the ball until the opposition reach the halfway line.	The defending team applied a half court press strategy in the second quarter of the game.
	5. Engaging	Where a player moves towards the opposition player to put pressure on the ball.	The defender is engaging the attacker who is dribbling the ball towards them.

Religious Studies Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Oneness	The idea that there is only one God in Islam.	Muslims believe in the oneness of God, meaning there is just one creator of everything.
2	Revelation	A message or knowledge shared by God with a prophet.	The Quran is believed to be a revelation given to the Prophet Muhammad.
3	Angel	A spiritual being who serves and delivers messages from God.	Muslims believe that the angel Jibreel brought messages from God to the prophets.
4	Direct	Straightforward and without anything in between.	Many people try to have a direct relationship with God through prayer.
5	Pillar	A basic rule or important part of a belief or system.	There are five pillars of Islam that guide how Muslims should live their lives.
6	Fast	To not eat or drink for a certain period as a religious practice.	During Ramadan, Muslims fast from sunrise to sunset each day.
7	Break	To stop or pause, often to end something like fasting.	Muslims break their fast each evening with a meal called iftar during Ramadan.
8	Pilgrimage	A special journey to a holy place for religious reasons.	Muslims try to make a pilgrimage to Mecca at least once in their lives.
9	Struggle	A difficult effort or challenge, often to do what is right.	Many people face an inner struggle to make good choices every day.
10	Concluding	Coming to an end or finishing something.	I finished my argument with a concluding statement.

Religious Studies Curriculum Dictionary: Tier Three Words

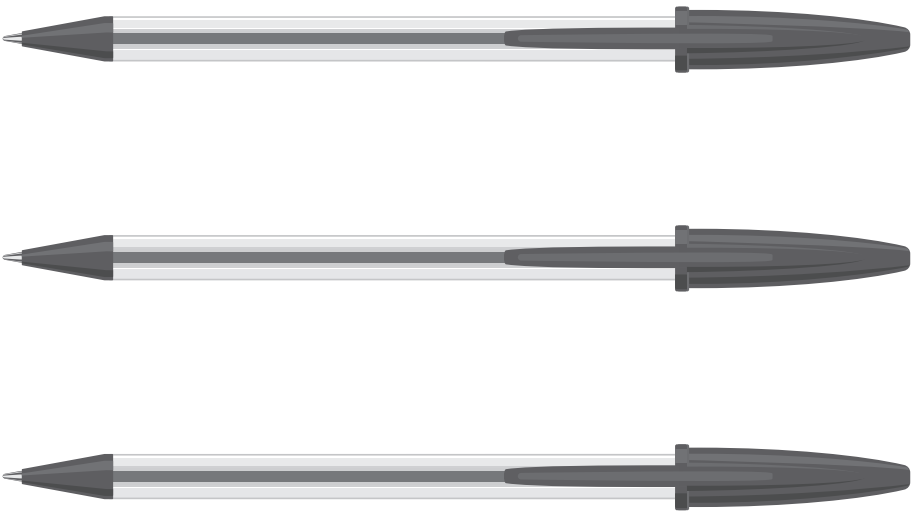
Week	Word	Definition	In a sentence:
1	Tawhid	The belief in the oneness and unity of God in Islam.	Tawhid is an important part of Muslim faith, meaning that there is only one God.
2	Al-Amin	A title meaning "the trustworthy," used for Prophet Muhammad.	The people of Mecca called Prophet Muhammad " Al-Amin " because they trusted him completely.
3	Al-Mala'kah	The Arabic word for "angels" in Islam.	Muslims believe that Al-Mala'kah , or angels, are created by God to carry out His commands.
4	Surah	A chapter in the Quran, which is the holy book of Islam.	The first surah in the Quran is called Al-Fatiha, and it is often recited in prayers.
5	Shahadah	The declaration of faith in Islam, stating belief in one God and Muhammad as His prophet.	Saying the Shahadah is one of the five pillars of Islam and shows belief in Islam.
6	Laylat Al-Qadr	Known as the "Night of Power," it is believed to be the night when the Quran was first revealed.	Muslims pray and seek forgiveness on Laylat Al-Qadr , one of the holiest nights in Ramadan.
7	Ummah	The global community of Muslims.	Muslims around the world consider themselves part of the Ummah , supporting one another.
8	Hajj	The pilgrimage to Mecca that Muslims aim to complete once in their lifetime.	During Hajj , Muslims from all over the world gather in Mecca to perform special rituals.
9	Jihad	The effort or struggle to follow God's path, which can be an internal or external effort.	Some Muslims see everyday self-improvement as part of their personal Jihad .
10	Thesis statement	A sentence that summarizes the main idea or purpose of an essay or paper.	Her thesis statement clearly explained the main point she wanted to prove in her essay.

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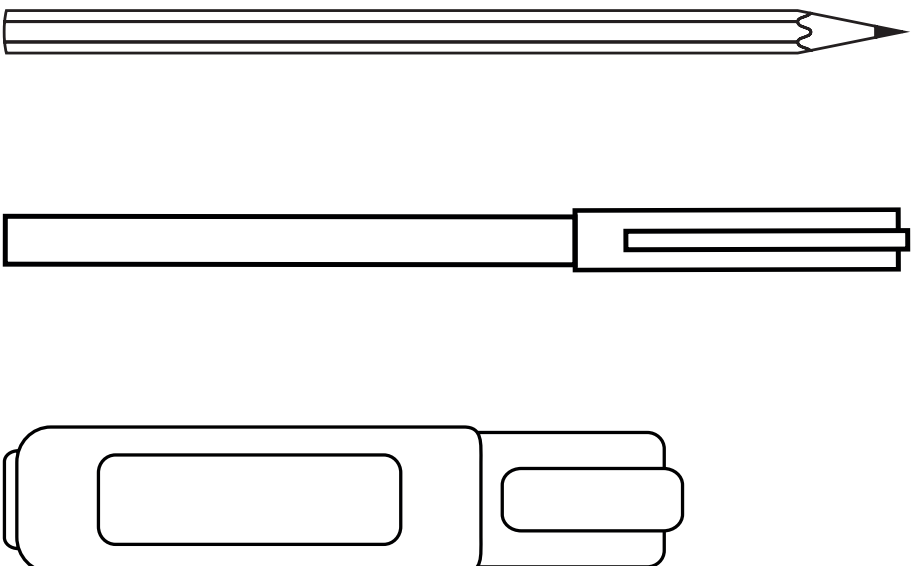
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Tools for Learning

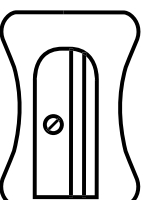
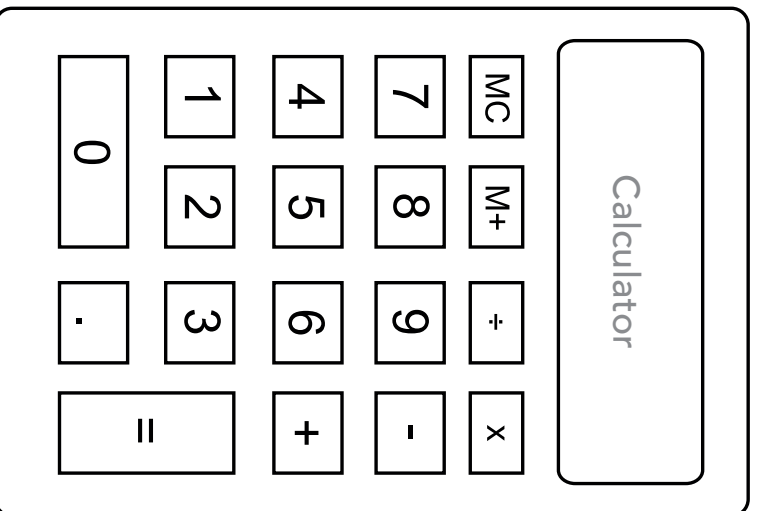
All equipment is available to purchase from the Reprographics Department



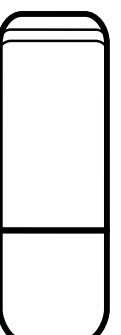
Black, Blue & Purple Pens



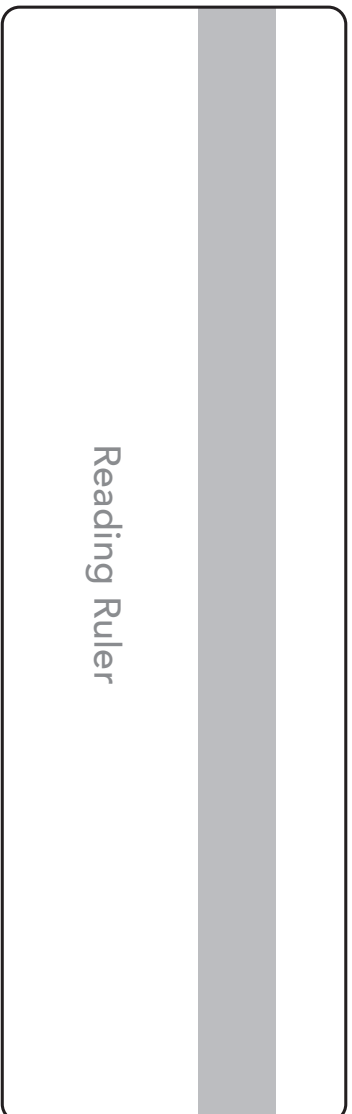
Pencil, Whiteboard Pen & Highlighter



Pencil Sharpener



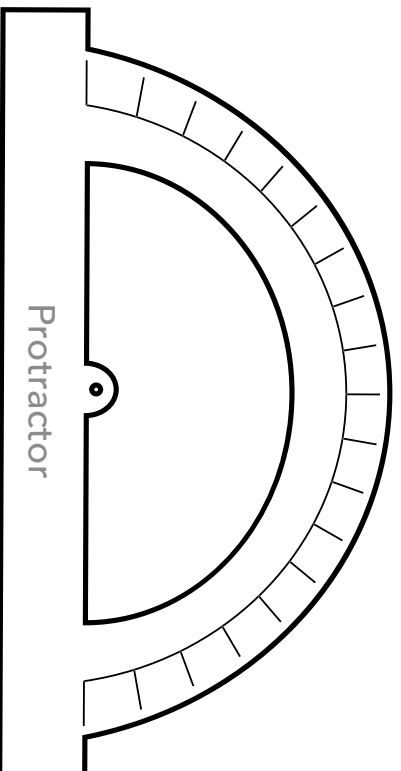
Eraser



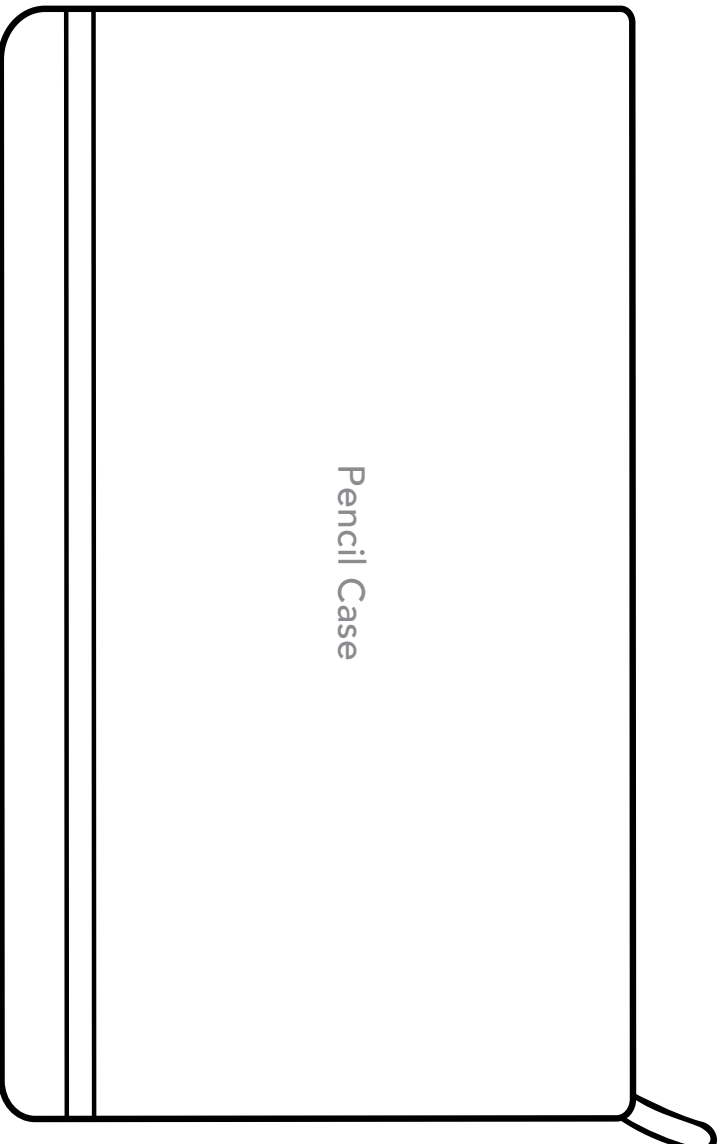
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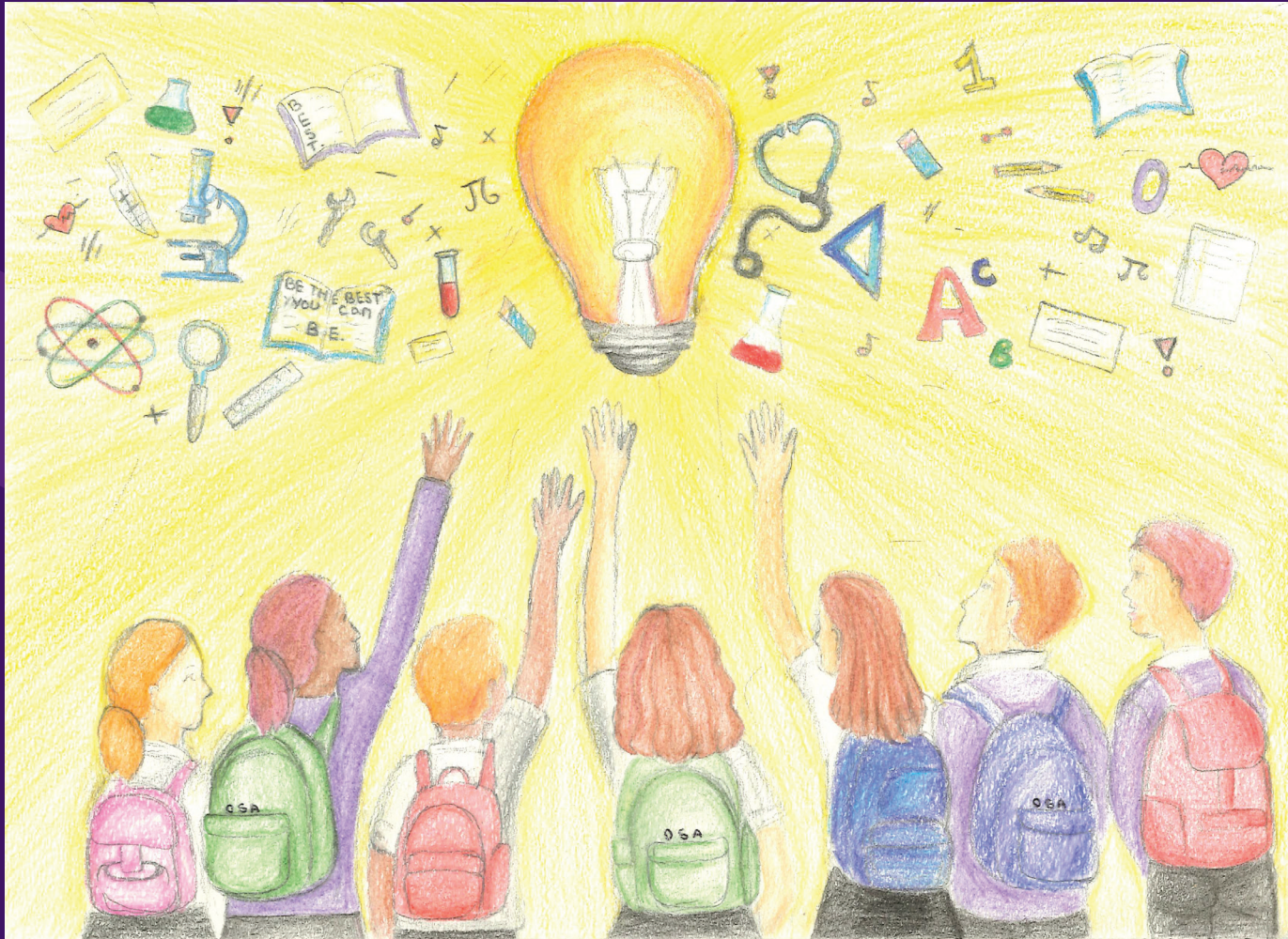
Protractor



Pencil Case



30cm Ruler



Scholars Guide Competition Winner - Sarah Farhoud

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