

The Scholar's Guide

The **OSA** Way

Year 8
Cycle Three

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					

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

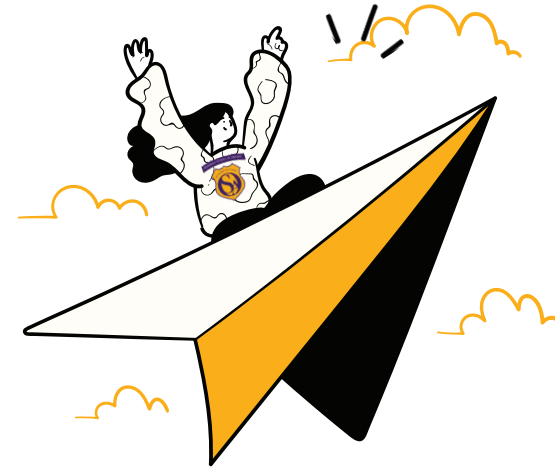
8:30am
The Late Bell goes at 8:30am
Students will be directed to the late tutor room
Lateness logged on Bromcom

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**

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	

ATTENDANCE MATTERS

Week 1		Week 7	
Week 2		Week 8	
Week 3		Week 9	
Week 4		Week 10	
Week 5		Week 11	
Week 6		Week 12	



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

Week	Theme of the week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Water safety	23rd March	24th March	25th March	26th March	27th March
		Year 10 Human Geography Trip High School Musical – School Production	High School Musical – School Production	Year 10 Human Geography Trip Open Doors Event for Student Council High School Musical – School Production	Year 8 & 13 Parents Evening	
Easter Holiday						
2	Celebrating cycle 2 achievements	13th April	14th April	15th April	16th April	17th April
3	Responsibility in the community	20th April	21st April	22nd April	23rd April	24th April
		Year 10 Human Geography				
4	Enrichment and honours	27th April	28th April	29th April	30th April	1st May
				Junior Mathematical Challenge Y7 & Y8 Open Doors Event Student Council	Year 10 Parents Evening	
5	Role models	4th May	5th May	6th May	7th May	8th May
		Bank Holiday				
6	Healthy families	11th May	12th May	13th May	14th May	15th May

Scholars Calendar

Week	Theme of the week	Monday	Tuesday	Wednesday	Thursday	Friday
7	Careers	18th May	19th May	20th May	21st May	22nd May
			Y10 Geography trip to the beach	Y10 Geography trip to the beach		
Half Term						
8	Communicating boundaries in relationships	1st June	2nd June	3rd June	4th June	5th June
				Timi London Day		
9	Self esteem	8th June	9th June	10th June	11th June	12th June
		Junior Kangaroo (Maths Challenge)				
Assessment Week						
10	Summer safety choices	15th June	16th June	17th June	18th June	19th June
			Timi Forum			
11	Pride	22nd June	23rd June	24th June	25th June	26th June
				Open Doors Event Student Council	Year 6 Transition Days	Year 6 Transition Days
Super Teaching Week						
12	Community safety	29th June	30th June	1st July	2nd July	3rd July
						(5th – 10th July) Strasbourg & Freiburg) (4th-5th July DofE Bronze Practice Expedition)

Year 8 Pastoral Team



Ms Scott
Head of Year



Ms Barker
Deputy Head of Year



Ms Robbins
Pastoral Leader



Mr Buswell
SLT Link



Ms Hughes
Director of Behaviour and Inclusion



Mr Boyd
Behaviour Support Manager



Ms Coley
SENDCO



Ms May
EDI Lead



Ms Baker
Designated
Safeguarding Lead



Ms Henry
Deputy DSL



Ms Richardson
Deputy DSL

Year 8 Tutor Team



Mr Ramage



Ms Shuttleworth



Mr Wakefield



Ms Mol



Mr Sagar



Mr Winter



Ms Tongue



Ms Barker



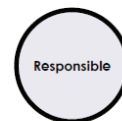
Ms Dix



Ms Key

THE OSA WAY

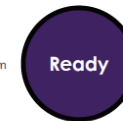
We are always...



- Attending restoratives with teachers
- For our own learning
- For being kind & respectful towards every member of our community



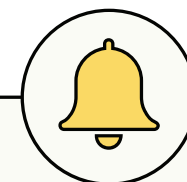
- In the lesson
- In the House System
- Working towards School Honours



- In Uniform
- With Equipment
- Distraction Free

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.

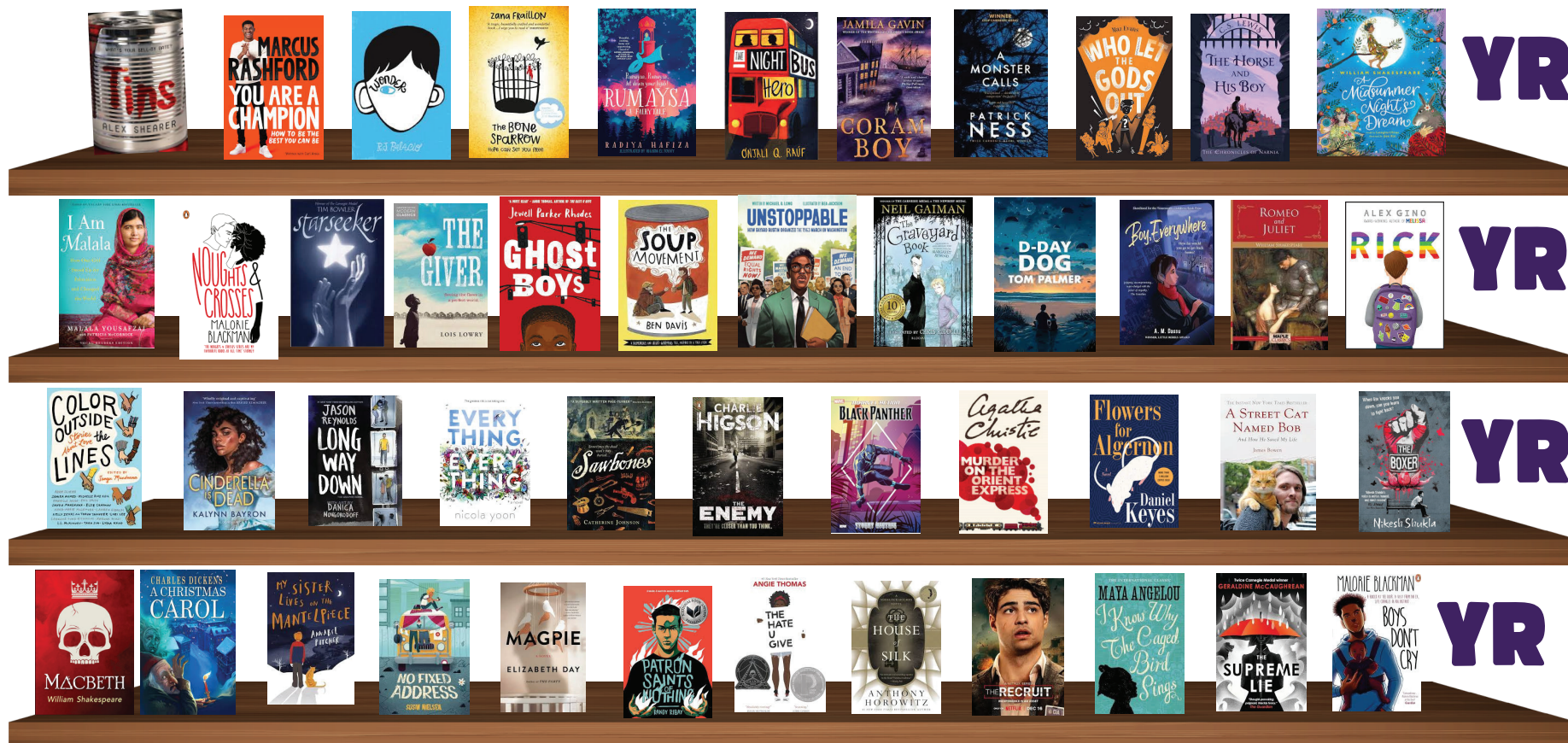
Consent - to give permission or approval prior to a decision or action being taken

My trusted adult is:



READING LIBRARY

You will need your reading rulers everyday!



**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.

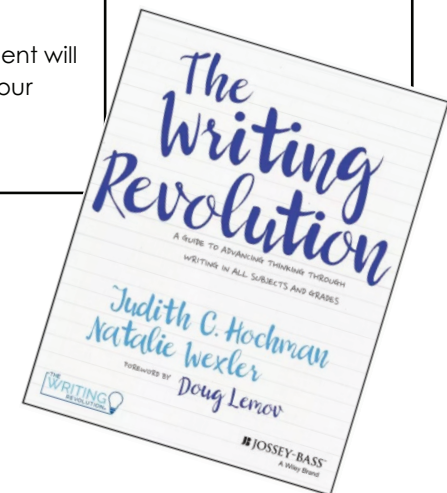
At Spires we have invested time and training using the research from 'The Writing Revolution' (J.Hochman) in order to create 'The Knowledge Essay' which year 7-9 will complete at the end of each cycle.

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 lessons.

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	<i>Here your argument will be a replica of your thesis statement.</i>	





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.

1st Reminder [R1]

Could be verbal or a visual cue from the teacher or adult in the room.



2nd Reminder [R2]

2nd Reminder [R2] - the member of staff will come and privately tell you that you have a R2
This is logged on Bromcom = -2 points



3rd Reminder [R3]

Reset (in classroom or different location)
Restorative afterschool



Reset [R3]: Lesson removal

*In exceptionally rare circumstances students are removed from the classroom due to persistent disruption, safety, or disrespect.
Parents, carers will be contacted.
Students will be expected to attend a Restorative after school.*

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



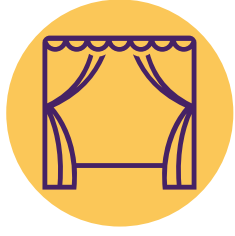
Art: Collect Equipment



History: 5 Bums on a Bench



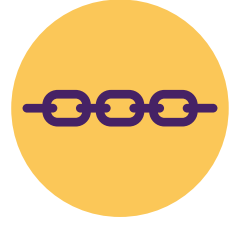
History: CHOPAR



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



OSA DETENTIONS

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

Late to School Detention [R2] When:

Break 1

Where: Theater

Who: Mr. Shallaby

A detention for students who arrived late to school, missing tutor.

Students receive a late detention if they arrived to school between 8:30 - 9:00

U-Code Detention [R3]

When: 3:00 - 3:30

Where: Canteen

Who: Mr. Shallaby

A detention with Mr. Shallaby for students who arrive very late to school, missing tutor and some lesson time.

Students receive a U-Code detention if they arrive at school after 9:00.

U codes have a negative impact on your attendance score!

After-School Detention [R3]

When: 3:00 - 3:45

Where: Canteen

Who: Pastoral Leads

A 30-minutes detention to reflect on incidents from the day. Staff will often come to this detention to speak to the student to ensure this behaviour does not continue.

Students receive a restorative if:

- They were **on-called** from a lesson that day
- **Truanted** any lesson that day

Standards Intervention

When: 3:00 - 4:00

Where: The Theatre, Monday

Who: Ms. Hughes & SLT Team

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

Students receive a Standards Intervention if they receive 15 or more negative points on Bromcom last week.

Negative points are earned from: being late to school, being late to lessons, using your phone, 2nd reminder, poor uniform, defiance, missing equipment or breach of the school's hands-off policy.

Escalation or failed: If you miss two of any of these detentions

SLT Detention

When: 3:00 - 5:00 **Where:** The Theatre **Who:** Ms. Hughes & SLT Team

A two-hour detention after school on Wednesdays led by the Senior Leadership Team. **Student receive an SLT if: they missed two of any of the above detentions, they missed the SPARX homework extended deadline, or if they did not attend their standards detention.**

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



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!

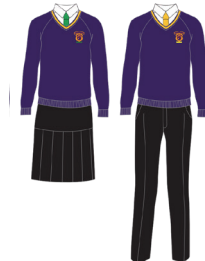
Any year group

- **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 Character Education Cycle 3

Careers linked to topics we study this cycle are Police officer, social worker, Firefighter, paramedic, therapist, financial advisor, accountant, digital forensic investigator

Week	I will need to know:	So that I can:
1	- To be successful in Cycle 3, I need to ensure my timetable is copied into my scholar's guide with the correct rooms. I must ensure I have my scholar's guide out at the start of every lesson, come to school with correct equipment and uniform and ensure I am always punctual. I should actively participate in lessons, house events and school enrichment opportunities and ensure I am respectful and kind in my words and actions. - Public online spaces are areas like social media platforms or forums where anyone can see what you post. Private online spaces are places like direct messages, private groups, or even the dark web, but even these can be shared or screenshotted.	Best the best I can be and fulfil my potential Understand how online actions have consequences.
2	- Sharing material online can lead to embarrassment, bullying, or even legal trouble if it's shared without permission. Once something is online, it can be copied, saved, and spread without your control. - Websites often share personal data to make money through advertising or to track what users like and do. This can lead to targeted ads or even your information being sold to other companies.	Keep myself safe online Prevent myself from hurting others online.
3	- People may offer gifts, money, or friendship to trick others into doing things like carrying drugs or stealing. This is a form of exploitation and can lead to serious consequences for the person being used. - Grooming often starts with someone being overly kind, giving gifts, or trying to isolate you from others. They may ask you to keep secrets or make you feel special to gain your trust before doing something harmful.	Identify signs of exploitation and keep myself and others safe.
4	- Radicalisation is when someone is influenced to adopt extreme views, often through online videos, messages, or in-person conversations. Young people may be targeted by groups who pretend to be friendly or offer a sense of belonging. - You can stay safe by talking to a trusted adult, avoiding suspicious websites, and reporting anything worrying to a teacher or through school safeguarding systems. If something feels wrong, it's important to speak up.	Identify signs of extremism and keep myself and others safe.
5	- Young people in the UK have rights like education, safety, and freedom of expression. They also have responsibilities to follow the law, respect others, and help keep their community safe. - Laws protect people by making sure everyone is treated equally and fairly, such as laws against discrimination, theft, and bullying. For example, the Equality Act protects people from unfair treatment, and laws against vandalism help keep public spaces safe. They help create a safe and respectful society for everyone.	Be a respectful and good citizen. Understand the role myself and others have in ensuring a fair society.
6	- When someone breaks the law, they may be arrested, fined, or taken to court depending on the seriousness of the crime. Breaking the law can also affect your future opportunities and relationships. - You can contribute by being kind, helping others, and standing up against unfair behaviour. Respecting rules and encouraging others to do the same helps build a positive environment.	
7	- Antisocial behaviour is when someone acts in a way that harms or upsets others, like vandalism, bullying, or being disruptive in public. It goes against the values of respect and safety. - People may act antisocially due to peer pressure, boredom, or wanting attention. It's harmful because it makes others feel unsafe, damages property, and can lead to serious consequences.	

Year 8 Character Education Cycle 3

Week	I will need to know:	So that I can:
8	1. You can make informed decisions when buying things by comparing prices, checking reviews, and asking yourself if you really need the item. It's also helpful to set a budget and avoid impulse buying. 2. A budget is a plan for how to spend and save your money. It helps you avoid overspending and makes sure you have enough for important things.	Be sensible and informed in having, spending and saving money.
9	1. Spending more than you have can lead to debt, stress, and missing out on future opportunities. It can also make it harder to afford things you really need. 2. Advertising and influencers can make products look more exciting or necessary than they really are. They often encourage impulse buying or promote expensive brands that may not be worth the cost.	
10	1. 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	1. Alcohol can affect how people think, feel, and act—it may lower self-control, increase risk-taking, and lead to poor decisions. It can also make people more emotional or aggressive. 2. Legal drugs like alcohol and tobacco are allowed by law but still have health risks. Illegal drugs, such as cannabis or cocaine, are banned and can lead to serious legal and health consequences.	I can stay safe and protect my physical wellbeing.
12.1	1. To keep yourself safe when out in the community you should stay with trusted people, keep your phone charged, avoid risky areas, and don't share personal information online. Always let someone know where you're going and trust your instincts. 2. If you feel uncomfortable somewhere and want to discreetly leave you can say you need to make a phone call, go to the toilet, or meet someone else. Find a safe place and contact a trusted adult if you need help.	
12.2	1. For water safety: swim in supervised areas, wear life jackets, and never dive into unknown water. For fire safety: keep away from open flames, follow BBQ rules, and know how to call emergency services. 2. To report harmful behaviour, you should speak to a trusted adult, teacher, or use anonymous reporting tools like school safeguarding systems. Remember, it's never your fault and asking for help shows strength.	

Year 8 English Cycle 8: Comparison. Write an essay comparing of perspectives in *Of Mice and Men* and an extract.

Careers linked to the topics we study this cycle can include things like journalism, law, social work, teaching, psychology, history, writing, and human rights advocacy, as these roles involve analysing texts, comparing perspectives, and exploring the voices and experiences of marginalised groups.

Week	I will need to know:	So that I can:
1	1. The Great Depression was a period in the 1930s marked by severe economic hardship, widespread unemployment, and poverty following the 1929 stock market crash. 2. The Dust Bowl devastated American farmland through drought and poor farming practices, forcing many families to migrate in search of work and survival. 3. The four steps to reciprocal reader include prediction, clarify, questioning, summarise.	1. Explain contextual factors that influenced the text. 2. Use reciprocal reader to read an extract for meaning.
2	1. At the beginning of the novel, we learn that George is intelligent and protective while Lennie is physically strong but mentally vulnerable, and that their close companionship sets them apart from other migrant workers. 2. An inference is a conclusion reached on the basis of evidence and reasoning. 3. We can infer that George and Lennie share a sybiotic relationship built on loyalty and dependence, as George protects and guides Lennie while Lennie offers George companionship and emotional support.	Make inferences about George and Lennie's relationship.
3	Steinbeck highlights the struggle of migrant workers in Chapter 1 by presenting George and Lennie as constantly on the move, with no permanent home or security, which reflects the instability of migrant life during the Great Depression .	1. Explain the experiences of migrant workers in 1930's America. 2. Begin to compare experiences of migrant workers.
4	Curley's aggressive behaviour demonstrates how those with perceived power assert dominance over weaker workers, while the Boss's authority is reinforced through fear and control rather than respect.	1. Analyse the power dynamics of characters on the ranch. 2. Compare perspectives and viewpoints of characters in the novella to an extract.
5	1. Steinbeck presents Curley's wife as a lonely and marginalised character who is often viewed through the male gaze, meaning she is described mainly in terms of her appearance rather than her thoughts or voice. 2. Her flirtatious behaviour and desire for attention reflect her isolation on the ranch, while the lack of a personal name reinforces her low status and lack of identity within the male-dominated hierarchy.	Write a comparative essay about the different viewpoints presented in an extract from "Of Mice and Men" and a contemporary extract.

Year 8 English Cycle 8: Comparison. Write an essay comparing of perspectives in *Of Mice and Men* and an extract.

Week	I will need to know:	So that I can:
6	1. Steinbeck presents tension in Chapter 3 during the confrontation between Curley and Lennie. Curley's aggressive and pugnacious behaviour creates an atmosphere of threat, while Lennie's physical strength, which he cannot fully control, makes the situation unpredictable. 2. The violent fight escalates the tension and reinforces the unstable hierarchy on the ranch.	1. Explain how Steinbeck builds tension. 2. Compare perspectives and viewpoints of characters in the novella to an extract (disability).
7	1. Steinbeck presents Crooks as a marginalised and isolated character whose experiences expose the racism and cruelty of 1930s American society. Through his physical separation from the other men and the derogatory language used against him, Steinbeck highlights how racial prejudice denies Crooks companionship and dignity. However, Crooks is also shown to be intelligent and perceptive, using his loneliness to critique the false promises of the American Dream and reveal the emotional damage caused by systematic discrimination.	1. Analyse characterisation of Crooks. 2. Compare perspectives and viewpoints of characters in the novella to an extract (race).
8	1. Lennie is physically responsible for killing Curley's wife, but Steinbeck suggests he is not morally responsible as he does not act with malice or intent; his actions are driven by fear, confusion, and his inability to understand his own strength. 2. Steinbeck presents him as mentally vulnerable and lacking the capacity to foresee consequences, which shifts much of the responsibility onto a society that fails to protect or support him.	1. Analyse characterisation of Lennie. 2. Compare perspectives and viewpoints of characters in the novella to an extract.
9	1. The ending of the novella presents ideas about morality by placing George's final decision in a moral grey area rather than offering a clear answer. 2. By choosing to shoot Lennie himself, George acts out of compassion, believing it is kinder than allowing Lennie to be lynched or imprisoned, which suggests a form of mercy killing.	1. Analyse characterisation of George. 2. Compare perspectives and viewpoints of characters in the novella to an extract.
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 you	
11	To compare is to examine two or more things in order to identify their similarities (and sometimes differences).	Compare perspectives and viewpoints of characters in two extracts.
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 Maths Cycle 3

Careers linked to topics we study in this cycle are engineer, architect, graphic artist, marketing, academia, data scientist, statistician, data analyst, doctor, nurse, interior designer

Week	I will know that:	So that I can: Sparx code
1 Transformations	- To reflect a shape, do one corner at a time, count the number of squares from it to the mirror line, then count the same number of squares on the other side of the mirror line to find where its reflection goes. - To rotate a shape about a point, I need to copy it onto tracing paper, hold my pencil tip on the centre of rotation, then rotate the paper.	- Identify lines of symmetry - Reflect a shape in a mirror line - Rotate a shape about a point M523, M290, M139
2 Transformations	- To translate a shape using a vector, the top number describes horizontal movement, and the bottom number describes vertical movement. - When a shape is enlarged from a centre of enlargement, the distances from the centre of enlargement to the shape are multiplied by the scale factor	- Translate shapes using a given vector - Enlarge shapes using a centre of enlargement M910, M178, M881, U134, M377, M324, U630
3 Forming and solving equations	- On a number line a black circle means $\leq$ or $\geq$. An empty (white) circle means $<$ or $>$. - Solving an inequality is like solving an equation. You can add, subtract, multiply, or divide on both sides until the variable is on its own. - To solve an equation involving brackets, it can help to first expand the brackets, then solve as usual.	- Solve inequalities - Form and solve equations involving brackets M634, M647, M401, M902, M509, M957
4 Forming and solving equations	- To solve an equation like $4x + 1 = 2x + 7$, with the unknown on both sides, I need to rearrange to get all the x's on one side by adding/subtracting, then solve as usual. - Equations can be used to solve real world problems where we need to find an unknown, given by a letter	- Solve equations with the unknown on both sides - Construct and solve equations M118, M554, M957, M830, M322, M960, U606
5 3D shapes	- A prism is a 3D shape with the same shape running through it. - A plan is a view of the shape from the top, an elevation is a view from the side - The surface area means the total area of all the faces of a 3D shape	- Name 2D & 3D shapes - Draw plans and elevations - Sketch and recognise nets - Find surface area for cubes and cuboids U719, U761, U743, U929

Year 8 Maths Cycle 3

Week	I will know that:	So that I can: Sparx code
6 3D shapes	- The volume of a cube or cuboid = height x width x length Volume of a prism = area of cross section x depth 1ml is the same as 1cm³	- Find the volume of cubes and cuboids - Find the volume of prisms - Converting units of volume U786, U174, U468
	• Mid Cycle Assessment	
7 Construction and Congruency	- The locus of all the points a certain distance from a line looks like a stadium, with semi circles at each end of the line Congruence means two shapes are exactly the same size - Congruent triangles must have all 3 sides the same (SSS), 2 sides and the middle angle the same (SAS) or 2 angles and a side the same (ASA)	- Construct triangles - Construct loci - Identify congruence U257, U678, U187, U787, U245, U979, U790, U866
8 Percentages	- To change an amount by a percentage, you need to multiply by a decimal: the multiplier - For an increase of 25%, the multiplier is 1.25 - For a decrease of 15%, the multiplier is 0.85 - To find the original amount before a percentage change, divide the new amount by the multiplier for the original percentage change	- Calculate a percentage change - Increase and decrease an amount by a percentage - Solve reverse percentage problems U773, U671, U286, U278
9 Percentages	- To calculate simple interest, add a percentage of the original amount each time - To calculate compound interest, add a percentage of the new amount each time. To calculate overall total, multiply by (decimal multiplier)_n where n is the number of years	- Calculate with simple and compound interest U533, U332, U988
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 - 12	Super teaching weeks: 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 1-9 and cover any gaps in knowledge.	

Art Y8 C3 – Insects & Minibeasts 25-26

Careers linked to topics we study this cycle are....Graphic Designer, Curator, Fashion Designer, Illustrator, Architect, Ceramicist, Interior Designer, 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.

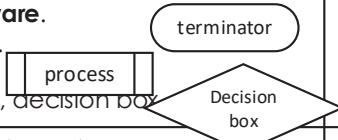
Week	I will need to know:	So that I can:
1 Collage	Different ways to cut up and re-assemble our own and found images to create new ideas and images - Exquisite Corpse .	Create a unique and surreal insect/minibeast by taking various elements from photos and found images/ drawings.
2 Responding to artists	How to draw from my unique collage (Exquisite Corpse) in the style of artist <i>Abby Diamond</i> using biro pen and mark-making. How to create a ground with colourful inks.	Create a drawing that uses focusses on composition and mark-making.
3 Demo mixed-media	How to observe and understand art processes and techniques through demonstration and questioning. The process and techniques of manipulating and layering images such as drawings and photos. Using viewfinders and close-up images to create interesting and individual macro compositions. Draw out composition	Draw out a successful composition that fills an A2 page. Include interesting shapes that can be worked into in various media.
4 Demo mixed-media	Defining shapes with string to differentiate shapes and create barriers	Create a large-scale, mixed-media outcome focussing on <i>shape, texture & colour</i> .
5 Mixed-media piece	How to create relief textures that represent 2D macro butterfly images in a wide range of media and techniques. Demonstration each week of several different approaches/ media / techniques. Including for example: • Paper collage: - Weaving, Quilling, Scrunching, Twisting, Concertina, Spring.	Create a large-scale, mixed-media outcome focussing on <i>shape, texture & colour</i> .
6 Mixed-media piece	How to create relief textures that represent 2D macro butterfly images in a wide range of media and techniques. Demonstration each week of several different approaches/ media / techniques. Including for example: • Oil pastel intaglio	Create a large-scale, mixed-media outcome focussing on <i>shape, texture & colour</i> .

Art Y8 C3 – Insects & Minibeasts 25-26

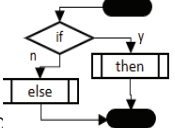
Week	I will need to know:	So that I can:
7 (Gap- Half term) Mixed-media piece	How to create relief textures that represent 2D macro butterfly images in a wide range of media and techniques. Demonstration each week of several different approaches/ media / techniques. Including for example: • Additives / Impasto	Create a large-scale, mixed-media outcome focussing on <i>shape, texture & colour</i> .
8 Mixed-media piece	How to create relief textures that represent 2D macro butterfly images in a wide range of media and techniques. Demonstration each week of several different approaches/ media / techniques. Including for example: • Textured tissue paper	Create a large-scale, mixed-media outcome focussing on <i>shape, texture & colour</i> .
9 Refine Mixed-media piece	How to reflect on own work and use feedback to designate time to refining outcomes. How to effectively annotate work showing understanding and knowledge -WWW / EBI.	Use reflection questions to identify what worked well and how to improve. Act upon reflections to improve work.
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!	
11 Watercolour	How to achieve a skillful composition that fills the page Show an awareness of how watercolours can be used to create tone through colour. Building layers to build up colour and detail.	Create a large-scale watercolour painting building upon prior knowledge about layering and washes and painting techniques.
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	1) Algorithms are lists of instructions that solve a problem. All programs are algorithms, that needs a programming language. 2) Know the short form of the basic turtle commands.	1) Understand that programs can only follow declarative instructions. 2) Understand <i>given program</i> code and be able to modify and extend this code.
2	1) Define an information system as integrated set of components for collecting, storing, and processing data and for providing information. 2) Know that a computer system function as programmable information system.	1) Identify inputs and outputs for a computer system, and describe the processing needed to turn input data into useful information. 2) Plan and solve geometric problems in python turtle independently.
3	1) Computer system requires both hardware and software. 2) Hardware is the physical part of a computer system. 3) Software is the logical part of a computer system. 4) Know the flowchart symbols for terminators, process, decision box. 	1) Identify the hardware and software components of day-to-day computer systems. 2) Describe the logic or decision process carried out by day-to-day computer systems.
4	1) Abstraction is simplifying real life complexity by <i>ignoring unimportant details</i>. 2) All computer hardware is built using the transistor. 3) The logic gates are different abstractions of transistor circuits: AND in Series; + OR in Parallel. 4) Identify the 3 logic gates NOT, AND, OR and their evaluation rules. 5) Repetition in coding is called iteration. 6) The syntax of the for – loop in python: <pre>for n in range(4): t.fd(100) t.rt(90)</pre>	1) Explain how we can abstract a 1p coin. 2) Explain why computers use binary codes (0 or 1) for logic. Abstracting transistors to logic gates makes building and programming computers easier. 3) Apply knowledge of the logical gate rules to predict the output of any gate given any input. 4) Identify manual repetition in code and how translate this into iteration so the code is more efficient. 5) Read and write iteration using the <code>for</code> loop.
5	1) the processing hardware of the computer system is the CPU and RAM. 2) The CPU is connected to RAM by 3 sets of wires called a buses. 3) RAM holds a running program instructions (logic) and data. 4) 3 main CPU components are the ALU, CU and registers 5) The four steps of the Fetch-Decode-Execute Cycle (FDE Cycle) 6) The PURPOSE of the CPU (CU) is to carries out the FDE Cycle. 7) Use a variable in your programs NEXT WEEK IS YOUR MID-POINT ASSESSMENT ON LESSONS 1-5	1) Describe how software and hardware work together to execute_program instructions. 2) Describe how instructions are moved from RAM into the CPU. 3) Explain that RAM only holds programs that are running. 4) Explain the function of the 3 main CPU components and relate this to previous lessons on logic and information systems. 5/6) Describe the four steps of the FDE Cycle in more detail. 7) Continue to understand, modify and extend programs using iteration (for) 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	1) Denary is a normal base 10 number , binary is a base 2 number . 2) A BIT is a binary digit, a nibble is 4-bits and a byte is 8 bits. 3) The 4-bit binary place values 8, 4, 2, 1 4) How to interpret 4-bit binary numbers by inspection. 5) How to display a simple text message or variables using <code>print()</code> . x = 10 print("x is", x)	1) Explain why binary is used by computers to represent numbers. 2) Correctly identify about different size binary numbers. 3) Calculate the 4-bit binary place values 8,4,2,1 4) Count in binary from 0 to 15 and visually be able to read or calculate 4-bit binary numbers. 5) Write simple interactive text based programs.
8	2) The 8-bit binary place values are 128, 64, 32, 16, 8, 4, 2, 1 3) How to decode 8-bit binary numbers using arithmetic expansion . 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)	2) Apply arithmetic expansion to decode 4-bit and 8-bit binary numbers. 3) Correctly type cast input for integer or decimal point numbers. 4) Integers are used to store whole numbers, but float is used for decimal point numbers. Strings are usually messages in single or double quotes.
9	1) To encode denary to 8-bit binary to use the subtraction method . 2) The arithmetic expressions used in code: o + addition o - subtraction o * multiplication o / - division (always a float()) 3) How to identify program inputs and outputs. x=input() print("x is", x)	1) Apply the subtraction method to encode any denary number 0..255. 2) Write assignment calculation statements 3) Understand, modify and independently write simple input, process, output programs.
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!	
	1) The selection instruction is if 2) The binary operators: == for equal to != for not equal to 3) The syntax of the if else instruction  <pre> if test : then statement(s) else : else statements(s) </pre>	1) Apply == for testing is equal to and != for testing not equal to . 2) Read, understand and interpret simple programs requiring logic (a decision process). 3) Modify, extend and independently write simple programs logical statements requiring == (equal to) or != (not equal to) decisions.
11	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 8 Drama Cycle 3 – Texts in Practice: Shakespeare

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

Week	I will need to know:	So that I can:
1 Introduction to Shakespeare	- William Shakespeare was an English actor, poet and playwright who was born in 1564. - Lots of Shakespeare's plays were performed in The Globe theatre, in London. - Theatres at that time had different seating or standing spaces that depended on class and wealth.	Understand the social and historical context that Shakespeare was writing and performing his plays in.
2 Macbeth	- Macbeth is one of Shakespeare's most famous plays. He becomes increasingly powerful, using any means to get what he wants to try to become king. - Macbeth's ambition leads him to violent and immoral actions.	Develop a deeper understanding of a famous text so I can apply my own interpretation of Macbeth.
3 The Supernatural	- There was less scientific understanding during the Elizabethan era, so people blamed unexplainable events on the "supernatural". Examples of supernatural beings include witches, werewolves, ghosts, fairies etc. - A modern interpretation of the witches in Macbeth should avoid classic 'green skin, pointy hat' ideas to create interest from the audience.	Make independent creative decisions which successfully show my own interpretation of a classic script.
4 Hamlet	- In 'Hamlet', Hamlet's father, the king of Denmark, was murdered by Hamlet's uncle, Claudius. - Hamlet is visited by the ghost of his father who tells him how he died and he decides to get revenge. - The audience should feel haunted by the ghostly presence of Hamlet's father.	Explore a new genre of Drama and consider the message delivered to an audience in a tragedy.
5 Choral movement	- A chorus is a group of actors who perform together as one. - Choral performances were first used in Greek Theatre. - There are two types of choral movement: unison or canon. - We can use choral movement to show the non-human movement of the ghost to haunt the audience.	Practice my ability to work in a team in order to create successful timing, creativity and collaboration skills.

Year 8 Drama Cycle 3 – Texts in Practice: Shakespeare

Week	I will need to know:	So that I can:
6 The Tempest	- A tempest is a violent storm. As there was less understanding of weather causes and science during the Elizabethan times, people blamed extreme weather on the Supernatural. - A soundscape is a combination of sounds to create mood and atmosphere. - These sounds could be created using vocal skills, parts of the body, or physical objects.	Create an appropriate tense atmosphere that adds to the scene I am presenting to an audience.
7 A Midsummer Night's Dream	- Shakespeare used magic and the supernatural to create comedy as well as tragedies. In A Midsummer Night's Dream, love makes all the characters behave in strange ways. The play is set in a magical forest. - Iambic Pentameter was often used in Shakespeare's plays to create a natural, rhythmic, and musical quality to the script.	Develop my understanding of the comedy genre in Shakespeare's theatre with an intention of engaging an audience.
8 Tension	- Tension is what keeps an audience engaged and excited about what is happening in a piece of Drama. - Tension between characters can be created by using eye contact, changing proxemics and increasing volume.	Communicate character relationships through my use of space and interaction with other performers.
9 Performance	Effective rehearsal in drama relies on focus, collaboration, leadership, time keeping and accuracy. A successful team need to speak to each other respectfully and all be committed to participating equally.	Encourage my peers in their performance and recognise others' successes.
10 Assessment	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!	
11	We will watch the National Theatre's production of <i>Macbeth</i> and analyse how their interpretation made the story relevant to a modern audience.	
12 STW	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.	

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.	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	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.	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.	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.	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..	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.	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..	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.	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..	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	- 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.	- 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.	- 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.	- 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.	- 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.	- 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.	- 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.	- 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	- How to generate a structured evaluation of Terms of reference, methodology, findings, conclusion and recommendations. - The differences between qualitative and quantitative data	- 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:
1 Review of food safety	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. - 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.	NO practical lesson in the first week. - 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.	- 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.
2 Allergies and intolerances	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. Allergy symptoms can be visible (hives rash on skin/ swelling lips and eyelid) or invisible (swelling tongue and throat so the person cannot breathe or speak).	<u>Apple Crumble</u> - 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.	- Use the right tool in practical lessons. - Use rubbing-in method to make a popular dessert.
3 Food Choices	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	<u>Spring Roll</u> - 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.	- Deepen one's understanding of food culture. - Learn how to assemble spring rolls.
4 Culture of food	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.	<u>Quesadilla</u> - 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.	- 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.
5 Protein	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	<u>Teriyaki Chicken and Broccoli rice</u> - 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.	- 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	- 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 *Midpoint assessment quiz	<u>Burger</u> - 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.	- Describe the health impact of eating fast food regularly. - Learn how to choose meat for a homemade burger patty.
7 Processed food	- 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.	<u>Chicken schnitzel</u> Tenderizing chicken helps the meat cook evenly and be softer and juicer. - Practicing breading the chicken evenly.	- 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	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.	<u>Chow Mein</u> Stir-fry method: cook food quickly by cutting it into small pieces and stirring constantly in a wok or frying pan over high heat.	- 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	- 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	<u>Bolognese</u> - 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.	- 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	- 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.	<u>Tikka Masala</u> It includes aromatics like onions, garlic and ginger; spices and seasonings like turmeric, cumin, coriander and chili powder.	- 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 3: How has climate changed in the past and how will it change in the future?

Careers linked to topics we study this cycle are civil servant, climatologist, conservationist, urban planner, charity worker, geographer, explorer and environmental manager.

Week	I will need to know:	So that I can:
1 Past climate change	- The climate of the world has fluctuated significantly over the time of the existence of the earth. There have been periods of extreme cold (glacial periods) and warmer periods (interglacial). Climate change is important to study because it enables us understand what might happen in the future. Natural climate change is due to changes in the sun's orbit, volcanic eruptions and sunspots. - Past climate (glacial and interglacial periods) can be reconstructed through ice cores (the ice contains gases that can be used to work out the temperature), tree rings (when it is warmer the rings are larger), and historical records (e.g. temperature records, diaries and paintings). *History	- Describe the pattern of global climate change over the past 400,000 years. - Explain why the climate has changed.
2 Ice age in the UK	20,000 years ago, the UK was in an Ice Age (glacial period). Most of the North of the UK was covered in an ice sheet, but the southern edge of England was ice free. As a lot of water was locked up in the ice, sea levels reduced so you could walk between England and France. Glaciers covered most of northern UK. Glaciers form through the accumulation and compaction of snow over time, leading to the transformation into ice. They move due to gravity and basal slip.	- Explain what the UK was like in the Ice Age. - Describe the characteristics of a glacier and how a glacier moves.
3 Glaciers	- Glaciers shaped the UK landscape through the creation of erosional features such as U-Shaped valleys, aretes and corries, and depositional features such as drumlins and moraines. - Currently most of the Earth's ice is concentrated in polar regions, particularly Antarctica and the Arctic, where vast ice sheets cover the land. Significant significant amounts of ice is also found in glaciers and ice caps located in mountainous regions.	- Explain the impact of glaciers on the UK's landscape. - Understand the pattern of ice around the world today.
4 Ice around the world	- The Earth's polar ice, particularly in Antarctica and the Arctic, is projected to continue melting due to global warming, leading to glacier retreat, reduced sea ice, and potential loss from ice sheets. - Global warming refers to the long-term increase in Earth's average surface temperature due to human activities that elevate concentrations of greenhouse gases in the atmosphere. This is due to the enhanced greenhouse effect. *Science - The evidence for the enhanced greenhouse effect includes rising levels of atmospheric carbon dioxide from fossil fuel combustion, the observed global temperature increase, and the melting of ice contributing to rising sea levels.	- Know how current climate change is impacting ice around the world. - Explain the enhanced greenhouse effect and assess the evidence for it.
5 Global warming	- Global temperatures are increasing because of the burning of fossil fuels. Natural resources are things that occur naturally on the earth such as wood, wind or oil. *Science Fossil fuels include oil, coal and gas. Oil, coal, and gas are fossil fuels formed from organic remains of ancient plants and marine organisms. Over millions of years, heat and pressure transformed these organic materials into the energy rich resources we use today. These are classed as finite resources as they cannot be renewed in the life time of a human.	- Know what natural resources are and what fossil fuels are. - To be able to explain how fossil fuels are formed.

Year 8 Geography Cycle 3: How has climate changed in the past and how will it change in the future?

Week	I will need to know:	So that I can:
6 Climate change projections and impacts	- Computer models are used to predict what will happen in the future. The IPCC (part of the United Nations) have four different predictions of what will happen in the future depending on what action humans take. However, these are uncertain as there are uncertainties around population and human actions, but also the physical processes. - Global warming is causing widespread impacts worldwide, including more frequent and intense heatwaves, extreme weather events, rising sea levels, increased risk of flooding (e.g. Maldives) and displacement of vulnerable populations. If the world warms by 4°C there will be far more significant than if the world warms by 2°C.	- Explain why climate change models are useful but not always accurate. - Assess the impact of global warming if temperatures rise by 4°C compared to 2°C.
7 Climate change mitigation	- The impacts on Pakistan include increased water scarcity, with changing precipitation patterns affecting agriculture and communities, heightened risks of extreme weather events leading to infrastructure damage and health threats, and disruptions to ecosystems and biodiversity, particularly in coastal areas, posing challenges to vulnerable communities and their livelihoods. - To reduce the impact of climate change, populations are trying to mitigate the impacts of climate change through the use of renewable energy, planting trees (afforestation), carbon capture and international agreements.	- Assess the impacts of climate change on different locations around the world. - Evaluate the success of climate change mitigation.
8 Climate change adaptation	- To adapt to climate change, populations are changing the ways they live and designing infrastructure to suit the impacts e.g. houses on stilts to avoid flooding. - To limit the impact of climate change the four most important things an individual can do is live a car free life, not fly, have one less child and eat a plant-based diet. Actions which are still important but have a smaller impact include insulating homes, using energy saving appliances and reduce waste.	- Evaluate the success of climate adaptation strategies. - Explain individual and global actions against climate change.
9 Personal and global responsibility	International agreements and conferences, such as Paris 2015 and COP26, are used to encourage countries to commit to reducing their emissions. History - You will spend one lesson preparing for your assessment.	Present the information I have researched about my country of choice.
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! The assessment this cycle will be a knowledge essay.	
11 Research presentations	- You will spend one lesson researching how one country of your choice is reducing the impacts of climate change. <i>This week will be spent preparing and presenting your presentations.</i>	So you have strong oracy skills.
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 History Cycle 3:

Changing Nature of War and Society - Describe and explain how Britain changed for workers, soldiers and women between 1750 and 1919.

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	1. There were three key features of the Industrial Revolution: population growth, new technology and mass movement to the cities. 2. The growth of towns and cities across the country was known as urbanization. 3. Disease was a huge problem in Industrial Britain, with several cholera epidemics. 4. Most cities suffered from a lack of sanitation and overcrowding.	1. Understand how Britain changed culturally, socially and in terms of scientific progress during the Industrial period. 2. Explain how the process of mechanization transformed industrial production. 3. Explain how John Snow discovered the cause of cholera epidemics
2	1. Some people were negatively impacted by the rapid changes of industrialization. 2. The Swing Riots were a group of farmers protesting the mechanisation of agriculture. 3. Whitechapel is a borough in East London where many people lived in poverty in the late 19th century. 4. There were very high rates of crime in Britain's cities, especially in Whitechapel.	1. Describe living conditions in 19th century cities. 2. Explain why there were worker protests in the industrial period. 3. Link economic production with empire-building.
3	1. Jack the Ripper is the name given to a serial killer operating in Whitechapel in the 1880s. 2. Jack the Ripper killed at least 5 women, but his real identity is still a mystery today. 3. The Boer War (1899-1902) was a conflict fought between the British Empire and South Africa. 4. The Boer War highlighted nationwide health problems in Britain, and the need for reform.	1. Describe the conditions and environment of Whitechapel in the 1880s. 2. Explain the link between conditions in Whitechapel and high crime rates 3. Explain the different theories regarding who Jack the Ripper was
4	1. From 1906 to 1911 a newly elected Liberal government introduced social reform. 2. The 1906 Liberal government created Britain's first welfare state, including old age pensions, free school meals and unemployment insurance. 3. As Britain increased its spending on its military, concerns were raised that not enough was being done to address social issues such as poverty. 4. The poor health of army recruits in the early 1900s was a worry for the government.	1. Compare and evaluate factors that changed Britain in the 18th and 19th centuries. 2. Describe the course and outcome of the Boer War. 3. Explain the origins of today's social welfare system. 4. Understand the political principles behind welfare. 5. Understand how Britain organized its budget at the turn of the 20th century
5	1. Women gained Suffrage in 1918 following a long campaign. 2. Suffragists believed in gradual peaceful reform, whilst Suffragettes believed in radical, confrontational reform. 3. Millicent Fawcett was a leading Suffragist and founded the NUWSS in 1897. 4. The Mud March took place on 9th February 1907 and involved 3,000 marchers.	1. Understand how women gained the vote in 1918. 2. Explain the different types of campaigners for women's suffrage. 3. Identify peaceful methods of protest used to gain the vote.

Year 8 History Cycle 3:

Changing Nature of War and Society - Describe and explain how Britain changed for workers, soldiers and women between 1750 and 1919.

Week	I will need to know that:	So that I can:
6	1. Emmeline Pankhurst was the first Suffragette who, alongside her daughters, helped organise the WSPU. They has the slogan 'Deeds not Words'. 2. Members of the WSPU went on hunger strike whilst in prison to protest their treatment. 3. Emily Davidson was a passionate Suffragette who died for her beliefs on 4th June 1913 by running in front of the King's Horse. 4. Historians still debate if she did this on purpose or if it was a protest gone tragically wrong.	1. Explain how more direct and violent protest was used by the Suffragettes. 2. Argue which form of protest was more effective.
7	1. The main long-term causes of World War I (began 1914) were Militarism, Alliances, Imperialism and Nationalism. (M.A.I.N.) 2. Tensions between major European powers were rising since the late 1800s and were heightened by diplomatic incidents such as the Moroccan crisis. 3. Europe was split between the Allies (Britain, France and Russia) and the Central Powers (Germany, Italy and Austro-Hungary) 4. The assassination of Archduke Franz Ferdinand was the spark that caused the outbreak of World War I.	1. Describe how Europe came to be divided into two opposing groups. 2. Link worsening relations to economic and industrial competition. 3. Conclude which factor was most important in causing World War I.
8	1. The Schlieffen Plan was Germany's plan to invade France through Belgium 2. The Schlieffen Plan started well but was stopped by a combination of French and British soldiers at the Battle of the Marne. 3. By 1915, the war of movement had ground to a halt as both sides dug trenches. 4. The new style of fighting was known as trench warfare and saw the development of new weapons and strategies, such as artillery bombardment.	1. Explain the limitations and problems with the Schlieffen Plan. 2. Conclude which factor was most important in the Schlieffen Plan's failure. 3. Describe what living conditions were like in the trenches.
9	1. The Battle of the Somme (1916) was a large-scale British-led attack on German positions in Northern France. The British army suffered massive casualties at the Somme. 2. Much of the fighting in World War was attritional and static (no movement) until 1918. 3. The USA joined the Allies in 1917 which, alongside the British naval blockade and other factors, helped Britain and France achieve eventual victory.	1. Analyse the debate over whether British general Haig was a hero or butcher. 2. Understand why the first day of the Somme was so costly for Britain. 3. Conclude why Germany lost World War I.
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	1. The Treaty of Versailles (ToV) was the peace conference that determined what would happen to the Central Powers. 2. The three most influential countries at the ToV were Britain, France and the USA. 3. Germany was punished with severe terms, including £6.6 in reparations.	1. Understand the different objectives of leaders at Versailles. 2. Explain to what extent Germany was impacted by the terms of the treaty.
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.	

French Cycle 3 Year 8

Careers linked to topics we study this cycle are Chemist, lawyer

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 Décris ton caractère – Décris ton/ta meilleure ami(e)	1. Je pense que je suis très gentil mais arrogant . 2. Mon meilleur ami est un peu timide . 3. Je suis plus débrouillarde que John mais il est le plus gentil .	1. Describe my personality using the correct form of the adjective (masculine or feminine) 2. Describe someone else's personality. 3. Use comparisons (more/less than) and superlatives (the most, the least) to compare myself to others.
2 Décris ton caractère – Décris ton/ta meilleure ami(e)	1. On s'entend bien mais aussi on se dispute . 2. Elle est gentille – Ils sont amusants	1. Talk about the relationships I have with other people. 2. Understand and apply the rules around adjectives (agreement and positions).
3 Décris moi ta maison	1. J'habite une grande maison au bord de la mer , chez moi il y a un salon mais il n'y a pas de jardin . 2. Je n'aime pas habiter ici car c'est trop vieux . Je voudrais habiter à Paris.	1. Say where I live and describe my house/flat in details. 2. Give my opinion on my house/flat and say where I would like to live.
4 Décris moi ta maison	<i>We will continue to use our week 3 vocabulary to describe our house.</i> 1. Je voudrais habiter un grand appartement au bord de la mer . 2. On habite une petite maison , chez moi le bureau est dans la cuisine .	1. Say where I live and describe my house/flat in details. 2. Give my opinion on my house/flat and say where I would like to live.
5	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 (Description of a picture)

French Cycle 3 Year 8

Week	I will need to know:	So that I can:
6 Qu'est-ce que tu rends pour le petit déjeuner?	- D'habitude pour le petit déjeuner, je prends du pain et de la confiture. - Dans ma famille on mange à 20 heures, devant la télé. - Du poulet / de la viande / des légumes	- Talk about what I eat throughout the day. - Discuss my family eating habits. - Use the correct form of some (du / de la / des)
7 Qu'est-ce que tu vas porter le weekend?	- Je vais porter - Quand il fait beau je porte une robe et des baskets. - Ce weekend je vais porter une chemise et un jean.	- Understand how to form and use the near future - Talk about the clothes I usually wear depending on the weather. - Talk about the clothes I am going to wear.
8 Qu'est-ce que tu vas porter le weekend?	We will continue to use our week 7 vocabulary to answer the question: "qu'est-ce que tu va porter ce weekend?" Normalement je porte un jean mais ce weekend je vais porter une chemise.	- Understand how to form and use the near future - Talk about the clothes I usually wear depending on the weather. - Talk about the clothes I am going to wear.
9 Qu'est-ce que tu vas faire?	- Le weekend prochain je vais manger au restaurant avec ma famille, ça va être amusant. - Il faut acheter un litre de lait/ il faut apporter des fraises.	- Discuss what I am going to do next weekend. - Understand Il faut and use it to express what I must do. - Use several tenses in one sentence (near future/ present – past/present/future).
10	Scholar's Prep: To prepare for your upcoming assessment you should self-quiz on all the language and grammar on your sentence builder (weeks 1-9). Remember that little and often is the key to success.	Assessment Listening (Dictation) Reading (Including translation into English) Writing (Paragraph)
11 Qu'est-ce que tu vas faire?	We will continue to use our week 9 vocabulary to answer the question: "Qu'est-ce que tu vas faire?" and use the near future and present in the same sentence. D'habitude le weekend je regarde une série avec mon frère mais ce weekend je vais aller au carnaval avec mes amis ça va être génial.	Use several tenses in one sentence (near future/ present – past/present/future).
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 3 Year 8

Careers linked to topics we study this cycle are: Chemist, lawyer

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Week	I need to know the following information from my sentence builder and be able to substitute the words in bold.	So that I can:
1 Was isst und trinkst du?	1. Ich esse einen Yoghurt denn es ist gesund . 2. Er/sie isst Schinken denn es ist lecker . 3. Ich trinke Kaffee denn es ist sauer .	1. Talk about foods I eat using the correct article (einen/eine/ein or plural), verb 'essen' and give a reason why. 2. Talk about foods other people eat using the correct article (einen/eine/ein or plural), verb 'essen' and give a reason why. 3. Talk about what I or other drink using the verb 'trinken' and give a reason why.
2 Was hast du gestern gegessen und getrunken?	1. Gestern habe ich Fisch mit Reis gegessen und es war ekelhaft . 2. Gestern hat er/sie Cola getrunken und es war nicht gesund .	1. Talk about what I/he/she/we ate yesterday using the past tense and give an opinion. 2. Talk about what I/he/she/we drank yesterday using the past tense and give an opinion. 3. Be able to name some traditional foods in German speaking countries.
3 Was wirst du morgen essen und trinken?	We will continue to use the vocabulary from week 2 to answer the question 'Was hast du gestern getrunken und gegessen?' 1. Morgen werde ich Pizza mit Pommes essen. 2. Morgen werden wir Limonade trinken.	1. Talk about what I/other people will eat tomorrow. 2. Talk about what I/other people will drink tomorrow. 3. Recognise and use the future tense (person + werden... +infinitive verb)
4 Was wirst du morgen essen und trinken?	We will continue to use the vocabulary from week 3 to answer the question 'Was wirst du morgen essen und trinken?'	1. Talk about what I/other people will eat tomorrow. 2. Talk about what I/other people will drink tomorrow. 3. Recognise and use the future tense (person + werden... +infinitive verb)
5 Was muss man machen, um gesund zu bleiben?	1. Um gesund zu bleiben, muss man acht Stunden schlafen . 2. Um gesund zu bleiben, könnte ich zweimal pro Woche trainieren .	1 and 2. To describe what you must/could or should (modal verbs) do in order to stay healthy, using the structure 'um...zu...'. To always follow the 'zu' with an infinitive verb e.g. essen.
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 (Description of a picture)

German Cycle 3 Year 8

Week	I will need to know:	So that I can:
6 Beschreib deinen Tagesablauf	- Ich stehe um sieben Uhr auf. - Ich wasche mich um acht Uhr. - Ich gehe um fünfzehn Uhr aus.	- To describe my daily routine using separable verbs with correct word order. - To describe my daily routine using reflexive verbs. - To give and understand the time using the 12 hour (formal) and 24 hour (informal) clock. To add times into sentences describing my daily routine.
7 Beschreib deinen Tagesablauf	We will use the vocabulary from week 6 to continue to answer the question 'Beschreib deinen Tagesablauf'.	- To describe my daily routine using separable verbs with correct word order. - To describe my daily routine using reflexive verbs. - To give and understand the time using the 12 hour (formal) and 24 hour (informal) clock. To add times into sentences describing my daily routine.
8 Was wirst du tragen?	- Ich werde ein blaues T-Shirt tragen. - Er/sie wird eine gelbe Hose tragen. - Wenn ich auf eine Party gehe, trage ich ein Kleid.	1 and 2. To describe what I/other people will wear using the future tense and the use the correct article (einen/eine/ein/plural). To use adjectives to describe clothing items using the correct ending for m/f/n/pl. 3. To use the connective 'wenn' (when/if) at the start of a sentence to say what you wear on specific occasions (present tense). To use the verb-comma-verb rule.
9 Was wirst du tragen? Was wirst du am Wochenende machen?	We will use the vocabulary from week 8 to continue to answer the question 'Was wirst du tragen?' - Wir werden ein Buch lesen. - Am Samstag Nachmittag werde ich faulenzen.	1 and 2. To describe what I/other people will wear using the future tense and the use the correct article (einen/eine/ein/plural). To use adjectives to describe clothing items using the correct ending for m/f/n/pl. 3. To use the connective 'wenn' (when/if) at the start of a sentence to say what you wear on specific occasions (present tense). To use the verb-comma-verb rule. 1 and 2. To describe what you/other people will do at the weekend using future tense using a wide range of verbs. To include specific adverbs of time to say when you will do them (e.g. Saturday morning/afternoon/evening).
10	Scholar's Prep: To prepare for your upcoming assessment you should self-quiz on all the language and grammar on your sentence builder (weeks 1-9). Remember that little and often is the key to success.	Assessment Listening (Dictation) Reading (Including translation into English) Writing (Paragraph)
11 Was wirst du am Wochenende machen?	We will use the vocabulary from week 8 to continue to answer the question 'Was wirst du am Wochenende machen?'	1 and 2. To describe what you/other people will do at the weekend using future tense using a wide range of verbs. To include specific adverbs of time to say when you will do them (e.g. Saturday morning/afternoon/evening).
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 3 Year 8

Careers linked to topics we study this cycle are: Chemist, lawyer

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!

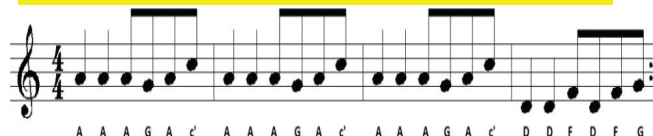
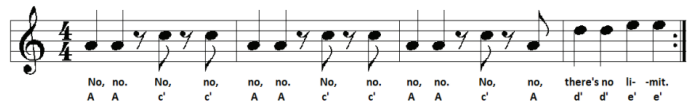
Week	I need to know the following information from my sentence builder and be able to substitute the words in bold.	So that I can:
1 ¿Dónde vives?	1. Ahora vivo en una casa un poco pequeña que está en la montaña en el sur de Inglaterra . 2. En mi opinión mi casa es más grande que la de mi mejor amiga.	1. Describe where you live with more detail. 2. Use comparatives to describe your home.
2 ¿Qué hay en tu casa?	1. En mi casa hay un salón amplio y acogedor . 2. Mi casa ideal tendría un balcón grande .	1. Say what is there in your house. 2. Say what your ideal house would be like using the conditional.
3 ¿Qué se puede hacer en tu ciudad?	1. En mi ciudad se puede ir al cine y visitar castillos . 2. Sin embargo, no se puede ir a la playa. Pienso que es una lástima .	1. Say what can one do in your city using 'se puede'. 2. Give opinions about things you can do in your city.
4 ¿Qué se puede hacer en tu ciudad?	We will continue using our week 4 vocabulary to answer the question ¿Qué se puede hacer en tu ciudad?	1. Say what can one do in your city using 'se puede'. 2. Give opinions about things you can do in your city.
5 ¿Dónde está la estación del tren?	1. Para llegar al zoo sigue todo recto y dobla a la derecha, está a la izquierda . 2. ¡No tiene pérdida!	1. Give directions around the city. 2. Use idioms relating to directions.
6	To prepare for your upcoming assessment you should self-quizz 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 (Description of a picture)

Spanish Cycle 3 Year 8

Week	I will need to know:	So that I can:
7 Project	- Find information about a Spanish speaking town in preparation for a project - Create a presentation based on your research.	- Present role plays of GCSE level using the information that you have researched. - Feel confident speaking Spanish in front of people.
8 Grammar	- Present your work in class. Me levanto a las siete y media, y luego me ducho.	- Feel confident speaking Spanish in front of people. - Recap reflexive verbs for routines
9 Revision	Prepare for your upcoming Cycle 3 Assessment.	Revise all the elements that we have seen so far in Cycle 2 including vocabulary and grammar, in order to feel as confident as possible going into our assessments.
10 Assessment	Scholar's Prep: To prepare for your upcoming assessment you should self-quizz 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 (Dictation) Reading (Including translation into English) Writing (Paragraph)
11	This week we will learn about different Spanish speaking cultures in South America.	Learn about other countries where Spanish is spoken as an official language.
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.	

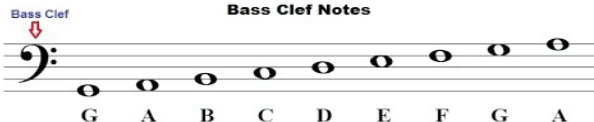
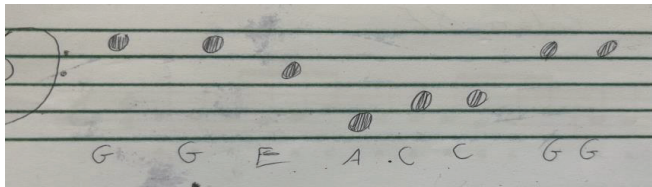
Year 8 Cycle 3 Dance Music

Careers linked to topics we study this cycle are musical performer, artist, sound director, composer

Week	I will need to know about:	So that I can:
1	Why study Dance Music? Dance and Music are strongly intertwined and form an important part of cultures and traditions around the world. Dance Music plays a major role in entertainment, important events and bringing communities together. - All dance music has a strong beat - Most dance music has four beats in the bar - Some dance music such as the Waltz has three beats in the bar - Disco music has funky riffs and four beats in the bar	- Compose and notate a bass-line riff - Listen to dance music from around the world and analyse main features - Perform a bass-line/riff from a modern dance track - Understand that a good dance music track contains repetitive riffs and a four on the floor beat.
2	Dance music Styles Classical – Styles include the Polka (fast tempo and a 2/4 time signature) and the Viennese Waltz (characterised by fast tempo, elegant flow and fast turns). Latin American – Tango (characterised by syncopated rhythms and 4/4 time signature) and Salsa: lively and upbeat style with a strong beat based on clave rhythm. South-East Asian and Contemporary styles – Use of modes, religious influences, an improvisatory style above a tabla rhythm and a strong storytelling aspect. Contemporary – includes hip hop, (characterised by heavy beats emphasizing footwork). lyrical and Modern (characterised by challenging concepts and a fluid approach to time signatures and tonal systems).	- Understand and appreciate dance music of other cultures - Identify specific musical features associated with different dance music - Improve my composition by creatively incorporating new dance styles into my own work.
3	Club Dance Music from the 90s is an example of Dance Music that relied on Music Technology using sampling, strong bass lines and repeated catchy riffs. The 1990s club dance scene was characterized by electronic music and an atmosphere of celebration. Styles included Techno and Dance Pop – 2Unlimited, Cher and Madonna You can learn to play the riff opposite by 2Unlimited. Just find the notes D-C on the keyboard and remember to play the quaver notes twice as fast as the crotchet beats. Tea, Tea, Coff-ee Coff-ee, Tea, Tea, Coff-ee Coff-ee, Tea, Tea, Coff-ee Coff-ee, Tea, Tea, Coff-ee Coff-ee,	Step 1: Play Riff 1 in time to a beat 
4	 No, no, A A c' c' no, no, A A c' c' no, no, A A c' c' No, no, there's no li-mit. d' d' e' e'	Step 3: Play Riff 2 with the correct rhythm. Step 4: Play Riff 2 in time with a beat Step 5: Partner work: 1 person plays Riff 1 in time with partner playing Riff 2!

Step 2: Learn the notes of Riff 2

Year 8 Cycle 3 Dance Music

Week		
5		• Play notes from the Bass clef accurately • Work towards composing a new EDM Bass line riff • Record using notation confidently. • Write out our bass line
6	Creating the next big Dance Hit of 2024 This will require a catchy riff (short 8 note melody created using the bass clef) Recording in the melody, using the MIDI keyboard Adding a drum track and importing samples. MIDI is sound that is sampled while AUDIO sounds are played in using the keyboard MIDI sounds are played in through the MIDI keyboard and AUDIO sounds are samples/loops We will record in our Baseline Dance riff using our MIDI keyboards.	
7	Using the Filter Function 1. We use the filter to select loops that will fit in with our audio sample (the riff you have downloaded) 2. Our riff is in A minor 3. This means that it takes notes from the scale of A minor: 4. A B C D E F G A Using the Looping function Select a loop (2-4 bars) by clicking on the red highlighted section	
8-9	Classical Remix – Starting with Tetris! Contemporary bands often use classical music to provide harmonic weight and melodic interest, with some very recognisable themes from composers such as Beethoven and Brahms.	
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	In these lessons we will listen to a variety of contemporary bands and add a classical theme to our Dance Hit.	
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.	

Religious Studies: Oracy Assessment: 'Religious beliefs help us protect the rights of the environment' Evaluate this statement

Careers linked to topics we study this cycle are: philosopher, historian, lawyer, social worker, environmental activist

Week	I will need to know:	So that I can:
1	1. Buddhists do not believe in a creator God 2. Buddhism started with Siddhartha Gotama 5000 BCE 3. There are two large groups of Buddhists call Theravada and Mahayana 4. An important Buddhist practice is meditation	1. Ask research questions when investigating a new religion. 2. Recall basic facts about Buddhism
2	1. Siddhartha Gotama lived in a palace and was hidden from the reality of life by his father 2. Despite his life of luxury Gotama realised something was wrong and left the palace walls 3. He saw the 4 sights and understood the truth about reality 4. The Buddha left everything he had to find enlightenment - to understand the truth of reality	1. Recall the story of the life of the Buddha 2. Consider how the 4 sights symbolise the truth about reality 3. Reflect on how Gotama would have felt leaving his family behind
3	1. In the story of Kisa Gotami, the Buddha asks Kisa Gotami to collect a mustard seed from everyone who has not experienced death 2. Kisa Gotami returns emptyhanded and realises that death is a fact of life 3. The 4 Noble Truths states that a) Life is dissatisfying, b) because we crave things c) to stop this we must stop craving d) to do this we can follow the 8 fold path	1. Explain how the Buddha taught the 4 Noble Truths through the story of Kisa Gotami and the mustard seed 2. Consider how easy it would be to accept these teachings into our lives
4	The 3 marks of existence were taught by the Buddha. These are: 1. Annica – everything is impermanent 2. Anatta – there is no permanent self 3. Dukkha – all life is suffering / dissatisfaction	1. Explain Buddhist teachings about the nature of reality 2. Evaluate whether or not I agree that these philosophical teachings are true or logical
5	The 5 moral precepts are rules that Buddhists try to live by. These are to avoid: 1. Harming living things 2. Stealing 3. Harmful sensual activity 4. Lies or gossip 5. Taking intoxicating substances e.g. drugs or alcohol	1. Explain the 5 moral precepts 2. Consider how hard it would be to live by these rules 3. Explain how the 5 moral precepts help prevent harm and suffering

Religious Studies: Oracy Assessment: 'Religious beliefs help us protect the rights of the environment' Evaluate this statement

Week	I will need to know:	So that I can:
6	1. Anthropocentric means focused first on humans – humans are the most important and the environment is there for humans 2. Eco-centric means focused first on the whole of nature – humans are just one more part of the ecosystems that exist on our planet	1. Identify whether a mindset is anthropocentric or eco-centric 2. Consider my own view on the relationship between humanity and the environment
7	1. There are a number of issues affecting the environment. These include for example climate change, ozone layer damage and deforestation 2. That there is scientific evidence to support that these are issues for the environment, for example. For example, the shortage of fresh water is an issue because it makes up 60 to 70% by weight of all living organisms.	1. Explain current issues affecting the environment 2. Use evidence to support points about environmental issues 3. Form my own view about which issue is the most important for us to tackle
8	1. When religious people have moral dilemmas they might seek advice from their conscience, a religious text or even an inspiring figure from their religion 2. St Francis of Assisi was a man who lived in the 1200s who taught that animals and the environment are our family, because we are all made by God	1. Explain the life of St Francis of Assisi and his key teachings 2. Apply the teachings of St Francis of Assisi to environment issues today 3. Evaluate whether we can learn for this example today
9	1. Different people have different responses to environmental issues. For example, a Humanist might argue that there is no God so it is up to us to look after the environment for future generations 2. Some religious and non-religious ideas about protecting the environment are the same, despite their differences in belief	1. Compare religious and non religious responses to environmental ethics 2. Create a line of argument in response to the oracy assessment 3. Work effectively as part of a group to plan a presentation
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	1. In a successful presentation my voice projected to audience, varied intonation is used and an enthusiastic and interesting style 2. Eye contact is made with audience; body language is controlled and used to effect. Pace is pitched to the audience. Gestures are controlled and used to effectively convey meaning	Deliver a sophisticated, flexible, creative and personal presentation
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.	

Character Education Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Manipulation	The act of controlling or influencing someone in a clever or unfair way.	The criminal used manipulation to convince the teenager to carry illegal items.
2	Exploitation	Taking advantage of someone unfairly for personal gain.	Online scammers often use emotional exploitation to trick people into sending money.
3	Radicalisation	The process of someone adopting extreme beliefs, often leading to harmful actions.	The group used social media to encourage radicalisation among vulnerable young people.
4	Discreetly	In a careful and private way to avoid attracting attention.	She left the party discreetly when she started to feel uncomfortable.
5	Consequences	The results or effects of an action or decision.	Spending more than you have can lead to serious financial consequences .
6	Influence	The power to affect how someone thinks or behaves.	Influencers can have a strong influence on what young people choose to buy.
7	Safeguarding	Protecting people, especially children, from harm or abuse.	Schools have safeguarding policies to keep students safe from dangerous situations.
8	Judgement	The ability to make sensible decisions or come to reasonable conclusions.	Good judgement is important when deciding whether something online is safe or trustworthy.
9	Budgeting	Planning how to spend and save money wisely.	Budgeting helps you avoid overspending and prepare for future needs.
10	Responsibility	A duty to behave correctly and take care of something or someone.	As a young person, you have the responsibility to report harmful behaviour when you see it.

Character Education Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Safeguarding	Protecting people's health, wellbeing, and human rights, especially children and vulnerable adults.	Schools have strict safeguarding policies to keep students safe from harm.
2	Exploitation	Taking advantage of someone for personal gain, often in an unfair or harmful way.	Criminal gangs use exploitation to involve young people in illegal activities.
3	Radicalisation	The process by which someone adopts extreme political, religious, or ideological views.	Online forums can sometimes lead to the radicalisation of vulnerable individuals.
4	Rehabilitation	Helping someone recover and reintegrate after illness, addiction, or criminal behaviour.	Rehabilitation programmes aim to support offenders in making positive changes.
5	Algorithm	A set of rules or steps used by computers to process data and make decisions.	Social media platforms use algorithms to decide which posts appear on your feed.
6	Mortgage	A long-term loan used to buy property, which is repaid in instalments.	Many adults take out a mortgage when they purchase their first home.
7	Intimidation	Behaviour intended to frighten or pressure someone into doing something.	Intimidation can make people feel unsafe and powerless in social situations.
8	Substance abuse	The harmful or excessive use of drugs or alcohol.	Substance abuse can lead to serious health problems and addiction.
9	Crown Prosecution Service (CPS)	The organisation in England and Wales that decides whether to prosecute criminal cases.	The CPS reviews evidence before deciding if a suspect should be charged.
10	Criminal justice system	The system of laws, institutions, and processes for dealing with crime and punishment.	Understanding the criminal justice system helps us see how fairness and accountability are maintained.

English Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Cyclical structure	A text ends in the same place or situation in which it began, reinforcing themes.	Steinbeck's use of a cyclical structure , beginning and ending by the river, emphasises the inescapability of Lennie's fate.
2	Compare	To examine two or more things in order to identify their similarities (and sometimes differences).	The reader can compare George and Lennie to the other ranch workers to understand how unusual their friendship is.
3	Perspective	A particular way of seeing, understanding, or thinking about a situation or idea.	The novel encourages readers to consider the perspective of marginalised characters, such as Crooks, to better understand their isolation.
4	Inference	A conclusion reached on the basis of evidence and reasoning.	From George's protective behaviour, we can make the inference that he feels a deep sense of responsibility for Lennie.
5	Symbolism	An object, character, or event represents a deeper meaning or idea.	The dead mouse is an example of symbolism , representing Lennie's innocence and the unintended harm caused by his strength.
6	Foreshadowing	Hints or clues about events that will happen later in the story.	The shooting of Candy's dog is an example of foreshadowing , as it hints at Lennie's tragic fate.
7	Foil	A character who contrasts with another character in order to highlight particular qualities or traits.	Curley acts as a foil to Lennie, as his aggression highlights Lennie's innocence and lack of malice.
8	Simile	A figure of speech that compares two different things using "like" or "as".	Steinbeck uses a simile when he describes Lennie drinking "like a horse," which emphasises his animalistic behaviour.
9	Male gaze	Describe the way women are presented as objects of male desire.	Curley's wife is often portrayed through the male gaze , as she is described mainly in terms of her appearance rather than her thoughts or voice.
10	Characterisation	Character development through their appearance, actions, speech, and interactions with others.	Steinbeck's characterisation of Lennie, through his childlike speech and physical strength, emphasises both his innocence and danger.

English Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Symbiotic	A relationship in which both people benefit. A balance that can only be achieved by working together.	George and Lennie share a symbiotic relationship in which companionship and protection are exchanged for guidance and support.
2	Ominous	Giving the impression that something bad or unpleasant is going to happen.	The ominous silence in the clearing foreshadowed the tragic events that followed.
3	Derogatory	Showing disrespect or expressing a negative or insulting attitude toward someone or something.	The derogatory language used on the ranch highlights the prejudice faced by characters like Crooks.
4	Ostracised	Exclude from a society or group.	Crooks is ostracised on the ranch, which reinforces the theme of isolation in <i>Of Mice and Men</i> .
5	Lynched	To seize and punish someone believed to have committed a crime.	The characters fear Lennie will be lynched if he is caught, highlighting the brutality and injustice of mob violence in the novel.
6	Hierarchy	Where people are ranked in order of importance and status.	The ranch operates within a clear hierarchy , where power is determined by strength, race, and authority.
7	Predatory	Acting like an animal ready to hurt your victim/target.	The predatory tone of the encounter creates a sense of threat, suggesting that one character is waiting to exploit another's weakness.
8	Migrant	A person who moves from one place to another in order to find work or better living conditions.	A migrant worker moves from place to place in search of employment, reflecting the instability of life during the Great Depression.
9	Companionship	Having someone to share time, experiences, and support with; friendship and closeness.	George and Lennie's companionship sets them apart from the other ranch workers and helps protect them from loneliness.
10	Pugnacious	Eager or quick to argue or fight; aggressive.	Curley's pugnacious behaviour towards Lennie and the other workers reflects his abuse of power on the ranch.

Maths Curriculum Dictionary: Tier Two Words

	Word	Definition	In a sentence:
1	Line symmetry	Another name for reflection symmetry. A shape has line symmetry if one half is the reflection of the other half.	The letter "T" has line symmetry , but the letter "Z" does not.
2	Rotational Symmetry	A shape has rotational symmetry when it still looks exactly the same after some rotation less than one full turn.	The letters "S" and "Z" have rotational symmetry , but "T" and "W" do not.
3	Translation	A type of transformation, moving a shape without rotating or flipping it. The shape still looks exactly the same, just in a different place.	A translation can be described using vectors.
4	Inequality	An inequality compares two values, showing if one is greater or less than (or equal to) the other.	The inequality $x \geq 2$ tells us that x is greater than or equal to 2.
5	Prism	A flat sided 3D shape with a constant cross-section	A cuboid is a prism with a rectangular cross section
6	Volume	The amount of 3D space something takes up.	The volume of water in the bottle was 2 litres.
7	Congruent	2 shapes exactly the same size and shape.	These 2 circles are congruent – they are exactly the same size.
8	Compound Interest	Where interest is calculated based on both the initial amount plus the previous interest.	The bank's savings account offered 3% compound interest to new customers.
9	VAT	VAT stands for Value Added Tax. When you buy something, 20% of the money has to go to the government - this money is called VAT.	A t-shirt cost £10, but the shop only got £8, because £2 of VAT was taken.

Maths Curriculum Dictionary: Tier Three Words

	Word	Definition	In a sentence:
1	Transformation	a change made to a shape, such as moving, flipping or enlarging it	A reflection is a transformation because it flips a shape over a line.
2	Symmetry	when a shape looks the same on both sides of a line or point	A square has symmetry because both halves match exactly.
3	Enlargement	making a shape bigger or smaller while keeping its proportions the same	The triangle doubled in size after the enlargement with scale factor 2.
4	Similarity	when two shapes have the same proportions but different sizes	The two rectangles are similar because their side lengths are in the same ratio.
5	Inequality	a statement showing that one value is greater or smaller than another	The inequality $x > 4$ means x must be more than 4.
6	Rearrangement	changing the subject of a formula by moving terms using inverse operations	We used rearrangement to make h the subject of the formula.
7	Elevation	a 2D drawing showing what a 3D object looks like from one side	The front elevation showed the height and width of the building clearly.
8	Surface area	the total area of all the faces on a 3D shape	We added the areas of each face to find the surface area of the prism.
9	Sector	a slice of a circle made by two radii and the arc between them	The sector looked like a slice of pizza with a curved edge

Art Y8 C3 – Insects & Minibeasts Curriculum Dictionary: Tier Two Words

Topic	Word	Definition	In a sentence:
1	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.
2	Exploration	Trying out different art styles, materials, or ideas to discover something new	My exploration of watercolors helped me figure out how to blend colours to make a sunset
3	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
4	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
5	Response	The way you react or feel about a piece of art, and the way you are able to create your own art inspired by it.	My response to Ryman's work was to explore different textures when painting.
6	Unique	Being the only one of its kind; unlike anything else.	My painting was unique because I chose a different composition to everyone else.
7	Theme	The main idea or message of an artwork, like nature, love, or adventure.	The theme of her artwork was insects and animals.
8	Process	The steps or actions taken to create an artwork, from planning to the final piece.	The process of making a my painting drawing out my composition then exploring different texture techniques.
9	Texture	The surface quality - textures can be categorised as: VISUAL TEXTURE is a mere illusion & PHYSICAL TEXTURE refers to the tactile features.	The texture was rough". The texture looked rough.
10	Composition	The positioning of elements within an area.	The composition filled the page.

Art Y8 C3 – Insects & Minibeasts Curriculum Dictionary: Tier Three Words

Topic	Word	Definition	In a sentence:
1	Mixed-Media	Artworks composed from a combination of different media or materials.	They used lots of different materials to create their mixed-media piece.
2	Exquisite Corpse	A method by which a collection of images is collectively assembled. A new element is added to a composition in sequence.	She created a strange looking insect by assembling the head of a butterfly, wings of a moth, the legs of a beetle, and the body of a spider.
3	Impasto	An Italian word for "mixture," used to describe a painting technique wherein paint is thickly laid on a surface, so that brushstrokes or palette knife marks are visible.	Lucien Freud uses facets of colours and an impasto painting technique for his portraits.
4	Additives (in painting)	Additives in painting are things you add to paint to achieve the consistency and texture you wish.	He added plaster to his paint to create a thick, gritty texture.
5	Quilling	An art form that involves the use of strips of paper that are rolled, shaped, and glued together to create decorative designs.	She rolled up hundreds of strips of paper to create her design of a shell.
6	Negative drawing	A method of focussing on the lighter areas or highlights in a drawing by adding media in these areas instead of adding shadows.	She used white pencil on black paper to create a negative drawing .
7	Ground	The ground (sometimes called a primer) is a prepared surface of a picture and underlies the actual painting or drawing (the media is then overlaid onto the ground).	She applied charcoal over the entire piece of paper to prepare a ground .
8	Collage	A technique of art creation, primarily used in the visual arts by which art results from an assemblage of different forms, thus creating a new whole.	She collaged the photos and drawings one on top of another to create her picture.
9	Macro	The art of making small things look big, or macro .	She used macro images of tiny cells so she could see the form and detail of them.
10	Refine	Make changes so as to improve or clarify.	She refined her printing, so it was much clearer.

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. <pre>for n in range(4): t.fd(100) t.rt(90)</pre>
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 C3 Curriculum Dictionary: Tier Two Words

Topic	Word	Definition	In a sentence:
1	Elizabethan	From the period of British history during the rule of Queen Elizabeth I.	The Elizabethan period lasted between 1558 and 1603.
2	Ambition	A strong desire to do or achieve something.	Macbeth was full of ambition because he wanted to be king.
3	Supernatural	Associated with some force beyond scientific understanding or the laws of nature.	Ghosts are supernatural beings: there is no scientific explanation for them.
4	Revenge	The action of hurting or harming someone in return for an injury or wrong actions.	Hamlet was encouraged to seek revenge for his father's murder.
5	Chorus	A group of actors who perform together as one.	I performed as part of a chorus .
6	Tempest	A violent windstorm, especially one with rain, hail, or snow.	Thunder clapping, crashing waves and howling winds were all heard during the tempest storm.
7	Soundscape	The sounds which are combined to create mood and atmosphere.	We created a soundscape of a busy train station.
8	Characterisation	The act of changing voice, body language, movement etc to show the role you are playing.	I planned my characterisation of a creepy old witch by speaking in a low pitch, shaky voice and slowing down my gait.
9	Objective	What a character wants to achieve in a scene. Knowing your character's objective can influence the acting decisions you make to show this to an audience.	Helena's objective was to get away from Hermia, who wouldn't stop following her.
10	Rehearsal	A practice for a public performance, with the intention of improving and developing your ideas.	We made a checklist for our rehearsal so we could achieve everything we wanted to do.

DRAMA Y8 C3 Curriculum Dictionary: Tier Three Words

Topic	Word	Definition	In a sentence:
1	The Globe Theatre	An open-air theatre that Shakespeare owned, where lots of his plays were shown.	The performance was staged at The Globe Theatre .
2	Tragedy	A genre which includes an unhappy final scene to teach the audience a moral lesson.	The main character sadly died at the end of the tragedy play.
3	Interpretation	The way in which a performer or creative person sees it or wishes their ideas to be seen.	In my interpretation , I decided to create an angry and frustrated Macbeth on stage.
4	Unison	Speaking, singing, or moving together as one.	We all put our hands up in unison .
5	Canon	Speaking, singing, or moving together one after the other.	We stood up in canon .
6	Volume	How loud or quiet a sound is.	The voices were shouting at a loud volume .
7	Tension	A growing sense of expectation, a feeling that the story is building up towards something exciting happening.	I felt anxious, there was lots of tension in the scene.
8	Proxemics	How close or near you are to others on stage.	The close proxemics between the characters showed that they were friends.
9	Iambic Pentameter	The rhythm behind a lot of Shakespeare's writing. It has five whole beats broken up into "De Dum".	The line "You KNOW you MAKE a LOVELY CUP of TEA" was said in iambic pentameter .
10	Audience	A group of people who participate in a show or encounter a work of art, literature.	The audience should feel fear for the circumstances of my character.

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	Fluctuated	Changed up or down overtime.	The temperature fluctuated throughout the year, with hot summers and cold winters.
2	Accumulation	The gradual gathering of more and more of something.	The accumulation of snow on the mountains can lead to avalanches.
3	Feature	A noticeable part of something.	One amazing feature of the desert is its towering sand dunes.
4	Elevate	To raise something higher.	Rain can elevate river levels, causing flooding.
5	Renewed	Made fresh or new again.	The forest showed renewed growth after the wildfire destroyed it.
6	Predict	To say what will happen in the future.	Scientists predict that rising temperatures will melt more polar ice.
7	Scarcity	When there is not enough of something.	In some places, the scarcity of clean water makes it difficult for people to survive.
8	Infrastructure	The basic buildings and systems a place needs to work, like roads and bridges.	The new railway is part of the country's plan to improve its infrastructure .
9	Conference	A meeting where people come together to talk, share ideas, or learn about a topic.	My teacher went to a conference to learn new ways to help students in class

Geography Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Glacial and interglacial periods	A glacial period is a long period cooler global temperatures and of extensive ice sheets. An interglacial period is a warm period between glacial period, characterized by ice sheet retreat.	The global temperatures have fluctuated between glacial and interglacial for the past 400,000 years at least.
2	Ice sheet	Very large (often larger than the size of a country), body of ice which can be over 1km thick.	During the ice age, part of the UK was covered in an ice sheet .
3	Glacier	Slow moving river of ice.	Glaciers can be found in the Arctic.
4	Enhanced Greenhouse Effect	Increased trapping of heat in the atmosphere due to increased greenhouse gases in the atmosphere, causing further warming.	Humans cause the enhanced greenhouse effect .
5	Fossil fuels	A natural fuel formed in the past from the remains of living organisms.	Oil, coal and gas are examples of fossil fuels .
6	IPCC	International panel on Climate Change which is a part of the United Nations that focuses on Climate change and global warming.	The IPCC is a very important group of scientists who research climate change.
7	Climate change mitigation	Actions taken to reduce the long-term risks associated with climate change.	Climate change mitigation prevents the release of greenhouse gasses.
8	Climate change adaptation	The act or process of changing to become more suited to climate change.	Adaptation helps a population become used to the impacts.
9	International agreements	Agreements between countries, outlining shared rights, duties, or goals for cooperation.	In 2015 196 countries signed the Paris international agreement which stated they would try and ensure global warming doesn't increase by more than 1.5 degrees.

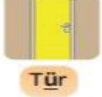
History Curriculum Dictionary: Tier Two Words

Topic	Word	Definition	In a sentence:
Changing Nature of War and Society	Industrial	Relating to the processing of raw materials into manufactured goods in factories.	Britain's industrial production increased massively because of new technology.
Changing Nature of War and Society	Revolution	A period of significant change and upheaval.	The French Revolution killed the King of France and replaced him with a parliament.
Changing Nature of War and Society	Mechanization	When hand tools are replaced with machines.	The textile industry was the first to experience mechanization; wool was spun by a machine, rather than by hand.
Changing Nature of War and Society	Riot	A violent protest, usually by a crowd.	The swing riots smashed factory machinery in protest.
Changing Nature of War and Society	Agriculture	Refers to anything related to farming.	Britain's agriculture benefitted from new machines that could harvest crops quicker than ever before.
Changing Nature of War and Society	Liberal	A political attitude that is open to change and supports freedom.	The 1906 elections in Britain saw a liberal government come to power; they passed laws to improve the living conditions of workers.
Changing Nature of War and Society	Welfare state	A system the government puts in place to look after vulnerable people.	The welfare state provides money for retired individuals.
Changing Nature of War and Society	Diplomatic	Referring to relationships between countries.	Britain maintained good diplomatic relations with France in 1907-14.
Changing Nature of War and Society	artillery	large-calibre guns used in warfare on land.	A major part of the British plan at the Somme was to have a weeklong artillery bombardment prior to the infantry offensive.
Changing Nature of War and Society	attritional	gradually making something weaker and destroying it, especially the strength or confidence of an enemy by repeatedly attacking it	WW1 was an attritional war, and saw the deaths of 9.7 million soldiers and around 10 million civilians.

History Curriculum Dictionary: Tier Three Words

Topic	Word	Definition	In a sentence:
Changing Nature of War and Society	Cycle of Prosperity	The circular process by which bigger profits drive more investment which creates even bigger profits.	Britain's rising industrial output created a cycle of prosperity that made many companies and businesses rich.
Changing Nature of War and Society	Cholera	A nasty, life-threatening disease that spreads through dirty water.	Cholera struck London several times in the 1800s, killing thousands.
Changing Nature of War and Society	Epidemic	A widespread outbreak of a disease that affects many people.	The covid epidemic forced many schools to shut in 2021.
Changing Nature of War and Society	Sanitation	Conditions relating to public health and proper waste disposal (sewage).	Poor housing in London did not have good sanitation – toilet waste would be collected with a bucket and dumped out on the street.
Changing Nature of War and Society	Borough	An area within a town or city.	Whitechapel is a borough within the East End of London.
Changing Nature of War and Society	Suffrage	The right to vote.	Women had to fight for their right to suffrage in the late 19 th /early 20 th centuries.
Changing Nature of War and Society	Suffragists	Women who protested peacefully for suffrage	The leading British Suffragist was Millicent Fawcett.
Changing Nature of War and Society	Suffragettes	Women who used more direct protest, including the use of violence to gain suffrage	The leading Suffragette family in Britain was the Pankhurst family.
Changing Nature of War and Society	Schlieffen Plan	Named after the German general who created it. This was the German plan to invade France via Belgium.	The Schlieffen plan was designed to force France to surrender in 6 weeks.
Changing Nature of War and Society	reparations	the compensation for war damage paid by a defeated state	The German people were ordered to pay £6.6 billion in reparations as part of the Treaty of Versailles.

French/German/Spanish Key sounds

French	German	Spanish
1 voiture 2 oui 3 douche 4 lunettes 5 oiseau 6 jeu vidéo 7 violon 8 éléphant 9 nez 10 danser 11 montagne 12 question 13 Ça va? 14 serpent 15 lapin 16 natation	 Jo-Jo  Vogel  Wildwassersport  Zickzack  Haus  Freund  Eis  Biene  Bär  Löwe  Tür  Mäuse  Buch  Schlange  Spitzbart  Sterne	 SPANISH PHONICS [CA] [CO] [CU] like "k" in Cucaracha [QU] like "k" Queso [CE / CI] like "th" in Gracias Cinco [Z] like "th" in Zanahoria [V] like "b" in Veinte [GA] [GO] [GU] like "g" in 'go' Gatos / Guitarra [GE / GI] like "h" in 'history' Gimnasio [J] like "h" in 'history' Juan Jirafa [Ñ] like "ny" in España [LL] like "y" in 'yogurt' Llave Me llamo [E] like in 'forget' Me llamo Leche [I] Vivo like "ee" like "ee" [UE] like "who" in 'who' Buenos días [H] silent! Historia Hablo [RR] rolled 'r' Perro

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 C3 Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Dance Music	Music which is created with the intention of dancing	I have been studying Samba, which is a part of the dance music genre.
2	Waltz	A ballroom dance in triple time with a strong accent on the first beat.	Famous waltzes include the Viennese Waltz and the Blue Danube Waltz.
3	Tango	A partner dance and a social dance that originated in Argentina.	Tango was created in the bars of the ports of Argentina and considered very exciting and risqué. It soon spread throughout the world.
4	Polka	A lively courtship dance in 2/4 time.	Polka is characterised by three quick steps and a hop!
5	Samba	A ballroom dance of Brazilian origin, popularised in Western Europe and the US.	Samba has its roots in African and Brazilian culture.
6	Salsa	A lively dance which blends many different elements. Salsa originated in Cuba and Puerto Rico in the 1920s.	Cuban musicians brought Salsa to New York, where it was cultivated into its own style within the Latino community.
7	Kathak	One of the main 9 forms of Indian Classical dance. Its origins are based on music from travelling bards in ancient northern India, known as Kathakar.	Kathak is characterised by intricate footwork and precise rhythmic patterns which the dancer articulated using ankle bells.
8	Disco	Originated in the 1960's nightclub scene in the United States.	Disco dancing doesn't require a partner and can be performed as a solo.
9	Bhangra	A fusion of Indian and Western music featuring complex rhythms, different time signatures and short songs.	Bhangra has its origins in the folk dance of the Punjab region.
10	Hip-Hop	A range of street styles combining a variety of freestyle movements including popping, locking and breaking.	Hip hop embraces many artistic elements and is intended for seeing, celebrating and confronting issues faced by people and the world.

MUSIC Y8 C3 Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Midi	Musical Instrument Digital Interface.	MIDI allows electronic musical instruments and computers to communicate with each other.
2	Audio	The equipment used to transmit, receive or reproduce sound.	Audio is the electronic representation of sound, such as when listening to music or a podcast.
3	Automation	Having a DAW automatically perform tasks.	Automation is the process by which a machine operates automatically.
4	Filter function	The filter function allows you to filter a range of data based on the criteria you define.	You can filter by instrument in the filter menu on Bandlab.
5	Riff	A short, repeated motif.	The riff of this song is very catchy.
6	Bass clef	The sign which shows all notes to be played in the lower register.	The cello mainly plays in the Bass clef .
7	Loop	A repeated section.	We can use loops to underpin our composition on Bandlab.
8	Sampling	An imported sound effect or theme.	You can sample classical music to layer into your music.
9	Four on the floor	A steady, accented pattern in 4/4 time where the bass drum is hit on every beat.	Four on the Floor is used to describe the beat in Dance music.
10	Remix	A new version of a piece which has been created by putting together the individual instrumental and vocal parts in a new way.	The remix of that song is better than the original!

Religious Studies Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Meditation	A religious or non-religious practice focused on controlling the mind	Gotama Buddha realised the truth about all existence after his meditation under the Bodhi tree
2	Reality	The truth about all existence	The Buddha taught there are three things that are true about all of reality ; we all suffer, everything changes and there is no permanent self
3	Crave	To want something so badly it is hard to control yourself	The Buddha taught that all suffering is caused by craving for things that we want
4	Impermanent	Constantly changing	The Buddha taught that everything in the world is impermanent , for example no one can change the fact of aging
5	Precept	Teaching or belief	All Buddhists try to follow the 5 precepts whereas Buddhist monks must accept at least 10.
6	Mind set	The way you think about and approach things in your life, like whether you believe you can do something or if you think it's too hard	He knew that in order to pass his exams he would have to maintain a positive mind set
7	Environment	The natural world, including plants trees and animals	One way we can care for the environment is to recycle our rubbish, rather than throwing everything away
8	Dilemma	A difficult decision or problem, often about right and wrong	She was faced with a difficult dilemma , to help her friend who was struggling to revise or to focus on passing her exams by herself
9	Advocate	To argue for or to represent	His friend was not there to defend himself, so he knew he would have to advocate for him
10	Future generations	All the people that are born in the future	Some people argue it is our duty to preserve the environment for future generations

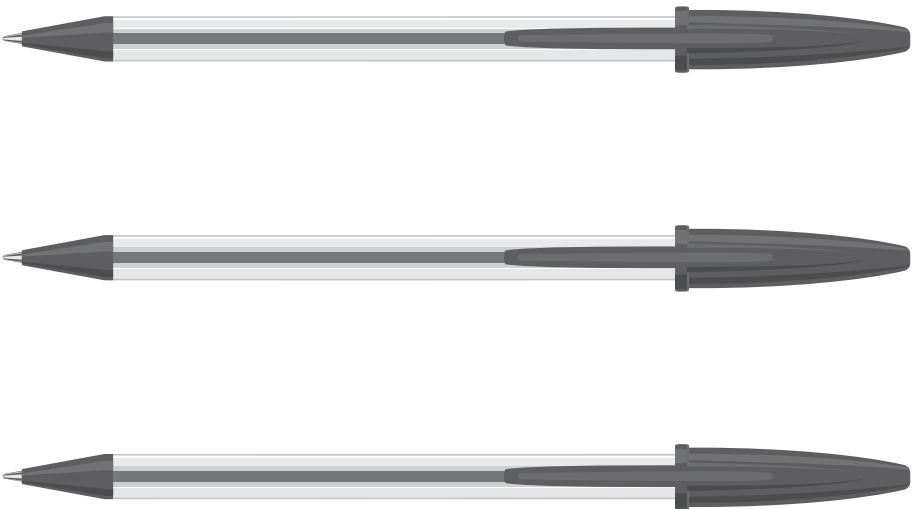
Religious Studies Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Siddharta Gotama	A historical or mythical person who lived 500BCE who found a way to escape suffering	Siddharta Gotama left the palace to find out about the truth about life, and how everybody suffers
2	The 4 sights	The four scenes the Gotama saw when he left the palace	The 4 sights caused Gotama to realise the truth; we all die, we all get sick and we all age, but there is a way to not suffer because of this
3	4 Noble Truths	The four important truths the Buddha first taught when he became enlightened	Many Buddhists today see the 4 Noble Truths as the Buddha's most important teachings
4	The 3 marks of existence	The three facts that Buddha taught are true about all of reality	An important teaching in the Buddha's philosophy was the 3 marks of existence ; that everything changes, we have an impermanent self or identify, and that there is no permanent happiness or satisfaction
5	Laity	People who are religious followers but not monks	The laity offered the monks gifts including food and clothes
6	Anthropocentric	Centred around mankind	Many arguments in support of protecting the environment are anthropocentric ; they focus on how the environment is useful to humans
7	Deforestation	The process of chopping down forests, for example for firewood or to create farmland	The company planned significant deforestation so that they could plant more fields of soya bean crop
8	Conscience	Your inner sense or voice of right and wrong	Some Christians believe the conscience is the voice of God, guiding you along the path of right actions
9	Greta Thunberg	A young campaigner for environmental rights	Greta Thunberg is a young environmental activist who gained worldwide attention for her passionate speeches and efforts to combat climate change
10	Humanist	Someone who emphasises human values, ethics, and well-being over religious beliefs and focuses on the potential for goodness and progress within humanity itself	Humanists argue that we have a duty to protect the environment for future generations because they believe there is no God who will intervene and do this for us

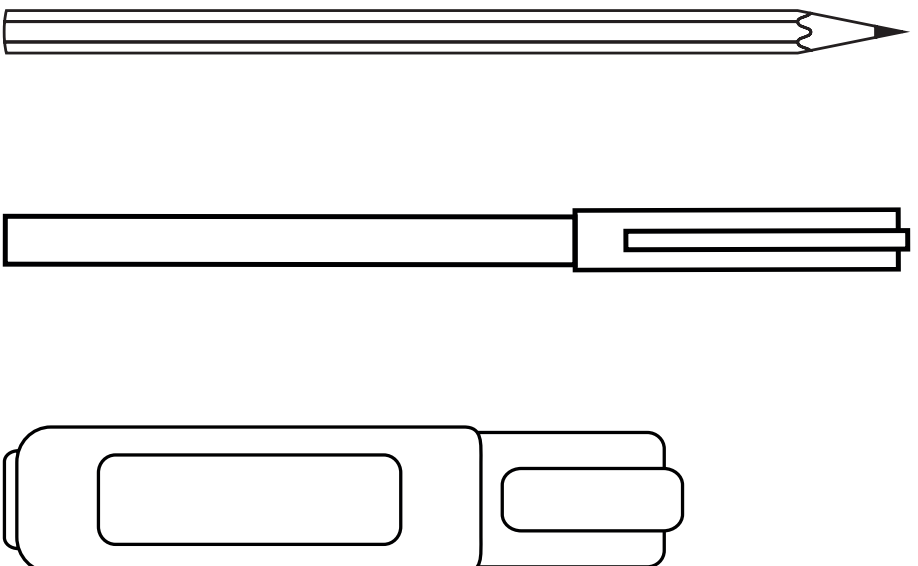
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Tools for Learning

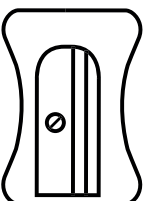
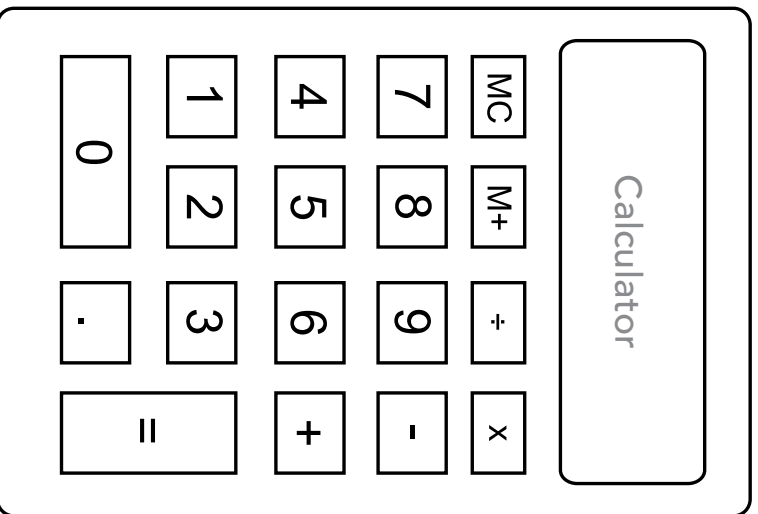
All equipment is available to purchase from the Reprographics Department



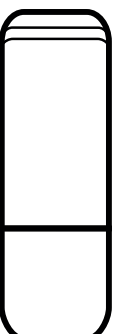
Black, Blue & Purple Pens



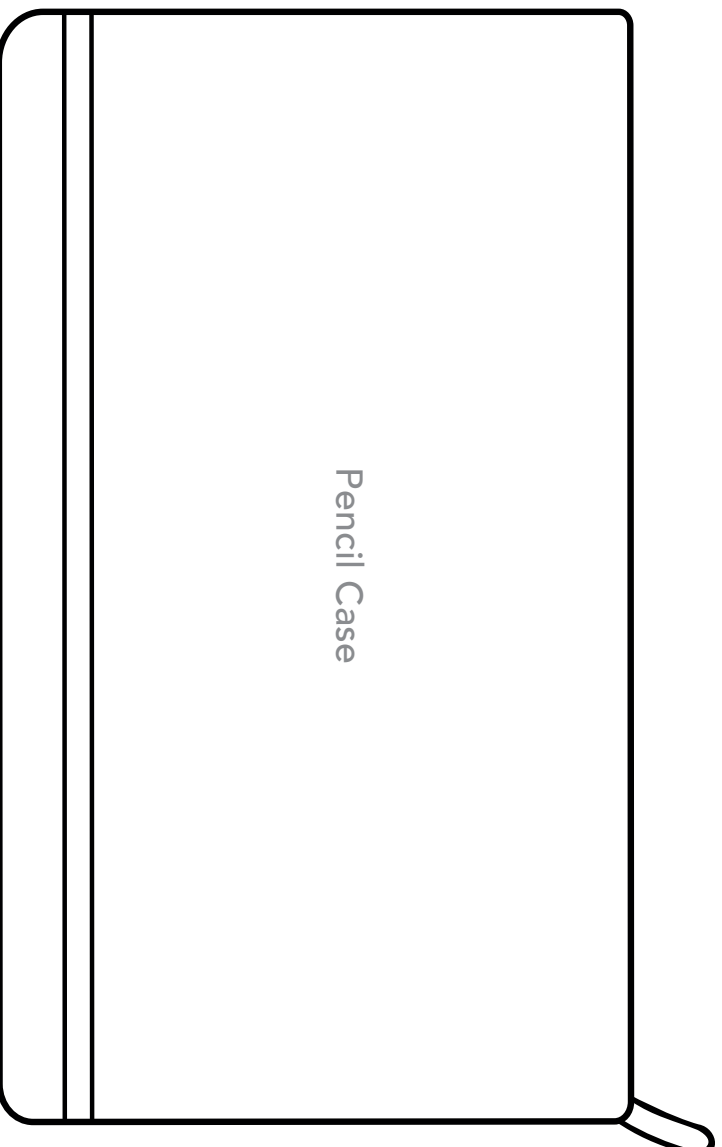
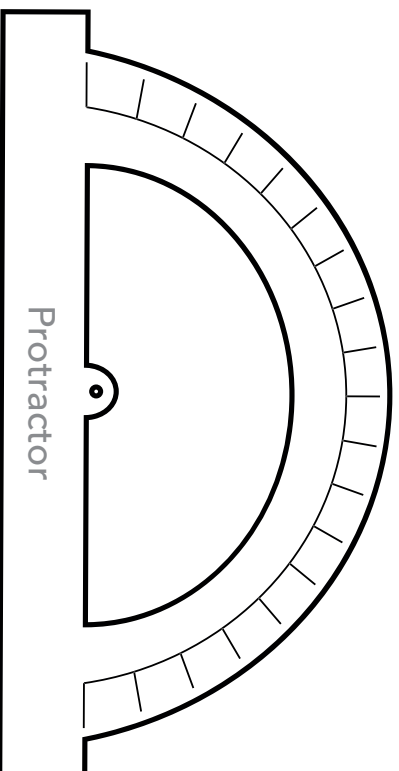
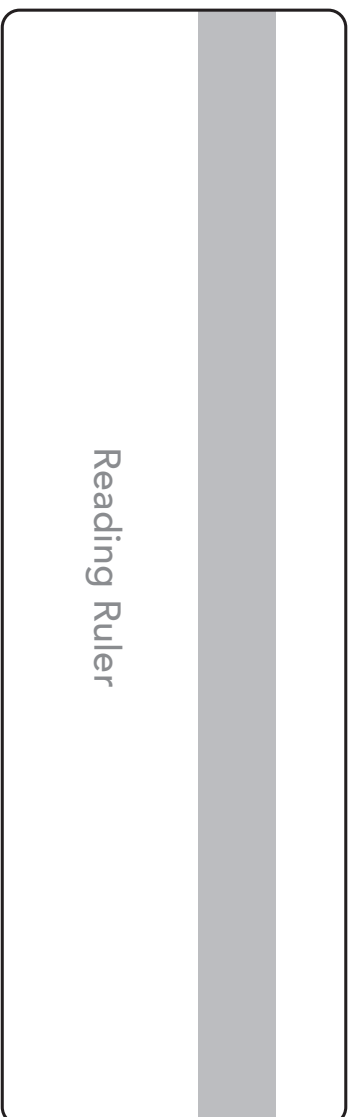
Pencil, Whiteboard Pen & Highlighter



Pencil Sharpener



Eraser





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