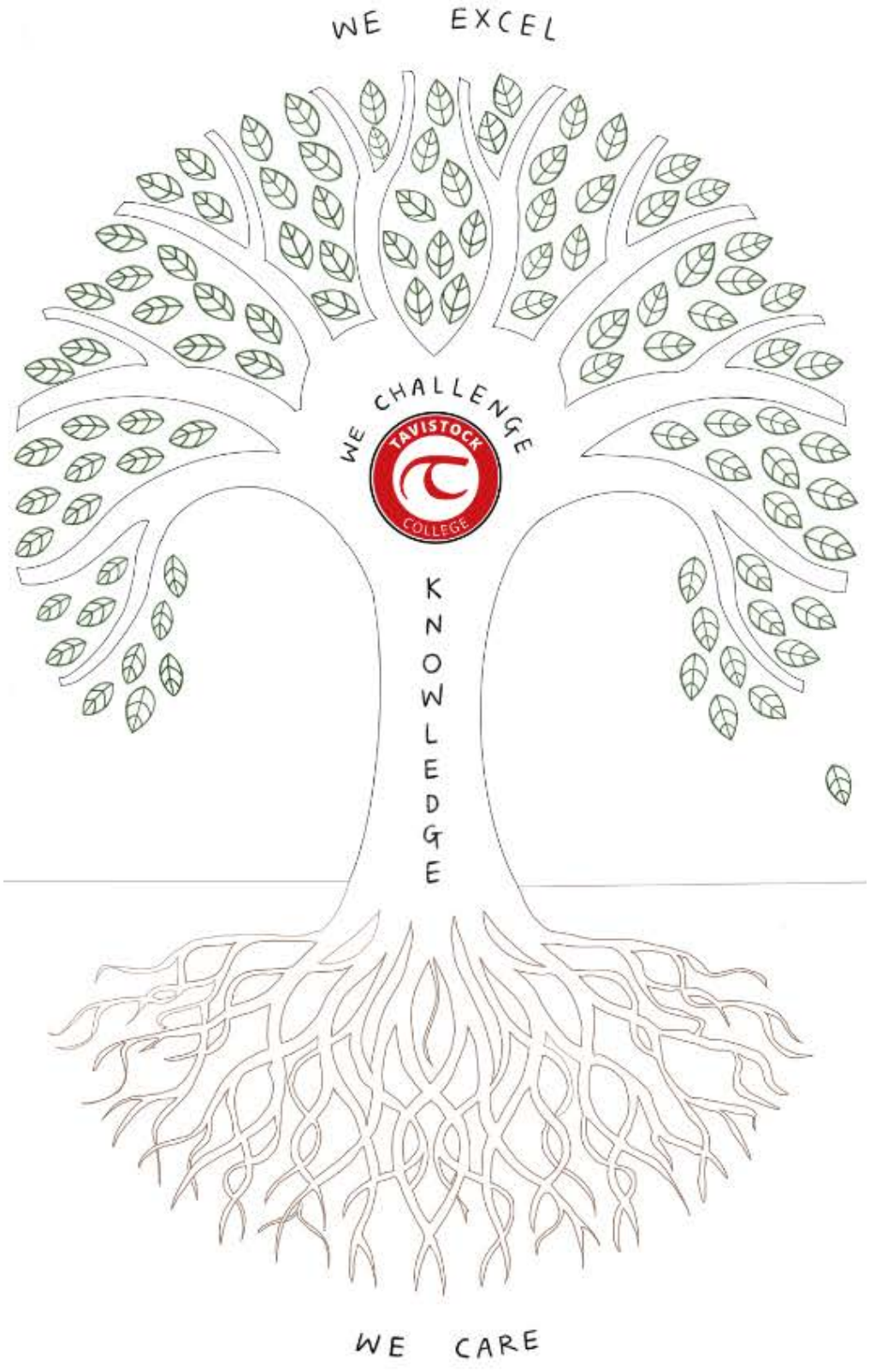
The Bare Essentials



YEAR 8
Spring Term 1

Essential knowledge for your curriculum

Outline of contents:

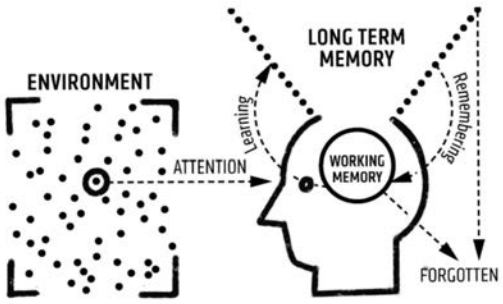
Please note some faculties contain more than one subject and so may have multiple Bare Essentials for their subjects

Homework

At Tavistock College our school motto of 'Together; We care, We challenge, We excel' applies not only to what you do in school but also to what you do at home.

Your memory is amazing and is split into two parts: The working-memory and the long-term memory. Everybody's working-memory can only hold so much (the average is about 4 things/ideas/concepts) and can become full and overwhelmed very easily. On the other hand everybody's long-term memory is essentially limitless: You just have to train it. You can help your working memory by storing key facts and processes in your long-term memory. These facts and processes can then be called upon (retrieved) to stop your working memory becoming overloaded.

To support your working and long-term memory your Bare Essentials guide and homework schedule are a key way to help you learn core knowledge so this can be recalled at a later date.



Your Bare Essentials contains the key information for you to master in each subject so that you can be successful in lessons and your learning, as you travel through your learning journey at Tavistock College.

You are expected to do 30 minutes of homework on the nights and in the subjects specified in the timetable below.

Don't worry though, you will normally have a week to complete each piece to allow for other commitments outside of school and to help you organise your time. Also don't forget that we offer a homework club every Tuesday and Thursday, after school in the library with ICT access and teacher support.

Ideally, you will spend 20 mins self quizzing and then 10 minutes doing a retrieval quiz which your subject teacher will set on Class Charts

There are lots of different ways to learn the material in your Bare Essentials booklet, including:

- Make flash cards based on your Bare Essentials Booklet and ask someone to quiz you.
- Cover up one section of the Bare Essentials and try and write out as much as you can from memory.
- Draw a mind map, jotting down everything that you can remember from the booklet.
- Make up mnemonics to help you remember key facts, then write these out from memory

Week A				Week B		
Day	**Subject 1**	**Subject 2**		**Day**	**Subject 1**	**Subject 2**
Monday	Performing Arts & Music	Art & Textiles		Monday	Social & religious studies	Technology
Tuesday	English	Attend an After school or Homework Club		Tuesday	English	Attend an After school or Homework Club
Wednesday	Science	History		Wednesday	Geog	PE
Thursday	Maths	Attend an After school or Homework Club		Thursday	Maths	Attend an After school or Homework Club
Friday	Languages			Friday	Languages	

Please note that a variety of platforms and activities will be set and subjects may set additional tasks based on the curriculum needs of that subject, If there are any issues please contact the class teacher in the first instance

Rooted in Reading: Our Reading Curriculum

Reading is at the root of all learning. At KS3, students are given dedicated time for personal reading every week in lessons and in tutor time. In addition, students are asked to bring their own personal reading book to school everyday as part of their 'Tavi 7' personal equipment and we ask students to commit to at least 10 minutes of independent reading, in their own time, each day. ALL KS3 students should read a minimum of one personal reading text during each academic term. ALL teachers in ALL subject areas promote reading for pleasure and progress at Tavistock College.

	KS3 Fiction	KS3 Literary Nonfiction
Maths	The Curious Incident by C. Boone The Phantom Tollbooth by N. Juster The Man who Counted by M. Tahan	50 Ideas you Really Need to Know about Maths by T. Crilly Maths Makers by Posamentier & Spreitzer How Many Socks Make a Pair by R. Eastaway
Science	The Loneliest Girl in the Universe by L. James Railhead by P. Reeve Maggot Moon by S. Gardener Nowhere on Earth by N. Lake	Home Lab by Robert Winston The Science Squad - Usbourne-Stem The Book of Potentially Catastrophic Science by S. Connolly
IT, Design and Technology	A Series of Unfortunate Events by L. Snicket Noah's Gold by F.C. Boyce Hacker by Malorie Blackman	How Food Works by D. Kinersley Cooking up a Storm by S. Stern 100 Things to Know about Inventions by C. Gifford
Religion and Social Learning	I am Malala by M. Yousafzai The Crossing by M.Mann A Monster Calls by Patrick Ness	DK - The Religions Book World Religions by J. Bowker
French	Le Petit Prince by Antoine de Saint-Exupéry Le Petit Nicolas by Sempé / Goscinny C'est moi le plus beau! by Mario Ramos Paroles	French Cinema – A Student's Guide, Phil Powrie and Keith Reader
Spanish	El libro de Gloria Fuertes para niñas y niños: versos, cuentos y vida Cuentos de la selva Cuentos que contaban nuestras abuelas	SCHOLASTIC EXPLORA TU MUNDO (EXPLORE YOUR WORLD) USBORNE LEYENDO APRENDO
English	Odysseus by G. McCaugheran Pony by R. Palacio Things a Bright Girl Can Do by S. Nicholls The Blue Book of Nebo by M.S. Ros My Swordhand is Singing By M. Sedgewick Northern Lights by P. Pullman The Pearl by J. Steinbeck	Treasury of Greek Mythology - National Geographic The Shakespeare Book - Dorothy Kinersley Shakespeare by Bill Bryson My Name is Book by J. Agard Weird Words by Suzie Dent
Geography	The Summer We Turned Green by W. Sutcliffe Journey to the River Sea by Eva Ibbotson Diary of a Young Naturalist by Dara McAnulty The Explorer by Katherine Rundell Running Wild by Michael Morpurgo	Eyewitness Guides Dorothy Kinesley Series No one is too Small to Make a Difference by G. Thunberg How to Give Up Plastic by M. Bearer-Lee
History	The 1,000 Year Old Boy by Ross Welford Ruby and the Smoke by P.Pullman Arctic Star by Tom Palmer Salt to the Sea by R. Sepetys Orphan, Monster, Spy by M. Killeen	The Book of Awesome Women by B. Anderson Black Heroes by A. Norwood What Happened When in the World - DK
Performing Arts	Goodnight Stories for Rebel Girls Stories for Boys who Dare to be Different Millions the Play by F.C. Boyce The Dodger (Oxford Playscripts) by T. Pratchett Ballet School Boys by E. Dixon	All about Theatre - National Theatre Shakespeare for Everyday by Allie Esiri Ballet and Modern Dance by A. Au Hope in a Ballet Shoe by M. DePrince
Art	Fire Colour One by J. Valentine I'll Give you the Sun by J. Nelson The Girl who Became a Tree by J. Coehlo Peanut Jones and the Illustrated City by R. Biddulph	The Usborne Introduction to Art Art Matters by N. Gaiman A Big Important Art Book by D. Kryson Splat by M. Richards
PE and Sport	Ghost by J. Reynolds When I was the Greatest by J. Reynolds Booked by Kwame Alexander Football Academy Series by T. Palmer The Boxer by Nikesh Shuklah Run Rebel by M. Mann (Yr 9)	You are a Champion by Marcus Rashford Unbelievable by Jessica Ennis 

BARE ESSENTIALS

SUBJECT: Art & Textiles **YEAR:** 8 **TERM:** Spring Term 1

Big Question: How can I use inspiration from Latin American culture and the Day of the Dead to design and make a cushion?

End point task: Design and make a Calavera cushion

Did you know?

- Dia De Los Muertos (The Day of the Dead) is a holiday which involves family and friends gathering to pray for and to remember friends and family members who have died. It started in Mexico but is celebrated widely through Latin America and beyond
- Traditions include: Remembering the dead with photographs and keepsakes; decorating grave yards with candles and flowers; celebrating with food and drink
- Calaveras are traditionally made from sugar, representing the sweetness of life
- Papel Picado is delicately decorated tissue paper that represents wind and the fragility of life
- Ofrendas is a temporary altar is a way for families to honour their loved ones and provide them what they need on their journey
- References and inspiration around The Day of the Dead is found in many popular films such as Coco, The Book of Life and James Bond

Where is this learning coming from?.

- Day of the Dead is new to you at Tavistock college, but the hand sewing and fabric cutting will follow on from the year 7 topic of oceans, when you made juggling balls and the art skills you learnt whilst creating imaginary creatures
- Sewing completed at home or in primary school

Where is this learning going?

- This will provide a strong introduction into Textiles in year 9 and introduce it as a GCSE subject
- It will provide essential stitching and cutting skills.
- Prepare you for projects in KS3
- Prepare you for a GCSE in the creative arts

What will you know as a result of this?

- You will understand the costumes used during the Day of the Dead
- You will see how it is culturally placed in the media
- You will be able to sew using a variety of embroidery stitches

Career links:

- Clothing/textile technologist
- Colour technologist
- Illustrator,
- Interiordesigner
- Fashion designer
- Textile designer

Useful weblinks:

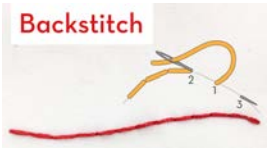
https://www.youtube.com/watch?app=desktop&v=8FHrhH9k-PY
https://www.youtube.com/watch?v=u9uyhhb2W30

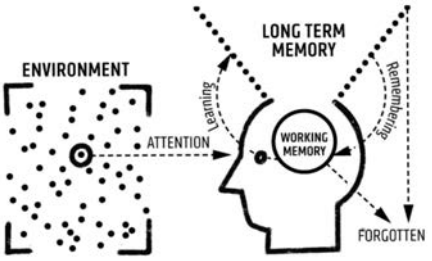
Together: We Care, We Challenge, We Excel

Topic	Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
1:Introduction to the Day of the dead	Students will examine what the **Day of the Dead** represents and how it fits in modern culture. They will write definitions of **Calaveras, Papel Picado** and **Ofrendas,** before designing their own **Calavera**	**Day of the Dead** is a holiday traditionally celebrated on the first and second of November, originally in Mexico, but lately celebrated in all Latin America.It is like a family reunion—except dead ancestors are the guests of honour. Day of the Dead is a joyful time that helps people remember the deceased and celebrate their memory. **Calaveras** are skulls traditionally made from sugar, representing the sweetness of life. **Papel Picado** is delicately decorated tissue paper, like bunting, represents wind and the fragility of life. **Ofrendas** is a temporary altar. It is a way for families to honour their loved ones and provide them what they need on their journey. **Running stitch** is a simple needlework stitch consisting of a line of small even sewing stitches. **Back stitch** describes a strong utility stitch, where individual stitches are made backward to the general direction of sewing, filling in the gaps of a running stitch to make a continuous line. **Chain stitch** is a decorative sewing and embroidery technique in which a series of looped stitches form a chain-like pattern.
2:Introduction to hand sewing	Students will experiment with **running stitch** and start **back stitch** as an introduction to hand stitching.	
3:Introduction to hand sewing(Cont)	Students will continue with their **back stitch** and start to experiment with **chain stitch**	
4: Design and sketch out the calavera	Using a **template**, students will draw the outline of the **Calavera** skull. Faintly sketch any guidelines/ designs	
5: Start stitching the calavera	Using the sewing skills we learnt, to decorate our **Calavera,** with **Running stitch, Back stitch, Chain stitch**.	
6: Stitching the calavera (cont)	Continue to apply **Running stitch, Back stitch** and **Chain stitch**	
7:Tie Dye	Examine how tie dye work and create a resist to stop the dye touching the fabric, creating the pattern	
8:Stitching the calavera (cont)	Continue to apply **Running stitch, Back stitch** and **Chain stitch** to the **Calavera**	
9: Construct the cushion	Stitch your **Calavera** to the front of your cushion, this can be the plain side or the tie dyed one	
End Point Task: Construct the cushion	Stuff your cushion and stitch the top using **over stitch** or **running stitch**	

Topic 2:

Name	Description
Calavera 	**Key Words:** Skull, wood, paper maché, sugar paste, carved bone, colourful, joyful, celebratory, pattern, loved one, death, remember, engraved, painted, teeth, hearts, the sweetness of life.
Papel Picado 	**Key Words:** Perforated paper, Mexican, decorative, craft, cutting, elaborate designs, tissue paper, bunting, the fragility of life.
Ofrendas 	**Key Words:** Altar, offering, marigolds, candles, death, family, orange, fragrance, celebration, photos, fragrance, honouring loved ones.

	**1**: From the back of the fabric, bring your needle up at your starting point. **2**: Place your needle back down through, about a stitch length away. **3:** Come up through the back about a stitch length away from your last stitch. **4:** Working forwards, continue making stitches, leaving a space in between each one.
	**1**: From the backside of the fabric, bring your needle up, about a stitch length away from your starting point. **2**: Now, going backward, insert the needle down at the starting point **3**: Come back up a stitch length away from your last stitch. **4**: Insert the needle down through the same hole as the last stitch. This will join the stitches. Continue along the line in this way.
	**1**: Begin by bringing the needle up from the back of your fabric at your starting point. **2**: Then, with the embroidery floss off to the side, insert the needle back down through the same hole you just came up, but do not pull the floss all the way through. **3**: Now, bring your needle back up, about a stitch length ahead, making sure the embroidery floss goes around your needle. Pull the needle so the floss comes all the way through. You should have a loop of floss. This is your first chain stitch. **4**: Now, putting the needle back through the hole you just came up, inside the loop, repeat this process of coming up a stitch length ahead and creating a loop.

Your Bare Essentials Reflection
In your own words summarise your learning.

Explain the importance of what you have learnt.


How does this link with other subjects?	What follow up questions will you ask?
	

BARE ESSENTIALS

SUBJECT: Music - Film Music Performance **YEAR: 8** **TERM: Spring 1**

Big Question: What skills do we need, and how do we go about, performing a piece of Film Music?

End point task: Piano performance of Harry Potter - Hedwig's theme

Did you know?

- Film Music is music written for a film
- There are many different types of film and many different types of film music - Comedy, Action, Thriller etc
- Some films have a limited amount of music, others have music throughout - It all depends on the mood or feeling of the film
- Film Music serves an important purpose both in supporting the story and enhancing meaning; some footage without music may not be as effective as when the appropriate music is added
- Films have different dramatic themes. Each dramatic theme could have its own musical theme
- Composers of film music need to be able to improvise and compose in different styles, show a good feeling for the Drama and the narrative, be imaginative, and show empathy and understanding in matching their music to the action and visual images. Some famous film composers are: Ennio Morricone, John Williams, Jerry Goldsmith, Hanz Zimmer
- The Music must reflect the dramatic themes in the film and in doing so help produce a coherent whole
- The first film Music was in Paris in 1895, a series of short films were shown to an audience, and they were accompanied by a pianist who improvised music in an attempt to create the appropriate mood or atmosphere as required

Where is this learning coming from?

The skills will be taught to you through this scheme but think about

- Your learning during Year 7 Performing Arts and Music
- Previous keyboard schemes - Medieval, Blues and Pop
- Melody that you have played in Y7 and during Musicals in Y8
- Accompaniment that you have played in Y7 & 8
- Films that you have seen that use music
- Famous film music that you might know
- Famous composers that you might already know
- Use of sharp and flat notes from previous schemes

Where is this learning going?

These lessons will help you practically and verbally

- Answer the Big Question: What skills do we need and how do we go about performing a piece of film music
- Prepare you for further Performance and Composition in KS3
- Prepare you for GCSE Drama Component 1 and Component 3
- Prepare you for BTEC Dance
- Prepare you for Media Studies GCSE and Music GCSE through looking at specific genres, styles and techniques of film and music
- Develop your social and communication skills which will support interactions and interviews using empathy, negotiation and vocal and facial expression and body language

What will you know as a result of this?

By the end of this term you will know:

- How to conduct yourself in a performing arts space
- How to warm up and prepare for performing arts activities
- How to work in a pair to create a Music performance
- How to play a melody with a partner
- How to accompany a melody with a partner
- How to find sharp and flat notes on the piano
- How to find a range of notes on a piano
- How to refine performing arts work
- How to share performing arts work
- How to conduct yourself whilst watching performing arts work
- How to give feedback on performing arts work

Career links:

- Actor / Dancer / Performer / Musician
- Composer
- Director
- Performing Arts Teacher/ facilitator / workshop leader
- Journalism
- Stage manager
- Theatre technician
- Costume designer
- Set designer
- DJ
- Radio or TV presenter
- Marketing and advertising
- Any role that requires communication skills

Useful weblinks:

- BBC Bitesize KS3 Music
- Virtual Piano

Together: We Care, We Challenge, We Excel

Unit Content Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
Introduction to Film Music We will explore key terms regarding film music, specifically what is a **Leitmotif**. We will have the opportunity to develop **aural** skills by listening to some famous film scores and have a go at playing some **leitmotifs** **Melody** We will learn how to play a simple **melody** using the keyboard. We will follow the **notation** and **rhythm** to **perform** the **melody** accurately with a partner. We will ensure that all of the **accidentals** are played correctly focussing on the correct placement of **sharp** and **flat** notes. **Time Signatures** We will explore the use of **time signatures** in **performance**. The majority of the songs we have performed so far have been in **4/4** however this song is in **¾**. How does it sound different? how do we count and **perform** in a **¾ time signature?** **Accompaniment** We will explore how to accompany a **¾ melody** with the use of a root note and further development of chords **Rehearse** You will refine your piece in **rehearsal** still using **improvisation** for development. You will focus on **body language** and **facial expression** to refine your character and may use techniques such as **split scene** **Perform and Record** You will share your work in a recorded **performance** to an **audience**. Your teacher will edit your work to create your film although you may chose to do this yourselves if you want! **Evaluate** You will watch your film and **evaluate** your group's **performance** using **CRESS**.	• **Vocal** - *anything to do with or referring to the voice, we use vocal warm ups to make sure our voice is ready to perform* • **Physical** - *anything to do with or referring to the body, we use physical warm ups to make sure our body is ready to perform* • **Concentration** - *you will need to concentrate a lot during anything to do with performing arts (there are usually multiple things happening at once) so we use concentration warm ups to make sure our mind is ready to be creative and perform* • **Trust/ Teamwork** - *we use trust and teamwork warm ups to make sure we ready to work creatively in a group* • **Stimulus** - *a starting point for creative work. This could be an image, theme, quote, piece of music, title or theme* • **Discuss** - *your initial responses and reactions to the stimulus need to be talked through with your group -it's important that everyone contributes to the discussion* • **Improvise** - *your initial responses and reactions to the stimulus need to be tried out with your group - this is a great time to explore and experiment with what your work could do without worrying about it going wrong* • **Rehearse** - *rehearsal is selecting/ deleting/ editing/ refining your improvised work until it is ready to share* • **Perform** - *showing and sharing your practical creative ideas* • **Evaluate** - *considering the work you have created or seen and discussing its merits and areas for development** • **Performer** - *someone who acts, dances, sings and shares their work with an audience* • **Audience** - *a group of people watching and listening to a performance* • **Melody -** *The tune, a series of notes that are musically satisfying* • **Notation -** *visual record of heard or imagined musical sound, or a set of visual instructions for performance of music* • **Pitch** - *How high or low a note should be played* • **Accidentals** - *A music 'sign' that affects the pitch of a note* • **Sharps -** *The black note to the right of a white note* • **Flats -** *The black note to the left of a white note* • **Chromatic -** *A chromatic scale is one that rises of falls in semitones* • **Rhythm -** *A regular repetition or grouping of beats - In a melody, the length a note is held for* • **Timbre** - *The 'sound quality' or 'tone colour' of a particular voice or instrument* • **Mood -** *The overall feeling that the song or piece of music causes you to feel* • **Leitmotif -** *A musical idea associated with a character, object feeling or thought* • **Time Signatures -** *The time signature is a notational convention used in Western musical notation to specify how many beats are contained in each measure, and which note value is equivalent to a beat* • **Aural -** *Listening skills - Recognising key terms through listening to Music* **We use the **CRESS** structure as a way to helpfully and positively critique performance that we have seen (please see your class room wall and Google classroom for CRESS)*

Knowledge Organiser Performing Arts Combined Course Yr 7: What skills do we need to create performance work?

1 beat	***Crochet*** Tea
1 beat (½ beats)	2 x ***quavers*** Coffee
1 beat (¼ beats)	4 ***semi quavers*** Coca Cola
1 beat	***Crochet Rest***
	Treble Clef + Time signature The higher notes are played on the treble clef, this is often the melody
	Bass Clef The lower notes are played on the bass clef, this is often the chords

Types of Warm Up:
Vocal Physical Concentration Teamwork/Trust

Actions (What we do)

- Jump
- Turn/Roll
- Gesture
- Travel
- Transference of Weight
- Balance/Stillness

Space (Where we perform)

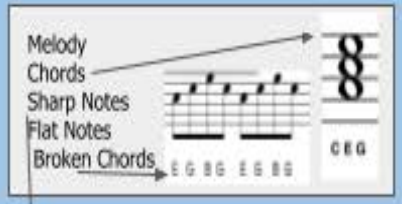
- Levels
- Size
- Directions
- Formations

Dynamics (how we perform)

- Speed – fast/slow
- Weight – Heavy/Soft
- Flow – Sharp/smooth

Relationships (who we perform with)

- Unison
- Canon
- Mirroring
- Accumulation



DEVISING
COMPOSING
CHOREOGRAPHING

Stimulus

Discuss

Improvise

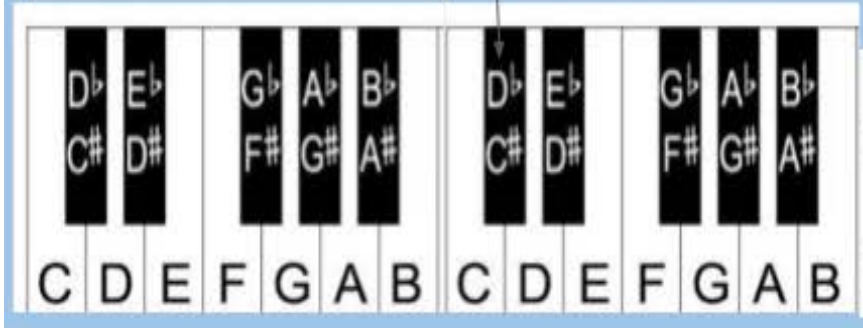
Rehearse

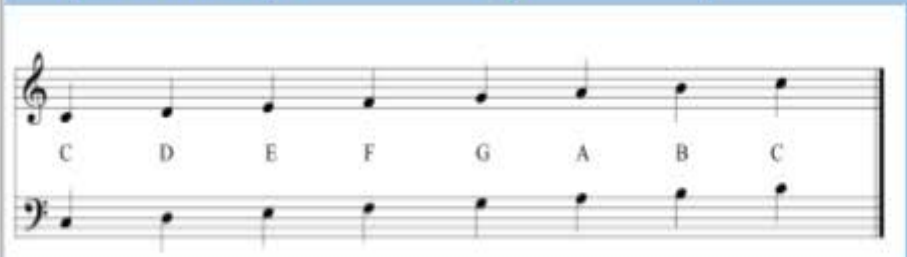
Perform

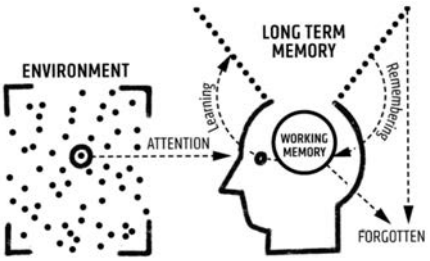
Evaluate

Audience
Stage
Performance
Practice

Freeze Frame
Narration
In Role Thought
Monologue
Choral Speaking
Synchronized Movement
Soundscape
Music for Atmosphere
Facial Expression
Body language
Character
Corpsing
Split Scene
Protagonist
Antagonist
Messenger Speech
Amphitheatre
Script
Stage Directions
Physical Theatre





Your Bare Essentials Reflection	
In your own words summarise your learning.	
	
Explain the importance of what you have learnt.	
	
How does this link with other subjects?	What follow up questions will you ask?
	

Together: We Care, We Challenge, We Excel

BARE ESSENTIALS

SUBJECT: Drama and Performing Arts: Making a Silent Movie YEAR: 8 TERM: Spring 1

Big Question: What skills do we need, and how do we go about, creating an effective Silent Movie?

End point task: Mini EPT for each of Mime and Mask / Create a group Melodramatic Silent Movie

Did you know?

- **Mime** is both a verb and a noun - mime is a style of performance that involves the performer physically creating the world without props. It is also the name for a performer who works in this style
- **Masks** have been worn in theatre as far back as we know of the form. The Greeks used them not only to help multirole but also to create similarity in the chorus and act as a vocal amplification. More recently face paints on clown like characters have also been considered masks and many cultures use masks in festivals, carnivals and balls. *Vamos* and *Trestle* are contemporary companies that still use masks extensively
- **The Commedia Dell'Arte performance style** began in Italy around 1500. Skilled comic performers (troupes), improvised stories that mocked human failings. They used practical jokes, slapstick, stock scenarios and comic devices known as lazzi to build their scenes and would satirise public figures and events. The stock characters of a greedy old man, know it all doctor, clever female servant and food obsessed servant were easily identified by their over exaggerated masks. Fawlty Towers, Mr Bean, One Man Two Guvnors, Pantomime all have connections to Commedia
- **Melodrama** thrilled audiences with lurid tales of ruined abbeys, dark dungeons, and mysterious temples. It was pure escapism, aimed at helping people forget about the drudgery of day to day working life during the industrial revolution. Stock characters like wicked villains, pure hearted heroines and handsome but unassuming heroes all worked within the frame of set exaggerated (but believable) scenarios, where good always triumphs over evil. Crucially, music/ sound were a major part of establishing character, set and emotion. Many contemporary film franchises such as Lord of the Rings, Star Wars, Indiana Jones and Guardians of the Galaxy have their roots in melodramatic form, structure and characters.
- **Silent Movies** were almost always accompanied by live sounds so the term "silent film" is not entirely accurate. Up to the late 1920s, a pianist, organist or even a small orchestra would play music to accompany the films. Sometimes a person would even narrate the placards for the audience. Though at the time the technology to synchronise sound with the film did not exist, music was seen as an essential part of the viewing experience. Famous Silent Movie artists are Buster Keaton, Charlie Chaplain, Laurel and Hardy

Where is this learning coming from?

The skills will be taught to you through this scheme but think about

- Primary school plays you have been in (Nativity, End of Year 6 etc)
- Your learning during Year 7 Performing Arts and Music
- This work runs parallel with the film music being studied in Music
- You might also have seen a stage show at school or at a theatre or local community show that used these skills
- You might have been in a theatrical production at school or in the community
- The specific techniques are also used in TV and films

Where is this learning going?

These lessons will help you practically and verbally

- Answer the Big Question: What skills do we need, and how do we go about, creating an effective Silent Movie?
- Prepare you for further devising from a stimulus in KS3 PA
- Prepare you for GCSE Drama Component 1 and Component 3
- Prepare you for BTEC Dance
- Prepare you for Media Studies GCSE and Music GCSE through looking at specific genres, styles and techniques of film and music
- Prepare you for the dramatic texts aspects of English at KS3 and KS4 by helping you understand theatrical performance, semiotics, mise en scene and stage aesthetics
- Develop your social and communication skills which will support interactions and interviews using empathy, negotiation and vocal and facial expression and body language

What will you know as a result of this?

By the end of this term you will know:

- How to conduct yourself in a performing arts space including warming up and prepare for performing arts activities
- How to respond to a starting point for a performing arts piece
- How to work in a group, create, refine and share performing arts
- How to conduct yourself whilst watching performing arts work
- How to give feedback on performing arts work
- How mime, mask and melodrama are connected, the stylistic fingerprints of each
- How to structure and make a Silent Film

Career links:

- Actor / Dancer / Performer
- Playwright / Screenwriter
- Director
- Performing Arts Teacher/ facilitator / workshop leader
- Journalism, Radio or TV Presenter
- Stage manager
- Theatre technician
- Costume or Set designer
- Political speech writer
- Marketing and advertising
- Any role that requires communication skills

Useful weblinks:

https://www.bbc.co.uk/bitesize/subjects/zk6pyrd
https://www.youtube.com/watch?v=mqlfTG40RUI&list=PLFB7C0BBCDCE9B8A9&index=4
https://www.bbc.co.uk/bitesize/tags/zfmnwty/jobs-that-use-english-and-drama/1

Unit Content Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
Mime lessons You will revisit some warm up exercises to refine your **vocal**, **physical, concentration** and **trust/teamwork** skills in readiness to do **Mime** work. You will focus on **facial expression** and **body language** in your solo **mime** work, quickly creating an activity for a **character**. In pair work you will look at the complexities of moving a mimed box - you will think about the **size, weight** and contents of the box. In small groups you will work on establishing **settings scenarios** then in a slightly larger group add all these features together, considering structuring your piece with a **narrative arc**. **Mask lessons** Before we put masks on, we will learn about **clocking the audience** and **passing the focus**; two techniques that help us guide where we want the audience to look and focus when we are working without words and potentially facial expression. We will learn how to put on a mask properly and the complexities of wearing a mask and performing in one. Finally we will learn about **Commedia Dell'arte** and its connections with Mime, Mask, Melodrama and **Pantomime**. **Melodrama lessons** We'll find out about the key features of **Melodrama** and how the **stock characters, stock scenarios** and use of music are used in contemporary performances as well. We will have a go at developing the over exaggerated acting style focusing on **gesture, posture** and **facial expressions** as a way of conveying stereotypical characters quickly. **Stimulus, Discuss, Improvise** Using the skills you have learnt so far you will create a Silent Movie group **performance** to share with an **audience**. Once you have looked at the **stimulus**, you will **discuss** in your group and then **improvise** around your initial ideas. **Improvise Rehearse** You will refine your piece in **rehearsal** still using **improvisation** for development. You will focus on **body language** and **facial expression** to refine your character and may use techniques such as **split scene**. **Perform and Record** You will share your work in a recorded **performance** to an **audience**. Your teacher will edit your work to create your film although you may choose to do this yourselves if you want! **Evaluate** You will watch your film and **evaluate** your group's **performance** using **CRESS**.	• **Vocal** - *anything to do with or referring to the voice, we use vocal warm ups to make sure our voice is ready to perform* • **Physical** - *anything to do with or referring to the body, we use physical warm ups to make sure our body is ready to perform* • **Concentration** - *you will need to concentrate a lot during anything to do with performing arts (there are usually multiple things happening at once)* so *we use concentration warm ups to make sure our mind is ready to be creative and perform* • **Trust/ Teamwork** - *we use trust and teamwork warm ups to make sure we ready to work creatively in a group* • **Stimulus** - *a starting point for creative work. This could be an image, theme, quote, piece of music, title or theme* • **Discuss** - *your initial responses and reactions to the stimulus need to be talked through with your group - everyone needs to contribute to the discussion* • **Improvise** - *your initial responses and reactions to the stimulus need to be tried out with your group - this is a great time to explore and experiment with what your work could do without worrying about it going wrong* • **Rehearse** - *rehearsal is selecting/ deleting/ editing/ refining your improvised work until it is ready to share* • **Perform** - *showing and sharing your practical creative ideas* • **Evaluate** - *considering the work you have created or seen and discussing its merits and areas for development** • **Performer** - someone who acts, dances, sings and shares their work with an audience • **Character** - a part played/ shown by a performer that is not themselves • **Audience** - a group of people watching and listening to a performance • **Freeze frame** - *a 3D frozen picture that is silent, still and clearly understandable by an audience* • **Synchronized movement** - *Speech where two or more performers say the same words at the same time* • **Music for atmosphere** - using music/sound to communicate a particular setting, atmosphere or theme to an audience • **Soundscape** - *using the performers body and mouth to create sounds (not words) that create an atmosphere* • **Facial expressions** - *using parts of the face to convey emotions* • **Body language** - *using the body to convey emotions* • **Corpsing** - *dropping out of character whilst sharing and performing work* • **Split scene** - *two scenes happening on stage at the same time, one could be frozen or muted* • **Neutral** - *a position that does not have a character but can show a focused performer* • **Slow motion** - *slowing down movement or speech so much that it becomes exaggerated* • **Gait** - *how a character moves around the space and the way they do it (swagger, stroll, stride etc)* • **Gesture** - *actions performed with the hands* • **Posture** - *the use of the back, shoulders and torso to convey age, status or emotion* • **Proxemics** - *spatial relationships on stage (what the space between the characters conveys to the audience)* • **Levels** - *the height of characters in relation to each other and what that conveys to an audience (someone higher seems to have more power)* • **Stage Directions** - *the 'notes' in a script to convey what the playwright wants the character to do or how they want them to do it* • **Stage Positions** - *an end on stage is divided into nine named areas to help performers, directors and choreographers* • **Mask** - *a full or particle facial covering designed to convey or support character or emotion* • **Mime** - *performance work where the performer physically creates the world without props considering the weight, shape and materials of the items* • **Melodrama** - *a genre of performance categorised by its sensational plot lines, stock characters* • **Silent Film** - *a genre of performance without speech but accompanied by music and sound* • **Stock Scenarios / settings** - *recognizable, familiar and frequently used situations and places* • **Stock Characters** - *recognisable, familiar and frequently used characters based on stereotypes* • **Narrative Arc** - *a structural plot device ensuring a clear beginning and end with a middle crescendo* • **Commedia Dell Arte** - *an improvised comic style of performance that was the starting point for modern day Pantomime* • **Pantomime** - *a musical comedy stage production with specific stylistic features and an emphasis on entertaining the whole family audience* • **Clocking the audience** - *a mime technique to draw the audience's attention to where the character is looking* • **Passing the focus** - *a mime technique to draw the audience's attention to multiple places on stage* • **Placards** - *physical sign used on stage or digitally in film to reveal location, action or character thought* **We use the **CRESS** structure as a way to helpfully and positively critique performance that we have seen (please see your class room wall and Google classroom for CRESS)*

Knowledge Organiser Performing Arts Combined Course Yr 7: What skills do we need to create performance work?

1 beat	***Crochet*** Tea
1 beat (½ beats)	2 x ***quavers*** Coffee
1 beat (¼ beats)	4 ***semi quavers*** Coca Cola
1 beat	***Crochet Rest***
Treble Clef + Time signature	The higher notes are played on the treble clef, this is often the melody
Bass Clef	The lower notes are played on the bass clef, this is often the chords

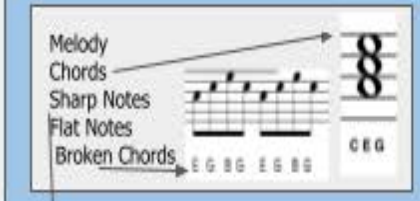
Types of Warm Up:
Vocal Physical Concentration Teamwork/Trust

Actions (What we do)
- Jump
- Turn/Roll
- Gesture
- Travel
- Transference of Weight
- Balance/Stillness

Space (Where we perform)
- Levels
- Size
- Directions
- Formations

Dynamics (how we perform)
- Speed – fast/slow
- Weight – Heavy/Soft
- Flow – Sharp/smooth

Relationships (who we perform with)
- Unison
- Canon
- Mirroring
- Accumulation



Audience
Stage
Performance
Practice

DEVISING
COMPOSING
CHOREOGRAPHING

Stimulus

Discuss

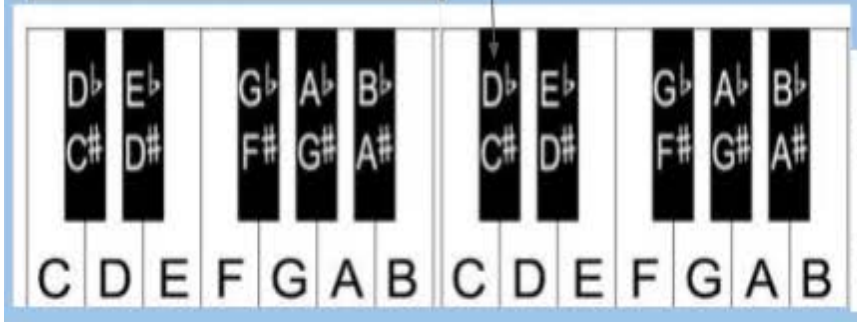
Improvise

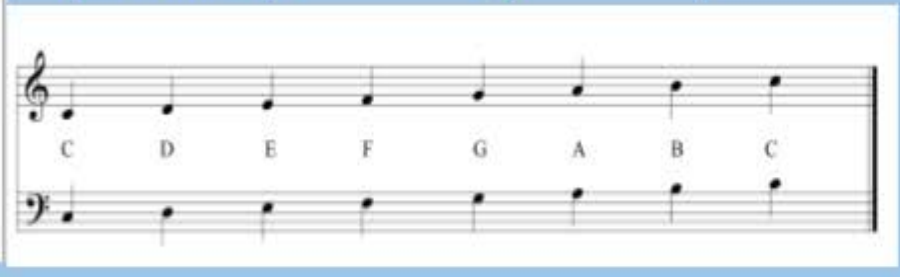
Rehearse

Perform

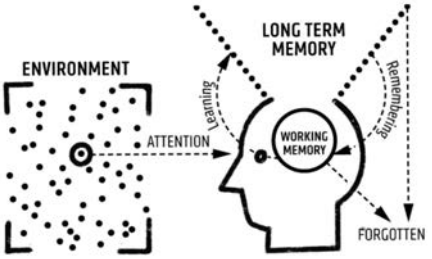
Evaluate

Freeze Frame
Narration
In Role Thought
Monologue
Choral Speaking
Synchronized Movement
Soundscape
Music for Atmosphere
Facial Expression
Body language
Character
Corpsing
Split Scene
Protagonist
Antagonist
Messenger Speech
Amphitheatre
Script
Stage Directions
Physical Theatre





Together: We Care, We Challenge, We Excel

Your Bare Essentials Reflection	
In your own words summarise your learning.	
	
Explain the importance of what you have learnt.	
	
How does this link with other subjects?	What follow up questions will you ask?
	

BARE ESSENTIALS

SUBJECT: English **YEAR: 8** **TERM: Spring 1**

Big Question: How do writers use language, structural techniques and form to write about travel?

End point task: Written assessment using the techniques they have studied in a variety of travel writing extracts.

Did you know?

- Travel writing is a form of creative nonfiction in which the narrator's encounters with foreign places serve as the dominant subject. Also called travel literature
- "All travel writing—because it is writing—is made in the sense of being constructed, says Peter Hulme, "but travel writing cannot be made up without losing its designation" (quoted by Tim Youngs in The Cambridge Introduction to Travel Writing, 2013)
- Notable contemporary travel writers in English include Paul Theroux, Susan Orlean, Bill Bryson, Pico Iyer, Rory MacLean, Mary Morris, Dennison Berwick, Jan Morris, Tony Horwitz, Jeffrey Tayler, and Tom Miller, among countless others.
- 65% of travel writers are women
- Homer's Odyssey is often referred to as the first travel narrative, creating the archetypal story of a lone wanderer, Odysseus, on a voyage filled with mythic perils, from terrifying monsters like the Cyclops to seductive nymphs and ravishing sorceresses. As may be. But the first real "travel writer," as we would understand the term today, was the ancient Greek author Herodotus, who journeyed all over the eastern Mediterranean to research his monumental 'Histories'

Where is this learning coming from?

In Year 7 you were introduced to non-fiction writing through the genre of adventure and extreme experiences. This term you will be revising those key techniques of non-fiction writing and exploring how they are utilised in the genre of travel writing.

Where is this learning going?

The skills you practise during this unit will be revisited in Year 9 where you will study non-fiction again through the lens of a different genre. Later in your English studies, understanding how non-fiction writing is constructed will be an essential part of your English Language GCSE.

What will you know as a result of this?

- You will know how to identify a number of different forms of travel writing
- You will be able to identify the target audience and purpose of a variety of pieces of travel writing
- You will be able to analyse the effectiveness of a variety of linguistic and structural techniques which are regularly found in travel writing
- You will know how to adapt your own writing style and techniques to match your intended purpose and target audience.

Career links:

Focus on: Bill Bryson
Occupation: Travel writer

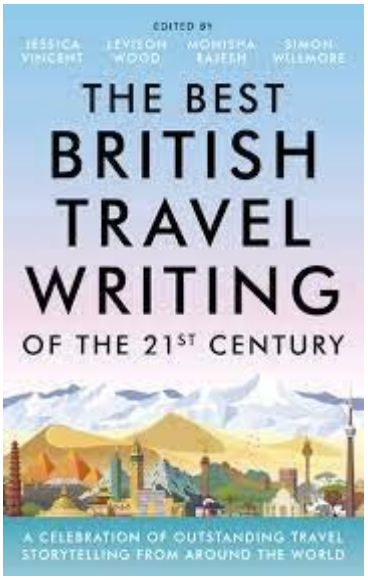
Bill Bryson was born in Des Moines, Iowa, in 1951. His bestselling books include The Road to Little Dribbling, Notes from a Small Island, A Walk in the Woods, One Summer and The Life and Times of the Thunderbolt Kid. In a national poll, Notes from a Small Island was voted the book that best represents Britain. His acclaimed work of popular science, A Short History of Nearly Everything, won the Aventis Prize and the Descartes Prize, and was the biggest selling non-fiction book of its decade in the UK. His new book The Body: A Guide for Occupants was shortlisted for the Royal Society Science Book Prize and is an international bestseller.

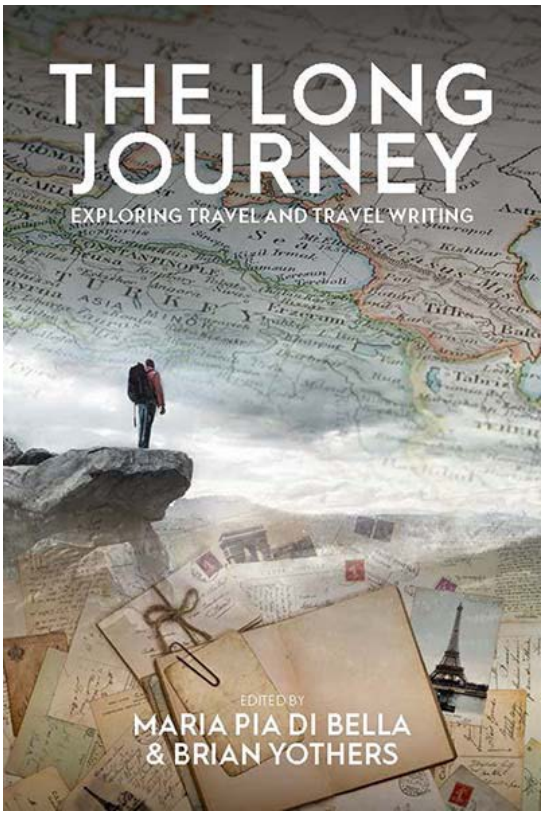
Useful resources:

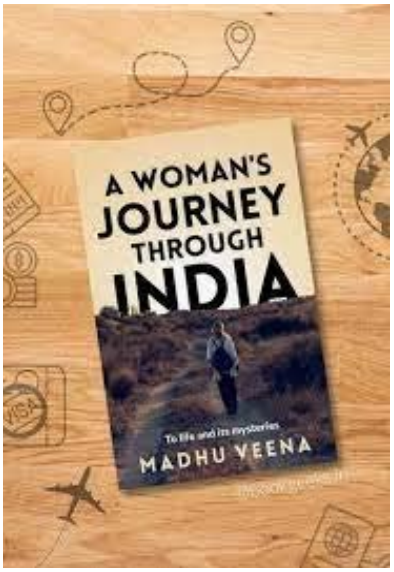
BBC Bitesize (this is a good resource to teach students how to read and analyse non-fiction) https://www.bbc.co.uk/bitesize/topics/zjfkscw
Examining different text types https://www.bbc.co.uk/bitesize/topics/zfwpd6f/articles/zv4q7yc
Audience, purpose and form https://www.bbc.co.uk/bitesize/topics/zfwpd6f/articles/zwspn9q
How to investigate language in non-fiction texts https://www.bbc.co.uk/bitesize/topics/zfwpd6f/articles/z4d4xyc
BBC Teach - a video guide to how to write sports journalism for the BBC
https://www.youtube.com/watch?v=JvVaqgNrxbk
Oak Academy (a series of online video lessons looking at non-fiction that students can complete)
https://classroom.thenational.academy/units/non-fiction-texts-and-view-point-writing-8dd2

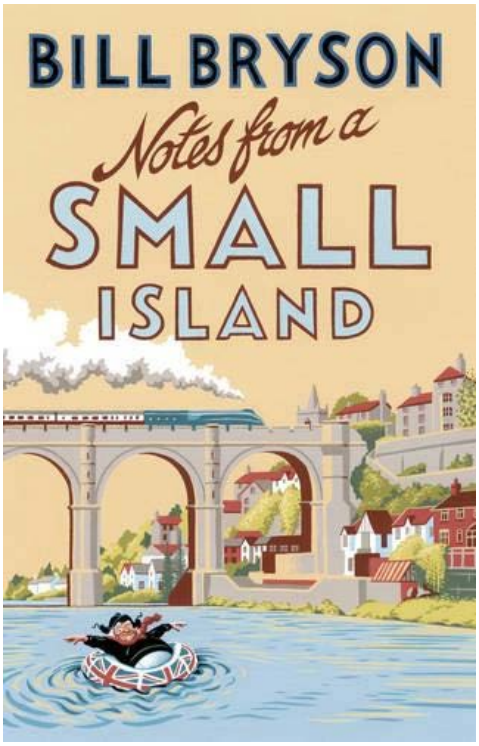
Together: We Care, We Challenge, We Excel

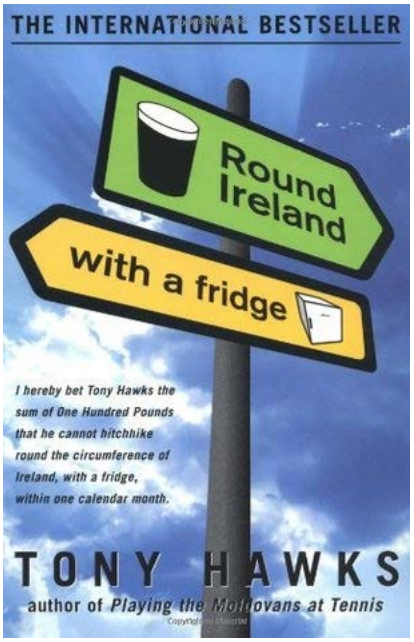
Extract	Bare Essentials to remember (**words in bold are in your keywords**) :	Keywords:
1. Travel journal - 'Death in Varanasi' by Geoff Dyer	During these lessons, you will explore how to recognise the subject, **purpose**, **audience** and **form** of a text and begin to analyse how the writer has presented the city of Varanasi through his language and structural choices looking in particular at Dyer's use of punctuation and both **syndetic** and **asyndetic listings.** Through this analysis you will be able to make a substantiated judgement on what Dyer's **opinion** is of Varanasi.	**Fact:** A thing that is known or proved to be true. **Opinion:** A view or judgement formed about something, not necessarily based on fact or knowledge. **Anecdote:** A short amusing or interesting story about a real incident or person. **Emotive language:** Using specific word choices to evoke an emotional reaction from the reader. **Tricolon:** A rhetorical term that consists of three parallel clauses, phrases, or words, which happen to come in quick succession without any interruption. **Rhetorical question:** A question asked in order to create a dramatic effect or to make a point rather than to get an answer. **Topic sentence:** A sentence that introduces the essential point or idea of a paragraph or larger section. **Hypophora:** A figure of speech in which a writer raises a question, and then immediately provides an answer to that question. **Perspective:** A particular attitude towards or way of regarding something; a point of view. **Alliteration:** The occurrence of the same letter or sound at the beginning of adjacent or closely connected words. **Hyperbole:** Exaggerated statements or claims not meant to be taken literally **Audience:** The audience of a writer or artist is the people who read their books or look at their work. **Purpose:** The purpose of something is the reason for which it is made or done. **Form:** The style in which a text is presented **Syndetic Listing:** a listing connected with a conjunction/connective. **Asyndetic listing:** A series of items listed without the use of conjunctions but with punctuation instead. **Juxtaposition**: The fact of two things being seen or placed close together with a contrasting effect.
2. Magazine Article - 'Blue Train'	During these lessons you will revise your understanding of subject, **purpose**, **audience** and **form** and start to analyse the writer's **perspective** looking at context, language and structural features,	
3 Autobiography - 'Letter to Daniel by Fergal Keane.	During these lessons you will be comparing the perspectives shown in both the previous extract and the 'Letter to Daniel'. You will be exploring how both the writers convey their perspective through their use of language techniques such as **emotive language**, **juxtaposition**, **tricolon patterns** and **hyperbole**. You will learn how to structure paragraphs that both analyse and compare the two texts.	
4. 'Scotland the brave'	During these lessons you will be looking at how writers use language to persuade their audience to visit certain places through techniques such as **anecdotes, alliteration, rhetorical questions** and **hyperbole**. You will then practise the techniques you have learned to write your own piece 'selling' the delights of Devon'.	
5. Newspaper articles - various	During these lessons you will be revising your knowledge of newspaper conventions and how to summarise. After the analysis of two different newspaper articles, looking at their use of **fact** and **opinion**, you will be tasked with writing your own. You will follow the conventions you have studied, paying particular attention to the tone you wish to create and the language you can use to achieve this.	
6. Travelogue 'Red Dust' by Ma Jian	During these lessons students will learn new, more challenging vocabulary and explore the effect of these words on the reader.After reading the extract, they will analyse the writer's **perspective** and make inferences from the text and discuss what we can learn about his experience implicitly suggested. Students will then be tasked with writing their own travelogue.	
7. Diary - Captain Scott's Diary 1912 **and** **Memoir - 'Race to the pole' by Ben Fogle and James Cracknell**	During these lessons you will be using your skills of comparison to analyse how two texts from different time periods explore how the writers present their experiences of visiting America. You will be looking at structural features as well as language features and discussing how the context has shaped the writers' **perspectives**. You will continue to be focused on the effect the language use has on the reader.	
9. 'A walk in the woods' - Bill Bryson	During this lesson you will be looking at structural features in more detail and learning how they contribute to the tone of a text. After the analysis of 'A walk in the woods' you will look at how to answer the question, 'How does Bryson use structural features to create a humorous tone in the extract from *A Walk in the Woods*?'.	
10.. Historical non-fiction - 'Picturesque sketches of London Past and Present by Thomas Miller 1852	This lesson focuses on the comparison of London by two texts from different eras, looking at how both writers use language to create a different tone or mood and therefore affecting the **audience's** impression of the location it is talking about. Students will revise their own use of comparative language and how to craft an effective written comparison.	
11. 'The road to Wigan Pier' - George Orwell	In this lesson students will experiment with descriptive writing techniques, emulating methods used in George Orwell's description of an industrial landscape. They will analyse specific quotes, explore the use of imagery and analyse its effect in preparation for writing their own.	

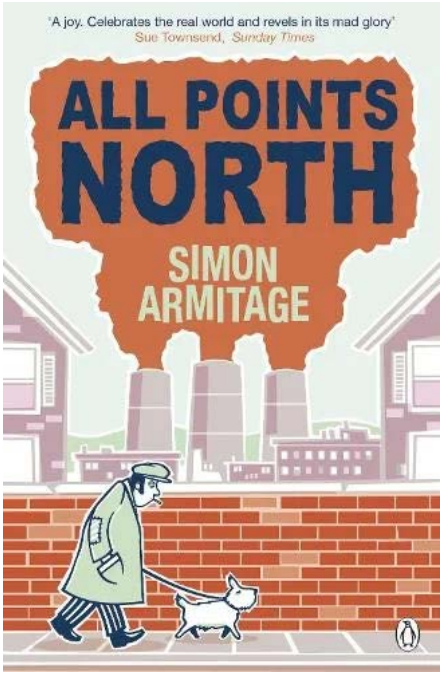

EDITED BY
JESSICA VINCENT
LEVISON WOOD
MONISHA RAJESH
SIMON WILLMORE
THE BEST
BRITISH
TRAVEL
WRITING
OF THE 21ST CENTURY
A CELEBRATION OF OUTSTANDING TRAVEL STORYTELLING FROM AROUND THE WORLD

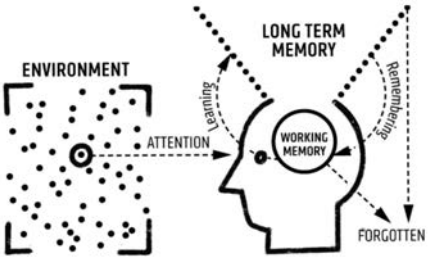

THE LONG
JOURNEY
EXPLORING TRAVEL AND TRAVEL WRITING
EDITED BY
MARIA PIA DI BELLA
& BRIAN YOTHERS


A WOMAN'S
JOURNEY
THROUGH
INDIA
To life and its mysteries
MADHU YEENA


BILL BRYSON
Notes from a
SMALL
ISLAND


THE INTERNATIONAL BESTSELLER
Round Ireland
with a fridge
I hereby bet Tony Hawks the sum of One Hundred Pounds that he cannot hitchhike round the circumference of Ireland, with a fridge, within one calendar month.
TONY HAWKS
author of Playing the Moldovans at Tennis


'A joy. Celebrates the real world and revels in its mad glory'
Sue Townsend, Sunday Times
ALL POINTS
NORTH
SIMON
ARMITAGE

Your Bare Essentials Reflection	
In your own words summarise your learning.	
	
Explain the importance of what you have learnt.	
	
How does this link with other subjects?	What follow up questions will you ask?
	

BARE ESSENTIALS

SUBJECT: Geography **YEAR: 8** **TERM: Spring 1**

Big Question: How will the U.K. avoid an energy crisis?

End point task: At the end of the topic you will complete an assessment wherein you will evaluate information and make a decision about which energy solution(s) you would recommend & justify to the U.K government.

Did you know?

- The word 'energy' is derived from ancient Greece. 'Energy' may be a staple in 21st century dictionaries but the term is derived from the Greek word 'energeia' which was created by Aristotle in 384 BC. While it has no direct translation in English, linguistic experts say the world 'energeia' describes a "state of being at work."
- Electricity travels at the speed of light – over 186,000 miles per second
- fossil fuels accounted for 84% of the world's primary energy consumption in 2019
- An early adopter of solar power, the space industry began to use this technology to provide power for spacecraft in the 1960s. Vanguard 1 was the first spacecraft to use solar cells, and it's the oldest artificial satellite still in orbit around Earth

Where is this learning coming from?

We all use electricity: From boiling the kettle to make a cup of tea to using a projector in a classroom. It is in constant use all around us. However, it can be made in many different ways. In year 7 geography you will have learnt about the industrial revolution and how important this was for the growth of not only our major cities in the U.K. but also the increasing use of fossil fuels for power. This is a trend that still occurs all over the world.

Where is this learning going?

In this topic you will learn how power is made along with the positives and negatives of different fuel sources that create power and our energy supplies. You will consider what is appropriate for the U.K. and decide what you would recommend to ensure the U.K. has a power source that is sustainable and will not lead to an energy crisis in terms of running out or from negative impacts.

What will you know as a result of this?

- Why fossil fuels are not a long term option
- How the greenhouse effect works
- Where our energy comes from and the politics created
- How the UK's energy mix has changed and consider why
- What energy sources are available in the UK
- The positives and negatives of a range of energy sources
- How energy is a controversial and emotive subject

Career links:

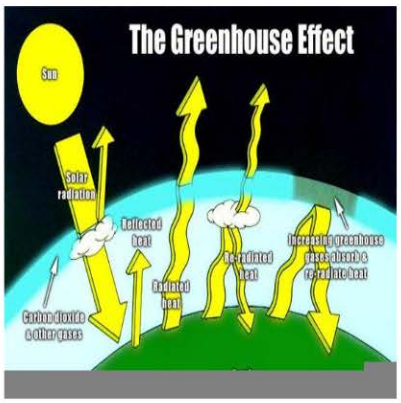
- Environmental consultant
- Hydrologist
- Minerals surveyor
- Quarry manager
- Water engineer
- Water quality scientist
- Energy/petroleum/mining engineer
- Wellsite geologist
- Energy Manager
- Geophysicist/ Geochemist/ Geoscientist

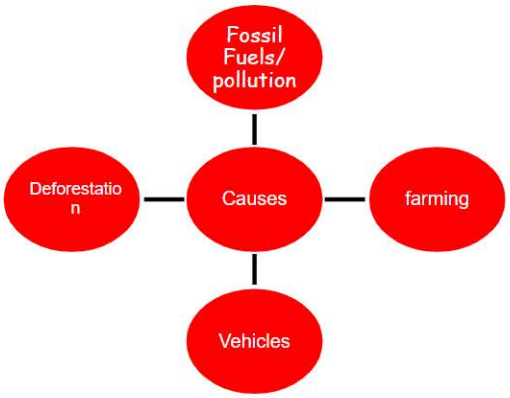
Useful weblinks:

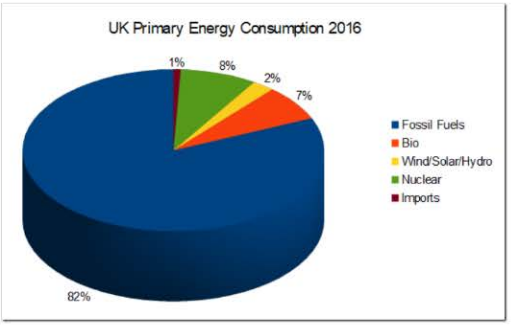
National Geographic: Fossil Fuels https://education.nationalgeographic.org/resource/fossil-fuels
The National Grid https://www.nationalgrid.com/
The Nuclear Industry Association https://www.niauk.org/
EDF The Future of Nuclear Power https://www.edfenergy.com/about/nuclear/future-of-nuclear-power
Energy UK https://www.energy-uk.org.uk/energy-industry/renewable-generation.html
Podcast: The Green Energy Revolution https://www.nationalgrid.com/podcasts/clean-energy-revolution

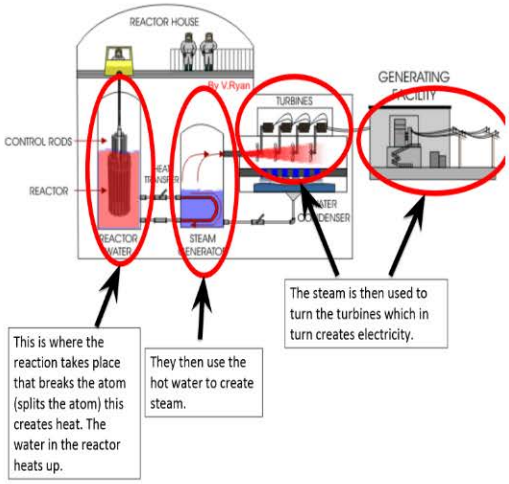
Together: We Care, We Challenge, We Excel

Lesson	Bare Essentials to remember (**words in bold are in your keywords**) :	Keywords:
1. The Greenhouse Effect	**Short Wave radiation** enters the atmosphere and warms up planet earth. Planet earth then emits this back into space as infrared, **Long Wave radiation. Greenhouse gases** in the atmosphere block some of the **long wave radiation** returning to space. This stops planet earth from being in an ice age. This process is known as the **greenhouse effect.** However, since the industrial revolution huge quantities of **fossil fuels** have been burnt for energy and humans have disrupted this balance. Human-produced **greenhouse gases,** such as carbon dioxide, now trap more and more of the **long wave radiation** which is making planet earth warm up much quicker than it ever has done in the history of planet earth. This is known as the 'enhanced greenhouse effect'.	**Greenhouse gases**: A gas that contributes to the greenhouse effect by absorbing infrared radiation. Carbon dioxide and chlorofluorocarbons are examples of greenhouse gases. **Greenhouse Effect**: A process that occurs when gases in Earth's atmosphere trap the Sun's heat. This process makes Earth much warmer than it would be without an atmosphere. **Longwave Radiation**: Heat emitted (given off) from the earth in the form of infrared thermal energy. **Shortwave Radiation**: The energy given off from the sun in the form of ultraviolet light (this is the light and heat we feel during daylight hours). **Renewable**: A resource or energy source which has an endless supply because it can be replenished. They are infinite. **Nonrenewable**: A natural resource that cannot be replaced by natural means at a pace/speed quick enough to keep up with consumption. They are finite. **Fossil Fuels**: Fossil fuels are made from decomposing plants and animals. These fuels are found in the Earth's crust and contain carbon and hydrogen, which can be burned for energy. Coal, oil, and natural gas are examples of fossil fuels. **Carbon Footprint**: The amount of carbon dioxide released into the atmosphere as a result of the activities of a particular person, organisation, or community. **Energy mix**: The range of energy sources of a region. It refers to the mix of energy sources used to meet energy needs in a given geographic region. **Nuclear Fusion**: A reaction in which two atomic nuclei combine to form a single heavier one while releasing massive amounts of heat energy. **Nuclear Fission**: A reaction wherein a heavy nucleus is blasted by neutrons which causes it to break into two nuclei which releases a massive amount of heat energy **Groundwater contamination**: Occurs when pollutants are released to the ground and make their way into groundwater. **Cost Effective**: Something that saves or makes a lot of money in comparison with the costs involved. **Cost Benefit Analysis**: The process of comparing the costs involved in doing something to the advantage or profit that it may bring. **Biomass**: Organic, meaning it is made of material that comes from living organisms, such as plants and animals, so it's nonrenewable. The most common biomass materials used for energy are plants, wood, and waste.
2. Carbon Footprints	Everybody has a **carbon footprint**. However some people's **carbon footprints** are better for the planet than others. This is all down to the personal choices people make. In this lesson you will reflect on what contributes to a person's **carbon footprint** and consider how small changes could have positive impacts on reducing your own **carbon footprint**. In turn these small changes could help reduce **greenhouse gas** production which would help to slow down the greenhouse effect.	
3. **Impacts of Climate change**	The evidence proving the impact of human activity on climate change is undisputed. In 2018, 89% of all global CO2 emissions came from **fossil fuels** and industry. Some nations are guilty of contributing to this more than others. However, the effects are global. The reality is that the countries have contributed the least are the ones who will suffer the most from the social, environmental and economic consequences of climate change. Weather patterns are already changing with increased flooding in some parts of the planet whilst in others wildfires are destroying huge areas of land and the ecosystems within them.	
4. UK Energy Sources	Countries rely on an **energy mix** to meet their supply demands. The UK is no exception to this; the UK imports the majority of its traditional fuel supplies, especially gas. Consequently our energy mix is constantly changing due to what resources we have here, the **cost benefit analysis** of different energy sources (i.e Coal has reduced massively now it's impact on the greenhouse effect is known and is **nonrenewable**) and what we can get. However where we get our energy sources from has a politics to it. The UK does not have enough energy reserves to power itself so alliances and trade deals must be done to keep us in power whilst the UK government also does more to secure **cost effective** energy supplies closer to home.	
5. Fracking	Fracking is the extraction of natural gas, a fossil fuel. It involves drilling into shale rock and pumping huge quantities of a mixture of sand and water, to open up cracks in the rock. The water is then pumped back out which allows the natural gas to seep out of the rock and be collected. This natural gas is a fossil fuel and nonrenewable however gas is the 'cleanest' fossil fuel & is reliable; it could be a stop gap source of energy whilst the technology around renewable energy sources is improved and the necessary infrastructure in place for countries to rely more heavily on greener renewable energy. The UK banned fracking in 2019 but with imported energy prices rising.	
6. Nuclear	Nuclear energy has a wide range of positives and negatives.The majority of nuclear energy uses uranium for **nuclear fusion** or **nuclear fission**. This generates tremendous heat and is very reliable. We have plenty of space for nuclear energy in the UK & no **greenhouse gases** are produced either. It is highly **cost effective** and safety procedures have improved massively since the 1980s. However, uranium does require mining, nuclear waste is produced which must be stored safely and if there were to be a nuclear accident then people's health and landscape would be at very serious risk from the radiation given off.	
7. Renewable Energy	**Renewable** energy uses sources of energy which are infinite; solar energy from the sun, wind, tidal energy from the sea, river water, & geothermal energy. **Renewable** energy will help reduce **greenhouse gases** in the atmosphere and help reduce the **greenhouse effect**. However, some renewables are not suitable for all locations and for some of them the technology is not fully developed to ensure full, reliable, use. The UK government has a target that by the year 2050 it will achieve Net Zero emissions (this means that whatever emissions are produced, we will have ways to capture them so they don't enter the atmosphere). **Renewable** energy will be a major part of achieving this target as the fewer **fossil fuels** used, the less emissions there will be to capture.	
8. Wind Farm Decision Making Exercise	With the UK landscape providing plentiful sources of wind, decisions have to be made in terms of where turbines will go. A **cost- benefit analysis** can be used to score a number of locations against a set of criteria to decide their suitability for a wind farm. Landscape, disruption to the public, damage to the environment and cost of installing the necessary infrastructure all have to be considered when justifying a location and coming up with a final decision. Geographers must consider the viewpoints of a range of stakeholders to ensure the decision is made in view of a **cost benefit analysis** for each proposed location.	
9. Assessment	You will review and evaluate all the energy sources available to the U.K; both **renewable** and **non-renewable**. You will complete an assessment wherein you will evaluate the options and make a decision about which solution(s) you would recommend to the U.K government and justify why they are appropriate to secure a sustainable **energy mix.**	
10. D.I.R.T	Your extended writing on your justifications of how the U.K will avoid an energy crisis will be marked against a success criteria. You will be given personalised feedback and questions will be given by your teacher to help you improve your justifications. You will reflect on how to improve your work to help you with future decision making exercises.	

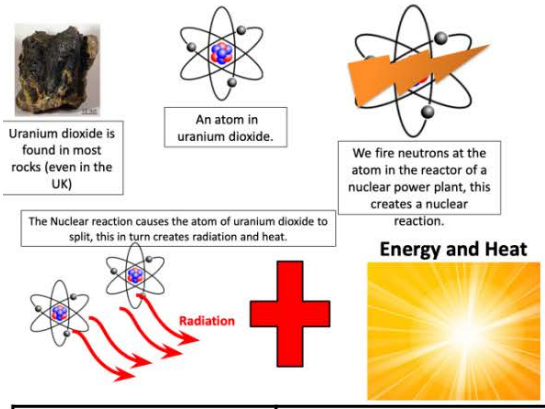








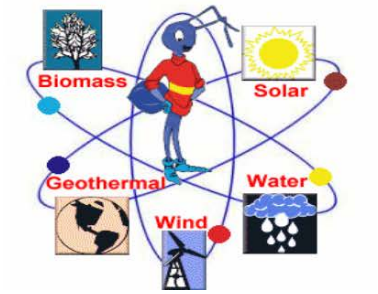
Keywords	
Carbon Footprint	The amount of carbon dioxide released into the atmosphere as a result of a person's activities
Greenhouse Effect	The trapping of the sun's heat in the earth's atmosphere by greenhouse gases.
Fracking	This is where we get gas from the ground out of rocks by using water. The gas that is obtained can then be used to provide people in the UK with lots more gas.

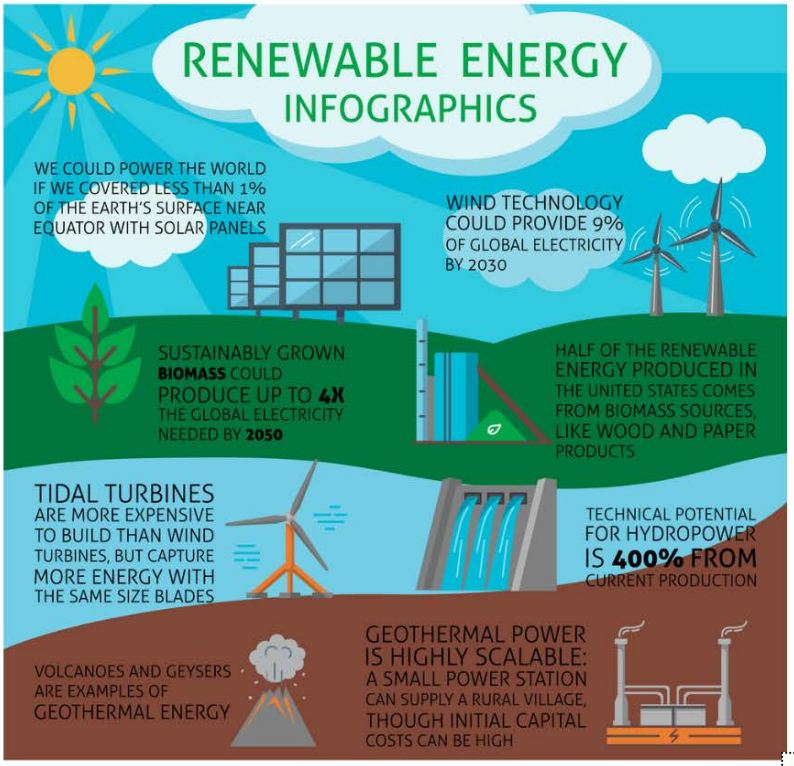


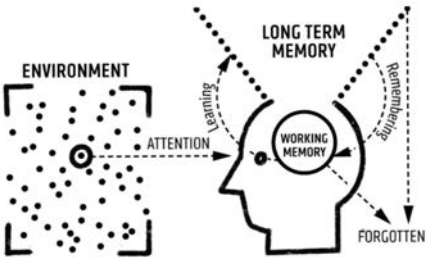
Renewable Energy	Renewable energy is energy that is collected from renewable resources, which are naturally replenished on a human timescale, such as sunlight, wind, rain, tides, waves, and geothermal heat.
Nuclear	Nuclear energy uses nuclear reactions to break down atoms which in turn gives out heat. We use the heat created to heat water to create steam which we then use to turn a turbine which in turn creates electricity.

Advantages of nuclear	Disadvantages of nuclear
No greenhouse gases Lots of uranium Very efficient	Storing Toxic waste Uranium isn't renewable High risk

Advantages of Fracking	Disadvantages of Fracking
Cleanest fossil fuel Job creation Easy to use in existing power stations	Environmental impact Uses lots of water Extracting fossil fuels





Your Bare Essentials Reflection	
In your own words summarise your learning.	
	
Explain the importance of what you have learnt.	
	
How does this link with other subjects?	What follow up questions will you ask?
	

BARE ESSENTIALS

SUBJECT: History **YEAR: 8** **TERM: Spring 1**

Big Question: How did the world end up in another war and what were the trials and turning points?

End point task: The final assessment will be a piece of extended writing evaluating the turning points of World War Two (WW2).

Did you know?

- World War Two was fought in many theatres of war all over the world
- The attack on Pearl Harbor was the final straw for the United States of America
- The Allies plan for Operation overlord.
- Women played an important role for victory, Jobs (Sport, Factory and Munitions workers, Police and Fire women)
- The government introduced rationing to make sure everyone had a fair share of what was available

Where is this learning coming from?

You have already studied the events around and why World War One started. You have looked at this time period to gain a correct chronological overview. You have covered key skills and concepts to help with your understanding. Some of you may have or be aware of family members or acquaintances who have served in this and subsequent conflicts. Tavistock and its local area had many American Gi Camps, training and preparing for the D-Day landings.

Where is this learning going?

Your learning will include investigating what caused WW2, both long and short term. Looking at the Appeasement and the outbreaks.
You will research and look at the interpretations of sources related to the theatres of WW2. Land ,Sea and Air.
You will then go on to explain and describe events, such as Battle of Britain, Op Barbarbossa, D-Day, Dunkirk, Pearl Harbour and the War in the Middle East.
You will acquire an understanding of how important the Home Front was to Britain. You will looking at the end of WW2 and technology progression, Atom Bomb. and the the start of the Cold War. This is continued in the GCSE History syllabus.

What will you know as a result of this?

- You will know how WW2 started
- What appeasement was and its significance
- How to analyse and interpret source work
- You will learn about the different theatres of WW2
- Understand that WW2 was fought on land, sea and in the air
- What the Home Front was and how important it was
- You will learn how to write extended answers and PEEL paragraphs

Career links:

There are a number of career paths linked directly and indirectly to this topic. Below is a list of organisations and/or careers which involve using the skills and knowledge gained in this unit.

- English Heritage and National Trust
- Record offices, Archives, Libraries and Universities
- Archaeology, Architecture and the conservation of buildings or artefacts
- Museums and galleries
- Teaching Education
- Politics

Useful weblinks:

BBC Bitesize on World War two. https://www.bbc.co.uk/bitesize/topics/zk94jxs/articles/z6vff82

Theatres of World War Two. https://www.historycrunch.com/european-theater-of-world-war-ii.html#/

National Archives and Records. https://www.nationalarchives.gov.uk/

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Lesson	Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
1. Causes of WW2	Looking at Hitlers aims of making Germany strong again. What Hitler did or didn't do which may have caused WW2. **Analysing** what events could be labelled **causes** or **effects.**	**Allies-** Countries who fight together **Evacuation** - Taking people from danger **Surrender** - Giving up, stopping something **Blitzkrieg** - German attack on enemy targets, means 'lightning war' **Appeasement** - Foreign policy of pacifying an aggrieved country through negotiation in order to prevent war. **Winston Churchill** - British Prime Minister **Adolf Hitler** - Leader of Nazi Party **Joseph Stalin** - Leader of the USSR **Franklin Roosevelt** - President of USA **U-boat** - German Submarine Rationing - Goods are monitored and shared out to make sure everyone has equal amounts **Volunteer** - Individual who chooses to take action **Lebensraum** - Living Space
2. Appeasement and outbreak	**Neville Chamberlain,** the British Prime Minister at the time, attempted on a number of occasions to talk with Adolf Hitler the German Leader in order to **avoid** another war. In this lesson you will consider whether the **Appeasement** justified? Was Hitler really interested in peace or was he playing for time?	
3. Explain why WW2 broke out in 1939	We will be completing an extended piece of writing explaining why World War 2 broke out in 1939. You will focus on the **structure** of an extended piece of writing using your essay writing skills and focusing on paragraphs.	
4. WW2 Events - Dunkirk	You will evaluate whether the British **evacuation** at Dunkirk was a **triumph** or a **disaster**. You will reflect on the position the German forces were in at the beginning of World War Two.	
5. WW2 Events - Battle of Britain & Op Barbarossa	During the war, Adolf Hitler started an **air campaign** against the British in order to gain **air superiority**. If successful he could then give the go ahead for a seaborne invasion (**Operation Sealion**). The **Battle of Britain** was **critical** for Britain to win. Adolf Hitler ordered Operation Barbarossa (the attack on The USSR) in order to secure a **Lebensraum.**	
6. WW2 Events - D Day/Pearl Harbour War in the East/Mini Asses	The Allies launched an offensive from the shores of England to land in Normandy (**Operation Overlord**) known as D-Day. This was the beginning of the fight for Europe against Germany. **Five beach areas** were decided upon with code names. Utaha and Omaha (USA), Gold (U.K.), Juno (Canada), Sword (UK). We then consider whether the attack on **Pearl Harbour** (USA) by Japan, could be the **main reason** for the U.S. **entering** the war.	
7. The Home Front	Britain was called the 'Home Front' because people felt that they were **part of the war**. The war **affected** everyone whether they were on the front line (in Europe) or on the home front **(Back in Britain**). Not everyone went to fight, but everyone **helped in the 'war effort**' in some way or other. In this lesson you will learn how.	
8. End of WW2 - A-Bomb/Start of Cold War	You will consider whether the **dropping** of the Atomic Bomb, by the USA on Hiroshima, Japan was **justified** or **not** to end WW2. Using sources and evidence to support **arguments** for or against. You will Investigate why the Cold War came about, and its repercussions.	
9. Assessment	You will complete an extended piece of writing to answer this question: 'The attack on Pearl Harbor was the most important turning point in WW2.' How far do you agree? Using the structure of PEEL.	
10. DIRT	Complete DIRT From the Assessment and any other tasks not completed. Class discussion on Theatres of conflict during WW2	

HISTORY

Year 8 World War Two

2. Adolf Hitler	A German politician who was the leader of the Nazi Party and Chancellor of Germany from 1933 to 1945.
3. Heinrich Himmler	The leader of the SS who oversaw the Holocaust.
4. Joseph Goebbels	In charge of propaganda in Nazi Germany.
5. Authoritarian	Enforcing strict obedience to authority at the expense of personal freedom.
6. Dictatorship	A ruler with total power over a country.
7. Swastika	Emblem of the Nazi party.
8. Fuhrer	German word for 'leader' that was given to the dictator Adolf Hitler.
9. National Socialism	The Nazis believed in Germany's greatness, national loyalty, racial purity and government control. They also believed all German speaking peoples should be united.

Important Individuals

Winston Churchill - British Prime Minister
Adolf Hitler - Leader of Nazi Germany
Joseph Stalin - Leader of the USSR
Franklin Roosevelt - President USA

Alliances

Allies
Britain,
France, Usa,
Russia

Axis
Germany,
Italy And Japan

Key Term	Definition
1 Allies	Countries who fight together
2 Evacuation	Taking people from danger
3 Surrender	Giving up, stopping something
4 Blitzkrieg	German attack on enemy targets, means 'lightening war'
5 Blitz	Period when German bombed British cities
6 Miracle	Amazing event
7 U-boat	German submarine
8 Rationing	Goods are monitored and shared out to make sure everyone has equal amounts
9 Volunteer	Individual who chooses to take action
10 Disaster	Failure to achieve something

How did the Second World War begin?

On 1st September 1939, Germany invaded Poland, using 'Blitzkrieg' strategy. Britain and France (Poland's allies) gave notice to Germany to remove their troops from Poland. When they did not, Britain and France declared war on 3rd September 1939.

What did women do in the war?

As men were called up to fight, women took over their jobs. They worked in factories making aircraft and ammunition or on farms as Land Girls. Other jobs: Women's Voluntary Service (WVS), Air Raid Wardens, Auxiliary Territorial Service (ATS), Women's Auxiliary Air Force (WAAF), Women's Royal Naval Service (WRNS), Special Operations Executive (SOE) [Secret Agents], or entertainers

What was life like for people in Britain during the war?

Rationing. Hitler used submarines to sink ships bringing supplies to Britain to force us to surrender. The government introduced rationing to make sure everyone had a fair share of what was available. Meat, eggs, cheese, tea and milk were rationed from 1940.
Everyone was given a ration card that had stickers to show when your ration had been reached. Clothing was rationed from 1941 and everyone had so many coupons for the year.

Why were children evacuated during the Second World War?

People expected cities to be bombed. This put would have put city children (in schools and houses) in danger, and so thousands were evacuated to the countryside. Many were extremely homesick, but some enjoyed their new lives.

What was the Home Guard (Local Defence Volunteers)?

Formed 1940 when there was a risk Hitler might invade. Men were volunteers mostly too old or too young to fight. They became known as "Dad's Army". They trained to fight German invaders, guarded buildings & factories, helped to clear bomb damage & captured German airmen shot down.

What was the Blitz?

(September 1940-May 1941) Germany Luftwaffe started to bomb British cities after their failure to defeat the RAF. Raids caused destruction and heavy civilian casualties (43 ,000 killed and 139,000 wounded) but Britain continued to fight. Daylight attacks were followed by night raids.
London suffered 76 consecutive nights of attacks and other cities and ports were also targeted. The Blitz came to an end in May 1941 when Hitler invaded the Soviet Union. The way the British people dealt with the bombing raids made an impression around the world and the idea of the 'Blitz spirit' began- being determined to cope with whatever happened

BQ: How did the world end up in another war and what were the trials and turning points? Causes and events.

I" Sept 1939 Germany invades Poland	May-June 1940 Germany takes over Europe	May-June 1940 Dunkirk	July- Oct 1940 Battle of Britain	Feb 1941 Battle of Atlantic begins	Dec 1941 Japan attacks Pearl Harbor, US. US joins the Allies	Jan 1943 Germany defeated Battle of Stalinqrad	August 1943 Italy invaded by Allies	6 June 1944 DDay- Allies invade Normandy	March 1945 Allies enter Germany	May 1945 Germany surrenders	August 1945 atomic bombs dropped on Japan

DUNKIRK

Allies cornered by Germans at Dunkirk. Between 26th May and 4th June 338,226 British, French and Belgian soldiers were rescued by British navy, helped by RAF providing air support and many small vessels such as life boats. Churchill called it a 'miracle of deliverance' as so many men returned but thousands of men and tonnes of equipment were left behind. The rescued soldiers would go on to be the core of the army that would fight the rest of the war. However, France fell to the Nazis and Britain was left to fight alone.

D-DAY

June 6th 1944 Allies invade Europe. Paratroopers landed behind enemy lines to knock out key targets, planes bombed communications and then soldiers were landed on beaches. Stormy conditions made landings difficult but caught Germans by surprise. Beginning of invasion of Europe. Some beaches easier landings. Omaha USA though, large casualties, over 10,000 killed. By end of day 150,000 soldiers landed. Allies began to fight their way back through occupied Europe with varying success. Germany counter attacked a, such as Battle of the Bulge December 1944 but Allies ultimately successful. Allies cross into Germany March 1945 and by May reach Berlin where Germany surrendered 7th May.

BATTLE FOR BERLIN

Last major battle in Europe WWII and led to surrender of Germany. It began April 16th 1945 and lasted until May 2nd 1945. The battle was fought between the German Army and the Soviet Army. The Soviet army vastly outnumbered the Germans. The Soviets had over 2,500,000 soldiers. The Germans had around 1,000,000 soldiers. By April 30th Hitler admitted defeat and committed suicide along with his new wife, Eva Braun. May 2nd
German generals inside Berlin surrendered to the Soviet army. 7th May 1945 the remaining leaders of Nazi Germany signed an unconditional surrender to the Allies and the war in Europe was over

HISTORY

OPERATION BARBAROSSA

Germany & Russia agreed not to fight in 1939 but in June 1941 Germany invaded and Russia became an ally of Britain & America. Hitler wanted control of Russian oil and coal and thought the Russians would be easy to defeat. He was wrong. Both army and civilians fought or every inch of Russian soil. Battle of Stalingrad 1942-1943 left 750,000 German soldiers dead and 500,000 Russians. It was a defeat Hitler could not recover from and limited how he fought in west

BATTLE OF BRITAIN

Before Germany could invade Britain they had to defeat with RAF. German air force raids almost destroyed all our airfields and planes.
However, several things helped us: the British invention of radar helped to spot the enemy planes early, we had slightly more, and better, planes during important air battles and when Hitler decided to change tactics ordered his planes to attack London it gave our pilots time to rest and regroup. Hitler cancelled the invasion of Britain but he did not know the RAF were close to losing!

WAR AT SEA

Britain's survival depend on flow of supplies from America. German submarines or Uboats attacked these ships in the Atlantic. The Royal Navy tried to protect and escort supply ships but U-boats caused serious damage. Allies tried to counter the U-boat attacks by travelling in large groups called convoys. Eventually we managed to break the German secret codes that helped to locate and avoid the U-boats but more than 30,000 sailors lost their lives.

DESERT WAR

Axis troops won victories in North Africa but the Allies were eventually able to take the land back.
Allies had better equipment and fuel supplies and won important battles at places such El Alamein. Control of North Africa from May 1943 allowed the Allies to launch an invasion of Europe through Italy. It was a hard fought campaign but by October 1943 Southern Italy was in Allied hands

PEARL HARBOR

Japan wanted to build up its empire and resources. With Britain and France busy fighting Germany the only country who could stop Japan was America. On 7th Dec 1941 Japan attacked Pearl Harbor where US navy was based. 2, 390 were killed. The attack shocked USA and they declared war on Japan and her allies, including Germany.

HIROSHIMA

After years of fighting the Japanese were weak but still fighting. USA decided to use recently developed atomic bomb to force Japan surrender. 6th August 1945 an atomic bomb was dropped on Hiroshima and another one three days later on Nagasaki. Japan surrendered on 15th August. It is thought at least 135,000 people died in Hiroshima and 70,000 in Nagasaki. Many were women and children. Hiroshima was chosen because it was a large port city with an army base.
It also had not been damaged much by earlier bombings. This would show just how powerful the new weapon was. Many more people died in the months and years that followed.

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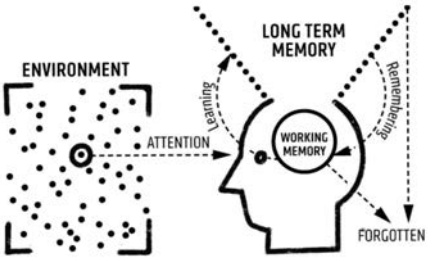
Your Bare Essentials Reflection	
In your own words summarise your learning.	
	
Explain the importance of what you have learnt.	
	
How does this link with other subjects?	What follow up questions will you ask?
	

BARE ESSENTIALS

SUBJECT: Maths **YEAR:** 8 **TERM:** Spring: Term 1

OVERARCHING THEMES - BRACKETS, EQUATIONS & INEQUALITIES, SEQUENCES, INDICES, FRACTIONS & PERCENTAGES, STANDARD INDEX FORM and NUMBER SENSE.

Did you know?

- The word 'hundred' comes from the old Norse term, 'hundrath' which actually means 120 not 100
- In a room of 23 people, there is a 50% chance that two people have the same birthday
- Most mathematical symbols weren't invented until the 16th century. Before that, equations were written in words
- Zero is not represented in Roman numerals

Where is this learning coming from?

Year 8 Brackets, equations and inequalities
Builds on their understanding of equivalence from Y7.

Year 8 Sequences
Building on their understanding of sequences from the beginning of Y7.

Year 8 Indices
Builds on work in year 7 looking at expressions and powers.

Where is this learning going?

Year 8 Brackets, equations and inequalities
Forming and solving inequalities and equations as a basis for proof.

Year 8 Sequences
Finding the nth term for a linear sequence, looking at more complex algebraic rules.

Year 8 Indices
Working towards being able to use the addition and subtraction laws of indices and being able to find powers of powers.

What will you know as a result of this?

You will be able to:

- Understand and use the vocabulary around algebraic expressions, equations and identities
- Simplify and manipulate algebraic expressions to maintain equivalence by
  Collecting like terms, multiplying a single term over a bracket, taking out common factors and expanding products of two or more binomials.
- Generate terms of a sequence and finding the nth term

Career links:

- Finance
- Accounting
- Statistician
- Formula 1 Engineer
- Business
- Teaching

Useful weblinks:

www.sparxmaths.com
www.desmos.com
https://www.transum.org/software/SW/Starter_of_the_day/Students/Brackets.asp

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BARE ESSENTIALS

SUBJECT: MATHS **YEAR: 8** **TERM: SPRING 1**

OVERARCHING THEMES - BRACKETS, EQUATIONS & INEQUALITIES, SEQUENCES, INDICES, FRACTIONS & PERCENTAGES, STANDARD INDEX FORM and NUMBER SENSE.

Brackets, equations and inequalities. Sequences and Indices. 5-6 weeks.	**Fractions & Percentages, Standard Index Form and Number Sense. 5-6 weeks.**
• Form algebraic expressions M957 • Use directed number with algebra • Multiply out and factorise a single bracket M237 • Expand multiple single brackets and simplify M792 • Expand a pair of binomials (H) M960 • Form and Solve equations, including with brackets M957 • Form, understand and solve simple inequalities M118 • Identify and use formulae, expressions, identities and equations M830 • Generate sequences given a rule M381 • Find the rule for the nth term of a linear sequence (H) M991 • Working with algebraic expressions containing indices M120 • Using the laws of indices M608/M150 • Exploring powers of powers (H)	• Convert fluently between fractions decimals and percentages M264 • Calculate fractions, decimals and percentages of an amount M437 • Convert between decimals and percentages greater than 100% • Work with percentage change M476 • Choose appropriate methods to solve percentage problems • Investigate powers of 10 M113 • Calculate using standard form M719 • Understand and use negative and fractional indices (H) M150 • Estimating, rounding and error intervals (H) M730 • Calculate using the order of operations M521 • Convert metric measures of lengths, weight and capacity M774 • Convert metric units of area (H) and volume (H) M728 • Solve problems involving time and money M515

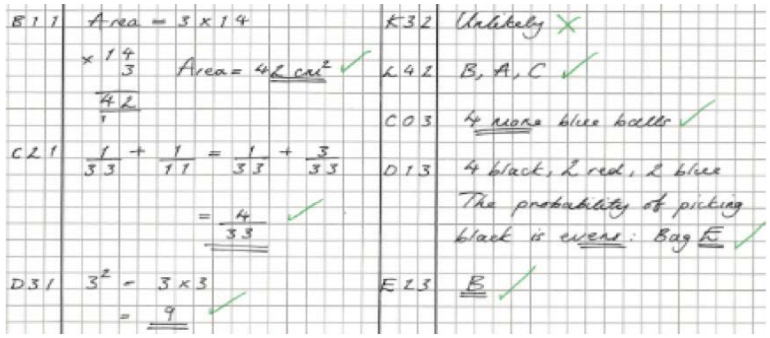
Key words: Term, expression, equation, identity, inequality, expand, factorise, solve, formula, binomial, quadratic, linear, base number, indices/index/powers.	**Key words: conversion, equivalent, estimate, truncate, multiplier, numerator, denominator, improper fraction, mixed number, vinculum.**	**Useful weblinks:** **www.whiterosemaths.com** **www.sparx.co.uk**

SPARX

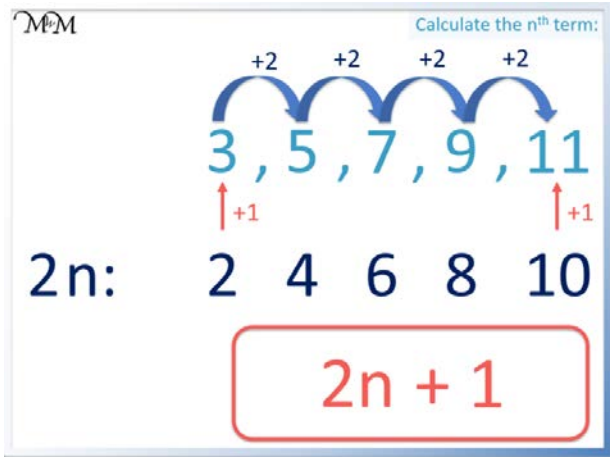
tavistockcollege.sparxmaths.uk/student

Username:

1. **Write the bookwork code.**
2. **Write the questions, your workings and your answer.**
3. **Check and correct your answer using a different coloured pen.**



<u>If you are unsure of a question, make sure you watch the video. Your homework is only complete when you have answered every question correctly.</u>



When <u>MULTIPLYING</u> you <u>ADD</u> the powers
$a^m \times a^n = a^{m+n}$
For Example $4^3 \times 4^7 = 4^{10}$ $a^2 \times a^{13} = a^{15}$

When <u>DIVIDING</u>, you <u>SUBRACT</u> the powers
$\frac{a^m}{a^n} = a^{m-n}$
For Example $12^8 \div 12^3 = 12^5$ $b^{12} \div b^6 = b^6$

When Raising one power to another you <u>MULTIPLY</u> them
$(a^m)^n = a^{m \times n}$
For Example $(3^2)^4 = 3^{2\times4} = 3^8$ $(c^3)^6 = c^{3\times6} = c^{18}$

Anything to the <u>POWER OF 1</u> is <u>ITSELF</u>
$a^1 = a$
Anything to the <u>POWER OF 0</u> is just <u>1</u> $a^0 = 1$

The Index Laws

Turn <u>NEGATIVE</u> powers upside down
$a^{-n} = \frac{1}{a^n}$
For Example $5^{-2} = \frac{1}{5^2} = \frac{1}{25}$

Use either the claw or the box method to expand expressions. Remember to multiply both terms by the co-efficient.

Expand $3(x+5)$

Claw $3(x+5) = 3x + 15$

Box

	x	+5
3	$3x$	+15

$3x + 15$

When expanding double brackets there are a few methods you can use. Choose the one that suits you.

Smiley Face

$(x+3)(x+4)$

$= x^2 + 12 + 3x + 4x$

$= x^2 + 7x + 12$

Grid Method

$(x+5)(x+7)$

	x	+5
x	x^2	$+5x$
+7	$+7x$	+35

$= x^2 + 12x + 35$

Double Claw / FOIL

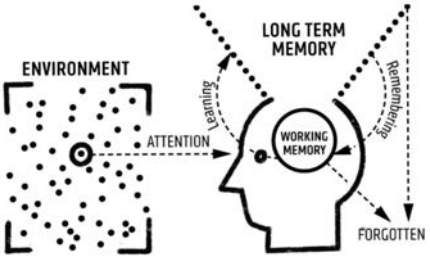
F - Firsts
O - Outers
I - Inners
L - Lasts

$(x+2)(x+3)$

$= x^2 + 3x + 2x + 6$

$= x^2 + 5x + 6$

Together: We Care, We Challenge, We Excel

Your Bare Essentials Reflection
In your own words summarise your learning.

Explain the importance of what you have learnt.


How does this link with other subjects?	What follow up questions will you ask?
	

BARE ESSENTIALS

SUBJECT: French **YEAR: 8** **TERM: Spring 1**

Big Question: "Qu'est-ce que tu fais au collège? - What do you do at school?

End point task: You will write an article in French for your student newsletter, talking about school.

Did you know?

- **Conjugation of aimer-** j'aime, tu aimes, il/elle/on aime, nous aimons, vous aimez, ils/elles aiment
- **Describing Subjects-** you can expand your answers by using qualifiers - **vraiment**, really, **très** very, **un peu** a bit
- **Subjects -** remember the gender and quantity, science and maths are **les**
- **negatives-** when we use negatives, the *ne....pas* goes around the verb, and if the verb begins with a vowel, the *ne* changes to n' - **je n'aime pas, mon frere n'aime pas**

Where is this learning coming from?

In the last unit, I learnt how to:

- Say my name
- Talk about my age and birthday
- Say how many siblings I have
- Give further information about siblings
- Give information about my family
- Give information about my pets
- Ask for and understand information about others

Where is this learning going?

In this unit, I will be able to:

- Talk about what subjects I study
- Give preferences and reasons
- Talk about teachers
- Provide negatives views and reasons
- Include timings and sequencing of school day
- Create longer and complex sentences
- Include correct adjectival endings
- Conditional - what I would like to study

What will you know as a result of this?

J'adore les maths, car, à mon avis, le prof est vraiment gentil et il nous aide beaucoup. J'aime vraiment l'anglais parce que je dirais que c'est une matière facile cependant je n'aime pas du tout l'histoire puisque Je m'ennuie. Je préfère le français car les cours sont varié et la professeur est très sympa cependant elle nous donne trop de devoirs. Je voudrais étudier les arts dramatique car ça ne serait pas fatigant par contre je ne voudrais pas étudier le sport parce que d'après moi c'est tellement inutile pour l'avenir même si ce serait amusant.

Career links:

Language learning can lead into all career paths! It encourages strengths such as:

- Enhanced Problem Solving Skills
- Improved Verbal and Spatial Abilities
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https://fulbright-france.org/en/study-france/understanding-french-education-system#:~:text=The%20French%20education%20system%20consists,that%20have%20highly%20centralized%20administrations.

Lesson	Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
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2.	**Modelling** - We will then continue with the sentence builders chunks and now focussing on listening and phonics: (Example activities: Partial translation, spot the mistake in listening activities, parallel reading and listening activities, delayed dictation)	
3.	**Awareness-raising** – we'll draw your attention to specific features in the model sentences. We'll do lots of Input-flooding activities to raise awareness of the patterns and spelling-sound links (Example activities: bad translation, stealing sentences, gap filling, sentence puzzles (jumbled up sentences), bingo, battleships listening, listening pyramids)	
4.	**Receptive processing** – in the first part of this phase, we'll be looking at using sentences and we'll repeat the model sentences through different activities - mostly listening. You'll hear lots of examples of the patterns of language and we'll be looking at boosting our reading and listening skills. We'll be doing micro-listening skills, looking at how to build up our overall listening skill. (Example activities: Inductive grammar stealing sentences, translations from English into target language (mini whiteboards) battleships, noughts and crosses, dictogloss, finding someone who...).	
5.	**Receptive processing:** In the 2nd part we'll be looking at longer texts using what we already know and what we're learning. We'll be looking at texts in detail - narrow listening and narrow reading. Other example activities could be: Information gap activities, guess who/ where, translation/ key works board/ games duck/frog stick walk, oral translations ping-pong, translation with dice,	
6.	**Structured production –** in the first part of this pushed-output phase, you'll do lots of chunking-aloud games/tasks (Example activities include: sentence stealer, sentence chaos, mind-reading, lie-detector) all these focus on you being able to reproduce chunks of language with gradually less support from the Sentence Builder.	
7.	**Structured production** The second part is retrieval practice in highly structured oral and written communicative activities including: Quick-fire translation, noughts and crosses, pyramid translation, translation with metalinguistic structures, snakes and ladders	
8.	**Expansion** – this is where we look at being clear about grammar - either asking you questions to spot the patterns (guided discovery) or explicitly teaching the grammar to you (deductively) or inductively (where you're given a number of sentences which show you the rules and you work out the rules by yourselves) We'll draw your attention to patterns and link to prior knowledge and other aspects. Example activities: Parsing grid, spot and rewrite the pattern, roll a verb, battleships - conjugation of verbs, front to front, Pull the switch.	
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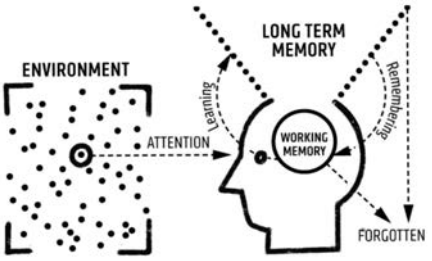	
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This is for students who studied Spanish in year 7 and started French in September 2022

BARE ESSENTIALS

SUBJECT: French beginners **YEAR:** 8 **TERM:** Spring 1 term 3

Big Question: "Qu'est-ce que tu fais au collège? - What do you do at school?

End point task: You will write an article in French for your student newsletter, talking about school.

Did you know?

- **Conjugation of aimer-** j'aime, tu aimes, il/elle/on aime, nous aimons, vous aimez, ils/elles aiment
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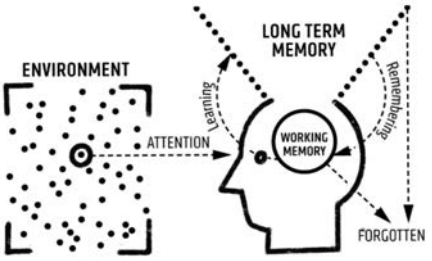	
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How does this link with other subjects?	What follow up questions will you ask?
	

BARE ESSENTIALS

SUBJECT: SPANISH YEAR: 8 TERM: SPRING 1

Big Question: ¿Qué comes y por qué? = *What do you eat and why?*

End point task: You will write a short article for your school website talking about what you eat and drink, giving opinions and explaining your reasons.

Did you know?

- You don't need a personal pronoun (I, you,he, she, it etc) in Spanish, the ending of the verb tells you e.g. com**o** = **I** eat, com**ía** = **I** used to eat
- When using opinion phrases like "*me gusta*" and "*me encanta*", add -n- when describing the plural e.g. "*me gusta el agua*" but "*me gusta**n** las tostadas/me encantan las patatas fritas*"
- To identify which tense a sentence is in, find the time phrase e.g. *normalmente* is in the present but *ayer* (yesterday) is past
- Using a wide range of adjectives in Spanish is key in this topic e.g. *refrescante, delicioso, salado, sano, picante* BUT all adjectives must agree with the food that they are describing

Where is this learning coming from?

In the last unit, I learnt how to express:

- where I live and am from
- if I live in an apartment or a house
- what my accommodation looks like
- where it is located
- the verbs "*ser*" to be and "*vivir*" to live
- the names of cities and countries in the Hispanic world

Where is this learning going?

In this unit, I will learn how to express:

- what I (1st person) eat and drink in the present tense
- what others (3rd person) eat and drink in the present tense
- what I and others have eaten and drunk (past tense 1st and 3rd person)
- opinions with reasons

What will you know as a result of this?

Todos los días para el desayuno como cereales con leche ya que son ricos en calcio y proteínas. También bebo un zumo de naranja porque es refrescante pero no me gusta nada el café. Sin embargo, ayer desayuné un cruasán, fue muy delicioso.
Al mediodía, como un bocadillo de jamón pero mi amiga come pasta porque cree que es más sabrosa.
Por la tarde para la merienda normalmente como un yogur o fruta pero cuando era pequeño comía galletas y bebía un chocolate caliente dado que eran muy dulces.
Por la noche para la cena como pescado con ensalada porque mis padres piensan que es muy bueno para la salud pero yo diría que es un poco insípido. Sin embargo ayer cené patatas fritas, pienso que son sabrosas pero no son muy sanas. ¡Mis padres cenaron ensalada!

Career links:

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Useful weblinks:

- https://uk.language-gym.com
- https://www.sentencebuilders.com
- https://www.languagesonline.org.uk/Hotpotatoes/index.html
- https://quizlet.com

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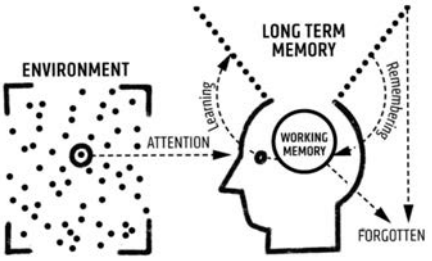
2.	**Modelling**: we will then continue with the sentence builders chunks and now focussing on listening and phonics: (Example activities: partial translation, spot the mistake in listening activities, parallel reading and listening activities, delayed dictation)	2 ways to show you are changing opinion: **pero** (but) / **sin embargo** (however)
3.	**Awareness-raising**: we'll draw your attention to specific features in the model sentences. We'll do lots of Input-flooding activities to raise awareness of the patterns and spelling-sound links (Example activities: bad translation, stealing sentences, gap filling., sentence puzzles (jumbled up sentences), bingo, battleships listening, listening pyramids)	**es** (it is) **no es** (it isn't) **son** (they are) **no son** (they aren't) **emocionante** exciting, thrilling, moving **encantador** charming **entretenido** entertaining, amusing **espléndido** fantastic, great, terrific **estupendo** fantastic, marvellous **fácil** easy **fatal** awful, fatal **fenomenal** great, fantastic **feo** ugly **genial** brilliant, great **guay** cool **hermoso** beautiful **horroroso** horrible **impresionante** impressive, striking **increíble** incredible **inseguro** unsafe, uncertain **inútil** useless **malo** bad **maravilloso** marvellous **nuevo** new **precioso** precious, beautiful **profundo** deep, profound
4.	**Receptive processing**: in the first part of this phase, we'll be looking at using sentences and we'll repeat the model sentences through different activities - mostly listening. You'll hear lots of examples of the patterns of language and we'll be looking at boosting our reading and listening skills. We'll be doing micro-listening skills, looking at how to build up our overall listening skill. (Example activities include: inductive grammar stealing sentences, translations from English into target language (mini whiteboards) battleships, noughts and crosses, dictogloss, finding someone who...).	
5.	**Receptive processing:** in the second part of this phase, we'll be looking at longer texts using what we already know and what we're learning. We'll be looking at texts in detail - narrow listening and narrow reading. Other example activities could be: information gap activities, guess who/ where, translation, key works board, games duck, frog stick walk, oral translations ping-pong, translation with dice.	
6.	**Structured production:** in the first part of this pushed-output phase, you'll do lots of chunking-aloud games/tasks (Example activities include: sentence stealer, sentence chaos, mind-reading, lie-detector) all these focus on you being able to reproduce chunks of language with gradually less support from the sentence builder.	
7.	**Structured production:** the second part is retrieval practice in highly structured oral and written communicative activities. Quick-fire translation, noughts and crosses, pyramid translation, translation with metalinguistic structures, snakes and ladders.	
8.	**Expansion**: this is where we look at being clear about grammar - either asking you questions to spot the patterns (guided discovery) or explicitly teaching the grammar to you (deductively) or inductively (where you're given a number of sentences which show you the rules and you work out the rules by yourselves) We'll draw your attention to patterns and link to prior knowledge and other aspects. Example activities: grammar - expansion, parsing grid; spot and rewrite the pattern; roll a verb, battleships - conjugation of verbs; front to front and pull the switch.	
9.	**Autonomous recall** – this is where short achievement tests are staged. These are snappy, easy-to mark, low-stake assessments aimed at working out whether you have attained at least receptive mastery of the target input Intensive practice of language covered with the scaffolding (sentence builder) removed. Fix it, move up!	
10.	**Routinisation** = building up speed for REAL LIFE usage, fluency Cards, photo cards, written texts, speed dating, spider game **Spontaneity** this is when you build up to giving an unplanned response to a stimulus from a task-based activity where you need to use the language learnt over the unit, but in a real-life scenario.	

How to talk about **food** in the **present tense:**

Normalmente (Normally) **Todos los días** (Every day) **Cada día** (Every day) **Por la mañana** (In the morning) **Por la tarde** (In the afternoon) **Por la noche** (In the evening)	**para el desayuno** (for breakfast) **al mediodía** (for lunch) **para la merienda** (for a snack) **para la cena** (for dinner)	**como** (I eat) **no como** (I don't eat) **bebo** (I drink) **no bebo** (I don't drink) **come** (he/she eats) **bebe** (he/she drinks **comen** (they eat) **beben** (they drink)	**pescado** (fish) **pan** (bread) **pollo** (chicken) **un cruasán** (a croissant) **un bocadillo de jamón** (a ham sandwich) **un yogur** (a yogurt) **un té** (tea) **un café** (coffee) **un zumo de naranja** (orange juice) **chocolate caliente** (hot chocolate) **mantequilla** (butter) **miel** (honey) **sopa** (soup) **mermelada** (marmalade) **agua mineral** (water) **pasta** (pasta) **fruta** (fruit) **leche** (milk) **una manzana** (an apple) **una naranja** (an orange) **cereales** (cereals) **tostadas** (toast) **galletas** (biscuits) **salchichas** (sausages) **patatas fritas** (chips) **verduras** (vegetables)	**porque** (because) **dado que** (because) **ya que** (because) **pero** (but) **sin embargo** (however)	**en mi opinión** (in my opinión) **pienso que** (I think that) **creo que** (I think that) **diría que** (I would say that) **piensa que** (he/she thinks that) **cree que** (he/she thinks that) **diría que** (he/she would say that) **piensan que** (they think that) **creen que** (they think that) **dirían que** (they would say that) **en su opinión** (in his/her/their opinión)	**es** (it is) **no es** (it isn't) **son** (they are) **no son** (they aren't)	**muy** (very) **un poco** (a bit) **bastante** (quite) **demasiado** (too)	**Masc sing (plu)** **bueno(s) para la salud.** (good for your health) **rico(s) en calcio y proteínas.** (rich in calcium and proteins) **delicioso(s)** (delicious) **refrescante(s)** (refreshing) **sano(s)** (healthy) **grasiento(s)** (greasy) **salado(s)** (salty) **nutritivo(s)** (nutritious) **dulce(s)** (sweet) **sabroso(s)** (tasty) **picante(s)** (spicy) **insípido(s)** (tasteless)	**Fem sing (plu)** **buena(s) para la salud.** (good for your health) **rica(s) en calcio y proteínas.** (rich in calcium and proteins) **deliciosa(s)** (delicious) **refrescante(s)** (refreshing) **sana(s)** (healthy) **grasienta(s)** (greasy) **salada(s)** (salty) **nutritiva(s)** (nutritious) **dulce(s)** (sweet) **sabrosa(s)** (tasty) **picante(s)** (spicy) **insípida(s)** (tasteless)

And in the **past**:

Ayer por la mañana (Yesterday morning) **Ayer por la tarde** (Yesterday afternoon) **Ayer por la noche** (Yesterday evening) **Cuando era pequeño (a)** (When I/he/she was little) **Cuando eran pequeños (as)** (When they were little)	**para el desayuno** (for breakfast) **al mediodía** (for lunch) **para la merienda** (for a snack) **para la cena** (for dinner	**comí** (I ate) **no comí** (I didn't eat) **bebí** (I drank) **no bebí** (I didn't drink) **comió** (he/she ate) **bebió** (he/she drank) **comieron** (they ate) **bebieron** (they drank) **comía** (I used to eat) **no comía** (I didn't eat) **bebía** (I used to drink) **no bebía** (I didn't drink) **comían** (they used to eat) **bebían** (they used to drink)	**pescado** (fish) **pan** (bread) **pollo** (chicken) **un cruasán** (a croissant) **un bocadillo de jamón** (a ham sandwich) **un yogur** (a yogurt) **un té** (tea) **un café** (coffee) **un zumo de naranja** (OJ) **chocolate caliente** (hot chocolate) **mantequilla** (butter) **miel** (honey) **sopa** (soup) **mermelada** (marmalade) **agua mineral** (water) **pasta** (pasta) **fruta** (fruit) **leche** (milk) **una manzana** (an apple) **una naranja** (an orange) **ereales (cereals)** **tostadas (toast)** **galletas (biscuits)** **salchichas (sausages)** **patatas fritas (chips)** **verduras (veg**	**porque** (because) **dado que** (because) **ya que** (because) **pero** (but) **sin embargo** (however	**en mi opinión** (in my opinión) **pienso que/ creo que** (I think that) **diría que** (I would say that) **piensa que/ cree que** (he/she thinks that) **diría que** (he/she would say that) **piensan que /creen que** (they think that) **dirían que** (they would say that) **en su opinión** (in his/her/their opinión)	**fue** (sing) (it was) **no fue** (sing) (it wasn't) **fueron** (plural) (they were) **no fueron** (plural) (they weren't) **era** (sing) (it was) **no era** (sing) (it wasn't) **eran** (plural) (they were) **no eran** (plural) (they weren't)	**muy** (very) **un poco** (a bit) **bastante** (quite) **demasiado** (too)	**Masc sing (plural)** **bueno(s) para la salud.** (good for your health) **rico(s) en calcio y proteínas.** (rich in calcium and proteins) **delicioso(s)** (delicious) **refrescante(s)** (refreshing) **sano(s)** (healthy) **grasiento(s)** (greasy) **salado(s)** (salty) **nutritivo(s)** (nutritious) **dulce(s)** (sweet) **sabroso(s)** (tasty) **picante(s)** (spicy) **insípido(s)** (tasteless)	**Fem sing (plu)** **buena(s) para la salud.** (good for your health) **rica(s) en calcio y proteínas.** (rich in calcium and proteins) **deliciosa(s)** (delicious) **refrescante(s)** (refreshing) **sana(s)** (healthy) **grasienta(s)** (greasy) **salada(s)** (salty) **nutritiva(s)** (nutritious) **dulce(s)** (sweet) **sabrosa(s)** (tasty) **picante(s)** (spicy) **insípida** (tasteless)

Your Bare Essentials Reflection	
In your own words summarise your learning.	
	
Explain the importance of what you have learnt.	
	
How does this link with other subjects?	What follow up questions will you ask?
	

This is for students who studied French in year 7 and started Spanish in September 2022

BARE ESSENTIALS

SUBJECT: Spanish Beginners **YEAR: 8** **TERM: Spring 1**

Big Question: "¿Qué haces en el colegio?" - What do you do at school?

End point task: You will write an article in Spanish for your student newsletter talking about school.

Did you know?

- Using a wide range of adjectives in Spanish is key in this topic e.g. *divertido, útil, aburrido, fácil, interesante* BUT all adjectives must agree with the noun that they are describing;
- When using opinion phrases like *"me gusta"* and *"me encanta"*, **add -n- when describing the plural** e.g. *"me gusta la historia"* but *"me gusta**n** las matemáticas"*.
- Using a wide range of linking words to extend sentences and add extra detail will make your writing more interesting - *porque, ya que, en mi opinión, diría que, dado que.*

Where is this learning coming from?

In the last unit, I learnt how to:

- Say my name
- Talk about my age and birthday
- Say how many siblings I have
- Give further information about siblings
- Give information about my family
- Give information about my pets
- Ask for and understand information about others

Where is this learning going?

In this unit, I will be able to:

- Talk about what subjects I study
- Give preferences and reasons
- Talk about teachers
- Provide negatives views and reasons
- Include timings and sequencing of school day
- Create longer and complex sentences
- Include correct adjectival endings
- Conditional - what I would like to study

What will you know as a result of this?

En mi colegio estudio arte, Me gusta el arte porque me lo paso bien. Estudio también diseño, español, inglés, teatro, geografía, historia, informática y música. Odio el teatro porque se me da mal.

Mis asignaturas favoritas son las ciencias ya que son divertidas y son útiles para el futuro pero no me gusta la profesora. Me gustaría estudiar el japonés porque en mi opinión sería útil y divertido.

Mi profesor favorito es el de música porque es muy divertido y nos hace reír. Me gusta mi profesora de inglés porque me ayuda mucho, es divertida y nunca chilla.

Career links:

Language learning can lead into all career paths! It encourages strengths such as:

- Enhanced Problem Solving Skills
- Improved Verbal and Spatial Abilities
- Improved Memory Function (long & short-term)
- Enhanced Creative Thinking Capacity

Learning a language is impressive to all employers. It opens doors to new countries, cultures, and experiences. Specific career links, however, include but are by no means limited to:

- A Spy
- A translator
- A CEO
- An influencer
- And many more!

Useful weblinks:

- https://uk.language-gym.com https://www.sentencebuilders.com
- https://www.languagesonline.org.uk/Hotpotatoes https://quizlet.com

Together: We Care, We Challenge, We Excel

Lesson	Bare Essentials to remember:	Keywords:
1.	**Modelling**: you'll get your sentence builder with all the vocab you'll need and we'll work with this through activities - not looking at individual words but the chunks . The target sentence pattern(s) is (are) modelled through sentence builders and other means: translations from target language into English (Example activities: whispers, lotto, mini whiteboards, syllabling, spot the missing word).	**a pesar de** in spite of, despite **así que** so, therefore **aun (si)** even (if) **aunque** although, (even) though **como** as, since **cuando** when **incluso** even **mientras (que)** while, meanwhile **o/u** or **pero** but **por eso** for that reason, therefore **por lo tanto** therefore **porque** because **pues** then, since **si** if **sin embargo** however **tal vez** maybe, perhaps **también** also **ya (que)** as, since
2.	**Modelling**: We will then continue with the sentence builders chunks and focussing on listening and phonics: (Example activities: partial translation, spot the mistake in listening activities, parallel reading and listening activities, delayed dictation).	
3.	**Awareness-raising**: We will draw your attention to specific features in the model sentences. We'll do lots of Input-flooding activities to raise awareness of the patterns and spelling-sound links (Example activities: bad translation, stealing sentences, gap filling., sentence puzzles (jumbled up sentences), bingo, battleships listening, listening pyramids).	
4.	**Receptive processing:** In the first part of this phase, we'll be looking at using sentences and we'll repeat the model sentences through different activities - mostly listening. You'll hear lots of examples of the patterns of language and we'll be looking at boosting our reading and listening skills. We'll be doing micro-listening skills, looking at how to build up our overall listening skill(Example activities include inductive grammar stealing sentences, translations from English into target language (mini whiteboards) battleships, noughts and crosses, dictogloss, finding someone who...).	
5.	**Receptive processing:** In the second part we'll be looking at longer texts using what we already know and what we're learning. We'll be looking at texts in detail - narrow listening and narrow reading. Other example activities could be: information gap activities, guess who/ where, translation, key works board, games duck, frog stick walk, oral translations ping-pong, translation with dice.	
6.	**Structured production:** In the first part of this pushed-output phase, you'll do lots of chunking-aloud games/tasks (Example activities include: sentence stealer, sentence chaos, mind-reading, lie-detector) all these focus on you being able to reproduce chunks of language with gradually less support from the sentence builder.	
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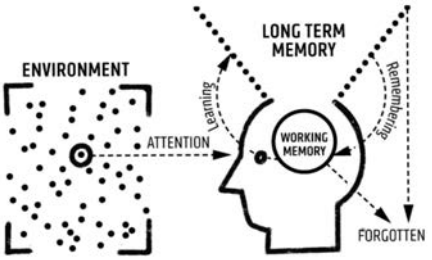
8.	**Expansion**: this is where we look at being clear about grammar - either asking you questions to spot the patterns (guided discovery) or explicitly teaching the grammar to you (deductively) or inductively (where you're given a number of sentences which show you the rules and you work out the rules by yourselves) We'll draw your attention to patterns and link to prior knowledge and other aspects. Example activities:, parsing grid, spot and rewrite the pattern, roll a verb, battleships - conjugation of verbs, front to front, pull the switch.	
9.	**Autonomous recall**: this is where short achievement tests are staged. These are snappy, easy-to mark, low-stake assessments aimed at working out whether you have attained at least receptive mastery of the target input Intensive practice of language covered with the scaffolding (Sentence Builder) removed. Fix it, move up!	
10.	**Routinisation** means building up speed for REAL LIFE usage, fluency cards, photo cards, written texts, speed dating, spider game. You will also work on spontaneity; this is when you build up to giving an unplanned response to a stimulus from a task-based activity where you need to use the language learnt over the unit, but in a real-life scenario.	

School - subjects, teachers, opinions

En mi colegio estudio... *(At school I study...)* Mi asignatura favorita es *(my favourite subject is)* Me encanta *(I love)* Me gusta *(I like)* Me da igual *(I don't care about)* No me gusta *(I don't like)* No soporto *(I can't stand)* Odio *(I hate)* ***Me gustaría estudiar*** ***(I would like to study)***	el	arte diseño español francés inglés teatro japonés	*Art* *Design* *Spanish* *French* *English* *Drama* *Japanese*	**porque** *because* **ya que** *seeing as* **pero** *but* ***en mi opinión*** *(in my opinion)* ***diría que*** *(I would say that)*	aprendo mucho en clase es interesante es útil para el futuro es fácil es divertido (a) No es aburrido(a) duro(a) me gusta el profesor me gusta la profesora me lo paso bien se me da bien tengo amigos en la clase es demasiado difícil se me da mal no aprendo nada en clase no es útil no me gusta el profesor no me gusta la profesora ***sería útil*** ***no sería fácil***	*I learn a lot in class* *It's interesting* *It's useful for the future* *It's easy* *It's fun* *It's not boring/hard* *I like the teacher (male)* *I like the teacher (female)* *I have a good time* *I'm good at it* *I have friends in class* *it's too hard* *I'm bad at it* *I don't learn anything in class* *It's not useful* *I don't like the teacher (m)* *I don't like the teacher (f)* *it would be useful* *it wouldn't be easy*
	la	geografía historia informática religion música tecnologia educación física	*Geography* *History* *ICT* *RE* *Music* *DT* *PE*			
Mis asignaturas favoritas son *(my favourite subjects are)* Me encantan *(I love)* Me gustan *(I like)* Me dan igual *(I don't care about)* No me gustan *(I don't like)* Odio *(I hate)*	las	matemáticas ciencias	*Maths* *science*		**son** divertid**as** **son** interesant**es** **son** útil**es** para el futuro me gusta el profesor me gusta **la** profesor**a** **son** fáciles se me dan bien tengo amigos en la clase **son** demasiado difícil**es** **son** aburrid**as** se me dan mal no me gusta la profesora	*It's (they're) fun* *It's (they're) interesting* *It's (they're) useful for the future* *I like the teacher (male)* *I like the teacher (female)* *It's (they're) easy* *I'm good at it (them)* *I have friends in class* *It's (they're) too hard* *It's (they're) boring* *I'm bad at it (them)* *I don't like the teacher (f)*

Your Bare Essentials Reflection	
In your own words summarise your learning.	
	
Explain the importance of what you have learnt.	
	
How does this link with other subjects?	What follow up questions will you ask?
	

BARE ESSENTIALS

SUBJECT: Physical Education **YEAR: 8** **TERM: Spring 1**

The PE bare essentials are divided into the team and individual activities to match the Year 8 PE curriculum mapping. As each PE group will follow these activities in rotations at different times the focus of the bare essentials should be on the activity areas being followed in that specific term. As a result the activities in the PE bare essentials will be replicated in the Autumn and Spring term.

Big Question: How can I contribute to a successful football and handball team?

End point task: Take on a range of different roles in competitive situations and use skills with speed, accuracy and control.

Did you know?

Football

Football is the most popular sport in the world. It was invented in China around 476 B.C. More than 3.5 billion people watch the FIFA World Cup.

A football game is 90 minutes plus stoppage time. The fastest goal ever scored took only 2.4 seconds. Only 8 countries have won the World Cup.

Football club is on a Thursday after-school

Handball

Handball teams start the game with 7 players on the court, 1 goalkeeper, and 6 outfield players.

The game starts with a throw-off. To score in Handball, a player must throw the ball in between the other team's goalposts. A game of Handball lasts 60 minutes. Handball first appeared at the Olympics in 1936 Handball was adapted in the British Isles during the 16th century and called fives.

Where is this learning coming from?

- Building upon your knowledge and understanding from year 7
- Year 7 was an introductory to these sports at secondary school level where you may have even gone onto represent the school in fixtures. In year 8 we aim to refine technique of passing, shooting, and dribbling further whilst looking at tactical knowledge and strategy used in order to outwit an opponent, further
- Basic knowledge and understanding of specific techniques and skills
- Basic knowledge and understanding of rules and regulations within the sport
- Basic knowledge and understanding of tactical and strategic plays within the sport

Where is this learning going?

- Answer the end point task
- Understand the rules around these games of football and handball.
- Develop skills to be able to play in and understand the rules of a game situation
- Perform at extra-curricular clubs and link to community clubs
- Preparation to progression routes through level 2 and level 3 sports courses through practical performance, analysis of performance and theoretical topics
- Develop an understanding of the importance of an active and healthy lifestyle
- Developing leadership skills and opportunities in KS4

What will you know as a result of this?

- Warm up a small group ready for a game.
- Pass the ball correctly, to someone in space
- Understand how to beat an opponent in a 1 v 1 scenario.
- To transition between defence and attack
- How to provide feedback to another student based on their performance within a game, relating to their attacking and defending.
- Describe the strengths and weaknesses in their own and others' performance
- Different tactical strategies depending aiming to outwit and opponent

Career links:

- Sports coach
- PE teacher
- Physiotherapist
- Personal trainer
- Sports therapist
- Athlete
- Sports data analyst
- Sport Journalist
- Sports psychologist

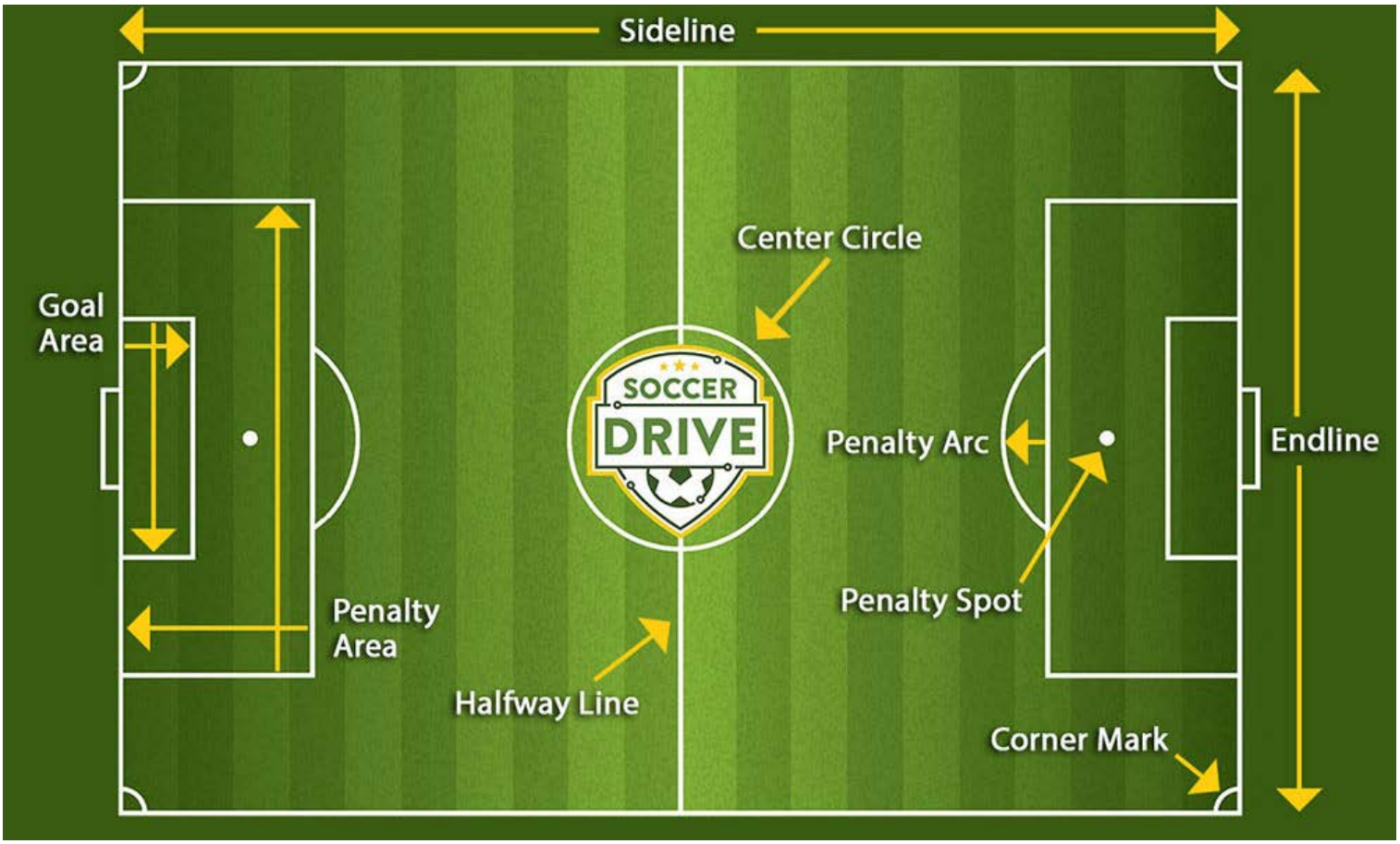
Useful weblinks:

https://www.thefa.com/
https://www.fourfourtwo.com/
https://www.bbc.co.uk/sport/football
https://www.englandhandball.com/
https://britishhandball.com/
https://www.bbc.co.uk/sport/handball

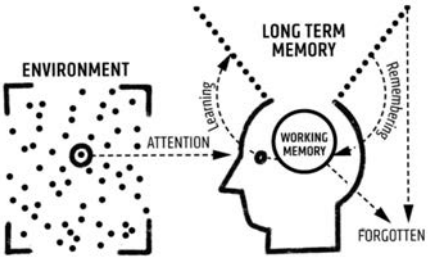
Together: We Care, We Challenge, We Excel

Bare Essentials to remember (**words in bold are in your keywords**) :	Keywords:
1. Football **Passing the ball -** Using different parts of the foot i**nstep, laces , outside** to maintain **possession** of the ball and create opportunities for **scoring**.	Changing speed Watching the ball Follow through Direction Speed Accuracy Possession Body behind the ball Cushion the ball. Decision making Power Attacking principle Starts Restarts Set plays Team strategy Passing Shooting Goalkeeper Defence
2. Football **Dribbling/moving** with the **ball**. Into **space**, around a **defender** or between **defensive** or **midfield** lines.	
3. Football **Control/receiving** the ball - Finding **space**, **receiving** the ball on the **half turn** and **shielding** the ball from a **defender**. Aiming to turn **defence** into **attack**.	
4. Football **Shooting -** From distance and from inside the **box**. Being able to react to a **cross** or **pass** and having to change your **body shape** to get the ball on **target** using your **instep** or laces.	
5. Football **Wing play** and **crossing** - Being able to use wide play to utilise **space** to outwit an opponent and being able to get the ball into the **box** for a scoring opportunity by **crossing** or **cutting the ball back** to an oncoming attacker.	
6. Football **Tackling, jockeying, closing down** and **marking.** Using defensive strategies to **regain possession** of the ball and turn **defence** into **attack**.	
1. Handball **Passing the ball** - Using different **passess** (**chest**, **bounce**, **shoulder**) to maintain **possession** of the ball and create opportunities for **scoring** around the **'D'**.	
2. Handball **Dribbling/moving** with the **ball**. Into **space**, around a **defender** or between **defensive** or **midfield** lines to maintain **possession** using the 3 step to 1 bounce rule.	
3. Handball **Shooting around the box -** Using a variety of **shooting** techniques to outwit a **goalkeeper** to score a **goal**. Using **jump shots** to gain an advantage by decreasing the distance to the **goal**.	
4. Handball **Tactical/Strategic play** - Creating a **defensive line** around the **7-metre line** to prevent the attacker from scoring as well as being able to **transition** the ball into **attack** using **width** and **short**, **quick passing**.	

Football Pitch Markings



Handball Pitch Markings

Your Bare Essentials Reflection	
In your own words summarise your learning.	
	
Explain the importance of what you have learnt.	
	
How does this link with other subjects?	What follow up questions will you ask?
	

BARE ESSENTIALS

SUBJECT: Physical Education **YEAR: 8** **TERM: Spring 1**

Big Question: How to develop team building and fitness training?

End point task:

Team building EPT: Complete given teambuilding task and monitor their own/others' Team Building performance - based on the principles of safe and effective activity. Monitor and feedback on performance for themselves and/or others in a Teambuilding activity/challenge.

Fitness training EPT: Have a practical understanding of the methods of training and the links to components of fitness for sports performance. Recognise, evaluate and feedback on the impact that fitness has on performance, and that activity has on fitness.

Did you know?

- Exercising regularly improves brain performance
- Working out sharpens your memory
- The heart is the strongest muscle in the body
- Sign language is the 4th most used language in the UK with 125,000 using sign language
- Working as part of a team helps boost confidence and belief

Where is this learning coming from?

- Primary school - you may well have tried some of these skills or played in a game before
- Professional sport - the best elite performers in the world will work on the skills taught in your PE lessons

Where is this learning going?

- Answer the end point task
- Understand how to work effectively with other students to achieve a shared goal
- Develop skills to be able to work within teams to overcome a given problem
- Perform at extra-curricular clubs and link to community clubs
- Preparation to progression routes through level 2 and level 3 sports courses through practical performance, analysis of performance and theoretical topics
- Develop an understanding of the importance of an active and healthy lifestyle
- Developing leadership skills and opportunities in KS4

What will you know as a result of this?

Team Building:

- Understand different methods of communication
- Understand the importance of working in a team
- Demonstrate different leadership skills and techniques to overcome given problems
- The importance of trust when working within a team

Fitness Training

- Know how to effectively warm themselves/small groups up ready to take part in a fitness lesson
- How to exercise safely and effectively within the fitness suite or cardiovascular room
- Be able to identify different components of fitness
- Know how to conduct fitness tests for key components of fitness
- Understand how to plan a PEP (personal exercise programme) based on a key component of fitness

Career links:

- Sports coach
- PE teacher
- Physiotherapist
- Personal trainer
- Sports therapist
- Athlete
- Sports data analyst
- Sport Journalist
- Sports psychologist
- Outdoor activity leader

Useful weblinks:

https://www.health.harvard.edu/healthbeat/10-tips-for-exercising-safely - 10 top tips for exercising safely and effectively
https://www.mayoclinic.org/healthy-lifestyle/fitness/in-depth/fitness-training/art-20044792 - elements of a well rounded exercise routine
https://blog.peoffice.co.uk/working-team-building-trust/#:~:text=When%20putting%20your%20students%20into,you%20in%20a%20better%20light. - working in a team

Bare Essentials to remember **(words in bold are in your keywords)** :	Keywords:
<u>Team building</u> **Communication (speaking/listening/verbal/non-verbal) -** the ability to communicate and share ideas with others through language or body language and gestures.	## Team building • **Communication -** The base of all we do within PE, The ability to communicate will impact on the performance when working within a team. • **Teamwork -** The ability to work with others to achieve a shared goal. Work with students that aren't necessarily your best friends. Working together and supporting each other. • **Trust -** Working within pairs/teams and placing trust in their ability to perform and to follow their instructions. • **Leadership -** To take on the role of a leader with small tasks. Using different leadership styles to best support and act as a role model for other students to follow.
Teamwork - the ability to work with others to achieve a shared goal	
Trust - The ability to believe in another person's ability and word.	
Leadership - The ability to lead by example for others to follow, The ability to support a team taking on a role of responsibility.	
<u>Fitness training</u> **Warm up (pulse raiser, dynamic stretches, static stretches) -** To prepare the body for exercise, helps performers avoid getting injured.	## Fitness training • **Warm up -** To conduct a warm up in order to prepare the body to take part in physical activity. Understand the correct processes behind a warm up and be able lead small groups through a warm up based on a pulse raiser, dynamic and static stretches, • **Health and safety -** To understand the importance of exercising safely and effectively within a fitness area using weights and machines. Talk others through how to perform exercises safely effectively demonstrating a secure understanding of the importance of technique. • **Components of fitness -** Students will gain an understanding of the different components of fitness; agility, balance, cardiovascular endurance, coordination, flexibility, muscular endurance, muscular strength, power, reaction time and speed. • **Fitness testing -** Conduct tests that identify components of fitness to improve. • **PEP (personal exercise programme) -** Design a personal exercise programme based on a component of fitness that has been identified through fitness testing to try to improve performance.
Health and safety - The ability to understand how to perform exercises within the fitness suite and cardiovascular room using the correct technique and form.	
Components of fitness - A certain part/s of a person's fitness.	
Fitness testing - Tests carried out to identify a person's level of fitness based on a component of fitness.	## Personal development/character values • **Evaluate -** considering the work you have created or seen and discussing its merits and areas for development • **Respect -** Show respect to your opposition regardless of whether they are stronger or weaker. • Show respect to the officials. • **Resilience -** Face new challenges in a positive way. • Avoid blaming others for any disappointments and set-backs. • Never give up, even when the hope of winning seems impossible. • **Integrity -** Be true to your own values and give your best effort. • **Motivation -** Motivate others in your team who are less confident. • Rehearse successful techniques until they are perfect. • Recognise the use of praise to encourage players.
PEP - personal exercise programme - An individualised plan to help aid the improvements of a certain area identified after conducting fitness tests.	

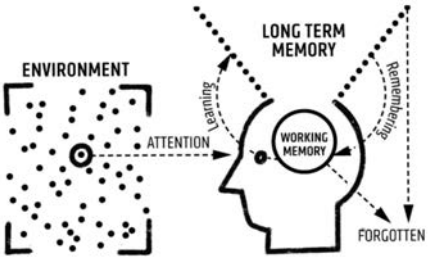
Benefits of physical activity

The table below has the definitions of the relationship between health and fitness

Health	A state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.
Fitness	The ability to meet/cope with the demands of the environment.
Physical health and well-being	All body systems work well, free from illness and injury. Ability to carry out everyday tasks.
Mental health and well-being	Defined by the World Health Organisation as 'a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community'.
Social health and well-being	Basic human needs are being met (food, shelter and clothing). The individual has friendship and support, some value in society, is socially active and has little stress in social circumstances.

Match the following benefits of taking part in physical activity to their physical (P), social (S) or mental improvements (M):

Benefits	Improvements: Physical (P) / social (S) / mental (M)
Enable a person to control their emotions and work productively	
Enable you to carry out everyday tasks without getting tired	
Encourage cooperation skills	
Ensure that you have essential human needs (food, shelter, clothing)	
Improve your heart function	
Improve the efficiency of the body systems, e.g. cardiovascular system	
Encourage team-working skills	
Provide opportunities to socialise/make friends	
Provide a feeling that you can comfortably carry out activities and enjoy them	
Reduce stress/tension levels	
Reduce the risk of some illness, e.g. diabetes	
Release feel-good hormones in the body such as serotonin	

Your Bare Essentials Reflection	
In your own words summarise your learning.	
	
Explain the importance of what you have learnt.	
	
How does this link with other subjects?	What follow up questions will you ask?
	

If you are in 8Anchor, 8ATT, 8NEW and 8OHM please use this Biology Bare Essentials for this term

BARE ESSENTIALS

SUBJECT: Biology B4 **YEAR: 8** **TERM: Spring 1**

Big Question: How well do models accurately represent the digestive system?

End point task: Models are used in Science all the time to represent hard to understand concepts or to represent real systems and see how they respond to changing conditions. In order for a model to fit either of these uses, it must be an accurate representation of the system.

Did you know?

- The length of your entire digestive system from the mouth to anus is approximately 30 feet long
- You lose a lot of water just by breathing
- Chocolate is good for the skin
- When we breathe we are either right nostril or left nostril dominant

Where is this learning coming from?

Year 5 Programme of study – Living things and their habitats

- describe the life process of reproduction in some plants and animals

Year 6 Programme of study – Animals including humans

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- describe the ways in which nutrients and water are transported within animals, including humans

Building upon: Year 7 B1 – Movement and cells

Where is this learning going?

Two main organ systems are covered in this unit. Breathing is covered before respiration, as there are major misconceptions between these two concepts. In the core practical students have an opportunity to plan a practical and consolidate their understanding of continuous and discontinuous data. Gas exchange and the harder concept of absorption of the products of digestion are covered in this unit. The understanding of enzymes in this unit is limited to their overall function of breaking down larger molecules into smaller molecules, which is then revisited at GCSE.

What will you know as a result of this?

You will be able to:

- Describe breathing as the action of muscles in the ribcage and diaphragm. The amount of oxygen required by body cells determines the rate of breathing
- Explain how changes in volume and pressure inside the chest move gases in and out of the lungs
- State that the process of gas exchange as the movement of oxygen and carbon dioxide between alveoli and the blood
- Stated that oxygen is transported to cells for aerobic respiration and carbon dioxide, a waste product of respiration, is removed from the body
- 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
- Stated that the body needs a balanced diet with carbohydrates, lipids, proteins, vitamins, minerals, dietary fibre and water, for its cells' energy, growth and maintenance
- Describe possible health effects of unbalanced diets from data provided
- State the function of iron, Calcium and Vitamins and minerals in the body
- Calculate food requirements for a healthy diet, using information provided
- Describe how organs of the digestive system are adapted to break large food molecules into small ones which can travel in the blood to cells and are used for life processes
- Describe how organs and tissues involved in digestion are adapted for their role.
- Describe the role of enzymes and gut bacteria in digestion of food
- Describe the events that take place in order to turn a meal into simple food molecules inside a cell

Career links:

All biology-related careers including:

- Medicine
- Pulmonologist
- Doctor
- Nutritionist
- Pharmacology
- Pharmacist
- Physiotherapist
- Forensic scientist
- Biotechnologist

Useful weblinks:

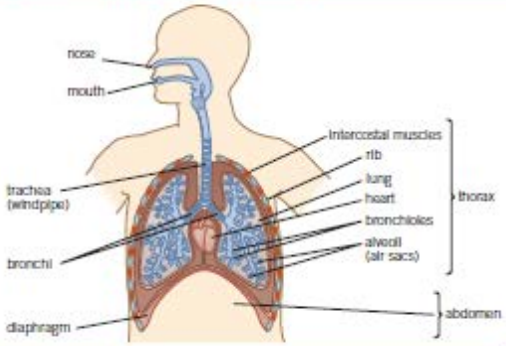
BBC Bitesize KS3 **digestion** https://www.bbc.co.uk/bitesize/topics/zf339j6/articles/zv8m7yc
BBC Bitesize KS3 respiration https://www.bbc.co.uk/bitesize/topics/zvrrd2p/articles/zdqx2v4
YouTube - Digestion https://www.youtube.com/watch?v=irdT9Av6ZPk

Together: We Care, We Challenge, We Excel

Bare Essentials to remember:

Gas exchange and breathing

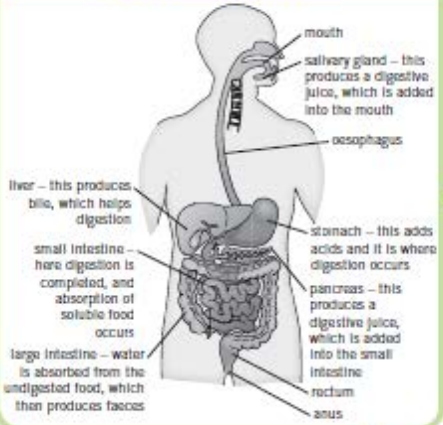
- **Gas exchange** is the process of taking in oxygen and giving out carbon dioxide
- This occurs in the **respiratory system**
- The proportions of gases in the air we **inhale** and **exhale** changes due to using oxygen in **respiration** and producing carbon dioxide



What happens when you breathe in and out

when you breathe in (inhale)	• muscles between the rubs contract • ribs are pulled up and out • diaphragm contracts and flattens • volume of the chest increases • pressure inside the chest decreases • air rushes into the lungs
when you breathe out (exhale)	• muscles between ribs relax • ribs are pulledin and down • diaphragm relaxes and moves up • volume in the chest decrease • pressure inside the chest increases • air is forced out of the lungs

The digestive system



Enzymes

- **Enzymes** are biological **catalysts**, they speed up the digestion of **nutrients**
- Each enzyme is specific to each nutrient
- The way the enzyme and nutrient bind with each other is called a lock and key model

- **Carbohydrases** break **carbohydrates** down into simple sugars
- **Proteases** break **proteins** down into amino acids
- **Lipase** breaks **lipids** (fats) down into fatty acids and glycerol

Drugs

- **Drugs** are chemicals that affect the way that our body works
- **Medicinal drugs** are used in medicine, they benefit health
- If medicinal drugs are not taken in the correct way they can harm health
- Examples include antibiotics and pain killers

- **Recreational drugs** are taken by people for enjoyment
- Recreational drugs normally have no health benefits and can be harmful for health
- Examples include alcohol and tobacco

- Drug **addiction** is when your body gets so used to a drug, it feels it cannot cope without it
- If someone who has an addiction stops taking the drug, they will experience **withdrawal symptoms**

Nutrients

- A **balanced diet** involves eating the right amount of nutrients for your body to function
- Not eating enough of a nutrient means you have an unbalanced diet, and this can lead to a **deficiency**

Nutrient	Role in your body
carbohydrates	main source of energy
lipids	fats and oils provide energy
proteins	growth and repair of cells and tissues
vitamins and minerals	essential in small amounts to keep you healthy
water	needed in all cells and body fluids
fibre	provides bulk to food to keep it moving through the gut

Key terms Make sure you can write definitions for these key terms.

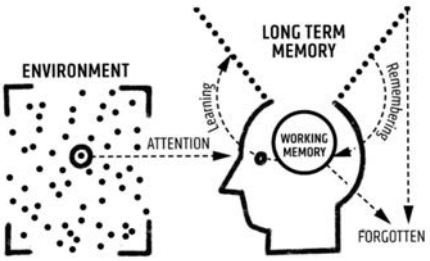
addiction balanced diet carbohydrate carbohydrases catalyst deficiency drug enzyme exhale fibre gas exchange inhale lipid medicinal drug mineral nutrient protease protein recreational drug respiration respiratory system vitamin withdrawal symptoms

From Kerboodle 2022

Glossary of key terminology

How are you going to use this? A quiz, flashcards, a concept map?

Part 1:	
Key word	**Definition**
breathing	The movement of air in and out of the lungs
Trachea (windpipe)	Carries air from the mouth and nose to the lungs
bronchi	Two tubes which carry air to the lungs
bronchioles	Small tubes in the lungs
alveoli	Small air sacs found at the end of each bronchiole
ribs	Bones which surround the lungs to form the rib cage
diaphragm	A sheet of muscle found underneath the lungs
Lung volume	Measure of the amount of air breathed in or out
Part 2:	
Enzymes	Substances that speed up the chemical reactions of digestion.
Dietary fibre	Parts of plants that cannot be digested, which helps the body eliminate waste.
Carbohydrates	The body's main source of energy. There are two types: simple (sugars) and complex (starch).
Lipids (fats and oils)	A source of energy. Found in butter, milk, eggs, nuts.
Protein	Nutrient your body uses to build new tissue for growth and repair. Sources are meat, fish, eggs, dairy products, beans, nuts and seeds.
Stomach	A sac where food is mixed with acidic juices to start the digestion of protein and kill microorganisms.
Small intestine	Upper part of the intestine where digestion is completed and nutrients are absorbed by the blood.
Large intestine	Lower part of the intestine from which water is absorbed and where faeces are formed.
Gut bacteria	Microorganisms that naturally live in the intestine and help food break down.

Your Bare Essentials Reflection	
In your own words summarise your learning.	
	
Explain the importance of what you have learnt.	
How does this link with other subjects?	What follow up questions will you ask?

If you are in 8BAT, 8CUR, 8DAR and 8MAR please use this Physics Bare Essentials this term

BARE ESSENTIALS

SUBJECT: Physics **YEAR: 8** **TERM: Spring 1**

Big Question: How do machines do work? Explain your answer.

End point task: You are going to use both experimental data from the unit and your understanding of machines to write a resource to explain to a year 6 student how machines with motors do work. You will need to fully explain your answer using calculations, diagrams, and include ideas about energy.

Did you know?

- "Give me a lever long enough and a fulcrum on which to place it, and I shall move the world" Archimedes
- The UK's most efficient house costs £15 a year to heat (2022)
- Cold doesn't exist: It is only an absence of thermal energy
- Penguins have the densest fur which keeps them warm

Where is this learning coming from?

Year 7 P1 – Energy - Part 2 – energy transfer

Year 7 P2 – Forces:

- Gravity
- Contact Forces Year 7 P2 – Electromagnets:
- Voltage and resistance
- Current

Where is this learning going?

Based upon the concepts of energy, this allows a revisiting of the key concept of energy and allows application to a new scenario. This directly links into the GCSE topic of energy.

What will you know as a result of this?

You will be able to:

- State what work done is
- Describe when energy is transferred
- State that the bigger the force or distance, the greater the work
- State that the bigger the force or distance, the greater the work
- Compare the work needed to move objects different distances
- Describe how simple machines make work easier by reducing the force needed, E.G. Levers, pulleys, and wheels
- Draw a diagram to explain how a lever makes a job easier
- When there is a temperature difference, energy transfers from the hotter to the cooler object
- State that the thermal energy of an object depends upon its mass and temperature
- Explain observations about changing temperature in terms of heat flow
- State that the thermal energy of an object depends upon its mass and temperature
- Describe how an object's temperature changes over time when heated or cooled
- State how thermal energy is transferred through different pathways, by particles
- Explain how a method of heat insulation works in terms of conduction, convection and radiation

Career links:

- Architect
- Engineering
- Mechanics
- Nuclear energy

Useful weblinks:

BBC bitesize KS3 https://www.bbc.co.uk/bitesize/topics/zc3q87h/articles/znw7jsq

Youtube - Fuse School https://youtu.be/wactkzw4-8Q

YouTube Revision Monkey - https://youtu.be/h99ZbNN-bnI

YouTube Revision Monkey - https://youtu.be/e7lBZHX7cpM

YouTube Revision Monkey - https://youtu.be/GxxTTorxfsE

Together: We Care, We Challenge, We Excel

Bare Essentials to remember:

Work

- In physics, **work done** is the energy transferred when a force is used to move an object a certain distance
- Like energy, work is measured in **Joules** (J)
- Work can be done in a a range of situations e.g. lifting a book work is done against gravity, when you slide a book along a table work is done against friction
- We calculate work with the equation:

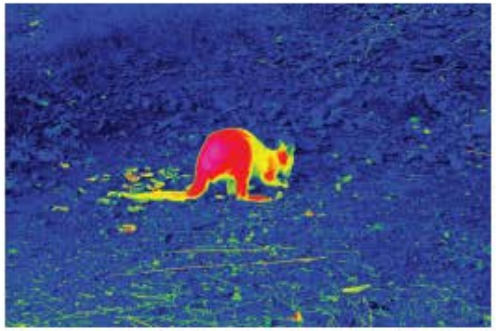
work done (J) = force (N) × distance moved (m)

- A **simple machine** makes it easier to lift things, they reduce the force needed
- A **force multiplier** uses a smaller **input force** (what you apply) to to generate a larger **output force** (what is created)
- If you increase the distance from the pivot, less input force is needed to be used for the same output force as before
- A **lever** is an example of a force multiplier, a longer lever will require a less input force than a shorter lever to produce the same output force

The physics of unscrewing a tight nut with a spanner

Radiation

- **Radiation** is a method of transferring energy without the need for particles
- An example of radiation is thermal energy being transferred from the Sun to us through space (where there are no particles)
- This type of radiation is known as **infrared radiation**, it is a type of wave just like light
- The hotter an object is the more infrared radiation it will emit (give out)
- The amount of radiation emitted and absorbed depends on the surface of the object:
  - Darker matte surfaces absorb and emit more infrared radiation
  - Shiny and smooth surfaces absorb and emit less infrared radiation, instead reflecting this
  - The amount of infrared radiation being emitted can be viewed on a **thermal imaging camera**



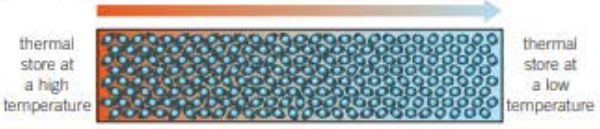
Energy and temperature

- The **temperature** of a substance is a measure of how hot or cold it is
- Temperature is measured with a **thermometer**, it has the units of degrees Celsius (°C)

- The **thermal energy** of a substance depends on the individual energy of all of the particles, it is measures in Joules (J)
- As all particles are taken into account, a bath of water at 30 °C would have more thermal energy than a cup of tea at 90 °C as there are many more particles
- The faster the particles are moving, the more thermal energy they will have
- When particles are heated they begin to move more quickly
- The energy needed to increase the temperature of a substance depends on:
  - the mass of the substance
  - what the substance is made of
  - how much you want to increase the temperature by

Conduction

- **Conduction** is the transfer of thermal energy by the vibration of particles, it cannot happen without particles
- This means that every time particles collide they transfer thermal energy
- Conduction happens effectively in solids as their particles are close together and can collide often as they vibrate around a fixed point
- Metals are also good **thermal conductors** as they contain electrons which are free to move
- In conduction the thermal energy will be transferred from an area which has a high **thermal energy store** (high temperature) to an area where there is a low thermal energy store (low temperature)
- Gases and liquids are poor conductors as their particles are spread out and so do not collide often, we call these **insulators**



Convection

- **Convection** is the transfer of thermal energy in a liquid or a gas, it cannot happen without particles
- As the particles near the heat source are heated they spread out and become less dense, this means that they will rise
- More dense particles will take their place at the bottom nearest the heat source creating a constant flow of particles
- This is known as a **convection current**
- Convection cannot happen in a solid as the particles cannot flow, they can only move around a fixed point

Key terms Make sure you can write definitions for these key terms.

conduction *convection* *convection current* *force multiplier* *input force* *insulator* *infrared radiation* *lever* *output force* *simple machine* *temperature* *thermometer* *thermal conductor* *thermal energy store* *thermal imaging camera* *work done*

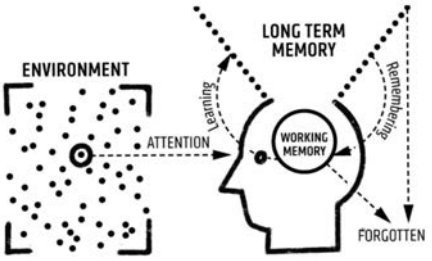
From Kerboodle 2022

Together: We Care, We Challenge, We Excel

Glossary of key terminology

How are you going to use this? A quiz, flashcards, a concept map?

Part 1:	
Key word	**Definition**
Deformation	When an elastic object is stretched or squashed, which requires work.
Displacement	The distance an object moves from its original position.
Input force	The force you apply to a machine.
Lever	A type of machine which is a rigid bar that pivots about a point.
Output force	The force that is applied to the object moved by the machine.
Work	The transfer of energy when a force moves an object, in joules.
Part 2:	
Conduction	Transfer of thermal energy by the vibration of particles.
Convection	Transfer of thermal energy when particles in a heated fluid rise.
Radiation	Transfer of thermal energy as a wave.
Temperature	A measure of the motion and energy of the particles.
Thermal conductor	Material that allows heat to move quickly through it.
Thermal energy	The quantity of energy stored in a substance due to the vibration of its particles.
Thermal insulator	Material that only allows heat to travel slowly through it.

Your Bare Essentials Reflection	
In your own words summarise your learning.	
	
Explain the importance of what you have learnt.	
	
How does this link with other subjects?	What follow up questions will you ask?
	

BARE ESSENTIALS

SUBJECT: Social Studies **YEAR: 8** **TERM: Spring 1**

Big Question: How can we protect people's rights?

End point task: "The Universal Declaration of Human Rights is no longer necessary in the modern world" How far do you agree with this statement? Show you understand different points of view and give examples and evidence to support your answer.

Did you know?

The Universal Declaration of Human Rights (UDHR) is a document that protects the rights of every individual, everywhere. The aim is that people should have freedoms and rights so that every individual can live their lives freely, equally and in dignity. The UDHR was adopted by the newly established United Nations on 10 December 1948, in response to the "barbarous acts "during the Second World War. Work on the UDHR began in 1946. The UDHR was then discussed by all members of the UN Commission on Human Rights and finally adopted by the General Assembly in 1948. The Declaration outlines 30 rights and freedoms that belong to all of us; that nobody can take away from us. The rights that were included continue to form the basis for international Human Rights law. Today, the Declaration remains a living document. It is the most translated document in the world.

Protected characteristics are aspects of a person's identity that are protected under the Equality Act 2010. This law makes it illegal to discriminate against someone based on these characteristics, helping to promote a fairer and more equal society. The nine protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Prejudice is an often negative attitude toward members of a group. It can have a strong influence on how people behave and interact with others. Common features of prejudice include having negative feelings and believing in stereotypes about members of the group, as well as a tendency to discriminate against them. In society, we often see prejudices based on characteristics like race, sex, religion, culture, and more.

Prejudice vs. Discrimination: Sometimes prejudice is confused with discrimination. While prejudice involves having negative attitudes toward members of a certain group, discrimination happens when those feelings are acted upon.

Where is this learning coming from?

This unit is part of the college Social Studies' PSHE programme. This aims to provide children with the knowledge and skills to keep themselves happy, healthy and safe, as well as to prepare them for life and work. It is organised into 3 strands - Relationships, Health and Wellbeing and Living in the Wider World. To live in the wider world students need to understand how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability can cause damage The KS3 programme of study builds on student learning from primary school and the work on bullying and prejudice in year 7.

Where is this learning going?

This unit discusses respect for ourselves and others and the importance of responsible actions and behaviour. It will develop understanding about rights and responsibilities as members of families, other groups and global citizens. It will further your understanding about different groups and communities. Students are encouraged to respect equality and diversity and learn how to be a productive member of a diverse community. This will be built upon in the spiral curriculum designed for KS4.

What will you know as a result of this?

At the end of this unit you should be able to explain the meaning of prejudice, and discrimination. You should also be able to evaluate why we need laws and why some people believe that without a Universal declaration of Human Rights there would be even more inequality in the world. You should also be able to discuss some of the ways we can challenge prejudice and discrimination in the world today.

Career links:

This unit of work links with a number of career paths including:

- Law Enforcement
- International Lawyers
- Social Work
- Military or Civil Service

Useful weblinks:

https://www.un.org/en/about-us/universal-declaration-of-human-rights
https://raceequalityfoundation.org.uk/
https://www.childline.org.uk/

Lesson	Bare Essentials to remember (**words in bold are in your keywords**) :	Keywords:
1.What do we mean by "Human rights"	In this lesson we look at the meaning of **Human Rights** and discuss why there was a need to produce a **Universal declaration of Human Rights**. We explore the 30 articles and discuss whether there are any we should add. We look at case studies of Human rights abuses and explore the 30 articles further. This is linked to things that are going on in the world at the moment e.g war and refugees.	**Human Rights:** The rights we have simply because we exist as human beings. **Discrimination**: The unfair or prejudicial treatment of people and groups. **Racism**: When a person is treated worse, excluded, disadvantaged, harassed, bullied, humiliated or degraded because of their race or ethnicity. **Sexism**: Discrimination against people because of their sex. **United Nations:** An international organisation founded in 1945 after the Second World War by 51 countries committed to maintaining international peace, **Rights**: A moral or legal entitlement to have or do something. **Universal Declaration of Human Rights (UDHR):** A legal bound document that protects the rights of every individual. **Homophobia:** A strong dislike or fear of homosexual people. **Protected characteristics:** Aspects of a person's identity that are protected under the Equality Act 2010 **Prejudice:** An assumption or an opinion about someone simply based on that person's membership to a particular group **Stereotype:** An often unfair and untrue belief that many people have about all people or things with a particular characteristic**.**
What is discrimination and what are stereotypes?	In this lesson we think about discrimination and stereotypes. Stereotypes are often based on historical beliefs and may not accurately reflect the modern world. Often, stereotypes can lead to **prejudice** and **discrimination**. **Prejudice** is the judgement of someone or something without knowing enough information about that person or thing. This might include dislike or hostility based on preconceived and unfounded opinions. For example stereotypes about sexual orientation can lead to **homophobia.**	
3. What is racism?	In this lesson we discuss **racism** and think about what people can do to change attitudes. **Racism** is where someone treats another person differently because their skin colour is not the same as theirs, they speak a different language or have different religious beliefs for example. We look at the law in the U.K. where it is a crime to be racist to someone in the United Kingdom. According to U.K. law a person is committing a 'hate crime' if they direct hostile behaviour at someone based on that person's race and they can face criminal charges. We look at case studies of **racism.**	
4. Disability and discrimination	In this lesson we focus on stereotypes of disability shown in the media. We discuss scenarios where people with disabilities have been disadvantaged as a result of the attitude of other people. Students discuss how we can change people's attitudes.	
5. Gender discrimination	This lesson explores gender stereotyping. Gender stereotypes are oversimplified ideas about people based on their gender. Examples include beliefs such as 'women like to gossip' and 'men are better at maths than women'. We explore ways to reduce inequality between men and women and discuss the gender norms, roles and stereotypes that can hinder anyone in reaching their full potential.	
6. Discrimination and LGBTQ	In this lesson we look at the law. Today it is illegal to discriminate against somebody because of their sexuality, although many LGBTQ+ people face discrimination in their daily lives. Although being LGBTQ+ is accepted and celebrated in many places around the world, there is still a long way to go in terms of LGBTQ+ people achieving equality. In this lesson we discuss how to tackle **prejudice** and **discrimination**.	
7. Extended writing	**End point task:** "The Universal Declaration of Human Rights is no longer necessary in the modern world" How far do you agree with this statement? Show you understand different points of view and give examples and evidence to support your answer.	
8	**Dedicated improvement and reflection time.**	

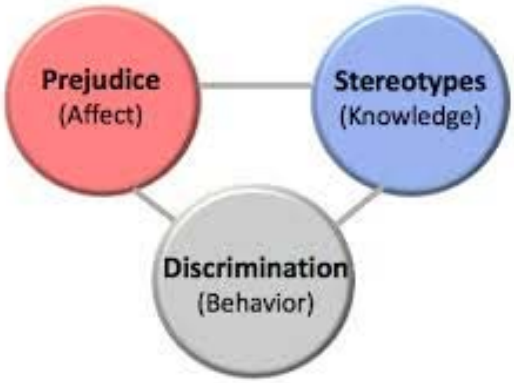
Articles 1 & 2

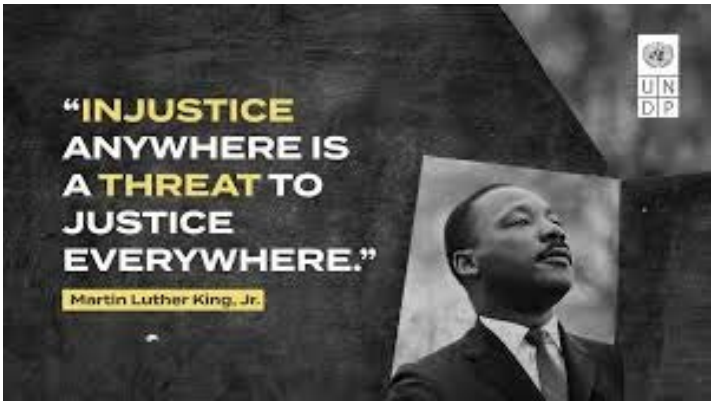
We are all born free.
We all have our own thoughts and ideas.
We should all be treated in the same way.

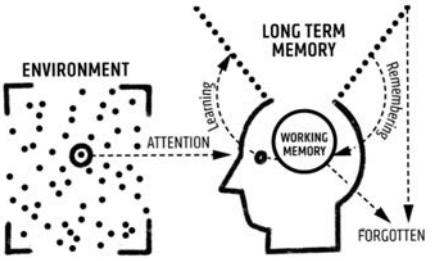
These rights belong to everybody,
whatever our differences.

Artist: John Burningham

We Are All Born Free. Amnesty International/Frances Lincoln Children's Books





Your Bare Essentials Reflection
In your own words summarise your learning.

Explain the importance of what you have learnt.


How does this link with other subjects?	What follow up questions will you ask?
	

BARE ESSENTIALS

SUBJECT: Religious Studies **YEAR: 8** **TERM: Spring 1**

Big Question: What difference does it make to be an atheist or agnostic in Britain today?

End point task: "Religion will probably die out in the next 50 years". Evaluate the statement, giving reasoned arguments for and against.

Did you know?

Religion is changing in the U.K: A YouGov survey found that belief in 'a god' is low across all age groups. Older Britons – those aged 60 and above – are the most likely to believe in a supreme deity, but even there just a third (36%) hold this view. Overall, four in ten (41%) Britons believe there is neither 'a god' nor 'a higher power'. Younger generations are the most likely to think there is no greater force out there, including 50% of 25-39 year olds and 45% of 16-24 year olds, compared to 32% of those 60 and over. Women (48%) are notably more likely than men (36%) to say they believe in the existence of 'a god'/'a higher spiritual power'. A quarter (28%) of women believe there is 'a god', whilst one in five (20%) believe that there is some form of a higher spiritual power.

Religiousness in Britain: Over half (55%) of Britons say they do not belong to any particular religion. A third (35%) belong to one of the recognised Christian denominations (20% to the Church of England and the rest to other denominations). A further 7% belong to other religions. A quarter of religious people (23%) said their religion is 'very important' to them, and a further third (32%) say it is 'somewhat important'. However, four in ten (42%) of those who belong to a particular religion say it doesn't play an important role in their lives.Amongst British Christians, 44% say that religion isn't important in their life. Only half as many (22%) of those who belong to other religions say the same.

Non religious worldviews: Humanists actively seek to live good lives without following a religion. Their moral values are based on human nature and life experiences. Humanists base their moral principles on reason, shared human values and respect for others. They believe people should work together to improve the quality of life for all. Thinkers such as Charles Darwin, Marie Curie and George Eliot have all influenced Humanism.

Where is this learning coming from?

This unit supports the principal aim of Religious studies which is to explore what people believe and what difference this makes to how they live; so that students can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Where is this learning going?

This planned investigation is important in the whole scheme of work because it develops the KS3 programme's coverage of non-religious worldviews in an explicit way, building on the work of KS2's concerns and learning intentions about non-religious worldviews. This helps to prepare them for a more in-depth study of non-religious views at KS4.

What will you know as a result of this?

By the end of this unit students should be able to explain what is meant by the terms atheist and agnostic, They should also develop an awareness about what the of authority non-religious people might use to decide how to live, be able to give reasons and examples to explain how non-religious people put their beliefs into action. They should be able to show how Humanist beliefs guide some non-religious people in making moral decisions and offer an account of the significance and impact of non-religious beliefs in the changing religious landscape of the UK and be able to evaluate how these ideas help people to make sense of the world, offering reasons and justifications for their ideas.

Career links:

All of these skills are useful for a wide variety of jobs where you might have to deal with people

- The ability to understand how people have thought and acted in different places and times
- Developing empathy for the beliefs of others
- Being able to understand different viewpoints

Useful weblinks:

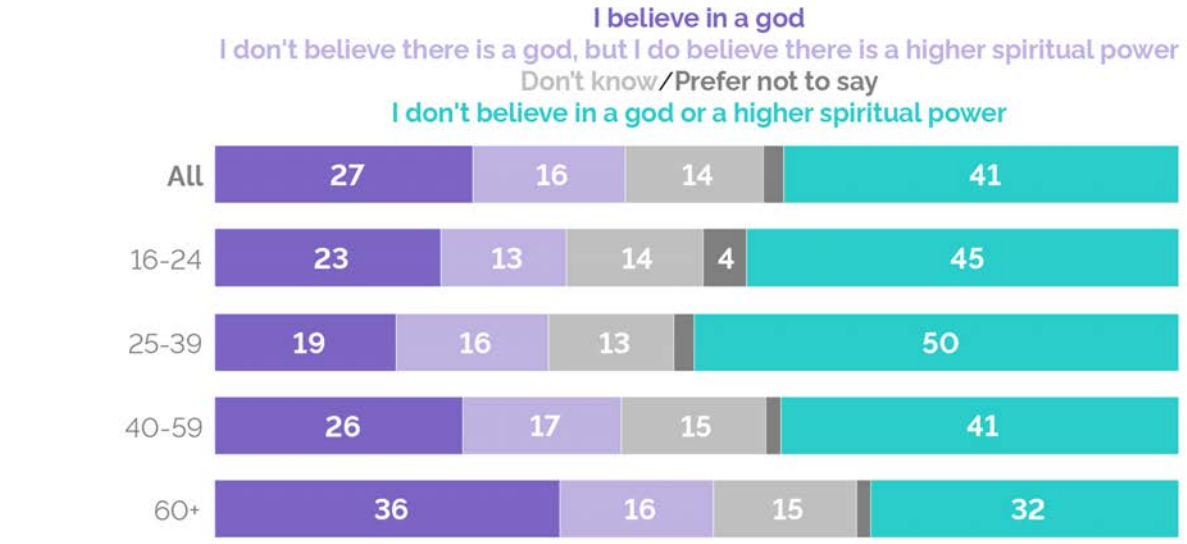
https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/religion
www.sundayassembly.com/our-mission/
https://humanists.uk/

Together: We Care, We Challenge, We Excel

Lesson	Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
1.Why are some people atheists? What difference does it make to be an atheist or agnostic in Britain today?	Why are some people **atheists?** What difference does it make to be an **atheist** or **agnostic** in Britain today? Students will discuss some of the traditional arguments for the existence of God such as the **cosmological argument**. The cosmological argument is an attempt to prove the existence of God by the fact that things exist. It assumes that things must have a cause, and that the chain of causes can only end by a supernatural event. The first cause is claimed to be God. We also look at the design argument: Some Christians believe that it is possible to prove the existence of God by observing the nature of the world we live in. The world shows signs of design, therefore there must be a designer and this is what people call God. We also explore the question that if the world is created by an all powerful God why is there evil and suffering in the world?	**Atheist:** Someone who does not believe in any god or gods. **Agnostic:** An agnostic believes that it is not possible to know whether God exists or not. **Belief**: The feeling of being certain that something exists or is true. **Cosmological argument:** An attempt to prove the existence of God by the fact that things exist. It assumes that things must have a cause, and that the chain of causes can only end by a supernatural event. **Design argument:** An argument for the existence of God. It points to evidence that suggests our world works well - that it was designed. If it was designed like this, then someone or something must have designed it. **Secular:** Being "separate" from religion. **Secularism:** Separation of the state from religious institutions. **Symbol:** A mark, sign, or word that indicates, signifies, or is understood as representing an idea, object, or relationship. **Humanism:** An approach to life based on reason and our common humanity, recognising that moral values are properly founded on human nature and experience alone **Humanists**: People who shape their own lives , because they believe it's the only life we have. They make sense of the world through logic, reason, and evidence ceremony-a formal religious or public occasion.
2. What does research show about non-religious people's views in Britain?	What does research show about non-religious people's views in Britain? Through making sense of statistics we investigate whether Britain is becoming more **atheist** from looking at the figures, and we discuss what they show about religion in Britain. In this lesson we look at the British Social attitudes survey and other recent statistics to gain an understanding of the extent of religious belief in the UK. We discuss the growth of **secularism** in the UK and consider the reasons for this.	
3. How can non-religious worldviews be expressed through art?	A look at how secular ideas are portrayed in art using the example of Grayson Perry. Grayson's art includes the theme of how we find our identity without religion. Students discuss other ways we can define ourselves. For example as British or even as Devonian. We look at how he uses religious **symbols** and themes but applies them to British identity. In this lesson students explore ways that they define their own identity.	
4. What would a non-religious community look like?	In this lesson we explore how **humanists** find happiness and other **Humanist** beliefs . It is important to remember that there are many different kinds of humanists who all believe in different ideas. Some of the most common beliefs include: **Humanism** is not a religion, and most **humanists** do not believe in God or life after death, **Humanists** believe in a 'Golden Rule' which is 'Treat other people as you would like them to treat you. **Humanism** is all about doing good and making people happy, **Humanism** is all about finding and giving love, making others happy, and making the best of the one life that we have together here on Earth. **Humanists** are rational. They believe that science and human thought are powerful tools for bettering life and creating a happy existence for all. They believe that science provides the best explanation for our existence: They do not believe that God created the Earth. **Humanists** are ethical: They value all human beings, treating all equally. They believe in 'common humanity' and that even though we have differences, we are all human.	
5. What difference does it make to be an atheist or agnostic in Britain today?-funeral ritual.	In this lesson we explore the difference that **humanism** makes to people's lives. A **humanist** funeral is a non-religious ceremony that focuses on the life the person has led, rather than a particular faith they may have had. Humanist funerals follow a similar structure as a religious funeral, with readings, music and eulogies, but without the mention of a God or faith. Humanists do come together as a community though. For example 'Sunday Assembly' is a non-religious gathering co-founded by Sanderson Jones and Pippa Evans in January 2013 in London. The gathering is mostly for non-religious people who want a similar communal experience to a religious church.	
6. **End point task:**	**End point task:** "Religion will probably die out in the next 50 years". Evaluate the statement, giving reasoned arguments for and against this point of view..	
7.	**Dedicated improvement and reflection time**	

About two in five Britons believe in a god or a higher power

Do you believe in a God or a higher spiritual power? %

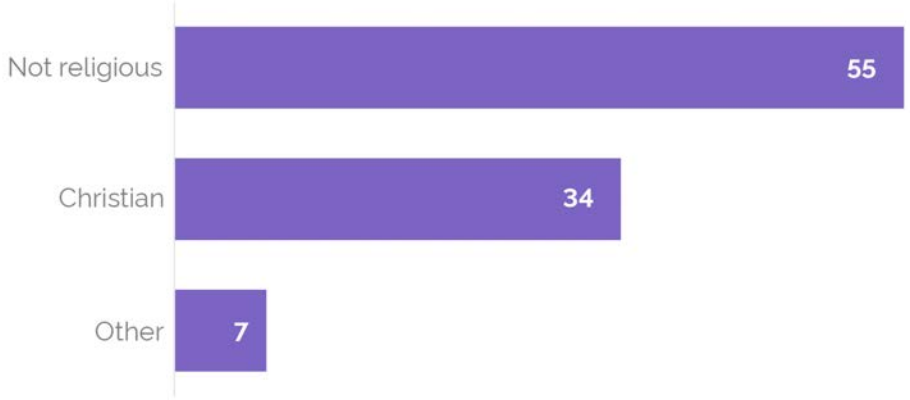


YouGov

27-30 November 2020

Most Britons say they are not religious

Do you regard yourself as belonging to any particular religion, and if so, to which of these do you belong? %



YouGov

27-30 November 2020

BRITISH HUMANIST ASSOCIATION

for the one life we have

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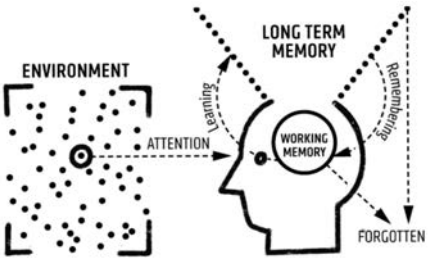
Your Bare Essentials Reflection	
In your own words summarise your learning.	
	
Explain the importance of what you have learnt.	
	
How does this link with other subjects?	What follow up questions will you ask?
	

Together: We Care, We Challenge, We Excel

BARE ESSENTIALS

SUBJECT: Computing **YEAR: 8** **TERM: Spring 1**

Big Question: Bob has decided to start a business and wants to have a website that shows off his stock to the world. He also wants customers to be able to have his stock at hand in their pockets and feels the best way to do this is to have a mobile App. Name the different stages of App development that Bob must consider when designing his Mobile Application (App)?

End point task: Create a Mobile Application for use on any mobile phone or tablet.

Did you know?

- 1. Almost 100% of screen time is spent in apps
- Android has almost 1.5x more apps than the App Store
- Half of the applications available on the App Store have never been downloaded
- Thousands of apps are released daily
- Android is the most popular mobile operating system in the world

Where is this learning coming from?

Throughout Year 7 and the first term we have been looking at the development of computer programs using computational thinking. In this unit we will again practise those new computational skills and reflect on how best to identify and break a problem into smaller parts and design a solution to solve a problem.

Where is this learning going?

The development of working program prototypes by using and applying computational thinking skills.

What will you know as a result of this?

How to break a problem down into its composite pieces
Learn how to recognise patterns that occur
How to use abstraction to eliminate detail we don't need and leaving us with dta and detail we do need
Design and development of a working algorithm to solve a problem

Career links:

- Software development
- Software design
- Application (App) development
- Project management

Useful weblinks:

Thunkable - https://thunkable.com/#/
Free online App development courses - https://www.onlinecoursereport.com/free/app-development/
BBC Bitesize - https://www.bbc.co.uk/bitesize/topics/z7tp34j
NCCE - Computational Thinking - https://teachcomputing.org/curriculum/key-stage-4/algorithms-part-1/computational-thinking

Together: We Care, We Challenge, We Excel

Lesson	Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
1 & 3 A brief history of computing	This lesson gives students a perspective on the phenomenal developments in Computing that have taken place over the last century by doing a bit of research. To trace and map the development of the mobile phone from the brick to modern smart watches, students will conclude by predicting developments for the next generation of devices including wearables: • Identify some of the key points in computer history. • To understand how modern digital computers came to be • To recognise how quickly digital computing and communication has developed • Suggest possible future developments	**Application** **Smartphone** **Digital** **Communication** **Program** **Wearables** **Content** **Design** **Prototype** **Development** **Protocols** **Law** **Interface** **Graphical** **Apps** **Software** **Mobile Phones** **SMS** **Email**
4 - 7 App design	In these lessons students will consider what an app is and what makes an effective app. They will see how easily a simple idea can be worldchanging and that it is the idea, not the production that is critical for success. We will look at UI design and students will design a single screen app using powerpoint/slides: • To understand what apps are and where they come from • To learn how the design of a UI can affect the popularity/effectiveness of an app or computer program • Understand how the hardware components available in a device affect the functionality of an app	
8 - 11 Festival App	In this lesson students will create a prototype for an info app for a Music Festival, this will have several screens. Powerpoint or Slides can be used for interactivity. They will start by looking (briefly) at some of the apps available for this year's major festivals and then create a 4 or 5 page interactive app prototype using Google Slides or Powerpoint: • How to select appropriate content • How to create an interactive prototype for an app • How accessibility must be considered when designing interfaces	
12 - 15 Intro to Thunkable and creating your first app	The next 2 or 3 lessons use 'Thunkable' to show how easily a simple app can be put together using a block style programming language. However it introduces an additional paradigm in that apps are coded as 'event driven' rather than imperative. In this lesson students will get familiar with the interface by making a simple speech app, and an app with higher level targets to include translation: • How to create a user interface for a mobile phone app • How to code simple controls including text inputs, labels, buttons, text to speech, translators	
16 - 19 App development #2 - Making a Magic 8 Ball	In this lesson students will continue to work on UI development but also add random selection from a list to make a magic 8 ball app. • How to create lists, select from a list at random, customise their UI • How to test a program they have developed	
20 - 22 Finish, Review & extend	Students will finish off, evaluate their apps and complete the end of unit summative assessment. • Critically assess the effectiveness of their apps • Critically assess the usability of their apps • Recommend further development ideas	

MOBILE APP DEVELOPMENT KNOWLEDGE ORGANISER

COMPUTATIONAL THINKING

DECOMPOSITION
Breaking down a problem into smaller chunks. This makes it more manageable and easier to understand.

1

PATTERN RECOGNITION
Looking carefully in lines of code for patterns, similarities and trends.

2

ABSTRACTION
Filtering out and focusing on what is important. Ignoring what is not important.

3

ALGORITHM DESIGN
A plan and step by step instructions on how to solve the problems.

4

DEBUGGING
Looking through your program to find errors and then fixing them.

5

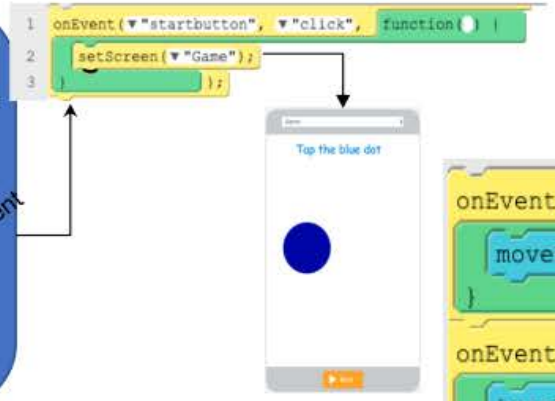
EVENT DRIVEN PROGRAMMING

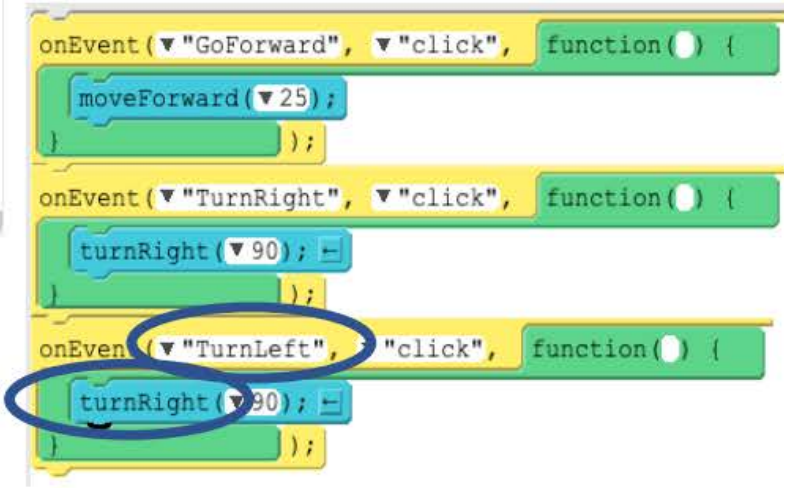
User action such as:

- Mouse clicks
- Touchscreen
- Key presses
- Hovering over a picture
- Voice input ("OK Google", Siri, Alexa)

Events can also be triggered by:

- Sensors (e.g. if movement is sensed turn the light on)
- Messages from other programs





PAIR PROGRAMMING

The driver: To control the keyboard and mouse and place the code blocks into the correct places.

The navigator: To help support the driver by watching for any mistakes, reading instructions to the driver, and seeking support if needed.

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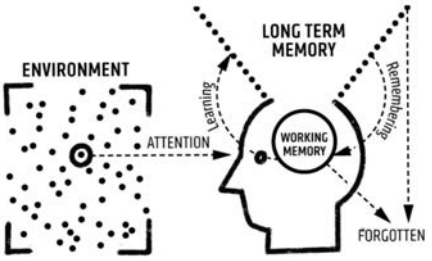
Your Bare Essentials Reflection
In your own words summarise your learning.

Explain the importance of what you have learnt.


How does this link with other subjects?	What follow up questions will you ask?
	

BARE ESSENTIALS

SUBJECT: Design Technology **YEAR: 8** **TERM: Spring 1**

Big Question: How can I create a toy that will appeal to the children, using light?

End point task: You are going to be designing and making a crazy critter which will use electrical components to create movement and light.

Did you know?

- Before electricity was a way of life, ancient Egyptians were aware that lightning and shocks from electric fish were very powerful. They used to refer to these fish as the “Thunderers of the Nile”
- The world’s biggest light bulb is located in Edison, New Jersey. It’s 14 feet tall, weighs eight tons, and sits on top of the Thomas Edison Memorial Tower
- Revenue in the Consumer Electronics market amounts to US$31.63bn in 2022. The market is expected to grow annually by 0.93% (CAGR 2022-2027)
- The market's largest segment is Telephony with a market volume of US$13.08bn in 2022

Where is this learning coming from?

During year 7 you will have:

- Developed specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations
- Selected from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture

Where is this learning going?

In year 9 you will design and make a product and, for this, you will follow the design process.

What will you know as a result of this?

- You will be able to explain what an electronic product is and give examples of them
- You will learn about the social impact of electronic products on our lives
- You will be able to plan out in a logical sequence how to make a product
- You will learn how to test and evaluate a product
- You will learn how to work safely and accurately with a range of specialist tools and equipment

Career links:

- Electrical engineer
- product designer
- architect
- software engineer
- civil engineer
- carpenter

Useful weblinks:

https://www.bbc.co.uk/teach/ks3-design-and-technology/z6y96v4

https://www.youtube.com/watch?v=mc979OhitAg

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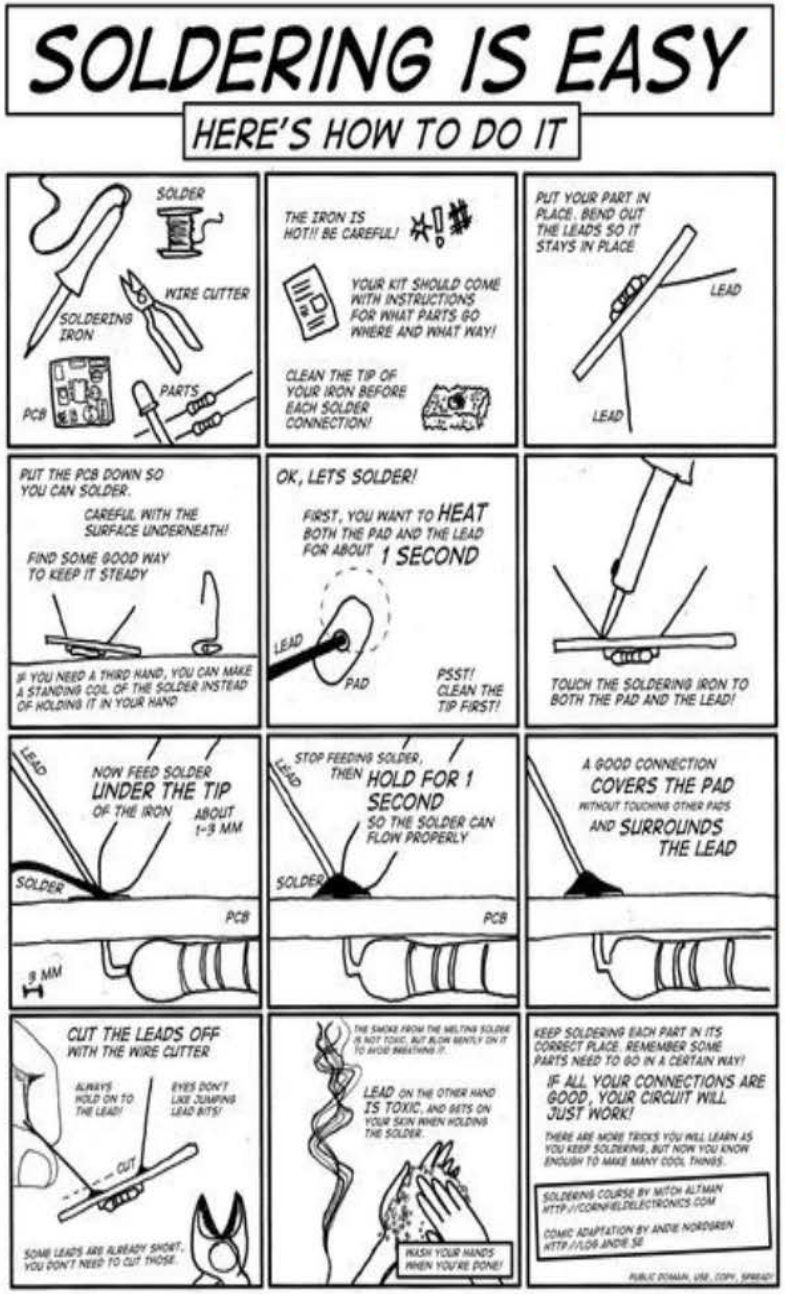


A specification is a list of characteristics a product must adhere to. The criteria are specific for that design and should be present throughout a products lifespan.

1. PURPOSE:
What should the product be able to do?

2. FUNCTION:
How is the product going to do what it's meant to do?

3. AESTHETICS:
What is the product going to look like?

4. CUSTOMER:
Who is going to use the product? Who is it designed for?

5. USER NEEDS:
How might the user interact with he product?

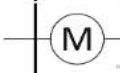
6. MATERIALS:
What is the product going to be made from?

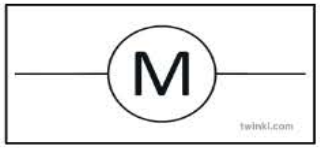
7. WEIGHT & SIZE:
What weight and size restrictions are needed?

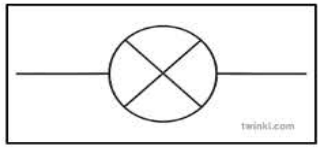
8. COST:
What will it cost to make the product? Selling price?

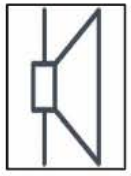
9. SAFETY:
How safe must the product be?

10. SUSTAINABILITY:
Will materials be recycled?
What will happen at the end of its life?

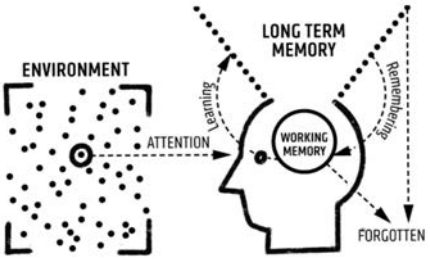
Name			What it does
Battery			The battery provides an electric current that can be used to do work.
switch			Stops or starts the flow of current
Wire			carry the electric current to various parts of a circuit
Motor			changes electricity into movement.
Resistor			restricts or limits the flow of electrical current
Bulb			current flowing through the light bulbs makes it light up.
Light emitting diode			Lights up when current flows through it
speaker			Converts an electrical signal into sound.







Component	Picture	Symbol	Explanation of what it does/how it works
Battery			The battery gives off a flow of electrons and provides an electric current that can be used to do work.
On/Off switch			Stops or starts the flow of current
Wire			carry the electric current to various parts of a circuit
Motor			changes electricity into movement.
Resistor			restricts or limits the flow of electrical current
Bulb			current flowing through the light bulbs makes it light up.
Light emitting diode			Lights up when current flows through it
Loudspeaker			Converts an electrical signal into sound waves providing the most faithful reproduction

Your Bare Essentials Reflection	
In your own words summarise your learning.	
	
Explain the importance of what you have learnt.	
	
How does this link with other subjects?	What follow up questions will you ask?
	

BARE ESSENTIALS

SUBJECT: Design & Technology **YEAR: 8** **TERM: Spring 1**

Big Question: What's the best design to remove food from a tray?

End point task: To design and make spatulas

Did you know?

- The term 'spatula' was first used in the early 16th century to refer to a range of implements with broad, flat blades used not only in cooking, but also in medicine (i.e. a tool to spread ointments), and masonry (i.e. a tool to spread or mix solutions)
- According to Bee Wilson, author of *Consider the Fork*, the soft, rubber kind of spatula used for scraping cake batter was once referred to as a "child cheater" because of its knack for cleaning all traces of batter, thus depriving kids of the finger-licking fun of gobbling what's left in the bowl
- The spatula goes by many other names. Depending on what country you're in and what particular food you might be preparing, it can be called a "flipper," a "scraper," or, as some British prefer, a "fish slice."

Where is this learning coming from?

During key stage 3 you will have:

- Developed specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.
- Worked with different materials based on their properties to design an item fit for purpose
- Selected from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture

Where is this learning going?

In year 9 you will further your design skills having learnt from the items made in year 8 and your knowledge of different materials and design considerations. The knowledge gained about laminating will guide you in future designs.

What will you know as a result of this?

- They will have an increased awareness and knowledge of material properties and their characteristics
- An appreciation of the needs and wants of a specific target market
- Understand the importance of ergonomics and anthropometrics in relation to products

Career links:

- Kitchenware designer
- Chef
- Product design
- Retail
- Carpentry

Useful weblinks:

https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-ks3-explain-this-laminating-wood/zmr8jhv

https://www.technologystudent.com/

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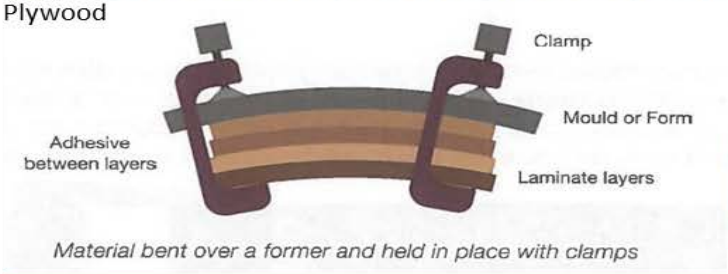
Laminating

Stiffening a material to improve strength, stability and flexibility.

Plywood



Material bent over a former and held in place with clamps

Manufactured boards

	Example	Properties	Uses
Medium Density Fibreboard (MDF)		This compressed board is rigid and stable and is easy to work with. It has a smooth surface but it is very absorbent.	Flat pack furniture, kitchens and toys
Plywood		This is a laminated board it is stable due to its alternate layering a 90˚. It has good water resistance.	Furniture, shelving, skateboards and exterior fencing
Chipboard		This compressed board not as strong as MDF or plywood is prone to chipping	Flooring, low end furniture kitchen units & cupboards

Aesthetics

- Where did the designer get their inspiration? Could the product look better?
- Do you think it looks attractive or ugly, Why?
- What does the product look like? *THINK* shape, form, materials, size, beauty, ugliness

Cost

- Is it affordable to your customer? Will it make a profit?
- Is it value for money?
- How much does it cost £ £

Customer

- What impact would it have on a customers life?
- Why would a customer buy it? What makes it suitable for them?
- Who would buy it? Who would use it?

Environment

- What is the products impact on the environment? *THINK* batteries, rethink, refuse, reduce, reuse, recycle, lifecycle
- How would the product be disposed of?
- Is the product needed or wanted? How long will it last?

Safety

- Is the product high quality? Does it meet safety standards?
- How has the designer considered safety?
- Could the product hurt anyone? Are there any sharp edges?

Size

- Is it an appropriate size? Would it work better if it was bigger or smaller?
- Does it come in different sizes ?
- How big is it?

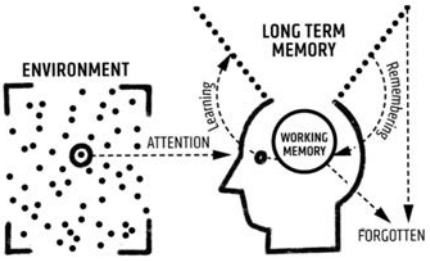
Function

- Does the product work? Could the product work better?
- How does the product work? Why is the product needed?
- What does the product do? Is it easy to use?

Materials

- What impact could the designer's choice of material have on the environment?
- Would a different material make it better?
- What material has it been made from?

Together: We Care, We Challenge, We Excel

Your Bare Essentials Reflection
In your own words summarise your learning.

Explain the importance of what you have learnt.


How does this link with other subjects?	What follow up questions will you ask?
	

BARE ESSENTIALS

SUBJECT: Food Technology **YEAR:** 8 **Term:** Spring 1

Big Question: People today have many different dietary needs. Identify a range of different needs clients may have and choose one to explore in more detail.

End point task: You are going to be planning and making various dishes which include dishes for special diets.

Did you know?

Asparagus is a good source of vitamins A, C and E, B-complex vitamins, potassium and zinc. An avocado has more than twice as much potassium as a banana. Broccoli contains twice the vitamin C of an orange and almost as much calcium as whole milk, and the calcium is better absorbed! Celery is the best vegetable source of naturally occurring sodium. Kale contains lutein and zeaxanthin, which protect the eyes from macular degeneration To increase the protein in peanut butter, Brewer's yeast can be mixed in - a useful tip for vegetarians. Pumpkin seeds are high in zinc, which is good for the prostate and building the immune system. Lemons are considered one of the world's healthiest foods - one lemon contains your daily dose of vitamin C, it cleanses the liver, boosts your immunity and aids in weight loss. Try adding it to a mug of warm water to kick start your day! Eggs contain the highest quality food protein known. All parts of an egg are edible, including the shell which has a high calcium content. The mushroom is the only non-animal natural source of vitamin D.

Where is this learning coming from?

Continuation from year 7 scheme of learning. Student's will have personal experience and/or be aware of different dietary requirements and how vitamins and nutrients are the basis of healthy diets. There will be crossovers with Physical Education in terms of healthy eating and food as a source of energy to maximise performance.

Where is this learning going?

In year 9, We reinforce existing skills as well as learning new skills to develop a knowledge and understanding of food sources and types: how crops are grown, meat and poultry are reared and how fish is caught. Develop a knowledge and understanding of primary processing of wheat and milk, secondary processing of milk into butter, cream, yoghurt and cheese, flour into bread and pasta.
In year 9 students build up a bank of medium/high level skills. To give students the skills and confidence to select and make their own dishes as they move to make their GCSE choices. We introduce students to ingredients/dishes they may not have tried before. To understand the link between diet and health. To reinforce principles of food safety and accident prevention.

What will you know as a result of this?

- Become familiar with (and more confident in) the cooking area
- Use the cooker safely (grill, hob, and oven.)
- Understand how to apply the 4C's to Good Food Hygiene
- Sources of food: cereal products
- Prepare a range of fresh ingredients (peeling, grating, and chopping)
- Experimenting with different ingredients
- Evaluating finished products taking into consideration taste, texture aroma and deciding how they could be improved or developed further

Career links:

- Animal nutritionist
- Community education officer
- Food technologist
- Health improvement practitioner
- International aid/development worker
- Medical sales representative
- Naturopath
- Nutritional therapist
- Nutritionist
- Catering manager
- Chef
- Dietitian
- Health service manager
- Herbalist
- Personal trainer
- Product/process development scientist

Useful weblinks:

https://www.foodafactoflife.org.uk/

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Lesson	Bare Essentials to remember **(words in bold are in your keywords) :**
1.	**Hygiene and Safety** Hygiene and safety rules, personal hygiene, high risk foods, micro=organisms, cross contamination, food poisoning. Eatwell guide - groups/portions and links to nutrients Healthy Eating guidelines
2.	**Food Choice- Special dietary needs** A range of factors that can affect food choice. Ethical food choice Identifying individual dietary needs - Age based nutritional needs Practical skill development. Sauce making, temperature control, multitasking. Demonstration - to develop skills and ideas
3.	**Bolognese - Practical**
4.	**Snacks - casings and fillings** **Developing practical skills** **Adapting recipes Design and making a snack. Bread v pastry Forming a dough, rolling, shaping, filling, baking** **or** **A dairy based dessert - Cheesecake based or independent choices Layering, presentation skills**
5.	**Multi-cultural cooking** Multicultural main meals -
6.	**Curry/ Chilli/Stir fry Practical**
7.	**BIG QUESTION-** **People today have many different dietary needs. Identify a range of different needs clients may have and choose one to explore in more detail.**
8.	**Improve and develop** **Big question feedback and improvements**
9.	**Practical Challenge** **Plan and make a main meal dish that will meet the needs of your chosen client. Explain how and why you have adapted your recipe, make sure you refer to the eatwell guide , healthy eating guidelines and specific nutrients.**
10.	**Practical Challenge Practical**

Year 8 Food Knowledge Organiser: Principals of Nutrition

What is the Eatwell Guide?
The Eatwell Guide is a guide that shows you the different types of food and nutrients we need in our diets to stay healthy.

Why is the Eatwell Guide important?
The Eatwell Guide shows you how much (proportions) of food you need for a healthy balanced diet.

What are the consequences of a poor diet?
A poor diet can lead to diseases and can't stop us from fighting off infections.

What are the sections on the Eatwell Guide?
1. Fruit and vegetables
2. Potatoes, bread, rice, pasta and other starchy food
3. Dairy and alternatives
4. Beans, pulses, fish, egg, meat and other proteins
5. Oils and spreads

Macronutrients
Needed in large amounts to help the body to function properly

Fat

Function: Energy, Warmth, ection of organs

Sources:

Saturated Fat (Bad Fats)	Unsaturated Fat (Good Fats)
Meat	Avocado
Processed Foods	Nuts
Lard	Olive oil

Too much
- Obesity
- Type 2 diabetes
- Heart Disease

Protein

Function: Growth and Repair, Energy

Sources:

Plant (LBV)	Animal (HBV)
Nuts	Eggs
Quorn	Fish
Beans	Meat
Lentils	

Too much	Too little
Turns to fat if not turned into energy	• Anaemia • Slow growth in children

Carbohydrates

Function: Energy

Sources: Bread, Pasta, Rice, Wheat, Potatoes, Cereals

Sugars: Cakes, Sweets

We should consume no more than 30g of sugar per day

Too Much
- Weight Gain -Tooth decay
- Type two diabetes -Heart disease

Water
Keeps us hydrated.

Source
Drinks, fruit and vegetables, soup.

Function	Too little
• Controls body temperature. • Gets rid of waste in the body.	• Dehydration leads to headaches, irritability and loss of concentration.

Fibre
Function:
It helps us poo
It helps to get rid of waste

Source:
Wholegrain, whole wheat, wholemeal cereals, Peas and beans

Too Little
- Constipation
- Bowel Cancer

Vitamin	Sources	Function
Vitamin A	Fish, eggs, oranges	Helps us to see well
Vitamin C	Oranges, tomatoes, vegetables	Helps to heal cuts, helps the immune system.
Vitamin D	Eggs, the sun	Helps our bones to grow
12 B Vitamins	Cereals, meat, fish	Helps to keep us healthy

Micronutrients
Needed in small amounts to help the body to function properly

Mineral	Sources	Function
Iron	Red meat, spinach, beans and lentils	Helps our red blood cells carry oxygen so that we are not anaemic.
Calcium	Milk, cheese and some cereals	Help us to have strong bones and teeth.

Year 8 Food Knowledge Organiser: Where Food Comes From / Function of ingredients.

Function of ingredients
Each ingredient has an important role in the making of each dish.

Cupcakes	
Self-raising flour	Makes the cake rise (increase in size.
Caster sugar	Makes the cake sweet.
Margarine	Makes the cake moist.
Egg	Binds the mixture together
Vanilla essence	Adds flavour


Bread	
Strong flour	To provide structure.
Yeast	Makes the bread rise.
Water	Provides moisture.

Seasonal Foods

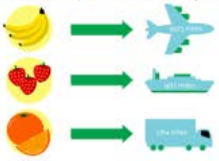
What is seasonal food?
Food grows at different times of year in England. The time that food is ripe for eating is known as its season. Food grows in different countries at different times, so if food is not in season in England, it can be transported from another country.

Why is eating seasonal food whenever you can a good idea?
- Seasonal foods are fresher.
- Seasonal foods taste better, as they are full of flavour.
- Seasonal foods have less environmental impact because carbon footprints are reduced.
- Local foods supports the local community.

What is are Food Miles?
The distance food has travelled.
Less food miles are better for the environment.

How to reduce them:

Eat seasonal, local food where possible



What is a Carbon Footprint?
The amount of energy you use during your lifetime.

How to reduce it:

Don't fill he kettle (only boil what you need)
Reduce food waste
Eat seasonal, local food where possible
Reuse/Recycle food packaging

Food Waste

What is food waste?
Food waste is food that is discarded, lost or uneaten.

What is the difference between best before, use by and sell by date?
- Best Before date: It means the product will taste best up until that date. It is still edible and okay to eat a little past the listed date, though you may notice a slight change in texture, flavour, or colour.
- Use by date: The date that food should be used by. After this it may be unsafe.
- Sell by date: a date marked on a perishable product indicating the recommended time by which it should be sold.

Tips for reducing food waste
- Reduce
- Reuse
- Redistribute/recycle
- First in first out
- Store food correctly - use your freezer
- Don't cook too much
- Know the difference between best before and use by dates

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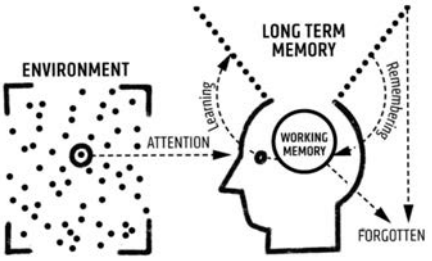
Your Bare Essentials Reflection	
In your own words summarise your learning.	
	
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