

The Scholar's Guide

The **OSA Way**

Year 8 Cycle One

Name:

Tutor Group:



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

Prerequisite for learning

Every lesson we ensure we are ready by:

1. Positively greeting your teacher at the door
2. Putting our **Scholars Guide** on our desk
3. Taking out our **equipment** (pen, purple pen, pencil, ruler, reading ruler & calculator)
4. Taking out our **mini whiteboard** set

Ready

Engaged

Responsible

*Be the best
you can be!*



MY TIMETABLE

My login details....

.....@oxfordspires.anthemtrust.uk

password:

	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor					
1					
2					
3					
4					
5					



8:00am

Breakfast Club
starts from
8:00am
Willows Gate

Main Gate
opens **8:10am**



8:28am

**Main Gate closes
at 8:28am**
After this time
students must
enter via the Late
Gate through
Student Services



8:30am

**Personal
Development
Lesson starts**

30mins
every day



Late consequences

10 minutes break time
detention same day in **PA8**

8:40-8:59

10/20 minutes break time
detention same day in Theatre

After 9:00am

Phone call home and a 30
minute afterschool detention

My Cycle 1 Assessment Schedule

Subject	Date/Period	Subject	Date/ Period
English			
Maths			
Science			
Personal Development			

AI ACCEPTABLE USE AGREEMENT

*This agreement outlines how I as a student at Oxford Spires Academy, will use artificial intelligence (AI) responsibly.
AI has many benefits for our learning, but it is important to use it correctly.*

1. My promises on using AI

Purposeful use: I will use AI tools to help with my learning, following the school's rules and my teachers' guidance on when and how to use AI for my assignments.

Honesty: I will be honest about using AI for my work and will not submit work made entirely by AI as my own.

Reviewing AI work: When I use AI, I will check its work for any mistakes.

2. How AI can help me learn

Boosting creativity: I will use AI to help come up with new ideas and be creative in different subjects.

Helping with teamwork: AI can help me work on group projects by offering ideas, research support, and helping us connect different pieces of information.

Personal tutoring: AI can act as a personal tutor, available anytime to help with homework, explain difficult concepts, and support my learning.

3. What I shouldn't do with AI

No bullying: I understand that using AI to bully or harass others is not allowed, including creating deepfakes or other harmful content.

Avoiding overdependence: I know it's important to think for myself and not rely too much on AI for my learning.

No plagiarism: I will not plagiarise by using AI-generated work as my own. I'll always say when I've used AI to help with my work. I have read and understand the requirements of the JCQ in relation to any assessed work for formal qualifications

4. Agreeing to this policy

By signing this agreement, I confirm that I understand and agree to use AI properly and responsibly at school and when completing schoolwork.

Signed by student



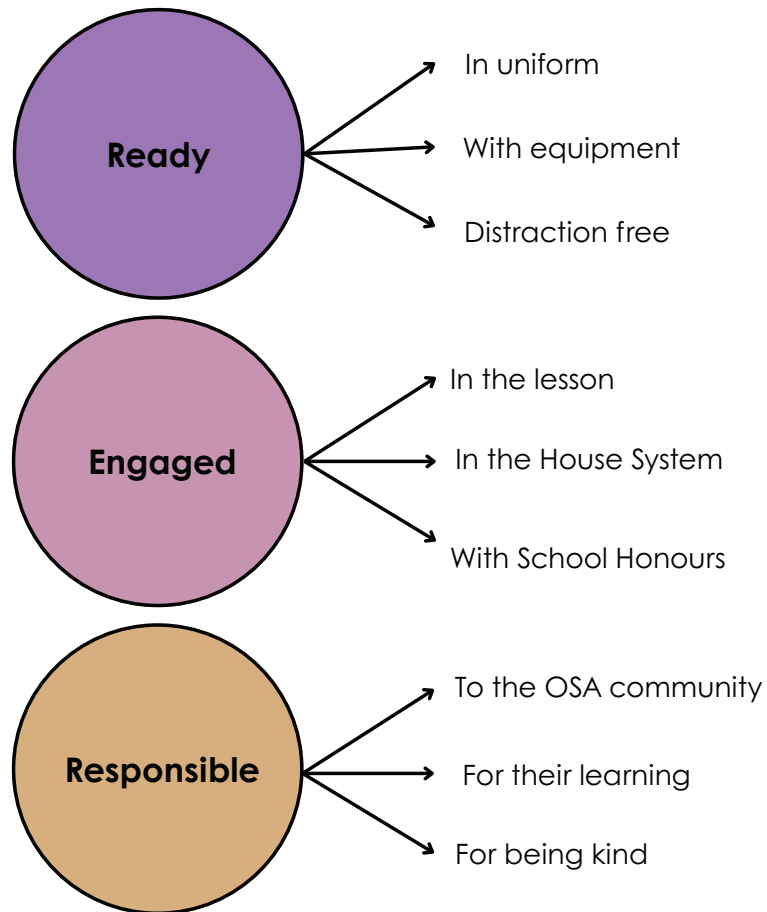
OUR COMMUNITY

OSA is a community. This is how we show up for and support each other!



THE OSA WAY

OSA students are committed to being...



Be the best you can be!

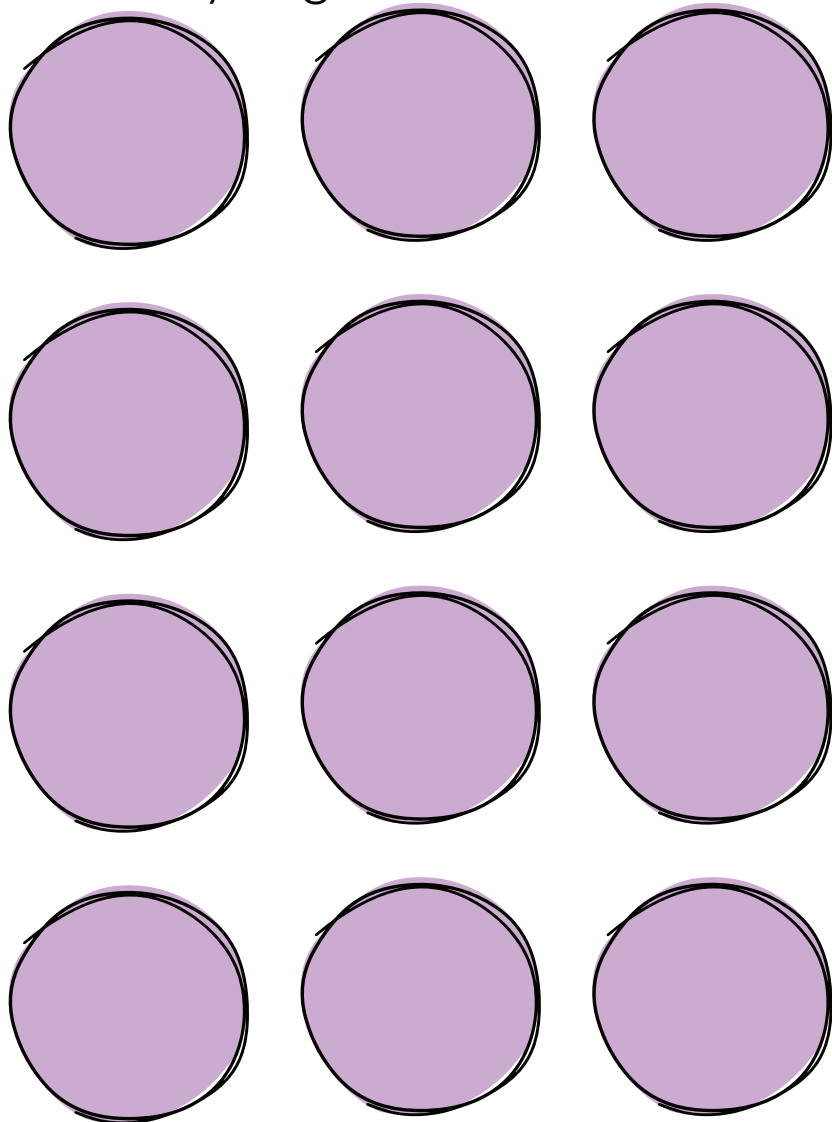
SUPPORTS

At OSA we are here to support you. Below is a list of ways we can help you develop.

- Class Light - signals how you are expected to work.
- Dual Coding - signals classroom expectations
- Mini Whiteboards
- Clear lesson structure - I Do, You Do, We Do
- Breakfast club
- Sixth Form mentors
- Reading peer mentors
- EAL
- THIS GUIDE!
- Your Tutor
- The Safeguarding Team
- Therapy
- Counselling
- Truancy Intervention
- EDI Intervention
- Restoratives
- PDI Intervention
- Pastoral support with your year team
- Attendance contracts
- Behaviour contracts
- and more!

CYCLE 1

Collect an attendance sticker every week you get 100% attendance



Why does attendance matter?

Being in school is important to your achievement, wellbeing, and wider development.

Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results

Scholars Calendar Cycle 1

Week	Assembly Theme	Monday	Tuesday	Wednesday	Thursday	Friday
0	Aspiring habits		1st September	2nd September	3rd September	4th September
			INSET DAY	INSET DAY	Y7 Induction	Y8-11 Return
1	The OSA Way: Ready, Engaged, Responsible	7th September	8th September	9th September	10th September	11th September
		Student Council Meeting Sixth lessons start				
2	Safeguarding	14th September	15th September	16th September	17th September	18th September
		Student Council Meeting Y8 Trip to Loch Eil (Scotland)			OSA Open Evening – early finish 12:30pm	Late start 9:30am tutor time
3	School Health Nurse	21st September	22nd September	23rd September	24th September	25th September
		Student Council Meeting	KS4 Drama Trip: Blood Brothers			European Day of Languages
4	OSA Honours and Enrichment	28th September	29th September	30th September	1st October	2nd October
		Student Council Meeting			Meet the tutor evening - all year groups Black History Month National Poetry Day	
5	Black History Month	5th October	6th October	7th October	8th October	9th October
		Student Council Meeting				World Mental Health Day
6	Careers (virtual)	12th October	13th October	14th October	15th October	16th October
		Student Council Meeting Mock Week 1			House Business Quiz	

Scholars Calendar Cycle 1

Week	Assembly Theme	Monday	Tuesday	Wednesday	Thursday	Friday
Autumn Half Term (2 weeks)						
7	House Captains (<i>virtual</i>)	2nd November	3rd November	4th November	5th November	6th November
		Student Council Meeting Mock Week 2				
8	Remembrance Sunday (<i>virtual</i>)	9th November	10th November	11th November	12th November	13th November
		Student Council Meeting			Year 7 & 12 Student Progress Evening	
9	Anti-bullying week: Break the silence	16th November	17th November	18th November	19th November	20th November
		Student Council Meeting			Sixth Form Open Evening	
Assessment Week						
10	Right time, right tone: How do I know when it is the right time to speak?	23rd November	24th November	25th November	26th November	27th November
		Student Council Meeting		Open Doors Event 16:30-18:00		Munich Trip (3 days)
11	Right time, right tone: How do I know when I am using the right tone?	30th November	1st December	2nd December	3rd December	4th December
		Student Council Meeting House Sport week			Sixth Form Open Evening	
Super Teaching Week						
12	Right time, right tone: How do I know when I am using the right tone?	7th December	8th December	9th December	10th December	11th December
		Student Council Meeting House Music and Dance Week	Y11 Art Mock		Y11 Photography Mock	

Year 8 Pastoral Team



Year 8 Tutor Team



Ms Adams
Head of Year



Ms Chaffey
SLT Link



Mr Michno



Ms Marais



Ms Ramdeen
Pastoral Leader



Mr Boyd
Behaviour Support
Manager



Ms McManus



Ms Munnery



Ms Hughes
Director of Behaviour
and Inclusion



Ms Palmer
Director of EDI and
Therapies Lead



Ms Francis



Ms Robinson



Ms Coley
SEND CO



Ms Henry
Deputy DSL



Ms McPhee



Ms Gaylard



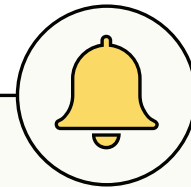
Ms Baker
Designated
Safeguarding Lead



Ms Richardson
Deputy DSL

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 ensure you are prepared and have key information about OSA house events, extra curricular and school updates
- 04** Will communicate and meet with you and your family to support and ensure you attend school regularly
- 05** 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 / student portal online)

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:



DUAL CODING



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



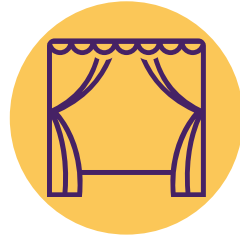
Art: Collect Equipment



History: 5 Bums on a Bench



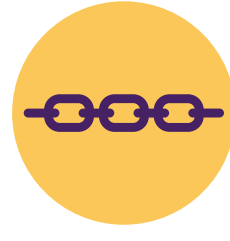
History: CHOPAR



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



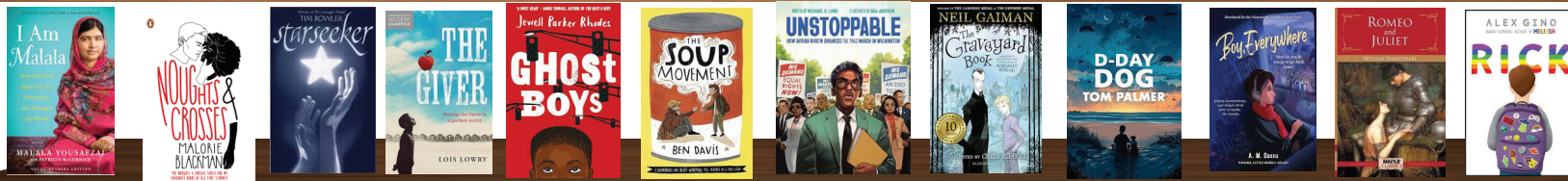
READING LIBRARY

You will need your reading rulers everyday!

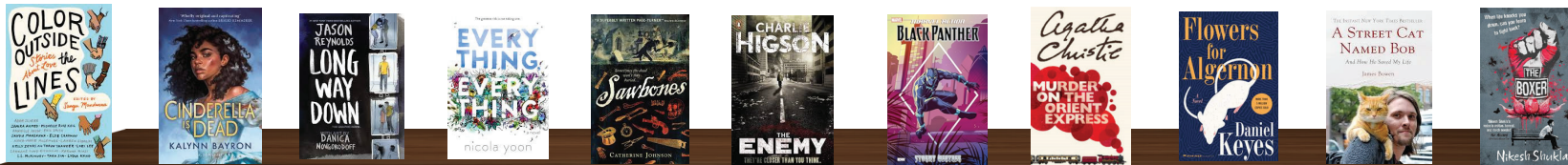
YR 7



YR 8



YR 9



YR 10



YOU CAN COLLECT A BOOK REPORT TEMPLATE ANYTIME FROM THE LIBRARY



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.

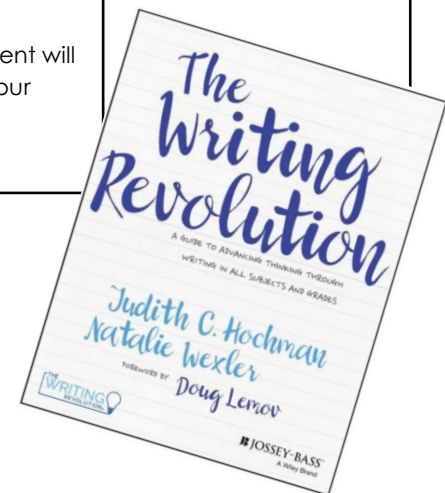
At Spires we have invested time and training using the research from 'The Writing Revolution' (J.Hochman) in order to create 'The Knowledge Essay' which year 7-9 will complete at the end of each cycle.

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 READY

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

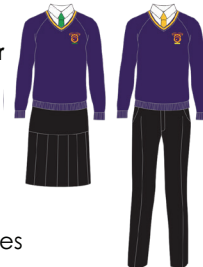
Any year group

- **Black branded blazer**
- White shirt & plain black jumper tucked in
- Kilt, black trousers, or black knee length shorts
- Plain black trainers or black shoes
- *Optional:* Plain white long sleeve tshirt



Year 10 & 11

- **Purple or Black branded jumper**
- White shirt tucked in
- *Optional:* 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, leggings or tracksuit bottoms (no cuffed trousers, drawstring trousers or trousers with cargo pockets)
- 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. Incorrect uniform or equipment will mean -3 negative points on Bromcom.
- Coats, hoodies must have a full zip and must be worn in addition to your blazer or purple jumper.
- If you are not in the correct uniform you are not ready to learn and will be able to attend lessons until your uniform is corrected.
- Fizzy drinks and cans of drinks must not be brought to school

📱 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.

BE ENGAGED

OSA is always looking for ways to celebrate student success and provide opportunities for leadership!

Rewards

AWARDS ASSEMBLY

At the end of each academic cycle (there are three per year), there is an awards assembly. There are a variety of awards given out, including progress in subject, excellence in subject, and honours awards!

TOP 25 STUDENT AWARD

At the end of each cycle, the top-performing 25 students in each year (based on the OSA score) will receive a celebration to recognise this wonderful achievement!

FRIYAY - 100% ATTENDANCE

FriYAY randomly selects 4 students from each year group who had 100% attendance that week for a video shown during tutor time on Friday. The winning students pull a surprise treat from the FriYAY box at break 1!

MARVELLOUS MONDAYS

Each Monday, a different group of 30 students is rewarded with a choice from the Hub at the end of the day. The metric for winning changes each week in order to reward as many students as possible throughout the year!

COMMUNITY LEADER AWARD

Our Community Leader Award is presented fortnightly at assembly to students who have gone out of their way, either in or out of school, to demonstrate community leadership. Staff nominate these students throughout the year.

YOU'VE GOT MAIL

A set of 5-7 postcards addressed to individual students are delivered weekly in tutor time. These postcards are written by staff and share a positive message.

Leadership Opportunities



STUDENT ADVISORY COUNCILS

Who: A group of 16 students per year. 2 students nominated by each tutor group.

What: Students will offer feedback from their perspective, so we can capture students' voice and continue to improve.

When: Will meet termly with their student council link.

Link: Student Council & Ms. Clay



READING LEADERS

Who: Reading leaders

What: Paired reading with students in Year 7 and 8 to boost reading fluency.

When: Weekly

Link: Mr. Shepard



TIMI CHAMPIONS

Who: A group of students (ideally a pair from each year group).

What: Students complete termly TIMI reports to Anthem and represent student voice to the ACC.

When: Friday Tutor times

Link: Ms. Clay



INSPIRE MAGAZINE

Who: Lead by 6th formers but a group of students across years

What: Students create an OSA half-termly magazine that is read in tutor time.

When: Fortnightly

Link: the English Team



OSA BROADCAST

Who: Students in year 8 and above. Student switch out every cycle

What: Students produce weekly OSA broadcast with key events for the week ahead. Special features for whole school events.

When: All year round

Link: Ms. Clay



HOUSE AMBASSADORS

Who: A group of students in year 7-10

What: Student who support their house and the House Captains!

When: Half Termly

Link: Ms. Chaffley



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

Name and first strike is recorded on the reminder board.

2nd Reminder

2nd Reminder - second strike on the reminder board.

This is logged on Bromcom = -2 points

On- Call: Lesson removal

Third strike on the reminder board and on-call.

This is in exceptionally rare circumstances students when students are removed from the classroom due to persistent disruption, safety concerns, or disrespect.

Parents, carers will be contacted.

Students will be expected to attend a Restorative after school.

Restorative

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.

If you miss this or do not engage by showing responsibility or accountability for your actions, then it will be escalated to an SLT.



OSA'S ESCALATION SYSTEM



Students are responsible for their actions! When things do not go right, OSA is committed to ensuring that they have the time to reflect, make amends, and for us to learn how we can support them. A restorative approach is at the heart of what we do and why.

Late to School Detention

When: Break 1
Where: Theatre

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

When: 3:00 - 3:30
Where: Canteen

A detention 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!

Restoratives Intervention

When: 3:00 - 3:30
Where: Canteen

Students receive a restorative if they were on-called and removed from a lesson. This is a special and important time to reflect with the teacher whose class the student was removed from, to ensure reflection and a support.

If students fail to attend, they will have a SLT detention the next week.

Standards Intervention

When: 3:00 - 4:00 on Wednesday
Where: The Theatre

An after-school intervention for students who are not meeting the expected standards of OSA students. This time is for students to reflect and get support to avoid a pattern building.

Students receive a Standards Intervention if they receive 15 or more negative points on Bromcom last week. If students fail to attend, they will have a SLT detention the next 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 on Wednesday **Where:** The Theatre

A two-hour detention after school on Wednesdays led with the Senior Leadership Team.

Student receive an SLT if: they missed two of any of the above detentions, fail a report, miss a restorative or standards intervention, or if they missed the SPARX homework extended deadline.

Students who do not attend or fail this detention, will serve an internal reflection day.

You can check your Bromcom points or check if you have a standards intervention or SLT detention at the **Behaviour Clinic** in the Atrium every Break 1 (11:00 - 11:30).

Year 8, Character Education Cycle 1

Careers linked to topics we study this cycle are: Educational psychologist, youth offending team officer, mental health practitioner, digital wellbeing specialist, equality and diversity officer, sleep consultant, community outreach worker, counselling psychologist, social policy analyst, safeguarding lead

Week	I will need to know:	So that I can:
1	- Year 8 helps you build on Year 7 by developing your independence, strengthening your knowledge, and taking more responsibility for your learning and behaviour. - You can be prepared by arriving on time, bringing the correct equipment, following routines, and showing focus and readiness to learn.	I can take greater responsibility for my learning, be fully prepared each day, and develop strong independence.
2	- Right time and right tone means responding to feedback calmly, respectfully, and at the appropriate moment to show maturity and respect. - Our actions help others feel they belong when we are kind, inclusive, and respectful, making everyone feel valued and accepted.	I can show maturity, respond to feedback respectfully, and help others feel valued and included in our school community.
3	- Signs of poor mental health can include feeling low, anxious, withdrawn, tired, or struggling to cope with everyday challenges. - We can take care of our mental health by talking to others, resting, staying active, and using positive coping strategies.	I can recognise signs of poor mental health and use coping strategies to manage my wellbeing.
4	Anxiety is a feeling of worry, nervousness, or fear that can affect your thoughts, body, and behaviour. It is important to remember that everyone feels anxious at times and that it is normal. Anxiety is something you feel not something you have. - Feeling frustrated can increase stress and make it harder to focus or stay calm if it is not managed in a healthy way.	I can understand and manage anxiety and frustration, helping me stay calm and focused when challenges arise.
5	- You can build resilience by staying positive, learning from mistakes, asking for help, and practising ways to manage your emotions. - You can support a friend by listening, showing kindness, encouraging them to seek help, and being a trusted and supportive presence.	I can build resilience and support others by being a trusted and positive friend.
6	- Black History Month highlights the diversity of Black experiences by sharing different stories, cultures, and contributions across British history. - These stories challenge stereotypes by showing accurate, positive representations and correcting false or limited views.	I can appreciate diversity, understand different cultures, and challenge stereotypes through positive representation.

Year 8, Character Education Cycle 1

Week	I will need to know:	So that I can:
7	1. Sleep is important for mental health because it helps your brain rest, improves mood, and supports focus and wellbeing. You must ensure that you go to bed at the same time every night, avoid screen for at least one hour before bed and ensure your room is cool, dark and quiet. 2. You can create a healthy digital life by limiting screen time, avoiding negative content, and using technology in a balanced and responsible way. Research shows that children and young people's mental health has been negatively impacted by too much screen time.	I can improve my mental health and wellbeing by developing healthy sleep habits and a balanced digital life.
8	1. A bystander is someone who witnesses a situation, such as bullying, and takes no action to help. However, an upstander is someone who witnesses a situation such as bullying and takes action to look after the victim in a safe way. 2. Social media can be used for bullying through harmful messages, spreading rumours, or sharing unkind or embarrassing content.	I can understand the role of a bystander, challenge bullying, and make safe and responsible choices to support others.
9	1. The UK has made progress on equality through laws like the Equality Act 2010, which protects people from discrimination based on protected characteristics such as age, race, gender, disability, religion, and sexuality, although there is still work to do to ensure fairness for everyone. 2. You can use your scholar's guide to revise by reviewing key knowledge, practising vocabulary, and creating dual coded summaries.	I can understand equality, challenge discrimination, and use effective revision strategies to succeed in my assessments.
10	Assessment Week: 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. Morals are beliefs about what is right and wrong that guide our behaviour, and they are shaped by influences such as family, culture, religion, education, and personal experiences. 2. Values are the principles and beliefs that are important to us and influence how we act, and they are shaped by factors like our upbringing, community, culture, and life experiences.	I can understand my morals and values, and make positive choices that reflect respect and responsibility.
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.	

English Year 8 Cycle 1 Scholars' Guide: Dystopian Fiction: *How can I successfully write a description of a dystopian setting?*

Careers linked to topics we study this cycle include author, journalist, editor, publisher, critic, screenwriter, copywriter and lexicographer.

Week	I will need to know:	So that I can:
1	1. Dystopia (noun) means an imagined state or society in which there is great suffering or injustice, typically one that is totalitarian or post-apocalyptic. 2. Many readers enjoy dystopian (adjective) literature because it is a warning or commentary of the current state of society, and it offers a form of escapism. They are packed with thrilling adventures, raise ethical questions, and deliver a message of hope that is inspiring for readers. 3. Authors write dystopian literature to reflect contemporary social, political, or environmental concerns.	1. Understand the conventions of the dystopian genre. 2. Analyse and appreciate how authors use dystopian settings and themes to reflect and critique contemporary social, political, or environmental issues.
2	1. A cyclical structure is a narrative technique where the story ends in a similar way to how it began, creating a sense of closure, repetition, or reflection. 2. Collins presents Katniss as rebellious in 'The Hunger Games' to illuminate the power of personal choices in the face of injustice, and to inspire readers to fight for a better world.	1. Craft an effective cyclical structure in my writing to engage my reader in the opening of my story. 2. Analyse why Collins presents Katniss as a rebellious character.
3	1. Sensory language appeals to the five senses: sight, sound, smell, taste, and touch. This helps the reader create a vivid mental image or experience. 2. Bradbury uses the metaphor of a "great python," to describe Montag's flamethrower as something alive and menacing. This metaphor not only gives the fire a serpentine, almost evil quality but also emphasises how deeply unnatural and twisted Montag's job has become.	1. Craft a compelling character. 2. Effectively use sensory language to build imagery in my writing. 3. Analyse why Bradbury uses metaphors in the opening of his story.
4	1. A simile is a figure of speech that compares two different things using the words "like" or "as" to highlight a shared quality. For example, "her voice was like music to his ears." 2. A metaphor is a figure of speech that compares two unlike things without using "like" or "as." Instead, it says one thing is another to create a strong image or idea. For example, "time is a thief." 3. Tone in writing is the author's attitude or feeling toward the subject, audience, or characters, expressed through their choice of words and style. For example, a tone can be serious, sarcastic, hopeful, angry, playful, or melancholy.	1. Craft effective metaphors and similes in my writing. 2. Manipulate tone to convey my attitude towards a topic or idea.
5	1. Effective revision methods include mindmaps and flashcards. Creating these is a way to consolidate my notes and prepare for my midpoint assessment.	1. Prepare for my MPA. 2. Complete my mid-point assessment.

English Year 8 Cycle 1 Scholars' Guide: Dystopian Fiction: How can I successfully write a description of a dystopian setting?

Week	I will need to know:	So that I can:
6	1. Colonisation refers to the process by which a group or nation establishes control over a foreign territory or population. Colonial powers aimed to exploit the resources of the colonies, expand their influence, and spread their cultural and political dominance. 2. Blackman subverts colonisation by reversing the traditional power dynamics based on race to challenge and expose the inherent injustices and inequalities of racial discrimination.	1. Analyse the ways in which colonisation impacts societal structures and relationships within texts, allowing me to understand the broader historical and thematic contexts in narratives that critique colonial power dynamics.
7	1. Blackman explores prejudice and division in the opening of the play, firstly to signal to readers that these themes will be a prominent in the play, and secondly to expose how prejudice perpetuates social and economic disparities. 2. Blackman presents discrimination as having a significant impact on Sephy's and Callum's relationship in "Noughts and Crosses" to illustrate the destructive effects of prejudice on personal connections. 3. Blackman presents discrimination as having a detrimental impact on Lynette to highlight the profound personal and psychological effects of systemic prejudice.	1. Analyse Blackman's presentation of the theme of prejudice and discrimination.
8	1. Blackman explores rebellion through the Liberation Militia to emphasise the need to address systemic oppression while cautioning against the potential pitfalls of extremism. 2. Blackman presents the Crosses as discriminating against the noughts during Ryan's trial to highlight the inherent biases within the justice system, and the power dynamics that perpetuate discrimination. 3. Blackman constructs a sorrowful ending for Sephy to convey the harsh reality faced by marginalised communities, and to evoke a desire for change in the audience.	1. Analyse Blackman's critique of social structures and their impact on marginalised groups. 2. Craft engaging sentences that are varied in form and length.
9	1. Blackman presents Sephy as impacted by Ryan's trial to illustrate the internal struggle of confronting systemic injustice, and the potential for personal growth and empathy. 2. Blackman presents Callum as disloyal to explore the ways in which societal divisions can influence an individual's choices, and to invite readers to empathise with the internal conflicts that arise from systemic oppression.	1. Explore how Blackman uses Sephy's character development to highlight the emotional and personal consequences of confronting systemic injustice
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	"Noughts and Crosses" was adapted to a play form to be used as an immersive experience and a catalyst for discussions around racial discrimination, prejudice, and social inequality.	1. Analyse how Blackman explores the complexities of personal choices influenced by societal divisions,
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 1

Careers linked to topics we study in this cycle are pharmacist, nurse, chef, actuary, architect, journalism, market research, quantitative analyst, project manager, marketing, business analyst, financial services

Week	I will know that:	So that I can:
1 Brackets, Equations, and Inequalities 1	- To expand a single bracket, use the grid method and multiply all the terms - To factorise multiple terms into a single bracket, use the grid method, putting the highest common factor outside of the grid	- Expand single brackets (M237) - Factorise expressions into a single bracket (M100) - See also M637, M792, M960
2 Brackets, Equations, and Inequalities 2	- To solve an equation, I want to find the value of x by using inverse operations on both sides of the equals sign. - To solve an equation involving brackets, it can help to first expand the brackets.	- Solve simple equations (M855) - Solve equations involving brackets (M902) - See also M634, M647, M401, M509,
3 Brackets, Equations, and Inequalities 3	- 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. - Use a multiplication grid to expand double brackets, then collect like terms	- Solve inequalities (M118) - Expand double brackets (M960) - See also M830, M322, U606
4 Ratio and scale 1	- A ratio is written with a colon (e.g. 2:3) and shows how a total is split into parts - To share an amount in a ratio you divide by total number of parts, then multiply each section of ratio by this number	- Write and simplify ratios (M885) - Use equivalent ratios to find unknown amounts (M801) - Share amounts in a given ratio (M525) - Convert between ratios, fractions and percentages (M267)
5 Ratio and scale 2	- The radius is the distance from the edge of the circle to the centre. - The circumference of a circle is the distance around the circle (perimeter). It is calculated by multiplying the diameter by π.	- Identify parts of circles (M595) - Find the circumference of circles (M169)

Year 8 Maths Cycle 1

Week	I will know that:	So that I can:
6 Multiplicative change 1	- Two quantities are in direct proportion if as one increases, the other increases at the same rate - To use a conversion chart, find the value on the axis, go up/across to line, then down/across to the other axis	- Solve proportion problems (M478) - Value for money (M681) - Interpreting real-life graphs (M771) - Convert between currencies (U610)
7 Multiplicative change 2	Similar shapes are shapes which are enlargement of each other. The scale factor is what the sides have been multiplied by.	- Draw and interpret scale diagrams (M112) - Understand similarity (M377) - Find unknown sides in similar shapes (M324)
8 Sequences	- A term to term rule explains how you go from one number to the next number in a sequence, e.g. add 3. - To find the nth term of a sequence, find the different between the terms, write out that times table, and then find the adjustment. Nth term = difference(n) + adjustment e.g. nth term of 3,5,7,9 is $2n + 1$	- Generate sequences using a term to term rule (M381) - Generate sequences using the nth term (M166)
9 Indices	- To multiply the same number/term raised to different powers, you can add the powers. E.g. $2^3 \times 2^4 = 2^7$ - To divide the same number/term raised to different powers, you can subtract the powers. E.g. $a^5 \div a^2 = a^3$	Multiply and divide terms with indices (M608) Simplify expressions involving indices (M120)
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 Fractions and Percentages	- For an increase of 25%, the multiplier is 1.25 - For a decrease of 15%, the multiplier is 0.85 - The express a number as a percentage of another, first express it as a fraction, then convert the fraction into a percentage	- Calculate percentages using multipliers (M905) - Express a number as a percentage of another number (M235)
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.	

Science Y8

Cycle 1

The Knowledge Organisers contain all the knowledge you need to learn.
Below is what you need to be able to do.

	8.1 Digestion & Respiration	8.2 Atoms, Elements and Compounds
	To revise how to be safe in a Science Lab. Describe possible health effects of unbalanced diets from data provided.	To learn how to be safe in a Science Lab. Explain the properties of solids, liquids and gases based on the arrangement and movement of their particles.
	Calculate food requirements for a healthy diet, using information provided. Describe how organs and tissues involved in digestion are adapted for their role. Describe the events that take place in order to turn a meal into simple food molecules inside a cell.	Explain changes in states in terms of changes to the energy of particles.
	Describe how organs and tissues involved in digestion are adapted for their role. Describe the events that take place in order to turn a meal into simple food molecules inside a cell.	Explain unfamiliar observations about gas pressure in terms of particles. Draw before and after diagrams of particles to explain observations about changes of state, gas pressure and diffusion.
	Mid Point Assessment Re-teach. Explain observations about changes to breathing rate and volume. Explain how changes in volume and pressure inside the chest move gases in and out of the lungs. Explain how the parts of the gas exchange system are adapted to their function. Explain how exercise, smoking and asthma affect the gas exchange system.	Mid Point Assessment Re-teach. Explain how substances dissolve using the particle model. Use the solubility curve of a solute to explain observations about solutions.
	Describe how organs and tissues involved in circulation are adapted for their role. Describe the Use word equations to describe aerobic and anaerobic respiration. Explain how specific activities involve aerobic or anaerobic respiration.	Devise ways to separate mixtures, based on their properties. Choose the most suitable technique to separate out a mixture of substances. Use evidence from chromatography to identify unknown substances in mixtures.
	Assessment Week 10 & Reteach Week 12	Assessment Week 10 & Reteach Week 12

Working Scientifically

Important keywords to recall	Their definitions (meanings)
Prediction	What you think will happen in an experiment.
Independent variable	What you change in an investigation to see how it affects the dependent variable.
Dependent variable	What you measure or observe in an investigation.
Control variable	One that is kept the same to stop it affecting the dependent variable.
Method	step-by-step instructions.
Observation	Information gathered by your senses.
Continuous variable	Has values that can be any number.
Discontinuous variable	Has values that are words or discrete numbers.
Mean	An average of a set of data, calculated by adding all the values and dividing by the number of values.
Evidence	Measurements or observations which support a conclusion.
Bias	When a person makes a result say what they want not what the evidence says.
Peer reviewed	The checking of research by other scientists.

Results Table Guide

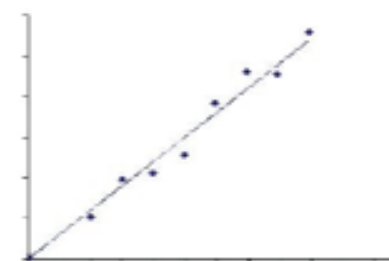
Independent Variable (Units)	Dependent Variable (units)
Values	Values

Which Graph to draw?

Independent Variable	Dependent Variable	Type of Graph
Numbers	Numbers	Line graph
Words	Numbers	Bar chart

Graph Model

Dependent Variable (Units)



Independent Variable (Units)

- Plot x
- Draw a best fit line.

Art Y8 C1 The Formal Elements – Baseline Unit 26-27

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

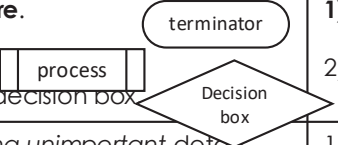
Week	I will need to know:	So that I can:
1 The Formal Elements	- The Formal Elements are the building blocks of any artwork. They are interlinked and you can refer to any of them when talking about your own or other's artwork. They are Line, Tone, Colour, Composition, Shape, Form, Texture, Space, Perspective, Pattern. - The Formal Elements are present in both 2D and 3D work and across all specialisms – any media, techniques and processes. - Use of Formal Elements allows artists to communicate with others (audience)	Identify them in my own or other's artwork. Create a knowledge organiser to show what the Formal Elements mean and how they are applied. Explain practical outcomes through theoretical terms and references. Engage with the work of artists, designers and craftspeople.
2 Line and Composition	- That composition is the arrangement and positioning of elements within an area. - That tone refers to the areas of light and dark within an image and it helps to create the illusion of depth and 3 dimensions. - That perspective is a way of showing distance in an artwork. - Drawing in different ways improves observational skills and hand-eye coordination.	Complete a series of drawing challenges as part of drawing workshop – timed, blind contour, non-dominant hand, continuous line etc. Demonstrate an awareness of the formal elements.
3 Contextual Analysis	- Artists apply tone in many different ways – using different techniques. - We can follow a writing structure to analyse artwork effectively.	Make connections between Formal Elements, media and how artists (in this case <i>Mark Powell</i>, use different ways to apply line and tone. Identify a range of techniques in own and artist's work.
4 Tone and Form	- Drawing from observation means looking analytically at an object person or place. - That tone can be created by blending pencil gradually or by using line/mark-making. - Holding a pencil on the side for shading and using the point for detail.	Create a successful composition (layout) for my drawing. Achieve a tonal scale and use this range in my drawing. Draw objects accurately and that appear 3-dimensional
5 Monoprint – use of line	- Mono-printing is a form of printmaking that is closer to drawing or painting than any other print process as only one final image is made. - You can draw free-hand or trace over images using the mono-printing process. - That the density of lines/ marks can create different values of light and dark.	Understand that monoprints are singular and each outcome is different. Print appealing and impactful images of iconic shoes: DMs, Air Jordans, Converse High Tops, Vivienne Westwood, Crocs. Use line effectively to create different tones (shading)

Art Y8 C1 The Formal Elements – Baseline Unit 26-27

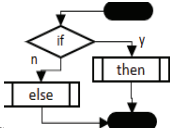
Week	I will need to know:	So that I can:
6 Monoprint – use of line	1. Mono-printing is a form of printmaking that is closer to drawing or painting than any other print process as only one final image is made. 2. You can draw free-hand or trace over images using the mono-printing process. 3. That the density of lines/ marks can create different values of light and dark. 4. That I can change my printing surface/backgrounds to alter my outcomes – colour, media backgrounds,	Understand that monoprints are singular and each outcome is different. Print appealing and impactful images of iconic shoes: DMs, Air Jordans, Converse High Tops, Vivienne Westwood, Crocs. Use line effectively to create different tones (shading) Use a range of coloured backgrounds and printing inks.
7 Refinement	1. In Art we constantly seek to improve our knowledge of materials techniques and processes. 2. In Art we constantly work to improve our practical outcomes and build our skills. 3. That I can refine my work and make changes, developments and improvements.	Manipulate and work back into my prints and develop my visual outcomes through collage. Select and rearrange imagery to achieve alternative outcomes.
8 Colour and Tone	1. Watercolour paints can be used in washes (pale colour) and then layered to create detail and depth. 2. There are different types of washes - flat wash, graded wash, variegated wash. 3. That different brushes and painting techniques are used to create different effects and when working on different scales (large or small areas)	Include media experiments in preparation for my watercolour painting. To build my knowledge of painting techniques and tools and build my painting skills.
9 Colour and Tone	1. Watercolours can be mixed with white, black and grey to create tints tones and shades.	Develop colour mixing skills to match colours to an image. Use colour to create light and dark.
10	Scholar's Prep: To prepare for your upcoming assessment, you should Use lesson time for DIRT and completing the presentation board. Work hard and show your best!	
11 Presentation Boards	1. Clear and impactful presentation allows others to see your work at it's best. 2. Meaningful annotation includes identifying strengths and where success criteria has been fulfilled – WWW (What Works Well) and also how improvements could be made to develop practical skill and theoretical knowledge – EBI (Even Better If).	Clear titles, neat presentation of work and reflective annotation. Self, Peer & Teacher Assessment / Feedback slips
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 Cycle 1

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 <u>given program</u> 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 (<code>for</code>) or use a variable to control what polygon to draw.

Year 8 Computer Science Cycle 1

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. x = 10 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. print("x is", x) 5) How to display a simple text message or variables using <code>print()</code>.	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>str()</code> - string (text) * <code>float()</code> - decimal point * <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 stor 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 * multiplication o - subtraction 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	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 selection instruction is if 2) The binary operators: == for equal to != for not equal to 3) The syntax of the if else instructor.  <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.
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 One

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

Week	I will need to know:	So that I can:
1 Introduction	1. Drama can develop life skills of communication, creativity and confidence. 2. Devising means creating a performance from scratch, without a script. 3. An ensemble is a group of performers who work together to create and perform theatre. Ensemble skills include things like: <i>trying out each other's ideas, speaking kind and respectfully to each other, all contributing to a shared goal.</i>	1. Be safe, kind and respectful in the Drama classroom. 2. Work well with other people, a skill that will help me in all subjects and in my future career. 3. Challenge myself to produce unique and exciting ideas for a performance.
2 Building a narrative	1. We use a stimulus when devising to give us a creative idea. 2. An example of a stimulus could be a photograph, poem, object, news article or piece of music. 3. Asking imaginary questions about a stimulus can help produce creative ideas. 4. The five Ws can be a helpful way to think of some questions. 5. They are <i>What, Where, When, Why, Who?</i> 6. For example, "Where was this photograph taken?" or "Who does this hat belong to?"	1. Create detailed and unique responses to a stimulus. 2. Generate ideas which will build content for independent devising work. 3. Use a variety of stimulus materials to inspire creative work.
3 Transitions	1. A narrative is another word for a storyline of a play, film or story. 2. There are four parts to a narrative: the exposition, the rising action, the climax and the falling action. Transitions are the moments of change in Drama between one scene into another. 3. By transitioning smoothly and successfully between different scenes, the audience have a clearer understanding of the narrative.	1. Show an audience the key moments in a story. 2. Be independent in the decisions I am making as a group to tell a story in an original way. 3. Create an engaging and clear plot in a devised performance.
4 Practitioner research: Body-as-Prop	1. A practitioner is a person who develops new techniques in Drama, Art or Music. 2. Practitioners give inspirational creative ideas for other ensembles to use. 3. Body-as-prop is a technique where an ensemble create the shape of props on stage using their bodies rather than real objects. 4. This technique is inspired by a practitioner called Steven Berkoff.	1. Expand my understanding of different styles and techniques in Drama. 2. Develop new performance techniques with a particular focus on using my physical skills to create dramatic content. 3. Work with an ensemble to ensure everyone is included and working at an equal level.
5 Narration (Midpoint)	1. Narration is adding spoken words for the audience about the action onstage. 2. Narration is like a storyteller giving the audience information about the narrative so the story and characters are clear and understandable for the audience. 3. Emphasis is the skill of adding particular stress to certain words when speaking. This can develop a curious and excited tone of voice.	1. Use a variety of vocal skills to expand my abilities as a performer. 2. Deliver a performance that sounds interesting and exciting, rather than dull and flat.

Week	I will need to know:	So that I can:
6 Cross-cutting	1. Cross-cutting is a technique where a performance switches between two or more scenes. This helps the audience follow different events happening at the same time and can build tension. 2. This can be done by freezing one scene when another becomes 'active', using narration to change the audience's focus or changing staging.	1. Switch between scenes clearly and effectively so that I can build tension, highlight contrasts and help the audience understand the connections between characters and events.
7 Flashback	1. A flashback is a scene that interrupts the chronological flow of a performance. It allows the story to delve into the past, revealing backstory, character development, or crucial events that influence the present. 2. The transition between past and present needs to be clear in a flashback so the audience aren't confused.	1. Present a clear non-chronological narrative which engages the audience to consider character development 2. Create clear transitions between 'past' and 'present' moments in a piece of Drama
8 Rehearsal	1. There are a range of devised techniques that can be included in a piece of theatre to present a creative performance 2. Working together to include everyone's ideas means it is a collaborative project 3. Each performance will be a unique interpretation of a stimulus	1. Demonstrate my deeper understanding of a narrative through the changes I make to my vocal performance. 2. Show the audience the backstory of a character to create more tension in their response to it.
9 Performance	1. Effective rehearsal in drama relies on focus, collaboration, leadership, time keeping and accuracy. 2. A successful ensemble need to speak to each other respectfully and all be committed to participating equally.	1. Work with my group effectively to ensure our performance is cohesive and successfully conveys the intended emotions and themes.
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 Evaluate	1. We will watch a devised production and identify the dramatic techniques used. 2. Reflecting on a piece of live theatre is important to grow as theatre makers – it allows us to consider what we find inspiring, and what suggestions we could offer for improvement	1. Identify devised techniques performed by professional theatre makers 2. Take inspiration from others to develop my own theatre-making
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.	

Design and Technology Y8

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 Y8

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>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.	- Understand how people decide what to eat based on a combination of factors. - Create an aromatic dish that requires high heat to achieve a cooking technique called searing.
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 juicier. - 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>Chocolate Chip Cookies</u> Creaming method: combining sugar, butter and egg the add flour to make a soft dough. - Adding chocolate chip to add some farm produced food	- 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 1: What are the causes, consequences, and solutions to the development gap?

Careers linked to topics we study this cycle included things like diplomat, consultant, charity worker, retail sector, business, finance and lawyer as I will be developing my understanding of the how the world is becoming more interconnected and the impact this has on people.

Week	I will need to know:	So that I can:
1 What is development?	1. A misconception is common opinion based on faulty thinking e.g. 'all of Africa is poor'. 2. All countries can be classified into developing (low-income), emerging (middle income) and developed countries (high income). 3. Development can be categorised by social, economic, political and sustainable development.	1. Identify my own misconceptions and address them. 2. Classify countries by their level of development.
2 Measuring development	1. Wealth indicators include: GNI (Gross National Income) per capita which is the total income of the country divided by number of people, GDP (Gross Domestic Product) per capita which is the total value of goods and services earned by a country divided by the population and PPP (Purchasing Power Parity) which shows how much \$1 is worth in a country. *Maths 2. Social development can be measured through factors such as birth rate, death rate and literacy rate. *Maths 3. Single indicators can give a false picture which misses out important outliers, whereas composite (multiple) indicators can give a fairer picture (e.g. Human Development Index).	1. Compare the level of development for a range of countries. 2. Assess which is the most useful measure of development.
3 Uneven development	1. Physical factors affecting development include poor climate (e.g. fewer crops can be grown meaning lower food supplies and less to sell resulting in lower income and less tax revenue to the government) and few raw materials (e.g. oil, coal meaning fewer products to sell or use in industries). *Science 2. Historical reasons for uneven development include colonisation, and conflict causing destruction of homes, hospitals, schools which then need replacing. *English, History 3. Economic factors include poor trade links (results in less trade) and debts. 4. Globalisation can accelerate development for some areas.	1. Explain why the UK has developed faster than India. 2. Explain how globalisation has helped India develop.
4 Structure of the economy	1. The four sectors of the economy are primary, secondary, tertiary and quaternary. 2. The economy of developing and emerging countries are largely based on the primary and secondary. 3. Rapid development in India has resulted in a smaller proportion of the economy based on the primary sector. 4. The economy of developed countries such as the UK are largely based on the tertiary sector.	1. Explain how and why the UKs and India's economies have changed over time.
5 Positive impact of globalisation and rapid development	1. Globalisation has had positive impacts for development as it has created job opportunities, improved infrastructure and provided new social opportunities. *History 2. TNCs (Transnational corporations), such as BT, have built factories and call centres in India which provide employment. This creates the multiplier effect, as the new job opportunities attract more people to the area who will spend money, which will further improve the economy.	1. Assess the extent to which globalisation has positively benefited nations. 2. Explain the multiplier effect.

Year 8 Geography Cycle 1: What are the causes, consequences, and solutions to the development gap?

Week	I will need to know:	So that I can:
6 Negative impact of globalisation and rapid development	Globalisation and rapid development has increased the inequality between rural and urban areas. Rapid development has also resulted in the creation of poor quality housing (chawls) within cities, increased pressure on services such as health care and education and higher levels of pollution. - The fast fashion industry is a result of globalisation. The fast fashion industry has caused significant social impacts (poor working conditions, low pay) and devastating environmental impacts (water pollution, release of greenhouse gases) especially in South East Asia. *Design Technology	- Explain how rapid development has created inequality. - Assess the impacts of globalisation on developing and developed countries.
7 Addressing the development gap	- The Development Gap refers to the widening difference in levels of development between the world's richest and poorest countries. Top-down strategies are government led large scale projects. Top-down strategies address nationwide issues and attempt to make significant change for many, but often overlook the needs of some communities. Bottom-up strategies are smaller scale projects led by charities. These projects address issues locals experience and improve quality of life, but do not address country wide issues.	Evaluate the success of top down and bottom-up strategies in closing the development gap.
8 Addressing the development gap	Tourism has increased recently due to globalisation. This has aided development as it can lead to an increased average income and provided courses to help locals gain skills. However, it can also caused increased pollution, drug use and cultural erosion (loss of culture). - Not all stakeholders benefit from each solution e.g. locals are not included in decision making in top-down development, so each solution must be weighed up for its costs and benefits.	- Explain how tourism has helped development. - Decide which solution I think is the best at closing the development gap in India and evaluate the costs of benefits of each.
9 Understanding western development	- The criteria for successful development is often criticised as "Euro-centric". The international development agenda supports western perceptions of success as set out by the World Bank and International Monetary Fund, which can be criticised as neo-colonial and bias towards already developed nations. - Western models of development have allowed for significant economic growth and raised living standards, but this has come at the expense of economic and social equality and environmental degradation	- Understand how western priorities have influenced the criteria for successful development. - Evaluate the benefits and shortcomings of western development models.
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! This assessment will be a knowledge essay.	
11 Alternative models of development	- The opinion of what is successful development will differ based on your opinions and worldview. Alternative models of development highlight vastly different criteria for successful development. Engaging with Indigenous knowledge is essential in understanding the varied definitions of successful development. <i>One lesson this week will be spent planning your knowledge essay.</i>	- Understand alternative models of development - Plan and write an extended essay on the development gap.
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 1 – The Making of the Atlantic World: *In what ways did religion and slavery change England and the Atlantic World between 1485 and 1660?*

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	- The Tudor dynasty caused major upheaval both religiously and socially in England. - The reign of Mary was famous for her attacks against the Protestant faith. E.g. She burned nearly 300 people alive for being Protestant. - Elizabeth inherited major issues when she became queen, such as debt, religious turmoil and a weak claim to the throne. - Being a female was a major obstacle for Elizabeth.	- Understand how the Tudors changed religion in England. - Identify what the largest problems facing Elizabeth were when she took the throne. - Explain how Elizabeth dealt with the issues/problems that she faced during her reign.
2	- The Protestant church had many major differences from the Catholic; - Bible should be in English not Latin. - Churches should be plain not extravagant. - Elizabeth was the head of the new church, not the Pope. - Elizabeth created her middle way to keep both Protestants and Catholics happy. - A major problem Elizabeth was that she was not married, and had no clear heir.	Identify the major difference between the Protestant and Catholic churches. - Describe how Elizabeth proposed to deal with these differences. - Explain how some issues continued to be an issue for her.
3	- Many Catholics in England wished to have Elizabeth killed and replaced with Mary, Queen of Scots. - There were 4 major plots against Elizabeth by the Catholics; The revolt of the Northern Earls, The Ridolfi Plot, the Throckmorton Plot, and the Babington Plot. - The King of Spain was a major enemy of Elizabeth during her reign. - He launched the Armada to replace the Protestant Elizabeth with a Catholic, to keep the English out of the Netherlands, and to stop English Privateers stealing from the Spanish.	- Compare 4 different plots against Elizabeth and identify which was the most dangerous. - Explain why Mary, Queen of Scots was such a threat to Elizabeth. - Conclude to what extent the King of Spain launched his Armada to save Mary, Queen of Scots.
4	- Many factors led to the failure of the Armada, such as; the weather, the English commanders, luck, the Spanish commanders, and the tactics of both sides. - Historians still don't agree on what caused the failure of the Armada. - Elizabethan society was more complex than the medieval Feudal System. - The Tudor period saw the emergence of two new areas of society, the Middle class and the Vagabond.	- Conclude, using sources, why the Spanish Armada failed. - Identify how Elizabethan society was similar to today. - Identify how Elizabethan society is different to today. - Explain what a Vagabond was and why people were scared of them.
5	- The English began trying to colonise the Americas to gain new trading areas. - The first colonies the English founded were in Virginia at Roanoke Island. - The first two colonies were failures, and the 2nd became known as the 'Lost Colony'.	- Begin to explain how the British empire began. - Explain what issues the settlers in America faced. - Explore what happened to the 'Lost Colony'.

Year 8 History Cycle 1 – The Making of the Atlantic World: *In what ways did religion and slavery change England and the Atlantic World between 1485 and 1660?*

Week	I will need to know that:	So that I can:
6	1. Famous privateers/explorers like Francis Drake and John Hawkins began trading slaves to the Caribbean. 2. There were many types of slavery throughout history, such as Chattel and Indentured. 3. The slave trade was made into a trade triangle that made huge profits for the Europeans. 4. Conditions on the middle passage of the triangle were horrific for enslaved people.	1. Identify how the Slave Trade changed in the Elizabethan period. 2. Compare and explain the differences between Chattel slavery and Indentured servitude. 3. Explain why the views of men like Drake and Hawkins have changed.
7	1. The first permanent colony made by the English was called Jamestown. 2. The ways in which enslaved people were treated depended upon which type of slavery they were, i.e. Chattel vs. Indentured. 3. The religious issues of the Elizabethan era had not been dealt with fully by the reign of James I. 4. This tension led to the events of the Gunpowder plot.	1. Explain what conditions were like on Caribbean plantations. 2. Identify how religious tensions under the Tudors had continued under the Stuarts. 3. Understand why we still celebrate Guy Fawkes Night/Bonfire night event today.
8	1. James I had an obsession with Witchcraft and persecuted people harshly for this. 2. Most accusations of Witchcraft were levelled against women. 3. Many monarchs in British history believed in the 'Divine Right of Kings'. 4. Parliament and the Monarch Charles I disagreed heavily over how much power he should have over England and Scotland.	1. Describe how a person in Stuart England would identify a witch. 2. Explain how England fell into a Civil War. 3. Conclude what the biggest factor was in causing the Civil War.
9	1. Oxford was the Royalist capital during the Civil War. 2. There were 2 sides in the Civil War – The Royalist, Cavaliers and the Parliamentarian, Roundheads. 3. The Parliamentarians won the war, in part, because of the better trained New Model Army they used.	1. Identify the differences between the two sides in the English Civil War. 2. Compare different battles of the Civil War and conclude which you think was the most important. 3. Conclude how important the New Model Army was to the Parliamentary victory.
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. King Charles I was beheaded for starting a second Civil War and using Scottish troops to invade England. 2. Following the death of the King Oliver Cromwell declared himself Lord Protector of the new Commonwealth. 3. Cromwell was a hated figure in Irish history for his role in the Drogheda massacre.	1. Describe what happened to King Charles I following the 2nd English Civil War. 2. Explain who Oliver Cromwell was, and why he's important today. 3. Compare interpretations of Oliver Cromwell.
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 1 Year 8

Careers linked to topics we study this cycle are careers that may use foreign language as a means of communication e.g. nurse, manager
Please use the sentence builder provided by your teacher and attached to this Scholars Guide (on the next page) for all language covered in this topic. The information provided on this page is limited to 1-4 short example sentences but you will be learning many more!

Week	I will need to know:	So that I can:
1 Qu'est ce que tu regarde à la télé?	1. D'habitude je regarde les documentaires , je trouve ça genial . 2. J'aime bien les émissions de sport car c'est amusant	1. Describe what types of programs/films I watch on TV. 2. Express my opinions on TV programs
2 Qu'est-ce que tu lis en ce moment?	1. Je regarde, il regarde, elle regarde on regarde 2. De temps en temps je lis un roman fantastique car c'est intéressant	1. Use regular ER verbs in the present tense. 2. Talk about what type of books I read.
3 Qu'est-ce que tu lis en ce moment?	1. J'adore lire une BD , je pense que c'est chouette . 2. Je ne lis pas/jamais de livre d'épouvante .	1. Express my opinions about reading different books 2. Use different negative sentences
4 Quelle musique écoutes-tu?	1. J'écoute du rap parceque j'adore la chanson . 2. J'écoute de la pop car ça me rend très joyeux .	1. Talk about what type of music I listen to. 2. Explain why I like different types of music
5	1. Très – assez – un peu	1. Use intensifiers to extend opinions. 2. Include intensifiers with correct word order- always before an adjective.
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 (Read aloud)

French Cycle 1 Year 8

Week	I will need to know:	So that I can:
7 Que fais-tu quand tu es connecté	1. Quand je suis connecté, après le dîner, j'envoie des emails. 2. D'abord, ensuite, puis, quelquefois.... 3. Je fais – je mets – je vais	1. Talk about what I do online. 2. Use time phrase 3. Use irregular verbs (faire, aller, mettre) in the present tense.
8 Que fais-tu quand il pleut?	1. Quand il fait beau on fait du VTT. 2. Quand il pleut on regarde des DVS.	1. Talk about what activity I do according to the weather. 2. Use 'on'
9 Que fais-tu avec tes amis?	1. Aujourd'hui on joue à des jeux video parceque c'est génial.	1. Talk about what you normally do with your friends using time phrases 2. Give opinions using the connective 'parce que' (because)
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 7-9). Remember that little and often is the key to success.	Assessment • Listening • Reading (Including translation into English) • Writing (Translation into target language)
11 Qu'est-ce que tu as fait hier?	1. Je suis allé – on est allé – j'ai joué 2. Hier je suis allé au parc où j'ai joué au tennis	1. Use the past tense to talk about what I did 2. Use OÙ as a connective
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 1 Year 8

Careers linked to topics we study this cycle are careers that may use foreign language as a means of communication e.g. nurse, manager
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Week	I will need to know:	So that I can:
1 Was siehst du gern oder nicht gern? Warum?	1. Ich sehe sehr gern Realityshows... 2. weil sie total lustig sind.	1. Say how much I like to watch different types of TV shows and films 2. Give my opinion using weil (because) using different qualifiers and adjectives
2 Was liest du gern oder nicht gern? Warum?	1. Ich sehe (I watch), Er/sie sieht (he/she watches), Sie/wir sehen (They/we watch) 2. Quizshows, Sportsendungen 3. Ich lese oft Zeitungen im Bus ... 4. weil sie sehr spannend sind.	1. Talk about other peoples' likes and dislikes 2. Use plural nouns with the correct ending 3. Say how regularly I read books and where 4. Give my opinion using weil (because) using different qualifiers and adjectives
3 Was liest du gern oder nicht gern? Warum?	1. Ich lese (I read), Er/sie liest (He/she reads), Sie/wir lesen (They/we read) 2. Comics, Zeitschriften	1. Talk about other peoples' likes and dislikes 2. Use plural nouns with the correct ending
4 Was noch machst du vor dem Bildschirm? Warum?	1. Ich sehe, ich spiele, ich surfe 2. Ich spiele zweimal pro Woche Computerspiele	1. Say what activities I do online 2. Say how often I do them
5 Was noch machst du vor dem Bildschirm? Warum?	1. Ich verbringe, er/sie verbringt, Sie/wir verbringen (I spend time, he/she spends time, they/we spend time) zu viel Zeit vor dem Bildschirm 2. Das ist gesund	1. Say whether you do/don't spend too much time on screens 2. Give an opinion on your screentime
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 (Read aloud)

German Cycle 1 Year 8

Week	I will need to know:	So that I can:
7 Wie ist/war deine Stadt?	1. Meine Stadt ist sehr modern . 2. Meine Stadt war total sauber .	1. Say what my town is like now (present tense) using different qualifiers and adjectives 2. Say what my town was like before (past imperfect tense) using different qualifiers and adjectives
8 Was gibt es/gab es in deiner Stadt?	1. In meiner Stadt gibt es einen Strand/eine Arena/ein Kino . 2. In meiner Stadt gab es einen Strand/eine Arena/ein Kino	1. Say what there is in my town using the correct word for 'a' (einen/eine/ein) after 'es gibt' 2. Say what there was in my town after 'es gab' using the correct word for 'a' (einen/eine/ein) after 'es gibt'
9 Was gibt es/gab es in deiner Stadt?	1. Es gibt= there is, Es gab= there was, Es hat= It has, Es hatte= It had 2. In meiner Stadt gibt es keinen Strand/ keine Arena/ kein Kino.	1. Know the difference between a present and imperfect past tense sentence 2. Produce negative sentences using keinen/keine/kein to say what there is/was not in my town
10 Wie ist/war das Wetter?	Scholar's Prep: To prepare for your upcoming assessment you should self-quiz on all language and grammar on your sentence builder (weeks 7-9). Remember that little and often is the key to success.	Assessment • Listening • Reading (Including translation into English) • Writing (Translation into target language)
11 Wie ist/war das Wetter?	1. Normalerweise ist es sonnig/kalt/frostig . 2. Heute regnet es. 3. Gestern war es neblig/wolkig .	1. Say what the weather is like in the present tense using a range of adjectives 2. Say what the weather is like in the present tense using weather verbs 3. Say what the weather was like in the past imperfect tense using a range of adjectives
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 1 Year 8

Careers linked to topics we study this cycle are careers that may use foreign language as a means of communication e.g. nurse, manager
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 ¿Qué haces en tu móvil?	1. Todos los días saco fotos 2. Mañana, voy a sacar fotos	1. Say what you normally do 2. Say what you will do in the future
2 ¿Qué haces en tu móvil?	1. A veces escucho música 2. Sin embargo este fin de semana voy a navegar for internet 3. Mañana voy a leer SMS// Con mis amigos vamos a leer SMS	1. Use frequencies 2. Use time stamps 3. Use the near future for I and We
3 ¿Qué tipo de música/ programa de televisión te gusta	1. Me encanta la música clásica. 2. Odio el telediario . 3. Me gustan los concursos porque son bastante informativos. 4. Me gustan las telenovelas// Me gusta la música electrónica	1. Say how much you like TV and music 2. Say what type of music or TV you like 3. Justify your opinion with "porque" and quantifiers 4. Use verbs like Gustar in the present
4 ¿Qué tipo de música/ programa de televisión prefieres?	1. Me encanta ver los concursos. 2. Son más tristes que las series policíacas.	1. Use Gustar follow by a verb 2. Compare different types of music or TV programs
5 ¿Qué hiciste ayer?	1. Ayer saqué fotos. 2. Fue emocionante// Va a ser emocionante.	1. Talk about what you did yesterday 2. Give your opinion about past and future events
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 (Read aloud)

Spanish Cycle 1 Year 8

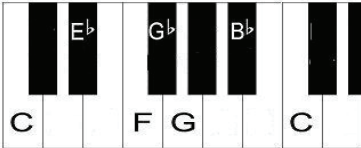
Week	I will need to know:	So that I can:
7 ¿Adónde fuiste en tus últimas vacaciones?	1. Fui a Alemania . 2. Fui con mis padres . 3. fui en coche .	1. Say where you went on holidays 2. Say who you went with on holidays 3. Say how you went on holidays
8 ¿Qué hiciste en tus vacaciones de verano?	1. Fue guay. 2. Visité monumentos. 3. Comí paella.	1. Give your opinion on the past 2. Use AR verbs in the Preterit 3. Use ER and IR verbs in the Preterit
9 ¿Qué hiciste en tus vacaciones de verano?	1. El año pasado , tome el sol. 2. Me encantó porque fue horrible	1. Use time stamps 2. Use Gustar like verbs in the Preterit
10 ¿Cómo te fue?	Scholar's Prep: To prepare for your upcoming assessment you should self-quizz on all the language and grammar on your sentence builder (weeks 7-9). Remember that little and often is the key to success.	Assessment Listening Reading (Including translation into English) Writing (Translation into target language)
11 ¿Cómo te fue?	1. Me gustó porque fue flipante	1. Use varied adjectives to give opinions 2. Use the connective 'porque' (because)
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 1 Music: Blues

Careers related to this topic are: Performer, Composer, Arranger, Conductor, Music Historian.

Week	I will need to know about:	So that I can:
1	The Blues: pioneered by African-American people across America and Europe - Blues Music influenced all types of Jazz and Pop music. It is made up of key elements which you will learn to play on the Keyboard, Guitar and Ukulele. - These are: The 12 Bar Blues, The Walking Bass and the Blues Scale.	- PERFORM Blues music - EXPRESS myself through sound. - UNDERSTAND the origins of Blues and why it is so important for the history of Music - IMPROVE my own compositions and performances - RECOGNISE and work with the building blocks of Blues
2	The Origins of Blues Music - African slaves were transported to work in North American colonies - They brought their music with them including religious vocal songs called spirituals and work songs - Work songs featured call and response - Early Blues emerged at the end of the 19th century and was called country Blues	- UNDERSTAND that The Blues is the story of resilience, creativity and power of music through slavery, hardship and oppression. - In studying the origins of slavery and the ongoing struggle for equality it is possible to relate to such issues on a global level.
3	Practising our 12-bar sequence - Blues Music is based on the 12 Bar sequence- which is 12 chords. These are patterns made up of three, three note chords. - C,E,G, FAC and GBD. These are played continuously under the piece of music.	- STRENGTHEN my knowledge of the origins of Blues - FIND MY NOTES on the keyboard - CONFIDENTLY create triads - PERFORM the 12-bar sequence
4	Adding Root Notes - The Root Note is the BASS note that goes with each chord. - The Root notes are C, F and G played at the bottom of each chord, which creates its own Bassline to underpin the music	- LOCATE Root notes for the entire 12-bar Blues sequence. - NOTATE the whole 12 bar blues sequence on a whiteboard.
5	Midpoint Assessment: You will need to demonstrate your knowledge of the Origins of Blues, play the 12 Bar sequence on the Keyboard and add a Bass line made using Root notes.	ACT on the feedback provided by my teacher which will help me success in my Week 11 Assessment.

Year 8 Cycle 1 Music: Blues

Week	I will need to know:	So that I can:
6	C blues scale  Introducing the Blues Scale A set of Blues notes to use for improvising above the 12-bar and the walking bass.	1. IMPROVISE above my 12-Bar and Root notes.
7	Introducing The Walking Bass Learning a dynamic Bass line 	1. PLAY the walking bass line underneath the 12-bar 2. EXPLORE music in the Rock and Roll style and listen to music by Elvis Presley 3. CHALLENGE my keyboard technique
8	1. Combining the Blues elements. 2. 12-Bar, Blues Scale and Walking Bass combinations 3. These elements can now be combined to create a Blues composition.	1. IMPROVISE (create music freely) above the 12 –bar and walking bass element.
9	Improvised Solos are a key part of performing Blues Music. You can build in a four-8 bar solo for each instrument to shine within the group. This week, try out improvising on the BASS LINE, using the BLUES SCALE or creating new chords to enrich your piece.	1. JAM with my friends to create a freestyle Blues improvisation for my PERFORMANCE assessment. 2. CONSOLIDATE all the learning from previous weeks
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	Leaning on the Blue Notes: These notes are those outside the key that make the music truly Bluesy. It's where you lower the third, fifth and 7th degree of the scale. You can stress the E flat, G flat and B flat in your compositions to enhance the vibe! 	1. ADD detail to make your playing shine. 2. ENSURE you are playing in a stylistically appropriate way, that HONOURS the genre of music.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

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

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

• Football	• Badminton	• Rugby
That by cushioning the ball by meeting it with either the sole, laces or inside of the foot will allow me to stop the ball with control. That by using the side of the foot to pass the ball would be more accurate over a short distance and by using my laces over a longer distance would build up more power and accuracy. Keep possession of the football by cushioning the ball from a first touch. Pass over a variety of distances accurately and in <u>conditioned practices</u> Keep head up when dribbling where possible, keep the ball near themselves, use both inside and outside of the foot to change direction. Being able to perform skills such as drag back, and variety of turns to be able to dribble past an opponent in 1v1 situations. Dribbling into spaces in <u>conditioned games</u> and managing to beat defenders in 1v1 situations.	The starting position in badminton is to stand central on the court with knees bent and racket ready. The ready position in badminton is to stand central on the court with knees bent, side on and racket ready. The way you move around the court is called a chasse. To chase the knees are bent and you remain on the balls of your feet. Demonstrate starting position and chasse movement to the forecourt and rearcourt That to perform a backhand flick serve I keep my racket below my head, hold the shuttlecock directly on top of the racket, stand side on, and contact the shuttlecock to go over the net into opponent's service box. Serves should be diagonal every time. Perform a serve to start a game with the correct technique to force my opponent towards the rear court That to perform the drive my racket should be out in front of me with the racket strings facing the net. The racket action is a short tap so the shuttlecock travels fast and flat over the net. I should step forwards with my racket leg when I make contact with the shuttlecock and my knees should be bent. Understand that this is an attacking shot and perform a drive that reaches the mid-court area in a <u>conditioned game</u> That to perform a drop shot my body must be sideways on with my racket leg backwards. I will make contact with the shuttlecock when it is high in the air at approximately 2 o'clock. When I make contact with the shuttlecock my back leg should follow through. The shuttlecock should travel downwards and land in the forecourt. <u>Perform</u> a drop shot that outwits the opponent in a <u>conditioned game</u> Single game rules are long and thin court markings on a serve, then the court remains long and thin for the shuttlecock to be in. Double game rules are short and wide court markings on a serve, then the whole court for the shuttlecock to be in. Understand the singles/doubles game rules and independently officiate <u>competitive games</u>	That the different types of passes in rugby are the pop, spin, high and low passes. Pop is performed from the side of the hip and released to the side over a short distance. Spin is performed from the side of the hip and released high with a rotation of the ball to create a spin. Low is performed from taking the ball from the ground and released up to a players' hands. High pass is performed from having the ball in both hands above your head and released up and high. These are to be done in conditioned practices displaying correct technique. That by performing the following will ensure I tackle safely: landing by falling safely and bending at the ankles and knees, perform ring of steel around opponent's waist (squeezing hard), bending knees, leading with shoulder, staying low and lifting opponent slightly to make opponent of balance, and pushing to side or back to push them over. I will put myself into a strong position <u>Perform</u> tackling safely in conditioned scenarios That by performing a ruck successfully I will need to be over a team member (who has the ball placed on the floor) to protect the ball from the opposing players. Opposing players will join on top of the floor player, where I should have my head and shoulders no lower than their players hips. I hold a strong position to hold that opposing player off until a player (scrum half) retrieves the ball from the ground and plays it off. <u>Perform</u> a ruck in a conditioned game That an arrowhead is an attacking formation which consists of students forming an inverted V-shape in relation to the ball carrier when attacking. To commit players, I need to cover ground by running and using agility to successful pass an attacker. <u>Commit</u> defenders when attacking in <u>conditioned games</u> and <u>understand</u> attacking formations Defensive formation work on being able to stay together in straight line and apply "READY READY READY UP UP UP" tactics. Making sure that we press together and leave no gaps to exploit. To be <u>confident defending</u> in 1vs1 and 2vs2 <u>conditioned situations</u>

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

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

• Netball	• Basketball	• Fitness
That the different types of passes are overhead (long distance), chest (short distance), bounce (short-middle distance) and shoulder pass (any distance). To select the type of pass in conditioned competitive scenarios. <u>Pass over a variety of distances</u> with accuracy and receive the ball with control in <u>conditioned practices</u>	Understanding the three phases of a layup . The different phases are the drive phase (running towards the basket), gather phase (catching the ball and getting ready for shot) and finish phase (lay the ball with gentle touch of the backboard). Perform a layup in conditioned games.	Aerobic endurance is your ability to exercise at moderate intensity for a given period without rest. The longer you can keep moving, the better your aerobic endurance . <u>Analyse</u> the importance of Aerobic endurance to sport
That once I plant one foot on the ground, that foot cannot be removed and resurfaced . However, if landing on both feet at the same time I can decide what foot I would like to take off the ground. That pivoting will allow me to change direction on the spot. To <u>perform</u> correct footwork in conditioned games <u>with control</u> .	Shooting – knowing different techniques of shooting- bank shot (technique – shooting off the back board), set shot (technique – bent elbows/knees for balance, eyes on the hoop, extension through the body, follow through is a flick of the wrist to create backspin). Jump shot (technique – same as set shot with a jump at the end of the follow through phase). <u>Deciding</u> what shot is best to make at certain points in <u>conditioned games</u>	Agility is the ability to change direction at speed with control. Team's sports players like basketball and football need to have good levels of agility to change direction when necessary. <u>Analyse</u> the importance of agility and speed to sport
To shoot accurately I must have the ball above my head in my eyeline of ball and net, bend my elbows out and knees down, then fully extend through these joints to push the ball floaty and high to land within the net. <u>Know</u> the teaching points for shooting and perform shooting with some <u>accuracy and consistency</u> in <u>conditioned games</u>	Basketball/Handball- Passing and triple threat – to understand the term triple threat is to be able to pass, dribble and shoot. So, receiving the ball should always be with two hands. To <u>perform</u> the skills of triple threat in conditioned games.	Strength is the ability for your muscles to contract under resistance and Power is Speed x Strength . These components are used in most sports to jump, run, push opponents away as well as throwing disciplines such as Shot Putt , where we would generate force to throw the shot as far as possible. <u>Analyse</u> the importance of strength/power endurance to sport
That offside is where a player is in the correct area of the court. That the GK/GS can go in the goal third and the shooting area (D), the GA/GD/WA/WD can go in the goal third and the centre third, the, the C can go anywhere but cannot go in the shooting area. To <u>perform</u> a variety of positions in <u>game scenarios</u>	Basketball/Handball – low block/ half court press formation- Sitting back and defending the spaces to not allow the opposition near the basket/ goal. <u>Understanding</u> the defending tactic of low block/half court press in <u>conditioned game</u> .	That body weight exercises do not require additional equipment and can help improve muscular strength and muscular endurance. Muscular Endurance is the ability of your muscles to perform repeated contractions over a period. The benefit of these is that a player can perform the same movement without fatigue . <u>Analyse</u> the importance of muscular endurance to sport
That by creating space by constantly moving will deceive the player marking me and will allow other players to move into the space I have created to become a passing option. By performing the dodge , double dodge and changing pace/speed I can outwit my opponent to become an option to receive the ball in space. To <u>perform</u> a variety of positions in <u>game scenarios</u>	Attacking through dribbling and engaging defenders. Keep head up when dribbling, alternative hands, when possible, consistently bouncing the ball, if the bounce has stopped, students can take up to 2 steps before the ball has to be released (passed or shot). Handles of the ball changing direction with the ball to outwit defenders.	Analysing the importance of flexibility and how athletes can perform difficult movements without getting injured. Flexibility is the ability to perform a range of movements at a joint.

Religious Studies Y8 Cycle 1: *How far do you agree with this statement 'It doesn't matter if you eat meat'*

Careers linked to topics we study this cycle are lawyer, doctor, vet, historian

Week	I will need to know:	So that I can:
1	- There are several ways that humans use animals, including for example Work (e.g. guide dogs), Food (e.g. pigs for bacon) and medical testing - There are many arguments about the status of animals, for example Aristotle argued that humans have a higher status than animals because we are able to reason Peter Singer argues that humans are speciesist in our approach to other animals	- Explain different arguments about the status of animals - Give my own opinion about whether animals and humans should have the same or different status - Respond to Peter Singer's arguments that humans are speciesist
2	- A debate is a formal discussion on a particular matter in a public meeting, in which opposing arguments are put forward - An effective point in an ethical debate includes evidence to support each point. This could be examples or using reasoning - An effective argument in an ethical debate uses supporting detail, with one or two key points made	- Prepare an effective argument to present to an audience - Ensure the points I make are persuasive because they are backed up by examples or reasoning - Consider how other people might disagree with me and plan to counter their argument
3	- The 2006 Animal Welfare Act protects the rights of animals when in the care of humans. For example, they should be provided with a space to be able to behave normally Factory farming is the mass production of food which some argue has a negative impact on the rights of animals - There are several arguments for factory farming, for example It is a way of producing more food, so more people can be fed cheaply	- Evaluate the pros and cons of factory farming, using the example of battery chickens - Consider my own opinion about the treatment of animals in factory farming
4	- Different Christians have different arguments about the status of animals. For example, some argue that animals do not have souls and are below humans, while others argue that God gave us a duty to protect all his creation, known as stewardship - In the Bible there are several sources discussing how we should treat animals, for example in the Book of Luke it suggests that we are more valuable to God than birds	- Explain different Christian perspectives about the treatment of animals - Answer the question 'should Christians be vegetarians?' Using a range of arguments supported by sources as evidence
5	Kosher means a food that is permitted in Judaism. For example, Pork and shellfish are not Kosher - Some important festivals in Judaism include Passover and Hannukah - There are a number of important symbols in Judaism including the Star of David, which is used to represent Judaism, and a dreidel - a four-sided spinning top, played during the Jewish holiday of Hanukkah	- Recall key facts about Judaism, including important symbols and festivals - Ask investigative questions about Jewish beliefs and practices

Religious Studies Y8 Cycle 1: *How far do you agree with this statement 'It doesn't matter if you eat meat'*

Week	I will need to know:	So that I can:
6	1. A covenant is a pact, or a promise or legal contract made with someone. The Jews, led by Abraham, made a covenant with God 2. Both God and Abraham made several agreements as part of this covenant. For example, God promised to give Abraham many children if Abraham and his family kept God's Law	1. Explain the agreements made between God and Abraham in the covenant 2. Consider the significance of interactions between God and the Jews in history to Jewish people today
7	1. God told Moses to free the Israelites (Jewish people) from slavery under the Egyptians when he spoke to him through the burning bush 2. God kept to his agreement in the covenant by helping the Jewish people escape; he sent 10 plagues to convince Pharaoh to let the Jews go free 3. The 10 plagues included for example, all the Egyptian cattle dying	1. Reflect on how this story might influence Jewish belief and identity, including: 2. Belief about God 3. The importance of Jewish ancestors 4. How Jewish people understand themselves as a community
8	1. Pesach, or Passover is an 8-day festival that commemorates the Israelites escape from slavery in Egypt. It reminds Jewish people of the struggles of their ancestors and their covenant with God 2. The Seder meal is a meal that has several symbolic foods. For example, charoset is a paste of apple and walnuts that reminds Jewish people of the sweetness of freedom	1. Explain the symbolic message behind the Seder meal 2. Consider why commemorating historical events is important for identity 3. Consider my own beliefs and values, by imagining what I would include in a symbolic meal for my family
9	How far do you agree with this statement 'It doesn't matter if you eat meat' 1. A thesis statement is where I explain the main body of my argument. 2. Evidence is required as a supporting detail to my main argument. 3. A concluding statement is one in which I summarise my whole argument.	Plan my Knowledge essay coherently
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. Shabbat or the Sabbath is celebrated each week and commemorates God resting on the 7th day after he made the world. Keeping the Sabbath holy and honouring the Sabbath laws is one of the 10 commandments 2. There are several important features of Shabbat, including for example the blessing over a candle to welcome in the Holy Spirit to the home	1. Shabbat or the Sabbath is celebrated each week and commemorates God resting on the 7th day after he made the world. Keeping the Sabbath holy and honouring the Sabbath laws is one of the 10 commandments 2. There are several important features of Shabbat, including for example the blessing over a candle to welcome in the Holy Spirit to the home
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	Responsibility	Taking ownership of your actions, behaviour, and learning.	I show responsibility by bringing my equipment and completing my work on time.
2	Maturity	The ability to behave responsibly, stay calm, and make sensible decisions like an adult.	I showed maturity by responding to feedback respectfully and calmly.
3	Mental health	Your emotional and psychological wellbeing and how you cope with everyday life.	Looking after my mental health helps me stay focused and positive.
4	Frustration	A feeling of anger or stress when something is difficult or not going your way.	I felt frustration , but I used coping strategies to stay calm and continue learning.
5	Trusted	Being reliable and someone others can feel safe talking to.	I spoke to a trusted adult when I needed help.
6	Culture	The way of life of a group of people, including traditions, beliefs, and values.	Learning about different cultures helps us understand and respect others.
7	Wellbeing	The state of being healthy, happy, and comfortable in your life.	Exercise and rest are important for my overall wellbeing .
8	Bullying	Repeated behaviour intended to hurt someone physically, emotionally, or online.	We must challenge bullying to keep everyone safe and respected.
9	Equality	Ensuring everyone is treated fairly and has the same rights and opportunities	The Equality Act promotes equality and protects people from discrimination.
10	Values	The beliefs and principles that guide how you behave and make decisions.	My values help me choose to treat others with kindness and respect.

Character Education Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Readiness	Being fully prepared and focused for learning.	I show readiness by having my equipment out and listening carefully.
2	Valued	Feeling important, respected, and appreciated.	Everyone should feel valued in our school community.
3	Coping strategies	Techniques or actions used to manage emotions and stress.	I use coping strategies like deep breathing when I feel stressed.
4	Anxiety	A feeling of worry or nervousness about something that might happen.	I felt anxiety before my test, but I prepared well to stay calm.
5	Resilience	The ability to recover from difficulties and keep going.	I showed resilience by trying again after making a mistake.
6	Representation	How people or groups are shown or included in media, education, or society.	Positive representation helps people feel seen and respected.
7	Digital life	The way you use technology and interact online.	I manage my digital life by limiting screen time and staying safe online.
8	Bystander	Someone who sees something happening but is not directly involved.	A bystander can choose to help or report bullying.
9	Discrimination	Treating someone unfairly because of who they are or their characteristics.	The Equality Act protects people from discrimination .
10	Morals	Beliefs about what is right and wrong that guide your behaviour.	My morals help me choose to act honestly and respectfully.

English – Year 8 Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Prejudice	Negatively judging someone or something without good reason, or experience.	Women can still face prejudice at work.
2	Dichotomy	A division between two opposite things.	There is a dichotomy between night and day.
3	Colonialism	When people from one country settle in another country for the purpose of exploiting its people and natural resources.	At the height of colonialism , the British Empire had seized control of almost a quarter of the world.
4	Superior	Higher in rank or position than others; stronger or more powerful.	Their sense of superiority made them very unpopular.
5	Dystopia	A society which is undesirable or frightening.	My father thinks that society will turn into a dystopia because of all the injustice in the world.
6	Derogatory	Showing strong criticism, disrespect or insult.	Derogatory comments and trolling will result in a lifetime ban from this internet forum.
7	Liberation	The act of being freed from oppression.	Martin Luther King's 'I have a dream' speech helped bring about the liberation of African Americans.
8	Slur	An insult that is used to damage someone's reputation.	Slurs , insults, and swear words are highly offensive and derogatory.
9	Oppression	Cruel treatment by others for a long period of time.	Minorities have historically been subject to oppression by those in power.
10	Systemic	When oppression is created by systems,, not just people.	The Noughts face systemic oppression: they are discriminated against in the media, the school system and the criminal justice system.

English – Year 8 Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Inference	An inference is a conclusion based on evidence.	From the way she kept glancing at the clock, we can make the inference that she was anxious about being late.
2	Imagery	The use of vivid language to create mental pictures or sensations in the reader's mind.	Imagery was used to detail the fireplace crackling, filling the room with warmth and a soft, comforting glow.
3	Authorial Intent	Refers to the reason or purpose an author has for creating a particular piece of writing – what they aim to communicate, express, or achieve through their work.	Bradbury's authorial intent was to warn against the dangers of censorship and a society that stops thinking critically.
4	Characterisation	The way an author reveals and develops a character's personality, traits, and motivations – either directly (by telling the reader) or indirectly (through actions, dialogue, and interactions).	Collins uses both direct and indirect characterisation to portray Katniss as a strong, self-reliant.
5	Simile	A figure of speech that compares two different things using the words "like" or "as" to highlight a shared quality.	The simile "her eyes sparkled like diamonds" compares someone's eyes to diamonds, suggesting they are bright and captivating.
6	Metaphor	A figure of speech that compares two unlike things by saying one is the other.	The metaphor "time is a thief" suggests that time steals moments from our lives, even though time isn't literally a thief.
7	Cyclical structure	A narrative technique where the story ends in a similar way to how it began, creating a sense of repetition, closure, or reflection.	The novel's cyclical structure brings the story full circle, with the protagonist's journey mirroring the opening scene, showing how much they have changed.
8	Show, don't tell	Method of writing in which characters and story come to life through vivid sensory details and actions.	Instead of telling the reader, "he was angry" we can use the show don't tell method to describe how his "face turned red, his jaw clenched, and he slammed the door shut with a loud bang."
9	Tone	The attitude that a character, narrator, or author takes towards a given subject.	The tone of the novel shifted from hopeful to melancholic as the characters faced the reality of their situation.
10	Personification	A figure of speech where human qualities or characteristics are attributed to non-human things, animals, or abstract concepts, giving them human-like traits or behaviors.	In this example, "the moon peeked through the clouds, watching over the sleepy town", the moon is personified as having the human quality of <i>peeking</i> and <i>watching</i> , making it seem like it has a conscious, observing presence.

Maths Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Brackets	Symbols used in pairs to group things together.	Calculations in brackets must be done first, e.g. $2 \times (3 + 4) = 14$.
2	Expand	Multiplying to remove brackets	To expand $3(x + 2)$, we multiply 3 by x, and 3 by 2, to get $3x + 2$.
3	Less	A smaller amount	-7 is less than -6.
4	Greater	A bigger amount	0 is greater than -4.
5	Ratio	A ratio shows the relative sizes of two or more values.	In a class, there are two boys and three girls. The ratio of boys to girls is two to three.
6	Proportion	A proportion is a mathematical comparison between two numbers.	The proportion of dark chocolate sweets in the bag was 40%.
7	Convert	To change something from one form to another.	To convert a length from cm into mm, we multiply it by 10.
8	Sequence	A list of numbers or objects in a special order.	The sequence of square numbers goes 1, 4, 9, 16, 25, ...
9	Term	In algebra, a term is either a single number or variable, or numbers and variables multiplied together.	The terms in the expression in $3a + 8b$ are $3a$ and $8b$.
10	Percentage	How many parts there would be if the total was 100.	Out of every 100 people, 11 are left-handed. The percentage of left-handed people is 11%.

Maths Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Term	In algebra, a term is either a single number or variable, or numbers and variables multiplied together.	The terms in the expression in $3a + 8b$ are $3a$ and $8b$.
2	Expression	In algebra, an expression is multiple terms grouped together with operators (such as $+$ or $\div$)	An expression for the perimeter of a rectangle is $2L + 2W$
3	Solve	To find a value (or values) we can put in place of a variable that makes an equation true.	To solve the equation $x + 5 = 8$, we work out that $x = 3$ makes the equation correct
4	Inequality	An inequality compares two values, showing if one is less than, or greater than, the other	The inequality $x > 2$ tells us that x is greater than 2.
5	Circumference	The distance around the outside of a circle.	The circumference of the circle in this example is 16π cm
6	Direct Proportion	Two quantities are in direct proportion if as one increases, the other increases at the same rate.	Her earnings are directly proportional to the number of hours she works.
7	Similar	Two shapes are similar if they have the same shape, but they can be different sizes, can be rotated, or can be mirror images of each other.	He drew two similar triangles - they had exactly the same angles, but one was bigger than the other.
8	<i>n</i>th term	The <i>n</i> th term of a sequence is a formula which tells you how to find each number in a sequence.	If the <i>n</i>th term of a sequence is $3n + 1$, then the <u>12</u> th term in the sequence is calculated by $3 \times \underline{12} + 1$.
9	Index/Indices	The index of a number tells us how many times to use it in a multiplication. The plural is indices.	In the calculation 2^4 , the index is 4. In the calculation $2^3 \times 2^6$ the indices are 3 and 6.
10	Multiplier	The number that you are multiplying by, particularly to calculate a percentage change.	The multiplier for a 27% increase is 1.27.

Art Y8 C1 The Formal Elements – Kicks – Baseline Unit. Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Drawing	A visual art that uses an instrument to mark paper or another two-dimensional surface. The instrument might be pencils, crayons, pens with inks, brushes with paints or combinations of these also digital drawings with computer styluses with graphics tablets.	"She had always been good at drawing people".
2	Observation / Observe	Observation in art is to draw or paint a subject as accurately as possible. The subject may be a still life, figure model, portrait or landscape and the image must be created from real life rather than a photograph or the artist's imagination.	"They observed the object carefully to make a life-like drawing"
3	Communicate	A process by which information is exchanged between individuals and asking viewers to relate symbols and other abstract connections together to interpret a meaning from imagery.	"They communicated their ideas, feelings and arguments to an audience through their Art".
4	Analytical	Looking at something closely and breaking it down into parts.	They examined the elements of the artwork analytically to get a better understanding of meaning and concepts"
5	Critical	Expressing or involving an analysis of the merits and faults of a work.	"She gave a critical evaluation of the artist's work"
6	Density	The degree of compactness of a substance.	There was a strong density of line/ marks as they were very close together.
7	Pressure	Continuous physical force exerted on or against an object by something in contact with it.	She used a lot of pressure on her pencil to create a strong, dark line.
8	Scale	A proportion between two sets of dimensions (as between those of a drawing and its original) b. : a distinctive relative size, extent, or degree. projects done on a large scale.	He worked on a large scale – his paintings were huge.
9	Trace	Copy (a drawing, map, or design) by drawing over its lines on a superimposed piece of transparent paper.	She went over the lines carefully to achieve a very neat tracing .
10	Refine	Make changes so as to improve or clarify.	She refined her printing, so it was much clearer.

Art Y8 C1 The Formal Elements – Kicks – Baseline Unit. Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Tints	Tint refers to any hue or mixture of pure colours to which white is added. Pastel colours are generally tinted colours. Tinted colour remains the same colour, but it is paler than the original.	She added a lot of white paint to her colour to create a tint .
2	Tones	Tone is a hue or mixture of pure colours to which only pure grey is added (equal amounts of black and white). Adding grey to a colour will make the intensity much duller.	They added grey tone to their colour and it became very dull.
3	Shades	Shade is a hue or mixture of pure colours to which only black is added. It contains no white or grey. Shade darkens the colour, but the hue remains the same. When mixing a shade, begin with the colour itself then add black one drop at a time.	He added a lot of black paint to his colour to create a shade .
4	Perspective	A way of showing distance in a drawing or painting.	"The perspective in his landscape drawing made the mountains look really far away"
5	Mark-making	The different lines, dots, marks, patterns, and textures we create in an artwork. It can be loose and gestural or controlled and neat.	"Her mark-making was very expressive; showing lots of movement"
6	Wash	A thin layer of diluted pigment (paint or ink), usually used to stain the surface of the paper/ canvas with general tones at the beginning of a painting.	She added lots of water to her paint and spread it evenly across the paper to create a wash .
7	Iconic	Relating to or of the nature of an icon; regarded as a representative symbol or as worthy of respect.	The shoes were iconic – everyone recognised them.
8	Collage	A piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.	She collaged the photos one on top of another to create her picture.
9	Watercolour	Artists' paint made with a water-soluble binder such as gum arabic, and thinned with water rather than oil, giving a transparent colour.	She added lots of water to her watercolour to create a light background.
10	Monoprinting	Monoprinting is the process of making a print using mark making. It is a good technique for creating spontaneous and expressive print work. Water-based ink is used for monoprints. A roller applies the ink evenly over a printing sheet. In contrast with other printing techniques, only one final image is made, making the technique closer to drawing or painting than other print processes. ('mono' means one, only, single).	She used a sharp pencil to make her marks in order create a neat monoprint .

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 C1 Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Devising	The collaborative process of creating a new theatrical work, without a pre-existing script. The group of performers work together to develop the story together.	We devised a performance based on the famous story of Goldilocks and the Three Bears.
2	Stimulus	A starting point for generating ideas and creating original dramatic work, for example <i>a newspaper article or a photograph</i> .	Our stimulus was a photo of a spooky abandoned house in the woods.
3	Narrative	The plot of a story, film or play. There are 4 steps to a narrative: the exposition, rising action, climax and falling action.	It was an entertaining narrative that kept the audience engaged throughout.
4	Transition	A moment of change between two scenes. Should be well rehearsed to look smooth and effective.	To transition into their next scene, the performers span into position.
5	Practitioner	Someone whose profession is to create new practical forms of art.	I was inspired by the practitioner Steven Berkoff.
6	Narration	A technique where one or more of the performers directly speak to the audience and explain the narrative details of the story.	We used Roald Dahl's poetry as narration .
7	Thought-tracking	A technique where a character, while the action on stage is frozen, steps out of the scene to share their inner thoughts with the audience.	Little Red Riding Hood used thought-tracking to explain how confused she was when she saw the wolf disguised as her Grandma.
8	Flashback	A scene that interrupts the present storyline to show events that happened before the current timeline.	There was a flashback scene that showed Goldilocks breaking into the house the night before.
9	Hot-seating	An exercise where an actor is questioned in role, spontaneously answering questions and deepening their understanding of the character.	I used hot-seating to understand the Wolf's motivation.
10	Marking the moment	A dramatic technique used to highlight an important moment in a scene through slow-motion, tableaux or adding sound effects.	The performance went into slow-motion to mark-the-moment Goldilocks was found guilty.

DRAMA Y8 C1 Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Ensemble	A group of performers who work together in a group and share ideas as a team.	The scene was performed by an ensemble .
2	Collaborate	To work on an activity or project with a group of peers.	To collaborate successfully we made sure we spoke to each other respectfully and tried out everyone's ideas.
3	Exposition	The beginning of a story where the audience is introduced to the setting, characters, and basic plot information.	The exposition showed that the protagonist was in prison.
4	Climax	The turning-point of a story, the most dramatic moment.	During the climax , the prisoner escaped from prison.
5	Body-as-prop	A technique created by Steven Berkoff. Instead of using actual props/objects on stage, the ensemble create the shape of these objects using their own bodies.	We created the scene of a house using body-as-prop .
6	Emphasis	The vocal technique of stressing certain words within a sentence to make it sound particularly important.	She emphasised the word "alone" in the line "leave me ALONE" by speaking at a louder volume.
7	Eye contact	The state in which two people are aware of looking directly into one another's eyes.	I made eye-contact with the audience to make it obvious I was speaking to them during my narration.
8	Non-chronological	The arrangement of scenes that don't follow the order in which the series of events actually happened.	The performance used a non-chronological order by showing a flashback to the night before, and then returning to the present day.
9	Cross-cutting	A narrative technique where the story alternates between two or more different scenes happening simultaneously or in different locations.	We used cross-cutting to show Little Red Riding Hood travelling to her Grandma's house, while Wolf was waiting for her at home.
10	Slow-motion	A technique where the speed of action is reduced to highlight a specific moment or to increase dramatic tension.	The performers transitioned in slow-motion into the next scene.

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	Misconception	A common opinion based on faulty thinking.	A common misconception is that everyone lives in poverty in Africa.
2	Indicator	A sign that shows you what something is like or how a situation is changing.	The number of people who can read and write is an indicator of the quality of education.
3	Physical Historical Economic	To with nature and natural resources. To do with events that have happened in the past. To do with trade, money and industry.	A country's level of development is influenced by physical , historical and economic factors.
4	Economy	How a country or place is doing in making goods, and how much money it has.	The country has been in a very poor economic state ever since the decline of its two major industries.
5	Infrastructure	The basic systems and services that are necessary for a country to run smoothly	Taxes can be spent on improving a countries infrastructure .
6	Inequality	The idea that different people experience different standards of living. When some people lack the rights, opportunities and fair laws of others .	There is great inequality in the world as some people are extremely rich whereas others haver very little.
7	Quality of life	The wellbeing of individuals or groups of people. Instead of measuring the amount of money that people have, it refers to where people live and whether they are healthy and happy.	Charities aim to improve local people's quality of life .
8	Tourism	The business activity connected with providing accommodation, services and entertainment for people who are visiting a place for pleasure.	Many seaside towns and cities rely on tourism for a large proportion of their income.
9	Criteria	A standard by which something may be judged	The criteria for success are as follows...
10	Perceptions	The way in which something is understood or valued based on a persons lived experiences.	There are different perceptions as to what successful development is.

Geography Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Development	The progress of a country in terms of economic growth, use of technology and human welfare.	Development is closely linked to wealth.
2	HDI	The Human Development Index measures income (how much money is earned), literacy rate (the amount of people that can read) and life expectancy (average age people live to).	HDI is a reliable way to measure level of development.
3	Globalisation	The increasing interconnectedness of the world.	Due to globalisation , it is easy to order clothes that are made in another country.
4	Sectors of the economy	What a country's economy is based on and how most of the its money is made.	If a country's economy is based on the primary sector then most of the jobs are in farming, fishing or mining.
5	Multiplier effect	The 'snowballing' of economic activity. e.g. If new jobs are created, people who take them have money to spend in the shops, which means that more shop workers are needed.	The creation of jobs has a multiplier effect on the economy.
6	Chawl	A large building divided into many separate apartments, offering cheap, basic accommodation to workers.	Chawl's are usually poor quality.
7	Top-down strategies Bottom-up strategies	Top-down strategies are large scale projects run by the government or big companies. Bottom-up strategies are small scale projects run by charities.	In India, the development gap is being addressed by both top down and bottom up strategies .
8	Stakeholder	A person or group who is interested in the outcome of a project.	Stakeholder examples include residents, environmentalists, businesses, local councils and planners.
9	Eurocentric	An idea originating from developed regions in the west that highlights European culture and values	Models of development can be criticised as Eurocentric
10	Indigenous Knowledge	A collection of thoughts, ideas and philosophies held by indigenous groups	We are increasingly using indigenous knowledge to think about successful development

Year 8 History Cycle 1 – The Making of the Atlantic World: History Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Dynasty	A succession of people from the same family who rule a country.	Following the War of the Roses the Tudor dynasty ruled England. This lasted until 1603 when they were replaced by the Stuart dynasty.
2	Protestant	Those who protested the teachings of the Catholic church i.e. The Church of England.	Queen Elizabeth I returned England to being a Protestant nation, and placed herself in opposition to Rome, and the Catholic Church.
3	Debt	A sum of money that is owed.	When Elizabeth came to the throne of England she inherited massive amounts of debt from her sister.
4	Turmoil	A state of great disturbance, confusion, or uncertainty.	The English Civil War was a period of great turmoil for the country.
5	Catholic	Roman Catholic – Belonging to the Universal Christian Church	Queen Mary I was nicknamed Bloody Mary. She was a Catholic queen who persecuted the Protestants in England.
6	Plots	A plan made in secret by a group of people to do something illegal or harmful.	Catholics resented the Protestant monarchy in England. As a result they organised many plots against the queen and king to remove them.
7	Persecuted	Subject (someone) to hostility and ill-treatment, because of their ethnicity, religion, or sexual orientation or their political beliefs.	James I was famous for his persecution of Catholics. This led to many Catholics plotting against him in the Gunpowder plot.
8	Colonise	Send settlers to (a place) and establish political control over it.	In order to make more money from trade the English decided to copy the Spanish and began to colonise the New World.
9	Heir	A person legally entitled to the property or rank of another on that person's death.	Elizabeth I died without leaving an heir to the throne of England.
10	Massacre	An indiscriminate and brutal slaughter of many people	After his siege at Drogheda, Oliver Cromwell massacred the local Irish for their resistance.

Year 8 History Cycle 1 – The Making of the Atlantic World: History Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Middle way	The policy of Elizabeth I to try and keep both Catholics and Protestants happy.	In order to keep both Protestants and Catholics happy Queen Elizabeth I tried to find a middle way for the country. This adopted ideas from both faiths.
2	Privateers	A person who was legally allowed to commit acts of piracy against other nations, i.e. the Spanish.	In order to make their fortunes many men, such as Sir Francis Drake and John Hawkins turned to privateering against the Spanish.
3	Armada	A fleet of warships.	King Philip II of Spain launched a mighty Armada to conquer England and return it to the Catholic faith.
4	Vagabond	A person who wanders from place to place without a home or job.	During Tudor England there was a major fear of vagabonds . This was because it was feared they were criminals.
5	Chattel Slavery	The enslaving and owning of human beings and their offspring as property, able to be bought, sold, and forced to work without wages.	The most common type of slavery practiced against the African people was Chattel Slavery by the European slavers.
6	Indentured Servitude	A form of labour in which a person is contracted to work without salary for a specific number of years	Many British citizens would sell themselves into indentured servitude in order to buy passage over to America.
7	Middle passage	The second of three journeys that made up the slave trade triangle. It went from Africa to the Americas.	Whilst on the Middle Passage enslaved Africans were subject to horrible conditions, poor food, and harsh punishments.
8	Divine Right of Kings	The idea that the monarch had been placed in charge by God, and therefore couldn't be questioned.	King Charles I angered Parliament with his belief in the ' Divine Right of Kings ' as he refused to work with them to deal with the country's problems.
9	Cavaliers	The name given to supporters/soldiers who fought for the king during the Civil War.	The Cavaliers were often members of the wealthy or aristocracy. They believed the king should be fully in control of England.
10	Roundheads	The name given to supporters/soldiers who fought for parliament during the Civil War.	The Roundheads were supporters of Parliament's rights. They fought for the right to run the country against the King's Cavaliers.

French/German/Spanish Key sounds

French	German	Spanish
1voiture 2oui 3douche 4lunettes 5oiseau 6jeu vidéo 7violin 8éléphant 9nez 10danser 11montagne 12question 13Ça va? 14serpent 15lapin 16natation	Jo-Jo Vogel Wildwassersport Zickzack Haus Freund Eis Biene Bär Löwe Tür Mäuse Buch Schlange Spitzbart Sterne	 [CA] [CO] like "k" Cucaracha [QU] like "k" Queso [CE / CI] like "th" Gracias Cinco [Z] like "th" Gracias Zanahoria [V] like "b" Veinte [GA] [GO] like "g" in "go" Gales / guitarra [GE / GI] like "h" in "history" gimnasio [J] like "h" in "history" Juan jirafa [Ñ] like "ny" España [LL] like "y" in "yogurt" Llave Me llamo [E] like in "forget" Me llamo leche [I] vivo like "ee" vivo [UE] like "uho" in "uhoh" 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 Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Blues Music	A style of music originating the in Southern States of America in the early 20 th century	Blues Music was originally about the hardship faced by African American people living in the South
2	12 Bar Blues	A repeated pattern of chords following a twelve-bar structure	The 12-Bar Blues consists of only three chords and is found in all Blues Music
3	C major Chord	Three notes played at the same time, starting on C	A C chord uses the notes C, E and G
4	F major chord	Three notes played at the same time, starting on F	An F chord uses the notes F, A and C
5	G major chord	Three notes played at the same time, starting on G	A G chord uses the notes G, B and D
6	Triad	A three note chord	You can harmonise any tune using triads
7	Blues Scale	A series of notes used in Blues, containing Blue notes	I always improvise using the Blues Scale on my saxophone.
8	improvisation	A section of music that is made up on the spot, usually containing notes of the Blues scale	Improvisation allows musicians to show off their technique and express themselves.
9	Root Note	The bass note (lowest note) of each triad used in the Blues	One of my group is able to play the root notes on the Bass Guitar while I play the 12 bar progression.

Music Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Walking Bass	A dynamic bassline which originated from the 12 bar	Rock and Roll music uses a Walking Bass line.
2	Ensemble	A group of musicians playing together	The ensemble was tight as everyone had practised their parts.
3	Balance	Carefully managing the dynamics (volume) of other parts	The balance was carefully managed so that the soloist wasn't overpowered by the other parts.
4	Solo	One musician or vocalist singing their part alone or accompanied.	The guitar solo in the middle of our piece was amazing!
5	Texture	The layers of a piece	We experimented with different numbers of parts playing at different times to find the right texture.
6	Progression	A series of chords.	The 12 bar is a chord progression , comprising of C, F and G triads.
7	Inversion	The particular order of notes in a triad.	Sometimes, I play my triads in different inversions by swapping the bass note, third and fifth.
8	Stylistically Appropriate	The music contains the right musical features for the genre	My Blues performance was stylistically appropriate because it contained a Blues scale and a 12 bar progression.
9	Composition	A piece of music a person has created.	I am so proud of my Blues Composition.

Physical Education Curriculum Dictionary: Tier Two/Three Words

Topic	Week /Word	Definition	In a sentence:
Football	1. The inside of foot	The biggest and flattest part of your foot.	I use the inside of my foot when performing a short pass
	2. Dribbling	A skill used to travel with the ball.	I dribble the ball up the pitch to get closer to the goal
	3. Trajectory	Line of travel	The trajectory of the ball was flat into the bottom corner to score
	4. Engage	Going towards an attacking player.	When an attacker dribbles towards me, I will get closer to them to engage
	5. Utilising	Make practical and effective use.	In football utilising space will allow me keep the ball longer
Basketball/Handball	1. Drive phase	First phase of a layup by running to the basket.	I have been practicing my drive phase to score more points.
	2. Set Shot	A basket made without jumping.	I scored two points through set shot .
	3. Triple threat	A position you stand in after receiving the ball to be able to pass, dribble or shoot.	I will get into my triple threat position to give me options
	4. Low Block/Half Court Press	Defensive formation to only engage and defend on your half of the court.	Let's get back and defend together in the low block .
	5. Hip Swivel	Skill used against defenders that jam your hips and pressure the ball.	To go past a defender, I used the hip swivel skill.
Rugby	1. Spin pass	A spin pass is by turning the hands when releasing the ball	I have been practicing my spin pass in games
	2. Strong position	A base of support that makes you almost immovable by having slightly bent knees.	A strong position was applied to keep possession in the ruck
	3. Scrum half	A position on the pitch that receives the ball from a ruck/scrum	The scrum half received the ball and passed it straight to their teammate
	4. Agility	A change of direction at speed	I used good agility to make the defender commit to the tackle and then get away
	5. Exploit	Taking advantage of a situation where gaps are created	My teammates wanted to Exploit the gaps in the field.

Physical Education Curriculum Dictionary: Tier Two/Three Words

Topic	Week /Word	Definition	In a sentence:
Fitness	1. Aerobic endurance	Aerobic endurance is your ability to exercise at moderate intensity for extended periods of time	I want to improve my Aerobic endurance.
	2. Agility	The ability to change direction at speed with control	I used agility to quickly change direction and go the other way
	3. Strength	The ability of a muscle or group of muscles to exert maximal force against a resistance	I wanted to improve my Strength in the gym
	4. Muscular Endurance	The ability of muscles to undergo repeated contractions over a period of time	I trained my muscular endurance to help me with my marathon
	5. Flexibility	The range of movement possible at a joint	The gymnast had good flexibility to perform a straddle
Netball	1. Overhead	This is a pass that is taken with both hands above the head	An overhead pass was used to get the ball into the shooting circle
	2. Resurfaced	Lifting the back foot that is stationary off the ground and placing it back onto the ground	The whistle was blown by the umpire as the player with the ball resurfaced their back foot
	3. Extend	To straighten the limb	When shooting you must extend your arm at the elbow joint
	4. Goal Keeper/Goal Shooter	The Goal Keeper marks the Goal Shooter to prevent goals. The Goal Shooter must score goals	The Goal Keeper was marking the Goal Shooter by being one metre away and holding their arms over the ball
	5. The Dodge	Avoid someone by a sudden quick movement	The Goal Shooter had to dodge to get free from the Goal Keeper
Badminton	1. Forecourt	The front of the badminton court	The dropshot landed in the forecourt
	2. Backhand flick serve	A backhand serve that goes over the top of the opponents head	The opponent did not manage to return the backhand flick serve as it went over their head
	3. Drive	A shot in badminton that is taken above the head that is flat and fast	The player chose to return the serve with a drive shot
	4. Dropshot	An overhead shot in badminton which is played from the back of the court and it should land in the forecourt	The player wanted to make their opponent move so they performed a dropshot
	5. Court markings	Lines and shapes on a playing surface that define boundaries	The students knew where to set up the badminton posts because of the clear court markings

Religious Studies Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Status	A person's position or level in society or a group	Priests have a special status in the Church because they lead worship and guide others
2	Debate	A discussion or argument between people who have different opinions or ideas about something	We had a debate in class about whether students should wear uniforms to school or not
3	Intonation	Refers to the way you use pitch or tone while speaking. It helps express emotions and can change the meaning of a sentence	When you ask a question, your voice usually goes up at the end, and that change in intonation helps others know you're asking something
4	Rights	Things that people are allowed to do or have because they are considered fair and just. For example, the right to be treated with respect	Every person has the right to be safe and have access to education and healthcare
5	Permitted	Allowed to do something	Eating certain foods is not permitted in some religions, like pork in Islam and Judaism
6	Contract	An agreement between two or more people	Marriage is a contract in many religions, where two people promise to be together
7	Plague	A serious disease or disaster that affects many people	In the Bible, Moses warned Pharaoh about a plague sent by God
8	Commemorate	Celebrating or showing respect for something that happened a long time ago	Every year, we commemorate the brave soldiers who fought for our country's freedom
9	Holy	Sacred or connected to God	The Quran is a holy book in Islam
10	Coherently	In a clear and logical way	The teacher explained the religious story coherently , so everyone understood its meaning

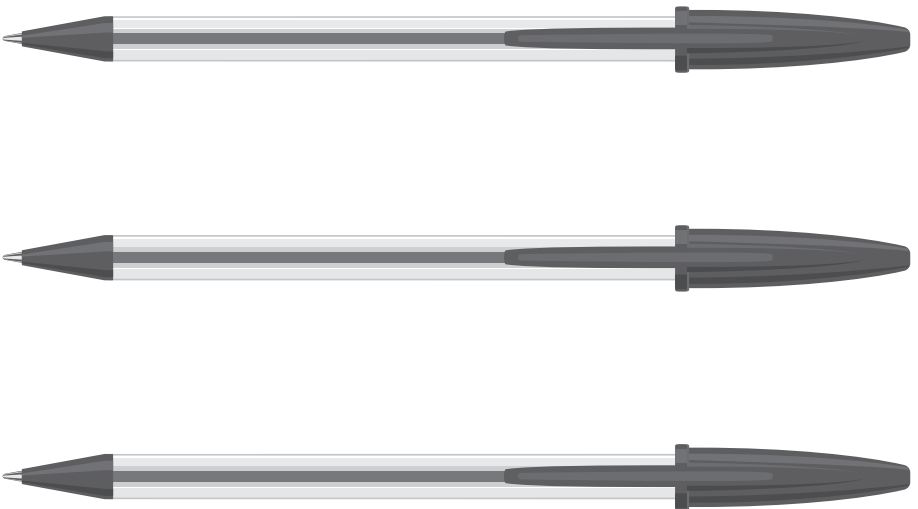
Religious Studies Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Speciesism	A belief or attitude that one species of animals is superior to others, and it often leads to treating some animals better than others just because they belong to a particular species	Some people believe that speciesism is wrong because all animals should be treated with kindness and respect
2	Reasoning	Thinking carefully to make a decision or explain something	Many religious people use reasoning to decide what is right and wrong
3	Factory farming	Keeping large numbers of animals in small spaces to produce food quickly	Some religious believers oppose factory farming because they believe animals should be treated with kindness
4	Stewardship	The belief that humans must take care of the world because God created it	Christians believe in stewardship , so they try to protect the environment
5	Dominion	Having control or power over something	As the ruler of the kingdom, the queen had dominion over the land and its people
6	Hanukkah	A Jewish holiday that usually takes place in December. It's also called the Festival of Lights and lasts for eight days	During Hanukkah , we light the menorah candles and eat delicious foods to celebrate the holiday with our family
7	God's Law	Rules and commandments that are believed to be given by God, often recorded in religious texts like the Bible	According to God's Law , we should keep the Sabbath holy
8	Exodus	A significant event in the Bible, where the Israelites, led by Moses, escaped from slavery in Egypt	In the Bible, the story of the Exodus tells how Moses led the Israelites out of slavery in Egypt
9	Shabbat	The Jewish day of rest, celebrated from Friday evening to Saturday evening	Jewish families light candles and share a special meal to welcome Shabbat
10	The 10 commandments	a set of moral and ethical guidelines found in the Bible. According to the Bible, God gave these commandments to Moses on Mount Sinai	One of the 10 Commandments is "Honour your father and mother," which means we should show respect and love to our parents

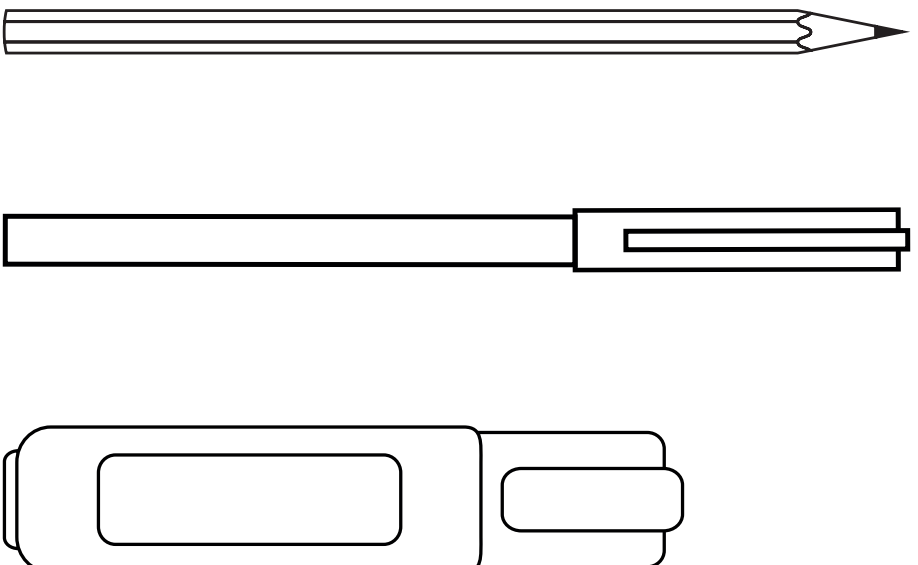
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Tools for Learning

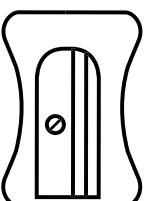
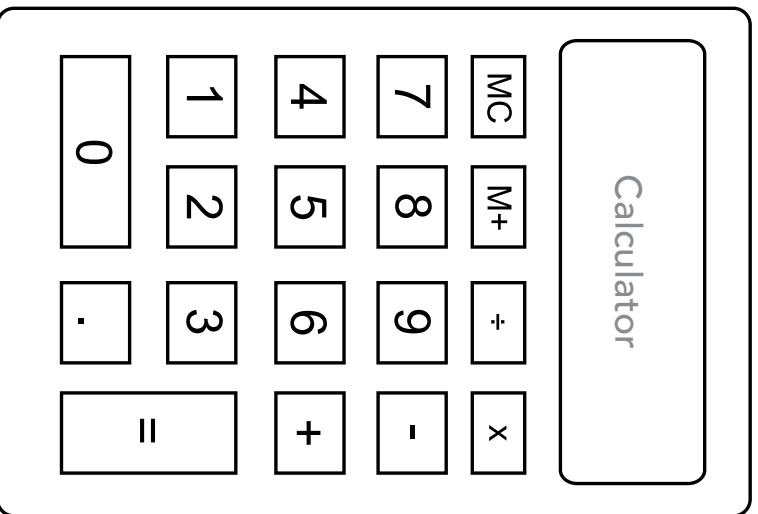
All equipment is available to purchase from the Reprographics Department



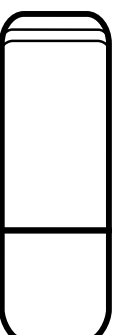
Black, Blue & Purple Pens



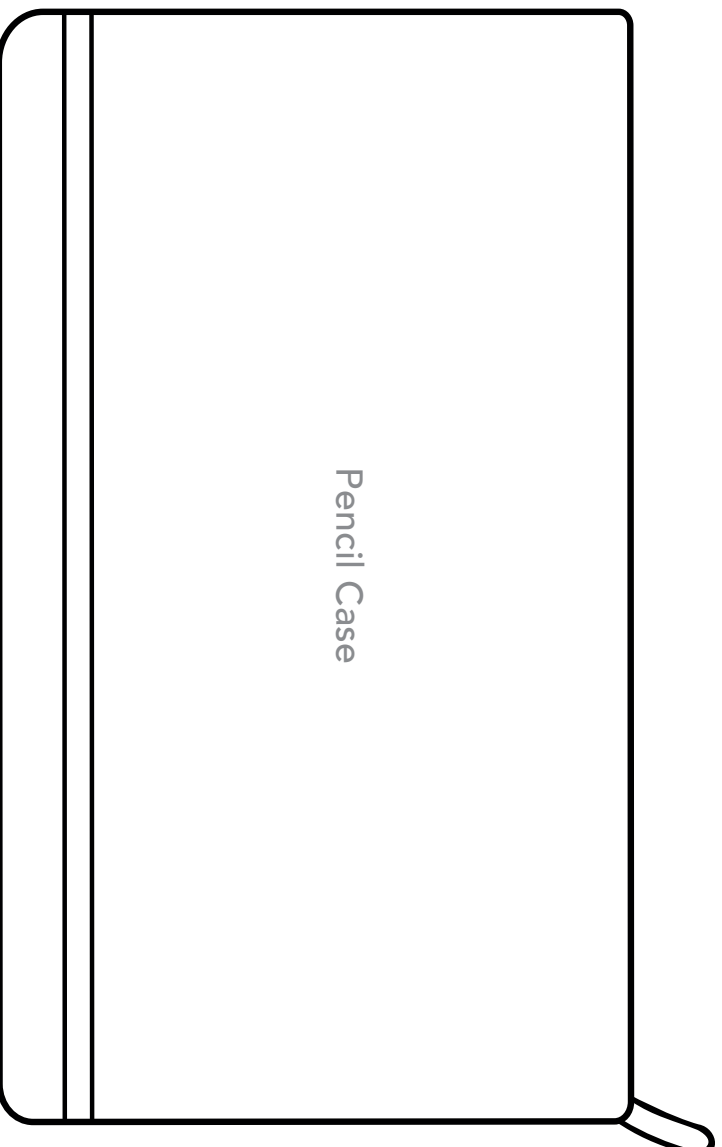
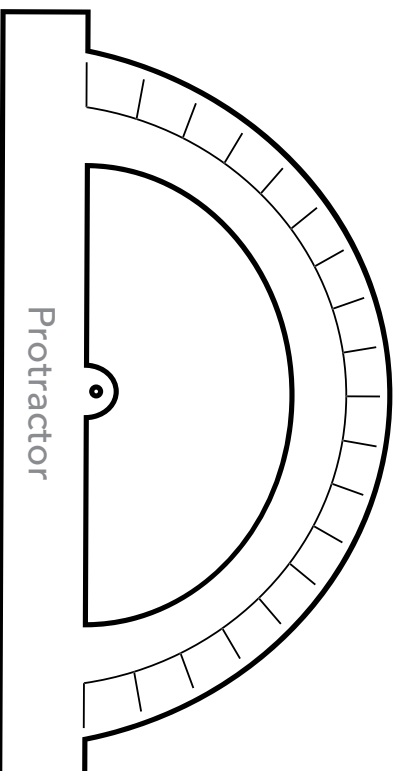
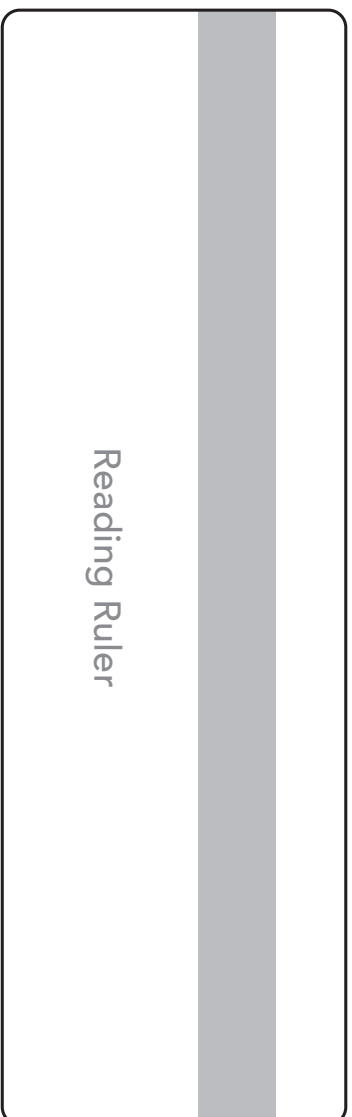
Pencil, Whiteboard Pen & Highlighter



Pencil Sharpener



Eraser





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