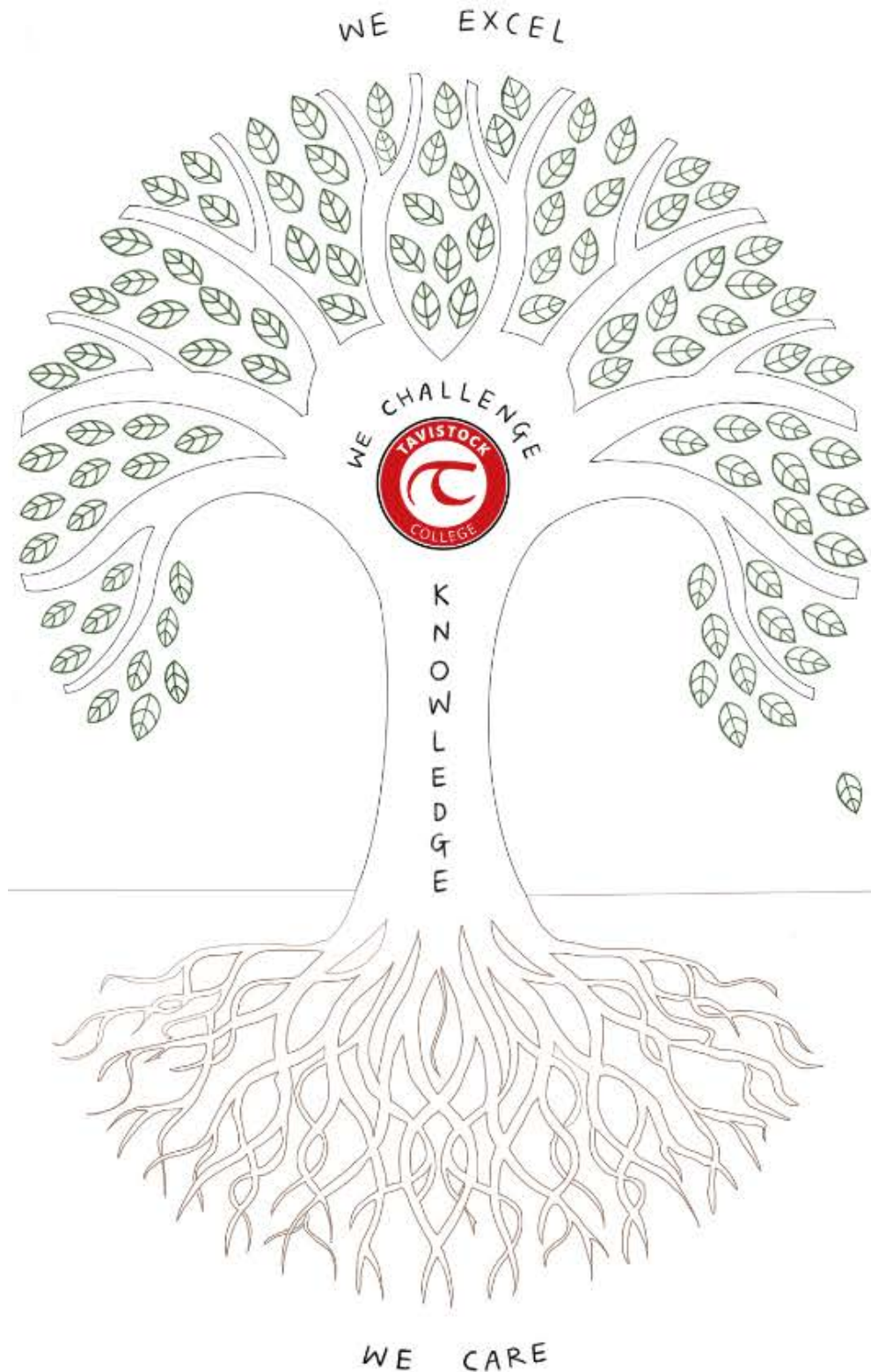


The Bare Essentials



YEAR 8: Spring Term 1

Essential knowledge for your curriculum

Name: _____

Tutor Group: _____

Outline of contents:

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

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Page 12 Homework summary and brief

Page 13 Key Stage 3 Rooted in Reading: Recommended texts

Page 14 Steps to success for parents (how parents/carers can use the Bare Essentials to support their young people)

Page 15 Steps to success for students (How students can use the Bare Essentials to support their young people)

Creative Arts Faculty

- Art & Textiles Page 16- 18
- Music Page 19 -22
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English Faculty

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Humanities Faculty

- Geography Page 30 - 33
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Maths Faculty

- Maths Page 38 -41

Languages Faculty

- French Page 42 - 44
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Physical Education Faculty

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

- Team activities Page 48-49
- PE Theory Page 50- 51
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Science Faculty

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Social Studies Faculty

- PSHE Personal Development Page 57-60
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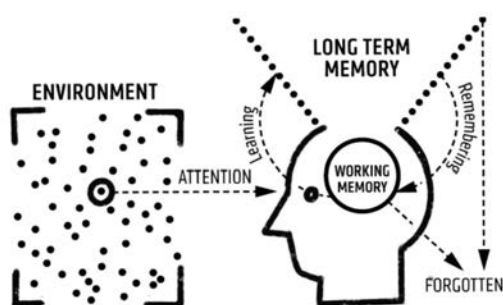
- Computing Page 65-67
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Homework

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

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

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



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

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

Don't worry though, you will normally have a week to complete each piece to allow for other commitments outside of school and to help you organise your time. Also don't forget that we offer a homework club every Tuesday and

Thursday, after school in the library with ICT access and teacher support.

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

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

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

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

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



Rooted in Reading: Our Reading Curriculum



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

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

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

	<ul style="list-style-type: none"> Allow enough time to respond. Wait for at least six seconds. Ensure the young person has waited until you have finished your request
	<ul style="list-style-type: none"> Repeat the information again after allowing waiting time Repeat the information in a different way. Don't do this too quickly. Allow processing time
	<ul style="list-style-type: none"> Give the young person two choices e.g. What does this word mean? X or Y?
	<ul style="list-style-type: none"> Help the young person to experience the concept e.g. How does it feel?
	<ul style="list-style-type: none"> A verbal repetition strategy that encourages students to respond when prompted with a cue (visual or verbal)
	<ul style="list-style-type: none"> Put the unknown word into context in a sentence. Present this to the young person visually or verbally.
	<ul style="list-style-type: none"> Check the young person understands by asking questions at a simple level first.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.

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

'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	dge							
ch												

Vowel sounds

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

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

BARE ESSENTIALS

SUBJECT: Introduction to Textiles Skills (Making a cushion)

YEAR: 8

TERM: Spring 1



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

End point task: Design and make a Calavera pin cushion

Did you know?

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



Where is this learning coming from?

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

Where is this learning going?

- This will help you answer the Big Question: *How can I use inspiration from Latin American culture/ Day of the Dead to design and make a cushion?*
- This will provide a strong introduction into Textiles in year 9 and introduce it as a GCSE subject.
- It will provide essential stitching and cutting skills.
- Prepare you for projects in KS3
- Prepare you for a L2/GCSE in the Creative Arts

What will you know as a result of this?

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

Career links:

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




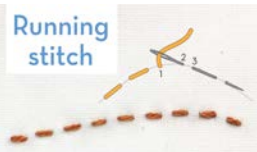


Useful weblinks:

[Mexican Day of the Dead](#)

▶ How Coco Honors Día de los Muertos | Disney+



Topic	Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
1: Introduction to the Day of the dead	Students will examine what the Day of the Dead represents and how it fits in modern culture. They will write definitions of Calaveras , Papel Picado and Ofrendas , before designing their own Calavera	Day of the Dead: Is a holiday traditionally celebrated on the first and second of November, originally in Mexico, but lately celebrated in all Latin America. It is like a family reunion—except dead ancestors are the guests of honour. Day of the Dead is a joyful time that helps people remember the deceased and celebrate their memory.
2: Hand sewing, design and cutting out the calavera	Students will practice running stitch and start back stitch to revisit hand stitching. Using a template , students will draw the outline of the Calavera skull and faintly sketch any guidelines/ designs	Calaveras: Calaveras are skulls traditionally made from sugar, representing the sweetness of life.
3: Embroidery	Students will start to embroider their calavera using their design.	Papel Picado: Delicately decorated tissue paper, like bunting, represents wind and the fragility of life. Ofrendas: This temporary altar is a way for families to honour their loved ones and provide them what they need on their journey
4: Embroidery	Students will continue with their running stitch and back stitch and start to experiment with chain stitch	Running stitch: A simple needlework stitch consisting of a line of small even sewing stitches
5: Embroidery	You will use the sewing skill learnt, to decorate the Calavera , with Running stitch , Back stitch and Chain stitch .	Back stitch: Is described as a strong utility stitch, where individual stitches are made backward to the general direction of sewing, filling in the gaps of a running stitch to make a continuous line.
6: End Point Task: Construct the cushion	You will stuff your cushion and stitch the top using a running stitch .	Chain stitch: Is a decorative sewing and embroidery technique in which a series of looped stitches form a chain-like pattern.

Name	Description
Calavera 	Key Words: Skull, wood, paper maché, sugar paste, carved bone, colourful, joyful, celebratory, pattern, loved one, death, remember, engraved, painted, teeth, hearts, the sweetness of life.
Papel Picado 	Key Words: Perforated paper, Mexican, decorative, craft, cutting, elaborate designs, tissue paper, bunting, the fragility of life.
Ofrendas 	Key Words: Altar, offering, marigolds, candles, death, family, orange, fragrance, celebration, photos, fragrance, honouring loved ones.
Running stitch 	<ol style="list-style-type: none"> 1: From the back of the fabric, bring your needle up at your starting point. 2: Place your needle back down through, about a stitch length away. 3: Come up through the back about a stitch length away from your last stitch. 4: Working forwards, continue making stitches, leaving a space in between each one.
Backstitch 	<ol style="list-style-type: none"> 1: From the backside of the fabric, bring your needle up, about a stitch length away from your starting point. 2: Now, going backward, insert the needle down at the starting point 3: Come back up a stitch length away from your last stitch. 4: Insert the needle down through the same hole as the last stitch. This will join the stitches. Continue along the line in this way.
Chain stitch 	<ol style="list-style-type: none"> 1: Begin by bringing the needle up from the back of your fabric at your starting point. 2: Then, with the embroidery floss off to the side, insert the needle back down through the same hole you just came up, but do not pull the floss all the way through. 3: Now, bring your needle back up, about a stitch length ahead, making sure the embroidery floss goes around your needle. Pull the needle so the floss comes all the way through. You should have a loop of floss. This is your first chain stitch. 4: Now, putting the needle back through the hole you just came up, inside the loop, repeat this process of coming up a stitch length ahead and creating a loop.

BARE ESSENTIALS

SUBJECT: Music - Guitar Riffs

YEAR: 8

TERM: Spring 1



Big Question: *How do I play guitar riffs?*

End point task: *Guitar Riff Performance*

Did you know?

- Historians believe that the oldest recorded guitar-like musical instruments came from Ancient Egypt around 1450 BC.
- A plucked string instrument that was first called a guitar appeared in **Spain around the turn of the fifteenth century**. The instrument was actually called a vihuela, and consisted of four double-strings.
- A standard guitar has 6 strings tuned to **E-A-D-G-B-E**
- The first **Electric Guitar Was Invented In 1930's**.
- The World's Best Selling Guitars Are **Fenders**.
- The guitar is the world's second most popular musical instrument, after the piano.
- The guitar is usually held flat against the player's body and played by **strumming or plucking the strings with the dominant hand, while simultaneously pressing selected strings against frets with the fingers of the opposite hand**.
- The sound of the guitar is projected either acoustically, by means of a resonant chamber on the instrument, or amplified by an electronic pickup and an amplifier.



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 &
- 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 play guitar riffs?*
- Prepare you for further band performance in KS3
- Prepare you for guitar chords performance 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
- The different types of guitar
- How to hold a guitar
- How to get a good quality sound out of the guitar
- How to play notes on a guitar
- How to read guitar tab
- How to play some of the most famous guitar riffs of all time
- How to play a guitar riff in time with other students

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](#)

[Virtual Guitar](#)

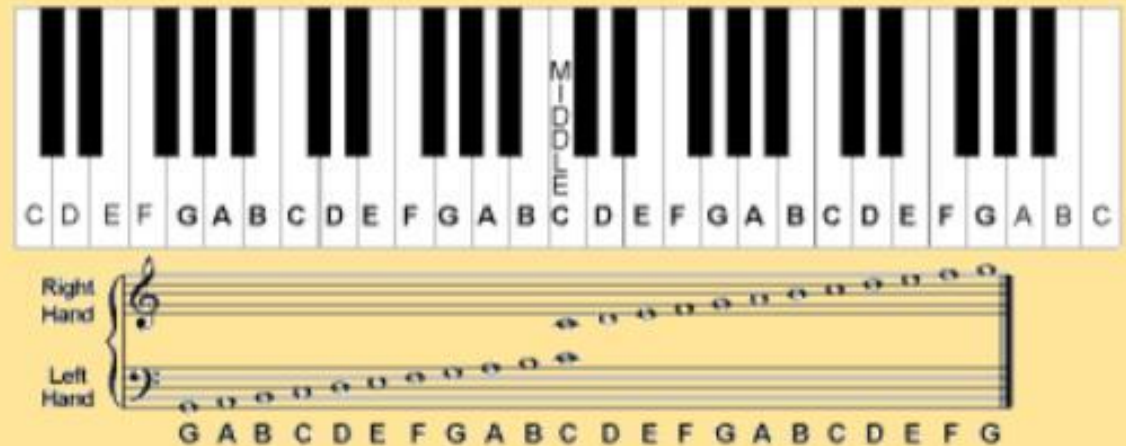


Unit Content Bare Essentials to remember (words in bold are in your keywords) :	Keywords: Remember that there is lots of cross over in Drama, Dance and Music and that artistic and creative knowledge builds up, so look back at your previous Bare Essentials too
<p><u>Introduction to the Guitar</u></p> <p>We will look at some of the basic fundamentals of guitar. How do you hold a guitar? How do you pluck a string? Where do you put your hand on the fretboard? Who are the most famous guitarists?</p>	<ul style="list-style-type: none"> • Vocal - anything to do with or referring to the voice, we use vocal warm ups to make sure our voice is ready to perform • Physical - anything to do with or referring to the body, we use physical warm ups to make sure our body is ready to perform • Concentration - you will need to concentrate a lot during anything to do with performing arts (there are usually multiple things happening at once) so we use concentration warm ups to make sure our mind is ready to be creative and perform • Trust/Teamwork - we use trust and teamwork warm ups to make sure we ready to work creatively in a group • Stimulus - a starting point for creative work. This could be an image, theme, quote, piece of music, title or theme • Discuss - your initial responses and reactions to the stimulus need to be talked through with your group -it's important that everyone contributes to the discussion • Improvise - your initial responses and reactions to the stimulus need to be tried out with your group - this is a great time to explore and experiment with what your work could do without worrying about it going wrong • Rehearse - rehearsal is selecting/ deleting/ editing/ refining your improvised work until it is ready to share • Perform - showing and sharing your practical creative ideas • Evaluate - considering the work you have created or seen and discussing its merits and areas for development* • Performer - someone who acts, dances, sings and shares their work with an audience • Audience - a group of people watching and listening to a performance • Structure - The arrangement and order of the parts or sections of the music • Rhythm - A regular repetition or grouping of beats - in a melody, the length a note is held for • Pitch - How high or low a note should be played • Tempo - The speed of music • Guitar Tab - Short for Tablature, it is a means of writing down music for fretted instruments involving numbers • Riff - A repeated phrase of Rock or Pop Music • Acoustic guitar - a guitar that does not require electrical amplification, having a hollow body that amplifies the string vibrations • Electric guitar - a guitar with a built-in pickup or pickups which convert string vibrations into electrical signals for amplification • Bass guitar - a four string guitar that has the same pitch and tuning as a double bass, usually electrically amplified • Parts of the guitar: Head, nut, neck, tuning pegs, fretboard, neck, frets, cutaway, sound hole, pickups, bridge, pickup selector, volume/tone knobs, output jack, body • Guitar strings - Standard guitar tuning is E, A, D, G, B, E <p>*We use the CRESS structure as a way to helpfully and positively critique performance that we have seen (please see your class room wall and Google classroom for CRESS)</p>
<p><u>Performing Arts Warm Up Exercises</u></p> <p>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;</p> <p>Vocal Warm Up exercises, physical Warm Up exercises, concentration Warm Up exercises, trust/teamwork Warm Up exercises.</p>	
<p><u>Types of Guitar</u></p> <p>We will learn about the different types of guitar. Acoustic guitar, electric guitar and bass guitar. We will learn how each instrument produces a different sort of sound.</p>	
<p><u>Guitar Parts</u></p> <p>We will learn how the guitar works by looking at different parts of the guitar including: Head, neck, body, tuning pegs, frets, fretboard, bridge, scratch plate, sound hole, pickups, volume and tone control, pickup selector, output jack</p>	
<p><u>Tab</u></p> <p>We will learn how to read guitar tab in order to begin playing riffs on the guitar. We will start off by looking at Riffs played on the lowest string and develop moving up and down the fretboard. We will then try songs that move over different strings.</p>	
<p><u>Listening</u></p> <p>We will listen to the song and parts regularly analysing riffs and guitarists. We will play along to these riffs and we will listen to each other perform regularly and use this opportunity to feedback</p>	
<p><u>Rehearsal</u></p> <p>You will refine your riffs 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 tempo and play faster as you improve.</p>	
<p><u>Perform</u></p> <p>You will share your work in a recorded performance to an audience. Your teacher will edit your work to create your film.</p>	
<p><u>Evaluate</u></p> <p>You will watch your film and evaluate your performance using CRESS.</p>	

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

Together: We Care, We Challenge, We Excel



KS3 Music Knowledge Organiser

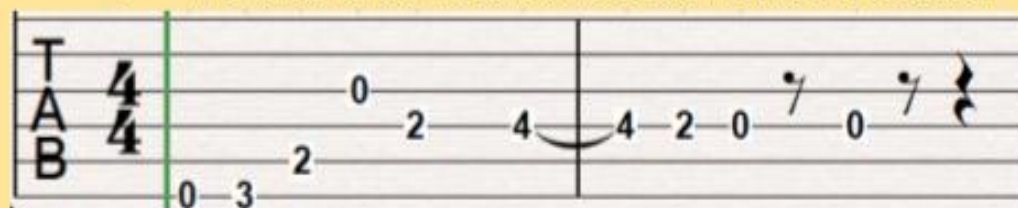


C HALLENGE Can you find a way . . .	Giving the "what" but not giving the "how" New ideas for EXPLORATION	I can APPLY previous artistic experiences to QUESTION and DEVELOP my own and other artists work	I can draw on previous experiences to EXPERIMENT, DEVELOP and take risks in my work
R EFLECT I noticed.....	To be an accurate non-judgemental AUDIENCE It opens up areas for DEVELOPMENT OF WORK which may not have been noticed by the artist (themselves)	I can IDENTIFY and VERBALISE what I have SEEN or HEARD	I can CREATE artistic work
E 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
S UPPORT It's good when . . . I like . . .	To be using SPECIFIC and help DEVELOPMENT of chosen skill 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
S UGGEST Can you try . . .	Offering a specific action Very commonly used and can be effective but LIMIT the JARVING 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.



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

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

Factoids

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



Where is this learning coming from?

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

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

Where is this learning going?

These lessons will help you practically and verbally

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

What will you know as a result of this?

By the end of this term you will know:

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

Career links:

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



Useful weblinks:

[BBC Bitesize Drama](#)

[Commedia dell'Arte: A Historical Overview](#)

[BBC Bitesize Jobs that use Performing Arts and English](#)



Unit Content Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
<p><u>Mime lessons</u></p> <p>You will revisit some warm up exercises to refine your vocal, physical, concentration and trust/teamwork skills in readiness to do Mime work.</p> <p>You will focus on facial expression and body language in your solo mime work, quickly creating an activity for a character. In pair work you will look at the complexities of moving a mimed box - you will think about the size, weight and contents of the box. In small groups you will work on establishing settings scenarios then in a slightly larger group add all these features together, considering structuring your piece with a narrative arc.</p>	<ul style="list-style-type: none">● Vocal - anything to do with or referring to the voice, we use vocal warm ups to make sure our voice is ready to perform● Physical - anything to do with or referring to the body, we use physical warm ups to make sure our body is ready to perform● Concentration - you will need to concentrate a lot during anything to do with performing arts (there are usually multiple things happening at once) so we use concentration warm ups to make sure our mind is ready to be creative and perform● Trust/ Teamwork - we use trust and teamwork warm ups to make sure we ready to work creatively in a group● Stimulus - a starting point for creative work. This could be an image, theme, quote, piece of music, title or theme● Discuss - your initial responses and reactions to the stimulus need to be talked through with your group - everyone needs to contribute to the discussion● Improvise - your initial responses and reactions to the stimulus need to be tried out with your group - this is a great time to explore and experiment with what your work could do without worrying about it going wrong● Rehearse - rehearsal is selecting/ deleting/ editing/ refining your improvised work until it is ready to share● Perform - showing and sharing your practical creative ideas● Evaluate - considering the work you have created or seen and discussing its merits and areas for development*● Performer - someone who acts, dances, sings and shares their work with an audience● Character - a part played/ shown by a performer that is not themselves● Audience - a group of people watching and listening to a performance● Freeze frame - a 3D frozen picture that is silent, still and clearly understandable by an audience● Synchronized movement - Speech where two or more performers say the same words at the same time● Music for atmosphere - using music/sound to communicate a particular setting, atmosphere or theme to an audience● Soundscape - using the performers body and mouth to create sounds (not words) that create an atmosphere● Facial expressions - using parts of the face to convey emotions● Body language - using the body to convey emotions● Corpsing - dropping out of character whilst sharing and performing work● Split scene - two scenes happening on stage at the same time, one could be frozen or muted● Neutral - a position that does not have a character but can show a focused performer● Slow motion - slowing down movement or speech so much that it becomes exaggerated● Gait - how a character moves around the space and the way they do it (swagger, stroll, stride etc)● Gesture - actions performed with the hands● Posture - the use of the back, shoulders and torso to convey age, status or emotion● Proxemics - spatial relationships on stage (what the space between the characters conveys to the audience)● Levels - the height of characters in relation to each other and what that conveys to an audience (someone higher seems to have more power)● Stage Directions - the ‘notes’ in a script to convey what the playwright wants the character to do or how they want them to do it● Stage Positions - an end on stage is divided into nine named areas to help performers, directors and choreographers● Mask - a full or particle facial covering designed to convey or support character or emotion● Mime - performance work where the performer physically creates the world without props considering the weight, shape and materials of the items● Melodrama - a genre of performance categorised by its sensational plot lines, stock characters● Silent Film - a genre of performance without speech but accompanied by music and sound● Stock Scenarios / settings - recognizable, familiar and frequently used situations and places● Stock Characters - recognisable, familiar and frequently used characters based on stereotypes● Narrative Arc - a structural plot device ensuring a clear beginning and end with a middle crescendo● Commedia Dell Arte - an improvised comic style of performance that was the starting point for modern day Pantomime● Pantomime - a musical comedy stage production with specific stylistic features and an emphasis on entertaining the whole family audience● Clocking the audience - a mime technique to draw the audience’s attention to where the character is looking● Passing the focus - a mime technique to draw the audience’s attention to multiple places on stage● Placards - physical sign used on stage or digitally in film to reveal location, action or character thought <p><i>*We use the CRESS structure as a way to helpfully and positively critique performance that we have seen (please see your class room wall and Google classroom for CRESS)</i></p>
<p><u>Mask lessons</u></p> <p>Before we put masks on, we will learn about clocking the audience and passing the focus; two techniques that help us guide where we want the audience to look and focus when we are working without words and potentially facial expression.</p> <p>We will learn how to put on a mask properly and the complexities of wearing a mask and performing in one. Finally we will learn about Commedia Dell’arte and its connections with Mime, Mask, Melodrama and Pantomime.</p>	
<p><u>Melodrama lessons</u></p> <p>We’ll find out about the key features of Melodrama and how the stock characters, stock scenarios and use of music are used in contemporary performances as well. We will have a go at developing the over exaggerated acting style focusing on gesture, posture and facial expressions as a way of conveying stereotypical characters quickly.</p>	
<p><u>Stimulus, Discuss, Improvise</u></p> <p>Using the skills you have learnt so far you will create a Silent Movie group performance to share with an audience. Once you have looked at the stimulus, you will discuss in your group and then improvise around your initial ideas.</p>	
<p><u>Improvise Rehearse</u></p> <p>You will refine your piece in rehearsal still using improvisation for development. You will focus on body language and facial expression to refine your character and may use techniques such as split scene.</p>	
<p><u>Perform and Record</u></p> <p>You will share your work in a recorded performance to an audience. Your teacher will edit your work to create your film although you may choose to do this yourselves if you want!</p>	
<p><u>Evaluate</u></p> <p>You will watch your film and evaluate your group’s performance using CRESS.</p>	

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



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

Development through Actions (What we do)

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



Development through Space (Where we perform)

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



Development through Relationships (who we perform with)

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

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

Development through Dynamics (how we perform)

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

Physicality
Body language
Facial Expression
Gait
Posture
Gesture

Vocality
Pitch
Pace
Pause
Volume
Accent



END ON STAGE



THRUST-STAGE

String, Fret, Tuning Pegs, Acoustic, Electric, Bass, Tablature, Chord, Riff, Strum, Picking, Lead, Rhythm Ensemble, Rhythm, Tempo, Metre, Structure, Notation, Tab, Lead Sheet, Chords, Melody

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.



Script

Stage Directions

Dialogue

Characters

Proxemics

Blocking

Narrative

Plot



USR
UP STAGE
RIGHT

USC
UP STAGE
CENTRE

USL
UP STAGE
LEFT

CSR
CENTRE
STAGE
RIGHT

CS
CENTRE
STAGE

CSL
CENTRE
STAGE
LEFT

DSR
DOWN
STAGE
RIGHT

DSC
DOWN
STAGE
CENTRE

DSL
DOWN
STAGE
LEFT

AUDIENCE

Together: We Care, We Challenge, We Excel



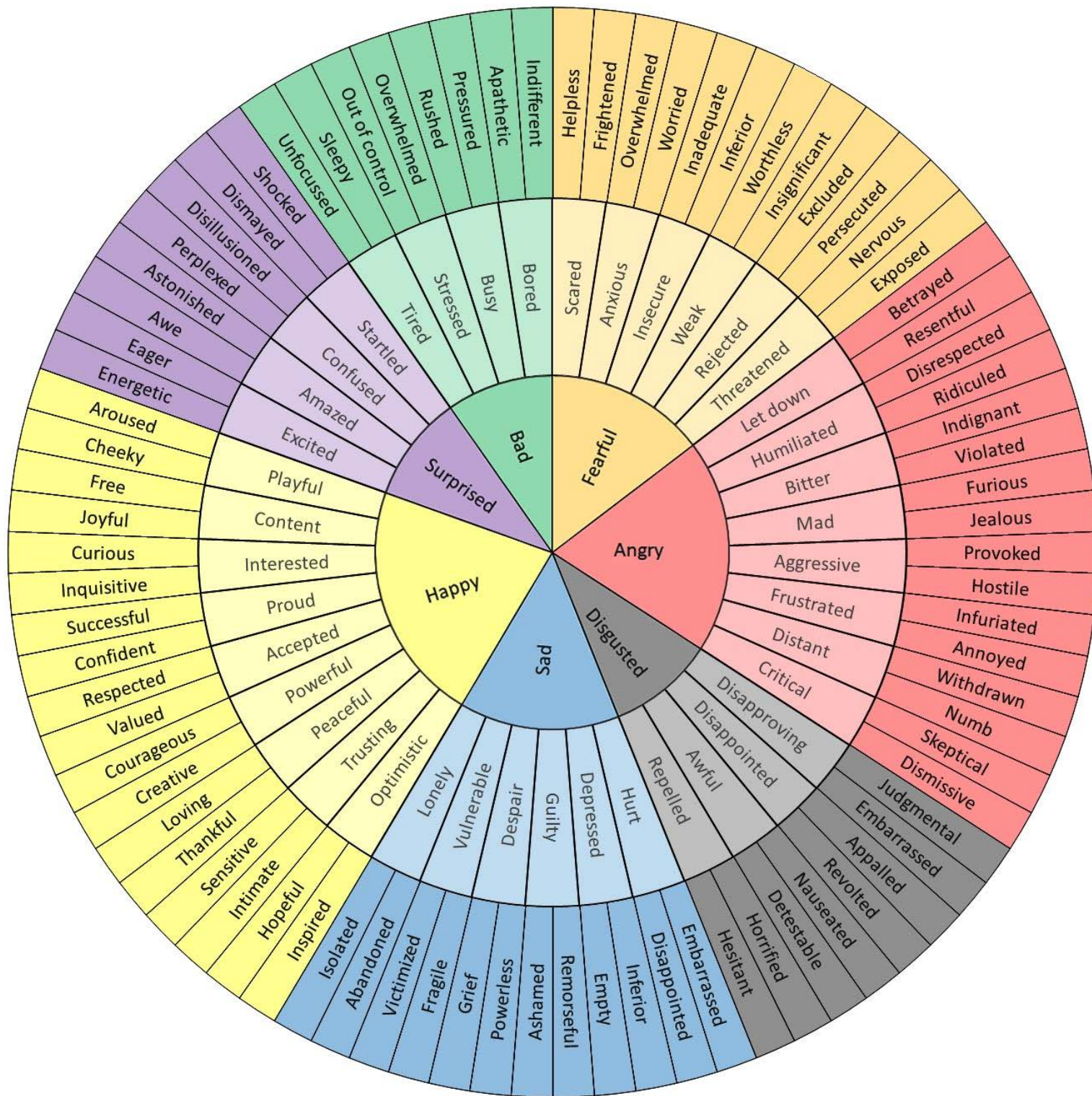


Big Question: How do writers use language, structural techniques and form to write about travel?

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

Where is this learning coming from?	Where is this learning going? What will you know as a result of this?	Career links:
In Year 7 you were introduced to non-fiction writing through the genre of adventure and extreme experiences. This term you will be revising those key techniques of non-fiction writing and exploring how they are utilised in the genre of travel writing.	The skills you practise during this unit will be revisited in Year 9 where you will study non-fiction again through the lens of a different genre. Later in your English studies, understanding how non-fiction writing is constructed will be an essential part of your English Language GCSE.	This unit of learning can help lead to: Degrees in: English Language, English Literature, Geography Careers in: Journalism, Creative writing, Literary Critic, Publishing
Topic area	Core knowledge/vocabulary	
1. Travel journal - 'Death in Varanassi' by Geoff Dyer	<p>Fact: a thing that is known or proved to be true</p> <p>Opinion: a view or judgement formed about something, not necessarily based on fact or knowledge</p> <p>Anecdote: a short amusing or interesting story about a real incident or person</p> <p>Emotive language: using specific word choices to evoke an emotional reaction from the reader</p> <p>Tricolon: a rhetorical term that consists of three parallel clauses, phrases, or words, which happen to come in quick succession without any interruption</p> <p>Rhetorical question: a question asked in order to create a dramatic effect or to make a point rather than to get an answer</p> <p>Topic sentence: a sentence that introduces the essential point or idea of a paragraph or larger section</p> <p>Hypophora: a figure of speech in which a writer raises a question, and then immediately provides an answer to that question</p> <p>Perspective: a particular attitude towards or way of regarding something; a point of view</p> <p>Alliteration: the occurrence of the same letter or sound at the beginning of adjacent or closely connected words</p> <p>Hyperbole: exaggerated statements or claims not meant to be taken literally</p> <p>Audience: The audience of a writer or artist is the people who read their books or look at their work</p> <p>Purpose: The purpose of something is the reason for which it is made or done</p> <p>Form: the style in which a text is presented</p> <p>Syndetic Listing: a listing connected with a conjunction/connective</p> <p>Asyndetic listing: a series of items listed without the use of conjunctions but with punctuation instead</p> <p>Juxtaposition: the fact of two things being seen or placed close together with contrasting effect</p>	
2. Magazine Article - 'Blue Train'		
3 Autobiography - 'Letter to Daniel by Fergal Keane.		
4. 'Scotland the brave'		
5. Newspaper articles - various		
6. Travelogue 'Red Dust' by Ma Jian		
7. Diary - Captain Scott's Diary 1912 and Memoir - 'Race to the pole' by Ben Fogle and James Cracknell		
9. 'A walk in the woods' - Bill Bryson		
10.. Historical non-fiction - 'Picturesque sketches of London Past and Present by Thomas Miller 1852		
11. 'The road to Wigan Pier' - George Orwell		





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 wordsthe 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

Analytical verbs - a taxonomy

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

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

Did you know?

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



Where is this learning coming from?

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

Where is this learning going?

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

What will you know as a result of this?

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

Career links:

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

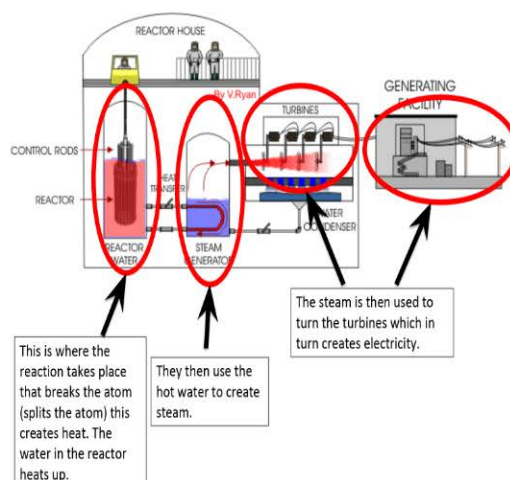
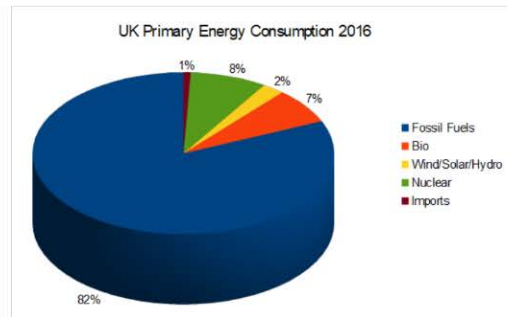
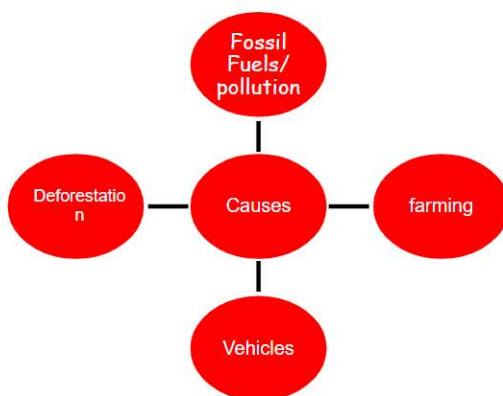
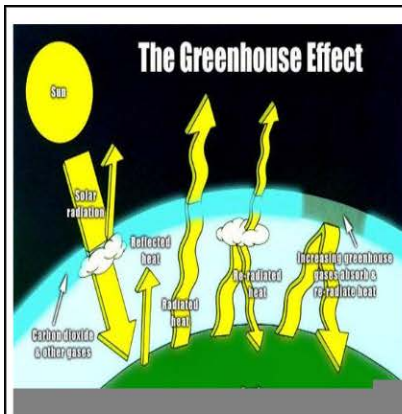


Useful weblinks:

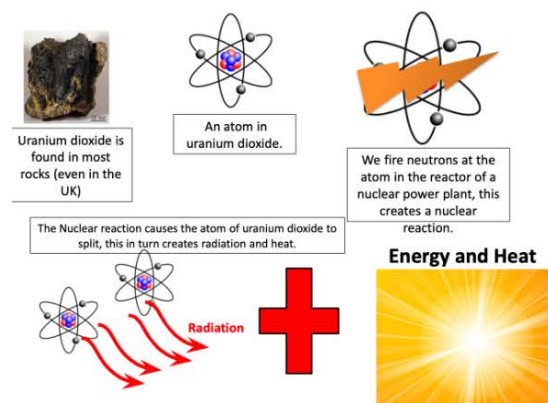
National Geographic: Fossil Fuels <https://education.nationalgeographic.org/resource/fossil-fuels>
 The National Grid <https://www.nationalgrid.com/>
 The Nuclear Industry Association <https://www.niauk.org/>
 EDF The Future of Nuclear Power <https://www.edfenergy.com/about/nuclear/future-of-nuclear-power>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



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

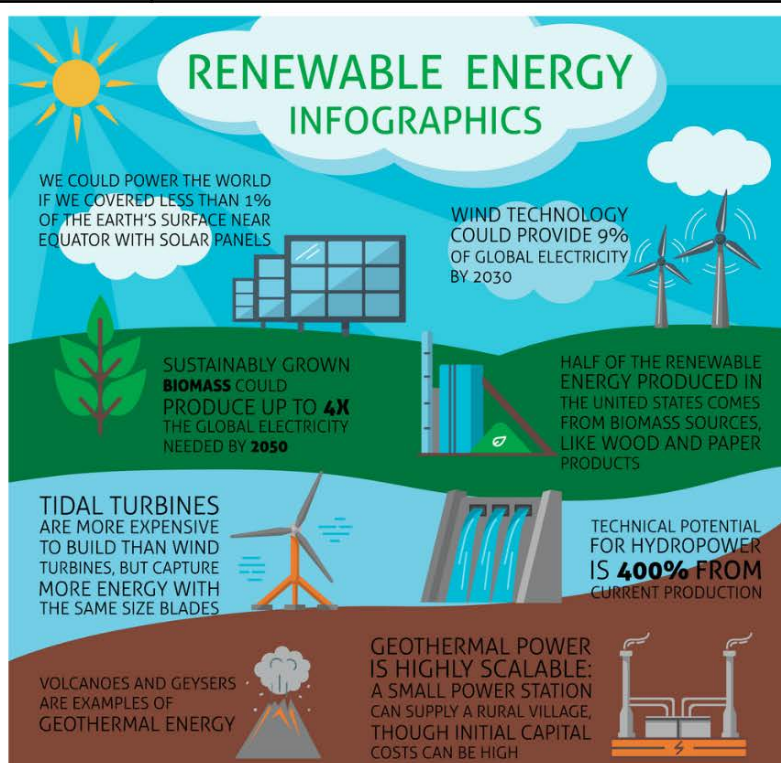
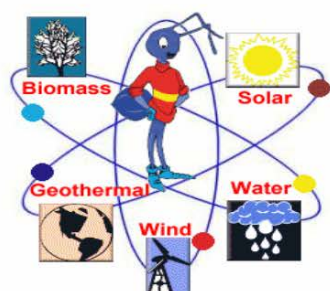


Keywords	
Carbon Footprint	The amount of carbon dioxide released into the atmosphere as a result of a person's activities
Greenhouse Effect	The trapping of the sun's heat in the earth's atmosphere by greenhouse gases.
Fracking	This is where we get gas from the ground out of rocks by using water. The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



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

Advantages of nuclear No greenhouse gases Lots of uranium Very efficient	Disadvantages of nuclear Storing Toxic waste Uranium isn't renewable High risk
Advantages of Fracking Cleanest fossil fuel Job creation Easy to use in existing power stations	Disadvantages of Fracking Environmental impact Uses lots of water Extracting fossil fuels



Together: We Care, We Challenge, We Excel




Write like a *Geographer*...

Thesaurus					
Sequencing	Examples	Developing	Alternatives	Comparing	Additions
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...
Decision making					
How important, successful OR significant?		How far do you agree?		Opinions	
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...	

Big Question: How were women viewed in the nineteenth century? How did this view change? How did they win the vote by the twentieth century?

End point task: Extended writing on how the First World War helped women gain the vote.

Where is this learning coming from?	Where is this learning going? What will you know as a result of this?	Career links:
<p>In the Autumn term of Y8 we have looked at the causes and consequences of the First World War. This unit will look at prevailing attitudes to women, before , during and immediately after the War and examine evidence in order to consider how those attitudes changed.</p> <p>Disciplinary concepts such as cause, consequence, change and continuity as well as substantive concepts such as power, suffrage, culture and society are all revisited.</p>	<p>Your learning will continue to develop the skills we will be using in our history lessons which will form the foundations for your journey through the key stages. We will examine evidence to understand the attitudes prevalent in Victorian society in relation to power and who holds that power. We will consider how change comes about and the consequences of this.</p> <p>As you continue through year 7, 8 and 9, you will see the long term impacts of these changes and how interpretations of the role of key societies and individuals are important in today's society.</p> <p>Many of you will continue with GCSE history and this learning will feed into the source and interpretation skills needed.</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">- English Heritage and The National Trust- Local government- Civil Service- Record Offices, Archives, Libraries and Universities- Archaeology, Architecture and the conservation of buildings or artefacts- Museums and galleries- Teaching in schools
Topic area	Core knowledge	
Lesson 1. How were women viewed in Victorian England?	The roles and expectations of married women in Victorian society. Source work on the 'Angel in the house.'	
Lesson 2. What is universal suffrage? Why is voting important?	<ul style="list-style-type: none">• An understanding of British democracy and the institutions of power• A brief history of the development of democracy up to the nineteenth century	
Lesson 3. Who were the suffragists and the suffragettes?	<ul style="list-style-type: none">• How were women in the 1800s campaigning for the vote?• How did women's fight for the vote become more radical?	
Lesson 4. Who was Sophia Duleep Singh? What is her connection to the fight for female suffrage?	<ul style="list-style-type: none">• How did a Sikh Princess end up a powerful Suffragette?• What was Black Friday? How did this change Suffragette tactics?	
Lesson 5. What role did Emily Davison play in the fight for female suffrage?	<ul style="list-style-type: none">• Source work on the motivations for Emily Davison's actions at the Epsom Derby in June 1913 .• Did her actions help the Suffragette cause?	
Lesson 6. Were the Suffragettes direct action methods effective?	<ul style="list-style-type: none">• Examination of evidence to analyse if the direct action of the Suffragettes helped or hindered their cause.	
Lesson 7. Did World War One help women get the vote?	<ul style="list-style-type: none">• Examination of the roles women played in the First World War• Did women's actions in the war lead directly to the 1918 and 1928 Acts?	
Lesson 8 Assessment 'To what extent do you agree that the First World War was the main reason why some women got the vote in 1918?'	<ul style="list-style-type: none">• Skills taught so that all can complete the extended writing task.	
Lesson 9. DIRT	<ul style="list-style-type: none">• Feedback on how to improve answers	
<div>Together: We Care, We Challenge, We Excel</div> <div></div>		



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	millennium

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 _____

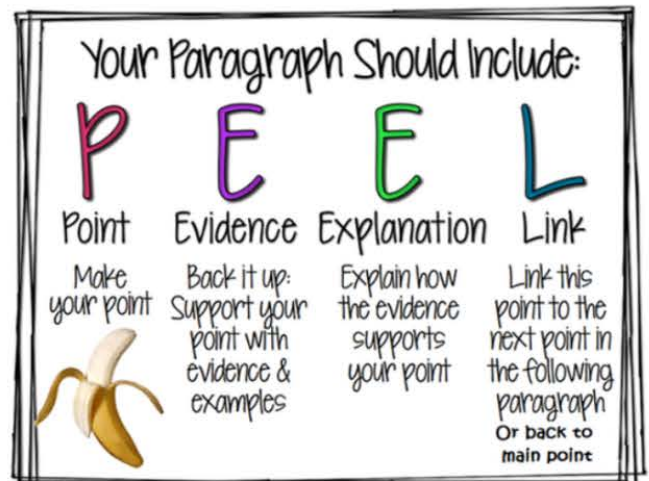
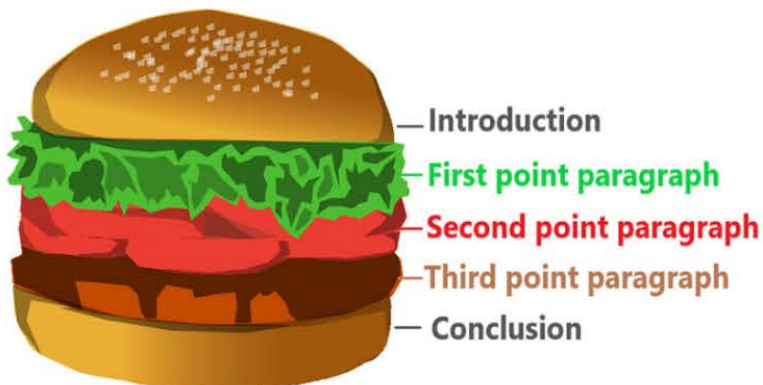
How far do you agree?

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 _____



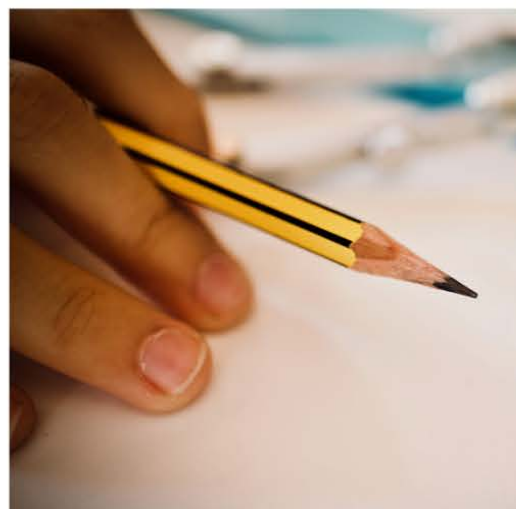
History Key Stage 3 skills

Source and interpretations



Command words and structuring

Sources	
What can you infer from source A about? Advice 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"> What can you guess / suggest about the topic from the source? Give the inference, then support with a quote / description from the source. No own knowledge needed Sentence starters One thing I can infer from source A about _____ is _____. I can infer this because it says / shows _____	How useful is source A for an enquiry into? Advice <ul style="list-style-type: none"> Highlight the enquiry in the question ... What is the topic? Content - read the source and highlight what it tells you about the enquiry 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 OK - own knowledge What do <u>you</u> know about the enquiry to help decide how useful the source is? Sentence starters <ul style="list-style-type: none"> Source A is partly / very / mostly useful for an enquiry into _____ as it says / shows _____ Source A is _____ useful because of it's provenance. It is a _____. This makes it useful because _____ From my own knowledge, I know that _____ This makes the source _____ useful Overall _____



Interpretations
What is the main difference between interpretations 1 and 2 Advice <ul style="list-style-type: none"> 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 _____ Interpretation1 suggests _____ as it says "_____" Whereas interpretation 2 suggests _____ as it says "_____"

BARE ESSENTIALS

SUBJECT: Maths

YEAR: 8

TERM: Spring: Term 1



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

Did you know?

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



Where is this learning coming from?

Year 8 Brackets, equations and inequalities

Builds on their understanding of equivalence from Y7.

Year 8 Sequences

Building on their understanding of sequences from the beginning of Y7

Year 8 Indices

Builds on work in year 7 looking at expressions and powers

Where is this learning going?

Year 8 Brackets, equations and inequalities

Forming and solving inequalities and equations as a basis for proof.

Year 8 Sequences

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

Year 8 Indices

Working towards being able to use the addition and subtraction laws of indices and being able to find powers of powers

What will you know as a result of this?

You will be able to:

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

Career links:

Finance
Accounting
Statistician
Formula 1 Engineer
Business
Teaching



Useful weblinks:

Sparxmaths.com

Desmos.com

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



BARE ESSENTIALS

SUBJECT: MATHEMATICS

YEAR: 8

TERM: SPRING 1

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

Brackets, equations and inequalities. Sequences and Indices. 5-6 weeks.

- Form algebraic expressions M957
- Use directed number with algebra
- Multiply out and factorise a single bracket M237
- Expand multiple single brackets and simplify M792
- Expand a pair of binomials (H) M960
- Form and Solve equations, including with brackets M957
- Form, understand and solve simple inequalities M118
- Identify and use formulae, expressions, identities and equations M830
- Generate sequences given a rule M381
- Find the rule for the nth term of a linear sequence (H) M991
- Working with algebraic expressions containing indices M120
- Using the laws of indices M608/M150
- Exploring powers of powers (H)

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

- Convert fluently between fractions decimals and percentages M264
- Calculate fractions, decimals and percentages of an amount M437
- Convert between decimals and percentages greater than 100%
- Work with percentage change M476
- Choose appropriate methods to solve percentage problems
- Investigate powers of 10 M113
- Calculate using standard form. M719
- Understand and use negative and fractional indices (H) M150
- Estimating, rounding and error intervals (H) M730
- Calculate using the order of operations M521
- Convert metric measures of lengths, weight and capacity. M774
- Convert metric units of area (H) and volume (H) M728
- Solve problems involving time and money. M515

Key words: Term, expression, equation, identity, inequality, expand, factorise, solve, formula, binomial, quadratic, linear, base number, indices/index/powers.

Key words: conversion, equivalent, estimate, truncate, multiplier, numerator, denominator, improper fraction, mixed number, vinculum.

Useful weblinks:
www.whiterosemaths.com
www.sparx.co.uk

Username:

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

B11	Area = 5×14	K32	Unlikely \times
	$\times 14$ Area = 46 cm^2 ✓	L42	B, A, C ✓
	$\frac{46}{1}$	C03	4 more blue balls ✓
C21	$\frac{1}{33} + \frac{1}{11} = \frac{1}{33} + \frac{3}{33}$	D13	4 black, 2 red, 2 blue The probability of picking black is <u>even</u> : Bag E ✓
	$= \frac{4}{33}$ ✓		
D31	$3^2 = 3 \times 3$	E23	B ✓
	$= 9$ ✓		

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

Calculate the n^{th} term:

+2 +2 +2 +2

3, 5, 7, 9, 11

+1 +1

2n: 2 4 6 8 10

$2n + 1$

Significant Figures Rules

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



Any NONZERO number IS significant.

658.41 grams = 5 sf

Zeros:

SANDWICHED ZEROS ARE significant.

50.48 = 4 sf

LEADING ZEROS ARE NOT significant.

0.00586 = 3 sf

TRAILING ZEROS:

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

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

Created by Megan Higgins, Chemistrytutoring
<https://www.teacherspayteachers.com/Store/Chemistrytutoring>

When MULTIPLYING you ADD the powers

$$a^m \times a^n = a^{m+n}$$

For Example

$$4^3 \times 4^7 = 4^{10}$$

$$a^2 \times a^{13} = a^{15}$$

When DIVIDING, you SUBTRACT the powers

$$\frac{a^m}{a^n} = a^{m-n}$$

For Example

$$12^8 \div 12^3 = 12^5$$

$$b^{12} \div b^6 = b^6$$

When Raising one power to another you MULTIPLY them

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

For Example

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

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

Anything to the POWER OF 1 is ITSELF

$$a^1 = a$$

Anything to the POWER OF 0 is just 1

$$a^0 = 1$$

The Index Laws

Turn NEGATIVE powers upside down

$$a^{-n} = \frac{1}{a^n}$$

For Example

$$5^{-2} = \frac{1}{5^2} = \frac{1}{25}$$

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

Expand $3(x + 5)$

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

Box

	x	+5
3	3x	+15

$3x + 15$



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

Smiley Face



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

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

$$= x^2 + 7x + 12$$

Grid Method

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

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

$$= x^2 + 12x + 35$$

Double Claw / FOIL

F - Firsts

O - Outers

I - Inneres

L - Lasts

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

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

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



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

	Number sense	
<div></div>		R A G
<div></div>	Standard index form	R A G
<div></div>	Fractions and percentages	R A G
<div></div>	Sequences & indices	R A G
<div></div>	Brackets, equations and inequalities	R A G
Block Test scores before/after	Year 8	R A G

I think I need to work on:

BARE ESSENTIALS

SUBJECT: French

YEAR: 8

TERM: Spring 1



Big Question: Décrivez votre journée.

End point task: Written task on topic of my daily routine

Did you know?

- New Year's Day 1st January is a national holiday in France
- La Fête des Rois. It's traditional to eat a special cake called the Galette des Rois on 6th January, the day of the Epiphany. You'll see these scrumptious cakes in every patisserie in France. Inside the cake a lucky charm is hidden – the fève, and the person who finds the charm in his or her slice of cake, is crowned king or queen for a day!
- The Sales – Les Soldes d'Hiver. The annual winter sales, which are set according to law, take place from 11 January 2023 for up to 8 weeks
- 21st January: Each year in the village of Richerenches, the third Sunday in January is the time of a most special Mass, the Truffle Mass which is devoted to Saint Antoine, the patron saint of truffle growers.
- The 37th Cheval Passion horse show takes place in January 2023 at the Avignon fairgrounds, the "Parc des Expositions". Over 1,200 horses, 90 hours of performances, 250 exhibitors, 12 corrals, 12 display halls on grounds covering 50,000 m2. Cheval Passion also means Poney Passion, field trip days, shows of the Crinières d'Or gala.



Where is this learning going?

- What you do every day
- At what time you do it
- Sequencing events/actions (e.g. using 'then', 'finally')

- numbers hair and eyes
- free time activities food
- Nationalities
- Clothes

End point task

Write a short description in Spanish of what your daily routine is like (approx 50 words). You must write something about each bullet point. Mention:

- what time you get up
- What other daily routines you do before going to school
- What time you do your homework and other evening routines.

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 me lève à six heures et demie puis je me douche à sept heures. En général, je vais au collège à huit heures cinq et je rentre à la maison à trois heures et demie. Après , je regarde la télé à six heures, ensuite je mange à huit heures dix. Finalement, je me couche à onze heures et quart.	
Speaking (you will answer these)	<p>Tu te lèves à quelle heure?</p> <p>Qu'est-ce que tu fais après le collège?</p> <p>Tu te couches à quelle heure?</p>	
Reading <i>Example</i>	<p><u>Answer questions about a text like:</u></p> <p>Je m'appelle Grégorio, je suis mexicain. En général je me lève à sept heures et quart. Après je me douche et je prends le petit-déjeuner avec mes deux frères. Ensuite je me brosse les dents et je prépare mon sac. Vers huit heures je vais au collège à pied. Je rentre chez moi vers trois heures et demie. Après je me détends un peu. En général je surfe sur internet ,je regarde une série sur Netflix ou je tchatte avec mes amis sur WhatsApp. De cinq à six heures je fais mes devoirs vers sept heures et demie je dîne avec ma famille. Je mange du riz ou une salade. Finalement je regarde la télé et je me couche vers dix heures</p>	
Reading aloud (You will have to read these aloud)	<ol style="list-style-type: none"> 1. À 7h du matin je me lève 2. Ensuite je me douche à 7h30 3. À 8h15 je sors de chez moi et après je vais au collège à pied 4. À 5h à 6h je regarde la télé 5. Finalement je me couche vers 9h30 	
Translation (These will be in retrieval starters and vocab tests)	<p>I get up</p> <p>I get dressed</p> <p>I watch TV</p> <p>I play on the computer</p> <p>Then I have dinner</p> <p>After, I eat</p> <p>Finally I go to bed</p>	<p>at seven o'clock in the morning, I brush my teeth</p> <p>At quarter past seven, I have breakfast with my family.</p> <p>I do my homework at five in the afternoon</p> <p>From 5 to 6 in the evening, I play on the computer</p> <p>At ten past seven, in the evening, I do my homework.</p>

<p>Vers around</p> <p>À at</p> <p>cinq heures 5</p> <p>six heures 6</p> <p>sept heures 7</p> <p>huit heures cinq 8:05</p> <p>huit heures dix 8:10</p> <p>huit heures et quart 8:15</p> <p>huit heures vingt 8:20</p> <p>huit heures vingt-cinq 8:25</p> <p>huit heures et demie 8:30</p> <p>neuf heures moins vingt-cinq 8:35</p> <p>neuf heures moins vingt 8:40</p> <p>neuf heures moins le quart 8:45</p> <p>neuf heures moins dix 8:50</p> <p>neuf heures moins cinq 8:55</p> <p>À midi 12 pm</p> <p>À minuit 12 am</p>	<p>du matin <i>in the morning</i></p> <p>de l'après-midi <i>in the afternoon</i></p> <p>du soir <i>In the evening</i></p>	<p>je me lève</p> <p>je prends le petit-déjeuner</p> <p>je m'habille</p> <p>je me brosse les dents</p> <p>je me coiffe</p> <p>je sors de chez moi</p> <p>je vais au collège en bus</p> <p>je déjeune</p> <p>je rentre à la maison</p> <p>je dîne</p> <p>je fais mes devoirs</p> <p>je joue sur l'ordinateur</p> <p>je regarde la télé</p> <p>je me repose</p> <p>je me couche</p>	<p>I get up</p> <p>I have breakfast</p> <p>I get dressed</p> <p>I brush my teeth</p> <p>I comb my hair</p> <p>I leave my house</p> <p>I go to school by bus</p> <p>I lunch</p> <p>I go back home</p> <p>I have dinner</p> <p>I do my homework</p> <p>I play on the computer</p> <p>I watch tv</p> <p>I rest</p> <p>I go to bed</p>	<p>ensuite</p> <p>then</p> <p>après</p> <p>after</p> <p> finalement</p> <p>finally</p>
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BARE ESSENTIALS

SUBJECT: Spanish

YEAR: 8

TERM: Spring 1



Big Question: Describe tu día.

End point task: Written task on the topic of 'my daily routine'

Did you know?

- Año Nuevo, the first bank holiday of the year, greets Spaniards with joy and hope. At midnight they eat 12 grapes to the 12 chimes of the clock. Eating 12 grapes at midnight on New Year's Eve is a popular tradition in Spain and some other Spanish-speaking countries.
- The Three Wise Men: Spanish gift giving: El Día de Los Reyes Magos. During the first days of the new year it's time for one of the most emblematic Christmas celebrations in Spain: the Procession of the Three Kings. Every 5 January, the streets are packed with excited children waiting to see the three wise men from the East, Kings - Melchior, Gaspar and Balthasar - loaded with presents.
- One of the most famous events in February is the Carnival, which is celebrated throughout the country with different customs and styles. In cities like Cadiz, Tenerife, and Sitges, Carnival takes on a more flamboyant and festive tone, with colourful parades, street parties, and fancy dress competitions. The Carnival centres around Shrove Tuesday. Most towns celebrate the carnival with processions either the weekend before or after Shrove Tuesday. Cities and larger towns have festivities lasting all week or longer.



Where is this learning going?

- What you do every day
- At what time you do it
- Sequencing events/actions (e.g. using 'then', 'finally')

- Numbers
 - Free time activities
 - Nationalities
 - Clothes
- Hair and eyes
Food

End point task

Write a short description in Spanish of what your daily routine is like (approx 50 words). You must write something about each bullet point. Mention:

- What time you get up
- What other daily routines you do before going to school
- What time you do your homework and other evening routines.

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 levanto a las seis y media y luego me ducho a las siete. Normalmente voy a la escuela a las ocho y cinco y vuelvo a casa a las tres y media. Después veo la televisión a las seis y luego como a las ocho y diez. Finalmente, me acuesto a las once y cuarto.	
Speaking (you will answer these)	<p>¿A qué hora te levantas?</p> <p>¿Qué haces después del colegio?</p> <p>¿A qué hora vas a la cama?</p>	
Reading <i>Example</i>	<p><u>Answer questions about a text like:</u></p> <p>Mi nombre es Gregorio, soy mexicano. Normalmente me levanto a las siete y cuarto. Después me ducho y desayuno con mis dos hermanos. Luego me lavo los dientes y preparo mi bolso. A eso de las ocho voy al colegio en autobús. Llego a casa a eso de las tres y media. Después me relajo un poco. Suelo navegar por Internet, ver una serie en Netflix o chatear con mis amigos por WhatsApp. De cinco a seis hago mis tareas, alrededor de las siete y media ceno con mi familia. Como arroz o una ensalada. Finalmente veo la televisión y me acuesto alrededor de las diez.</p>	
Reading aloud (You will have to read these aloud)	<ol style="list-style-type: none"> 1. Me levanto a las seis de la mañana 2. Me acuesto a las once de la noche 3. desayuno a las seis de la mañana 4. vuelvo a casa a las tres y media de la tarde 5. ceno a eso de las ocho de la tarde 	
Translation (These will be in retrieval starters and vocab tests)	<p>I get up</p> <p>I get dressed</p> <p>I watch TV</p> <p>I play on the computer</p> <p>Then I have dinner</p> <p>After, I eat</p> <p>Finally I go to bed</p>	<p>at seven o'clock in the morning, I brush my teeth</p> <p>At quarter past seven, I have breakfast with my family.</p> <p>I do my homework at five in the afternoon</p> <p>From 5 to 6 in the evening, I play on the computer</p> <p>At ten past seven, in the evening, I do my homework.</p>

Together: We Care, We Challenge, We Excel



BARE ESSENTIALS

SUBJECT: Physical Education

YEAR: 8

TERM:

Spring 1



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

As a result the activities in the PE bare essentials will be replicated in the Autumn and Spring term.

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

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

Did you know?

Football

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

A football game is 90 minutes + 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>



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

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PHYSICAL, EMOTION AND SOCIAL HEALTH, FITNESS AND WELL-BEING

Fitness benefits to participating in physical activity

- Improve fitness
- Reduce the chance of injury
- Aid physical ability to work.



Mental benefits to participating in physical activity

- Reduce stress and tension
- Release of feel good hormones (serotonin)
- Able to control emotions

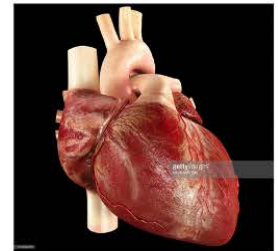
Social benefits to participating in physical activity

- Socialise and make new friends
- Cooperate with others
- Teamwork



Physical benefits to participating in physical activity

- Improve heart function
- Improve efficiency of body systems
- Reduce risk of some illness
- Prevent obesity
- Able to complete everyday tasks



SEDENTARY LIFESTYLE AND OBESITY



Sedentary lifestyle - a lifestyle with irregular or no physical activity.

Consequences

- Increased risk of poor sleeping patterns
- Lethargy
- Increased risk of hypertension.
- Increased risk of heart disease.
- Increased risk of type 2 diabetes.
- Weight gain.

Obesity – BMI of 30 or over. This is when an individual has a high fat content due to a higher number of calories consumed compared to the number of calories expended.

Physical ill health associated with obesity

Increased risk of; cancer, heart disease and heart attacks, type 2 diabetes, hypertension, pressure on joints and high cholesterol

Mental ill health associated with obesity

Increased risk of depression a loss of confidence.

Social ill health associated with obesity

Increased risk of being unable to socialise or leave the house (either physically unable or lacking confidence).

Affect of obesity on performance in physical activity and sport

Reduced flexibility, agility, cardiovascular endurance, speed and power.

Key Stage 3 PE curriculum mapping - Year 8

Group code	8PEA	8PEB	8PEC	8PED	8PEM	8PEN	8PEO	8PEP	8ANC
4/9/23 - 6/10/23	Basketball	Team Building	Fitness	Handball/ Football	Basketball	Team building	Fitness	Handball/ Football	Gymnastics
9/10/23- 11/11/23	Gymnastics	Basketball	Team Building	Fitness	Gymnastics	Basketball	Team building	Fitness	Handball/ Football
13/11/23- 8/12/23	Handball/ Football	Gymnastics	Basketball	Team Building	Handball/ Football	Gymnastics	Basketball	Team building	Fitness
11/12/23- 15/12/23	House matches	House matches	House matches	House matches	House matches	House matches	House matches	House matches	House matches
2/1/24 - 26/1/24	Fitness	Handball/ Football	Gymnastics	Basketball	Fitness	Handball/ Football	Gymnastics	Basketball	Team building
29/1/24- 1/3/24	Team building	Fitness	Handball/ Football	Gymnastics	Team building	Fitness	Handball/ Football	Gymnastics	Basketball
4/3/24 - 22/3/24	Alternative activities tasters	Alternative activities tasters	Alternative activities tasters	Alternative activities tasters	Alternative activities tasters	Alternative activities tasters	Alternative activities tasters	Alternative activities tasters	Alternative activities tasters
25/3/24 - 28/3/24	House matches	House matches	House matches	House matches	House matches	House matches	House matches	House matches	House matches
15/4/24 - 24/5/24	Athletics	Rounders/ cricket	Athletics	Rounders/ cricket	Athletics	Rounders/ Cricket	Athletics	Rounders/ cricket	Athletics
3/6/24- 12/7/24	Rounders/ cricket	Athletics	Rounders/ cricket	Athletics	Rounders/ cricket	Athletics	Rounders/ Cricket	Athletics	Rounders/ cricket
15/7/24- 19/7/24	House matches	House matches	House matches	House matches	House matches	House matches	House matches	House matches	House matches

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BARE ESSENTIALS

SUBJECT: Physical Education

YEAR: 8

TERM: Spring 1



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>Team building</p> <p>Communication (speaking/listening/verbal/non-verbal) - the ability to communicate and share ideas with others through language or body language and gestures.</p> <p>Teamwork - the ability to work with others to achieve a shared goal</p> <p>Trust - The ability to believe in another person's ability and word.</p> <p>Leadership - The ability to lead by example for others to follow, The ability to support a team taking on a role of responsibility.</p> <p>Fitness training</p> <p>Warm up (pulse raiser, dynamic stretches, static stretches) - To prepare the body for exercise, helps performers avoid getting injured.</p> <p>Health and safety - The ability to understand how to perform exercises within the fitness suite and cardiovascular room using the correct technique and form.</p> <p>Components of fitness - A certain part/s of a person's fitness.</p> <p>Fitness testing - Tests carried out to identify a person's level of fitness based on a component of fitness.</p> <p>PEP - personal exercise programme - An individualised plan to help aid the improvements of a certain area identified after conducting fitness tests.</p>	<p>Team building</p> <ul style="list-style-type: none"> Communication - The base of all we do within PE, The ability to communicate will impact on the performance when working within a team. Teamwork - The ability to work with others to achieve a shared goal. Work with students that aren't necessarily your best friends. Working together and supporting each other. Trust - Working within pairs/teams and placing trust in their ability to perform and to follow their instructions. Leadership - To take on the role of a leader with small tasks. Using different leadership styles to best support and act as a role model for other students to follow. <p>Fitness training</p> <ul style="list-style-type: none"> Warm up - To conduct a warm up in order to prepare the body to take part in physical activity. Understand the correct processes behind a warm up and be able lead small groups through a warm up based on a pulse raiser, dynamic and static stretches, Health and safety - To understand the importance of exercising safely and effectively within a fitness area using weights and machines. Talk others through how to perform exercises safely effectively demonstrating a secure understanding of the importance of technique. Components of fitness - Students will gain an understanding of the different components of fitness; agility, balance, cardiovascular endurance, coordination, flexibility, muscular endurance, muscular strength, power, reaction time and speed. Fitness testing - Conduct tests that identify components of fitness to improve. PEP (personal exercise programme) - Design a personal exercise programme based on a component of fitness that has been identified through fitness testing to try to improve performance. <p>Personal development/character values</p> <ul style="list-style-type: none"> Evaluate - considering the work you have created or seen and discussing its merits and areas for development Respect - Show respect to your opposition regardless of whether they are stronger or weaker. Show respect to the officials. Resilience - Face new challenges in a positive way. Avoid blaming others for any disappointments and set-backs. Never give up, even when the hope of winning seems impossible. Integrity - Be true to your own values and give your best effort. Motivation - Motivate others in your team who are less confident. Rehearse successful techniques until they are perfect. Recognise the use of praise to encourage players.

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BARE ESSENTIALS

SUBJECT: Science Chemistry (C3)

YEAR: 8

TERM: Spring 1

Big Question: How does igneous rock become metamorphic rock?

End point task: A year 6 student is just learning about different rock types, their teacher states that metamorphic rock used to be Igneous rock. The student is really confused how this can be the case as they look so different, and they just don't believe it is possible.

Did you know?

- A layer in sedimentary rocks is the largest piece of evidence for what killed the dinosaurs
- The iron core of the earth is what causes the magnetic field around the earth
- The hotness from lightning striking ocean-side sand can liquefy the sand to shape a shiny stone called fulgurite
- Some granite in Australia is thought to be even more than four billion years old, yet when rocks are that old, geological forces have transformed them so much that it's challenging to define them



Where is this learning coming from?

Year 5 Programme of study – Earth and space

- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Where is this learning going?

Environmental science is very important and it is important that we ensure you leave school with the ability to make informed decisions about the environment. This module is the basis to 5 years of progressive teaching, starting with the backbone of the earth and how it is structured. Without this, you will only ever have a surface level understanding of environmental issues and the changes in the carbon cycle, which impacts climate change.

What will you know as a result of this?

You will be able to:

- Name some objects seen in the night sky.
- Describe how space observation of stars is affected by the scale of the Universe and explain the choice of light years as a unit of measuring distances in astronomy.
- Name objects and identify patterns we see in the Solar System.
- Describe how space exploration is affected by the scale of the Universe.
- Describe patterns in data linking day length during the year and differences between seasons
- Explain the motion of the Sun, stars, and Moon across the sky.
- Explain why seasonal changes happen.
- Explain simply why we see the Moon from Earth
- Describe the phases of the Moon.
- Name the layers of the Earth and state what a mineral is.
- Describe properties of the different layers of the Earth's structure.
- State the properties of sedimentary rocks.
- Explain why a sedimentary rock has a particular property based on how it was formed.
- State one difference between igneous and metamorphic rocks.
- Explain why igneous and metamorphic rocks have particular properties based on how they were formed.
- Give simple facts about how a rock can be changed from one type to another.
- Use the rock cycle to explain how the material in rocks is recycled.
- List the properties and some uses of ceramics.
- Use data on properties to decide which materials might be ceramics and explain why properties of ceramics make them suitable for their uses.

Career links:

Palaeontologist

Geologist


Geographer



P1 Chapter 7: Earth

Knowledge organiser

The Earth




The Earth has three main layers:

- The **crust** is rocky and solid
- The **mantle** is made from mainly solid rock but this can flow
- The **outer core** is liquid metal and the **inner core** is solid


The spinning Earth

- The Earth takes 365 days to **orbit** the Sun, this is one **Earth year**
- The Earth takes 24 hours to spin on its axis, that is why we have day and night
- The Earth's **axis** has a tilt of 23.4° which gives rise to our **seasons**



The Moon

- The Moon is a **natural satellite** which orbits the Earth
- One orbit of the Earth takes 27 days and 7 hours, this causes us to see the **phases of the moon**
- The different phases of the moon are caused by different parts of the Moon being lit by the Sun



The night sky

- A **galaxy** is a collection of **stars**, our galaxy is known as the **Milky Way**
- Stars** produce their own light
- Planets** are large objects which do not produce their own light but orbit stars
- Natural satellites** include moons which can orbit planets
- Artificial satellites**, such as the International Space Station, are man made structures which can orbit planets



Types of rock

Type of rock	How it is formed	Properties	Uses
sedimentary rock	<ul style="list-style-type: none">sediment piles up in one place and, over many years, sticks together by compaction or cementationcompaction: weight of sediments above squeeze them into rockscementation: another substance sticks the sediments together	<ul style="list-style-type: none">porous: made of small grains stuck together so there are holes that water can pass throughsoft: easy to break apart the sediments	building materials (e.g. sandstone and limestone)
igneous rock	<ul style="list-style-type: none">when liquid rock cools it turns into igneous rocks these are made of crystals locked tightly togethermagma: liquid rock underground-cools slowly and forms large crystallava: liquid rock above the ground-cools quickly and forms small crystals	<ul style="list-style-type: none">durable and hard (difficult to damage): the crystals are locked tightly togethernot porous: there is no space between crystals	pavement, rail tracks
metamorphic rock	<ul style="list-style-type: none">other rocks under that Earth are heated and put under pressureover time, these rocks become metamorphic	<ul style="list-style-type: none">not porous: there is no space between crystals	marble used for kitchens, slate used for roofing tiles

The Solar system

Our **solar system** consists of eight planets which orbit the Sun, four inner and four outer planets

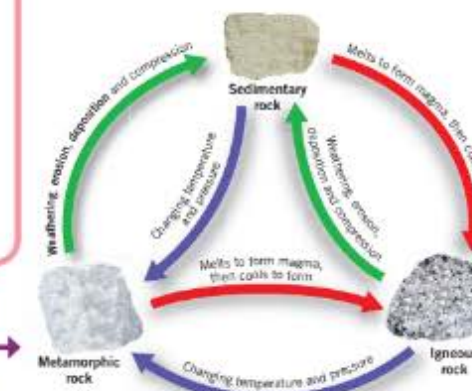
Inner planets: Small and rocky planets (**dwarf planets**)
Mercury, Venus, Earth, Mars

Outer planets: Gas giants
Jupiter, Saturn, Uranus, Neptune

- Between the inner and outer planets, between Mars and Jupiter, there is the **asteroid belt**
- The planets all orbit the Sun, but the path of their orbits are all slightly different, giving them the look of 'wandering' in the sky

The rock cycle

The **rock cycle** shows how rocks change and how their materials are recycled over millions of years



Key terms

Make sure you can write definitions for these key terms.

asteroid belt, artificial satellite, axis, crust, deposition, durable, dwarf planet, galaxy, gas giants, igneous rock, lava, inner core, magma, mantle, metamorphic rock, milky way, natural satellite, outer core, orbit, phases of the moon, planet, porous, rock cycle, season, sediment, sedimentary rock, solar system, star, sun, universe, year

Glossary of key terminology

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

Key term	Definition
artificial satellite	A man made spacecraft.
asteroid	Lumps of rock orbiting the Sun left over from when the Solar System formed.
axis	The imaginary line that the Earth spins around.
ceramic	A compound such as a metal silicate or oxide that is hard, strong, and has a high melting point.
core	The innermost layer of the Earth, which extends halfway from the centre of the Earth to the surface.
crust	The rocky outer layer of the Earth.
day	The time it takes a planet to make one full spin on its axis.
deposition	The settling of sediments that have moved away from their original rock.
dwarf planet	A small lump of rock in orbit around the Sun.
erosion	The breaking of a rock into sediments and their movement away from the original rock.
galaxy	Collection of stars held together by gravity. Our galaxy is called the Milky Way.
geocentric model	A model of the Solar System with the Earth at the centre.
heliocentric model	A model of the Solar System with the Sun at the centre.
igneous rock	Formed when lava or magma cools. Their minerals are arranged in crystals e.g. granite and basalt
lava	Liquid rock that is above the Earth's surface.
light year	The distance light travels in a year (over 9 million, million kilometres).
magma	Liquid rock below the Earth's surface.
mantle	The layer of Earth that is below the crust. It is solid but can flow very slowly.
metamorphic rock	Formed from existing rocks exposed to heat/pressure over a long time. e.g marble, slate, and schist.
mineral	Chemicals that rocks are made from.
natural satellite	A moon in orbit around a planet.
orbit	Path taken by one object moving around another larger object, such as a satellite around the Earth.
phases of the Moon	Shape of the Moon as we see it from Earth because it reflects light from the Sun.
porous	A porous material has small gaps that may contain substances in their liquid or gas states.
rock cycle	Sequence of processes where rocks change from one type to another over millions of years.
sediment	Pieces of rock that have broken away from their original rock.
sedimentary rock	Formed from layers of sediment, which can contain fossils e.g. chalk, limestone, and sandstone.
Solar System	The Sun and the planets and other bodies in orbit around it.
star	Bodies that give out light and that may have a Solar System of planets (i.e. the Sun)
strata	The layers that make up sedimentary rock.
transport	Movement of sediments far from their original rock.
uplift	Uplift happens when huge forces from inside the Earth push rocks upwards.
weathering	The breaking down of rock into smaller pieces by physical, chemical or biological processes.
year	The length of time it takes for a planet to orbit the Sun.

Useful weblinks:

BBC bitesize link to the KS3 pages relevant to this unit:

<https://www.bbc.co.uk/bitesize/topics/z3fv4wx/articles/z9qpsk7>

Fuse school video links relevant to this unit: <https://www.youtube.com/watch?v=Cn8Rdujngws>

Revision monkey you tube video relevant to this unit: <https://www.youtube.com/watch?v=WDZOu1fa-tY>



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

End point task: "The Universal Declaration of Human Rights is no longer necessary in the modern world"

How far do you agree with this statement? Show you understand different points of view and give examples and evidence to support your answer

Where is this learning coming from?	Where is this going? What will you know as a result.	Career links:
This unit is part of our Personal Development curriculum which includes; health and well-being, relationships and living in the wider world. To live in the wider world students need to understand how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause harm. This unit builds on their work on prejudice in year 7.	Personal Development at Tavistock College is based around a spiral curriculum so themes will be revisited and built on each year. Throughout Key stage 3 and 4 you will develop the knowledge, skills and attributes you need to manage your lives, now and in the future. These skills and attributes will help you to stay healthy, safe and help to prepare you for life and work in modern Britain.	Personal Development will help you prepare for all careers by helping you to develop the skills that you need to thrive in modern Britain,
Topic area	Core knowledge	
What are human rights?	Human Rights -Human rights are rights we have simply because we exist as human beings	
What is the Universal declaration of Human rights and why is it important?	The Universal Declaration of Human Rights (UDHR) is a document that protects the rights of every individual, everywhere. The aim is that people should have freedoms and rights so that every individual can live their lives freely, equally and in dignity. The UDHR was adopted by the newly established United Nations on 10 December 1948, in response to the "barbarous acts" during the Second World War. Work on the UDHR began in 1946. The Declaration outlines 30 rights and freedoms that belong to all of us. The rights that were included form the basis for international Human Rights law. Today, the Declaration remains a living document. It is the most translated document in the world.	
What is discrimination and what are stereotypes?	Discrimination means treating a person or group of people unfairly because of who they are or because they possess certain characteristics . In 2010 the equality Act made it illegal to discriminate against anyone due to: age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex. These are called Protected characteristics and they include everyone. Sometimes, prejudice is confused with discrimination. While prejudice involves having negative attitudes toward members of a certain group, discrimination happens when those feelings are acted upon. Stereotype -an often unfair and untrue belief that many people have about all people or things with a particular characteristic.	
We will explore issues surrounding racism, disability, gender and sexual orientation in this unit.	Racism - when a person is treated worse, excluded, disadvantaged, harassed, bullied, humiliated or degraded because of their race or ethnicity. Sexism - discrimination against people because of their sex Homophobia -a strong dislike or fear of homosexual people.	



This circular diagram illustrates 100 emotions, organized into five primary categories, each represented by a colored wedge. The emotions are arranged in concentric rings, with the primary category name in the center and specific emotion words in the outer rings.

- Happy (Yellow):** Includes 20 emotions such as Joyful, Proud, and Content.
- Sad (Blue):** Includes 20 emotions such as Depressed, Lonely, and Grieving.
- Angry (Red):** Includes 20 emotions such as Furious, Hostile, and Bitter.
- Fearful (Orange):** Includes 20 emotions such as Scared, Anxious, and Worried.
- Surprised (Purple):** Includes 20 emotions such as Shocked, Astonished, and Amazed.

The diagram provides a comprehensive visual representation of a wide range of human emotions, from basic feelings to more complex states.

Human Rights Poster

There are 30 articles of the Universal Declaration of Human Rights, which are as follows:

1. We are all born free and equal.
2. These rights belong to everybody, no matter who they are.
3. Everyone has the right to life, to be free and to feel safe.
4. We all have the right to be free from enslavement. We should not enslave others.
5. Nobody should torture or harm anyone else.
6. People's rights stay the same, no matter where in the world they are.
7. The law is the same for everyone and must treat everyone fairly.
8. Everyone is entitled to legal help if they are not treated fairly.
9. No one should be put in prison or sent to another country without a good reason.
10. People who are accused of breaking the law have the right to a fair and public trial.
11. Nobody should be blamed for doing something until it can be proven that they did it. Everyone has the right to show that accusations against them are not true.
12. We all have the right to privacy.
13. Everyone has the right to travel.
14. We all have the right to seek a safe place to live, in either our own or another country.
15. Everyone has the right to belong to a country and have a nationality.
16. All adults have the right to get married and have a family if they choose to. Nobody should be forced to marry. Once married, both partners have the same rights.
17. Everyone has the right to their own belongings.
18. We are all free to believe in what we want and practice a religion if we choose to.
19. Everyone has the freedom to think and say what they want and to have their own ideas.
20. We have the right to meet our friends and protest peacefully. No one can force us to join a group if we don't want to.
21. All adults should be allowed to vote for their leaders.
22. Everyone has the right to affordable housing, medicine, education, childcare and enough money to live on.
23. All adults have the right to have a job that they are paid fairly for and to join a trade union.
24. We all have the right to rest and relax.
25. Everyone has the right to food and shelter.
26. All children have the right to go to school. Primary school should be free.
27. We have the right not to have our art or writing copied.
28. Everyone has the right to a free and fair world.
29. We all have a responsibility to respect and protect each other's rights.
30. No one can take away our human rights.



Define: Asexual A person who generally does not experience sexual attraction to any group of people	Define: Sexuality A person's sexual preference or orientation. Who they are attracted to.	Define: Intersex A person with a set of sexual anatomy that doesn't fit within the labels of female or male (e.g., XXY phenotype, uterus, and penis)
Define: Androgyny A gender expression that has elements of both masculinity and femininity	Define: Drag Queen A man who dresses up in an exaggerated feminine form usually in a show or theatre setting.	Define: Pansexual A person who experiences sexual, romantic, physical, and/or spiritual attraction for members of all gender identities/expressions
Define: Biological Sex The physical anatomy and gendered hormones one is born with.	Define: Gender Dysphoria Where a person experiences distress due to a mismatch of their biological sex and their gender identity.	Define: Transgender A person whose gender identity is the binary opposite of their biological sex, who may undergo medical treatments to change their biological sex
Define: Bisexual A person who experiences sexual, romantic, physical, and/or spiritual attraction to people of their own gender as well as another gender	Define: Heterosexual A medical definition for a person who is attracted to someone with the other gender.	Define: Transsexual A person whose gender identity is the binary opposite of their biological sex, who may undergo medical treatments to change their biological sex
Define: Cisgender A description for a person whose gender identity, gender expression, and biological sex all align	Define: Homosexual A medical definition for a person who is attracted to someone with the same gender.	Define: Gender Identity Gender identity is a way to describe how you feel about your gender. You might identify your gender as a boy or a girl or something different. This is different from your sex, which is related to your physical body and biology.
Define: LGBTQ+ Lesbian Gay Bisexual Trans Queer / Questioning + = Other	Define: Transvestite A person who dresses as the opposite gender expression for any one of many reasons, including relaxation, fun, and sexual gratification.	

Some of these terms are controversial in their definitions and may mean slightly different things to different people. These definitions have been taken from Stonewall charity.

Important legal changes that have affected LGBTQ+ people in the UK	<ul style="list-style-type: none"> 2000: Government lifts the ban on lesbians and gay men serving in the Armed Forces. 2001: Age of consent for gay/bi men is lowered to 16. 2002: Equal rights are granted to same-sex couples applying for adoption. 2003: Repeal of Section 28 - Section 28 was a law that made it illegal to talk positively about homosexuality in schools. 2003: A new law comes into force protecting LGBT people from discrimination at work. Until 2003 employers could discriminate against LGBT people by not hiring them or not promoting them, just because of their sexual orientation or gender identity. 2004: Civil Partnership Act is passed. 2004: Gender Recognition Act is passed - This Act allowed trans people to change their legal gender. This means that they can get a new birth certificate that reflects who they really are, which helps for future legal processes like marriage. 2007: It becomes illegal to discriminate against people because of their sexual orientation or gender identity when providing them with goods or services. 2008: The Criminal Justice and Immigration Act makes 'incitement to homophobic hatred' a crime. 2009: A new law gives better legal recognition to same-sex parents. 2013: The Marriage (Same-Sex Couples) Act is passed.
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Trans Teens and Children	<p>If a child is under 18 and thought to have gender dysphoria, they'll usually be referred to a specialist child and adolescent Gender Identity Clinic (GIC). Treatment is arranged with a multi-disciplinary team (MDT). This is a group may include specialists such as mental health professionals and paediatric endocrinologists. Most treatments offered at this stage are psychological, rather than medical or surgical.</p> <p>If the child is diagnosed with gender dysphoria and they've reached puberty, they could be treated with gonadotrophin-releasing hormone (GnRH) analogues. These are synthetic hormones that suppress the hormones naturally produced by the body. They also suppress puberty and can help delay potentially distressing physical changes caused by the body becoming even more like that of the biological sex, until they're old enough for other treatment options. The effects of treatment with GnRH analogues are considered to be fully reversible, so treatment can usually be stopped at any time.</p> <p>Teenagers who are 17 years of age or older may be seen in an adult gender clinic. They are entitled to consent to their own treatment and follow the standard adult protocols.</p> <p>Gender Reassignment surgery will not be considered until a person has reached 18 years of age.</p>
Schools and LGBTQ+ Students	<p>All Schools are required to have a policy relating to LGBTQ+ Students and how they are supported in schools. However each case will be dealt with on an individual basis as to what is best for the students. Discussions will be conducted with Safe guarding team, parents, wellbeing teams and appropriate external agencies involved in the students care.</p>
Where to get more help and support	<ul style="list-style-type: none"> Parents and trusted family members Teachers and School Staff including School Nurse and Wellbeing Team Your Doctor or Community Nurse NHS Online Young Stonewall: https://www.youngstonewall.org.uk/ The Proud Trust – Local Support groups: https://www.theproudtrust.org Friends and Family of Lesbians and Gays: https://www.fflag.org.uk/



Big Question: Was Jesus Radical?

End point task: You can't call yourself a Christian if you are not serving the marginalised. Christianity is basically a call for radically loving action.

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 Jesus teachings and deciding whether they are radical.	This learning will be looking at Jesus teachings and his relationship with the outcasts and misfits of society , looking at what he taught others and what the moral messages are. Students by the end of the unit will be able to evaluate whether serving the less fortunate makes you a Christian or not.	Within this unit there is a lot of transferable skills that can be used across many different careers, some examples are: Social worker, Charity worker, Councillor, Writing and publishing, Non profit and Humanitarian work, Teacher, Nurse
Topic area	Core knowledge	
Was Jesus a radical ?	This lesson looks at the changes that Jesus both caused and encouraged , looking at other Christians and why they follow in Jesus' teachings because of his radical message of inclusivity. Matthew 5:44 " But I say to you, love your enemies, bless those who curse you ", This is radical because normally you would get revenge.	
Who was Jesus, and what did he look like?	<i>The New Testament offers no description of what Jesus would have looked like; however, he is often shown as a white man with long, flowing light brown hair in many religious artworks but this is unlikely. This lesson examines who Jesus was through his teachings.</i>	
How does the Parable of the Sheep and the Goats teach Christians how to treat others?	The parable of the sheep and the goats teaches how the sheep, Jesus followers, who are looked after by the shepherds are rewarded by being welcomed into heaven. The goats, stubborn and without someone to tend to then, are symbolic of those who are not Christian. The sheep in the parable are those who followed in Jesus teachings and helped the poor, dressed the naked, fed the hungry. The goats are those that did not follow in Jesus teachings, believing that they did not need someone to look after them. Jesus said that they will go to hell as they did not look after his brother like he looked after them.	
Why might a humanist follow Jesus' teaching?	Humanists would say that any teachings or stories that can inspire people to live better lives and improve the world are a good thing – but that there is NO GOD so you cannot rely on a God to help us, we have to help ourselves. Values that they can learn: E.g. courage, fairness, justice, tolerance and concern for others. Although Humanists do not actively follow Jesus' teachings, His teachings which are not about God or the after-life work well within the humanist moral framework.	
How do Christians serve the marginalised?	Researching different Christian charities, how do Christians show Jesus teachings in their everyday life? Example of a Christian charity: Christian aid seeks to eradicate extreme poverty by tackling its root causes. Together with people living in poverty, Christian aid amplifies their voices to speak truth to power and create lasting change following in Jesus' teachings.	
End point task	<i>You can't call yourself a Christian if you are not serving the marginalised. Christianity is basically a call for radically loving action.</i>	



Vocabulary

Radical: Supporting change (usually used when describing a political or social change)

Revolutionary: Involved in or causing dramatic change

Hypocrisy: Essentially hypocrisy means that we say one thing but do another

Secular: not connected with religious or spiritual matters

Justice: Fairness or giving people respect

Parable: A story with a moral message

Agape love: Is self giving love and it is the kind of love Jesus was talking about. It gives without expecting anything in return. It puts the other person first.

Humanist: A worldview that does not believe in a God or a spiritual being. Humanists believe that there is one life

Marginalised: Isolating someone or a group because of prejudice or/and discrimination

Command words



Command words are the words and phrases used in exams and other assessment tasks that tell students how they should answer the question.

We have included the following command words and their meanings to complement Ofqual's official list.

Evaluate

Tests evaluation. It requires students to consider different viewpoints and arrive at a judgement.

Explain

Tests knowledge and understanding of (eg) teachings or practices. It requires students to identify at least two relevant points and demonstrate understanding by some development.

Explain different attitudes to...

Tests knowledge and understanding of different attitudes about an ethical or philosophical issue or belief.

Explain how X may influence Y

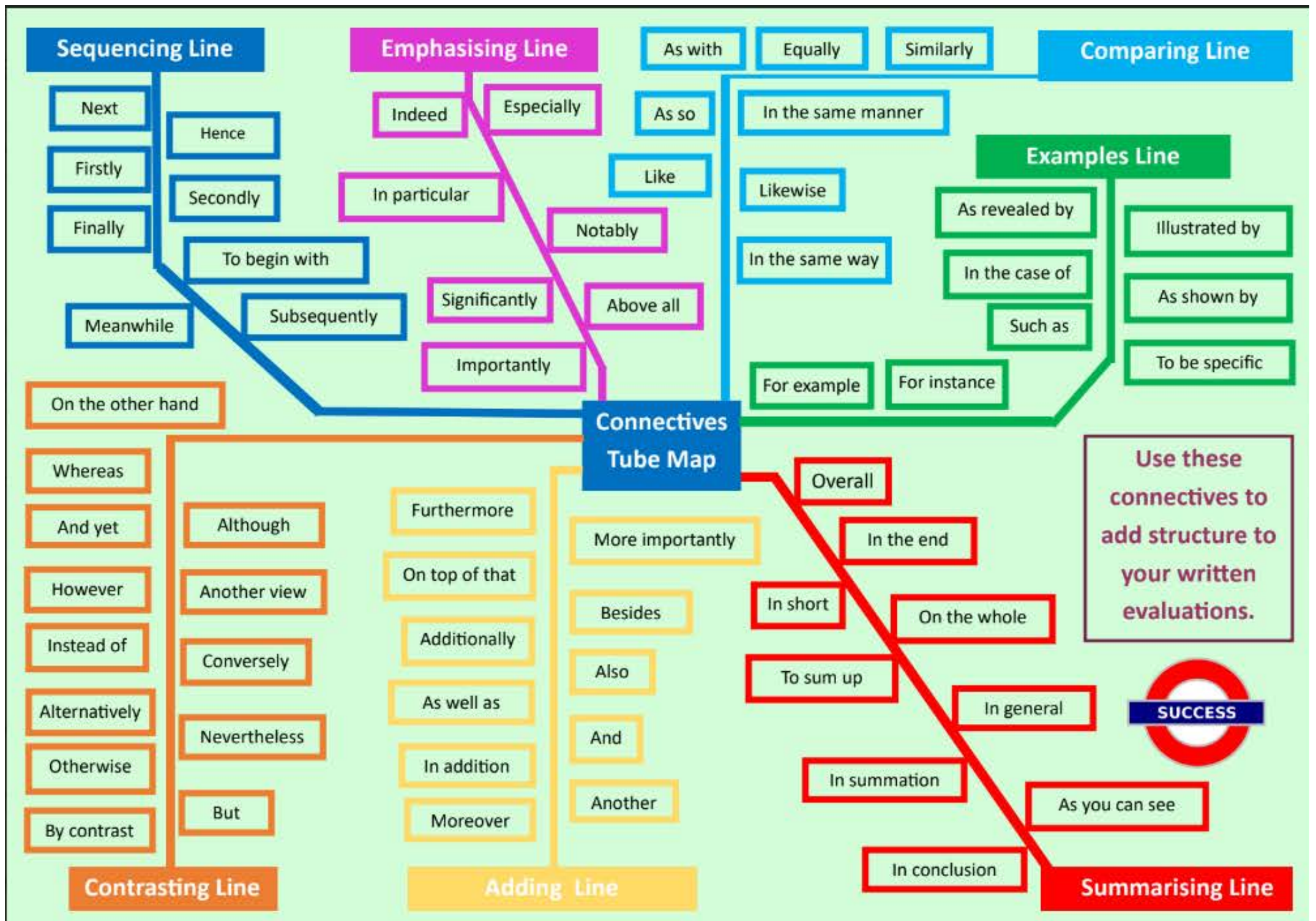
Tests knowledge and understanding of (eg) how a religious belief or practice influences individuals or groups.

Give

Tests recall of knowledge, eg two examples or two beliefs.

Why

Tests analysis. It requires a reasoned consideration of a single point of view through a logical chain of reasoning.



You can't call yourself a Christian if you are not serving the marginalised. Christianity is basically a call for radical loving action

Introduction:

What is meant by the key words marginalised and radical?

Modelled first paragraph:

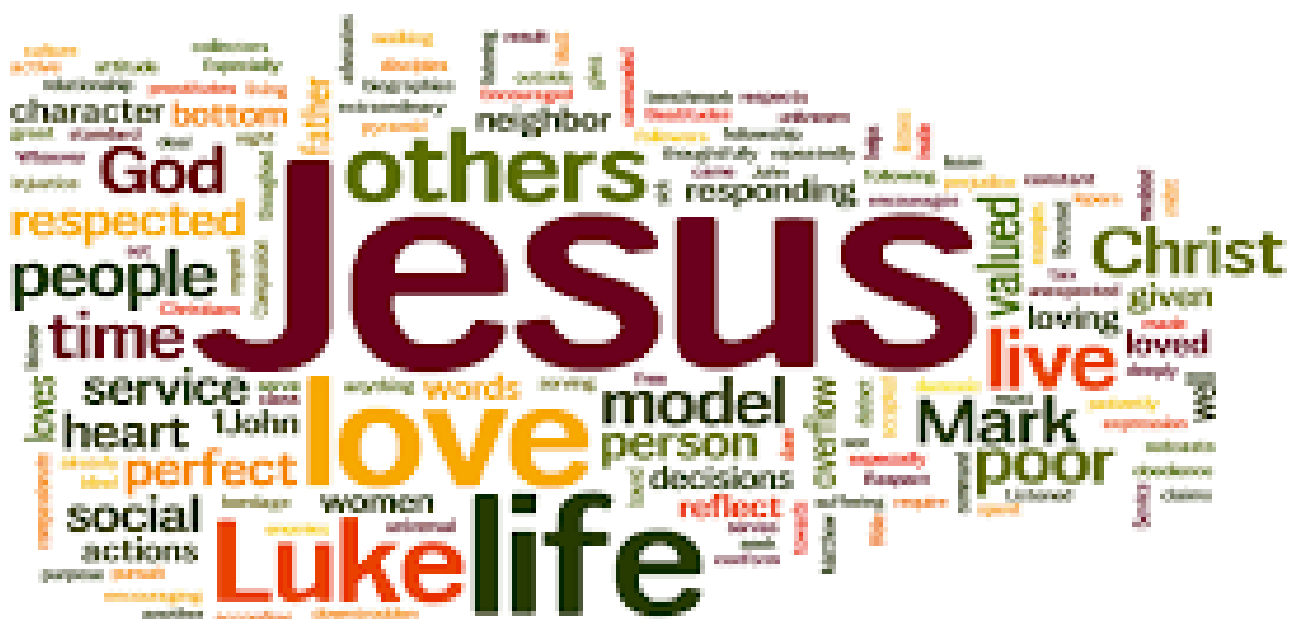
Some people would agree with this as Jesus taught about kindness and compassion, teaching about how others should be treated, even those who are marginalised. An example of Jesus' teachings on kindness is the parable of the Good Samaritan. In this story, a man is beaten, robbed, and left half-dead on the side of the road. Several religious figures pass by him without offering help, but a Samaritan, who was typically despised by the Jews, stops and shows compassion. He tends to the man's wounds, takes him to an inn, and pays for his care. Jesus uses this parable to illustrate that true neighbourly love extends beyond religious and societal boundaries and emphasises the importance of practical acts of kindness towards those in need. This therefore explains that Christians should serve the marginalised through their actions of love.

Point - What point do you want to make? What point could you use that supports or disproves the statement?

Evidence - What is the evidence? Where has your evidence come from?

Explain - How does the point and evidence link? What is the evidence suggesting? What does the evidence mean?

Link - Remind the reader how your point links to the statement that you are evaluating



Big Question: Fred has decided to design a new piece of electrical equipment. Fred has no understanding of Flow Charts and requires help to understand how the device will work.

End point task: Create Flow Charts to control real world simulations.

Did you know?

- Everyone Can Code: Learning to code is like having a superpower! With coding, you can create your own games, apps, and websites. It's like being a wizard who can make things happen on a computer with just a few commands.
- Digital Artists: Computer science isn't just about numbers and code; it's also about art! Digital artists use computer programs to create stunning animations, special effects in movies, and even design virtual worlds. You can express your creativity through technology.



Where is this learning coming from?

Throughout the year 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.Using Flow chart symbols	Students will be introduced to using Draw.io to help with creating Flow Charts. By using the software, students will gain an understanding of the basic symbols of a flow chart	Application Smartphone Digital Communication Program Wearables Content
2 Founda tions of Flow	Learners will be introduced to the concept of variables within a Flow Chart, and gain an understanding of using input and outputs within design.	Design Prototype Development Protocols Law Interface Graphical
3 Algorit hms and control	In this lesson, learners will be presented with using loops within software and Flow Charts. This will give each user the opportunity to design a Flow Chart for real world applications.	Apps Software Mobile Phones SMS Email Programming IF ELIF Integer Float Syntax String
4, 5 and 6	In this series of lessons, students will be able to design and create a series of Flow Charts and see them working within a simulation. The students will create a variety of mini projects from Burglar alarm systems, to car parking ticketing.	

Flow Charts

A sequence of instructions or tasks can be written as a flowchart.



	<u>Starts/Stop</u> Starts and stops all Flowcharts		<u>Process</u> Tells the program where something happens		<u>Input/Output</u> Shows where information should be input or displayed		<u>Decision</u> Highlights areas where conditions need to be met
Key words							
Control System		A control system is a system where we want to control the output of devices. We can do this in a variety of different ways including the use of sensors. Your fridge is an example of a control system. The thermostat (sensor) in the fridge ensures that it stays cold according to the desired temperature.					
Sequence		A sequence is a set of instructions or tasks provided in the correct order. This can be very important, especially for instructions telling someone how to cross the road!					
Process		A process is another name for a set of tasks or steps to be carried out in the correct sequence. A process will normally have some impact or effect on something else, like switching off a device or switching it on again.					
Decision		When you ask a question and the answer is either YES or NO, then you are making a decision about which path to follow in a flowchart.					
Input and output		Control systems may require information to come into the system (a reading from a sensor for example) or to go out (to start a machine for example).					
Sensor		A sensor is a device that records changes in data. For example, a thermometer detects changes in temperature. A light diode detects changes in how bright the light is outdoors. Data from sensors is used elsewhere in the systems					
Variable		A variable is a name given to data in your flowchart that you may want to change. You can use maths operators on variables: add (+), subtract (-), multiply (x), divide (/) to change data					

BARE ESSENTIALS

SUBJECT: Design & Technology - Spatula

YEAR: 8

TERM: Spring 1



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

End point task: To design and make spatulas

Did you know?

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



Where is this learning coming from?

During key stage 3 you will have:

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

Where is this learning going?

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



What will you know as a result of this?

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

Career links:

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



Useful weblinks:

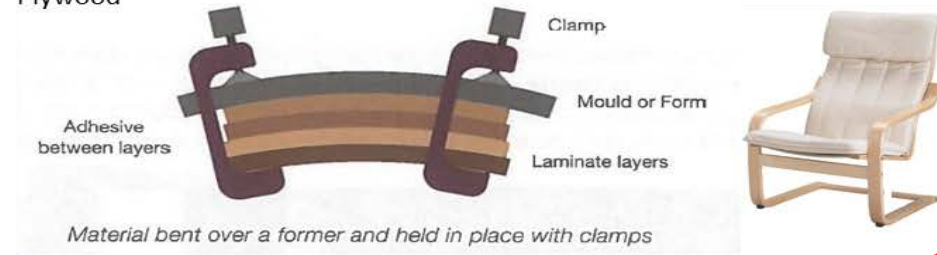
<https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-ks3-explain-this-laminating-wood/zmr8jhw>

<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: Design Technology - Crazy Critter

YEAR: 8

TERM: Spring 1



Scenario: Children use a variety of toys to amuse/entertain themselves. As designers we are **always looking for new products that will appeal to the users.**

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

Did you know?

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



Where is this learning coming from?

At key stage 3 you will

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

Where is this learning going?

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

What will you know as a result of this?

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

Career links:

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



Useful weblinks:

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

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

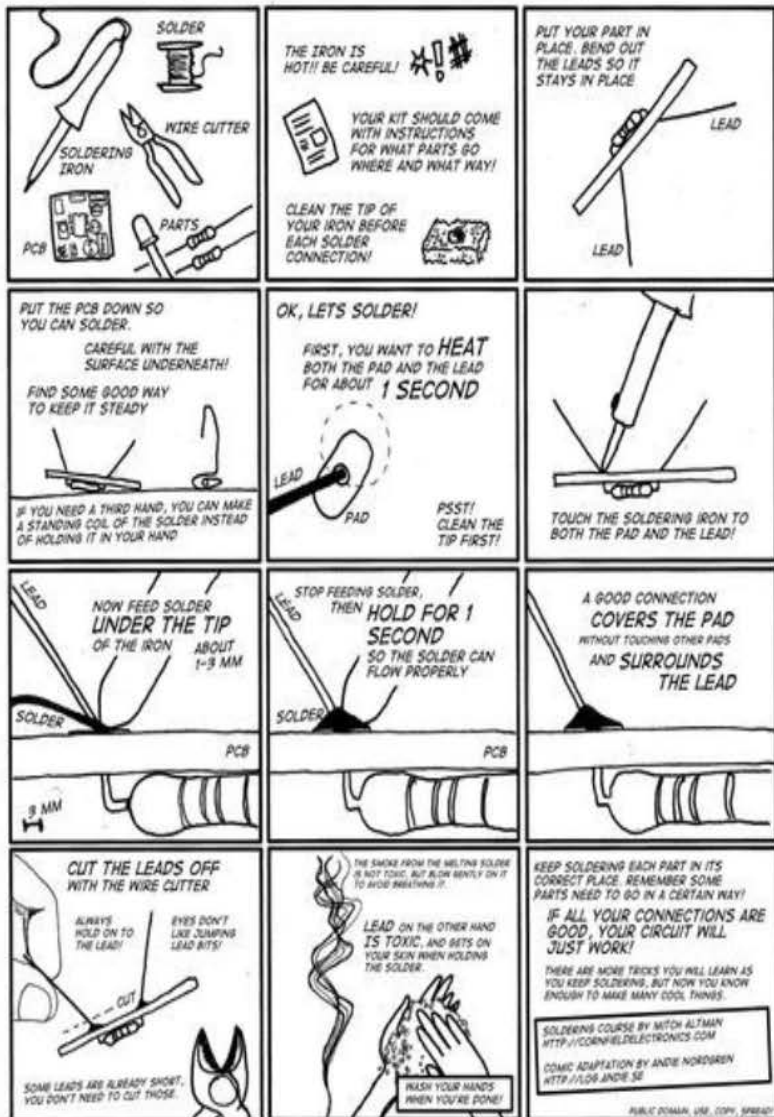


Together: We Care, We Challenge, We Excel



SOLDERING IS EASY

HERE'S HOW TO DO IT



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

1. PURPOSE:

What should the product be able to do?

2. FUNCTION:

How is the product going to do what it's meant to do?

3. AESTHETICS:

What is the product going to look like?

4. CUSTOMER:

Who is going to use the product? Who is it designed for?

5. USER NEEDS:

How might the user interact with he product?

6. MATERIALS:

What is the product going to be made from?

7. WEIGHT & SIZE:

What weight and size restrictions are needed?

8. COST:

What will it cost to make the product?
Selling price?

















9. SAFETY:

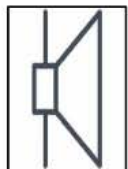
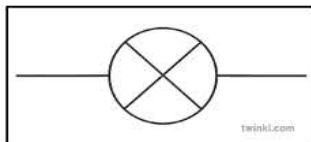
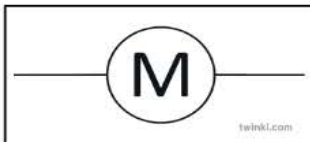
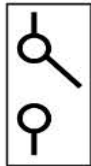
How safe must the product be?

10. SUSTAINABILITY:

Will materials be recycled?

What will happen at the end of its life?

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



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

BARE ESSENTIALS

SUBJECT: Food Technology

YEAR: 8

Term : Spring 1



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

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

Did you know?

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



Where is this learning coming from?

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

Where is this learning going?

We reinforce existing skills as well as learning new skills. Develop a knowledge and understanding of food sources and types: how crops are grown, meat and poultry are reared and how fish is caught. 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 and
- Aroma and deciding how they could be improved or developed further.

Career links:

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



Useful weblinks:

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



Lesson	Bare Essentials to remember (words in bold are in your keywords) :
1.	Hygiene and Safety Hygiene and safety rules, personal hygiene, high risk foods, micro=organisms, cross contamination, food poisoning. Eatwell guide - groups/portions and links to nutrients Healthy Eating guidelines
2.	Food Choice- Special dietary needs A range of factors that can affect food choice. Ethical food choice Identifying individual dietary needs - Age based nutritional needs Practical skill development. Sauce making, temperature control, multitasking. Demonstration - to develop skills and ideas
3.	Practical -Tray bake
4.	Dietary needs of different groups
5.	Demo Pasta Sauce - Practical skill development. Sauce making, temperature control, multitasking. Demonstration - to develop skills and ideas Theory - Food providence Food miles
6.	Practical - Pasta sauce
7.	Demo Curry Food labelling
8.	Practical - Curry
9.	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.
10.	Improve and develop Big question feedback and improvements.
	Practical Challenge Plan and make a main meal dish that will meet the needs of your chosen client. Explain how and why you have adapted your recipe, make sure you refer to the eatwell guide , healthy eating guidelines and specific nutrients.
	Practical Challenge Practical



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

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

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

What are the sections on the Eatwell Guide?

1. Fruit and vegetables
2. Potatoes, bread, rice, pasta and other starchy food
3. Dairy and alternatives
4. Beans, pulses, fish, egg, meat and other proteins
5. Oils and spreads



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

Fat

Function:
Energy
Warmth
action of organs

Sources:
Saturated Fat (Bad Fats)
Meat
Processed Foods
Lard

Unsaturated Fat (Good Fats)
Avocado
Nuts
Olive oil

Too much

- Obesity
- Type 2 diabetes
- Heart Disease

Protein

Function:
Growth and Repair
Energy

Sources:
Plant (LBV)
Nuts
Quorn
Beans
Lentils

Animal (HBV)
Eggs
Fish
Meat

Too much

- Turns to fat if not turned into energy

Too little

- Anaemia
- Slow growth in children

Carbohydrates

Function:
Energy

Sources:
Bread
Pasta
Rice
Wheat
Potatoes
Cereals

Sugars:
Cakes
Sweets

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

Too Much

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

Water
Keeps us hydrated.

Source
Drinks, fruit and vegetables, soup.

Function
• Controls body temperature.
• Gets rid of waste in the body.

Too little
• Dehydration leads to headaches, irritability and loss of concentration.

Fibre

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

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

Too Little

- Constipation
- Bowel Cancer

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

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

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

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

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

Cupcakes

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

Bread

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

Seasonal Foods

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

Why is eating seasonal food whenever you can a good idea?

- Seasonal foods are fresher.
- Seasonal foods taste better, as they are full of flavour.
- Seasonal foods have less environmental impact because carbon footprints are reduced.
- Local foods supports the local community.

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

How to reduce them:
Eat seasonal, local food where possible

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

How to reduce it:

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

Food Waste

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

What is the difference between best before, use by and sell by date?

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

Tips for reducing food waste

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

LOVE FOOD hate waste

WHEN YOU TAKE MORE THAN YOU CAN EAT YOU CREATE YOUR BURRIES IN THE FLEET!

DON'T WASTE GOOD FOOD!