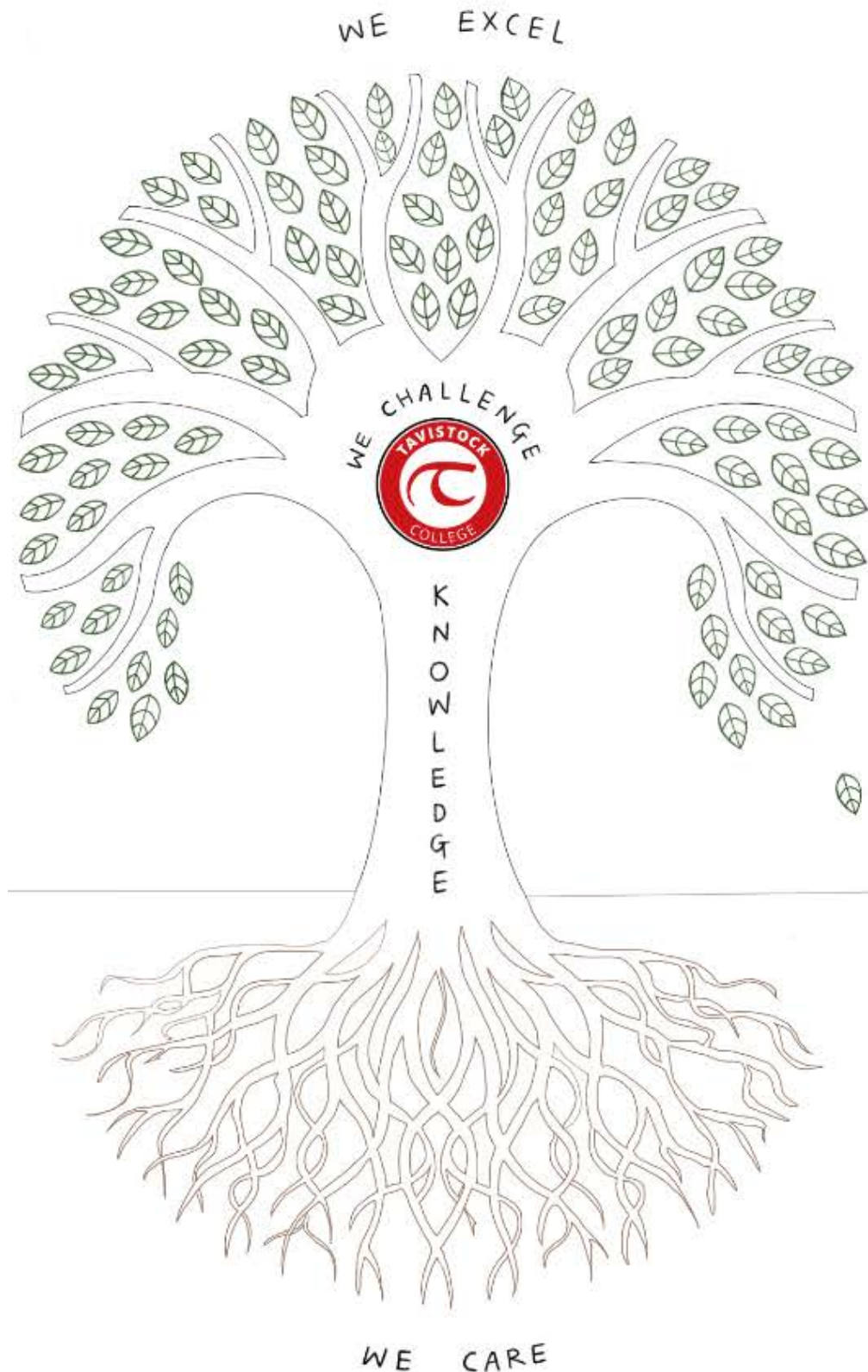


The Bare Essentials



YEAR 8 Spring Term 2

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.

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Physical Education Faculty

Please note students will need to look at the Bare Essential for the relevant PE rotation they are doing this term.

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Science Faculty

Please note students will need to study what is appropriate to their class code

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Technology Faculty

Please note all students take Computing but students will need to look at the Bare Essential for the DT rotation they are doing this term.

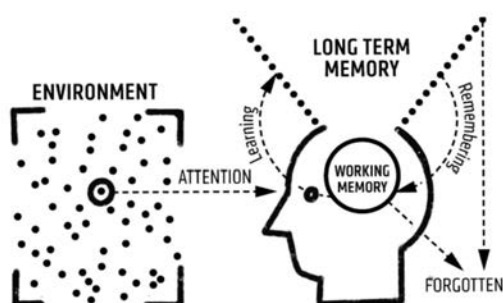
- Computing Page 71 - 74
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Homework

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 Kinsley 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 

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




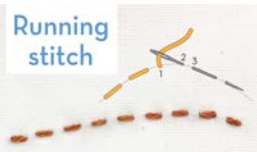


Useful weblinks:

<https://www.youtube.com/watch?v=8FhrhH9k-PY>
<https://www.youtube.com/watch?v=u9uyhbb2W30>



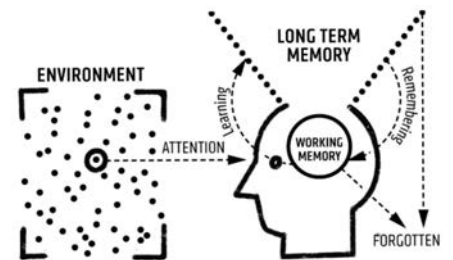
Topic	Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
1:Introduction to the Day of the dead	Students will examine what the Day of the Dead represents and how it fits in modern culture. They will write definitions of Calaveras , Papel Picado and Ofrendas , before designing their own Calavera	<p>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.</p> <p>Calaveras are skulls traditionally made from sugar, representing the sweetness of life.</p> <p>Papel Picado is delicately decorated tissue paper, like bunting, represents wind and the fragility of life.</p> <p>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.</p> <p>Running stitch is a simple needlework stitch consisting of a line of small even sewing stitches.</p> <p>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.</p> <p>Chain stitch is a decorative sewing and embroidery technique in which a series of looped stitches form a chain-like pattern.</p>
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	



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.
Running stitch 	<ol style="list-style-type: none"> 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.
Backstitch 	<ol style="list-style-type: none"> 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.
Chain stitch 	<ol style="list-style-type: none"> 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?



Together: We Care, We Challenge, We Excel





Big Question: How do I play Music as part of a band?

End point task: Performance of a popular Music song

Did you know?

- The **UK music industry** contributed **£5.2 billion** to the UK economy in 2018
- The **Live Music sector** made a contribution of **£1.1 billion in 2018** – up 10% from £991 million in 2017
- **Employment** in the industry hit an all-time high of **190,935** in 2018
- The total **export revenue** of the music industry was **£2.7 billion** in 2018
- **Music tourism** alone contributed **£4.5 billion** to the UK economy in 2018 – up 12% from £4 billion in 2017
- The term 'pop music' became commonly used in the 1950s when rock and roll music became a 'popular' hit with teenagers
- Today there are hundreds of different types of pop music, also known as 'genres', including **K-pop** (Korean pop), **hip hop**, **electronic dance music** (EDM) and **rock music**
- Playing as part of a band develops social, communicative and teamwork skills



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, Pop, Guitar Riffs
- Chords that you have played in Y7 and Y8
- Accompaniment that you have played in Y7 and 8
- Pop songs that you have listened to
- Famous Musicians that you may know
- Working with a partner to play Music together
- 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: How do I play Music as part of a band?
- 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 Music GCSE through looking at specific genres, styles and techniques of music
- Develop your social and communication skills which will support interactions and interviews using empathy, negotiation and vocal and facial expression and body language
- More challenging group performances

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 group to create a Music performance
- How to play an instrument as part of a class performance
- How to read chord sheets
- How to find chords on the piano on guitar
- How to play a bass line from a chord sheet
- How to play a simple drum beat
- 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:

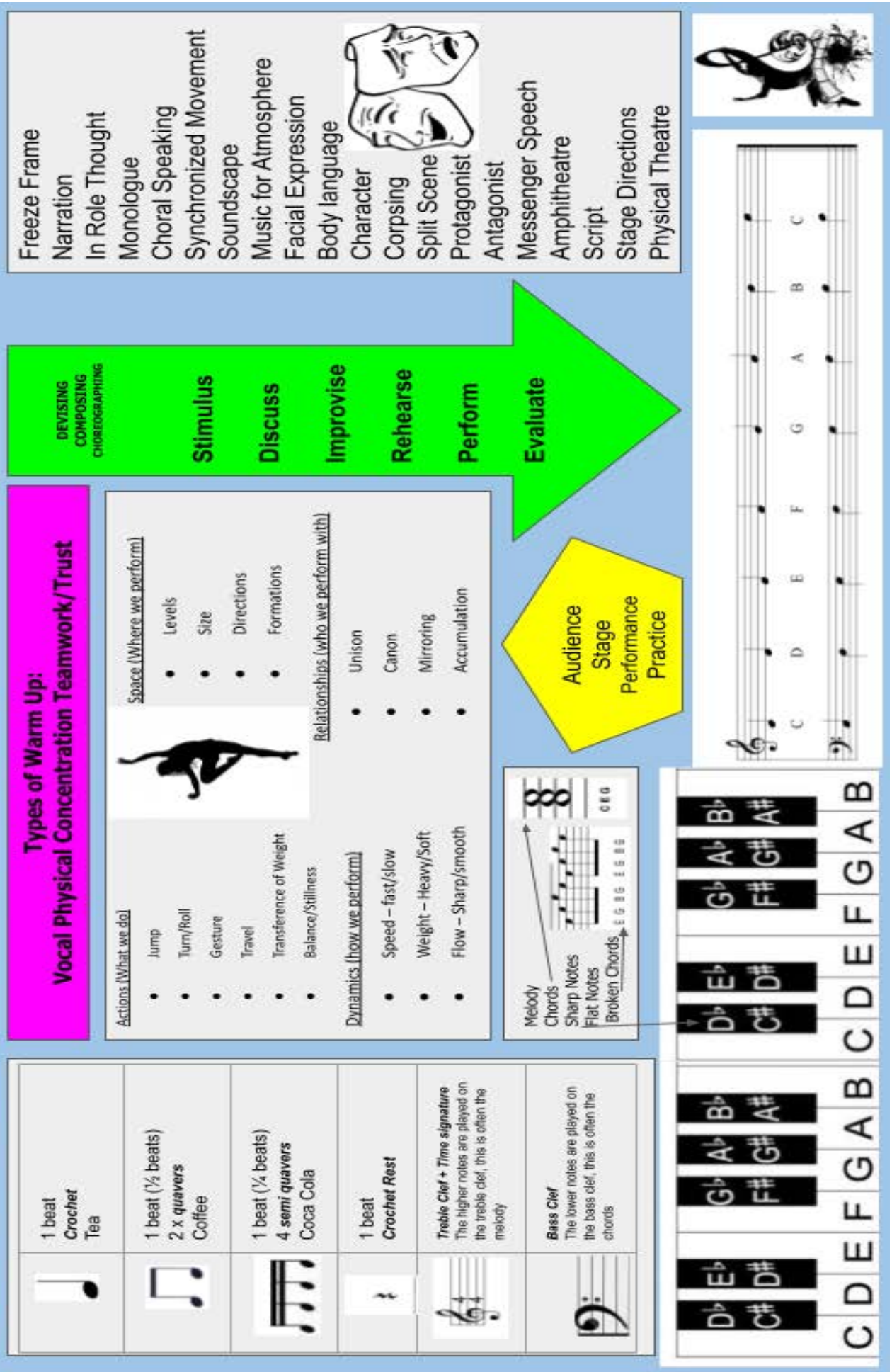
- <https://www.bbc.co.uk/bitesize/subjects/zmsvr82>
- <https://www.onlinepianist.com/virtual-piano>



Unit Content Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
<u>Listening</u> We will explore pop music through Aural work, listening to different Instrumentation and Rhythm . We will develop our Aural skills to pick out certain features of the Music.	<ul style="list-style-type: none"> • Warm up exercises in Performing Arts - Vocal, Physical, Concentration, Trust/ Teamwork - look back at Bare Essentials for Autumn and Spring 1 for details • The process of creating performing arts work - Stimulus, Discuss, Improvise, Rehearse, Perform, Evaluate - - look back at Bare Essentials for Autumn and Spring 1 for detail • Performer - <i>someone who acts, dances, sings and shares their work with an audience</i> • Audience - <i>a group of people watching and listening to a performance</i> • Melody - <i>The tune, a series of notes that are musically satisfying</i> • Notation - <i>visual record of heard or imagined musical sound, or a set of visual instructions for performance of music</i> • Pitch - <i>How high or low a note should be played</i> • Accidentals - <i>A music 'sign' that affects the pitch of a note</i> • Sharps - <i>The black note to the right of a white note</i> • Flats - <i>The black note to the left of a white note</i> • Rhythm - <i>A regular repetition or grouping of beats - have a look at the slight difference in dance terminology</i> • Timbre - <i>The 'sound quality' or 'tone colour' of a particular voice or instrument</i> • Time Signatures - <i>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</i> • Aural - <i>Listening skills - Recognising key terms through listening to Music</i> • Instrumentation - <i>Particular instruments used in a piece of Music</i> • Chords - <i>Playing more than one note at a time</i> • Major Triad - <i>A three note chord that consists of the root note, a major third and the perfect fifth</i> • Minor Triad - <i>A three note chord that consists of the root note, a minor third and the perfect fifth</i> • Class Performance - <i>A whole class performance of a piece of Music</i> • Tempo - <i>The speed that Music is played</i> <p><i>*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)</i></p>
<u>Carousel</u> We will learn how to play chords, rhythms or basslines on a variety of different instruments. We will change instrumentation throughout the lesson to sample everything.	
<u>Rhythm and Time Signatures</u> We will explore the use of Rhythm and time signatures in performance . The majority of the songs we have performed so far have been in 4/4 however not all of our chords will be played for 4 beats at a time	
<u>Major and Minor Triads</u> We will explore the differences between major and minor triads . What notes are in the chords and how do we form these chords on different instrumentation ?	
<u>Class Performance</u> We will pick an instrument and make a class performance of the song, ensuring that our timing and rhythm stays at a consistent tempo	
<u>Group Performance</u> We will split into smaller groups to perform as part of bands.	
<u>Rehearse</u> 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 .	
<u>Perform and Record</u> 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!	
<u>Evaluate</u> You will watch your film and evaluate your group's performance using CRESS .	

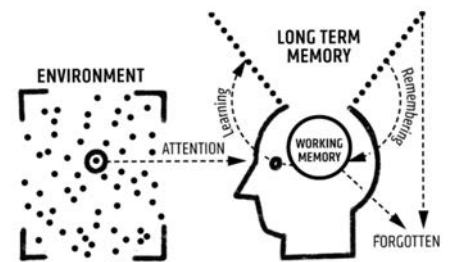


Knowledge Organiser Performing Arts Combined Course Yr 7: What skills do we need to create performance work?



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 2

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=mqlfTG40RUl&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:
<p><u>Mime lessons</u> 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.</p>	<ul style="list-style-type: none"> ● 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
<p><u>Mask lessons</u> 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.</p>	<ul style="list-style-type: none"> ● 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
<p><u>Melodrama lessons</u> 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.</p>	<ul style="list-style-type: none"> ● Freeze frame - a 3D frozen picture that is silent, still and clearly understandable by an audience ● Synchronised 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
<p><u>Stimulus. Discuss. Improvise</u> 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.</p>	<ul style="list-style-type: none"> ● 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
<p><u>Improvise Rehearse</u> 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.</p>	
<p><u>Perform and Record</u> 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!</p>	
<p><u>Evaluate</u> You will watch your film and evaluate your group's performance using CRESS.</p>	<p>*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)</p>

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

Melody
Chords
Sharp Notes
Flat Notes
Broken Chords

E G B G E G B G C E G

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



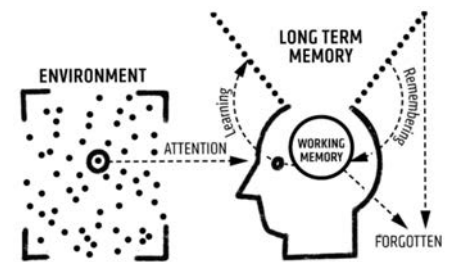
D^b E^b G^b A^b B^b C[#] D[#] F[#] G[#] A[#]

C D E F G A B C D E F G A B

C D E F G A B C

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?



.Big Question: How does Priestley use language, structural techniques and forms to convey his socialist views?



End point task: Written assessment analysing the techniques used to convey his socialist message.

Did you know?

- An Inspector Calls is a play written by English dramatist J. B. Priestley. It was first performed in the Soviet Union in 1945 and at the New Theatre in London the following year. It is one of Priestley's best-known works for the stage and is considered to be one of the classics of mid-20th century English theatre
- The play is a three-act drama which takes place on a single night on 5 April 1912. The play focuses on the prosperous upper middle-class Birling family, who live in a comfortable home in the fictional town of Brumley, "an industrial city in the north Midlands." The family is visited by a man calling himself Inspector Goole, who questions the family about the suicide of a young working-class woman in her mid-twenties
- The play has long been considered part of the repertory of classic drawing-room theatre
- The play has been hailed as a scathing criticism of the hypocrisies of Victorian and Edwardian English society and as an expression of Priestley's socialist political principles



Where is this learning coming from?

In Year 7 you were introduced to the idea of playwriting through the study of Shakespeare's *The Tempest*. This term you will be revising those key techniques of theatre and playwriting and exploring how they are used to convey a social message to the audience and wider society.

Where is this learning going?

The skills you practise during this unit will be revisited in Year 9 where you will study Shakespearean tragedy. Your knowledge will be further developed in Year 10 with the study of Shakespeare's *Romeo and Juliet* and finally in Year 11 with a modern play *DNA* by Dennis Kelly which both form an essential part of your English Literature GCSE.

What will you know as a result of this?

- You will know the plot, characters and themes of *An Inspector Calls*
- You will have an understanding of the historical, social and political context of the play
- You will be able to identify and explore linguistic and theatrical techniques used by the playwright
- You will be able to comment on the writer's intentions and the audience's reaction

Career links:

English is a core subject in which you learn the vital skills to evaluate, analyse and form opinions of texts, in order to share and report your findings. This is a valuable and necessary skill for any type of further education or future employment.

Specific careers could include:

- Theatre critic
- Playwright
- English teacher
- Primary school teacher
- University lecturer

Useful resources:

Copy of the Play:

<https://www.studocu.com/en-gb/document/the-london-school-of-economics-and-political-science/managerial-accounting/an-inspector-calls-full-play-text/25312318>

Performance of the Play:

<https://www.youtube.com/watch?v=zXT0FqfrQWM>

Study Guides:

<https://www.bbc.co.uk/bitesize/topics/zpr639q>

<https://www.sparknotes.com/drama/an-inspector-calls/>

<https://www.coursehero.com/lit/An-Inspector-Calls/>

Knowledge Organiser:

<https://thedeacademy.org/wp-content/uploads/2019/10/English-Y10-An-Inspector-Calls-Knowledge-Organiser.pdf>



Lesson	Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
1. Plot Overview	Introduction to key terminology: Responsibility . Modern scenario of the play leading to extended persuasive writing task. Introduction to key context: socialism , women's rights, Priestley's biography. Fast Reading of the whole text.	Responsibility - to be accountable; to have a duty to deal with something Socialism - a political and economic theory of social organisation that promotes the idea that production, distribution, and exchange should be owned or regulated by the community as a whole Capitalism - an economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the state Suffrage - the right to vote in political elections
2. Historical Context	Create a timeline between 1850 and 1950 and add in events looking at 4 main strands: war; socialism vs capitalism; Women's rights; Priestley's biography. Use this timeline to identify the changes and developments between 1912 and 1945.	Dramatic Irony - the situation in which the audience of a play knows something that the characters do not know
3. Opening of the Play	Analyse the opening Stage Directions exploring the effect of theatrical conventions on the audience in setting the time, place and characters of the play. . Explore the use of Dramatic Irony to influence the audience's opinion of the characters and to convey Priestley's socialist message. Learn about different Theatrical layouts exploring the effect of each one on the audience	Omniscient - knowing everything Hubris - excessive pride or self-confidence Epiphany - a moment of sudden revelation or realisation
4. Inspector Goole	Explore the use of the Inspector as a tool used by Priestley to convey his socialist message through the use of stagecraft, characterization and language.	Morality - principles concerning the distinction between right and wrong or good and bad behaviour Determinism - a philosophical view, where all events are determined completely by previously existing causes
5. Mr Birling	Analyse the character of Mr Birling as a representative of the Capitalist rising middle class. Explore Priestley's use of dramatic irony and hubris to influence the audience's reaction to him. Evaluate Mr Birling's actions and social conscience . Analyse how Priestley uses Mr Birling to convey his socialist message.	Philanthropy - the desire to promote the welfare of others, expressed especially by the generous donation of money to good causes Hypocrisy - the practice of claiming to have higher standards or more noble beliefs than is the case
6. Sheila Birling	Examine the historical context of the campaign for Women's rights and the Suffrage movement. Explore Priestley's use of epiphany and its effect on the audience. Evaluate Sheila's actions and social conscience. Analyse how Priestley uses Sheila to convey his socialist message..	Consent - permission for something to happen or agreement to do something Social conscience - a sense of responsibility or concern for the problems and injustices of society
7. Gerald Croft	Examine the historical context of Victorian morality and hypocrisy . Investigate Priestley's use of determinism to explore the changes in the class system and expose the immorality of the upper class. Evaluate Gerald's actions and social conscience. Analyse how Priestley uses Gerald to convey his socialist message..	Stage Directions - an instruction in the text of a play indicating the movement, position, or tone of an actor, or the sound effects and lighting Class System - a system in which social status is largely determined by the family into which a person is born
8. Mrs Birling	Examine the historical context of Victorian Philanthropy . Investigate Priestley's use of hypocrisy to expose the immorality of the upper class. Evaluate Mrs Birling's actions and social conscience. Analyse how Priestley uses Mrs Birling to convey his socialist message..	
9. Eric Birling	Scrutinise the issues surrounding the concept of consent while linking to social responsibility and morality . Analyse how Priestley uses Eric to convey his socialist message.	
10. The end of the play and the writer's message	Explore the character's reactions at the end of the play and how this is a microcosm of Edwardian society.	



TIMELINE

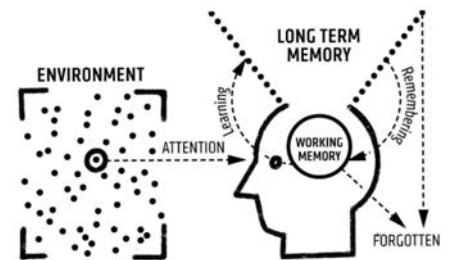
YEAR AND MONTH	WHAT HAPPENS	PERSON INVOLVED
September 1910	Eva sacked by Birling and Co.	MR BIRLING
December 1910	Eva employed by Milwards.	
Late January 1911	Eva sacked by Milwards.	SHEILA BIRLING
March 1911	Eva (calling herself Daisy Renton) becomes Gerald's mistress.	GERALD CROFT
Early September 1911	Gerald breaks off the affair.	GERALD CROFT
November 1911	Eric meets Eva.	ERIC BIRLING
December 1911/January 1912	Eva finds she is pregnant.	ERIC BIRLING
Late March 1912	Mrs Birling turns down Eva's application for help.	MRS BIRLING
Early April 1912	Eva's suicide/the Inspector calls.	ALL

Useful academic writing phrases:

What?	How?	Why?
The writer has chosen to portray....	Perhaps the most significant example of this...	When we consider that in this period of time
"Name of author" externalises ...		
The writer deploys...	The writer draws our attention to this with the phrase....	The audience/readers would be aware of....so....
The writer utilises...	In particular, their use of the character/line/language term....	The writer is positioning the reader to....
The writer has characterised.....	When we consider that the word....specifically means....	The writer is highlighting to the reader....
The writer has made a link between....	The connotations of.... suggest that	The writer causes the reader to consider....
The writer deliberately compares.....		
The writer chose to emphasise....	A key quotation to link to this idea is....	You get the impression that the writer wants to....
The writer uses.....to suggest....	By having....use the wordsthe writer is suggesting	When we consider that earlier/later on in the novel....
The writer emphasises the importance of...		The writer is showing us this now because....

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

Big Question: How many people can fit on Planet Earth?

End point task: Your end-point assessment tasks will include a range of written tasks designed to demonstrate the core knowledge you have learnt in this unit whilst encouraging you to make connections to your prior learning

Did you know?

- Around the World, roughly 235,000 people are added to the population every single day. That's more than 20 times the population of Tavistock joining our planet each day
- China currently has the largest population in the World with 1.426 billion people however it is expected that India's population will overtake China in the next few years
- If the entire world population stood together, shoulder to shoulder, they could fit in an area no larger than Greater London
- There are around 281 million people who live in a different country from their birth country



Where is this learning coming from?

Year 7 Brazil: How rapidly growing populations create both challenges and opportunities. Building on our understanding of the ingenious ways that people choose to live to overcome these challenges.

Tavistock Local Links: Tavistock has a unique population as there is very little migration to the area, shown by the fact that there is very little ethnic diversity amongst the Tavistock community with 98.3% of the population being White. In addition to this, over 28.9% of the population is aged 65 or over which has visible implications on the design and function of the town.

Where is this learning going?

Your learning will include what the world population looks like and the potential challenges and opportunities that arise as a result. As you continue into the Summer term this will support your study of the challenges that the planet faces. We will apply this knowledge to a case study on the Philippines exploring the strategies that they have had to employ to overcome the challenges of a rapidly growing population. We will also learn about migration and the push and pull factors that lead to migration around the world. As part of this we will have a look at the risks people are willing to take in order to migrate to new countries, with a focus on the Mexican and USA border.

What will you know as a result of this?

- You will know how the World population is changing and the patterns in population change across different countries
- You will learn how a growing population can bring both challenges and opportunities to a country
- You will learn how the Philippines has come up with strategies to cope with their rapidly growing population
- You will learn what migration is and the push and pull factors that lead to the decision to migrate
- You will learn to consider bias in the media surrounding migration and formulate your own opinions about migration in the UK

Career links:

There are a number of career paths linked directly and indirectly to the population. Here is a list of possible organisations and/or careers which involve working in the population sector:

- The UK Census Bureau
- Town Planner
- Office for National Statistics
- Data Analyst
- Local Government
- Demographer for the UN, WHO or another organisation
- Policy maker



Useful weblinks:

World Population Clock - Live Population Statistics: <https://www.worldometers.info/world-population/>

Office for National Statistics - Census Data: <https://www.ons.gov.uk/census>

Population & Migration Learner Guides via BBC Bitesize:

<https://www.bbc.co.uk/bitesize/topics/zq7nvcw#:~:text=Population%20is%20the%20number%20of,rates%2C%20death%20rates%20and%20migration.>



Lesson	Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
1. Population problems in the World	The population of the World is fast approaching 8 billion people and we have seen a faster rate of growth since 1950. Not only are there more people being added to the population , people are living longer meaning that we also have an ageing population to contend with. This rapid population growth has led to a number of problems such as overcrowding, poverty , housing shortages and decline in green spaces to make way for new places to live.	Population - all of the people that live in a particular place Ageing Population - a population that has an increasing median age because of low fertility rates and a higher life expectancy Life Expectancy - the average length of a person's life Poverty - not having enough money to meet basic needs such as food, clothing and shelter Archipelago - a group of islands Megacity - a city that has more than 10,000,000 people living there Migration - the movement of people from one place to another with the intention of settling there Push Factor - a reason that makes a person want to leave a location eg. conflict or lack of employment opportunities Pull Factor - a reason that makes a person want to go to a location eg. higher wages or family connections Conflict - a struggle or disagreement between two or more groups
2. How is population affecting Manila?	Manila is the capital of the Philippines; an archipelago in Asia. The population of Manila is over 21 million people making it a megacity . This rapid population growth has caused a number of problems for the country requiring it to act quickly. There is a strain on the resources of the city including healthcare, education and food supply.	
3. Mexico to USA	The USA and Mexico share a border that is 2000 km long, around 1 million migrants make the journey across the border every year - this migration is not always legal, which is why the US border force police the area. There are a variety of reasons that migrants opt to make the journey and these can be broken down into push and pull factors . Although there are some negative impacts for the USA, there are also positives such as migrants taking low paid, hard to recruit jobs.	
4. Death on the Beach	Some situations leave migrants feeling like they have no choice other than to go to extreme lengths to reach another country - this can sometimes end in the loss of life. Often there is more to a news report or picture than is immediately apparent so it is important that we ask questions and investigate like a geographer.	
5. The media's role in shaping personal opinions on Migration	The media can often show bias in its representation of migration , this can have an affect on how people feel about it too. When forming our opinion on migration it is important to consider both the positive and negative impacts that migrants have on our lives in the UK. Migrants can fill gaps in jobs that are in demand, both low paid and skilled work - 15% of the NHS workforce are migrants. However, conflict can arise as a result of migration particularly within communities.	
6. Assessment	As part of your end-point you will complete a variety of tasks focusing on the core knowledge you have learnt about population and applying it to the case studies we have looked at.	
7. D.I.R.T	This lesson will be used to improve upon and reflect on your progress within this unit of study.	

Facts about global populations

1. People are unevenly distributed (spread out) around the world (including in the UK).	8. Population structure means the 'make up' or composition of a population – how it is divided up between males and females of different age groups.
2. The current global population is around 7.7 billion people.	9. Population structure is usually shown using a population pyramid.
3. Population density = total population + total land area in km ²	10. The fertility rate is the average number of babies born per woman.
4. Births - usually measured using the birth rate (number of live births per 1,000 of the population per year).	11. Life expectancy is the average age a person can expect to live in a place or country.
5. Deaths - usually measured using the death rate (number of deaths per 1,000 of the population per year).	12. Developing countries tend to have a high number of young people, whilst many advanced countries have an ageing population.
6. The difference between the birth rate and the death rate of a country or place is called the natural increase. Natural increase is calculated by subtracting the death rate from the birth rate.	13. Countries such as Japan and Italy have rising life expectancy and very low birth rates, leading to an ageing population structure.
7. A few countries (with very low birth rates) are experiencing a natural decrease in population – this includes Italy, Japan and Russia.	14. There are 2 major contributors to the idea of the balance between population and resources: pessimistic (doom and gloom) of Thomas Malthus and the optimism (the glass is half full) attitudes of Esther Boserup.



Location of the Philippines:
South East Asia
North Pacific Ocean
Neighboring countries are Malaysia and Indonesia
Capital City: Manila

Case study: Mexico to USA



Mexico to USA Migration Push v Pull factors

Push Factors	Pull Factors
Medical care	Improved living conditions
War	Lack of conflict
Shortage of Food	Better Housing
Not enough jobs	Job Opportunities
Natural disasters	Safer environment

Key terms

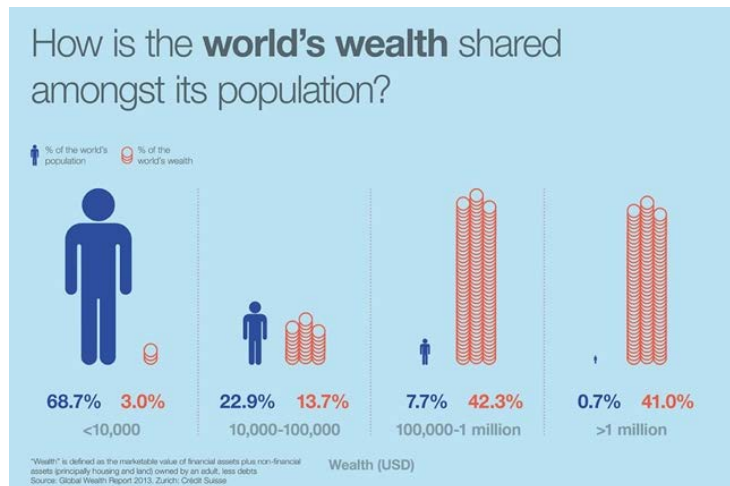
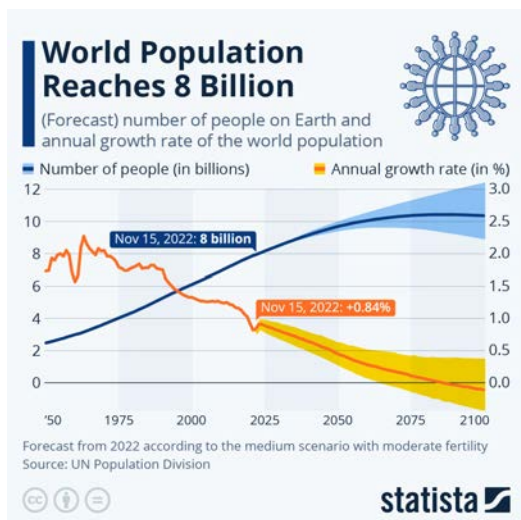
Push factors	Reasons for leaving a place
Pull factors	Reasons for going to a place
Migration	Movement of people to a permanent home for a minimum of 1 year
National	Relating to a country
International	Relating to many countries
Host country	The place you have gone to
Origin country	The place you have come from
Immigrant	Moving INTO the country
Emigrant	Moving OUT of the country
Economic migrant	The main reason to leave is to become more financially stable
Refugee	Moving to a place of safety from chaos
Rural-urban migration	Moving from villages/towns to cities
Asylum	to claim safety in another country



Sold out! Flights and buses full as Romanians head for the UK

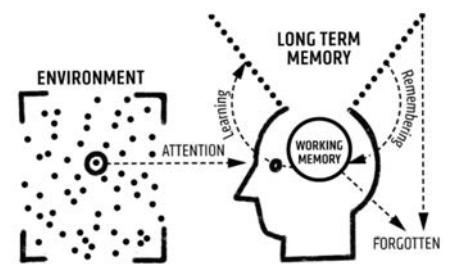


What influences people's perceptions of Migration?



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 2



Big Question: How were the Nazis able to implement the Final Solution? Why has there been so much conflict in the middle east?

End point task: End of Term Review task and knowledge based assessment

Did you know?

- Anti Semitism existed in Europe long before the Nazi era
- Most Nazi Death camps were not in Germany
- Israel did not exist before World War II
- The Final Solution is not the only Genocide of modern times



Where is this learning coming from?

Year 8 Spring Term 1 : The origins of the Holocaust and the conflict in the middle east can all be placed in the wider context of WWII.

Where is this learning going?

Your learning will focus on who the Nazis were and why they followed a policy of persecuting both German and then European jews. As you go through this topic you will see how this policy impacted the countries of Europe and also how it led to jewish emigration to the middle east. This in turn led to the creation of Israel and fuelled conflict in the region. If you continue with History GCSE your learning in Yr 8 will feed into the GCSE paper 3 on Germany 1918-39. If you continue with History into KS5, your learning in Yr 8 will help you understand some of the political developments discussed in Paper 2 Italian Fascism.

What will you be able to answer as a result of this?

- Who were the Nazis?
- Why did they hate Jews?
- How did their persecution of the Jews change over time?
- What impact did this persecution have?
- How do we remember the Holocaust today?
- Why was the state of Israel created after WWII?
- Why has there been so much conflict in the middle east since WWII?
- What other genocides have happened in recent times?

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 The National Trust
- Record Offices, Archives, Libraries and Universities
- Archaeology, Architecture and the conservation of buildings or artefacts
- Museums and galleries
- Teaching in schools



Useful weblinks:

BBC Bitesize on WWII and the Nazis <https://www.bbc.co.uk/bitesize/topics/zk94jxs>

The Centre for Holocaust Education (KS3)

<https://holocausteducation.org.uk/teacher-resources/post-it-online-courses/>

Th Holocaust Explained <https://www.theholocaustexplained.org/>

Conflict in the Middle East resources (KS3)

<https://schoolhistory.co.uk/ks3/significant-society-issue-in-world-history/conflict-in-the-middle-east/>



Lesson	Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
1 The roots of anti semitism	The roots of <u>anti semitism</u> from the middle ages and the York massacre in England to the Dreyfus affair in late 19th century France. Why have the Jewish people of Europe been <u>persecuted</u> and how does this affect our understanding of the <u>Holocaust</u> ?	<p>'Holocaust - the mass murder of Jewish people under the German Nazi regime during the period 1941–5. More than 6 million European Jews, as well as members of other persecuted groups such as Romani, gay people, and disabled people, were murdered at concentration camps such as Auschwitz.</p> <p>Genocide - the deliberate killing of a large number of people from a particular nation or ethnic group with the aim of destroying that nation or group</p> <p>Anti Semitism - hostility to or prejudice against Jewish people.:</p> <p>Persecution - hostility and ill-treatment, especially on the basis of ethnicity, religion, or sexual orientation or political beliefs.</p> <p>Ghetto - an isolated or segregated group or area of a particular kind</p> <p>Resistance - a secret organisation resisting authority, especially in an occupied country.</p> <p>Zionism - a movement for (originally) the re-establishment and (now) the development and protection of a Jewish nation in what is now Israel. It was established as a political organisation in 1897 under Theodor Herzl, and was later led by Chaim Weizmann.</p>
2. The roots of anti semitism 2	The roots of <u>anti semitism</u> from the middle ages and the York massacre in England to the Dreyfus affair in late 19th century France. Why have the Jewish people of Europe been <u>persecuted</u> and how does this affect our understanding of the <u>Holocaust</u> ?	
3. Stories of the Holocaust. Life in Nazi Germany	What was life like for Jews and other minorities in Nazi Germany between 1933-39? How did the Nazi <u>persecution</u> of the Jews change over time? We will look at events such as the boycott of Jewish shops and businesses, The Nuremberg race laws and Kristallnacht	
4. Stories of the Holocaust 2. Early years of WWII	This is the first of 2 lessons that focuses on what happened to the Jewish people of Europe, especially in Eastern Europe, after the outbreak of WWII. The lesson will focus on the earlier stages of the <u>Holocaust</u> with a particular emphasis on the <u>ghetto</u> policy.	
5. Stories of the Holocaust 3. The Death camps	This is the second of the lessons that focuses on the treatment of European Jews after the outbreak of WWII. The key topic covered are the Death Camps that were built in Eastern Europe following the Wansee conference and the “Final Solution”	
6. Jewish resistance	The lesson will focus on how various Jewish , and other <u>persecuted</u> minority groups opposed and actively resisted the Nazis. Various events will be covered from the Warsaw ghetto uprising through the actions of partisans to <u>resistance</u> in the Death Camps.	
7. Rebuilding Lives	The focus now moves to how survivors of the Holocaust were able to rebuild their lives after WWII. We will use the case study of Ziggi Shipper, a Polish Jew who survived Auschwitz to describe and explain the process of rebuilding lives. The lesson will end with some focus on the Palestine question. This will link into the next 3 lessons which will focus on the Middle East post WWII.	
8. An introduction to the Middle East	This lesson will focus on the wider History and Geography of the Middle East and how conflict in the region has grown since the creation of Israel post WWII.	
9. Israel - Palestine Conflict	Israel - Palestine Conflict - this lesson covers the origins of the troubles in the Middle East. There is a debate focused on who is to blame and who does the land rightfully belong to. Both <u>Zionist</u> and Palestinian interpretations are covered	
10. Genocide in the 20th and 21st century	The final lesson in this sequence places the Holocaust in the wider context of racial and ethnic conflict and <u>Genocide</u> . There will be a focus on European issues such as the Bosnian <u>Genocide</u> as well as looking into other conflicts ranging from Cambodia to Namibia. The end of unit test will focus on some of the issues covered	



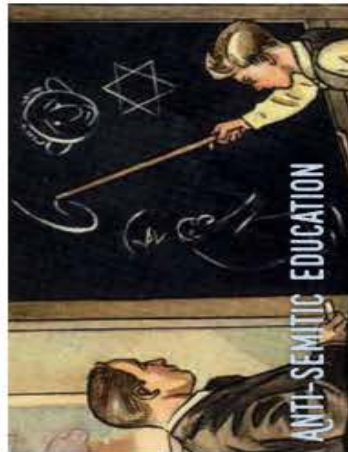
Year 8 World War Two

BQ: How did the world end up in another war and what were the trials and turning points?
Anti-Semitism and The Holocaust

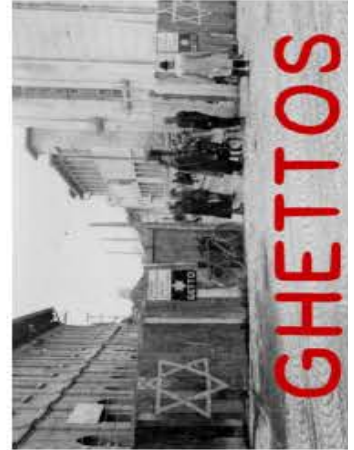
HISTORY

A History of anti-Semitism

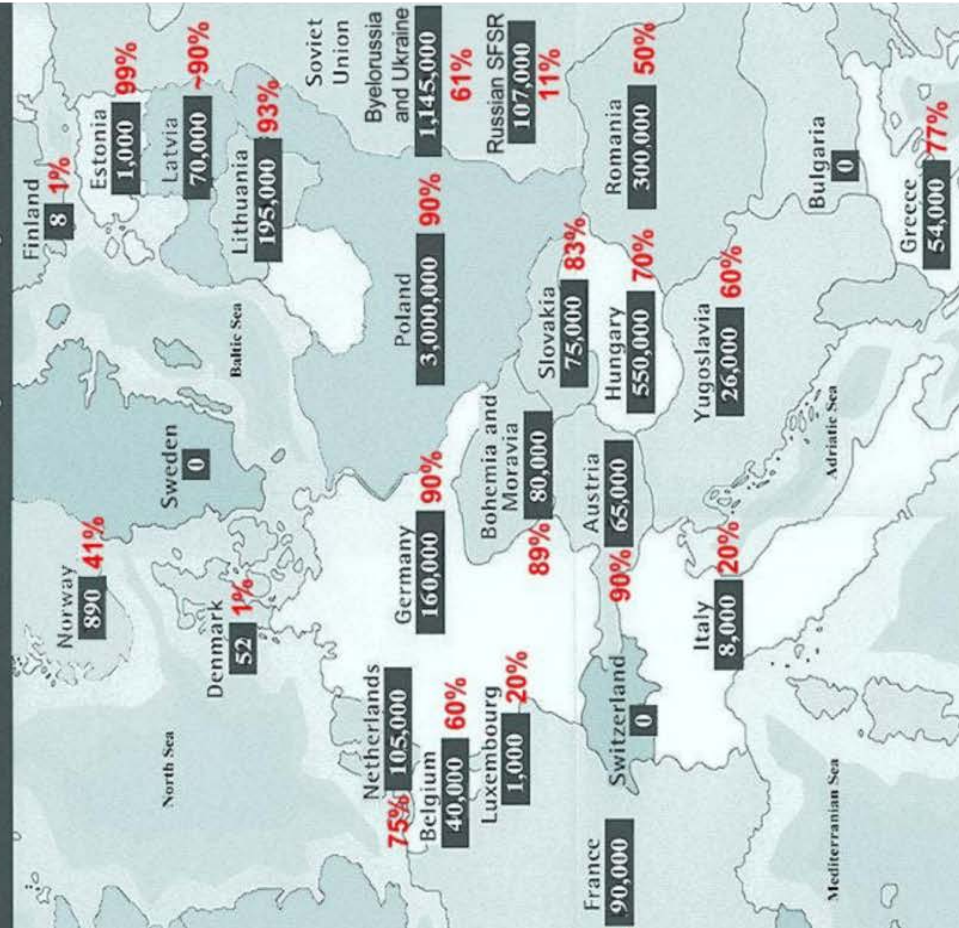
- The Nazis did not invent hatred of Jews, or anti-Semitism.
- Jews were persecuted in the Middle Ages for religious reasons. In 1190, 150 Jews were massacred in York and all Jews were expelled in 1290.
- In many European countries Jews were blamed for spreading the Black Death and were banned from owning land. In towns they were usually confined to certain areas—ghettos and subject to restrictions, such as curfews.
- Martin Luther—who started the Reformation—called for Jewish synagogues to be destroyed.
- In the 1800s, millions of Jews fled the Russian Empire because of pogroms against them — immigrants often ended up in Britain or the USA.



How did Nazi Germany persecute Jews?	
1933	Jews were excluded from the civil service and from schools and universities. Nazi brownshirts organised boycotts of Jewish-owned shops.
1935	Nuremberg Laws were passed. Jews could no longer be citizens and marriage between Jews and Aryans was banned.
1938	9 November: Kristallnacht. Jewish homes, businesses & synagogues were attacked all over Germany. Many Jews were killed and thousands arrested.
1939-41	Millions of Jews living in Poland & USSR came under Nazi control. Many were shot or kept in ghettos.
1942	Leading Nazis agreed upon a Final Solution to the Jewish problem. Death camps would be used to eradicate Jews from Europe.



Estimated Jewish death toll by country 1939-45

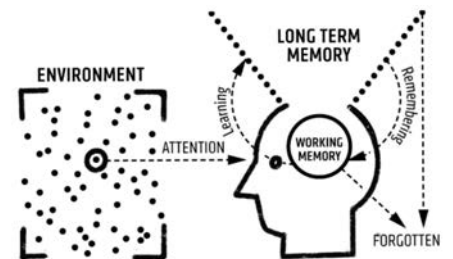


Key Terms

Anti-Semitism	Hatred of Jewish people
Aryans	Northern Europeans, including Germans, who Hitler believed were the 'Master Race'
Brownshirts	Nazi stormtroopers
Ghettos	Areas of towns/cities reserved for Jews to live in
Kristallnacht	Night of Broken Glass—attacks on Jews & Jewish property that heralded intensification of persecution of Jews in Germany
Synagogues	Jewish places of worship

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 2



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

Did you know?

- The word 'mathematics' only appears in one Shakespearean play. 'The Taming of the Shrew'
- In France, a pie chart is sometimes referred to as a 'camembert'.
- A 'jiffy' is an actual unit of time. It means 1/100th of a second.
- The symbol for division (i.e.÷) is called an obelus.



Where is this learning coming from?

Fractions and Percentages:

Builds on their fractions, percentages and equivalence understanding from year 7.

Standard Index Form:

Introduced to some students in year 7, builds on their indices work previously covered in year 8.

Number Sense:

Consolidates their previous learning of basic number work, money and unit conversion

Where is this learning going?

Fractions and Percentages

Begins looking at use of maths in a financial context and builds towards being able to find the original value after a percentage change.

Standard Index Form

Being able to compare and calculate with numbers in standard form and builds towards use of fractional and negative indices.

Number Sense

Builds towards being able to undertake more complex calculations and towards being able to also convert units of area and volume

What will you know as a result of this?

You will be able to:

- work interchangeably with terminating decimals and their corresponding fractions
- Define percentage, interpret percentages and percentage changes as a fraction or a decimal, compare two quantities using percentages, and work with percentages greater than 100%
- interpret and compare numbers in standard form
- round numbers and measures to an appropriate degree of accuracy
- use standard units of mass, length, time, money and other measures
- use approximation through rounding to estimate answers and calculate possible resulting errors

Career links:

- Astrophysics
- Biologist
- Chemist
- Banking
- Building
- Interior design
- Retail



Useful weblinks:

www.sparxmaths.com

www.geogebra.org

www.corbettmaths.com

<https://www.mathspad.co.uk>



Together: We Care, We Challenge, We Excel



BARE ESSENTIALS

SUBJECT: MATHS

YEAR: 8

TERM: SPRING 2



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.

- 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)

Fractions & Percentages, Standard Index Form and Number Sense. 5-6 weeks.

- 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

Together: We Care, We Challenge, We Excel

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.

Handwritten student work on grid paper showing various math problems and solutions. The work includes calculations for area, probability, and algebraic expressions, with some corrections and checkmarks.

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.

Diagram illustrating the formula for the nth term of an arithmetic sequence. It shows a sequence of numbers: 3, 5, 7, 9, 11. The common difference is 2, and the first term is 3. The formula for the nth term is $2n + 1$.

Significant Figures Rules

To determine if a number is significant or not...



Any NONZERO number IS significant.

658.41 grams = 5 sf

Zeros:

SANDWICHED ZEROS ARE significant.

5048 = 4 sf

LEADING ZEROS ARE NOT significant.

0.00586 = 3 sf

TRAILING ZEROS:

If a decimal is present... they are significant. 452.00 = 5 sf

If a decimal is not present... they are not significant. 45200 = 3 sf

Created by Megan Higgins, Chemistrytutoring
https://www.teacherspayteachers.com/store/Chemistrytutoring

When MULTIPLYING you ADD 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 DIVIDING, you SUBTRACT 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 MULTIPLY them

$$(a^m)^n = a^{m \times n}$$

For Example

$$(3^2)^4 = 3^{2 \times 4} = 3^8$$

$$(c^3)^6 = c^{3 \times 6} = c^{18}$$

Anything to the POWER OF 1 is ITSELF

$$a^1 = a$$

Anything to the POWER OF 0 is just 1

$$a^0 = 1$$

The Index Laws

Turn NEGATIVE 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 - Inneres

L - Lasts

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

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

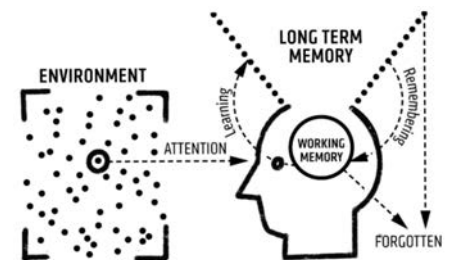
$$= x^2 + 5x + 6$$



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?



Together: We Care, We Challenge, We Excel

BARE ESSENTIALS

SUBJECT: French

YEAR: 8

TERM: Spring 2



Big Question: "Qu'est-ce que tu portes quand tu sors? What do you wear when you go out?"

End point task: You will write a piece including accurate adjectival endings and opinions and connectives.

Did you know?

- **Conjugation of aimer-** j'aime, tu aimes, il/elle/on aime, nous aimons, vous aimez, ils/elles aiment
- As colours are adjectives they must match the gender and number of the noun they're describing
- If they are feminine, check if the adjective needs an 'e'
- If they are plural, check if the adjective needs an 'e' and an 's'



Where is this learning coming from?

In the last unit: Theme 3: Current and future study and employment, topic 1&2 my studies/life at school
I learnt how 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

Where is this learning going?

Theme 1: Identity and culture: Topic 1 Me, my family and friends

By the end of the unit we will be able to:

- Describe what I wear for particular occasions
- Conjugate the verb porter

Revist:

- The weather
- Adjectival agreement

What will you know as a result of this?

Quand je sors avec mes amis d'habitude je porte un jean noir et une chemise blanche mais quand il y a du soleil je porte un t-shirt blanc cependant, quand il pleut, je porte un manteau gris. Au collège je dois porter un uniforme moche. nous portons un pantalon noir, une cravatte rouge et bleue et une veste noire. A mon avis l'uniforme est affreux et je voudrais porter mes propres vêtements. À la plage normalement je porte un maillot de bain vert mais ma soeur porte une robe violette - quelle horreur!

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

Languages can lead you into an array of careers, including:

- Fashion design
- marketing
- Retail
- Customer services
- Sales executive

Useful weblinks:

www.languagesgym.co.uk

www.sentencesbuilders.com

<https://www.bbc.co.uk/bitesize/guides/z692bdm/revision/3>

<https://fulbright-france.org/en/study-france/understanding-french-education-system#:~:text=The%20French%20education%20system%20consists.that%20have%20highly%20centralized%20administrations.>



Together: We Care, We Challenge, We Excel

Lesson	Bare Essentials to remember (words in bold are in your keywords) :	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: Translations from target language into English (Example activities: Vhishpers, Lotto, mini whiteboards, Syllabbling, Spot the missing word)	moi non plus - <i>me neither</i> à partir de - <i>from</i> à peu près - <i>about</i> alors - <i>so, then</i> après - <i>after</i> assez - <i>quite, fairly</i> au lieu de - <i>instead of</i> au moins - <i>at least</i> aussi...que - <i>as...as</i> autre - <i>other</i> avantage - <i>advantage</i> avec - <i>with</i> bien - <i>well</i> bientôt - <i>soon</i>
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/Strip 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. (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 words 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:, 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 = 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.	

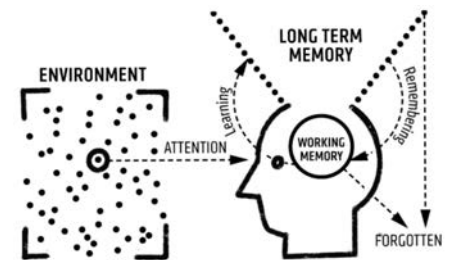
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Quand (When)	il fait beau <i>it is good weather</i> il fait chaud <i>it is hot</i> il y a du soleil <i>it is sunny</i> il fait froid <i>it is cold</i> il fait mauvais <i>it is bad weather</i> il pleut <i>it rains</i> il neige <i>it snows</i> je sors avec mes amis <i>I go out with my friends</i>	je porte <i>I wear</i> tu portes <i>you wear</i> il porte <i>he wears</i> elle porte <i>she wears</i> on porte <i>one wears</i> nous portons <i>we wear</i> vous portez <i>you all wear</i>	un chapeau <i>a hat</i> un costume <i>a suit</i> un haut <i>a top</i> un jean <i>a pair of jeans</i> un maillot de bain <i>a swimsuit</i> un manteau <i>a coat</i>	un pantalon <i>a pair of trousers</i> un pull <i>a jumper</i> un short <i>a pair of shorts</i> un survêtement <i>a tracksuit</i> un tee-shirt <i>a T-shirt</i> un uniforme <i>a uniform</i>	bleu (<i>blue</i>) bleu foncé (<i>dark blue</i>) bleu clair (<i>Light blue</i>) vert (<i>green</i>) noir (<i>black</i>) gris (<i>grey</i>). violet (<i>purple</i>) blanc (<i>white</i>)	marron (<i>brown</i>) orange (<i>orange</i>) rose (<i>pink</i>) rouge (<i>red</i>) jaune (<i>yellow</i>)
			une casquette <i>a cap</i> une chemise <i>a shirt</i> une cravate <i>a tie</i> une écharpe <i>a scarf</i>	une jupe <i>a skirt</i> une montre <i>watch</i> une robe <i>a dress</i> une veste <i>a jacket</i>	bleue rouge verte jaune marron noire blanche bleu foncée bleu clairé violet	
À la maison <i>At home</i> Au collège <i>At school</i> Au gymnase <i>At the gym</i> À la plage <i>On the beach</i> Chez moi <i>At home</i>	D'habitude <i>Usually</i> En général <i>In general</i> Normalement <i>Normally</i> Parfois <i>Sometimes</i>	ils portent <i>they (m)</i>	des gants <i>gloves</i> des baskets <i>trainers</i>		bleus verts noirs blancs	marron (<i>brown</i>) orange (<i>orange</i>)
		elles portent <i>they (f)</i>	des bottes <i>boots</i> des chaussettes <i>socks</i> des chaussures <i>shoes</i>	des tongs <i>flip flops</i> des pantoufles <i>slippers</i> des sandales <i>sandals</i>	bleues vertes noires blanches	roses (<i>pink</i>) rouges (<i>red</i>) jaunes (<i>yellow</i>)

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 beginners

YEAR: 8

TERM: Spring 2



Big Question: Qu'est-ce que tu fais pendant ton temps libre? What Sports and Activities you do

End point task: Written task on topic



Did you know?

- **Conjugation of Jouer-** je joue, tu joues, il/elle joue, nous jouons, vous jouez, ils/elles jouent.
- **Conjugation of Faire-** je fais, tu fais, il/elle fait, nous faisons, vous faites, ils/elles font.
- **To remember when to use each verb:** if the sport involves a ball, use jouer. If not, use faire.
- **Time frequency-** how often you play the sport, for example, je ne joue jamais au foot= I never play football. OR je joue au foot tous les jours= i play football everyday.
- **Qualifiers-** expressing opinions with qualifiers, for example: J'aime vraiment jouer au tennis= i really like playing tennis.



Where is this learning coming from?

Year 7: Identity and Culture
Topic 1: Me, my family and friends

- Relationships with family and friends

We will revisit:
time and frequency markers
expressing likes and dislikes
adjectives
Pronouns
opinion phrases

Where is this learning going?

Theme 1: Identity and culture
Topic 3: Free-time activities

- Sport

Conjugation of the verbs faire - to do and jouer - to play
To be able to develop your answers, using detail, opinion and description
To be able to communicate and understand information regarding sports and hobbies, time frequencies, details and opinions

What will you know as a result of this?

J'adore le sport car je suis vraiment sportif mais ma sœur déteste le sport. Une fois par semaine je joue au basket avec mes amis car c'est amusant et passionnant mais je trouve ça assez fatigant. Presque tous les jours je fais de la musculation seul car a mon avis, c'est marrant mais quelquefois je fais du jogging avec mon meilleur ami même si je trouve ça dur. Le weekend nous faisons du cyclisme et je dirais que c'est vraiment amusant. Je fais du cyclisme avec ma famille. Deux fois par semaine mon frère joue au golf avec mon père. A son avis c'est assez marrant, cependant je dirais que ce n'est pas divertissant. Le dimanche, je ne joue pas au tennis car je pense que c'est ennuyeux, mais je fais de l'escalade parce que ce n'est pas cher et c'est facile.

Career links:

Your language skills are extremely valuable when it comes to looking for a job, and it is well known that learning a new language creates a diverse range of job opportunities and the different career paths you can take

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:

- Translator/Interpreter
- Translation Project Manager
- Teacher/Blogger/Content Creator
- Customer Service Representative
- Sales Representative
- Restaurant Staff

Useful weblinks:

Sport section of BBC bitesize: <https://www.bbc.co.uk/bitesize/guides/zbq8t39/revision/1>
Apps like www.duolingo.com can be very helpful!



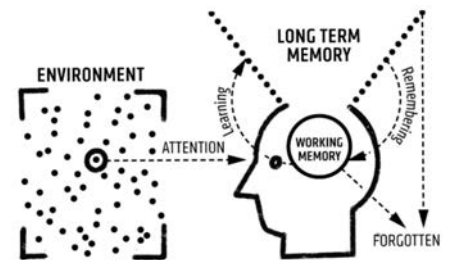
Lesson	Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
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2.	Modelling - We will then continue with the sentence builders chunks and now focussing on listening and phonics: (Example activities: Partial translation, Spot the mistake in listening activities, Parallel Reading and listening activities, Delayed Dictation)	à la fois - at the same time à l'avenir - in the future à l'heure - on time
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/Strip Bingo, Battleships Listening, Listening Pyramids)	à temps partiel - part-time an l' (m) - year année l' (f) - year
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. (Inductive grammar Stealing sentences, Translations from English into target language (mini whiteboards) Battleships, Noughts and Crosses, Dictogloss, Finding someone who...	après - after après-demain - the day after tomorrow après-midi - afternoon
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,	aujourd'hui - today auparavant - formerly, in the past avant - before
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.	avant-hier - the day before yesterday bientôt - soon
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	d'abord - at first, firstly d'habitude - usually
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, Pull the switch.	de bonne heure - early début le- start demain - tomorrow
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!	dernier/dernière - last de temps en temps - from time to time
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.	déjà - already de nouveau - again en attendant - whilst waiting (for), meanwhile en avance - in advance en ce moment - at the moment en retard - late



Quand j'ai le temps (When I have time) Quand le ciel est dégagé (When the sky is clear) Quand il y a des nuages (When it is cloudy) Quand il fait beau (When it is good weather) Quand il fait chaud (When it is hot) Quand il fait froid (When it is cold) Quand il fait mauvais (When it is bad weather) Quand il y a du soleil (When it is sunny) Quand il y a du vent (When it is windy) Quand il y a du brouillard (When it is foggy) Quand il y a de l'orage (When it is stormy) Quand il pleut (When it rains) Quand il neige (When it snows) Pendant la semaine (During the week) Le week-end (At the weekend)	je joue (I play) tu joues (you play) il joue (he plays) elle joue (she plays) on joue (one plays)	nous jouons (we play) vous jouez (you all play) ils jouent (they (m) play) elles jouent (they (f) play)	au basket (basketball) au foot (football) au tennis (tennis) avec mon ami, Fred avec mon amie, Katie	aux cartes (cards) aux échecs (chess) avec mes amis (with my friends) avec ses amis (with his/her friends)
	je fais (I do) tu fais (you do) il fait (he does) elle fait (she does) on fait (one does)	nous faisons (we do) vous faites (you all do) ils font (they (m) do) elles font (they (f) do)	du footing (jogging) du ski (skiing) du sport (sport) du vélo (cycling) de l'équitation (horse riding)	de l'escalade (climbing) de la musculation (weight training) de la natation (swimming) de la randonnée (hiking) mes devoirs (homework)
	je vais (I go) tu vas (you go) il va (he goes) elle va (she goes) on va (one goes)	nous allons (we go) vous allez (you all go) ils vont (they (m) go) elles vont (they (f) go)	au centre commercial (to the shopping centre) au centre sportif (to the sports centre) au gymnase (to the gym) au parc (to the park)	à la pêche (fishing) à la piscine (to the swimming pool) à la plage (to the beach) chez des amis (to friends' houses)
	je reste (I stay) tu restes (you stay) no	mon ami reste (my friend (m) stays) mon amie reste (my friend (f) stays)	à la maison (at home) dans ma chambre (in my room) chez moi (at home) à la montagne (in the mountains)	dans ta chambre (in your room) dans sa chambre (in his/her room) chez lui/elle/eux (at his/hers/theirs)

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: SPANISH

YEAR: 8

TERM: SPRING 2



Big Question: ¿Qué llevas? - What do you wear?

End point task: You will write a short blog talking about what you wear depending on what the weather is like or where you are going. You will also be able to describe the colour of each item.

Did you know?

- When talking about the weather in Spanish you don't say it **is** cold you say it **does** cold "hace frío" (this is the same in French!)
- When describing things in Spanish the adjective usually comes after the word it describes "un abrigo **rojo**" = a coat **red**
- Adjectives must also agree with the noun they are describing. This means you need to know if the noun is masculine, feminine or plural and make sure the endings of both words match (or agree)
- However, some colours don't follow the usual pattern where masculine ends in -o and feminine ends in -a. There are some that don't change and end with the same letter for masculine and feminine - such as "verde" green, "gris" grey, or "rosa". You must add -s or -es for plural though!



Where is this learning coming from?

In the last unit, I learnt 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

Where is this learning going?

In this unit, I will learn how to express:

- what I wear (1st person) present tense
- what someone else wears (3rd person) present tense
- the weather
- colours of clothes - word order and agree adjectives for masculine, feminine and plural
- Extending sentences in present tense

What will you know as a result of this?

Cuando hace buen tiempo a veces llevo un sombrero rojo y una camiseta azul oscuro pero no llevo botas negras ya que sería bastante tonto.

En el colegio siempre llevamos un blazer negro con una camisa blanca y una corbata negra y roja. en mi opinión es realmente horrible.

Cuando llueve a veces llevo una chaqueta azul oscuro con zapatillas grises. Sin embargo, cuando hace mal tiempo llevo una gorra amarilla pero no llevo sandalias porque no sería demasiado guay. No me gusta llevar una falda marrón ya que es muy horrible, pero me encanta llevar vaqueros porque son cómodos.

Career links:

Language learning can lead you 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:

- Secret Service
- 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/index.html>
- <https://quizlet.com>



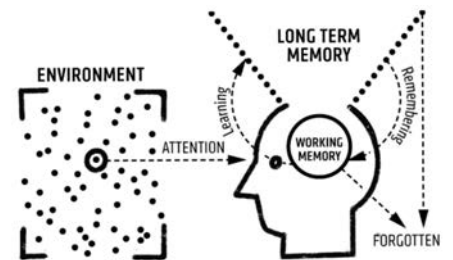
Lesson	Bare Essentials to remember:	Keywords:
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2.	Modelling - We will then continue with the sentence builders chunks and now focussing on listening and phonics: (Example activities: Partial translation, Spot the mistake in listening activities, Parallel Reading and listening activities, Delayed Dictation)	aburrirse - to get bored adorar - to adore, to love alegrar - to cheer up alegrarse (de) - to be happy about
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/Strip Bingo, Battleships Listening, Listening Pyramids)	apreciar - to appreciate aprovechar - to make the most aprovecharse (de) - to take advantage (of)
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. (Inductive grammar Stealing sentences, Translations from English into target language (mini whiteboards) Battleships, Noughts and Crosses, Dictogloss, Finding someone who...	creer - to believe dar igual - to be all the same, to make no difference decepcionar - to disappoint decir - to say desear - to wish
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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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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.	



	<p>salgo (<i>I go out</i>) salgo con mi amigo hace buen tiempo (<i>it's good weather</i>) hace calor (<i>it's hot</i>) hace sol (<i>it's sunny</i>)</p>	<p>Llevar - to wear llevo - I wear llevas - you wear lleva - s/he wears llevamos - we wear lleváis - you all wear llevan - they wear</p> <p>porque es demasiado (because it is too)</p> <p>ya que (no) sería bastante tonto/guay (seeing as it would(n't) be quite silly/cool)</p>	<p>un abrigo (coat) un bañador (Swimsuit) un chándal (tracksuit) un reloj (a watch) un jersey (jumper) un sombrero (a hat) un traje (a suit) un uniforme (a uniform) un vestido (a dress) un cinturón (a belt)</p> <p>una bufanda (scarf) una camisa (a shirt) una camiseta (t-shirt) una blusa (a blouse) una corbata (a tie) una falda (a skirt) una gorra (a cap) una chaqueta (a jacket)</p> <p>calcetines (socks) guantes (gloves) pantalones (trousers) pantalones cortos (shorts) vaqueros (jeans) zapatos (shoes)</p> <p>botas (boots) chancas (flip-flops) pantuflos (slippers) sandalias (sandals) zapatillas de deporte (trainers)</p>	<p>ENDINGS: o/a/os/as rojo- red amarillo Yellow negro —black blanco - white morado - purple plateado - silver</p> <p>+ ES IN Plural verde (s)- green azul (es)- blue marrón(es) - brown gris (es)- grey</p> <p>NO CHANGE rosa - pink naranja- orange violeta - violet</p> <p>No change with colour Light — claro Dark — oscuro bright - vivo navy - marino deep- intenso azul oscuro azul claro</p>
<p>En casa (at home) En el colegio (at school) En la discoteca (at the disco) En el gimnasio (at the gym) En la playa (at the beach)</p>	<p>a veces (Sometimes) nunca (never) por lo general (usually) siempre (always)</p>			

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: Spanish Beginners

YEAR: 8

TERM: Spring 2



Big Question: ¿qué haces en tu tiempo libre? What do you do in your free time?

End point task: Spoken presentation on your free time activities.



Did you know?

- Conjugation of to go = ir, hacer = to do (2 of the top most useful verbs in Spanish)

How to talk about Sport in Spanish

- Hago deporte = I do sport Juego a = I play (+ ball sports)
- Hacer = to do – Hago = I do
- Jugar = to play – Juego = I play
- JUGAR A = to play (+ ball sports) a + el = al/ a la/ a los/ a las
- Juego al fútbol = I play football
- HACER = to do (+ sports without a ball)
- Hago = I do (e.g. Hago natación = I do swimming)



Where is this learning coming from?	Where is this learning going?
<p>Theme 3: Current and future study and employment Topic 1: My studies & Topic 2: Life at school/college</p> <ul style="list-style-type: none"> 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 	<p>Theme 1: Identity and culture Topic 3: Free-time activities</p> <ul style="list-style-type: none"> Sport <p>Conjugation of the verbs faire - to do and jouer - to play To be able to develop your answers, using detail, opinion and description To be able to communicate and understand information regarding sports and hobbies, time frequencies, details and opinions</p>
What will you know as a result of this?	Career links:
<p>A menudo juego al baloncesto con los amigos Siempre hago alpinismo y me gusta mucho pero mi madre va a la piscina una vez a la semana porque le gusta nadar pero creo que es aburrido. Nunca voy de pesca sin embargo mi papa va a pescar todos los fines de semana con su amigo. Cuando hace buen tiempo vamos a la playa donde jugamos voleibol con Cn nuestros amigos porque es muy divertido.</p>	<p>Language learning can lead you into all career paths Key skills which are developed are:</p> <ul style="list-style-type: none"> Analysis Pattern recognition Debating Seeing others' points of view <p>Learning a language is impressive to all employers. It opens doors to new countries, cultures, and experiences.:</p> <ul style="list-style-type: none"> Accounts Tourist Rep Google cloud platform manager Technical Support engineer



Useful weblinks:
<p>https://learn.clf.uk/lesson/spanish/year-10-spanish-jugar-and-hacer-irregular-verbs/ https://uk.language-gym.com https://www.sentencebuilders.com https://www.languagesonline.org.uk/Hotpotatoes https://quizlet.com</p>



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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)	is to say
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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,	¿cuántos ...? -how many? ¿de dónde? -where from? ¿de quién? -whose? ¿por dónde? -through
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.	where? ¿por qué? -why? ¿qué? - what? ¿quién? - who?
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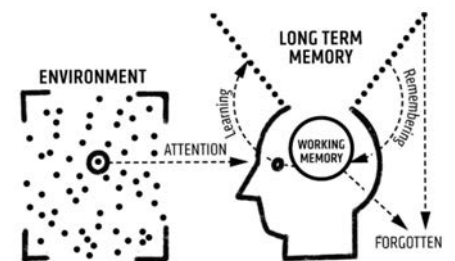
Together: We Care, We Challenge, We Excel



A menudo (Often) A veces (Sometimes) Casi nunca (Hardly ever) Nunca (Never) Cuando hace buen tiempo (When it is good weather) Cuando hace mal tiempo (When it is bad weather) Siempre (Always) de vez en cuando (from time to time) una vez a la semana (once a week) dos veces a la semana (twice a week) una vez al mes (once a month) dos veces al mes (twice a month) una vez al año (once a year) muy raramente (very rarely) todos los días (every day)	juego (I play) juegas (you play) juega (s/he plays) jugamos (we play) jugáis (you all play) juegan (they play)	al ajedrez (chess) al baloncesto (basketball) a las cartas (cards) al fútbol (football) al tenis (tennis) con los amigos (with friends)
	hago (I do) haces (you do) hace (s/he does) hacemos (we do) hacéis (you all do) hacen (we do)	alpinismo (climbing) buceo (diving) ciclismo (cycling) deporte (sport) equitación (horse riding) escalada (climbing) esquí (skiing) footing (jogging) natación (swimming) los deberes (homework) pesas (weights) senderismo (hiking) vela (sailing)
	voy (I go) vas (you go) va (s/he goes) vamos (we go) vais (you all go) van (they go)	a casa de un amigo (to a friend's house) a la montaña (to the mountains) a la piscina (to the swimming pool) a la playa (to the beach) al gimnasio (to the gym) al parque (to the park) al polideportivo (to the sports centre) de pesca (fishing)

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 (Team activities) YEAR: 8

TERM: Spring 2



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>

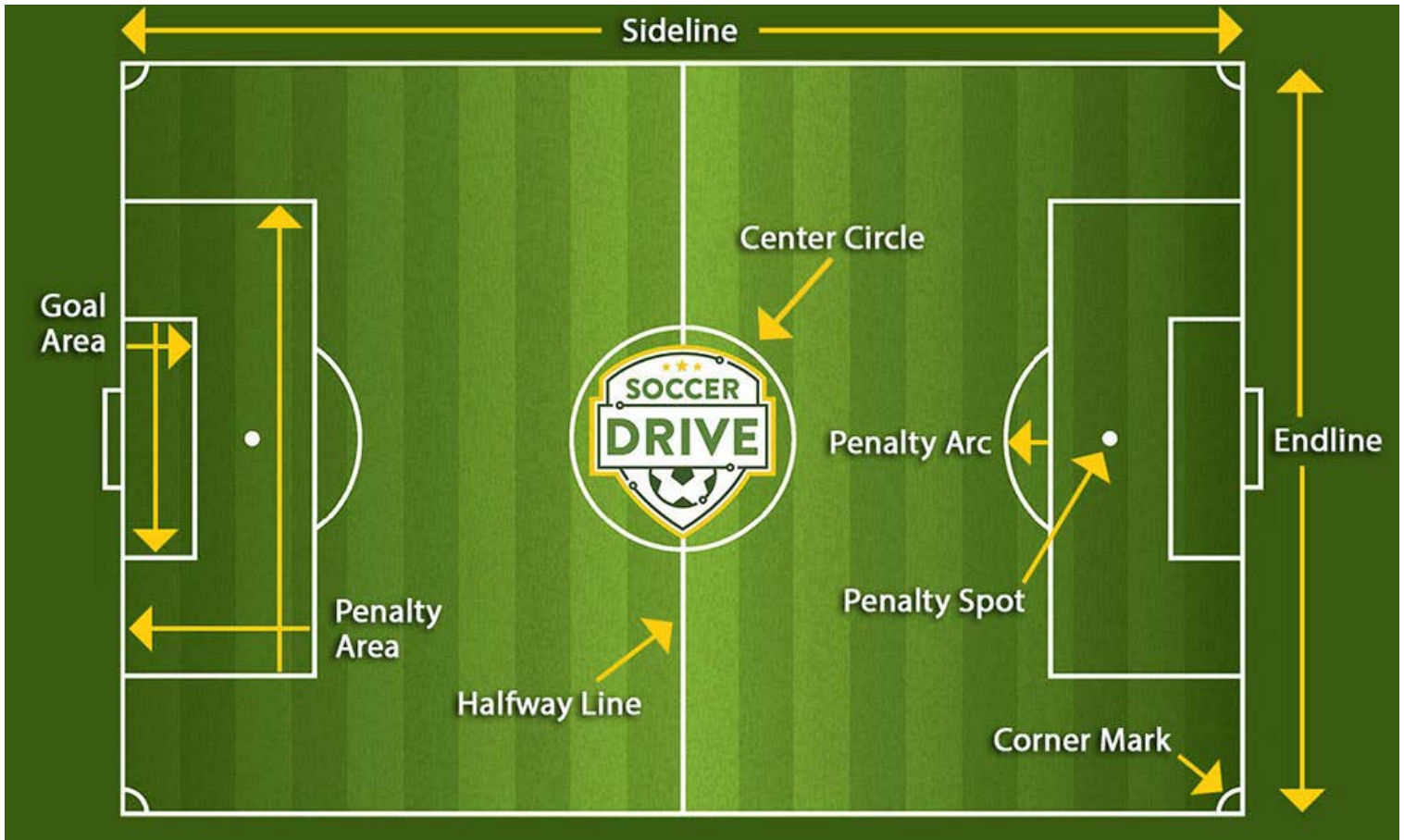


Together: We Care, We Challenge, We Excel

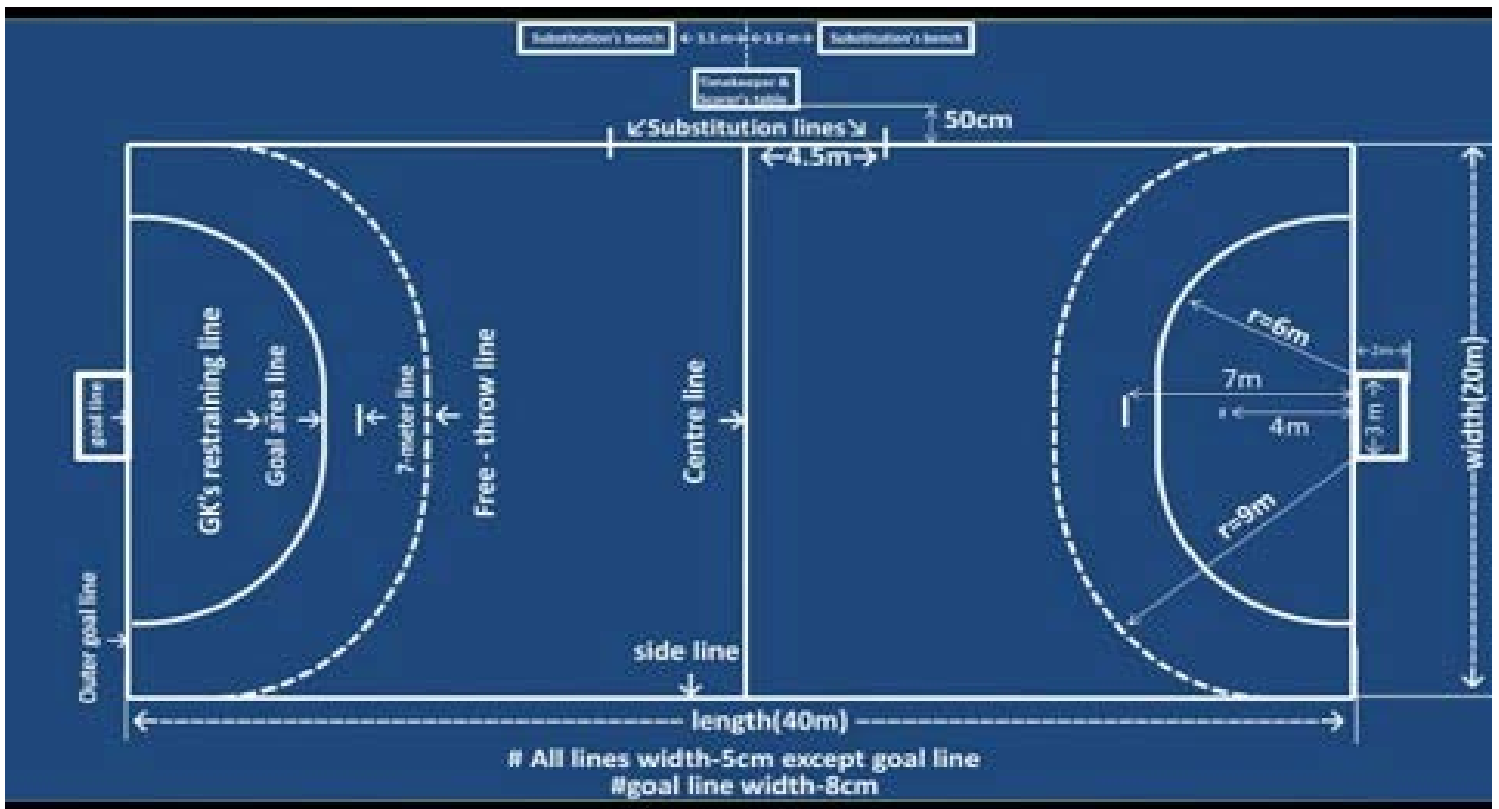


Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
1. Football Passing the ball - Using different parts of the foot instep, laces , outside to maintain possession of the ball and create opportunities for scoring .	Changing speed Watching the ball Follow through Direction Speed 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 passes (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

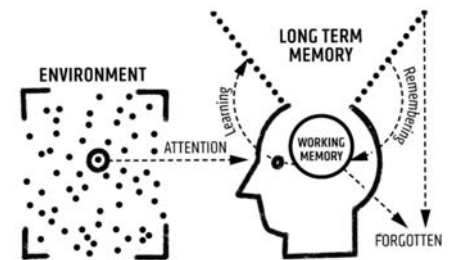


Together: We Care, We Challenge, We Excel



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: Physical Education (Individual activities) YEAR: 8

TERM: Spring 2



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%20in%20a%20team>



Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
<p><u>Team building</u></p> <p>Communication (speaking/listening/verbal/non-verbal) - the ability to communicate and share ideas with others through language or body language and gestures.</p>	<p>Team building</p> <ul style="list-style-type: none"> • 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. <p>Fitness training</p> <ul style="list-style-type: none"> • 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. <p>Personal development/character values</p> <ul style="list-style-type: none"> • 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.
<p>Teamwork - the ability to work with others to achieve a shared goal</p>	
<p>Trust - The ability to believe in another person's ability and word.</p>	
<p>Leadership - The ability to lead by example for others to follow, The ability to support a team taking on a role of responsibility.</p>	
<p><u>Fitness training</u></p> <p>Warm up (pulse raiser, dynamic stretches, static stretches) - To prepare the body for exercise, helps performers avoid getting injured.</p>	
<p>Health and safety - The ability to understand how to perform exercises within the fitness suite and cardiovascular room using the correct technique and form.</p>	
<p>Components of fitness - A certain part/s of a person's fitness.</p>	
<p>Fitness testing - Tests carried out to identify a person's level of fitness based on a component of fitness.</p>	
<p>PEP - personal exercise programme - An individualised plan to help aid the improvements of a certain area identified after conducting fitness tests.</p>	

<u>Identify - Component of fitness</u>	<u>Definition - specify the meaning</u>	<u>Explain - Physical activity examples?</u>
Agility.	The ability to move and change direction quickly, at speed, while maintaining control.	Basketball, gymnasts, skiers and hockey players Rugby players need agility to side-step. Netballers need agility to dodge into space for a pass.
Cardiovascular endurance	The ability of the heart and lungs to supply oxygen to the working muscles	Marathon running Triathlons - long distance swimming, running and cycling. Playing a whole football or netball match without tiring
Flexibility.	The range of movement possible at a joint.	Football and hockey goalkeepers to allow them to stretch further to make saves. Shoulder flexibility is needed in racquet sports such as Badminton. Hip flexibility is required in hurdles.
Muscular endurance.	The ability of a muscle or a muscle group to undergo repeated contractions, avoiding fatigue.	A rower repeatedly pulling their oar against the water to propel the boat towards the line; Tour de France cyclist's leg muscles turning the pedals
Speed	The maximum rate at which an individual is able to perform a movement or cover a distance in a period of time.	100 metre sprinters, speed skating, sprint cycling Tennis when a player has to move forward quickly from the baseline to reach a drop shot close to the net.
Strength	The ability to overcome resistance.	Weightlifting, shot putting. Boxer punching a right hook; Rugby player in a scrum, pushing against the opposition pack

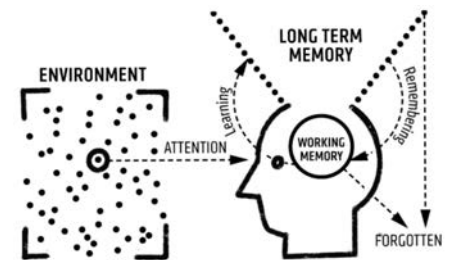
Sporting examples from <https://www.bbc.co.uk/bitesize/guides/revision>

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: Physics

YEAR: 8

TERM: Spring 2



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/zc3g87h/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>



Bare Essentials to remember:

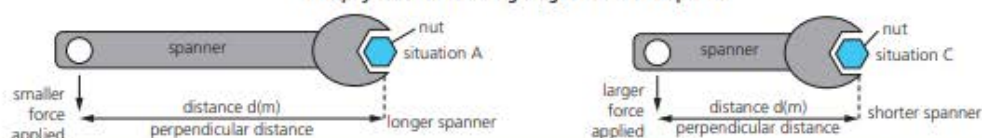
Work

- 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 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:

$$\text{work done (J)} = \text{force (N)} \times \text{distance moved (m)}$$

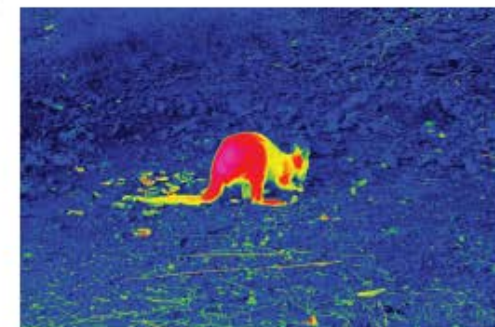
- A **simple machine** makes it easier to lift things, they reduce the force needed
- A **force multiplier** uses a smaller **input force** (what you apply) to generate a larger **output force** (what is created)
- If you increase the distance from the pivot, less input force is needed to be used for 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 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

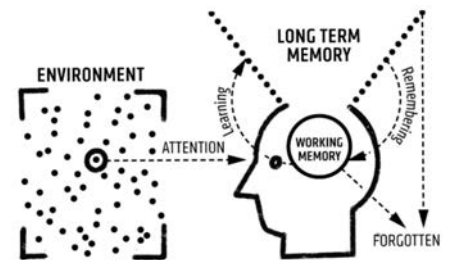
Glossary of key terminology

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: Biology B4

YEAR: 8

TERM: Spring 2

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>



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

Labels: nose, mouth, trachea (windpipe), bronchi, alveoli (air sacs), diaphragm, intercostal muscles, rib, lung, heart, thorax, abdomen.

The digestive system

Labels: mouth, salivary gland – this produces a digestive juice, which is added into the mouth, oesophagus, liver – this produces bile, which helps digestion, stomach – this adds acids and it is where digestion occurs, pancreas – this produces a digestive juice, which is added into the small intestine, small intestine – here digestion is completed, and absorption of soluble food occurs, large intestine – water is absorbed from the undigested food, which then produces faeces, rectum, anus.

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**

Labels: protein molecule, digestion, amino acid molecules.

What happens when you breathe in and out

when you breathe in (inhale)	<ul style="list-style-type: none">• muscles between the ribs 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)	<ul style="list-style-type: none">• muscles between ribs relax• ribs are pulled in and down• diaphragm relaxes and moves up• volume in the chest decrease• pressure inside the chest increases• air is forced out of the lungs

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



Glossary of key terminology

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

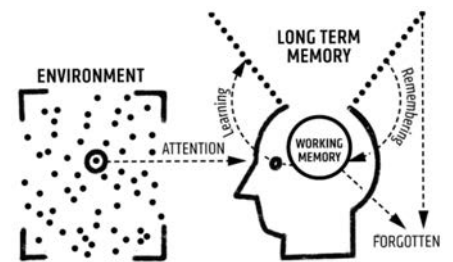
Part 1:	
Key word	Definition
breathing	The movement of air in and out of the lungs
Trachea (windpipe)	Carries air from the mouth and nose to the lungs
bronchi	Two tubes which carry air to the lungs
bronchioles	Small tubes in the lungs
alveoli	Small air sacs found at the end of each bronchiole
ribs	Bones 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.

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: Social Studies (PSHE)

YEAR: 8

TERM: Spring 2



Big Questions: Is respect the most important quality you can show a friend?

How can we recognise and help prevent eating disorders?

End point task: "Respect is the most important quality you can show a friend" Evaluate this claim.

Did you know?

Friendship- Friendships can enrich your life in many ways. Good friends teach you about yourself and challenge you to be better. They encourage you to keep going when times get tough and celebrate your successes with you. They also have a positive impact on your health. Some research even says friendships are just as important to your well-being as eating right and exercising.



Eating disorders- Between 1.25 and 3.4 million people in the UK are affected by an eating disorder.

Around 25% of those affected by an eating disorder are male. Eating disorders are not simply about food; the behaviours that accompany them may often serve as a coping mechanism or a way to feel in control. Eating disorders have many causes which are individual to the person however some common causes are: distorted body image, bullying, depression and/or anxiety. Symptoms of eating disorders vary between individuals and type of eating disorder, however, some common symptoms include: eating very little food or eating large amounts of food in a short time in an uncontrolled way, having very strict habits, rituals, or routines around food, spending a lot of time worrying about your body weight and shape, changes in mood, deliberately making yourself ill after eating, avoiding socialising when food may be involved, withdrawing from social groups, hobbies you used to enjoy or from family life, physical signs such as digestive problems or weight being very high or very low for someone of your age and height.

Where is this learning coming from?

Personal, Social, Health and Economic (PSHE) education gives students the knowledge, skills and attributes they need to manage their lives, now and in the future. It includes; health and well-being, relationships and living in the wider world. This work builds on the knowledge from both year 7 and primary school

Where is this learning going?

PSHE education addresses both pupils' current experiences and preparation for their future. The Programme of Study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.

What will you know as a result of this?

At the end of this unit students will understand a variety of strategies for dealing with toxic relationships and conflict resolution. They will know the signs of eating disorders and where to go for support.

Career links:

The work on friendship and conflict resolution should help students adapt to a variety of workplaces. The work on eating disorders could help with careers in healthcare, catering or working with young people such as youthwork, to name but a few.

Useful weblinks:

B-eat - www.b-eat.co.uk

NSPCC - <https://www.nspcc.org.uk/>

NHS - WWW.NHS.UK



Together: We Care, We Challenge, We Excel



Lesson	Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
1.How can we maintain friendships?	In this lesson we explore how to maintain genuine friendships and avoid toxic friendships . We discuss how to avoid and deal with people who might show bullying behaviour towards you. We will learn strategies to deal with this such as -remember: the problem isn't you. We discuss the value and qualities of good friendship.	Friend -is someone who can serve as emotional support, serve a positive and supportive role in your life. Friendship -A friendship is a relationship between two or more friends.
2. How can we resolve conflict?	In this lesson we discuss how we can manage and resolve conflict safely. We will look at the meaning of conflict -it might be a clash of feelings, beliefs, needs or interests. We ask can conflict always be avoided? And focus on conflict management rather than conflict avoidance. It is unrealistic, impossible to go through life without encountering conflict. The important thing is to know how to spot it, and what steps you can take to help you to resolve the conflict.	Frenemies' - friends and peers who are mean to others. Toxic friendships - social relationships that make people feel bad about themselves Conflict – A disagreement, argument or clash between people.
3. Why is it important to show respect to others?	In this lesson we explore identity and diversity and discuss why it is important to show respect to others, in school. and in a variety of different types of relationships. We will discuss what showing respect in relationships means and why is it so important?	Resolution – Finding a solution to the conflict that both sides can accept. Conflict management – being able to stop the argument getting out of hand, to diffuse it and to take steps to find a resolution.
4. What influences body image?	In this lesson we ask what is body image ? (The perception that a person has of their physical self and the thoughts and feelings that result from that perception) and explore what influences body image and discuss whether both men and women suffer from negative body image. We also explore strategies to help body image .	Respect – Regard for the feelings, wishes, or rights of others Identity - a combination of characteristics, attributes, experiences or behaviours that make us each who we are. diversity - the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs.
5. How can we recognise and prevent eating disorders?	In this lesson we ask what are eating disorders ? We discuss the symptoms and discuss how we can prevent developing an eating disorder. The symptoms will vary between individuals and type of eating disorder however some of the common symptoms include: eating very little food or eating large amounts of food in a short time in an uncontrolled way, having very strict habits, rituals, or routines around food, spending a lot of time worrying about your body weight and shape, changes in mood, deliberately making yourself ill after eating, avoiding socialising when food may be involved, withdrawing from social groups, hobbies you used to enjoy or from family life, physical signs such as digestive problems or weight being very high or very low for someone of your age and height. We discuss how they can be treated and where to go to get help and support.	Body dysmorphia - (BDD) is an anxiety disorder related to body image. Body positivity - feeling good about your body and the way it looks: eating disorder - a mental health condition where you use the control of food to cope with feelings and other situations.
6.	Extended writing “Respect is the most important quality you can show a friend” Evaluate this claim.	Anorexia nervosa -trying to control your weight by not eating enough food, exercising too much, or doing both Bulimia -where someone is binge eating, then making themselves vomit or using laxatives to purge the food from their body.

Together: We Care, We Challenge, We Excel



What Are Protected Characteristics?

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
- sexual orientation



Together; we care, we challenge, we excel

Dartmoor Multi Academy Trust
...everyone in our Trust.

SAFEGUARDING OUR COLLEGE

If you have any concerns about your own safety, or that of another person, please talk to a member of our team or another adult at our College



Mrs Stephens
Designated Safeguarding Lead



Mr Forster
Principal



Mr Buchanan
Vice Principal



Dr Savage
Deputy Designated Safeguarding Lead



Mr Read
Assistant Principal



Ms Harris
SENDCo



Mrs Ingleby
HoY 7



Mrs Berryman
Deputy HoY 7



Mr Brokenshire
Deputy DSL / HoY 8



Miss Fox
Deputy HoY 8



Miss Squire
Deputy DSL / HoY 9



Mr Hunter
Deputy HoY 9



ONLINE, ON THE PHONE, ANYTIME
childline.org.uk | 0800 1111



- Develop a culture for learning and living
- Community Cohesion
- Ensure Inclusion is at the heart of all we do
- Equality for All

NSPCC
Cruelty to children must stop. FULL STOP.

ChildLine
0800 1111

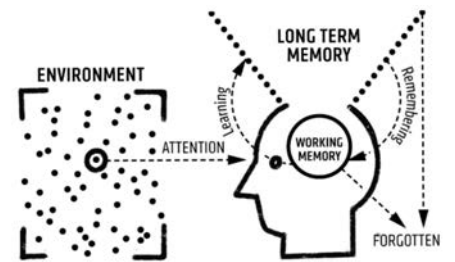


Together: We Care, We Challenge, We Excel



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?



Big Question: Should happiness be the purpose of life?

End point task: "Happiness should be our main goal in life" Evaluate this claim

Did you know?

- Happiness is a huge determining factor in an individual's quality of life, but often, people do not stop to consider what makes them truly happy, or how to make themselves happier in their lives.
- The UK does not always do very well on world happiness measures. However, Bhutan has prioritised the happiness of its people. It measures GNH (Gross National Happiness) as well as GNP (Gross National Product). This was prompted by Buddhist concerns for happiness and wellbeing in the country.
- Stoicism is a school of philosophy that hails from ancient Greece and Rome in the early parts of the 3rd century, BC. It is a philosophy of life that maximises positive emotions, reduces negative emotions and helps individuals to hone their virtues of character.
- The Philosopher, Epicurus, states that "happiness is the pursuit of pleasure and the avoidance of pain".
- **How to be happy: advice from Ancient Greece:**
- Don't worry about the gods: they're not interested in you [neither are fate nor chance].
- Don't worry about death: when we exist, death is not yet present, and when death is present, then we do not exist.
- Pleasure is the key to happiness, but we need to think about what will bring us contentment and what will bring anxiety.
- Everything we need to be happy is easy to get hold of. You should learn to love the simple life: it's easier to avoid anxiety if you don't get the taste for indulgence. *Epicurus, 341-271 BCE*



Where is this learning coming from?

This unit supports the principal aim of RE, 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 learning will help to develop understanding of the following points:

- Overall satisfaction with the way life is going
- Emotion
- Flourishing in life
- Having a sense of purpose
- Pleasure
- The transcendent – beyond the material world

In turn, this will help to prepare students for more in depth study or religious and non-religious views of the world, and the motivating factors that influence people.

What will you know as a result of this?

This thematic unit offers students opportunities to draw on previous learning. Having explored some key concepts that are important to Christians, Buddhists and non-religious people, they are drawing together their learning to consider the extent to which happiness is important. They use their learning to enable them to address a deep question about human purpose and meaning, using the idea of happiness to open it up.



Career links:

All of these skills are useful for a wide variety of jobs where you might have to deal with people. However, happiness is a huge factor in the life of every individual, in some form or another. Careers might include those that work to promote happiness, or to support those who struggle with happiness. Obvious links include those that focus on helping others to develop happiness in their own lives:

- Counselling/mental health
- Life coaching
- Event planning
- entertainment industry
- Working with children
- Game/software development
- Sport & recreation

Useful weblinks:

<http://worldhappiness.report/>
<https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/bulletins/measuringnationalwellbeing/april2018tomarch2019>
<https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/bulletins/measuringnationalwellbeing/april2018tomarch2019>
<https://www.forbes.com/sites/davidnike/2022/03/19/world-happiness-report-are-the-nordic-countries-really-so-happy/?sh=665bcfef5d1c>
<https://www.youtube.com/watch?v=EFkvxz/tiv4>



Lesson	Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
1.What do people mean by happiness?	Explore what people mean by ‘happiness’. There are different ways we use the term (e.g. happiness as pleasure, as an emotion, as life satisfaction, as flourishing, or as a term linked to a more transcendent view of meaning and purpose). Decide which might be most easily measured when governments want to promote happiness and which view of happiness might be most satisfying.	Happiness - an emotional state characterised by feelings of joy, satisfaction, contentment, and fulfilment. While happiness has many different definitions, it is often described as involving positive emotions and life satisfaction
2. What does happiness mean for a christian	Christianity: explore what the Bible says: compare the happiness that comes from a life lived in relationship with God (e.g. Psalms 2:12, 32:1–2) to the happiness that comes from acting to make the world better (e.g. Psalms 41:1, Matthew 5:9). Consider how far the commands in Matthew 22:37–39 encapsulate Christian ideas of happiness. Is Christianity concerned with happiness on Earth or joy and contentment in heaven? Is there some other purpose that is more important?	Contentment - happiness and satisfaction, often because you have everything you need. Dukkha (suffering) - Buddhists believe that life is full of suffering, and that suffering exists in many different forms.
3. What does happiness mean for a buddhist	Buddhism: explore the unsatisfactoriness of life: dukkha. Find out whether the teachings of the Buddha can be understood as above all a search for happiness, through relinquishing craving. Compare a Buddhist idea about mundane happiness (resulting from good actions) and ‘supramundane’ happiness (freedom from all greed, hatred and delusion).	Annica (impermanence) - instability, or a lack of permanence - all things are in a constant state of change. Anatta (no soul) - Buddhists believe that we do not possess a soul, or a core ‘self’. We are components that make up a whole, like the pieces of a car.
4. What does happiness mean for non-religious people	Non-religious worldviews: find out about the secular Action for Happiness organisation, promoting mindfulness, celebration of life, community action. How does a religious idea of ‘the good life’ compare to a non-religious view? Compare secular views of how to gain happiness from positive psychology (see e.g. www.actionforhappiness.org/10-keys-to-happier-living). To what extent does the positive psychology ‘happiness movement’ offer a secular version of religion? Explore contrasting existentialist or nihilist responses about the struggle or meaninglessness of existence.	Tanha (thirst/craving/ desire) - Buddhists believe that we suffer in life because we are constantly craving things. This ultimately leads to dissatisfaction and suffering.
5. How can people attain happiness	Reflect on where people attain happiness – the future or the here and now. Is it plausible to say that ‘heaven’ and ‘hell’ are found in daily existence in our outlook and mood? Reflect on the Buddhist idea of impermanence – that everything changes, which means neither good nor bad experiences last. Compare this to a Humanist view that no one can be happy while others suffer (e.g. Peter Singer). Are these ideas of ‘heaven’ as states of mind attainable here on Earth? Compare to a Christian vision of heaven, and debate whether spiritual happiness is preferable to earthly, physical happiness.	Stoicism - a school of philosophy that hails from ancient Greece and Rome in the early parts of the 3rd century, BC. It is a philosophy of life that maximises positive emotions, reduces negative emotions and helps individuals to hone their virtues of character.
6. END POINT TASK	“ Happiness should be our main goal in life ” Evaluate this claim .Give arguments to support the statement and arguments to support a different point of view. You must include religious teachings	
7. DIRT	You will have an opportunity to reflect on your work and improve through the feedback provided by your class teacher.	

Together: We Care, We Challenge, We Excel



5 Tips To Keep Your Chin Up

1



Do something impulsive.

Do something impulsive that you haven't planned every day. It's better to have no plan so we can seize the opportunities that may arise.

2



Have rituals.

We are less who we are than what we do. Do 3 things that you love every day. As a result, feeling the gratitude will help you better sleep. Better sleep helps to be in a better mood. A better mood helps to make better decisions.

3



Exercise at least 10 minutes a day.

Exercising has an influence on your brain, on your mood, on your ability to reflect and on your health.

4



Take breaks.

Prevent burnouts by stopping what you are doing and do something else. Create a different atmosphere, add some novelties in your daily routine.

5



Learn something new.

Learning helps to create new connections in your brain and to come up with new ideas and new opportunities.

Source

Happy Places

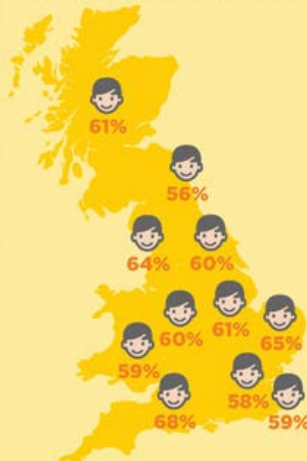
Here is where countries of the world fall in order of happiness. Each country has a score ranging from 0-2.



WORKERS AGED OVER 56 ARE HAPPIEST OF ALL

AGE	HAPPY	UNHAPPY
56+	65%	10%
46-55	59%	16%
35-45	60%	13%
18-34	62%	15%

THE UK'S HAPPIEST WORKERS



AND THE HAPPIEST CAREER IS...



Floristry and gardening, with 87% saying everything at work is rosy. Florists and gardeners like their work environment the most. Most career groups say getting on well with colleagues is the most important ingredient for a happy work life.

GET YOUR DAILY D.O.S.E. OF HAPPINESS

The happy brain chemicals that make you feel good



2 How Deficiency Affects You

- procrastination
- low self-esteem
- lack of motivation
- low energy or fatigue
- inability to focus
- feeling anxious
- feeling hopeless
- mood swings

- feeling lonely
- stressed
- lack of motivation
- low energy or fatigue
- disconnect of relationships
- feeling anxious
- insomnia

- low self-esteem
- overly sensitive
- anxiety/panic attacks
- mood swings
- feeling hopeless
- social phobia
- obsession/compulsion
- insomnia

- anxiety
- depression
- mood swings
- aches and pains
- insomnia
- impulsive behavior

DOPAMINE

OXYTOCIN

SEROTONIN

ENDORPHINS

3 How to Increase Happiness Levels

- meditate
- daily to-do list
- long term goals
- food rich in L-Tyrosine
- exercise regularly
- create something: writing, music, or art

- physical touch
- socializing
- massage
- acupuncture
- listening to music
- exercise
- cold shower
- meditate

- exercise
- cold showers
- sunlight
- massage

- laughter/crying
- creating music/art
- eat dark chocolate
- eat spicy foods
- exercise/stretching
- massage
- meditate

The Three Marks of Existence



Dukkha
suffering



Anicca
impermanence



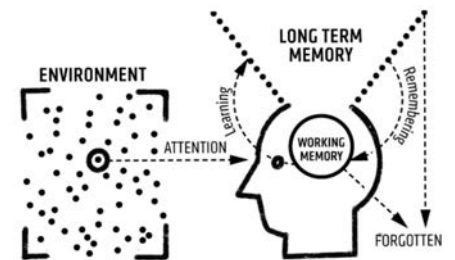
Anatta
no-self

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?



Together: We Care, We Challenge, We Excel



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>



Lesson	Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
1 & 3 A brief history of computing	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> 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 	<u>Application</u> <u>Smartphone</u> <u>Digital</u> <u>Communication</u> <u>Program</u> <u>Wearables</u> <u>Content</u> <u>Design</u> <u>Prototype</u> <u>Development</u> <u>Protocols</u> <u>Law</u> <u>Interface</u> <u>Graphical</u> <u>Apps</u> <u>Software</u> <u>Mobile Phones</u> <u>SMS</u> <u>Email</u>
4 - 7 App design	<p>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:</p> <ul style="list-style-type: none"> 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	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> 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	<p>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:</p> <ul style="list-style-type: none"> 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	<p>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.</p> <ul style="list-style-type: none"> 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	<p>Students will finish off, evaluate their apps and complete the end of unit summative assessment.</p> <ul style="list-style-type: none"> Critically assess the effectiveness of their apps Critically assess the usability of their apps Recommend further development ideas 	

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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)

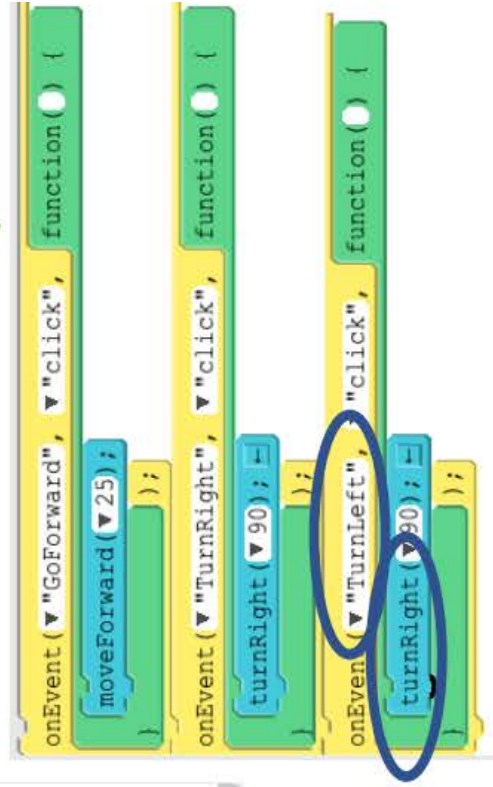
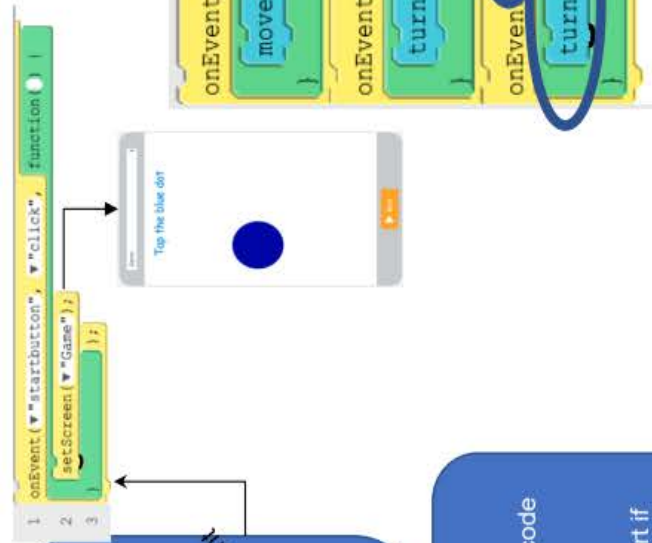
Events can also be triggered by:

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

PAIR PROGRAMMING

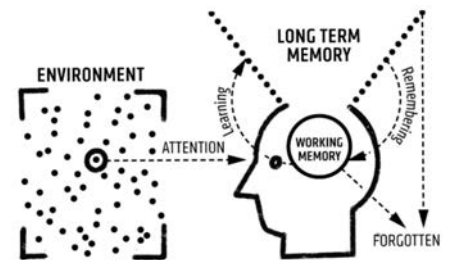
The driver: To control the keyboard and mouse and place the code blocks into the correct places.

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



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 2



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>

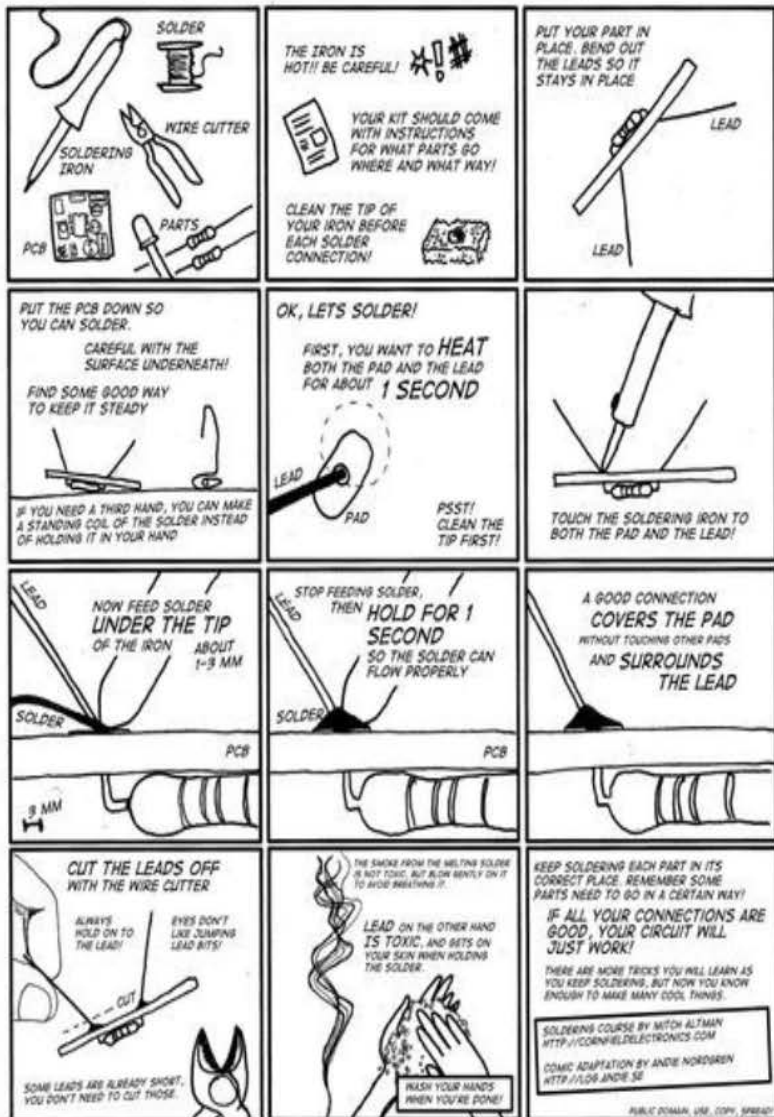


Together: We Care, We Challenge, We Excel



SOLDERING IS EASY

HERE'S HOW TO DO IT



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:

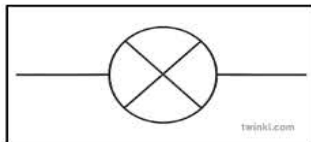
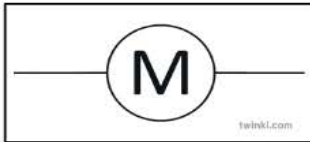
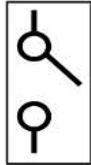
How safe must the product be?

10. SUSTAINABILITY:

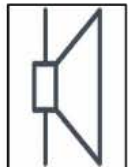
Will materials be recycled?

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.



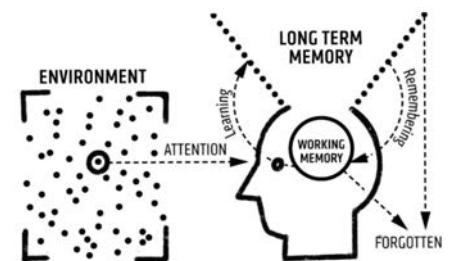
Component	Picture	Symbol	Explanation of what it does/how it works
Battery			The battery gives off a flow of electrons and provides an electric current that can be used to do work.
On/Off switch			Stops or starts the flow of current
Wire			carry the electric current to various parts of a circuit
Motor			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



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: Design & Technology

YEAR: 8

TERM: Spring 2



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/zmr8jhw>

<https://www.technologystudent.com/>

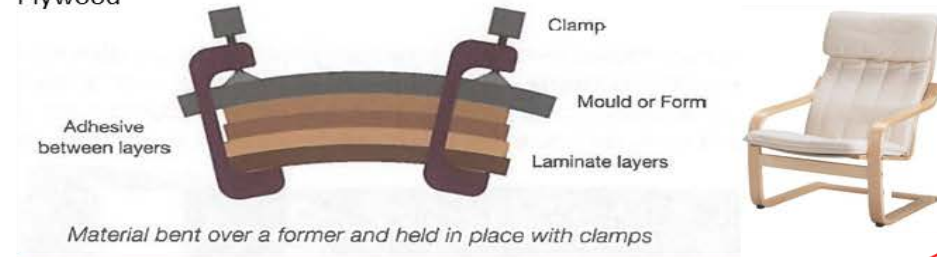


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Laminating

Stiffening a material to improve strength, stability and flexibility.
Plywood



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 and 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?

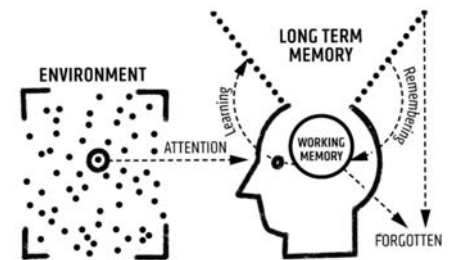


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Your Bare Essentials Reflection

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?



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/>



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

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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, action of organs

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

Too much

- Obesity
- Type 2 diabetes
- Heart Disease

Protein

Function: Growth and Repair, Energy

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

Too much

- Turns to fat if not turned into energy

Too little

- 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

- Controls body temperature.
- Gets rid of waste in the body.

Too little

- 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 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

KEEP CALM AND EAT LOCAL GROWN

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

How to reduce it:

- Don't fill the 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

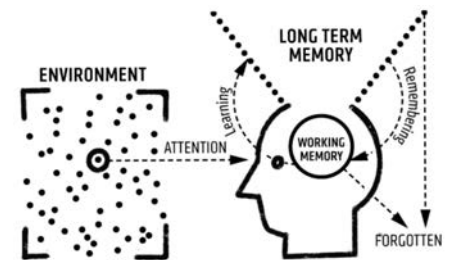
- Reduce
- Reuse
- Redistribute/recycle
- First in first out
- Store food correctly - use your freezer
- Don't cook too much
- Know the difference between best before and use by dates

LOVE FOOD hate waste

From Garbage to Garden
It's Compost Time!

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