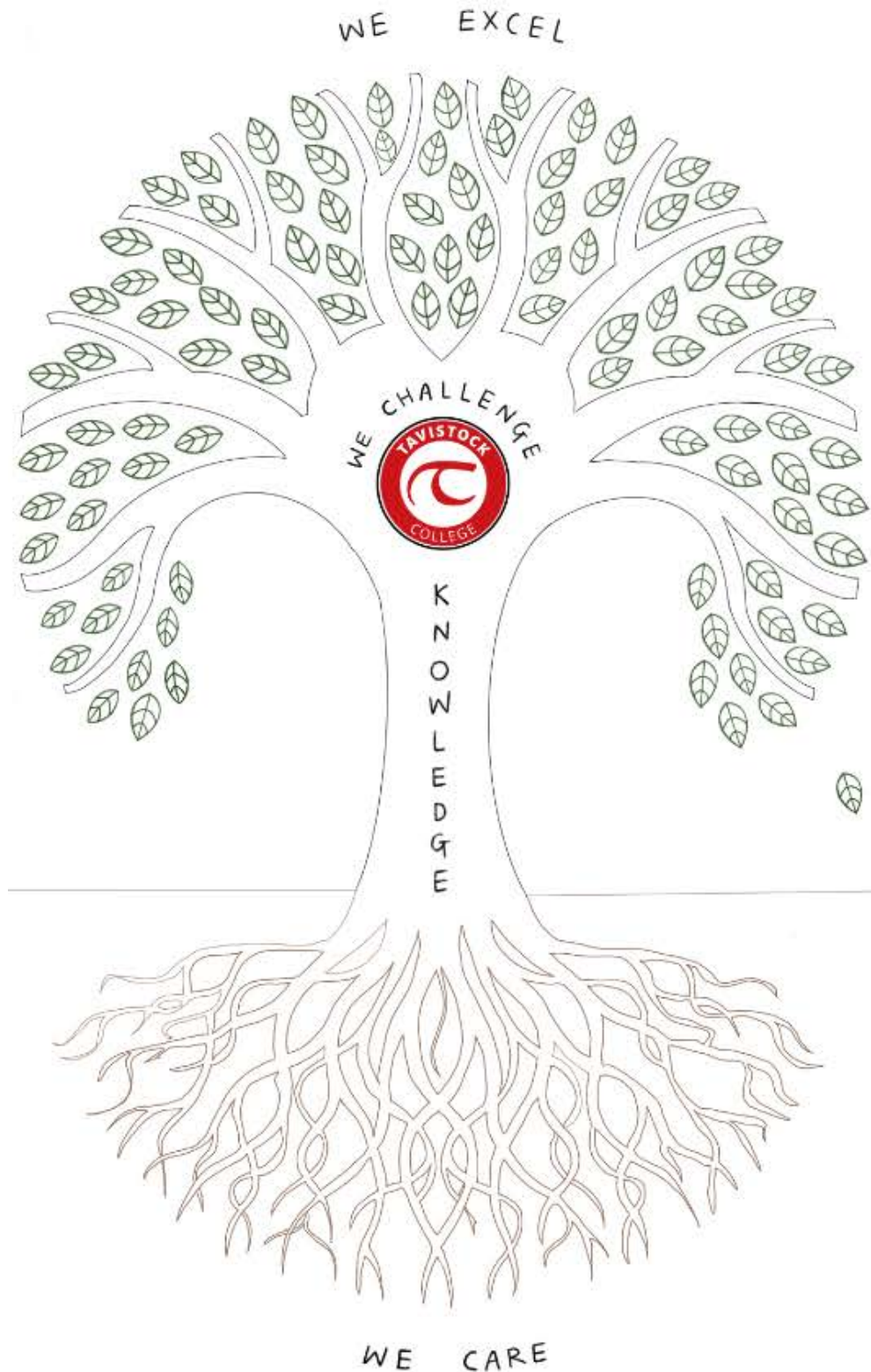


# The Bare Essentials



## YEAR 8: Autumn Term 1

Essential knowledge for your curriculum

Name: \_\_\_\_\_

Tutor Group: \_\_\_\_\_

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

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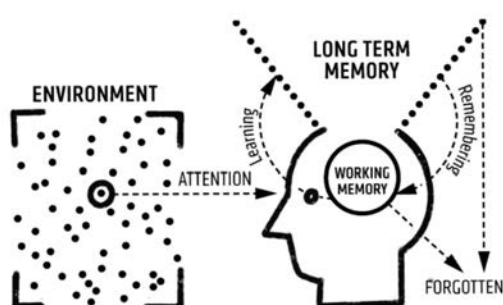
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# Homework

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
<b>Maths</b>	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
<b>Science</b>	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
<b>IT, Design and Technology</b>	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
<b>Religion and Social Learning</b>	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
<b>French</b>	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
<b>Spanish</b>	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
<b>English</b>	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
<b>Geography</b>	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
<b>History</b>	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
<b>Performing Arts</b>	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
<b>Art</b>	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
<b>PE and Sport</b>	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 



## Parents/ Carers: How can I use the Bare Essentials to help my young person?

### Why?

We want to make sure that all students at Tavistock College are able to access the information in the Bare Essentials. To do this, we have looked at strategies that parents / carers can use to scaffold their young person's learning.

### What does struggling look like?

Your young person may already have an identified Special Educational (SEND) Need such as Autism, Dyslexia or ADHD. Alternatively, they may demonstrate issues such as:

- Struggling to concentrate
- Difficulties remembering information
- Difficulties with reading / writing
- Difficulties with organisation

### Research:

'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, enough support is provided so that a young person can successfully complete tasks that they could not do independently. The support is then removed gradually so the young person can complete the task independently.

(Special Educational Needs in Mainstream School, Guidance Report. Education Endowment Foundation)

### High Quality Teaching at TC:

Within school, all students are supported to access their learning through the High Quality Teaching and Learning six:

- Retrieval Practice
- Targeted Questioning
- Learning new vocabulary
- Modelling
- Extended work
- Feedback

## Universal - key knowledge

### Steps to success

#### Retrieval:

Give time and delay



Repeat or rephrase the question



Forced alternatives



#### Vocabulary:

Experience the concept



Choral response to check spellings



Put into a sentence



#### Feedback:

Use questions to clarify



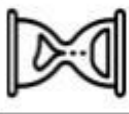

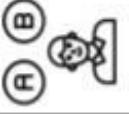






Focus on the feature



Sentence completion



## Universal - key knowledge

	<ul style="list-style-type: none"> <li>Allow enough time to respond. Wait for at least six seconds.</li> <li>Ensure the young person has waited until you have finished your request</li> </ul>
	<ul style="list-style-type: none"> <li>Repeat the information again after allowing waiting time</li> <li>Repeat the information in a different way. Don't do this too quickly. Allow processing time</li> </ul>
	<ul style="list-style-type: none"> <li>Give the young person two choices e.g. What does this word mean? X or Y?</li> </ul>
	<ul style="list-style-type: none"> <li>Help the young person to experience the concept e.g. How does it feel?</li> </ul>
	<ul style="list-style-type: none"> <li>A verbal repetition strategy that encourages students to respond when prompted with a cue (visual or verbal)</li> </ul>
	<ul style="list-style-type: none"> <li>Put the unknown word into context in a sentence. Present this to the young person visually or verbally.</li> </ul>
	<ul style="list-style-type: none"> <li>Check the young person understands by asking questions at a simple level first.</li> </ul>
	<ul style="list-style-type: none"> <li>Help the young person focus on the feature they need to look at to be able to understand your question. E.g. if asking how two items are alike, draw attention to the relevant similarities, such as colour.</li> </ul>
	<ul style="list-style-type: none"> <li>When asking questions that need a defined answer, model the response by beginning it, prompting the young person to repeat how you start the sentence.</li> </ul>

## 'Practice makes progress'

## Students: What can I do if I am stuck?

### In school:

- What do I already know? Remember to look back at what you have learnt before.
- Use scaffolds to help e.g. glossaries, sentence starters, tasks boards
- Ask a friend (if it is the right time during the lesson)
- Ask your teacher

### At home:

- Mind map what you know
- Use a dictionary for new / hard words
- Use the 'Steps to Success' methods
- Ask an adult at home
- Use technology to help e.g. a search engine

### Reading tips:

- Remember to sound out and blend new words
- Use the look, cover, write, check strategy to learn new and important words

Complex Speed Sounds

Consonant sounds											
f	l	m	n	r	s	v	z	sh	th	ng	
ff	ll	mm	nn	rr	ss	ve	zz	ti	nk		
ph	le	mb	kn	wr	se	c	se				

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg	g	pp	tt	wh					tch
ck				ge								
ch				dge								

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
ea					ā-e	y	t-e	ō-e
					ai	ea	te	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e		oor	oor	are	ur	ow	oi			
ue		ore	ore		er					
ew		aw	aw	au						

## Steps to success

### Retrieval:

Give time and delay



Repeat or rephrase



Forced alternatives



### Vocabulary:

Experience the concept



Choral response - say words / sentence out loud



Put into a sentence



### Feedback:

Use questions to clarify



Focus on the feature












Sentence completion



## Universal - key knowledge

## Universal - key knowledge

'Practice makes progress'

	<ul style="list-style-type: none"> <li>Allow enough time to think of the answer. This may take longer than you think.</li> </ul>
	<ul style="list-style-type: none"> <li>Re-read the highlighted information, focusing on key words to help you</li> </ul>
	<ul style="list-style-type: none"> <li>Choose between two answers - which one is it most likely to be?</li> </ul>
	<ul style="list-style-type: none"> <li>Think about the concept practically. E.g. what can you see around you that is familiar</li> </ul>
	<ul style="list-style-type: none"> <li>Say things out loud to help you to remember them</li> </ul>
	<ul style="list-style-type: none"> <li>Put a new word you have learnt into a sentence</li> </ul>
	<ul style="list-style-type: none"> <li>Start with questions / information that you are familiar with and build up to the hard ones</li> </ul>
	<ul style="list-style-type: none"> <li>Focus on the highlighted information. These bits are the most important</li> </ul>
	<ul style="list-style-type: none"> <li>Use the verbal or visual sentence starters to help you use what you know to answer a question</li> </ul>



## BARE ESSENTIALS

SUBJECT: The Fourth Plinth (Art/Textiles)

YEAR: 8

TERM: Autumn 1

**Big Question:** What is the Fourth Plinth?

**End point task:** Recreate a Fourth Plinth Sculpture

### Did you know?

- The **Fourth Plinth in Trafalgar Square, London** was originally intended to hold an equestrian statue of William IV, but remained bare due to insufficient funds.
- It is thought it will be the site of a **statue of Queen Elizabeth II**, which would explain why there has been such a long delay in choosing a permanent monument.
- The **Nelson Mandela Statue**: On 24 March 2003, an appeal hoping to raise £400,000 to pay for a 2.7 m statue of Nelson Mandela by Ian Walters. The relevance of the location was that South Africa House, the South African high commission, scene of many anti-apartheid demonstrations, is on the east side of Trafalgar Square. The statue was later placed in Parliament Square instead.
- The **Fourth Plinth Commission** was led by the Mayor of London's Culture Team in 2005
- **Marc Quinn** froze his own blood to make a sculpture
- **Yinka Shonibare** CBE is a British-Nigerian artist who is paralysed down one side of his body
- **Heather Phillipson** likes being underwater when she thinks, to get a clear head for her art.



### Where is this learning coming from?

#### Basic Knowledge

- Students will reflect upon Foundations of Art /Textiles knowledge and skills gained during year 7 and extend this moving forward in the course.
- Students will apply the visual elements and colour theory to new topics



### Where is this learning going?

- This will help you answer the Big Question: What are the Visual Elements?
- You will continue to develop your practical skills and techniques, refining detail and tone.
- You will learn how to evaluate your work and that of others.
- You will learn how to refine your work and expand your use of media.
- It will prepare you for exploring and expanding your skillbase in KS3 Art/ Textiles and forward to KS4 Art.

### What will you know as a result of this?

By the end of this term you will know;

- Where the Fourth Plinth is and what it is used for.
- How to use chalk and charcoal.
- What colonialism is.
- Who Marc Quinn is and what his art is about.
- Who Yinka Shonibare and what his art is about.

### Career links:

There are a number of career paths linked directly and indirectly to improving your artwork:

- Architect
- Advertising Designer / Graphic Designer
- Art Gallery Curator / Art Historian
- Tattoo Artist
- Illustrator
- Teacher / workshop facilitator
- Fashion designer

### Useful weblinks:

[What's on the Fourth Plinth now | London City Hall](#)



Topic	Bare Essentials to remember (words in bold are in your keywords) :	Keywords: Remember that artistic and creative knowledge builds up so revisit previous Bare Essentials!
What is the fourth plinth?	Students will learn the history of the <b>fourth plinth</b> and its links to art and culture before designing their own sculpture. It sits in the North West corner of <b>Trafalgar Square</b> in London, next to <b>Nelson's Column</b> . It was originally the site for a statue of King William IV, but it remained empty from 1841 until 1999. It became a living art display, one of the World's most famous public art commissions.	<b>Fourth plinth:</b> The Fourth Plinth sits in Trafalgar Square in London. A famous public art commission. <b>Trafalgar Square:</b> A 19th century public square in Central London. <b>Nelson's Column:</b> A column was built to commemorate Admiral Horatio Nelson, who died at the Battle of Trafalgar in 1805. <b>Marc Quinn:</b> A British artist whose work includes sculpture, installation, and painting.
Who is Marc Quinn Iris Pictures	<b>Marc Quinn</b> created the sculpture of Alison Lapper, but he is also famous for his exploration in the human form. He froze his own blood and created a cast of his head. He also created giant Iris paintings, there are a series of them each reflecting a different eye. You will look at the work of <b>Marc Quinn</b> and begin to create your own Quinn inspired <b>iris</b> picture.	<b>Iris:</b> The coloured tissue at the front of the eye, surrounding the pupil, in the centre of the eye. <b>Realism:</b> Representation of a person or thing in a way that is accurate and true to life.
Add detail to your iris pictures	Using coloured pencils you will add detail to your iris pictures, refining and adding <b>realism</b> .	<b>Yinka Shonibare:</b> A British/ Nigerian Artist examining race, class and cultural identity.
Who is Yinka Shonibare? Create a Ship Bottle	'Nelson's Ship in a Bottle' was a scale (1:30) replica of HMS Victory in a bottle. It was the first commission by <b>Yinka Shonibare</b> , and the first to reflect on its setting. <b>Trafalgar Square</b> commemorates the Battle of Trafalgar, and links directly with <b>Nelson's column</b> . The ship's 37 large sails were made of patterned textiles typical of African dress. They are used to show African identity and independence. The work considers the legacy of British <b>colonialism</b> and Empire.	<b>Colonialism:</b> The practice of acquiring political control over another country, occupying it with settlers, and exploiting it.
Ship Bottle	You will continue with your ship in a bottle, adding further detail and refining your original watercolour with coloured pencil.	<b>Heather Phillipson:</b> A British artist working in a variety of media including large-scale installations.
End Point Task: Cherry on top in charcoal and chalk	Using <b>Heather Phillipson's</b> "The End" as inspiration, create your own cream with a cherry on top charcoal drawing. <ul style="list-style-type: none"> <li>● Use charcoal for dark <b>tone</b></li> <li>● Use chalk for <b>highlights</b></li> <li>● Use the colour of the paper for mid <b>tones</b></li> </ul>	<b>Highlights:</b> A light area in a painting, picture, or design.

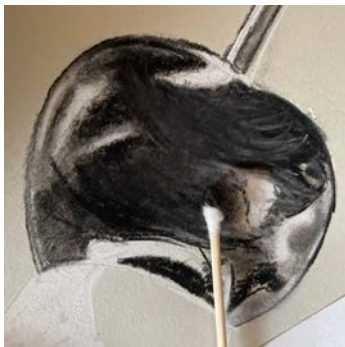




## How to use chalk and charcoal to create Heather Phillipson's The End



- Lightly sketch the outline first
- Use the white charcoal pencil to create the outline.
- Use charcoal for dark tone and chalk for highlights.
- A cotton bud can help to create more tone.

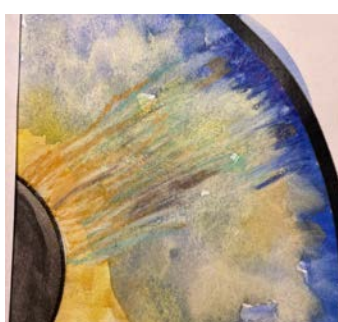


- Blend the dark to light tone
- Remember the colour of the paper can also offer a midtone.
- Add extra detail with sharp charcoal/ chalk pencil when complete.
- Use hair spray to fix the image

## How to use watercolour and coloured pencils to create Marc Quinn's Iris



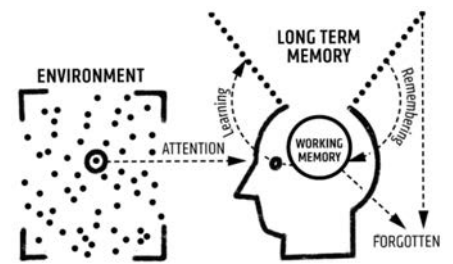
Start by painting the outside ring and adding brush marks to soften the edge.  
Add the inside ring and add small brush marks to create a softer line  
Blend the two rings together using water and water colour, to create the middle colour.



Only when the iris is dry, add the black to the pupil  
Add detail with coloured pencil to complete the iris.

## Your Bare Essentials Reflection

In your own words summarise your learning.



Explain the importance of what you have learnt?



How does this link with other subjects?

What follow up questions will you ask?



# BARE ESSENTIALS

SUBJECT: Music - Popular Music 1

YEAR: 8

TERM: Autumn 1

**Big Question:** *How do I develop my musical skills to play modern popular Music?*

**End point task:** *Piano performance of Faded, Hold back the River and Read all about it*

## Did you know?

- The term **'pop music'** became commonly used in the 1950s when **rock and roll music** became a 'popular' hit with teenagers
- The **'British Invasion'** was a cultural phenomenon of the mid-1960s, when rock and pop music acts from the United Kingdom and other aspects of British culture became popular in the United States - This was lead by bands such as **The Beatles and The Rolling Stones**
- 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**
- UK music industry's contribution to the UK economy in 2021 was **£4 billion** – up 26% on the £3.1 billion figure for 2020, but still down 31% on the pre-Covid all-time high of £5.8 billion in 2019
- In 2021, the biggest selling album in the world was **Adele's '30'**. **Ed Sheeran's '='** was the fourth best-selling album and **Dua Lipa's 'Future Nostalgia'** was in sixth place



## Where is this learning coming from?

Piano/Keyboard skills will be taught to you through this scheme but think about

- Rhythm & Metre skills from the Autumn term
- Piano & notation skills from Medieval Music & Blues
- Solo performance skills from Medieval Music & Blues
- Group performance skills from Medieval Music & Blues
- Knowledge of Riffs from guitar
- Any Music skills that you learned in primary school
- Previous Instrumental experience
- Previous notation experience

## Where is this learning going?

These lessons will help you practically and verbally

- Answer the Big Question: *How do I develop my Musical skills to play modern popular Music?*
- Prepare you for further band performance in Y8
- Prepare you for more complex piano pieces in Y8
- Prepare you for GCSE Music Component 1 and Component 3
- Prepare you for future live presentation and performances
- Develop your social and communication skills which will support interactions and interviews using empathy, negotiation and vocal and facial expression and body language.

## What will you know as a result of this?

By the end of this term you will know:

- How to conduct yourself in a performing arts space
- How to warm up and prepare for performing arts activities
- How to play melodies and riffs on the piano
- How to play melody and accompaniment on the piano
- How to play keyboard with a partner
- How to play chords
- How to play broken chords
- How to play music in time
- How to play pop songs
- How to play parts of Faded - Aaron walker, Hold back the river - James Bay and Read all about it - Emile Sande

## Career links:

- Actor / Dancer / Performer
- Composer
- Performing Arts Teacher/ facilitator / workshop leader
- Performing artist/Musician
- Music producer
- Session Musician
- Music therapist
- Music teacher
- Music business management
- Music journalist
- Sound engineer
- Live Music producer



## Useful weblinks:

[BBC Bitesize KS3 Music](#)

[Virtual Piano](#)




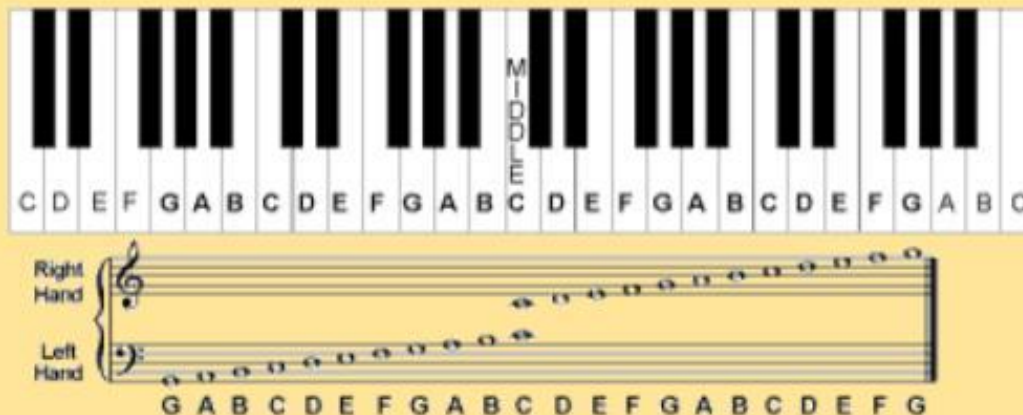
<b>Unit Content Bare Essentials to remember (words in bold are in your keywords) :</b>	<b>Keywords:</b> <i>Remember that there is lots of cross over in Drama, Dance and Music and that artistic and creative knowledge builds up, so look back at your previous Bare Essentials too</i>
<u><b>Performing Arts Warm Up Exercises</b></u> You will take part in a series of warm up exercises to get you ready to work creatively and perform. These will be from one of or a mix of; <b>Vocal</b> Warm Up exercises, <b>physical</b> Warm Up exercises, <b>concentration</b> Warm Up exercises, <b>trust/teamwork</b> Warm Up exercises.	<ul style="list-style-type: none"> <li>● <b>Vocal</b> - anything to do with or referring to the voice, we use vocal warm ups to make sure our voice is ready to perform</li> <li>● <b>Physical</b> - anything to do with or referring to the body, we use physical warm ups to make sure our body is ready to perform</li> <li>● <b>Concentration</b> - 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</li> <li>● <b>Trust/Teamwork</b> - we use trust and teamwork warm ups to make sure we ready to work creatively in a group</li> <li>● <b>Stimulus</b> - a starting point for creative work. This could be an image, theme, quote, piece of music, title or theme</li> <li>● <b>Discuss</b> - your initial responses and reactions to the stimulus need to be talked through with your group -it's important that everyone contributes to the discussion</li> <li>● <b>Improvise</b> - 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</li> <li>● <b>Rehearse</b> - rehearsal is selecting/ deleting/ editing/ refining your improvised work until it is ready to share</li> <li>● <b>Perform</b> - showing and sharing your practical creative ideas</li> <li>● <b>Evaluate</b> - considering the work you have created or seen and discussing its merits and areas for development*</li> <li>● <b>Performer</b> - someone who acts, dances, sings and shares their work with an audience</li> <li>● <b>Audience</b> - a group of people watching and listening to a performance</li> <li>● <b>Structure</b> - The arrangement and order of the parts or sections of the music</li> <li>● <b>Rhythm</b> - A regular repetition or grouping of beats - in a melody, the length a note is held for</li> <li>● <b>Pitch</b> - How high or low a note should be played</li> <li>● <b>Tempo</b> - The speed of music</li> <li>● <b>Melody</b> - The tune, a series of notes that are musically satisfying</li> <li>● <b>Accompaniment</b> - A musical part which supports or partners an instrument, voice, or group</li> <li>● <b>Chords</b> - Playing more than one note at a time</li> <li>● <b>Major Triad</b> - A three note chord that consists of the root note, a major third and the perfect fifth.</li> <li>● <b>Minor Triad</b> - A three note chord that consists of the root note, a minor third and the perfect fifth</li> <li>● <b>Broken Chords</b> - a chord in which the notes are played successively</li> <li>● <b>Sharp notes #</b> - The black note to the right of the corresponding white note, it is slightly higher in pitch</li> <li>● <b>Flat notes b</b> - The black note to the left of the corresponding white note, it is slightly lower in pitch</li> </ul>
<u><b>Melody/Riff</b></u> We will explore how to quickly learn a variety of <b>melodies</b> on the keyboard. In most cases this will be accompanied by a partner. Learn the <b>Melody</b> first by breaking the melody into small chunks	
<u><b>Accompaniment</b></u> We will learn how to accompany the <b>Melody</b> with <b>chords</b> or <b>broken chords</b> . In most cases this will be achieved by working with a partner. We will learn how to construct a <b>Major triad</b> and then how to construct a <b>Minor triad</b> .	
<u><b>Structure</b></u> We will learn how to play the <b>Melody</b> and the <b>Accompaniment</b> at the same time with a partner. Starting off at a slower <b>Tempo</b> and then increasing the <b>Tempo</b> as we get more confident	
<u><b>Listening</b></u> We will listen to the songs and parts regularly analysing <b>chords</b> , timings and <b>rhythms</b> . We will listen to each other perform regularly and use this opportunity to feedback. This will ensure that the <b>rhythm</b> that we are playing is correct	
<u><b>Rehearsal</b></u> You will refine your piece in rehearsal. Rehearse until you can play the song perfectly. Try playing it 3 times in a row without making a mistake. Start rehearsing at a slow <b>tempo</b> and play faster as you improve.	
<u><b>Perform</b></u> You will share your work in a recorded <b>performance</b> to an <b>audience</b> . Your teacher will edit your work to create your film.	
<u><b>Evaluate</b></u> You will watch your film and <b>evaluate</b> your group's <b>performance</b> using CRESS.	



## KS3 Music Knowledge Organiser

### Rhythm

Notes	Name	Value
	Semibreve	4 beats
	Minim	2 beats
	Crotchet	1 beat
	Quaver	$\frac{1}{2}$ beat
	Semi-quaver	$\frac{1}{4}$ beat
	2 Quavers	1 beat
	4 Semi-quavers	1 beat



How to create a performance	Stimulus, Discuss, Improvise, Perform, Evaluate
Melody	The tune - The part of the song that gets stuck in your head
Chords	2 or more notes played at the same time
Sharp or Flat notes	# tells you to play the black note to the right b tells you to play the black note to the left
Types of warmup	Vocal, Physical, Concentration, Teamwork/Trust
Types of Voice	Soprano, Alto, Tenor, Bass

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# KS3 Music Knowledge Organiser

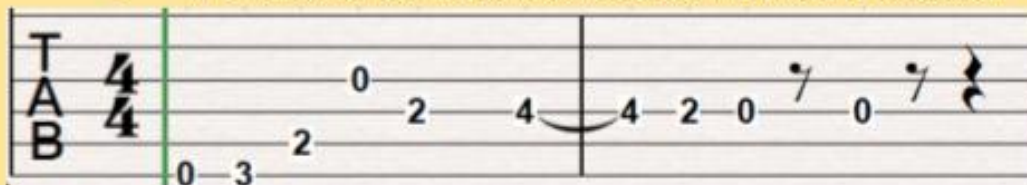


<b>C</b> HALLENGE	Can you find a way . . .	Giving the "what" but not giving the "how" New ideas for EXPLORATION	I can APPLY previous artistic experiences to QUESTION and DEVELOP my own and other artists work	I can draw on previous experiences to EXPERIMENT, DEVELOP and take risks in my work
<b>R</b> EFLECT	I noticed.....	To be an accurate non-judgemental AUDIENCE for the artists It opens up areas for DEVELOPMENT of WORK which may not have been noticed by the artists themselves	I can IDENTIFY and VERBALISE what I have SEEN or HEARD	I can CREATE artistic work
<b>E</b> NQUIRE	I'm interested to know...	A QUESTION that will provide a choice To help focus an artist on exploring or developing CHOICES made with greater clarity	I can IDENTIFY, ARTICULATE And QUESTION using a variety of KEY WORDS what I have SEEN or HEARD	I can CREATE artistic work that REFLECTS many skills
<b>S</b> UPPORT	It's good when . . . I like . . .	To be a critic, SPECIFIC and help the VALUABLE of chosen skills To let artists know they are being SEEN and APPRECIATED	I can IDENTIFY and ARTICULATE using subject language about what I have SEEN or HEARD	I can CREATE artistic work that reflects a specific SKILL
<b>S</b> UGGEST	Can you try . . .	Offering a specific action Very commonly used and can be effective in giving the artist a choice of the artist	I can IDENTIFY ARTICULATE skills and make SUGGESTIONS to the artist	I can CREATE and structure artistic work using a range of SKILLS, STYLES and EXPERTISE

## Guitar Tab

A tab staff will always have the same number of lines as your instrument has strings. So, a six-string guitar will have *six lines*, and a four-string bass will have *four lines*.

- A lower line means a lower note. On the tab staff, the bottom line is the lowest (or 6th) string of the guitar.
- The number on the line corresponds to the fret (note) to be played.



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# BARE ESSENTIALS

SUBJECT: Performing Arts: Matilda the Musical

YEAR: 8

TERM: Autumn 1

**Big Question:** What skills and knowledge do we need, and how do we go about, creating an effective Scripted Performance?

**End point task:** Create a scripted group Performance from Matilda the Musical

## Did you know?

- There is a belief that there are only **7 basic plots**, that are recycled again and again but populated by different settings, characters, and conflicts. Those seven types of story are: **Overcoming the Monster, Rags to Riches, The Quest, Voyage and Return, Rebirth, Comedy, Tragedy**: which one do you think **Matilda** is?
- There are also commonly revisited character types - or **archetypes** - the top 8 are **The Leader, The Warrior, The Caregiver, The Seducer, The Rebel, The Teacher, The Outcast and The Wildcard**. Which one do you think Matilda is?
- Musical Theatre** or **Musicals** refer to a genre of performance where **Music, Dance and Drama are all featured**. The three main components of a musical are its music, lyrics and book.
- Musical Theatre has its history and connection to **revues, vaudeville, ragtime, musical hall and opera**.
- The **book** (or script) of a musical refers to the story, character, structure, dialogue, stage directions and lyrics together, which are sometimes referred to as the **libretto** (Italian for "little book"). The music and lyrics together form the **score** of a musical and include songs, incidental music and musical scenes, often combining song with spoken dialogue
- In 1988 a novel by **Roald Dahl** was released about a young intelligent girl who develops a love of reading (despite her abusive parents and headmistress of her school) incorporating rebellion and magical powers.
- In December 2010, the **Royal Shakespeare Company** staged a musical adaptation by **Dennis Kelly** (who also wrote GCSE English set text DNA). Musician and comedian **Tim Minchin** wrote the music and lyrics.
- Matilda the Musical hit the **West End** in 2011 and is still there today - it is currently the 17th longest running show in West End history having been performed over 4000 times. It has also toured America, Asia, Australia, Canada, South Africa and in 2023 will go to Japan.
- Matilda the Musical has won a record breaking 7 Olivier Awards alongside many others.
- In 1996 an American film of the novel came out and in **2022 a film adaptation** of the musical hit the cinemas and then Netflix.



### Where is this learning coming from?

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

- Year 7 schemes of learning on Drama techniques, Dance techniques and Greek Theatre
- You might have seen the stage or film adaptation
- You might also have seen a stage show at school or at a theatre or local community show that used these.
- 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 and knowledge do we need, and how do we go about, creating an effective Scripted Performance?*
- Prepare you for further scripted work in KS3 and KS4 Drama
- Prepare you for the dramatic texts aspects of English at KS3/ KS4 by helping you understand plot, characters and theatrical performance
- 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:

- Remember how to conduct yourself in a performing arts space
- How to warm up and prepare for performing arts activities
- Terminology for scripts, audience configurations and stage positions
- How to respond to a starting point for a performing arts piece
- How to work in a group to create, refine and perform scripted work
- How to conduct yourself whilst watching performances and give feedback on performing arts work

### Career links:

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



### Useful weblinks:

[Jobs that use English and Drama - BBC Bitesize](#)

[Drama - BBC Bitesize](#)





Unit Content Bare Essentials to remember (words in bold are in your keywords)	Keywords: <i>Remember that there is lots of cross over in Drama, Dance and Music and that artistic and creative knowledge builds up, so look back at your previous Bare Essentials too</i>
<p><u><b>Introduction to the Performing Arts Space</b></u></p> <p>We will remember how to conduct ourselves in the space, so that everyone can be safe, happy and achieving. You will be introduced to the staging types of <b>End On</b> and <b>Thrust</b> and learn some of the basics of stage positioning.</p>	<ul style="list-style-type: none"><li>• Warm up exercises in Performing Arts - <b>Vocal, Physical, Concentration, Trust/ Teamwork</b> - look back at previous Bare Essentials for details</li><li>• The process of creating performing arts work - <b>Stimulus, Discuss, Improvise, Rehearse, Perform, Evaluate</b> - look back at Bare Essentials for details</li><li>• <b>Performer</b> - someone who acts, dances, sings and shares their work with an audience</li><li>• <b>Character</b> - a part played/ shown by a performer that is not themselves</li><li>• <b>Audience</b> - a group of people watching and listening to a performance</li><li>• <b>Duologue</b> - Two characters talking on stage</li><li>• <b>Dialogue</b> - a conversation between characters</li><li>• <b>Hotseating</b> - a rehearsal method of getting into character where other people ask questions and you respond in character</li><li>• <b>Proxemics</b> - spatial relationships on stage (what the space between the characters conveys to the audience)</li><li>• <b>Levels</b> - the height of characters in relation to each other and what that conveys to an audience (someone higher seems to have more power)</li><li>• <b>Stage Positions</b> - an <b>end on stage*</b> and <b>thrust stage</b> are divided into nine named areas to help performers, directors and choreographers</li><li>• <b>Facial expressions</b> - using parts of the face to convey emotions</li><li>• <b>Body language</b> - using the body to convey emotions</li><li>• <b>Gait</b> - how a character moves across a space</li><li>• <b>Posture</b> - the upper body, back and shoulders position of a character</li><li>• <b>Gesture</b> - any movement or signalling from the hands</li><li>• <b>Pitch</b> - how high or low a voice is</li><li>• <b>Pace</b> - how fast or how slow a voice is</li><li>• <b>Pause</b> - a silence, a break in the dialogue</li><li>• <b>Volume</b> - how loud or quiet a voice is</li><li>• <b>Accent</b> - how people from specific areas of the country or world sound</li><li>• <b>Blocking</b> - working out who and what is where on stage</li><li>• <b>Corpsing</b> - dropping out of character whilst sharing/performing work</li><li>• <b>Split scene</b> - two scenes happening on stage at the same time, one could be frozen or muted</li><li>• <b>Neutral</b> - a position that does not have a character but can show a focused performer</li><li>• <b>Slow motion</b> - slowing down movement or speech so much that it becomes exaggerated</li><li>• <b>Musical Theatre</b> - genre of performance that incorporates Music, Dance and Drama</li><li>• <b>Script</b> - the dialogue of characters written down complete with <b>stage directions</b></li><li>• <b>Stage Directions</b> - on a script the directions for how to say a line, where to move to or the position of props/set</li><li>• <b>Plot</b> - the narrative or story of of performance</li><li>• <b>Narrative Arc</b> - a structural <b>plot</b> (the story) device ensuring a clear beginning and end with a middle crescendo</li><li>• <b>Archetypes</b> - a recognisable character that is recurrent throughout different stories from different cultures</li><li>• <b>Hero</b> - the goodie character of a narrative, often but not always the protagonist</li><li>• <b>Villain</b> - the baddie character of a narrative, often but not always the antagonist</li><li>• <b>End On Staging</b> - the audience is at the <b>END</b> of the stage that the performers are <b>ON</b></li><li>• <b>Thrust Staging</b> - the audience are on <b>THRee</b> sides of the stage which <b>THRUSTs</b> out</li></ul>
<p><u><b>Working with Script</b></u></p> <p>You will learn about the components on a <b>script</b> and the purpose of <b>stage directions</b> putting these into practice working on <b>dialogue</b> and <b>improvise</b> around basic <b>scripts</b> thinking about the vocal and physical skills you have.</p>	
<p><u><b>Plot, characters and dialogue</b></u></p> <p>You will be introduced to the <b>characters</b> in Matilda and find out about the <b>narrative arc</b> and plot of the piece. You will experience working with the <b>dialogue</b> from the show.</p>	
<p><u><b>Characters, character machine and hot seating</b></u></p> <p>We will look at the <b>characters</b> in Matilda in lots more detail using character machines and <b>hot seating</b> as <b>rehearsal</b> exercises to get to know the <b>characters</b> and work out what physical and vocal skills we should use to portray them to an <b>audience</b>.</p>	
<p><u><b>Rehearse</b></u></p> <p>We will block the script and experiment and <b>improvise</b> around the basic <b>plot</b> and <b>characters</b> of the <b>script</b>. We will <b>rehearse</b> these pieces using vocal and physical skills to create <b>character</b> ready to <b>perform</b>.</p>	
<p><u><b>Perform</b></u></p> <p>We will <b>perform</b> our scripted sections from Matilda to each other and <b>evaluate</b> our use of the drama skills and techniques.</p>	<p><small>*We use the <b>CRESS</b> 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)</small></p>



# Knowledge Organiser Performing Arts Combined Course Yr 8: How are performing arts used to express culture around the world?

**Physicality**  
Body language  
Facial Expression  
Gait  
Posture  
Gesture

**Vocality**  
Pitch  
Pace  
Pause  
Volume  
Accent



**Dynamics, unison, motif, ostinato, focus, gesture....what do these words have in common? Can you find more like them?**

**Ways to Develop a motif (a short phrase of movement)**

## Development through Actions (What we do)

- Change order
- Repeat
- Add in
- Takeaway
- Change body part
- Augmentation



## Development through Relationships (who we perform with)

- Canon
- Unison
- Mirroring
- Action/reaction
- Counterpoint
- Contact
- Accumulation
- Numerical variation



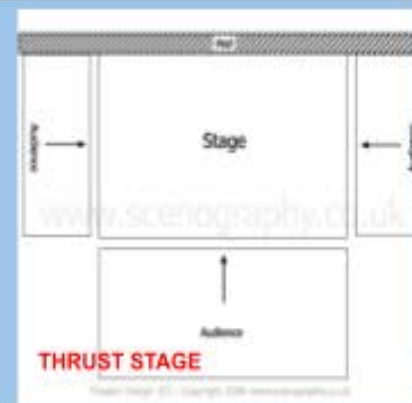
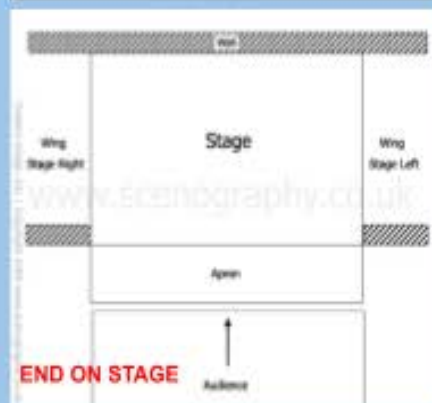
## Development through Space (Where we perform)

- Space
- Levels
- Size
- Pathways
- Directions
- Shape
- Formations

## Development through Dynamics (how we perform)

- Speed (fast and slow)
- Weight (soft and heavy)
- Flow (Sharp and Smooth)
- Rhythm

<b>USR</b> UP STAGE RIGHT	<b>USC</b> UP STAGE CENTRE	<b>USL</b> UP STAGE LEFT
<b>CSR</b> CENTRE STAGE RIGHT	<b>CS</b> CENTRE STAGE	<b>CSL</b> CENTRE STAGE LEFT
<b>DSR</b> DOWN STAGE RIGHT	<b>DSC</b> DOWN STAGE CENTRE	<b>DSL</b> DOWN STAGE LEFT
<b>AUDIENCE</b>		



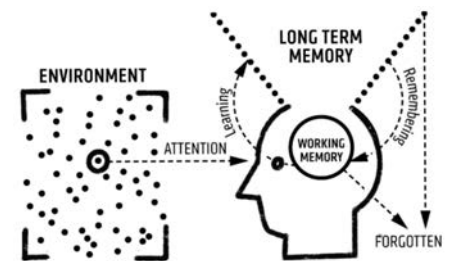
**Script**  
**Stage**  
**Directions**  
**Dialogue**  
**Characters**  
**Proxemics**  
**Blocking**  
**Narrative**  
**Plot**

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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:** How does power corrupt and how is this shown through the allegory of Animal Farm?

**End point task:** Multiple choice test to assess knowledge and understanding of the text.

Where is this learning coming from?	Where is this learning going? What will you know as a result of this?	Career links:
Learning aims to widen knowledge and understanding of the novel as a literary form, building on their study of Medusa in Year 7, and novels encountered through personal reading.	Learning aims to develop students' understanding of narrative (how narrative structure and language create meaning and story). Also, study of the novel aims to develop and widen students' knowledge and understanding of historical context, and its influence on the writer.	Writer Publisher/Editor/Copywriter Journalism Teaching  Areas of further study include English/Humanities.
Topic area	Core knowledge/vocabulary	
Chapter 1	Contextual Information: Russian Revolution and associated historical figures. Focus on Old Major's Speech: Key vocabulary: context, communism, ideology, rhetoric, allegory	
Chapter 2	Focus on characterisation of key characters: links to historical figures. Key Vocabulary: characterisation, revolution, rebellion, equality	
Chapter 3	Focus on development of plot and characterisation of Boxer and The Pigs. Key Vocabulary: Proletariat, Elite, Propaganda	
Chapter 4	Focus on development of plot and characterisation: use of characters as representations of sectors of society: Key vocabulary: Represent, Bourgeoisie,	
Chapter 5	Focus on presentation of Napoleon's rivalry with Snowball Key Vocabulary: Defect, Exploit, Manipulate, Expulsion	
Chapter 6	Focus on Napoleon and Squealer as representative of corrupt leadership Key Vocabulary: Totalitarianism, Hierarchy, Democracy	
Chapter 7	Focus on presentation of Napoleon as a dictator and Squealer as a spin doctor/propagandist Key Vocabulary: Purge, Patriotism	
Chapter 8	Focus on how the running of the farm has moved to capitalist principles Key Vocabulary: Capitalism, Economic, Welfare	
Chapter 9	Focus on Napoleon and betrayal of Boxer: The cult of personality Key Vocabulary: Stalinist, Ceremonial, Distraction	
Chapter 10	Focus on temporal shift in narrative: Transformation of Pigs into Humans Key Vocabulary: Transformation, Irony	









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 ....
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.....	A key quotation to link to this idea is....	You get the impression that the writer wants to....
The writer has chosen to emphasise....	By having....use the words ....the writer is suggesting	When we consider that earlier/later on in the novel....
The writer uses.....to suggest....		The writer is showing us this now because....
The writer emphasises the importance of...		

**Noun:** A noun is a person, place, thing, quality, or act.

**Examples:** pencil, girl, supermarket, happiness

**Verb:** Verbs are action or existence words that tell what nouns do.

**Examples:** to fly, to run, to be, jump, lived

**Adjective:** An adjective describes a noun.

**Examples:** hairy, crazy, wonderful

**Adverb:** An adverb describes a verb, adjective, or adverb. It often ends in "ly".

**Examples:** carefully, easily, barely

**Interjection:** An outcry or sudden utterance. Usually starts a sentence.

**Examples:** Wow, Gosh, Darn

**Preposition:** A preposition describes the relationship between a noun and another noun (or verb or adverb).


**Examples:** to, under, for, at, by, from

**Conjunction:** A conjunction joins together words, phrases, or clauses.

**Examples:** and, or, but

**Pronoun:** A pronoun replaces a noun or noun phrase that is understood from context.

**Examples:** he, it, they

Devices: basic	Devices: structural	Authorial POV	Reader reaction 
implies	mirrors	proposes	inspires
suggests	reflects	criticises	shocks
connotes	links	questions	horrifies
denotes	connects	explores	evokes
portrays	reveals	exposes	sympathises
symbolises	contrasts	conforms	intrigues
indicates	juxtaposes	subverts	provokes
amplifies	foreshadows	contradicts	disgusts
emphasises	repeats	celebrates	motivates

# LITERARY DEVICES

**Simile** - A comparison using the words 'like' or 'as'.

**Metaphor** - A comparison NOT using 'like' or 'as'.

**Alliteration** - Repetition of same letter sounds in two or more consecutive words.

**Personification / Anthropomorphism** - Giving human characteristics / actions to things.

**Onomatopoeia** - Words that sound like the thing it is describing.

**Repetition** - Repeating a word or phrase.

**Irony** - A word / phrase which is the opposite of their literal meaning.

**Hyperbole** - Deliberate exaggeration to emphasise a point. Not to be taken literally.

**Rhyme** - Words that sound similar.

**Rhythm** - Regular movement, because of the recurrence of a beat - often rhymed.

**Assonance** - Repetition of vowel sounds, creating internal rhyme.

**Dissonance** - Inharmonious sounds / syllables in words to create a harsh tone.

**Allegory** - Something has a symbolic (deeper) meaning. An extended metaphor.

**Symbolism** - Where one thing represents something else.

**Caesura** - A break or pause, usually in the middle of a line, shown by punctuation.

**Oxymoron** - Two contradictory (opposite) words placed together for effect.

**Juxtaposition** - Putting two words close together - especially contrasting (opposite) ones.

**Enjambment** - Sentence carries on from one line to the next - no pause / punctuation.

@POETRYESSAY

**Big Question:** Why are rivers important?

**End point task:** The final assessment will include a range of questions to show your understanding of river processes, landforms and flood management.

Where is this learning coming from?	What will you know as a result of this?	Career links:
<p><b>Year 7 Weather &amp; Climate.</b> That earth is a closed system and rivers play an important part of the hydrological cycle. <b>Year 7 Settlement.</b> Tavistock College is right next to the river Tavy. Rivers have played an important role in the growth of human civilisations and have a range of economic purposes. <b>Year 7 Map Skills.</b> Being able to understand drainage basins using OS maps to read and understand the landscapes.</p>	<p>Your learning will include how river's work, shape our landscape, uses, why they flood and how we can manage them in a range of ways. As you continue through year 8 you will study energy sources and the role rivers can have in generating energy.. Later in the year we will be learning about settlements; why &amp; how they have developed and what needs to be considered when planning settlements. We will also be learning about climate change and the impact this will have on weather systems and consequently rivers.</p>	<ul style="list-style-type: none"><li>• The environmental agency</li><li>• DEFRA (The Department for Farming and Rural Affairs)</li><li>• British Waterways</li><li>• The Canal River Trust</li><li>• Flood Management Engineer</li><li>• Countryside Ranger</li><li>• MoFAD (The Ministry of Fisheries and Aquaculture Development)</li></ul>
Topic area	Core knowledge	
<p><b>1. The Water Cycle:</b> The water we have continually moves on, above and below the earth's surface (this is the hydrological cycle).</p> <ul style="list-style-type: none"><li>• Liquid water evaporates (due to heat) and changes into water vapour (gas). When it condenses up in the atmosphere it changes into water droplets which join together to make clouds.</li><li>• Precipitation (rain, snow, hail, sleet) occurs when the droplets become too heavy. Only a tiny fraction of precipitation goes directly into river channels.</li></ul>		
<p><b>2. River Uses &amp; Importance:</b> River's not only provide water but previous flood events have resulted in rich minerals being left on the land that has flooded which creates fertile land for farming.</p> <ul style="list-style-type: none"><li>• Major civilisations have built and grown around major rivers i.e The River Thames in London, The River Mersey in Liverpool.</li><li>• The world's longest river is the Nile. The River which holds the most water is the Amazon &amp; the deepest river is the Congo - deeper than 2 Big Ben's</li></ul>		
<p><b>3. Stage of a River:</b> River's can be hundreds of miles long and always travel downwards, from their source (which tend to be in highland) down to their mouths where the river meets the sea/ocean.</p> <ul style="list-style-type: none"><li>• Rivers are split into 3 courses (stages) known as the upper course, the Middle Course and the lower course.</li></ul>		
<p><b>4. River Processes:</b> See the diagrams on the next page which show the 4 types of erosion and the 4 ways that sediment moves in the water</p>		
<p><b>5. Journey of a boulder:</b> A boulder can travel the entire length of a river over time (sometimes years). It will go down a river, from the source in the upper course down to the mouth, where the river meets the sea. During this journey, the boulder is likely to experience a very different journey at certain points and is likely to change appearance as it travels downstream. You will create a piece of extended writing on this.</p>		
<p><b>6. Meanders and Oxbow Lakes:</b> A meander is a bend in a river</p> <ul style="list-style-type: none"><li>• On the outside of the bend the river is moving faster so erosion occurs = river cliffs</li><li>• On the inside of the bend the water is slower so deposition occurs = slip off slopes</li></ul>		
<p><b>7. Causes of Flooding:</b> Rivers are meant to flood. Physical and human factors contribute to a river flooding</p> <ul style="list-style-type: none"><li>• Physical reasons = steep surrounding landscape, impermeable geology</li><li>• Human reasons = deforestation, building on floodplains and using impermeable tarmac. Sometimes human and physical reasons are at play.</li></ul>		
<p><b>8. Flood Management Schemes:</b> There are a number of ways to reduce the chance of a river flooding and/or to reduce the impact of flooding</p> <ul style="list-style-type: none"><li>• Hard engineering = built structures to reduce chance of flooding i.e dams which control flow of water, embankment walls increase capacity, river engineering to increase depth and remove sediment to increase capacity. Is expensive, can take a long time but can be multipurpose i.e dams used to make hydro electricity which creates a multiplier effect e.g jobs, clean energy.</li><li>• Soft engineering = working with nature i.e planting trees (afforestation) or managing flooding. This is much cheaper and less impact on aquatic life but less effective to stop flood risk.</li></ul>		
<p><b>9. End Point Task:</b> You will answer a range of questions. Some will be short mark answers and others will require you to apply your understanding and explain.</p>		
<p><b>10. DIRT:</b> You will be given personalised feedback and questions will be given by your teacher to help you improve your justifications. You will reflect on how to improve your work to help you with future decision making exercises.</p>		



## Vocabulary

**Drainage basin** – the area of land from which a river gets its water

**Geology** – type of rock in the ground (permeable rock absorbs liquids; impermeable rock cannot absorb liquids)

**Tributary** – a small stream or river flowing into a bigger stream or river

**Confluence** – Where two tributaries/ streams meet

**River Channel** – An outline of a path that holds the water. It has sides, known as banks and a river bed (at the bottom).

**River velocity** – Is the speed that the water moves through the river channel

**River Discharge** – Also known as 'flow' is the amount of water at any one point. Discharge = Velocity x Width x Depth (River's cross-sectional Area)

**Hydraulic Action** – erosional process whereby water is forced into cracks in the river channel and makes the crack wider

**Abrasion** – erosion process whereby rock/stones/sediments rubs past and wears down (abrades) the river channels

**Solution** – Acidic content dissolves rock/stones/sediment

**Attrition** – where rock/stones/sediment bash into each other in the moving water and break each other down.

**Traction** – rocks/stones/sediment which rolls along the river bed

**Saltation** – rocks/stones/sediment which bounce or 'hop' along the river bed

**Suspension** – rocks/stones/sediment that are suspended (held)

**Solution** – Sediment that has dissolved in the water

**Deposition** – River does not have enough energy to carry material so deposits it (put it down).

**Meander** – Bend in the river

**Vertical erosion** – Also known as 'downcutting' This is where erosion which wears rock downwards by removing material and making the channel deeper

**Lateral erosion** – Where a river erodes its banks and gets wider

**Throughflow** – precipitation that lands on the ground and infiltrates the soil and travels through the soil to reach a river

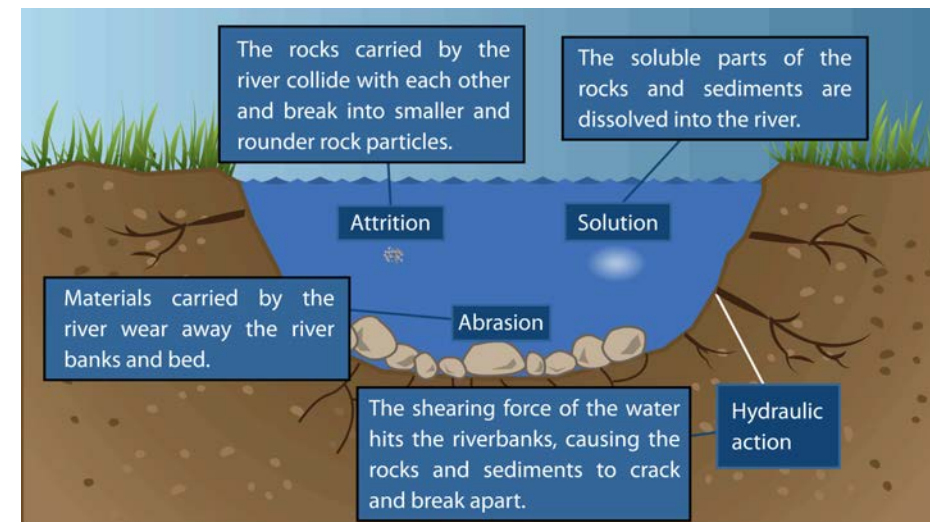
**Groundwater Flow** – Precipitation that has travelled down through the soil and percolates into permeable bedrock and travels through the bedrock to reach a river

**Surface Flow/ Runoff** – Precipitation doesn't enter the ground and flows over the surface to reach a river

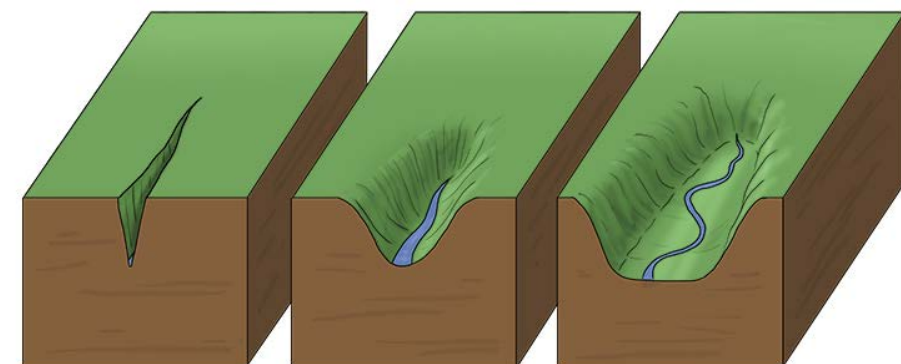
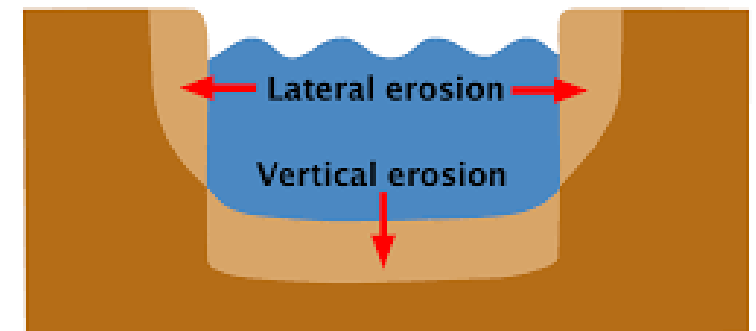
**Hard engineering** – Involves building or altering a river channel to control the flow of water and stop the chances and impacts of river flooding

**Soft engineering** – involves using natural processes to reduce erosion and reduce the chance and impact of a river flooding.

**Multiplier effect** – Also known as 'snowballing' is where a change leads to further change



## Lateral and vertical erosion



The vertical erosion of the river, shaped like a 'V'

The river widens as the vertical erosion gets deeper

The valley widens as the river meanders



Thesaurus						
Sequencing	Examples	Developing	Alternatives	Comparing	Additions	Emphasise
Firstly Secondly Next Finally Since	For example For instance ... such as ... In the case of As seen in	...because Thus ... so This links to This means Furthermore Consequently Therefore This leads to	Whereas Instead of Nevertheless Alternatively In contrast However Although Otherwise On the other hand Then again	Similarly Likewise In the same way Equally	And Also As well as Moreover Furthermore ...along with... ...as a consequence... Including... ...which will lead to...	Above all Ultimately Especially Significantly Importantly
Decision making						
How important, successful OR significant?		How far do you agree?	Opinions		Conclusion	
Extremely Very Quite/moderate Somewhat/slightly Minor / little		Completely Strongly Undecided Slightly disagree	I believe I think that In my opinion In my view It is my belief that		Overall... because... In conclusion... Considering the evidence stated above, my conclusion is.... The best option is... because...	
Command word sentence starters...						
Explain	Suggest		To what extent		Evaluate/Discuss	
This happens because... This demonstrates... This means that... This is formed by... Therefore... This may be because... This will result in...	This may happen because... This may have been formed by... This may be because... This could result in...		... is more important than... ... more effective than ... ... is successful because... ....but on the other hand ... To some extent...		The main advantage(s) of ... are... because...as shown by... However the main disadvantage(s) of... are...because...as shown by... and so...	
Created by @Mrs_Geography						

Created by @Mrs\_Geography

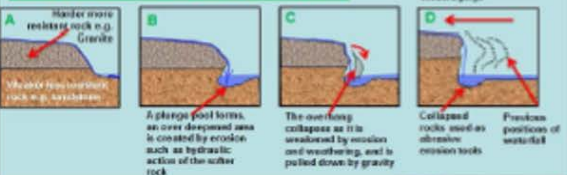


## Drainage basins

A river basin or drainage basin is an area of land drained by a river and its tributaries. The edge of the drainage basin is known as the watershed.



## The formation of a waterfall



## V- Shaped Valley

As the river moves through the upper course it cuts downwards. The gradient here is steep and the river channel is narrow. Vertical erosion in this highland part of the river helps to create steep-sided V-shaped valleys, interlocking spurs, rapids, waterfalls and gorges



## 4 types of Erosion

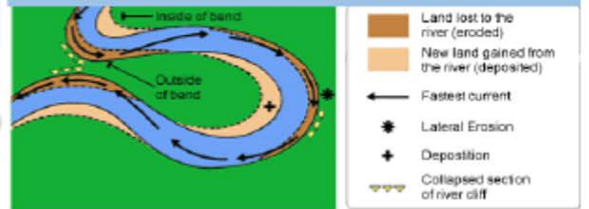
**Hydraulic action** - the force of the river against the banks can cause air to be trapped in cracks and crevices. The pressure weakens the banks and gradually wears it away.  
**Abrasion** - rocks carried along by the river wear down the river bed and banks.  
**Attrition** - rocks being carried by the river smash together and break into smaller, smoother and rounder particles.  
**Solution** - soluble particles are dissolved into the river.

## The hydrological cycle

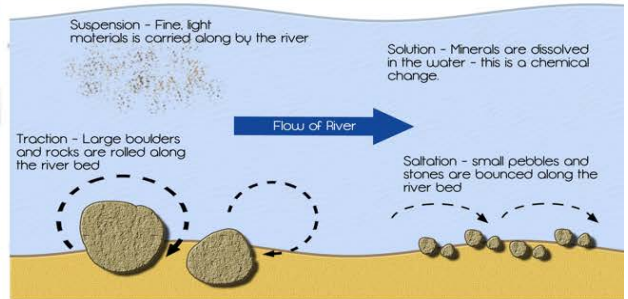
Describes the continuous movement of water on, above and below the surface of the Earth.



## Meander formation



## River Transportation



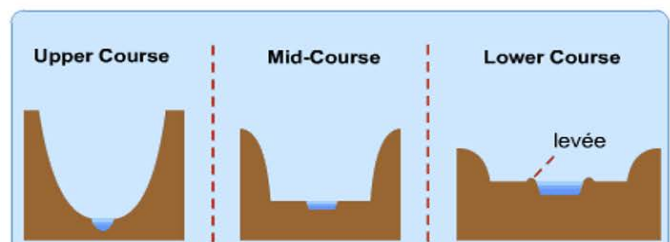
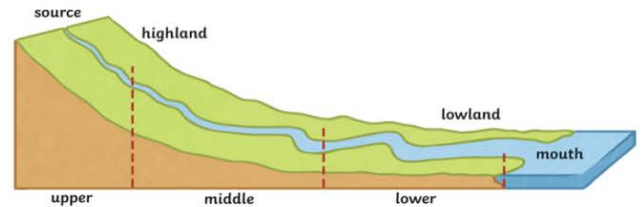
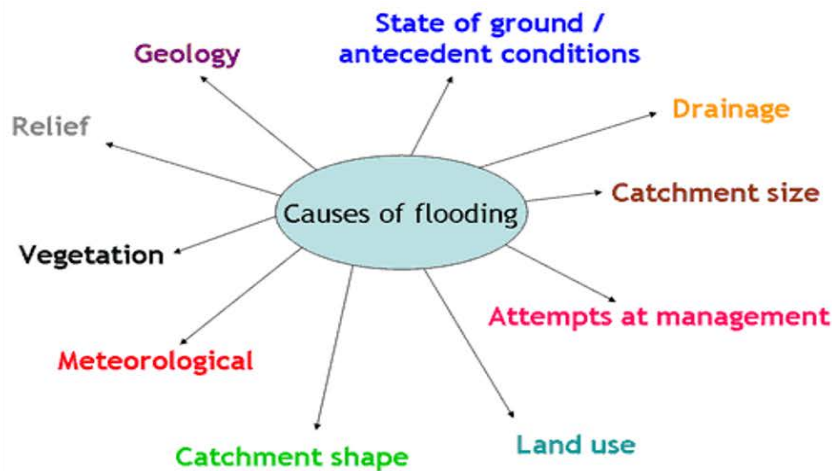
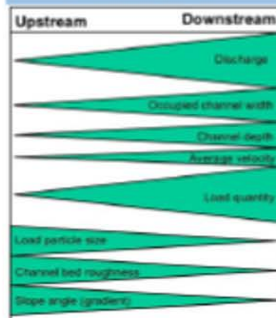
## Erosion

Erosion involves the wearing away of rock and soil found along the river bed and banks. Erosion also involves the breaking down of the rock particles being carried downstream by the river.

## Deposition

When a river loses energy, it will drop or deposit some of the material it is carrying. Deposition may take place when a river enters an area of shallow water or when the volume of water decreases - for example, after a flood or during times of drought.

## Bradshaw Model



## River Management: Soft Engineering

Method	Advantages	Disadvantages
<b>Afforestation</b> Trees are planted near the river to intercept precipitation	Cheap Enhances the environment	Takes a long time for the trees to be established
<b>Managed flooding</b> Allowing a river the flood naturally in some places to prevent flooding in other areas	Protects important settlements	Requires land that is able to be flooded

## River Management: Hard Engineering

Method	Advantages	Disadvantages
<b>Dam building</b> Controls the discharge in the river by holding water back behind the dam in a reservoir.	By storing the water behind the dam in a reservoir it can be released to generate hydroelectric power.	Expensive to build When the dam is built settlements can be lost when the reservoir is created. Sediment is trapped behind the dam which can lead to erosion down stream
<b>River engineering</b> Widening or deepening the river channel	Altering the river channel will allow it to carry more water but it can be diverted to avoid vulnerable settlements.	Changing the river channel causes the water to be carried faster which increases the risk of flooding downstream.



**Big Question:** What were the causes, events and consequences of World War One?

**End point task:** -End of term assessment knowledge and understanding recall and extended writing

Where is this learning coming from?	Where is this learning going? What will you know as a result of this?	Career links:
<p><b>Primary school projects</b> You may have completed projects in your primary school on certain aspects of the Home Front in either WWI or WWII</p> <p><b>Year 7 and 8 history</b> You have the chronological overview to help to apply the case studies we will look at. Disciplinary concepts such as cause, consequence, change and continuity as well as substantive concepts such as power, empire, culture and society are all revisited.</p>	<p>You will find out who the Great Powers of Europe were pre 1914 and how their rivalry caused war.</p> <p>You will see how the key events of WWI had both short and long term consequences.</p> <p>Many of you will continue with GCSE history and this learning will feed into the GCSE Paper 3 on Weimar and Nazi Germany emphasising the long term consequences of WWI.</p> <p>Some of you will study History A level and these skills will continue to be developed.</p>	<p>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:</p> <ul style="list-style-type: none"> <li>- English Heritage and The National Trust</li> <li>- Record Offices, Archives, Libraries and Universities</li> <li>- Archaeology, Architecture and the conservation of buildings or artefacts</li> <li>- Museums and galleries</li> <li>- Teaching in schools</li> </ul>
Topic area	Core knowledge	
Lesson 1. Overview of WWI.	<ul style="list-style-type: none"> <li>- The key countries involved were all involved in <b>Alliance systems</b>.</li> <li>- The numbers of casualties, both <b>civilian</b> and military, were enormous.</li> </ul>	
Lesson 2. Creating Alliances.	<ul style="list-style-type: none"> <li>- <b>The key alliances were the Triple Entente and the Triple Alliance.</b></li> <li>- There were many reasons why individual countries joined alliances. These included <b>military, economic, ideological and political reasons.</b></li> </ul>	
Lesson 3. Countdown to war : The Assassination of Franz Ferdinand.	<ul style="list-style-type: none"> <li>- Franz Ferdinand was the heir to the throne of the <b>Austro Hungarian</b> empire.</li> <li>- He was assassinated by <b>Serbian</b> terrorists in <b>Sarajevo</b>.</li> <li>- This <b>assassination</b> would be the immediate trigger that started the war.</li> </ul>	
Lesson 4. Countdown to war : The key events following the assassination of Franz Ferdinand.	<ul style="list-style-type: none"> <li>- The assassination eventually led to all of the <b>Great Powers</b> declaring war.</li> <li>- The German <b>Schlieffen Plan</b> eventually brought Britain into the war.</li> </ul>	
Lesson 5. The Schlieffen Plan	<ul style="list-style-type: none"> <li>- The Schlieffen Plan was a long term plan created by the Germans to help them win the war quickly.</li> <li>- The Germans wanted to avoid a war on <b>Two Fronts</b>.</li> </ul>	
Lesson 6. Assessment lesson	<ul style="list-style-type: none"> <li>- <b>Judgement</b> question using <b>PEEL paragraph</b> structure.</li> </ul>	
Lesson 7. The Great Battles of WWI	<ul style="list-style-type: none"> <li>- There were many battles of the <b>Western Front</b> with the battle of the <b>Somme</b> being the most famous battle for the British army.</li> </ul>	
Lesson 8. A global World War	<ul style="list-style-type: none"> <li>- The many countries of the <b>British empire</b> also played key roles in the war.</li> <li>- We will look at the similarities and differences of the experience of war across countries such as Canada, Australia and other <b>non imperial</b> countries such as the USA.</li> </ul>	
Lesson 9. Trench warfare	<ul style="list-style-type: none"> <li>- The main feature of warfare on the Western Front was trench warfare. Soldiers from all sides of the conflict experienced terrible conditions.</li> <li>- The British government eventually had to introduce <b>conscription</b> as men stopped volunteering to fight in these conditions.</li> </ul>	
Lesson 10. Recruitment	<p>The government initially used <b>propaganda</b> to encourage men to volunteer to fight. Over time this propaganda took a number of forms.</p>	





# History Key Stage 3 skills



## Literacy for key disciplinary concepts and processes

### Chronology

time	chronological	past
date	sequence	present
BCE	order	future
CE	before	decade
timeline	after	century
	anachronism	millenium

### Diversity

similar	race
different	religion
multicultural	ethnicity
diverse	background
experience	culture
citizen	variety
gender	unique

### Change and continuity

continued	period	positive
progress	development	status quo
changed	transformed	evolve
remained	regressed	upheld
maintained	negative	growth
		rapid

### Significance

importance	signified
extent	turning point
scale	meaningfulness
impact	implication
effect	substance
vital	worth
expressed	value
intended	relevant

### Cause and consequence

because	hence
due to	therefore
effect	trigger
thus	result of
consequently	leads to
stemming from	reaction
as a result	causation
long term	response

### Interpretations

opinion	hypothesis
point of view	suggests
findings	perspective
research	alternative
according to	account
argument	agrees
case	differs
represent	historiography

### Evidence

inference	reliability	origin
source	contemporary	nature
primary source	utility	date
secondary source	provenance	context
compare	historian	content
contrast	purpose	cross reference

### Enquiry

how far?	research	challenge
to what extent?	why?	decide
reasons	who?	when?
judgement	what happened?	consider
how important?	what if?	assess
questioning	discover	argue

## How can I improve my writing in history?

### Emphasising

- Most of all ...
- Above all...
- clearly
- in particular
- especially
- significantly
- indeed

### Adding

- and
- as well as
- also
- too
- in addition
- additionally
- furthermore
- moreover

### Opinion / judgement

- It seems that...
- In conclusion...
- To conclude...
- It would seem...
- One might consider/suggest...
- One might deduce/infer...

### Cause and effect

- because
- so
- As a result...
- This suggests...
- Therefore...
- Thus...
- Consequently...
- This implies...

### Qualifying

- and
- as well as
- also
- too
- In addition...
- Additionally...
- Furthermore...
- moreover

### Comparing

- and
- as well as
- also
- too
- in addition
- additionally
- furthermore
- moreover

### Sequencing

- then
- next
- after
- in the end
- Firstly/ Secondly...
- Finally...
- meanwhile
- subsequently

### Contrasting

- however
- instead of
- on the other hand
- unlike
- despite this
- whereas
- alternatively
- on the contrary
- nevertheless

### Illustrating

- For example ...
- such as
- to show that
- these include
- for instance
- in the case of
- as revealed by

### Capital Letters

- Names of people / titles / things  
e.g. Winston Churchill, Prime Minister, Domesday Book
- Places  
e.g. Britain, Germany, London, Houses of Parliament
- Events  
e.g. World War One, Peasant's Revolt, Battle of Hastings

# History Key Stage 3 skills

## Extended writing

### Command words and structuring



#### Command words and structuring

##### Describe 2 key features of .....

###### Advice

Think of what you know about the topic the question is asking

- Give 2 clear, different features
- Fully support each key feature and include evidence

###### Sentence starters

One key feature of \_\_\_\_\_ (add supporting detail)

Another key feature of \_\_\_\_\_

##### Explain a consequence of ....

###### Advice

Think of the event and what has happened as a result of it

Give a clear consequence

Explain the consequence

###### Sentence starters

One consequence of \_\_\_\_\_ is \_\_\_\_\_

This meant that / led to / caused \_\_\_\_\_

##### Explain why ....

###### Advice

Think of reasons why something has happened

Use the PEEL structure for your answers

P = Point (give the reason)

E = Evidence (give examples to support)

E = Explanation (explain the examples and their relevance)

L = Link (link back to the question)

###### Sentence starters

One reason why \_\_\_\_\_ is \_\_\_\_\_

For example \_\_\_\_\_ and \_\_\_\_\_

This meant that \_\_\_\_\_

Therefore \_\_\_\_\_

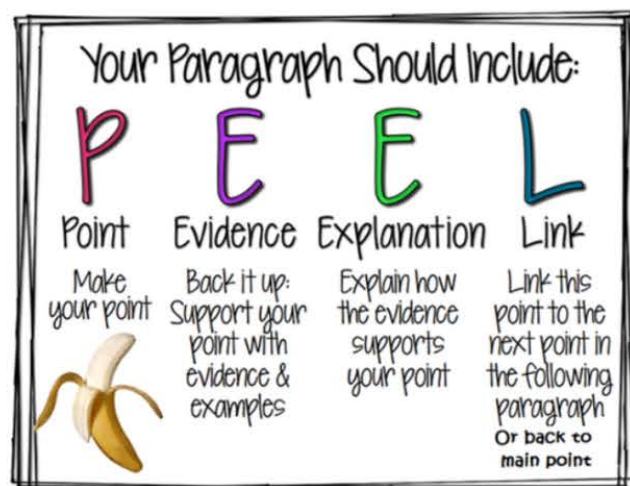
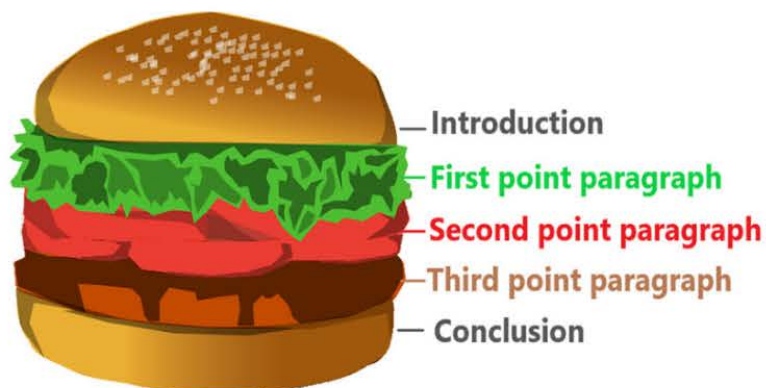
##### How far do you agree ....?

###### Advice

- You will need a 2-3 line introduction
- Give 1-2 paragraphs that agree with the question
- Give 1-2 paragraphs that disagree with the question
- Use PEEL to structure each paragraph
- Finish with a conclusion that compares the two sides of the argument and say your overall view, whether you agree or disagree.

###### Structure

- Introduction
- Paragraph 1-2 PEEL - agree
- Paragraph 3-4 PEEL - disagree
- Conclusion - In conclusion \_\_\_\_\_ However \_\_\_\_\_ Therefore \_\_\_\_\_





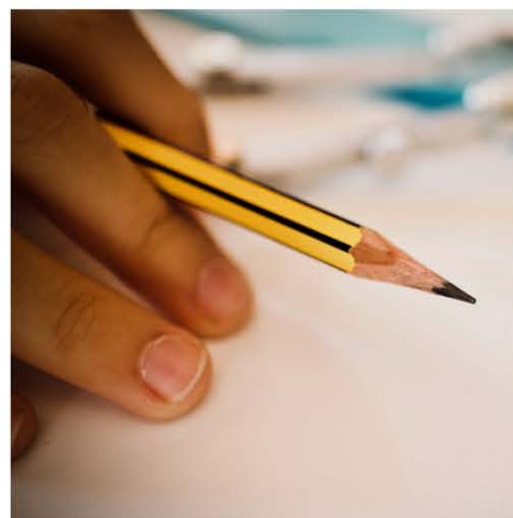
# History Key Stage 3 skills

## Source and interpretations



### Command words and structuring

Sources	
<b>What can you infer from source A about ....?</b>  <b>Advice</b> Study the source - read and highlight key parts If it is <u>written</u> ; circle and <u>annotate</u> If it is a picture; <ul style="list-style-type: none"> <li>What can you guess / suggest about the topic from the source?</li> <li>Give the inference, then support with a quote / description from the source. No own knowledge needed</li> </ul> <b>Sentence starters</b> One thing I can infer from source A about _____ is _____ I can infer this because it says / shows _____	<b>How useful is source A for an enquiry into ....?</b>  <b>Advice</b> <ul style="list-style-type: none"> <li>Highlight the enquiry in the question ... What is the topic?</li> <li>Content - read the source and highlight what it tells you about the enquiry</li> <li>Provenance (nature, origin and purpose) Read the source and consider what the source is, when it was produced and why. Consider it's purpose for how useful</li> <li>OK - own knowledge</li> <li>What do <u>you</u> know about the enquiry to help decide how useful the source is?</li> </ul> <b>Sentence starters</b> <ul style="list-style-type: none"> <li>Source A is partly / very / mostly useful for an enquiry into _____ as it says / shows _____</li> <li>Source A is _____ useful because of it's provenance. It is a _____ This makes it useful because _____</li> <li>From my own knowledge, I know that _____ This makes the source _____ useful</li> <li>Overall _____</li> </ul>



### Interpretations

**What is the main difference between interpretations 1 and 2**

#### Advice

- Read both interpretations and highlight key parts
- What does each interpretation suggest? - summarise in your own words in 1 sentence
- What is the difference between the two?

#### Sentence starters

The main difference between interpretations 1 and 2 is \_\_\_\_\_

Interpretation 1 suggests \_\_\_\_\_ as it says " \_\_\_\_\_ "

Whereas interpretation 2 suggests \_\_\_\_\_ as it says " \_\_\_\_\_ "



## BARE ESSENTIALS

SUBJECT: Maths

YEAR: 8

TERM: Autumn 1

**OVERARCHING THEMES** - Proportional reasoning: Solving problems involving ratio, understand multiplicative relationships. Use scale factors, scale diagrams and maps. Solve problems involving proportion. Use the four operations applied to fractions.

### Factoids

- Archimedes was possibly the greatest mathematician of all time. He's best known for his contributions to our early understanding of physics by figuring out how levers work and in the famous legend of his discovery of how water is displaced by a submerged object: While taking a bath, Archimedes watched the water sloshing up to the top of his tub, and in the excitement of his discovery, he ran through the streets naked and shouting "Eureka!"



#### Where is this learning coming from?

##### Year 7 Place value & proportion

Builds on their understanding of fraction, decimal and percentage equivalence from Y7.

##### Year 7 Fractions

Building applications of number, finding fractions and percentages of amounts

#### Where is this learning going?

##### Year 9 reasoning with proportion

Solving problems involving enlargement and similarity

##### Year 9 reasoning with proportion

Solving problems involving direct and inverse proportion, express division quantities into two parts and a ratio.

##### Year 9 Rates

Understand and solve problems using compound units and measures

#### What will you know as a result of this?

You will be able to:

- Understand and use the vocabulary around proportion and ratio.
- Use scale factors, scale diagrams and maps
- Divide a given quantity into a given ratio
- Solve problems involving proportion

#### Career links:

Finance  
Accounting  
Statistician  
Formula 1 Engineer  
Teaching  
Cartographer  
Geospatial technician



#### Useful weblinks:

Sparxmaths.com

Desmos.com

[https://www.transum.org/software/SW/Starter\\_of\\_the\\_day/Students/Brackets.asp](https://www.transum.org/software/SW/Starter_of_the_day/Students/Brackets.asp)



# BARE ESSENTIALS

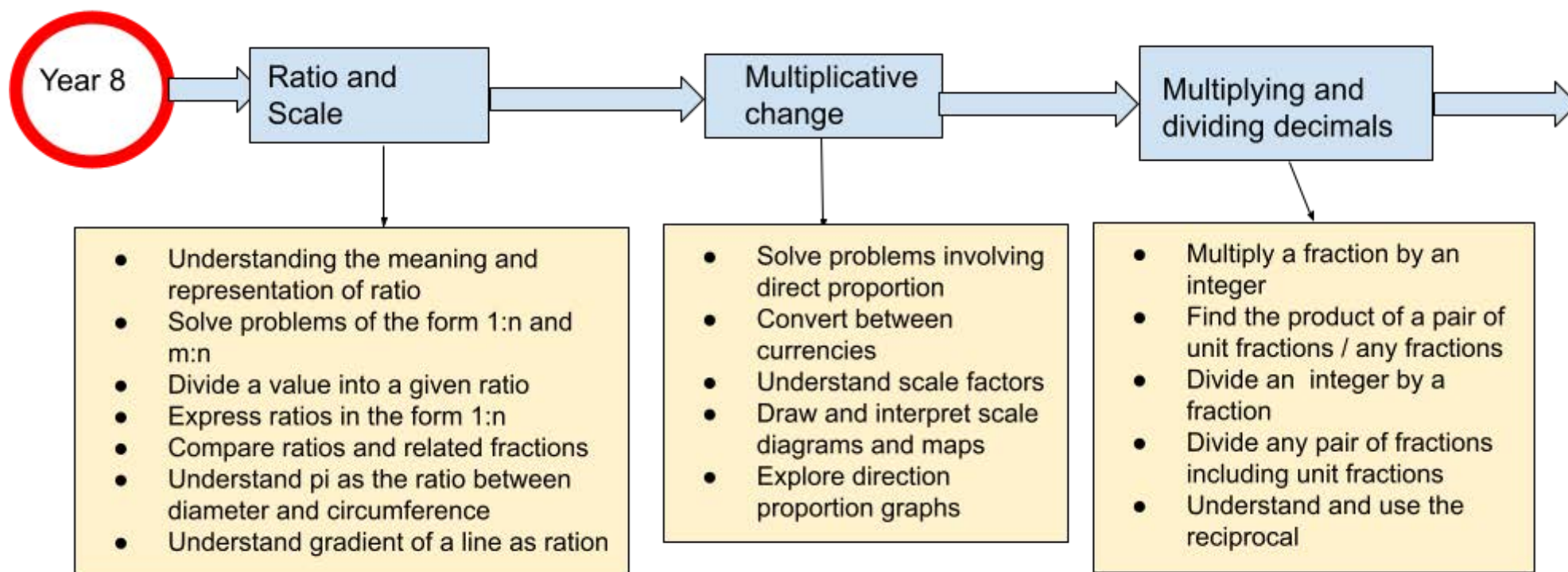
SUBJECT: MATHEMATICS

YEAR: 8

TERM: Autumn 1



**OVERARCHING THEMES** - Ratio and scale, Multiplicative change, Multiplying and dividing fractions



Key words: ratio, proportion, unit fraction, denominator, numerator, improper, mixed number, reciprocal, scale factor, gradient, diameter, circumference, integer, distance, conversion, image , plan, enlargement, constant, origin, linear, relationship, rate, directly proportional, currency, conversion, exchange rate

Useful weblinks: [www.whiterosemaths.com](http://www.whiterosemaths.com)  
[www.sparx.co.uk](http://www.sparx.co.uk)

EXAMPLE

Lizzie and Beth share £20 in the ratio 3:2.

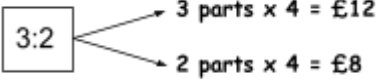
Method

- ◆ How many parts in total?  $3 + 2 = 5$  (add the ratio together)
- ◆ How much is each part worth? Total divided by answer from step 1

$20 \div 5 = 4.$

Each part is worth £4.

How much is each share in total? Ratio x each part



Check : do the values add up to £20 ?

Multiply the numerators

$\frac{2}{5} \times \frac{3}{4} = \frac{6}{20}$

Multiply the denominators

$\frac{2}{5} \times \frac{3}{4} = \frac{6}{20}$

Reduce the fraction if necessary

$\frac{6}{20} = \frac{3}{10}$

$\frac{4}{15} \div \frac{2}{3} = \frac{4}{15} \times \frac{3}{2} = \frac{12}{30} = \frac{2}{5}$



Express this ratio in the form 1: n

$2:7$

$1:3.5$

Fraction

Reciprocal

$\frac{2}{3} \rightarrow \frac{3}{2}$

SPARX

[tavistockcollege.sparxmaths.uk/student](http://tavistockcollege.sparxmaths.uk/student)

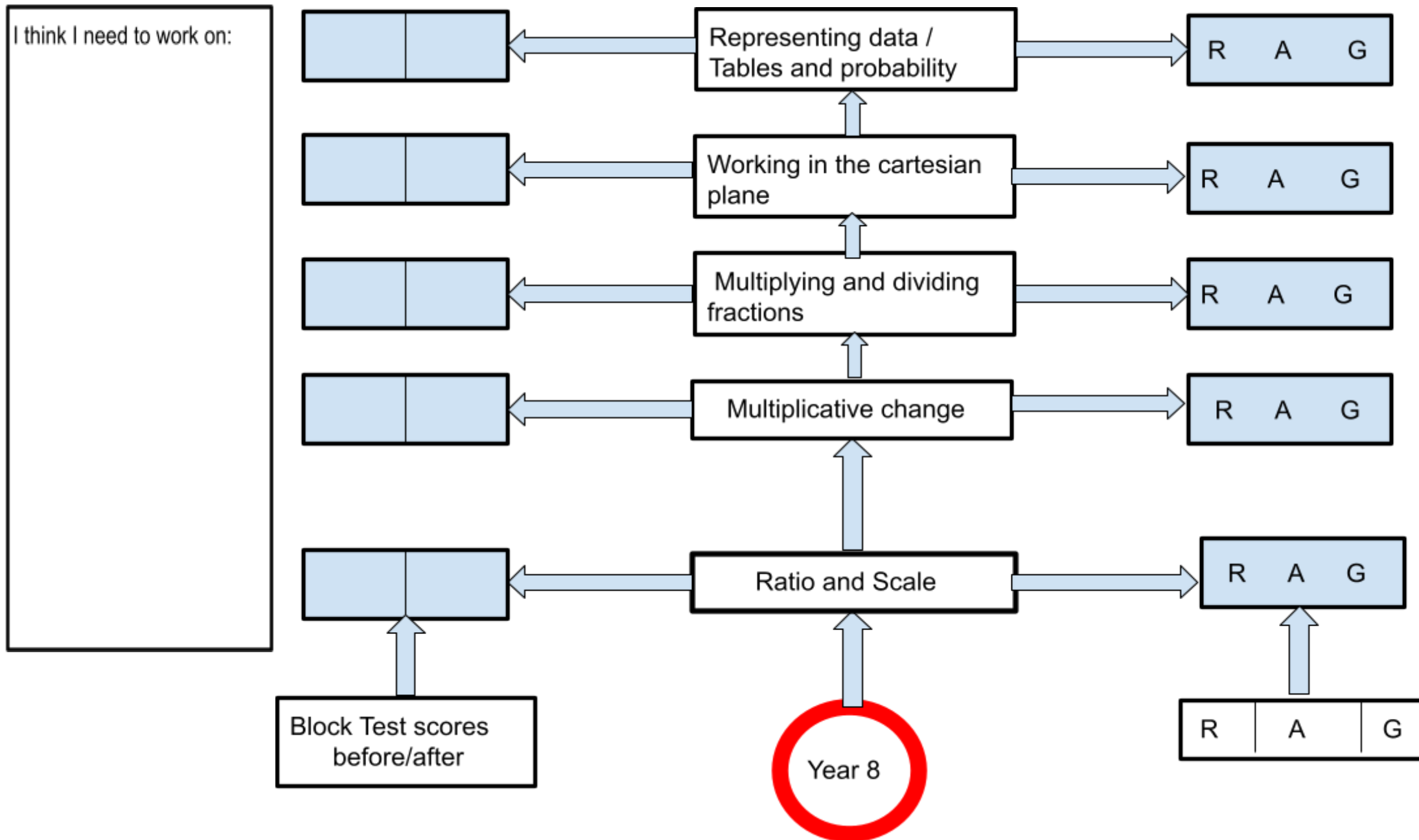
1. Write the bookwork code.
2. Write the questions, your workings and your answer.
3. Check and correct your answer using a different coloured pen.
4. If you are unsure of a question, make sure you watch the video. Your homework is only complete when you have answered every question correct

T11	Area = $3 \times 14$	K32	Unlikely X
	$\times \frac{14}{3}$	L42	B, A, C ✓
	$\frac{42}{1}$	C03	4 none blue balls ✓
C21	$\frac{1}{33} + \frac{1}{11} = \frac{1}{33} + \frac{3}{33}$	D13	4 black, 2 red, 2 blue
	$= \frac{4}{33}$ ✓		The probability of picking black is even: Bag E ✓
D31	$3^2 = 3 \times 3$	E23	E ✓
	$= 9$ ✓		



## REFLECTION

Use this diagram to record your scores and reflect on your learning this term.





# BARE ESSENTIALS

SUBJECT: French

YEAR: 8

TERM: Autumn 1

**Big Question:** Qu'est-ce que tu préfères manger?

**End point task:** Written task on **topic of food (likes & dislikes)** and saying what you eat & when

## Did you know?

- La rentrée is the expression French people use for the month of September in France. The back-to-school season is when everyone returns from the summer holidays and organises their school year. **La rentrée literally means the return** and is, quite simply, the time of year where children go back to school, adults go back to work, and generally everyone's regular routine goes back to normal.
- In the **last week of September** **'tous au restaurant'** takes place all over **France where you buy one meal and you get one free!**
- A newer festival around France is the **Fête de la Gastronomie**. It is an initiative of the Ministry of Crafts, Trade and Tourism launched in 2011, and is celebrated in the last week of September. It takes place throughout France and is meant to promote the French culinary heritage. Many events are scheduled throughout France and abroad, such as meetings, workshops, educational activities, tours of breweries or wine cellars, tastings of local products, markets and food-themed outings. Chefs give demonstrations or offer gourmet meals at reduced prices.



## Where is this learning going?

- How to say what food you like
- How to say what food you dislike
- How to say what you eat/drink
- How to talk about meal times

- Revisit time markers
- Providing justifications for opinions
- Noun-to-adjective agreements
- The verb 'manger' (to eat) & 'boire' (to drink)

## End point task

Write a short description in French of what you like to eat and when, providing reasons (approx 50 words). You must write something about each bullet point. Mention:

- your likes
- your dislikes
- reasons why
- mealtimes

## Career links:

Learning a language opens doors to new countries, cultures, and experiences. It encourages strengths such as:

- Enhanced Problem Solving Skills.
- Improved Memory Function (long & short-term)
- Enhanced Creative Thinking Capacity.

It can lead into all career paths and is impressive to all employers! You could become:

- A Spy
- A translator or interpreter
- A CEO
- An influencer
- A teacher, and many more!

## Useful weblinks:

<https://uk.language-gym.com>

<https://www.languagesonline.org.uk/Hotpotatoes>

<https://quizlet.com>



## Assessment point

Writing <i>Exemplar</i>	Je m'appelle Stéphanie et j'ai treize ans. J'adore le chocolat car c'est délicieux et j'aime beaucoup le miel parce que je dirais que c'est sucré pourtant je n'aime pas le poisson parce que c'est dégoûtant, mais c'est sain. Je bois du chocolat chaud tous les matins et je mange de la viande de temps en temps mais je ne mange jamais de fromage car c'est malsain.	
Speaking (you will answer these)	<p>Qu'est-ce que tu préfères manger?</p> <p>Qu'est-ce que tu préfères boire?</p> <p>Pourquoi?</p> <p>Qu'est-ce que tu prends au petit-déjeuner/au déjeuner/au dîner?</p>	
Reading <i>Example</i>	<p><u>Answer questions about a text like:</u></p> <p>J'adore le café parce que c'est délicieux mais ma mère pense que c'est trop malsain. Elle aime beaucoup le fromage car c'est savoureux mais, à mon avis, c'est vraiment dégoûtant. J'aime la salade verte car, selon moi, c'est vraiment sain et j'aime un peu la viande parce que c'est savoureux mais c'est gras et malsain. Je préfère les crevettes parce qu'elles sont saines.</p>	
Reading aloud (You will have to read these aloud)	<ol style="list-style-type: none"> <li>1. J'adore le fromage parce que c'est délicieux.</li> <li>2. J'aime beaucoup la salade verte car je pense que c'est très sain.</li> <li>3. J'aime les chocolats car ils sont assez sucrés.</li> <li>4. Je n'aime pas les hamburgers car à mon avis ils sont dégoûtants.</li> <li>5. Je déteste les crevettes et je dirais qu'elles ne sont pas savoureuses.</li> </ol>	
Translation (These will be in retrieval starters and vocab tests)	<p>I don't like milk.</p> <p>I love meat.</p> <p>I don't like fish much.</p> <p>I hate chicken.</p> <p>Fruit is tasty.</p> <p>Honey is healthy.</p> <p>I prefer mineral water..</p> <p>Milk is disgusting..</p> <p>Chocolate is delicious.</p>	<p>Cheese is unhealthy.</p> <p>I love chocolate because it is delicious.</p> <p>I like apples a lot because they are healthy.</p> <p>I don't like red meat because it is unhealthy.</p> <p>I don't like sausages because they are unhealthy.</p> <p>I love fish with french fries.</p> <p>I like fruit because it is healthy and delicious.</p> <p>I like spicy chicken with vegetables.</p> <p>I like eggs because they are rich in protein..</p>

<p>J'adore [<i>I love</i>]</p> <p>J'aime beaucoup [<i>I like a lot</i>]</p> <p>J'aime [<i>I like</i>]</p> <p>J'aime un peu [<i>I like a bit</i>]</p> <p>Je n'aime pas [<i>I don't like</i>]</p> <p>Je déteste [<i>I hate</i>]</p> <p>Je préfère [<i>I prefer</i>]</p>	<p><u>MASC</u></p> <p>le café [<i>coffee</i>]</p> <p>le chocolat [<i>chocolate</i>]</p> <p>le fromage [<i>cheese</i>]</p> <p>le jus de fruits [<i>fruit juice</i>]</p> <p>le lait [<i>milk</i>]</p> <p>le miel [<i>honey</i>]</p> <p>le pain [<i>bread</i>]</p> <p>le poisson [<i>fish</i>]</p> <p>le poulet rôti [<i>roast chicken</i>]</p> <p>le riz [<i>rice</i>]</p>	<p><u>FEM</u></p> <p>la salade verte [<i>green salad</i>]</p> <p>la viande [<i>meat</i>]</p> <p>l'eau [<i>water</i>] (l' + vowel)</p>	<p>parce que c'est</p> <p>[<i>because it is</i>]</p>	<p>dégoûtant [<i>disgusting</i>]</p> <p>délicieux [<i>delicious</i>]</p> <p>dur [<i>tough</i>]</p> <p>épicé [<i>spicy</i>]</p> <p>gras [<i>oily, greasy</i>]</p> <p>juteux [<i>juicy</i>]</p> <p>malsain [<i>unhealthy</i>]</p> <p>rafraîchissant [<i>refreshing</i>]</p> <p>sain [<i>healthy</i>]</p> <p>savoureux [<i>tasty</i>]</p> <p>sucré [<i>sweet</i>]</p>
<p>PLEASE NOTE: after “c'est” an adjective is always in its masculine singular form</p> <p>Ex. J'aime la viande, c'est délicieux.</p>	<p><u>MASC Plural</u></p> <p>les chocolats [<i>chocolates</i>]</p> <p>les fruits [<i>fruit</i>]</p> <p>les hamburgers [<i>burgers</i>]</p> <p>les légumes [<i>vegetables</i>]</p> <p>les œufs [<i>eggs</i>]</p>	<p><u>FEM Plural</u></p> <p>les bananes [<i>bananas</i>]</p> <p>les fraises [<i>strawberries</i>]</p> <p>les crevettes [<i>prawns</i>]</p> <p>les oranges [<i>oranges</i>]</p> <p>les pommes [<i>apples</i>]</p> <p>les tomates [<i>tomatoes</i>]</p>	<p>parce qu'ils/elles sont</p> <p>[<i>because they are</i>]</p>	<p>dégoûtant(e)s [<i>disgusting</i>]</p> <p>délicieux/euses [<i>delicious</i>]</p> <p>dur(e)s [<i>tough</i>]</p> <p>épicé(e)s [<i>spicy</i>]</p> <p>gras(se)s [<i>oily, greasy</i>]</p> <p>juteux/euses [<i>juicy</i>]</p> <p>malsain(e)s [<i>unhealthy</i>]</p> <p>rafraîchissant(e)s [<i>refreshing</i>]</p> <p>sain(e)s [<i>healthy</i>]</p> <p>savoureux/euses [<i>tasty</i>]</p> <p>sucré(e)s [<i>sweet</i>]</p>

<b><u>Meals</u></b> <b>Au petit-déjeuner, je prends</b> <i>[At breakfast I have]</i> <b>Au déjeuner, je mange</b> <i>[At lunch I eat]</i> <b>Au goûter, je prends</b> <i>[At tea time I have]</i> <b>Au dîner, je mange</b> <i>[At dinner I eat]</i> <b>Je bois</b> <i>[I drink]</i>	<b><u>MASCULINE</u></b> <b>du chocolat</b> <i>[chocolate]</i> <b>du café</b> <i>[coffee]</i> <b>du fromage</b> <i>[cheese]</i> <b>du jus de fruits</b> <i>[fruit juice]</i> <b>du lait</b> <i>[milk]</i> <b>du miel</b> <i>[honey]</i> <b>du poisson</b> <i>[fish]</i> <b>du poulet rôti</b> <i>[roast chicken]</i> <b>du riz</b> <i>[rice]</i> <b>du saumon</b> <i>[salmon]</i> <b>du thon</b> <i>[tuna]</i>	<b><u>FEMININE</u></b> <b>de l'eau</b> <i>[water]</i> <b>de la pizza</b> <i>[pizza]</i> <b>de la salade verte</b> <i>[green salad]</i> <b>de la viande</b> <i>[meat]</i>	<b>car c'est</b> <i>[because it is]</i>  <b>et je trouve cela</b> <i>[and I find this]</i>	<b>aigre</b> <i>[acidic , sour]</i> <b>amer</b> <i>[bitter]</i> <b>bon</b> <i>[good]</i> <b>dégoûtant</b> <i>[disgusting]</i> <b>délicieux</b> <i>[delicious]</i> <b>dur</b> <i>[tough]</i> <b>épicé</b> <i>[spicy]</i> <b>fade</b> <i>[bland]</i> <b>gras</b> <i>[oily, greasy]</i> <b>juteux</b> <i>[juicy]</i> <b>léger</b> <i>[light]</i> <b>malsain</b> <i>[unhealthy]</i> <b>rafraîchissant</b> <i>[refreshing]</i> <b>riche en vitamines</b> <i>[rich in vitamins]</i> <b>sain</b> <i>[healthy]</i> <b>savoureux</b> <i>[tasty]</i> <b>sucré</b> <i>[sweet]</i>
<b><u>What I like/dislike</u></b> <b>J'adore</b> <i>[I love]</i> <b>J'aime beaucoup</b> <i>[I like a lot]</i> <b>J'aime</b> <i>[I like]</i> <b>J'aime un peu</b> <i>[I like a bit]</i> <b>Je n'aime pas</b> <i>[I don't like]</i> <b>Je déteste</b> <i>[I hate]</i>	<b><u>PLURAL MASC</u></b> <b>les fruits</b> <i>[fruit]</i> <b>les hamburgers</b> <i>[burgers]</i> <b>les légumes</b> <i>[vegetables]</i> <b>les sandwiches au fromage</b> <i>[cheese sandwiches]</i>	<b><u>PLURAL FEM</u></b> <b>les bananes</b> <i>[bananas]</i> <b>les crevettes</b> <i>[prawns]</i> <b>les oranges</b> <i>[oranges]</i> <b>les pêches</b> <i>[peaches]</i> <b>les pommes</b> <i>[apples]</i> <b>les saucisses</b> <i>[sausages]</i> <b>les tomates</b> <i>[tomatoes]</i>	<b>car ils/elles sont</b> <i>[because they are]</i>	<b>aigres</b> <i>[acidic , sour]</i> <b>amers/ères</b> <i>[bitter]</i> <b>bons/bonnes</b> <i>[good]</i> <b>dégoûtant(e)s</b> <i>[disgusting]</i> <b>délicieux/euses</b> <i>[delicious]</i> <b>dur(e)s</b> <i>[tough]</i> <b>sucré(e)s</b> <i>[sweet]</i> <b>etc...</b>



<u>Boire [to drink]</u> Je bois Tu bois Il/elle/on boit Nous buvons Vous buvez Ils/elles boivent	du café [coffee] du chocolat chaud [hot chocolate] du jus de fruits [fruit juice] du jus d'orange [orange juice] du jus de pomme [apple juice] du lait [milk] du thé [tea]	de temps en temps from time to time
	de l'eau [water]	
<u>Manger [to eat]</u> Je mange Tu manges Il/elle/on mange Nous mangeons Vous mangez Ils/elles mangent	du chocolat [chocolate] du fromage [cheese] des fruits [fruit] du miel [honey] du pain [bread] du poisson [fish] du poulet rôti [roast chicken] du riz [rice]	une fois par jour once a day  une fois par semaine once a week  tous les jours every day
	de la salade verte [green salad] de la viande [meat]	tous les matins every morning  tous les soirs every evening
	des chocolats [chocolates] des hamburgers [burgers] des légumes [vegetables] des œufs [eggs]	
	des bananes [banana]s des crevettes [prawns] des oranges [oranges] des pommes [apples] des tomates [tomatoes]	

# BARE ESSENTIALS

SUBJECT: Spanish

YEAR: 8

TERM:

Autumn 1



**Big Question:** ¿Qué prefieres comer?

**End point task:** Written task on **topic of food (likes & dislikes)** and saying what you eat & when

## Did you know?

- **Festes de la Mercè:** This is a cultural festival that takes place in September in Barcelona. It celebrates Our Lady of Mercy (La Mercè), the patron saint of Barcelona.
- The festival features hundreds of events such as concerts, parades, fireworks and exhibitions. Some of the most popular attractions are the **correfoc** (fire run), where people dressed as devils run through the streets with firecrackers and the **Sardana** (traditional Catalan dance), where people join hands and dance in circles.
- **The San Sebastián Film Festival** is held in San Sebastián in September. One of the oldest and most important film festivals in Europe, it draws famous people, directors, and critics from all over the world.
- Films from all genres and nations are shown at the festival, and the Golden Shell is awarded for best picture.
- **Paella** (pronounced *pie-ay-ya*) is easily one of the most popular Spanish dishes in the world. Paella is actually the name of the pan!



## Where is this learning going?

- How to say what food you like
- How to say what food you dislike
- How to say what you eat/drink
- How to talk about meal times

- Revisit time markers
- Providing justifications for opinions
- Noun-to-adjective agreements
- The verb 'comer' (to eat) & 'beber' (to drink)

## End point task

Write a short description in Spanish of what you like to eat and when, providing reasons (approx 50 words). You must write something about each bullet point. Mention:

- your likes
- your dislikes
- reasons why
- mealtimes

## Career links:

Learning a language opens doors to new countries, cultures, and experiences. It encourages strengths such as:

- Enhanced Problem Solving Skills.
- Improved Memory Function (long & short-term)
- Enhanced Creative Thinking Capacity.

It can lead into all career paths and is impressive to all employers! You could become:

- A Spy
- A translator or interpreter
- A CEO
- An influencer
- A teacher, and many more!

## Useful weblinks:

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



## Assessment point

Writing <i>Exemplar</i>	Me llamo Alejandro y tengo trece años. Me encanta el chocolate porque es delicioso y me gusta mucho la miel porque diría que es dulce, sin embargo, no me gusta el pescado porque es asqueroso, pero es sano. Bebo chocolate caliente todos los días y como carne de vez en cuando pero nunca como queso porque es malsano. Desayuno el zumo de fruta porque es rico en vitaminas y ceno el arroz porque creo que es sabroso. Odio las hamburguesas porque son saladas.	
Speaking (you will answer these)	<p>¿Qué prefieres comer?</p> <p>¿Qué prefieres beber?</p> <p>¿Por qué?</p> <p>¿Qué desayunas/comes/cenas?</p>	
Reading <i>Example</i>	<p><u>Answer questions about a text like:</u></p> <p>Normalmente, para el desayuno, bebo un zumo de naranja porque pienso que es muy nutritivo. Cada día, al mediodía, como un bocadillo de jamón ya que creo que es bastante delicioso. No como las hamburguesas porque creo que son grasientas. Por la tarde, para la merienda, mi hermana come chocolate pero diría que es un poco dulce.</p>	
Reading aloud (You will have to read these aloud)	<ol style="list-style-type: none"> <li>1. Me encanta el queso porque es delicioso.</li> <li>2. Me gusta mucho la ensalada verde porque es sana.</li> <li>3. Me gustan los chocolates porque son dulces.</li> <li>4. No me gustan las hamburguesas porque en mi opinión son asquerosas.</li> <li>5. Odio las gambas y diría que no son sabrosas.</li> </ol>	
Translation (These will be in retrieval starters and vocab tests)	<p>I don't like milk.</p> <p>I love meat.</p> <p>I don't like fish much.</p> <p>I hate chicken.</p> <p>Fruit is tasty.</p> <p>Honey is healthy.</p> <p>I prefer mineral water.</p> <p>Milk is disgusting.</p> <p>Chocolate is delicious.</p>	<p>Cheese is unhealthy.</p> <p>I love chocolate because it is delicious.</p> <p>I like apples a lot because they are healthy.</p> <p>I don't like red meat because it is unhealthy.</p> <p>I don't like sausages because they are unhealthy.</p> <p>I love fish with potatoes.</p> <p>I like fruit because it is healthy and delicious.</p> <p>I like spicy chicken with vegetables.</p> <p>I like eggs because they are rich in protein..</p>



<p>Me encanta [I love]  Me gusta mucho [I like a lot]  Me gusta [I like]  Me gusta un poco [I like a bit]  No me gusta [I don't like]  Odio [I hate]  Prefiero [I prefer]</p>	<p><u>Singular</u>  el agua [water]  el arroz [rice]  el café [coffee]  la carne [meat]  el chocolate [chocolate]  la ensalada verde [green salad]  la fruta [fruit]  la leche [milk]  la miel [honey]  el pan [bread]  el pescado [fish]  el pollo asado [roast chicken]  el queso [cheese]  el zumo de fruta [fruit juice]</p>	<p>porque es  <i>[because it is]</i></p>	<p>asqueroso/a [disgusting]  delicioso /a [delicious]  dulce [sweet]  duro /a [tough]  grasiento/a [oily, greasy]  malsano/a [unhealthy]  picante [spicy]  refrescante [refreshing]  rico/a [delicious]  sabroso/a [tasty]  sano/a [healthy]</p>
<p>Me encantan [I love]  Me gustan mucho [I like a lot]  Me gustan [I like]  Me gustan un poco [I like a bit]  No me gustan [I don't like]  Odio [I hate]  Prefiero [I prefer]</p>	<p><u>Plural</u>  los chocolates [chocolates]  las gambas [prawns]  las hamburguesas [burgers]  los huevos [eggs]  las manzanas [apples]  las naranjas [oranges]  los plátanos [bananas]  los tomates [tomatoes]  las verduras [vegetables]</p>	<p>porque son  <i>[because they are]</i></p>	<p>asquerosos/as [disgusting]  deliciosos /as [delicious]  dulces [sweet]  duros /as [tough]  grasientos/as [oily, greasy]  malsanos/as [unhealthy]  picantes [spicy]  refrescantes [refreshing]  ricos/as [delicious]  sabrosos/as [tasty]  sanos/as [healthy]</p>

<u>Meals</u>  Desayuno [At breakfast I eat]  Almuerzo [At lunch I eat]  Meriendo [At tea time I eat]  Ceno [At dinner I eat]  Bebo [I drink]	el agua [water] el arroz [rice] el atún [tuna fish] el café [coffee] la carne [meat] el chocolate [chocolate] la ensalada verde [green salad] la fruta [fruit] la leche [milk] la miel [honey] la paella [paella] el pescado [fish] el pollo asado [roast chicken] el queso [cheese] el salmón [salmon] el zumo de fruta [fruit juice]	porque es [because it is]	asqueroso/a [disgusting] agrio/a [acidic , sour] amargo/a [bitter] delicioso/a [delicious] dulce [sweet] duro/a [tough] grasiento/a [oily, greasy] ligero/a [light] jugoso/a [juicy] malsano/a [unhealthy] picante [spicy] refrescante[refreshing] rico/a en vitaminas [rich in vitamins] sabroso/a [tasty] sano/a [healthy] soso/a [bland]
<u>What I like/dislike</u>  Me encantan [I love]  Me gustan mucho [I like a lot]  Me gustan [I like]  Me gustan un poco [I like a bit]  No me gustan [I don't like]  Odio [I hate]	los bocadillos de queso [cheese sandwiches] los calamares [squid] las gambas [prawns] las hamburguesas [burgers] las manzanas [apples] los melocotones [peaches] las naranjas [oranges] los plátanos [bananas] las salchichas [sausages] los tomates [tomatoes] las verduras [vegetables]	porque son [because they are]	asquerosos/as [disgusting] agrios/as [acidic , sour] amargos/as [bitter] deliciosos/as [delicious] dulces [sweet] duros/as [tough]

<u>Beber [to drink]</u> Bebo Bebes Bebe Bebemos Bebéis Beben	agua [water] café [coffee] chocolate caliente [hot chocolate] leche [milk] zumo de fruta [fruit juice] té [tea] naranjada [orangeade] zumo de manzana [apple juice]	       a menudo [often]  a veces [sometimes]
<u>Comer[to eat]</u> Como Comes Come Comemos Coméis Comen	arroz [rice] carne [meat] chocolate [chocolate] ensalada verde [green salad] fruta [fruit] miel [honey] pan [bread] pescado [fish] pollo asado [roast chicken] queso [cheese]  chocolates [chocolates] gambas [prawns] hamburguesas [burgers] huevos [eggs] manzanas [apples] naranjas [oranges] plátanos [bananas] tomates [tomatoes] verduras [vegetables]	       de vez en cuando [from time to time]  nunca [never]  raramente [rarely]  todos los días [every day]



# BARE ESSENTIALS

SUBJECT: Physical Education

YEAR: 8

TERM:

Autumn



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 + stoppage time. The fastest goal ever scored took only 2.4 seconds. Only 8 countries have won the World Cup. 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:
<p>1. Football</p> <p><b>Passing the ball</b> - Using different parts of the foot instep, laces , outside to maintain <b>possession</b> of the ball and create opportunities for <b>scoring</b>.</p>	<p>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</p>
<p>2. Football</p> <p><b>Dribbling/moving with the ball</b>. Into <b>space</b>, around a <b>defender</b> or between <b>defensive</b> or <b>midfield</b> lines.</p>	
<p>3. Football</p> <p><b>Control/receiving the ball</b> - Finding <b>space</b>, <b>receiving</b> the ball on the <b>half turn</b> and <b>shielding</b> the ball from a <b>defender</b>. Aiming to turn <b>defence</b> into <b>attack</b>.</p>	
<p>4. Football</p> <p><b>Shooting</b> - From distance and from inside the <b>box</b>. Being able to react to a <b>cross</b> or <b>pass</b> and having to change your <b>body shape</b> to get the ball on <b>target</b> using your <b>instep</b> or laces.</p>	
<p>5. Football</p> <p><b>Wing play and crossing</b> - Being able to use wide play to utilise <b>space</b> to outwit an opponent and being able to get the ball into the <b>box</b> for a scoring opportunity by <b>crossing</b> or <b>cutting the ball back</b> to an oncoming attacker.</p>	
<p>6. Football</p> <p><b>Tackling, jockeying, closing down and marking</b>. Using defensive strategies to <b>regain possession</b> of the ball and turn <b>defence</b> into <b>attack</b>.</p>	
<p>1. Handball</p> <p><b>Passing the ball</b> - Using different <b>passess</b> (chest, bounce, shoulder) to maintain <b>possession</b> of the ball and create opportunities for <b>scoring</b> around the 'D'.</p>	
<p>2. Handball</p> <p><b>Dribbling/moving with the ball</b>. Into <b>space</b>, around a <b>defender</b> or between <b>defensive</b> or <b>midfield</b> lines to <b>maintain possession using the 3 step to 1 bounce rule</b>.</p>	
<p>3. Handball</p> <p><b>Shooting around the box</b> - Using a variety of <b>shooting</b> techniques to outwit a <b>goalkeeper</b> to score a <b>goal</b>. Using <b>jump shots</b> to gain an advantage by decreasing the distance to the <b>goal</b>.</p>	
<p>4. Handball</p> <p><b>Tactical/Strategic play</b> - Creating a <b>defensive line</b> around the <b>7-metre line</b> to prevent the attacker from scoring as well as being able to <b>transition</b> the ball into <b>attack</b> using <b>width</b> and <b>short, quick passing</b>.</p>	

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A diagram of a soccer field with various areas and lines labeled. The field is green with white lines. The labels and their corresponding areas are:

- Sideline**: The long side of the field.
- Endline**: The short side of the field.
- Goal Area**: The small rectangular area in front of the goal.
- Penalty Area**: The larger rectangular area in front of the goal.
- Center Circle**: The circle in the center of the field.
- Penalty Arc**: The arc in front of the goal.
- Penalty Spot**: The spot in front of the goal.
- Halfway Line**: The line in the center of the field.
- Corner Mark**: The mark in the corner of the field.

The diagram illustrates the layout of a handball court, which is rectangular with a length of 40m and a width of 20m. The court is divided into two halves by a central line. Key features and dimensions include:

- Goal Area:** A semi-circular area at each end with a radius of 6m. The goal is located at the center of this area.
- Goal Line:** A line 3m from the goal.
- Free-throw Line:** A dashed semi-circular line with a radius of 9m, centered on the goal line.
- Substitution Lines:** Located 4.5m from the end lines, with a width of 50cm.
- Substitution Bench:** Located 1.5m from the end lines.
- Goalkeeper's Restraint Line:** A line 7m from the goal line.
- Goal Area Line:** A line 4m from the goal line.
- Outer Goal Line:** A line 3m from the goal line.
- Side Line:** The boundary of the court.
- Goal Line:** A line 3m from the goal.

Legend:

- # All lines width-5cm except goal line
- #goal line width-8cm





# TYPES OF FEEDBACK

**Feedback** is information a performer receives about their performance

There are six types of feedback  
Positive, negative, intrinsic, extrinsic, knowledge of results and knowledge of performance.

## Positive / negative

**Positive** – Focus on what you did well.  
Helps you remember which bits of the movement you should try to repeat.

**Negative** – feedback focuses on what you didn't do well.  
This can be useful with experienced performers as it can motivate them to reach a goal.  
But this should be avoided too much with beginners as it can demotivate them and not want them to learn a new skill.  
assess their own performance.

## Intrinsic/ Extrinsic

**Intrinsic** – feedback that comes from you based on how it felt.  
Works best for experienced performers.

**Extrinsic** – Someone tells you or shows you what happened and how to improve.  
Can be good for beginners as they can't

**Knowledge of performance** – whether you did the correct movement or skill.  
Works well for experienced performers as they can fine tune skills. Can be extrinsic or intrinsic.

**Knowledge of results** – Looking at the outcome.  
This is extrinsic and can include data.  
Useful for inexperienced performers as they need to be told whether or not they achieved the right result.

# TYPES OF GUIDANCE

**Verbal** – an explanation in words.

## Advantages

- Can be combined with other types of guidance
- Helpful for experienced performers
- Can give guidance during a performance

## Disadvantages

- Difficult to teach high organisation and complex skills
- Can be confusing for beginners who don't understand the language

**Visual** – Visual clues to help perform a technique

## Advantages

- Works well for beginners as they can copy the skill
- Used to teach low organisation skills – can show each part of the skill

## Disadvantages

Less useful for teaching complex, high organisation skills as they are difficult to copy.

**Guidance** is ways of giving information to a performer.

There are four types of guidance  
Verbal, visual, manual and

**Manual** – When a coach physically moves your body through a technique.

## Advantages

- Get to feel the movement of the skill
- Can be used for all skill levels

## Disadvantages

- Performer could rely on the coach and not be able to perform the skill without them.
- Difficult to use with big groups of learners.

**Mechanical** – guidance given using sporting equipment.

## Advantages

- Useful for teaching beginners as they are safe while practicing skills
- Helpful to teach complex skills

## Disadvantages

- May be unable to perform the skill without the equipment.
- Difficult to use for large groups of performers.



**Together: We Care, We Challenge, We Excel**



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

## 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?

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

### Career links:

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



### Useful weblinks:

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

Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
<p><b>Team building</b></p> <p><b>Communication (speaking/listening/verbal/non-verbal)</b> - the ability to communicate and share ideas with others through language or body language and gestures.</p>	<p><b>Team building</b></p> <ul style="list-style-type: none"> <li>• <b>Communication</b> - The base of all we do within PE, The ability to communicate will impact on the performance when working within a team.</li> <li>• <b>Teamwork</b> - 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.</li> <li>• <b>Trust</b> - Working within pairs/teams and placing trust in their ability to perform and to follow their instructions.</li> <li>• <b>Leadership</b> - 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.</li> </ul>
<p><b>Teamwork</b> - the ability to work with others to achieve a shared goal</p>	
<p><b>Trust</b> - The ability to believe in another person's ability and word.</p>	
<p><b>Leadership</b> - The ability to lead by example for others to follow, The ability to support a team taking on a role of responsibility.</p>	
<p><b>Fitness training</b></p> <p><b>Warm up (pulse raiser, dynamic stretches, static stretches)</b> - To prepare the body for exercise, helps performers avoid getting injured.</p>	<p><b>Fitness training</b></p> <ul style="list-style-type: none"> <li>• <b>Warm up</b> - 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,</li> <li>• <b>Health and safety</b> - 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.</li> <li>• <b>Components of fitness</b> - 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.</li> <li>• <b>Fitness testing</b> - Conduct tests that identify components of fitness to improve.</li> <li>• <b>PEP (personal exercise programme)</b> - Design a personal exercise programme based on a component of fitness that has been identified through fitness testing to try to improve performance.</li> </ul>
<p><b>Health and safety</b> - The ability to understand how to perform exercises within the fitness suite and cardiovascular room using the correct technique and form.</p>	
<p><b>Components of fitness</b> - A certain part/s of a person's fitness.</p>	
<p><b>Fitness testing</b> - Tests carried out to identify a person's level of fitness based on a component of fitness.</p>	
<p><b>PEP - personal exercise programme</b> - An individualised plan to help aid the improvements of a certain area identified after conducting fitness tests.</p>	<p><b>Personal development/character values</b></p> <ul style="list-style-type: none"> <li>• <b>Evaluate</b> - considering the work you have created or seen and discussing its merits and areas for development</li> <li>• <b>Respect</b> - Show respect to your opposition regardless of whether they are stronger or weaker.</li> <li>• Show respect to the officials.</li> <li>• <b>Resilience</b> - Face new challenges in a positive way.</li> <li>• Avoid blaming others for any disappointments and set-backs.</li> <li>• Never give up, even when the hope of winning seems impossible.</li> <li>• <b>Integrity</b> - Be true to your own values and give your best effort.</li> <li>• <b>Motivation</b> - Motivate others in your team who are less confident.</li> <li>• Rehearse successful techniques until they are perfect.</li> <li>• Recognise the use of praise to encourage players.</li> </ul>

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# BARE ESSENTIALS

SUBJECT: Enquiry processes EP1

YEAR: 8

TERM: Autumn 1

## End point task:

**Information** - Tara and Shelly added 100g masses to a spring and measured how much it extended each time a 100g mass was added. They used a ruler to measure this. They took seven measurements between 100g and 700g. Then Tara plotted the graph below.

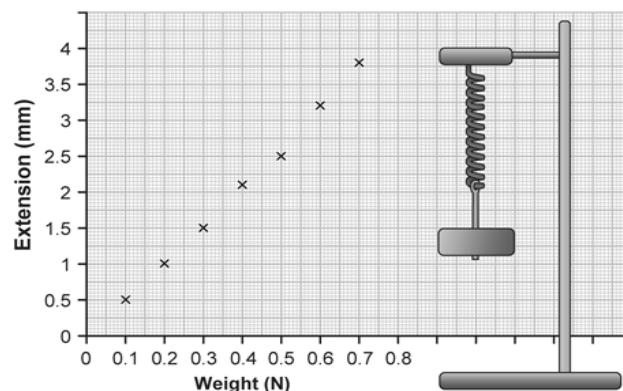
## Think about -

- What conclusion can be made from the evidence that Tara and Shelly have collected?
- How reliable is their evidence?
- What could they do to improve their evidence?

**Task** - Describe the pattern from Tara and Shelly's results.

Make a conclusion and try to explain it.

Describe what Tara and Shelly could do to improve their investigation.



## Did you know?

- Philosophers, such as Plato, believed that all knowledge could be obtained through pure reasoning, and that there was no need to actually go out and measure anything
- **Aristotle, regarded as the father of science, realised the importance of empirical measurement.**
- Simple questions often lead to big discoveries. For example, Sir Isaac Newton asked, "Why do things that go up always come down?". His investigations resulted in the discovery of gravity.



## Where is this learning coming from?

## Where is this learning going?

### Science KS2, Years 5 and 6 - Working Scientifically

- **planning different types of scientific enquiries** to answer questions, including recognising and controlling variables where necessary
- **taking measurements**, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- **recording data and results** of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- **using test results to make predictions** to set up further comparative and fair tests
- **reporting and presenting findings from enquiries**, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

### Science, KS3, Year 8 - Working Scientifically

#### Analysis and evaluation

- apply mathematical concepts and calculate results
- present observations and data using appropriate methods, including tables and graphs
- identifying patterns and draw conclusions
- explain data in relation to predictions and hypotheses
- identify sources of random and systematic error
- identify further questions arising from their results

## Useful weblinks:

BBC Bitesize KS3 working scientifically <https://www.bbc.co.uk/bitesize/topics/zb8fn9q>

YouTube - The scientific method <https://www.youtube.com/watch?v=UdQreBq6MOY>

History of Scientific method <https://explorable.com/history-of-the-scientific-method>

Kerboodle KS3 working scientifically

<https://www.kerboodle.com/app/courses/42266/modules/Lessons/content/>

Planning a practical KS3 Science - <https://www.youtube.com/watch?v=oPVoLcuaVlo>

Summer Science experiments - <https://www.twinkl.co.uk/resource/summer-science-experiments-t-par-683>

Amazing Science Experiments to do at home - <https://www.youtube.com/watch?v=6tW4975As48>



What will you know as a result of this?	Career links:
<p>You will be able to:</p> <ul style="list-style-type: none"> <li>State some questions that can be investigated and name some types of enquiry questions.</li> <li>Identify independent, dependent, and control variables.</li> <li>Suggest ways to investigate different types of enquiry questions.</li> <li>State what should be included in the plan for an investigation.</li> <li>Identify different types of variable and experimental errors.</li> <li>Describe a risk assessment and write a detailed plan for a hypothetical investigation.</li> <li>Describe how to make and record observations and measurements.</li> <li>Explain the choice of graph or chart for different types of data, and plot them.</li> <li>List what should be included in a conclusion.</li> <li>Find a pattern in data using a graph or chart, and draw a line of best fit on a line graph.</li> <li>Analyse data from an investigation to draw up a detailed conclusion, describe relationships, and suggest alternative explanations where appropriate. Suggest one improvement to an investigation.</li> <li>Describe the stages in evaluating the data.</li> <li>Compare and contrast data, suggesting reasons why the data may be different.</li> <li>Explain ways of improving data in a practical investigation.</li> </ul>	<p>Medicine</p> <p>Pulmonologist</p> <p>Doctor</p> <p>Nutritionist</p> <p>Pharmacology</p> <p>Pharmacist</p> <p>Physiotherapist</p> <p>Forensic scientist</p> <p>Biotechnologist</p>


## Glossary of key terminology

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

Key word	Definition
bar chart/column graph	A graph or chart that displays the values of categories.
Categoric	A variable that has values that are words.
Conclusion	What you write down to say what you have found out during an investigation.
continuous (variable)	Has values that can be any number.
control measure	An action taken to remove the hazard or to reduce the exposure to it.
control variable	One that remains unchanged or is held constant to stop it affecting the dependent variable.
Correlation	A relationship between variables where one increases or decreases as the other increases.
Data	Words or numbers that you obtain when you make observations or measurements.
dependent variable	What you measure or observe in an investigation when you change the independent variable.
discontinuous (variable)	Has values that are words or discrete numbers.
Discrete	A variable that can only have whole-number values.
Evaluate	To discuss the quality of data collected during an investigation and suggest improvements to the method.
Evidence	Information (measurements, observations, facts, or conclusions) that scientists use to develop or check theories, or evaluate claims.
experimental error	Variations in measurements, owing to the method, measurement techniques, or the instrument.
fair test (enquiry)	An experiment to find out how one variable affects another, while all other variables are kept constant.

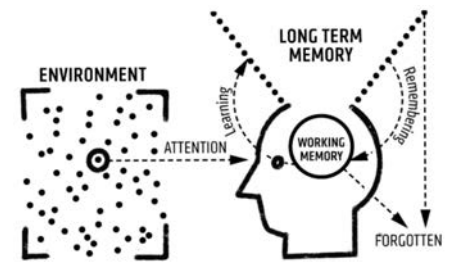
Hazard	A situation that presents a threat to people.
Hypothesis	An explanation you can test that includes a reason and a 'science idea'.
independent variable	What you change in an investigation to see how it affects the dependent variable.
Interval	The gap between the values of the independent variable.
Investigation	An experiment or set of experiments designed to produce data to answer a scientific question or test a theory.
line graph	A graph that shows the relationship between two continuous variables.
line of best fit	A straight or curved line drawn to show the pattern of data points that travels through or very close to as many of the points plotted as possible.
linear relationship	When two variables are graphed and show a straight line that goes through the origin, and they can be called directly proportional.
Mean	An average of a set of data, calculated by adding all the values and dividing by the number of values.
Observation	Information gathered by your senses.
Outlier	A piece of data that does not fit the pattern.
pie chart	A chart that shows the proportions or percentages that make up a whole.
Plan	A description of how you will use equipment to collect valid data to answer a scientific question.
Precise	This describes a set of repeat measurements that are close together.
Prediction	A statement that says what you think will happen in an experiment.
random error	Occurs when the same quantity is measured and inconsistent values obtained.
Range	The maximum and minimum values of a variable.
Repeatable	When repeat readings are close together.
Risk	How likely something is to be harmful.
risk assessment	A description of how you will make it less likely that people will be injured, or equipment damaged, and what to do if this happens.
scatter graph	Shows the independent variable vs dependent variable.
scientific enquiries	Different ways to investigate including observation over time, fair test and pattern seeking.
systematic error	Arises from an inaccuracy in the system and gives rise to errors of the same value.
Variable	A factor that can be changed, measured and controlled.



Subject: Science			Topic: Enquiry Processes			Year Group: KS3																		
Knowledge: Graphs			Knowledge: Variables			Key Vocabulary																		
1	Bar chart	A graph or chart that displays the values of categories, used for Discontinuous data	A factor that can be changed, measured and controlled.			1	Categoric	A variable that has values that are words.																
2	Line graph	A graph that shows the relationship between two continuous variables.	1	Independent	What you change in an investigation to see how it affects the dependent variable.	2	conclusion	What you write down to say what you have found out during an investigation.																
3	Scatter graph	Used for Continuous data, to look for a pattern or link between two sets of data.	2	Dependent	What you measure or observe in an investigation when you change the independent variable.	3	correlation	A relationship between variables where one increases or decreases as the other increases.																
4	Pie chart	A chart that shows the proportions or percentages that make up a whole..	3	Control	One that remains unchanged or is held constant to stop it affecting the dependent variable.	4	evaluate	To discuss the quality of data collected during an investigation and suggest improvements to the method.																
Knowledge: Risk Assessment			4	Continuous	Has values that can be any number.	5	hypothesis	An explanation you can test that includes a reason and a 'science idea'.																
1	Hazard	How the equipment could be dangerous	5	Discontinuous	Has values that are words or discrete numbers.	6	observation enquiry	An experiment to find out about things that change over time.																
2	Risk	What the hazard could cause	Knowledge: Accuracy & Precision			7	scientific enquiries	Different ways to investigate including observation over time, fair test and pattern seeking.																
3	Control measure	What can be done to reduce the likelihood of the Hazard/Risk	1	Accurate	Measurements that are the true value.	Knowledge: Mean Average																		
<table><tr><th>Equipment</th><th>Hazard</th><th>Risk</th><th>Control Measure</th></tr><tr><td>Glass Beaker</td><td>Could break</td><td>Cuts</td><td>Clear up any breakages</td></tr><tr><td>Kettle water</td><td>Boiling water</td><td>Burns/Scalds</td><td>Bring kettle to station rather than carrying a beaker of boiling water</td></tr><tr><td>1Kg Mass</td><td>Heavy</td><td>Break toes</td><td>Keep in middle of table</td></tr></table>			Equipment	Hazard	Risk	Control Measure	Glass Beaker	Could break	Cuts	Clear up any breakages	Kettle water	Boiling water	Burns/Scalds	Bring kettle to station rather than carrying a beaker of boiling water	1Kg Mass	Heavy	Break toes	Keep in middle of table	2	Precise	This describes a set of repeat measurements that are close together.	Used to find the average of multiple sets of data		
Equipment	Hazard	Risk	Control Measure																					
Glass Beaker	Could break	Cuts	Clear up any breakages																					
Kettle water	Boiling water	Burns/Scalds	Bring kettle to station rather than carrying a beaker of boiling water																					
1Kg Mass	Heavy	Break toes	Keep in middle of table																					
						Step 1			Add all the data points up	8 + 6 + 7 + 5 = 26														
						2	Divide by how many data points there are	26 / 4 = 6.5																

## 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:** Alcohol and drugs - what do they do, what are the risks?

**End point task:** "It is easy to say no to drugs, so just do that! Just say 'No!!!" Do you agree with this statement?

Write your personal response and include a different view to your own.

Where is this learning coming from?	Where is this learning going? What will you know as a result of this?	Career links:
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 7.	In this unit, students will be learning about drugs and alcohol. They will examine different types of drugs (legal, prescribed, and illegal), the effect they have on the body, how they are classified and the laws that surround them.	Any aspect of the medical profession, including doctor, nurse, paramedic or vet. the police, government or any other legal agency involved in the control of drugs, and the laws surrounding them, counselling, psychology or youth work, involved with the use of drugs and alcohol.
Topic area	Core knowledge	
The different kinds of drugs.	What a drug is, what drugs can do, and the different types of drugs.	
Drugs and their effect on the body: addiction and withdrawal.	The effects of drugs on the body. The definition of addiction. What causes addiction. How addiction can influence a person's behaviour. The effects of withdrawal. How a person might overcome addiction.	
Drugs and the law in the U.K.	The legal position on drugs, a deeper understanding of the classifications of illegal drugs, examples of drugs that fall within these categories, and the legal penalties associated with possession and dealing at each level.	
Alcohol: its use and effects.	What alcohol is, where it is found, how it is measured, and how it affects the body. Alcohol and the law. Where to get help and support.	
Long-term alcohol use.	What happens to the body when alcohol is drunk in excess, both in terms of binge drinking and long-term health consequences. Alcoholism.	
Energy drinks and their effects on the body.	What an energy drink is, what ingredients they contain, and the effect they have on the body. The long term effects of energy drinks.	



## Vocabulary

**Alcohol** - a colourless volatile flammable liquid which is produced by the natural fermentation of sugars and is the intoxicating constituent of wine, beer, spirits, and other drinks, and is also used as an industrial solvent and as fuel.

**Caffeine** - a substance found typically in tea, coffee and fizzy drinks, and is a stimulant of the central nervous system.

**Class A, B & C** - drugs are classified according to how potentially addictive or dangerous they can be, with A being the most addictive/damaging.

**Depressant** - (effect of a drug) reducing functional or nervous activity, slowing down speed of reactions and thought.

**Drug** - a medicine or other substance which has a physiological effect when ingested or otherwise introduced into the body.

**Energy drink** - a soft drink containing a high percentage of sugar, caffeine, or another stimulant.

**Hallucinogen** - a drug that causes hallucinations (to see, hear or otherwise feel things that are not really there).

**High** - a sensation achieved by taking drugs, including but not limited to euphoric, lightheaded, energised or “spaced out”.

**Illegal** - a substance or action forbidden by the law.

**Laws** - a set of rules that are created and are enforceable by social or governmental institutions to regulate behaviour

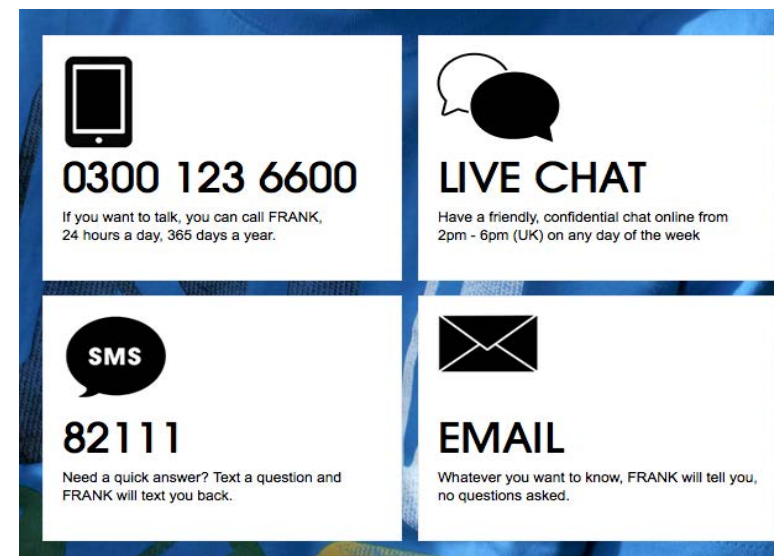
**Legal** - actions that are considered to be acceptable according to the law.

**Rehabilitation** - the action of restoring someone to health or normal life through training and therapy after imprisonment, addiction, or illness.

**Stimulant** - a substance that raises levels of physiological or nervous activity in the body.

**Withdrawal** - the unpleasant physical reaction that accompanies the process of ceasing to take an addictive drug.







Caffeine	Cocaine	Heroin	Cannabis	Crack Cocaine	Amphetamines	Ecstasy
<b>Caffeine</b> is a naturally occurring chemical stimulant called <u>trimethylxanthine</u> . In its <u>pure form</u> , <b>caffeine</b> is a white crystalline powder that tastes very bitter. <b>Caffeine</b> is in tea, coffee, chocolate, many soft drinks, and pain relievers and other over-the-counter medications.	The <b>hydrochloride</b> salt is usually in a powdered form by the time it makes it to street dealers and users. The texture is similar to baby powder. In fact, it is so similar that many dealers will cut their coke with baby powder in order to increase their profits. The color can range from a clear white to an off-white, and sometimes even a yellowish color.	In its purest form, heroin is a fine white powder. But more often, it is found to be rose gray, brown or black in color. The coloring comes from additives which have been used to dilute it, which can include sugar, caffeine or other substances. Street heroin is sometimes "cut" with <u>strychnine</u> or other poisons.	Soft black resin, furry green leaves dried to look like herbs or hard brown lumps, cannabis can look very different depending on its type – but it all comes from cannabis plants.	<b>Crack cocaine</b> is a purer form of cocaine and looks somewhat like rocks. Most of the time, crack cocaine is off-white in color, but it can have a rosy hue that makes it appear pink.	It's usually an off-white or pinkish powder and can sometimes look like crystals. It's also available in a paste form which is usually white/grey or brown in colour, and can be damp and gritty.	Ecstasy comes in pill or powder form. Ecstasy pills can be white, coloured, round, square or pressed into any shape. Some pills have designs stamped into them, like well known company logos that the pills are then named after. Ecstasy powder looks like white/grey crystals and is called MDMA, <u>mandy</u> or MD.
Alcohol	Inhalants	Tobacco	LSD		Magic Mushrooms	Steroids
While some drinks have more alcohol than others, the type of alcohol in all alcoholic drinks is the same – it's a type of alcohol called ethanol. Alcohol is a colourless, odourless and inflammable fluid.	The term <i>inhalants</i> refers to the various substances that people typically take only by inhaling. These substances include solvents (liquids that become gas at room temperature), aerosol sprays; gases; nitrites (prescription medicines for chest pain)	Tobacco is a plant grown for its leaves, which are dried and fermented before being put in tobacco products. People can smoke, chew, or sniff tobacco. Smoked tobacco products include cigarettes, cigars, bidis, and kreteks. Some people also smoke loose tobacco in a pipe or hookah (water pipe). Chewed tobacco products include chewing tobacco, snuff, dip, and snus; snuff can also be sniffed.	It is produced in crystal form laboratories, mainly in the United States. These crystals are converted to a liquid for distribution. It is odorless, colorless, and has a slightly bitter taste. LSD is sold on the street in small tablets ("microdots"), capsules or gelatin squares ("window panes"). It is sometimes added to absorbent paper, which is then divided into small squares decorated with designs or cartoon characters ("loony toons"). Occasionally it is sold in liquid form.		Magic mushrooms are often sold raw or dried. In the UK, the most common types are liberty caps ( <u>Psilocybe semilanceata</u> ) and fly agaric ( <u>Amanita muscaria</u> ). Liberty caps look like small tan-coloured mushrooms. Fly agarics look like red and white spotted toadstools	Anabolic steroids come in the form of tablets, capsules, a solution for injection and a cream or gel to rub into the skin. Weightlifters and bodybuilders who use steroids often take doses that are up to 100 times greater than those used to treat medical conditions.

Define: **Drug**

Drugs are chemicals that alter, block, or mimic chemical reactions in the brain. This causes alterations of the body's normal process's causing physical or mental changes.

Define: **Medicine**

A drug or other preparation for the treatment or prevention of disease.

**Big Question:** Is there life after death?

**End point task:** Our actions in life will affect what happens to us when we die

Where is this learning coming from?	Where is this learning going? What will you know as a result of this?	Career links:
This learning is coming from the Devon and Torbay syllabus 2019 to 2014, looking at different views and customs to the big question; Is there life after death?	This learning will look at different beliefs and traditions on what happens when we die, not only looking at what happens to the soul and afterlife, but also funerals and different customs, looking at different religious beliefs as well non-religious beliefs. The unit will draw in the main religious teachings, as well as allow students to evaluate their own views, preparing them to evaluate the end point task statement ,	Within this unit there is a lot of transferable skills that can be used across many different careers, some examples are: <ul style="list-style-type: none"> <li>• Author</li> <li>• Funeral director</li> <li>• Councillor</li> <li>• Philosopher</li> <li>• Theologian</li> <li>• Priest</li> <li>• Humanitarian work</li> <li>• Teacher</li> <li>• Doctor</li> </ul>
Topic area	Core knowledge	
Is there life after death and is it convincing?	What is meant by life after death? What happens when we die? This lesson allows students to start to make sense of their beliefs, views and values. Evaluating different statements such as; ...your karma from this life will influence your reincarnation in the next life....it gives people comfort to think they will see their loved ones again. Students will start to decide what statements they most agree with, discussing why they most agree with these statements.	
Hinduism and life after death	What is meant by <b>reincarnation</b> ? Students will explore what Hindu's believe happens to the soul ( <b>Atman</b> ) after death, reading about <b>Samsara</b> , <b>Moksha</b> and how to achieve Moksha.  Watching a clip about James Leininger, students will discuss the authenticity of his account of being an old fighter pilot reincarnated	
Sikhism and life after death	Using the information learnt in previous lessons, students will draw links between the similarities between Hinduism and Sikhism. Students will be introduced to key concepts, how Sikhs believe that the world is <b>Maya</b> , believing that materialistic objects are an illusion and escaping Maya is done through human effort of good will. Watching Being... Sikh, students will be able to discuss the funeral process, and the symbolism involved.	
Islam and life after death	Muslims believe in <b>Akhirah</b> , Everlasting life after death. Students will learn about Muslim beliefs about what happens when the body dies. Watching Being... Muslim, students will be able to discuss the symbolism involved in a Muslim funeral, as well as refer to key beliefs, such as <b>The day of Judgement</b> and <b>Six articles of faiths</b> .	
Humanists and life after death	What is meant by a <b>humanist</b> ? Students will learn about what humanists believe happens when you die, and the importance of the one life you have. Humanists do not believe in an afterlife, or a God, and believe that you only have one life and you should find your purpose within it. Students will be introduced to humanist philosopher Bertrand Russell and the River of life. Using the river as a metaphor for life and death, how the river merges into the sea. This symbolism references that death should not be feared, as those things that have been cared for will continue in the sea.	
End point task	Our actions in life will affect what happens to us when we die - You will write a response to this statement.	

Islam life after death
<p><b>Akhirah</b> – everlasting life after death</p> <p><b>Barzakh</b> – After death, the state of waiting until the Day of judgement. Barzakh means barrier. No one can come back across the barrier to right wrongs or to warn people. They are waiting for the day of judgement. While they are waiting, God sends 2 angels to question them about their faith. Depending on how they answer, they will either see the rewards that will come or the punishments they will have to endure after the day of judgement. Some think the punishments or rewards start straight away.</p> <p><b>The Day of Judgement</b> – When God’s purpose for the universe has been fulfilled, the world will be destroyed. Everyone who has ever lived will be raised from the dead. Everyone will be given their own ‘book of deeds’, which is a record of everything they did during their lives. If they are given the book in their right hand, they will go to heaven; if they are given it in their left hand they will go to hell.</p> <p><b>Heaven (Jannah) and hell (Jahannam)</b> – People who have kept their faith in God and done good deeds will be rewarded in heaven. Heaven is described as a beautiful garden, state of eternal happiness in the presence of God. People who have rejected God and done bad things will be punished with hell. Hell is described as a place of fire and torment, where people are separated from God.</p> <p><b>Six articles of faith</b> – Getting to heaven requires a mixture of good deeds and faith. These are belief in god, belief in angels, belief in God’s books, belief in Gods prophets, belief in the day of judgement, belief in God’s plan.</p> <p><b>Burials</b> – Burials show respect for the dead as the body should not be tampered with. The dead should be buried as soon as possible. The body should be washed a few times, beginning with the parts that are always washed before prayer. It is then wrapped completely in cotton sheets. The body is carried in a stretcher or coffin to place where Salat ul Janazah (funeral prayer) is to be said either in a mosque or clean place. The Imam and congregation stands facing Makkah to pray. The body is taken to the burial place and placed directly in the ground. The grave is dug so that the body will lie with the head facing Makkah.</p> <p><b>Importance of belief in Akhirah</b> – Encourages Muslims to take responsibility for their actions because God will hold them accountable. This motivates Muslims to follow the teachings in the Qur’an and dedicated themselves to god. It gives hope to Muslims who suffer and helps them accept unjust situations as God will provide justice in the after life.</p>

Sikhism life after death
<p><b>Cycle of life</b> – Sikhs believe that everyone is in a cycle of birth, death and rebirth.</p> <p><b>Karma</b> – The forces that influence people’s future rebirth. People can create good karma by worshipping God and doing good deeds.</p> <p><b>Mukti</b> – The goal of life for Sikhs. Union of the soul with Waheguru; to escape the world of illusion and cycle of life, death and rebirth.</p> <p><b>Atma</b> – The soul</p> <p><b>Maya</b> – The temporary and illusory nature of the world. This means things like relationships, money etc are not false but do not last.</p> <p><b>Waheguru</b> – The most common name used by Sikhs to describe God meaning ‘wonderful lord/guru’. (the only thing that is eternal and true)</p> <p><b>Gurmukh</b> – Someone who put God and the teachings of the Guru’s at the centre of life. Such as reciting God’s name, earning an honest living and selfless service – giving to those in need. These are actions that produce good karma.</p> <p><b>Naam japna</b> – Reciting God’s name</p> <p><b>Kirat Karna</b> – Earning an honest living</p> <p><b>Vand chakna</b> – Self less service giving to those in need (charity)</p> <p><b>Sewa</b> – Self less service</p> <p><b>Manmukh</b> – Someone who is self-centred and does not put God at the centre of life. They show five vices.</p> <p><b>Five vices</b> – akankar (pride), Kam (lust or desire), krodh (anger), lobh (greed), moh (attachment). These vices can stop people from being released from the cycle of birth, death and rebirth.</p> <p><b>Antam Sanskar</b> – A Sikh funeral</p> <p><b>Sikh funerals</b> – death is not the end so people should not grieve to much. Funerals should take place as soon as possible between 3-7 days. The body is washed and dressed in clean clothes. The hair is covered by a turban or traditional scarf and the body is cremated. If the person wore the 5 k’s these are cremated. At every Sikh funeral mourners recite the Kirtan Sohila (prayer). It reminds them that death comes to all and that Sikhs long to be united with God. Ashes are scattered into rivers or open water.</p>





## Hinduism and life after death

**Samsara** – The continual process of death and reincarnation; also the entire universe as we know it.

**Atman** – A soul which is born again and again into many lifetimes

**Moksha** – Escaping from samsara and never dying or becoming reincarnated again; the world literally means release. It is union with Brahman (God) which is the aim for all Hindu's.

**Reincarnation** – When a soul is reborn by passing into a new body. The whole aim of these rebirths is to achieve the goal to reunite with Brahman.

**What is moksha like?** – you are not reborn and do not change anymore. There is no further suffering of any kind. Everlasting bliss and inner peace. Its being united with God forever.

**How to achieve moksha?** – Can take many lifetimes. Through yoga (yogins) it is believed to be able to purify bad karma. You can also meditate and develop your mind in the right way on God. Yoga can involved fasting and long painful exercises. Helping others or giving service without thought of their own gain.

**Bhakti** – A Sanskrit word meaning devotion or worship. This involves becoming increasingly devoted to God throughout each of your lifetimes. As you worship your soul will be purified.

**Karma** – The forces that influence people's fortune and future reincarnations.

**Cremation** – Hindu's are cremated when they die. In India, the body is bathed and dressed ready for family and friends who wish to pay their last respects. Many choose to place food or flowers with the deceased as a sign of their love. Cremation takes place as soon as possible, which is good hygiene in a hot country. The body is place on a pyre of wood, which is traditionally lit by the eldest son.

Various rituals may take place around the dead body:

A lamp is placed by the head of the body

Prayers and hymns are sung

Rice balls are place in the coffin

Water is sprinkled on the body

A mala (necklace of wooden beads) may be put around the death persons neck as well as garlands of flowers.

In the UK, undertakers may oversee the care of the body, although some families prefer to prepare the body themselves, and the cremation will be at a crematorium. The ashes are usually scattered in running water to purify and release the soul. Many Hindu's believe this process is enhanced if the ashes are offered to the River Ganges, which many hold sacred.

## Humanism

- Humanism is a non-religious worldview or a non-religious approach to life.
- Humanists believe it is possible to lead a good, happy, and meaningful life without the need for religion.
- Humanists believe science provides the best way to understand the world and we should look for natural explanations for events (humanists don't believe in a god)
- Humanist believe we should be free to shape the one life we have and that we can make our own lives meaningful by seeking happiness in the here and now, and supporting others to do the same
- Humanists believe we should use empathy and have a responsibility to consider the impact of our actions on the welfare of other people and animals
- There is no life after death. Death is part of life and should be accepted as natural so we should not worry about it.
- The humanist philosopher Bertrand Russell describes the way our lives are all part of something bigger than ourselves. We are all part of the human story. His words help to illustrate the humanist belief that, even though there is no afterlife, the way we live can continue to have an impact on other people and the world after we are gone. In this sense, something of us does survive our death. We should therefore think carefully about how we choose to live our lives and what we might leave behind.
- After our bodies break down, our atoms will go on to form other things, including new life.
- Our genes can live on in our children and grandchildren (if we have them).
- Our actions and ideas can live on in the memories of others. We have an impact on other people while we are alive, and that impact lives on after we die.
- Our works and contributions may live on after we die. This could include the words we have written, things we have created, or our influence on society.
- A funeral service is for the living to help family/friends grieve. It is a celebration of the dead persons life to support the grieving process. It is taken by a humanist celebrant.

## Different views and beliefs on organ donations

- **Organ donation** - When you decide to give an organ to save or transform the life of someone else.
- **The opt out system**
- Now that the law has changed, it will be considered that you agree to become an organ donor when you die, if:
  - you are over 18;
  - you have not opted out;
  - you are not in an excluded group.
- You still have a choice whether or not you want to become an organ donor, and can register or amend your decision at any time.
- **Arguments for 'opt out system'** – It means a greater amount of organs/save more lives/many before didn't make it a priority to be a donor at death even if they wanted to/friends and family wishes are still considered/religious beliefs will be considered and the choice is still with the person.
- **Arguments against 'opt out system'** – The state has made the decision/not direct consent/many may not realise and forget to opt out/it should not be dictated on how we die.
- **Hinduism and organ donation** -There are many references that support the concept of organ donation in Hindu scriptures. Daan is the original word in Sanskrit for donation meaning selfless giving. In the list of the ten Niyamas (virtuous acts) Daan comes third. According to Hindu religion, the word charity (Seva) has deep meaning in that donating a part of your body to give a life to another person is the highest form of charity (Seva) you can participate in during and after life. Nothing in the religion is beyond that. The word charity (Seva) is elaborated in Gitaji, Vedas and Upanishads. Hindus accumulate good Karma by selfless deeds and what better Karmic reward than to donate the body parts, especially on death when they are of no use to us, which can help others to live a better life
- **Sikhism and organ donation** - The Sikh philosophy and teachings place great emphasis on the importance of giving and putting others before oneself: Sikh Gurus devoted their lives for the benefit of humanity and some even sacrificed their lives looking after the welfare of others. The Guru Granth Sahib says: "Within this world take the opportunity for selfless service to others; then in divine abode we get the chance to be," says Nanak. "The Eternal will embrace you." Sewa or selfless service is at the core of being a Sikh: to give without seeking reward or recognition and know that all sewa is known to and appreciated by the Eternal. Sewa can also be donation of one's organ to another. There are no taboos attached to organ donation in Sikhi nor is there a requirement that a body should have all its organs intact at or after death. According to Sikhi the soul migrates in a perpetual cycle of rebirth but the physical body is only a vassal in its long journey, left behind each time and dissolved into the elements.
- **Islam and organ donation** - In Islam there are two schools of thought with regard to organ donation. The human body, whether living or dead, enjoys a special honour and cannot be violated, and fundamentally, Islamic law emphasises the preservation of human life. The general rule that 'necessities permit the prohibited' (al-darurat tubih al-mahzurat), has been used to support human organ donation with regard to saving or significantly enhancing a life of another provided that the benefit outweighs the personal cost that has to be borne.
- **Humanism and organ donation** - As humanists do not believe in a continued existence after death or place an additional spiritual value upon the body, they do not object to allowing their organs to be used to help others after death, except for when an individual has expressed a personal wish to the contrary. Most humanists would consider that we have a moral responsibility to allow our organs to be used for transplantation, if that will help save lives and improve the quality of life for others.

**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.

**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 we have been looking at the development of computer programs using computational thinking. In these units 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. Introducing the text based programming language of Python and creating programs of our own design.

### 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 data 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:



Lesson	Bare Essentials APP Development :	Keywords:
1 problem decomposition	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. <b>This lesson will introduce learners to the purpose of the unit: to create a mobile app. To begin with, the learners will get their creative minds going by thinking of an app that could do some good in the world.</b> They will then consider how decomposition is an important process to follow before tackling a large problem such as creating an app. Learners will be introduced to the app they will be developing over the coming lessons and given an opportunity to decompose the problem and sign in to code.org so that they can become used to the App Lab environment.	<b><u>Application</u></b> <b><u>Smartphone</u></b> <b><u>Digital</u></b> <b><u>Communication</u></b> <b><u>Program</u></b> <b><u>Wearables</u></b> <b><u>Content</u></b> <b><u>Design</u></b> <b><u>Prototype</u></b> <b><u>Development</u></b> <b><u>Protocols</u></b> <b><u>Law</u></b> <b><u>Interface</u></b> <b><u>Graphical</u></b> <b><u>Apps</u></b> <b><u>Software</u></b> <b><u>Mobile Phones</u></b> <b><u>SMS</u></b> <b><u>Email</u></b> <b><u>Programming</u></b> <b><u>IF</u></b> <b><u>ELIF</u></b> <b><u>Integer</u></b> <b><u>Float</u></b> <b><u>Syntax</u></b> <b><u>String</u></b>
2 GUI and Events	Learners will be introduced to the concept of event-driven programming and applying this paradigm to the app that they started to develop last week. <b>The learners will be shown the coding environment and take their first steps using live coding; the learners will write their code alongside the teacher.</b> They will then use the pedagogical approach of pair programming to work through a set of instructions and challenges to develop the app further.	
3 Solution development	In this lesson, learners will be presented with an app that has three errors. <b>The learners have to open the app and attempt to spot and fix the errors.</b> Next, the learners will work on the score screen of the Tappy Tap App to make it display the user's score at the end of the game. Once this app is complete, the class will be presented with the project that they will work on for the remaining lessons of the unit. In pairs, learners will choose a project to complete and agree upon success criteria before being given screen designs to complete for homework.	
4 User interaction	In this lesson, the learners will start by <b>thinking about how user input is captured and processed, before being given the challenge of adding code to a prebuilt app to deal with user input.</b> Learners will then decompose the app project that they started last lesson into more manageable steps. Using the pair programming approach, learners will then start to develop their app by working through their decomposed steps. At the end of the lesson, learners will document and reflect on their progress and make a plan for the following lesson.	
5 Sequence and Selection	The main focus of this lesson is to spend most of the time developing the learners' app projects further. The learners will start by recapping their work and what they planned in the previous lesson. They will then <b>spend time building their app using pair programming.</b> Towards the end of the lesson, the learners will ask their classmates to review their app in order to gain feedback to which they can respond to the next lesson.	
6 Completion and Evaluation	This is the final lesson of the unit and the focus will be on <b>completing and evaluating the project.</b> The lesson starts with an activity to remind the learners about problem-solving and debugging, followed by a short activity to help them plan the time that they have left in the lesson to complete their app. The learners will be given time to complete their app before evaluating its success, both against their own criteria and by answering a short set of questions. The last 15 minutes of the lesson will be used for the learners to take an individual assessment through a multiple-choice test.	





Lesson	Bare Essentials Introduction to Python :
1 Algorithms	<p>In this introductory lesson, learners will write and execute their first programs in Python. They will go through the basics of displaying messages, assigning values to variables, and receiving input from the keyboard.</p> <p>They will familiarise themselves with an entirely different programming environment than the block-based one that they may be accustomed to. It is an environment where they will need to know by heart all of the constructs that they can use, instead of having the options laid out in front of them. It is also an environment in which errors arise if they get a single letter or symbol wrong.</p>
2 Variables and Numerical Input	<p>This lesson will help the students gain a deeper understanding of assignments, and will explicitly address some of the common misconceptions around the semantics of assignment statements.</p> <p>Learners will also be introduced to using arithmetic expressions and receiving numerical input from the keyboard. These are two key components that will allow them to progress to building more elaborate programs in the lessons to follow.</p> <p>The main activity in this lesson will require learners to construct their own short programs for the first time, through scaffolded tasks.</p>
3 using conditions	<p>This lesson introduces selection and randomness. These are two features that will allow learners to develop programs with a very diverse range of behaviours.</p> <p>Learners will revisit some of the programs that they have encountered in previous lessons and extend them into more versatile programs that use selection. They will develop a simple number guessing game, which will eventually include randomness.</p> <p>In this lesson, selection is limited to binary choices, i.e. there are always only two possible branches. Multiple branches and nested structures will be introduced later on.</p>
4 Selection and Iteration	<p>This lesson progresses to multi-branch selection with if, elif, else statements, then introduces while, the general-purpose iterative structure available in Python.</p> <p>Learners will explore problems that will allow them to deepen their comprehension of when and how selection should be used. For example, they will build programs that check the weather conditions where they are living and display appropriate responses. They will also be introduced to iteration, making sure that they understand the mechanics of how it works, before they go on to build their own programs in the next lesson.</p>
5 loops and Counters	<p>In the first part of this lesson, learners will be introduced to counting. Counters are important, as they are the simplest example of variables that are used to compute results iteratively, with each new value accumulated over the previous ones.</p> <p>In the second part of the lesson, learners will apply the skills and knowledge that they have developed to create a times tables practice game. It is an example that naturally combines iteration and selection, while also being useful.</p>
6 Control Structures	<p>In this final lesson of the unit, learners will apply and consolidate what they've learnt by extending the number guessing game that they developed previously into an iterative version that allows them multiple guesses</p>



A **mobile application**, most commonly called an **app**, is a type of application software designed to run on a mobile device, such as a smartphone or tablet computer

**Thunkable** is a block or text based programming language.

This allows for the creation and sharing of apps.

# TERM 1 thinkable

The point of an **app** is to connect and interact with users. **App** creators tend to have an idea, a problem or a task that they want to develop user an app.

These can be huge or relatively small ideas. Decomposing the problem helps us make the task less daunting and more achievable. This involves breaking down the task into smaller more manageable parts to start with.

Key Words	
<b>abstraction</b>	Identify the important aspects to start with
<b>algorithm</b>	Precise sequence of instructions
<b>Application (app)</b>	Software designed to run on a mobile device
<b>Computational thinking</b>	Solving problems with or without a computer
<b>debugging</b>	Looking at where a program might have errors or can be improved
<b>blocks</b>	Scratch bricks that we can use to code algorithms
<b>decomposition</b>	Breaking down a problem into smaller parts
<b>GUI</b>	Graphical User Interface
<b>teration</b>	Doing the same thing more than once
<b>selection</b>	Making choices
<b>sequence</b>	Running instructions in order
<b>variable</b>	Data being stored by the computer

Most computers have an environment with tiles, icons and/or menus. These allow users to interact.

This type of interface is called the graphical user interface (**GUI**) because the user interacts with images through a mouse, keyboard or touchscreen.

The **GUI** needs careful design consideration so that the user experience is a positive one so they want to continue to use it

Making sure the app is successful and actually does what it was intended to do is important.

Setting success criteria should be determined at the start of the project and can be revisited frequently.

The success criteria should be clear and easy to follow.

**Evaluating** and **debugging** allow for judging the quality of the app, and enables errors to be corrected and improvements to be made.

# TERM 1

**What is a Python?**

Python is a text based programming language that can be used to create small programs, web applications, games and even search engines like Google and YouTube!

Python is easy to learn and is a great beginner language.

**Data types**

Different types of data are stored in variables as different data types. There are three main data types: String, Integer & Float

**String**  
A type of variable for storing text "strings" e.g. "Hello World"  
`print("Hello World")`

**Integer**  
A type of variable for storing whole numbers e.g. 10, 182, -44  
`integer = int("This is an Integer")`

**Float**  
A type of variable for storing decimal numbers. Also known as a real number e.g. 2.5, 5.05, 3.14  
`Decimal = float("This is a float")`

**Executing a program**

In order to run or test a program written in Python the user needs to go to Run and then Run Module.

**Motherboard**

The motherboard is what connects all the other components. It helps keep them secure and allows the components to communicate.

**Input statements**

Using `var = input()` we can ask a user to input some information.

We can then print this back to the console window.

```
Username = input("What is your name?")
print("Welcome ", Username)
```

`userName` is a variable. This means we can change the information stored. We can also name it whatever we want.

**IF statements**


IF statements can be used to select different options in a program depending on a condition. This is also known as selection.

```
question = input("Are you revising?")
if question == "Yes":
    print("Well Done")
elif question == "No":
    print("Oh Dear")
else:
    print("I don't understand")
```

Keywords		
Python	Programming	Print
Input	Syntax	String
IF/ELIF	Integer	Float

**Syntax**

Syntax is what we call the format that the code needs to be in, in order to be processed correctly. If it is not in the correct format then the code will not work.



Python tells us where the error is and what type it is. Here it says the line the error is on. Here it says what type of error.

**Print statements**

In order to display text in the shell you need to use a print statement.

```
print("Hello World")
print("I am a programmer")
```

**This is the output:**

```
Hello World
I am a programmer
```



# BARE ESSENTIALS

SUBJECT: Design & Technology - Spatula

YEAR: 8

TERM: Summer



**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>

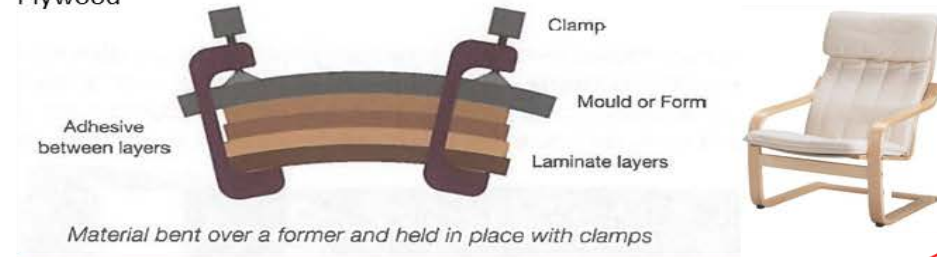
<https://www.technologystudent.com/>





## 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?



Together: We Care, We Challenge, We Excel



# BARE ESSENTIALS

SUBJECT: Food Technology

YEAR: 8

Term: Summer



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





### 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.



## 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



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

### 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

