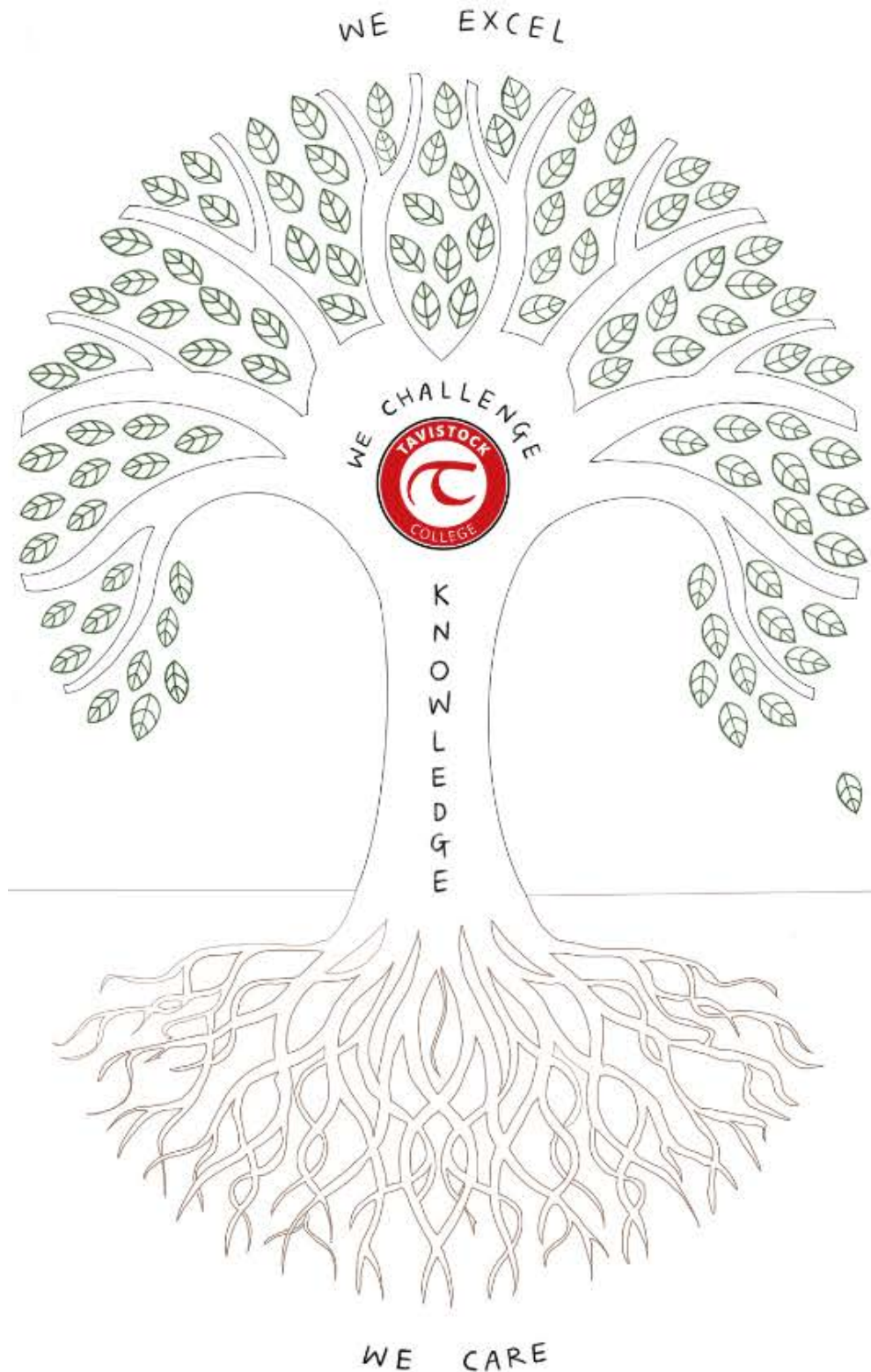


The Bare Essentials



YEAR 8: Autumn Term 2

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 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

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- Music Page 19 -22
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English Faculty

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Humanities Faculty

- Geography Page 30 - 34
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Maths Faculty

- Maths Page 39 -42

Languages Faculty

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Physical Education Faculty

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

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Science Faculty

- Biology Page 57 - 59
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Social Studies Faculty

- PSHE Social Studies Page 63 - 67
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Technology Faculty

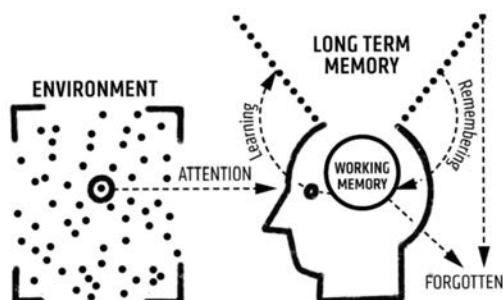
- Computing Page 72 - 74
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Homework

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

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

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



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

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

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

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

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

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


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

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

Rooted in Reading: Our Reading Curriculum



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

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

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				
						ce					

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

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
ea					ai	ea	ie	o-e
					at	ea	te	oa
						e	i	o

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e	oe	oor	ore	are	ur	ow	oi			
ue		ore	aw	er						
ew		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: Aboriginal Art (Art/Textiles)

YEAR: 8

TERM: Autumn 2



Big Question: *How can I use Aboriginal art to create my own artwork?*

End point task: *Create an Australian animal picture, inspired by Aboriginal art.*

Did you know?

- **Aboriginal Art** comes from **Australia**, Aboriginal people are Indigenous Australians, that means that they are the first people.
- Aboriginal people tell stories of words and pictures of how their world began. They call this "**Dreamtime**".
- The Aboriginal people used their fingers or sticks for painting.
- Aboriginal Art is made of **symbols** and is a means of communication, by telling a story.
- The symbols showed things that were around them, land, patterns and animals.



Where is this learning coming from?

- This work will further expand your knowledge of cultures from around the world. You have already understood and explored traditions in your Day of the Dead Textiles pieces.
- You have seen how the customs from the Day of the Dead influences Mexican art, this topic will help you to understand traditional Australian culture.

Where is this learning going?

- This will help you answer the Big Question: *How can I use Aboriginal art to create my own artwork?*
- This will provide a strong introduction into Art in Year 9 and continue to expand your skill base, allowing you to consider Art, Photography or Textiles as a GCSE subject.
- It will prepare you for further culture based projects in KS3.
- It will prepare you for Level 2 courses in the Creative Arts.

What will you know as a result of this?

- What Indigenous people means.
- What traditional symbols are used by Aboriginal people.
- What Dreamtime means to Aboriginal people.
- The colours Aboriginal artists make from natural materials.
- What the traditional animals of Australia are.

Career links:

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

Useful weblinks:

<https://www.youtube.com/watch?app=desktop&v=R6xLUg7i1gs>

<https://www.youtube.com/watch?app=desktop&v=mQi1NMh9C>

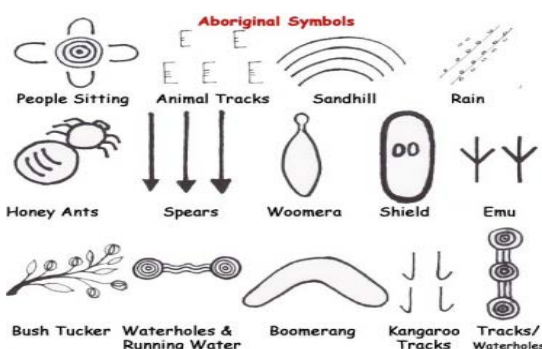






Together: We Care, We Challenge, We Excel



Topic	Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
1: An introduction to Aboriginal Art	The first topic looks at Aboriginal Art, how it comes from Australia and how Aboriginal people are Indigenous Australians , which means they are the first people.	<p>Aboriginal: Aboriginal Australians are the various Indigenous peoples of the Australian mainland and many of its islands.</p> <p>Indigenous: These are the earliest known inhabitants of an area, especially one that has been colonised by a now-dominant group.</p>
2: Aboriginal Symbols	Students will see how Aboriginal Art is made of symbols and is a means of communication. You will look at traditional Aboriginal symbols and create an image using this form of mark making. It could describe a place or journey, you will use tonal shading to add detail.	<p>Australia: Australia, officially the Commonwealth of Australia, is a sovereign country comprising the mainland of the Australian continent, the island of Tasmania, and numerous smaller islands. An Australian lives in Australia.</p>
3: Textures of Australian Animals	You will discuss and name Australian animals, then you will sketch the basic outline, before adding detail. You will use appropriate tonal shading to reflect the texture of the skin to make the animal appear 3D. You will then evaluate the drawing.	<p>Aboriginal Symbols: Australian Aboriginal people do not have their own written language. For over 60,000 years, knowledge and traditions have been handed down by word of mouth and the use of commonly understood symbols.</p> <p>Tonal shading: This is the use of light and dark shading, to create form- the illusion of 3D.</p>
4: End Point Task: Create an Australian Animal using traditional Aboriginal techniques	For the End Point Task you will sketch an Australian animal of your choice on A3 paper, you will then add colour using coloured pencils creating tonal shading of your Australian animal. You will then add a background pattern. You will complete your final outcome by adding painted dots in earth colours .	<p>Texture: How the surface of something looks/ feels.</p> <p>Evaluate: Explain what you did, your successes and weaknesses and how you would improve your work.</p> <p>Earth colours: The colours of the desert. Aboriginal artists made their paints from natural materials.</p> <ul style="list-style-type: none"> • Black represents the night and the aboriginal people. • Yellow represents the sun, it is the sacred colour. • Red is the colour of the land and the blood. • White is the spirit colour.



Name	Description
<p>Aboriginal Symbols</p> 	<p>Key Words: Aboriginal symbols</p> <ul style="list-style-type: none"> • These can be used to describe animals • These can be used to mark out places • These can be used to map journeys
<p>Australian Animals</p> 	<p>Key Words: Australian Animals</p> <p>Dingo, Kangaroo, Kula, Platypus, Tasmanian Devil, Wallaby, Emu, Dolphin, Mulgara, Turtle, Echidna and Albatros</p>
<p>Sketch Outline</p> 	<p>Key Words: Sketch Outline</p> <p>Using faint pencil marks you will sketch the outline of your Australian animal. Look at the reference picture and only sketch what you see.</p>
<p>Add tonal shading</p> 	<p>Key Words: Add Tonal Shading</p> <p>With coloured pencils add firstly light, then dark shaded of colour, finally adding the mid tones. Remember to add a pattern to the background of the picture.</p>
<p>Add dots</p> 	<p>Key Words: Add dots</p> <p>We will reference the Aboriginal style of painting now by adding dots, using earth colours (Black, yellow, red or white) to the Australian animal.</p>

BARE ESSENTIALS

SUBJECT: Music - Musical Theatre

YEAR: 8

TERM: Autumn 2



Big Question: How can we use our knowledge and understanding of the keyboard to play a song from a musical?

End point task: Create a performance in pairs of When I grow up from Matilda the Musical.

Factoids - Did you know?

- **Musicals have only been around for about a century.** While music, opera and theatre have been around separately for a very long time, musicals started just over a century ago.
- Taking elements from Vaudeville, Opera, Greek Theatre, **musicals created their own unique form of theatre.**
- **Musicals were originally all comedic** - until the Hammerstein and Kern production of Showboat in 1927, all American musicals were based on comedy. Showboat opened the door to a wider variety of themes that we see to this day.
- Dorothy's iconic ruby red slippers in The Wizard of Oz (1939) now reside at the Smithsonian Institution, and are so popular that the carpet in front of the exhibit has had to be replaced numerous times due to wear and tear.
- **Julie Andrews sang "Supercalifragilisticexpialidocious" to the children in the cast of The Sound of Music in order to keep them entertained between shooting.** Since Mary Poppins hadn't been released yet, they just thought she made up the song for them.
- The Society of London Theatre (SOLT) releases annual box office stats, with **2022 seeing total box office revenue for the West End set at £892,896,521** across 19,224 performances.
- **Les Miserables, based on the 1862 French historical novel by Victor Hugo is the longest running musical of all time.** Opening in 1985 it has been performed over 15,000 times to audiences in the west end. It is so popular that two shows run in two different theatres at the same time!



Where is this learning coming from?

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

- Primary school shows you have been in (Nativity, End of Year 6, concerts)
- Learning Salva Nos in Year 7 on the keyboard
- Watching a Musical at the theatre
- Being part of a school show (Wizard of Oz)
- Lessons on Rhythmic and Melodic notation
- Playing the blues in pairs on the keyboard



Where is this learning going?

These lessons will help you practically and verbally

- Answer the Big Question: How can we use our knowledge and understanding of the keyboard to play a song from a musical?
- Prepare you for further devising from a stimulus in KS3
- Prepare for further schemes of learning in music
- Prepare you for KS4 music
- Build your confidence in performing in front of others and working with others.
- Develop your social and communication skills which will support interactions and interviews using empathy, negotiation and vocal, 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 music classroom.
- Warm up and prepare for music activities, vocally and physically.
- Respond to a starting point for a performing arts piece
- Work in a pair to create and refine music work.
- Share your music work with peers.
- Conduct yourself whilst watching music performances and give feedback on what you have seen using CRESS.

Career links:

- Singer/ musical director/ pianist/ percussionist
- Composer/ songwriter
- Music Teacher/ facilitator / workshop leader
- Music producer/ studio manager
- Instrumentalist/ peripatetic music teacher
- Music technician/ sound engineer/
- Radio or TV presenter
- Marketing and advertising

Useful weblinks:

[BBC Bitesize Music](#)








[BBC Bitesize Jobs that use Music](#)



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. Artistic and creative knowledge builds up so revisit this page!
<p><u>Keyboard</u></p> <p>We will explore the use of accidental notes such as sharps and flats and how they change the pitch in a melody. We will use our prior knowledge of rhythm, crotchets, quavers, minims, semi quavers and rests to learn the melody 'When I grow up' from Matilda the Musical.</p>	
<p><u>Chords</u></p> <p>We will learn about playing chords using our left hand and learn how to count beats between each chord.</p>	
<p><u>Playing in a pair</u></p> <p>Using our knowledge of the melody and chords to 'When I grow up' you will work in pairs to play two parts together at the same time.</p>	
<p><u>Rehearse</u></p> <p>In your pairs, you will practise and rehearse both the chords and the melody for 'when I grow up'. You will also attempt hands together.</p>	
<p><u>Listening Skills</u></p> <p>We will listen to a variety of Musical theatre songs identifying instrumentation, timing and pitch.</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 group's performance using CRESS.</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* • Musical Theatre - a piece of theatre involving the performers to sing, act and dance to narrate a storyline • Crotchet - a musical note with the value of one beat • Quaver - a musical note with the value of half a beat • Semi quaver - a musical note with the value of a quarter of a beat • Minim - a musical note with the value of two beats • Rest - A silent beat • Crotchet rest - a silent one beat note • Tempo - the speed of a piece of music • Sharp - a higher pitch note by one semitone • Flat - a lower pitched note by one semitone • Melody - a sequence of notes that is musically satisfying; the tune to a song • Chord - two or more notes (usually three) played together at the same time to create a harmonic sound • Major - a happy or majestic sounding chord • Minor - a sad sounding chord • Treble Clef - a symbol that describes notation above middle C. For keyboard players this would mean to use your right hand to play a melody or chords • Bar - a section of music that holds a certain number of beats. <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>

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 peer-judgemental AUDIENCE for the artists It opens up areas for DEVELOPMENT OF WORK which may not have been noticed by the artists themselves	I can IDENTIFY and VERBALISE what I have SEEN or HEARD	I can CREATE artistic work
E NQUIRE I'm interested to know...	A QUESTION that will provide a choice To help FOCUS an artist on explaining 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 more SPECIFIC and help DEVELOPMENT OF CHOICES To let artist 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 ONLY if LAID out by 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.



Together: We Care, We Challenge, We Exce



BARE ESSENTIALS

SUBJECT: Performing Arts - Matilda Dance

YEAR: 8

TERM: Autumn 2



Big Question: What skills do we need to perform a dance in the style of musical theatre?

End point task: Perform a dance from Matilda in the style of Musical Theatre

Did you know?

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



Where is this learning coming from?

- The skills will be taught to you through this scheme but think about
- Year 7 schemes of learning on Drama techniques, Dance techniques and Greek Theatre
 - You might have seen the stage or film adaptation
 - You might also have seen a stage show at school or at a theatre or local community show that used these
 - The specific techniques are also used in TV and films

Where is this learning going?

- These lessons will help you practically and verbally
- Answer the Big Question: What skills do we need to perform a dance in the style of musical theatre?
 - Prepare you for further reviewing in KS3
 - Prepare you for Level 2 Dance
 - 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
 - Warm up and prepare for performing arts activities
 - Respond to a starting point for a performing arts piece
 - Work in a group to create and refine performing arts work
 - How to work as a whole class to create one performance
 - Conduct yourself whilst watching performing arts work and give feedback on what you have seen
 - How professionals use the same techniques that we use in our performance work

Career links:

- Actor / Dancer / Performer
- Playwright / Screenwriter
- Performing Arts Teacher/ facilitator / workshop leader
- Journalism / Speech writer / Theatre or Film Critic
- Stage manager / Theatre technician / Costume or Set Designer
- Radio or TV presenter
- Marketing and advertising
- Any role that requires communication skills



Useful weblinks:

- [BBC Bitesize Jobs that use Performing Arts and English https://uk.matildathemusical.com](https://uk.matildathemusical.com)



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. Artistic and creative knowledge builds up: look back at your previous Bare Essentials too

Recreating the Dance 'Bruce'

Firstly we will look at the original West End dance of this song and identify what is happening within it. We will identify certain **Action, Dynamic, Space, Relationships** and how they help convey the story. We will also look at what skills you need to perform musical theatre.

We will create the dance as a whole class. Activities will vary from small group work to whole class work. These will involve:

- Creating freeze frame to certain lyrics of the song
- Learning movement from the teacher and being able to use movement memory and timing
- Being able to choreograph our own **motif** using **actions dynamics, space, relationships** and trying to relate these to lyrics of the verse
- Rehearsing as a whole class and remembering the order and formations of the piece as well as trying to add **facial expressions**
- Watching back and giving feedback

Recreating the Dance 'Revoltin' Children

Firstly we will look at the original West End dance of this song and identify what is happening within it. We will identify certain **Action, Dynamic, Space, Relationships** and how they help convey the story. We will also look at what skills you need to perform musical theatre as well as what skills we could use from our previous lessons to help with this harder dance.

We will create the dance as a whole class. Activities will vary from small group work to whole class work. These will involve:

- Creating freeze frame to certain lyrics of the song
- Learning movement from the teacher and being able to use **movement memory** and **timing**
- Being able to choreograph our own **motif** using **actions dynamics, space, relationships** and trying to relate these to lyrics of the verse
- Being able to create **literal** movements showing children being naughty and nice and then making them **abstract** by adding **actions, dynamics, space, relationships**.
- Rehearsing as a whole class and remembering the order and formations of the piece as well as trying to add **facial expressions**
- Watching back and giving feedback
- Comparing both dances and how we have progressed as performers and our dance knowledge.

- **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*
- **Character** - a part played/ shown by a performer that is not themselves
- **Audience** - a group of people watching and listening to a performance
- **Actions** - What we do in dance (jump, turn/roll, gesture, travel, transfer of weight, balance)
- **Dynamics** - How we perform movements (Speed - Fast/ slow, Flow - Sharp/smooth, Weight - Heavy/Light)
- **Space** - Where we perform (Levels, formations, directions, pathways, size)
- **Relationships** - Who we perform with (canon, unison, accumulation, mirroring, action/reaction)
- **Canon** - When you perform a movement one after the other
- **Unison** - When you are all dancing at the same time
- **Mirroring** - Performing the same movement but lead by one group/performer usually facing the other
- **Accumulation** - A build up of one movement (one person starts and the next joins in etc)
- **Action/Reaction** - One person/group performs a movement and the other person/group replies with a different movement
- **Literal Movements** - Movements that show exact meaning of an action
- **Abstract Movements** - Movements that do not show the exact meaning of an action
- **Facial Expression** - Using parts of the face to convey emotions
- **Movement memory** - Being able to remember dances
- **Timing** - Be able to use counts to keep in time with music and other dancers
- **Motif** - A short phrase of movement

*We use the CRESS structure as a way to helpfully and positively critique performance that we have seen (please see your class room wall and Google classroom for CRESS)

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

Physicality
Body language
Facial Expression
Gait
Posture
Gesture

Vocality
Pitch
Pace
Pause
Volume
Accent

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

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

Development through Actions (What we do)

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



Development through Relationships (who we perform with)

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



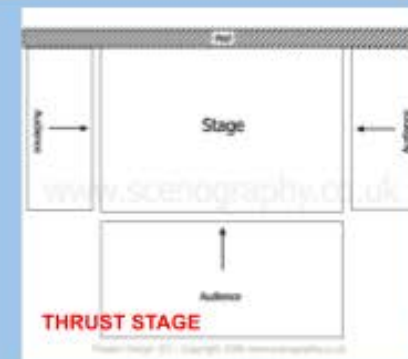
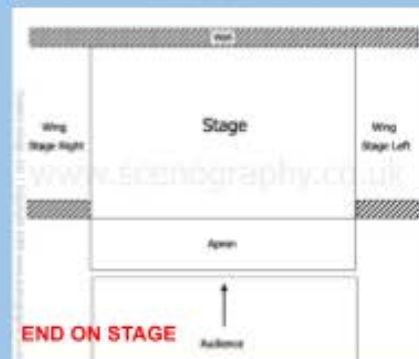
Development through Space (Where we perform)

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

Development through Dynamics (how we perform)

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

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		



Script

Stage
Directions

Dialogue

Characters

Proxemics

Blocking

Narrative

Plot


Together: We Care, We Challenge, We Excel





Big Question: How does Lois Lowry explore the themes of dystopia, authoritarianism and indoctrination?

End point task: Multiple choice quiz to assess understanding of plot, characters and key themes.

Where is this learning coming from?	Where is this learning going? What will you know as a result of this?	Career links:
Previously, you will have studied Animal Farm in your first term at Tavistock College. You may also be familiar with dystopian stories in popular culture, such as 'The Hunger Games' and 'Divergent'.	Many of the themes and pieces of vocabulary you explore in 'The Giver' will be revisited in other texts. You will be able to understand the concepts of dystopia and authoritarianism when they appear in other texts and use them as a reference point to understand the author's message.	This unit of learning can help lead to: Degrees in: Politics, History, English Literature Careers in: Journalism, Law, Creative writing, Literary Critic, Publishing
Area of focus For each chapter, we will discuss the following questions:	Key vocabulary to help you explore the lesson focus	
<ol style="list-style-type: none"> 1. What is the difference between a utopia and a dystopia? 2. How does Lowry gradually introduce the idea of a dystopian society? 3. How does Lowry present the idea of conformity amongst the families of the community? 4. How is indoctrination used to suppress individuality in the community? 5. How does the ritual of the annual Ceremony maintain the power of The Elders? 6. Why does Jonas have free will to deviate from the ideology of Sameness? 7. How does the Giver use a state of heightened consciousness to show Jonas the importance of memory? 8. How does Lowry reveal the cultural control through censorship within the community i.e. control of language, books, education? 9. What painful epiphany does Jonas experience via memory? 10. How are storytelling and propaganda an important part of Jonas's training - at the Annex and outside the Annex, at home / with friends? 11. How does Jonas come to understand the truth behind the euphemisms used in the community and the control the Elders have over everyone, including him? 12. How does Lowry demonstrate that Jonas has matured and become a strong character acting on his own volition? 13. How and why does Lowry use an aporic ending? 	<p>Utopia - a fictional, perfect society, where there are no problems.</p> <p>Dystopia - a fictional society where there is widespread injustice and suffering, often post-apocalyptic.</p> <p>Conformity - compliance with standards, rules, or laws/ socially acceptable behaviour.</p> <p>Indoctrination - the process of teaching a person or group to unquestioningly accept a set of beliefs.</p> <p>Ritual - a religious or solemn ceremony consisting of a series of actions performed according to a prescribed order.</p> <p>Free will - the power of acting without the constraint of necessity or fate; the ability to make one's own choices.</p> <p>Heightened consciousness - an enhanced state of awareness and understanding.</p> <p>Censorship - the cutting or banning of any parts of books, films, news, etc. that are considered obscene, politically unacceptable, or a threat to security.</p> <p>Epiphany - a moment of sudden and great revelation or realisation of a great truth.</p> <p>Propaganda - information, especially of a biased or misleading nature, used to promote a political cause or point of view.</p> <p>Euphemism - a mild or indirect word substituted for one considered too blunt when referring to something unpleasant or embarrassing.</p> <p>Volition - the ability or power to use one's will.</p> <p>Aporic ending - an ending to a story where the outcome or the fate of the characters is left open or uncertain.</p>	





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

BARE ESSENTIALS

SUBJECT: Geography

YEAR: 8

TERM: Autumn 2



Big Question: Why do some places need a tsunami warning system?

End point task: You will complete an assessment with a variety of short and long answer questions on the topic of tectonics.

Did you know?

- The idea that the continents moved was first proposed in 1596 by Abraham Ortelius.
- The **concept of continental drift was developed by Alfred Wegener in 1912**, but the hypothesis was rejected by many for lack of any motive mechanism.
- It was not until the **English geologist Arthur Holmes proposed the idea of mantle convection**, in the 1930's, that Wegener's theory was taken more seriously.
- On **10 April 1815, Tambora produced the largest eruption known on the planet during the past 10,000 years**. The volcano erupted more than 50 cubic kilometres of magma and collapsed afterwards to form a 6 km wide and 1250 m deep caldera. The eruption produced global climatic effects and killed more than 100,000 people, directly and indirectly.



Where is this learning coming from?

Tectonics are fundamental to explaining how and why certain places experience certain climates (Year 7) and **how continental drifts have changed the physical location of places over geological time**. It is a place's location on planet earth which explains which it is home to certain ecosystems (Year 7).

You also covered the UK's landscapes in Year 7 and may have visited certain national parks in both the UK and abroad; tectonics have been shaping landscapes for millennia and major civilisations have been up around them. This will help to build upon your knowledge of settlement as well.

Where is this learning going?

The next topic in Year 8 Geography is energy. In this topic you will explore a range of different energy sources including geothermal energy and other energy sources, which come from within the earth's crust

Our GCSE Geography also specifically includes earthquakes. Knowing the mechanics of how the earth crust moves and changes will provide foundational knowledge for this. Moreover learning about other elements of tectonics during year 8 will give students the opportunity to study volcanoes and tsunamis in much more detail.

What will you know as a result of this?

- Will know the plate boundaries and how they move
- Will know the effects of tectonic activity and how they shape landscapes
- Will know how tectonic plate boundaries affect humans
- Will know how different locational factors relate to the severity of impacts and how these vary between contexts and places.

Career links:

- Volcanologist
- Seismic Interpreter
- Alpine Botanist
- Geological astronomer

Top rated Volcanologist Degrees:

University of Keele
Birbeck, University of London
Lancaster University
University of Bristol



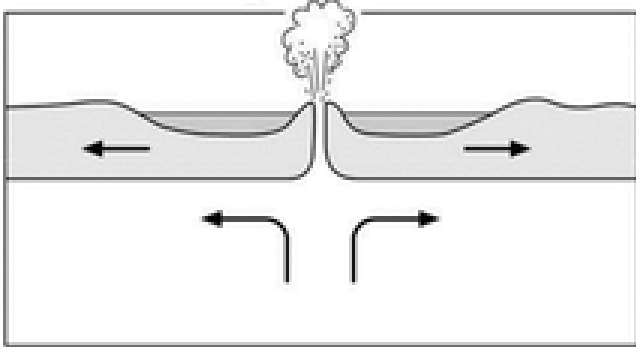
Useful weblinks:

- Continental Drift 101: National Geographic <https://www.youtube.com/watch?v=Wq9klzm36h0>
- BBC Bitesize Boxing Day Tsunami <https://www.bbc.co.uk/bitesize/guides/zswk39g/revision/2>
- University of Oxford Podcasts: Volcanoes <https://podcasts.ox.ac.uk/keywords/volcanoes>
- University of Oxford blog: Did volcanic activity play a role in early human evolution and migration <https://www.ox.ac.uk/news/science-blog/did-volcanic-activity-play-role-early-human-evolution-and-migration>

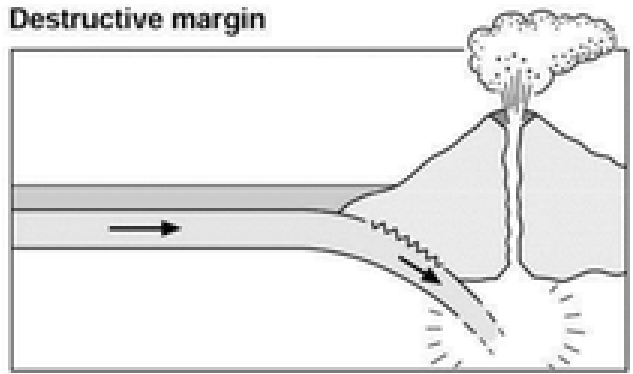


Lesson	Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
1. Plate Bound aries	Earth is like a round jigsaw puzzle. Its crust is made of tectonic plates which are made from different types of crust; Continental crust (older, thicker but less dense (lighter) and Oceanic crust (younger, thinner but much denser (heavier). The crust sits on top of a molten layer of rock called the mantle. At one point all of the crust was joined together as Pangaea . Continental Drift theory helped to discover that there are 4 types of plate boundary: 1. Destructive 2. Constructive 3. Collision and 4. conservative	Pangaea - About 300 million years ago, Earth didn't have seven continents, but instead one massive supercontinent called Pangaea , which was surrounded by a single ocean called Panthalassa. Continental drift - In 1912 Alfred Wegner proposed that continents had drifted away from each other. He proposed the idea of Pangaea and that the earth's crust has drifted away from each other over geological time Mantle - The mantle is the layer of the earth that lies below the crust and is by far the largest layer making up 84% of Earth's volume. The mantle acts similar to plastic and at very high temperatures and pressures the rock is molten. Convection currents - Heat rising and falling inside the mantle creates convection currents generated by radioactive decay in the core. The convection currents move the plates . Where convection currents diverge (split) near the Earth's crust, plates move apart. Where convection currents converge (come together), plates move towards each other.
2. Types of volcanoes	There are two major types of volcanoes . Shield volcanoes form at constructive plate boundaries and build up very slowly over time from magma oozing out of the gap between the plates moving away from each other. They do not have explosive eruptions but can cause dangerous lava flows. The second are known as composite volcanoes . These are much taller and steeper and form from the layers of solidified lava and ash from eruptions . These have a magma chamber which is like a hot cauldron of lava and gases. When the pressure has built up and up an eruption occurs from the top but also from side vents, resulting in pyroclastic flows . If the volcano has a glacier (ice sheet) or glacial lake at the crater the lava and ash can mix with the liquid water and cause a lahar	Plate Boundary - is a zone between two plates where there is a change in the speed of movement or direction. There are 4 types of plate boundary: 1. Destructive Plate Boundary - where oceanic crust is going underneath continental crust this creates magma and forms volcanoes, as well as earthquakes from the crust sliding past each other. 2. Constructive Plate Boundary (where plates are moving away from each other which allows magma to rise through and call to form new rock). 3. Collision Plate Boundary where 2 continental crusts move towards each other and crumple the sediment upwards which creates folds mountains. 4. Conservative Plate Boundary where plates slide past each other. These create a massive amount of energy to build up in the form of friction . When this build up becomes too great the energy releases, the crust slips and an earthquake occurs . Pyroclastic flows - a dense, fast-moving flow of solidified lava pieces, volcanic ash, and hot gases. Lahars - an Indonesian word describing a hot mudflow or debris flow that travels down the slope of volcanoes. Richter scale - invented in 1935 by American, Charles F. Richter. It is used to rate the magnitude of an earthquake, that is the amount of energy released during an earthquake. It is a base-10 logarithmic scale, meaning that each order of magnitude is 10 times more intensive than the last one. In other words, a two is 10 times more intense than a one and a three is 100 times greater than one.
3. Effects of volcanoes	When a volcano erupts it causes primary and secondary effects . These can be positive and negative- depending on your viewpoint. Additionally the effects can be felt in the short term and the long term.. For example, when a volcano erupts there may be a tremendous amount of ash given off. This results in aeroplanes being unable to fly which creates economic losses. However, the fallen ash will, over hundreds of years, fertilise the land. This is why some of the most successful civilisations in human history have formed in the foothill of major volcanoes.	
4. Eruption Case Study	In this lesson you will learn about the eruption of Volcán De Fuego, which erupted on Sunday 3rd June 2018 . 1.7 million people were affected; 186 homes destroyed, 17,000 small farms affected by the ash fall, & 190 people died. You will explore the geography around this event & how the landscape and level of wealth contributed to the severity of the impacts.	
5. Mldpoint test + Why live near a volcano	Despite their bad reputation, 800 million globally still live within 100km of an active volcano. There must be reasons for this. In this lesson we explore the social, economic and environmental factors which make tectonic regions a desirable place to live and how people reconcile (weigh up) the probability of an eruption against the opportunities that such landscapes have created.	
6. Reducing the impacts of tectonic hazards	Tectonic events such as volcanic eruptions, and earthquakes can be devastating. However, as scientists have learnt more and more about the way they happen and how energy is released there have been many ways that the impacts can be reduced . Through using the richter scale , the magnitude of the event will decide what level of action plan will be required. For example using lasers to measure the side of a volcano can help scientists to ascertain if the magma is swelling upwards to predict when it may erupt and so get people to evacuate. Educating young people on what to do during an earthquake (getting under something or a door frame for example) will stay with them for life. Furthermore, building design can now incorporate sophisticated systems which will protect people in the event of a tectonic hazard for example shatterproof windows and buildings which have foundations that will sway in the event of an earthquake and seismic wave.	
7. Supervolc ano	Not all volcanoes look like the typical cone shape. Some have ginormous magma chambers underground , which are miles wide. Their crater outline is often only visible from higher up in the atmosphere via plane or satellite. These volcanoes are known as super volcanoes . They are called 'super' as they reach the highest magnitude of 8 on the Volcanic Explosion Index and at least one previous eruption must have produced at least 240 cubic miles of material . The most famous, probably, is Yellowstone . It is believed to have experienced 3 super volcanic eruptions over the past 2.1million years, with the last one being 640,000 years ago. Whilst an eruption is possible, scientists do not believe it will occur any time soon as magma is between 5- 15% molten; it would need to be at least 50% for a supervolcano eruption. More likely, are lava flows which are far easier to predict and prepare for.	
8. Boxing Day 2004 Tsunami	At 07:58:53 local time on 26 December, an undersea megathrust earthquake that registered a magnitude of 9.1–9.3, with an epicentre off the west coast of northern Sumatra, Indonesia occurred. The quake caused the ocean floor to suddenly rise by as much as 40 metres , triggering a massive tsunami . 275,000 people were killed in fourteen countries across two continents,	
9. Assessme nt	You will answer a range of questions & evaluate the case study information to form a conclusion on why the 2004 Boxing day tsunami was so devastating.	
10. DIRT	Reflect, respond and improve extended piece of writing based on teacher feedback	

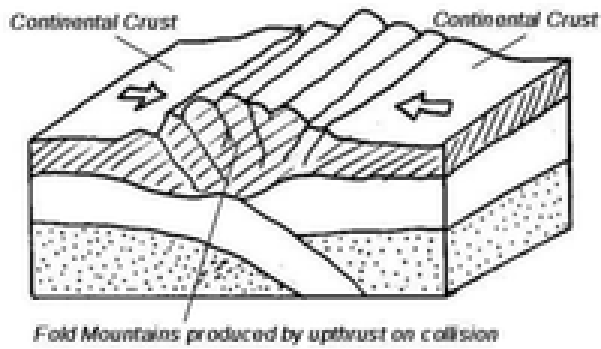
Constructive margin



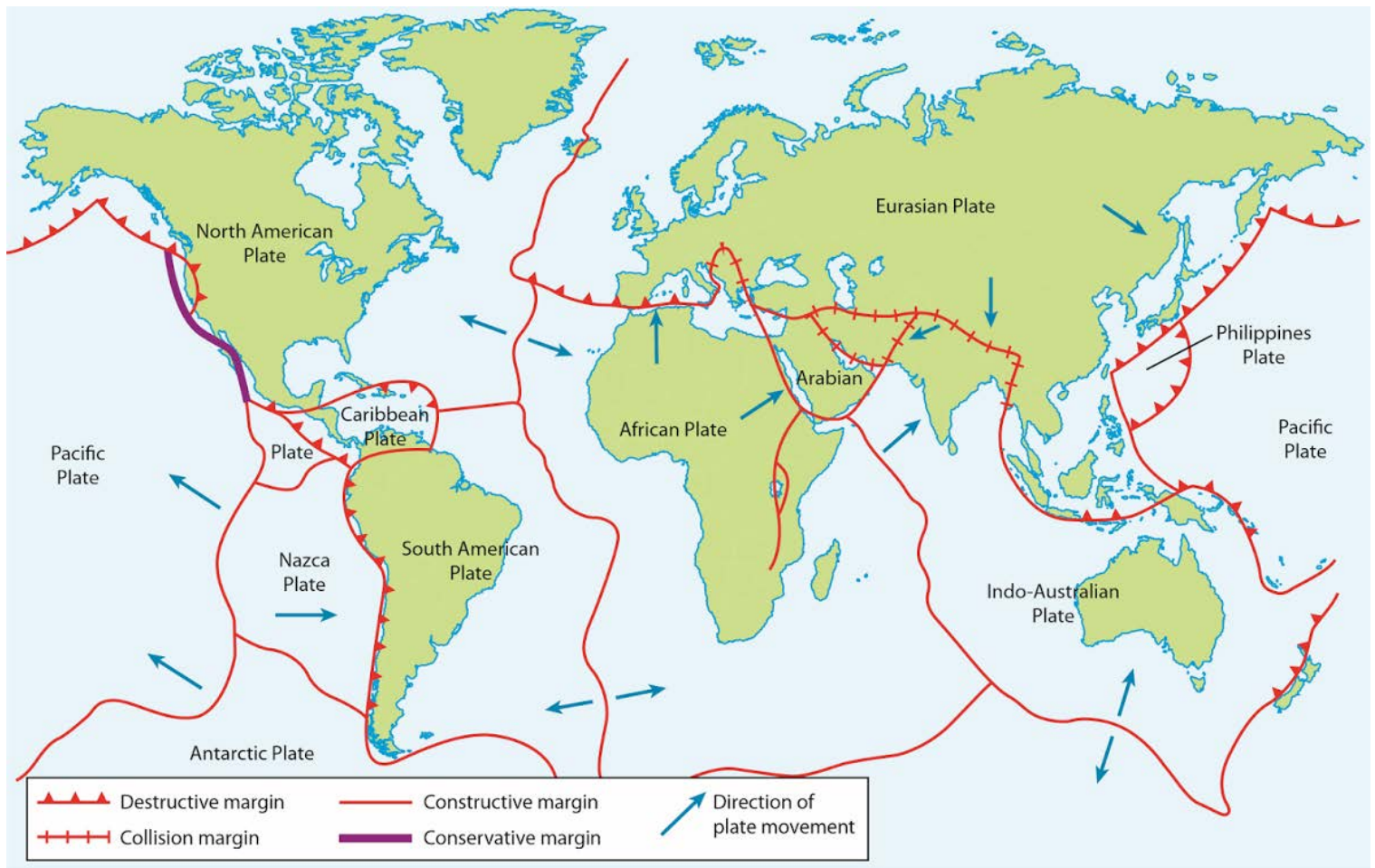
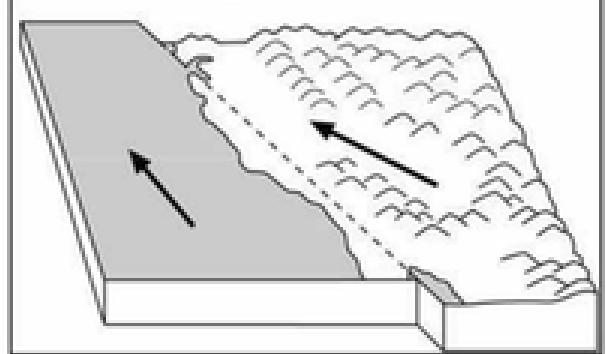
Destructive margin



COLLISION PLATE BOUNDARY



Conservative margin



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	Conclusion
Extremely Very Quite/moderate Somewhat/slightly Minor / little		Completely Strongly Undecided Slightly disagree	I believe I think that In my opinion In my view It is my belief that		Overall... because... In conclusion... Considering the evidence stated above, my conclusion is.... The best option is... because...
Command word sentence starters...					
Explain	Suggest	To what extent		Evaluate/Discuss	
This happens because... This demonstrates... This means that... This is formed by... Therefore... This may be because... This will result in...	This may happen because... This may have been formed by... This may be because... This could result in...	... is more important than... ... more effective than is successful because... ...but on the other hand ... To some extent...		The main advantage(s) of ... are... because...as shown by... However the main disadvantage(s) of... are...because...as shown by... and so...	



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

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

Where is this learning coming from?	Where is this learning going? What will you know as a result of this?	Career links:
<p>Primary school projects You may have completed projects in your primary school on certain aspects of the Home Front in either WWI or WWII</p> <p>Year 7 and 8 history You have the chronological overview to help to apply the case studies we will look at. Disciplinary concepts such as cause, consequence, change and continuity as well as substantive concepts such as power, empire, culture and society are all revisited.</p>	<p>You will find out who the Great Powers of Europe were pre 1914 and how their rivalry caused war.</p> <p>You will see how the key events of WWI had both short and long term consequences.</p> <p>Many of you will continue with GCSE history and this learning will feed into the GCSE Paper 3 on Weimar and Nazi Germany emphasising the long term consequences of WWI.</p> <p>Some of you will study History A level and these skills will continue to be developed.</p>	<p>There are a number of career paths linked directly and indirectly to this topic. Below is a list of organisations and/ or careers which involve using the skills and knowledge gained in this unit:</p> <ul style="list-style-type: none"> - English Heritage and The National Trust - Record Offices, Archives, Libraries and Universities - Archaeology, Architecture and the conservation of buildings or artefacts - Museums and galleries - Teaching in schools
Topic area	Core knowledge	
Lesson 11. Weapons of WWI	<p>An evaluation of different types of weapons and their effectiveness</p> <p>Focus on new technology such as planes, tanks and poison gas</p>	
Lesson 12. Shellshock	<p>What was the impact of heavy artillery?</p> <p>How did this lead to shellshock and how did the British army deal with it, including the use of court martials</p>	
Lesson 13. Conscientious objectors	<p>When conscription was eventually introduced, a number of men refused to fight</p> <p>What were the reasons for these conscientious objectors and how were they dealt with by the authorities</p>	
Lesson 14. The Home Front : DORA	<p>When and why did the British government introduce the Defence of the Realm Act?</p> <p>The lesson will focus on the core issues of rationing and censorship</p>	
Lesson 15. The role of women : 1	<p>How had women been campaigning for equal rights with men in the years before 1914?</p> <p>Why had the Suffragette movement failed to achieve it's aim of gaining votes for women by 1914?</p>	
Lesson 16. The role of women : 2	<p>How did WWI change the role of women in society?</p> <p>What new jobs did women do? Focus on munitions work as well as others and their impact on the Suffragette aims</p>	
Lesson 17. Why did Germany surrender in 1918 : 1	<p>The reasons for the German surrender in 1918 including the entry of the USA into the war as well as the influence of disease and new technology.</p>	
Lesson 18. Why did Germany surrender in 1918 : 2 Extended writing	<p>Extended writing task based on an evaluation of the reasons for the German surrender in 1918</p>	
Lesson 19. The treaty of Versailles	<p>The focus will be on the Big Three Allied leaders at the treaty of Versailles and the various views on how Germany should be treated at the end of the war</p>	
Lesson 20. The consequences of the Treaty of Versailles	<p>The terms of the treaty will be discussed and the social, economic, military and political consequences will be identified and evaluated</p>	

History Key Stage 3 skills



Literacy for key disciplinary concepts and processes

Chronology

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

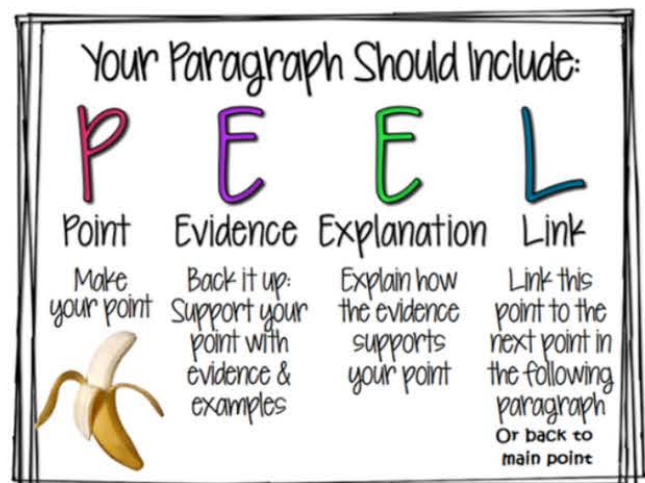
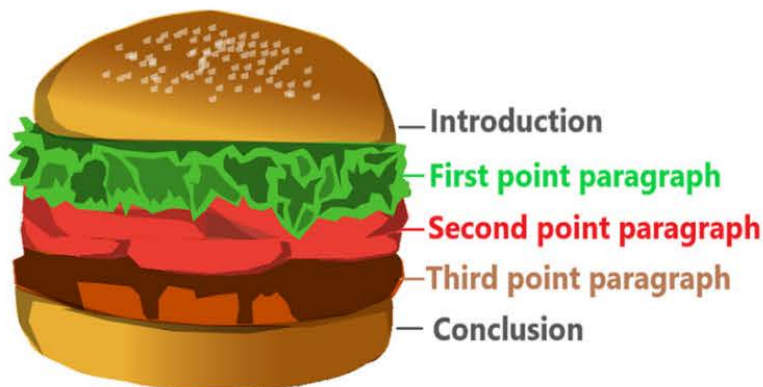
Extended writing

Command words and structuring



Command words and structuring

Describe 2 key features of	Explain a consequence of
Advice Think of what you know about the topic the question is asking <ul style="list-style-type: none"> Give 2 clear, <u>different</u> features Fully support <u>each</u> key feature and include evidence Sentence starters One key feature of _____ (add supporting detail) Another key feature 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	How far do you agree?
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 _____	Advice <ul style="list-style-type: none"> You will need a 2-3 line introduction Give 1-2 paragraphs that <u>agree</u> with the question Give 1-2 paragraphs that <u>disagree</u> 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 <ul style="list-style-type: none"> Introduction Paragraph 1-2 PEEL - agree Paragraph 3-4 PEEL - disagree Conclusion - In conclusion _____ However _____ Therefore _____



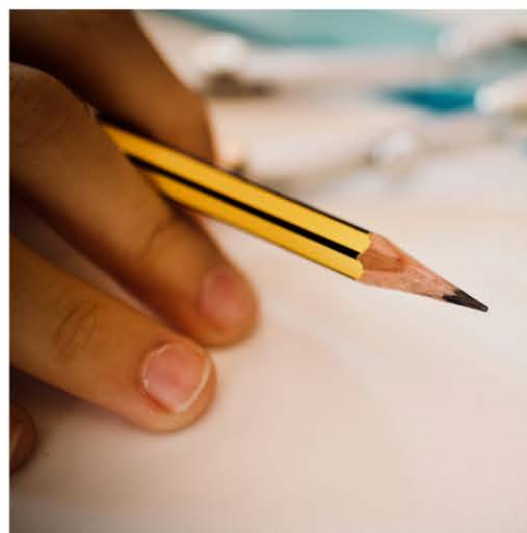
History Key Stage 3 skills

Source and interpretations



Command words and structuring

Sources	
What can you infer from source A about?	How useful is source A for an enquiry into?
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 	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 One thing I can infer from source A about _____ is _____ I can infer this because it says / shows _____	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

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

Sentence starters

The main difference between interpretations 1 and 2 is _____

Interpretation 1 suggests _____ as it says " _____ "

Whereas interpretation 2 suggests _____ as it says " _____ "

BARE ESSENTIALS

SUBJECT: Maths

YEAR: 8

TERM: Autumn 2



OVERARCHING THEMES -Working with **coordinates** and lines in the Cartesian plane, Solving problems involving the **interpretations of data and statistical diagrams**. Using probabilities and outcomes from experiments to solve simple problems

Did you know?

- **Rene Descartes** ((1596-1650) was a French mathematician who transformed the way we look at the world – through **maps!**
- His most famous contribution was the 'Cartesian Coordinate System',
- We use this system for a graph - the X axis and the Y axis !



Where is this learning coming from?

Year 7 Sets and probability

Builds on their understanding of outcomes of probability experiments involving randomness, fairness
Builds on knowledge of probabilities and possible outcomes sum to 1

Where is this learning going?

Year 9 Straight line graphs

Developing algebraic and graphical fluency including the understanding linear and quadratic functions

Year 9 Probability

Use appropriate language to describe probabilities.
Generate sample spaces, use sets and venn diagrams to calculate theoretical probabilities

What will you know as a result of this?

You will be able to:

- Make connections between number relationships and their algebraic and graphical representations
- Recognise, sketch and produce graphs of linear functions
- Construct and interpret appropriate tables, charts and diagrams
- Describe and analyse simple probability experiments
- Use language and properties precisely to analyse probability and statistics

Career links:

Finance
Accounting
Statistician
Teaching
Cartographer
Geospatial technician
Research analyst
Actuary



Useful weblinks:

Sparxmaths.com

Desmos.com

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



Together: We Care, We Challenge, We Excel



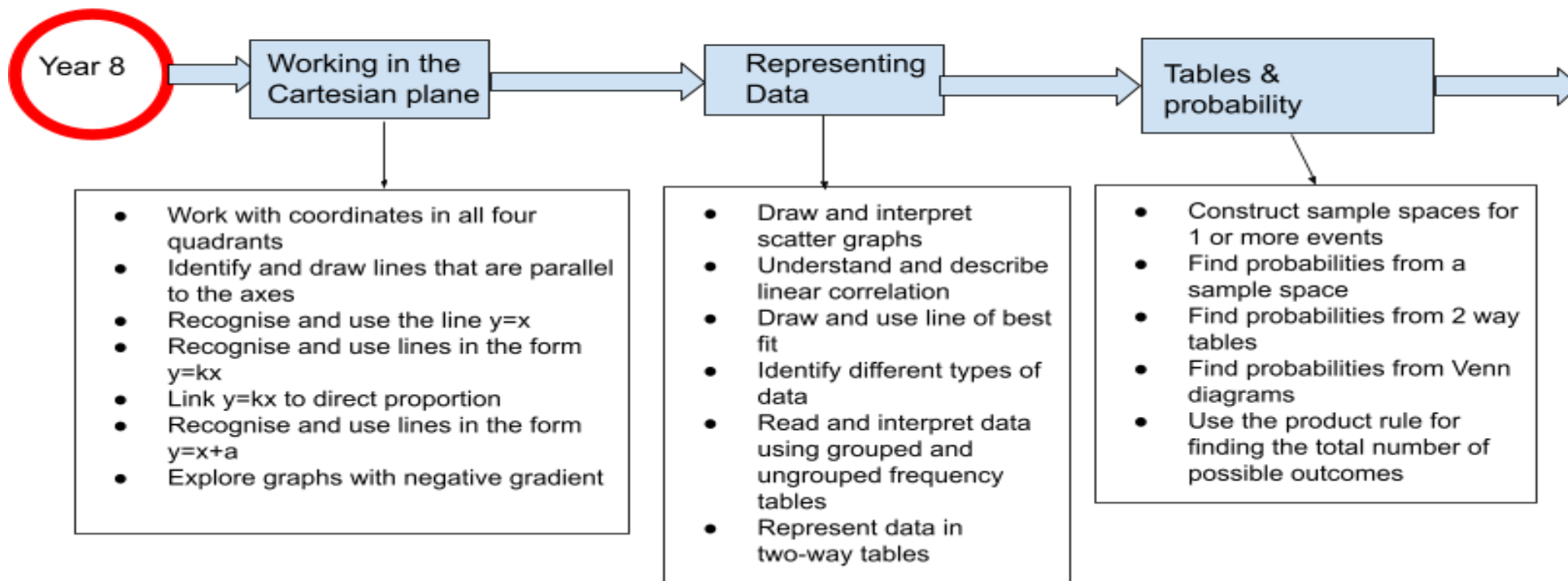
BARE ESSENTIALS

SUBJECT: MATHEMATICS

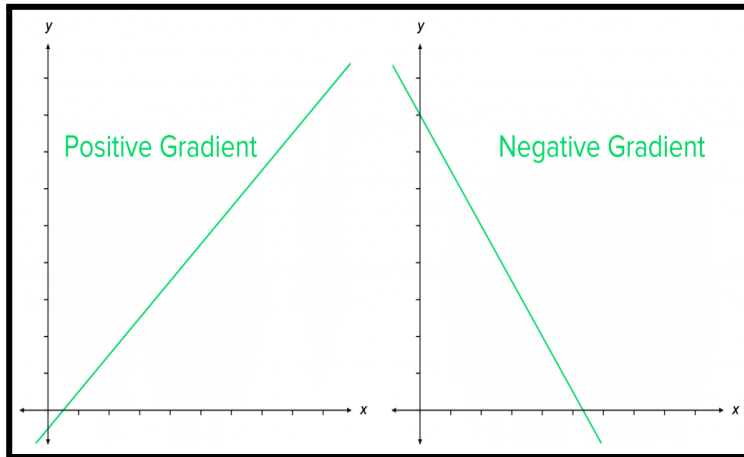
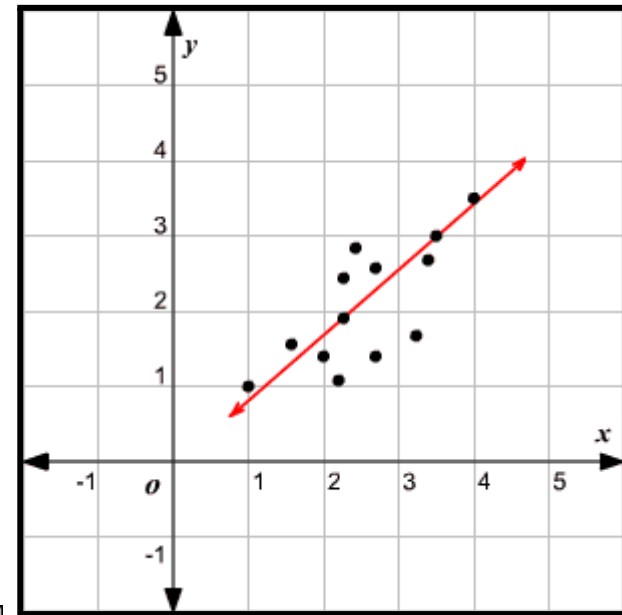
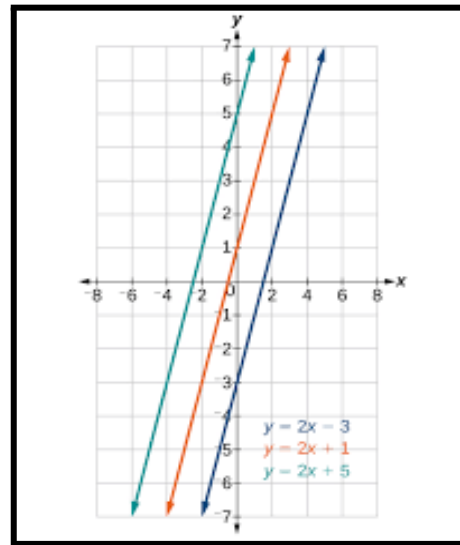
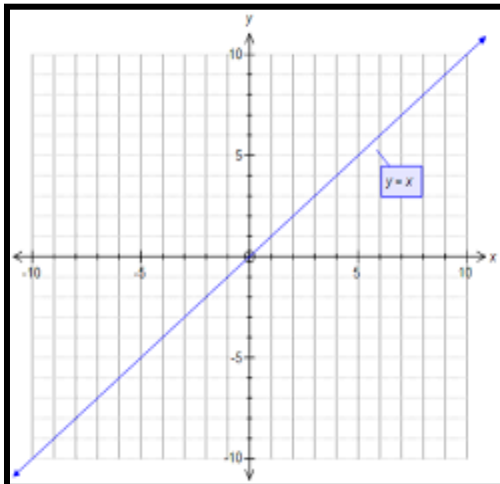
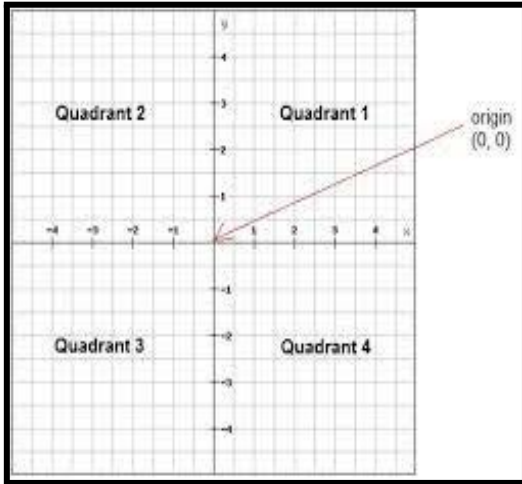
YEAR: 8

TERM: Autumn 2

OVERARCHING THEMES - Working with coordinates and straight line graphs. Representing and interpreting data. Calculating probabilities and using appropriate tables and diagrams.



Key words: Quadrant, Coordinates, Vertical, Horizontal, Axis, Origin, Parallel, Equation, Straight line, Diagonal, Linear, Scale, Multiplier, Direct, Intercept, Negative, Incline, Gradient, Equidistant, Cartesian. Relationship, Variable, Decrease, Correlations, Positive, Strong, Weak, Line of best fit, outlier, discrete, quantitative.



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

B11	Area = 5×14 $\times \frac{1}{3}$ $\frac{42}{1}$	K32	Unlikely X
	Area = 42 cm^2 ✓	L42	B, A, C ✓
C21	$\frac{1}{3.3} + \frac{1}{1.1} = \frac{1}{3.3} + \frac{3}{3.3}$ $= \frac{4}{3.3}$ ✓	C03	4 more blue balls ✓
D31	$3^2 = 3 \times 3$ $= 9$ ✓	D13	4 black, 2 red, 2 blue The probability of picking black is even: Bag E ✓
		E23	B ✓

SPARX

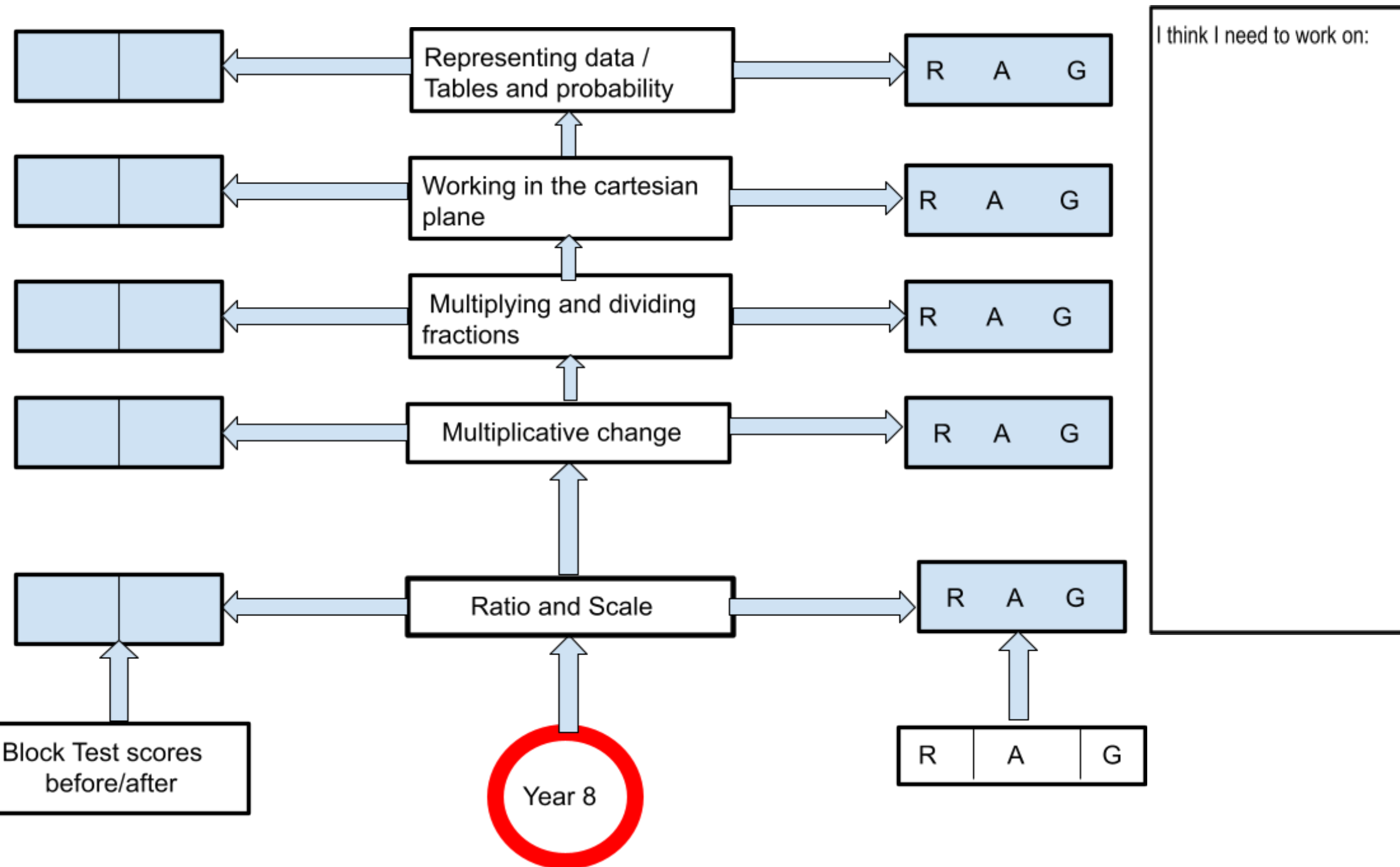
tavistockcollege.sparxmaths.uk/student

Username:

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

REFLECTION

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



BARE ESSENTIALS

SUBJECT: French

YEAR: 8

TERM: Autumn 2



Big Question: Qu'est-ce que tu portes?

End point task: Written task on topic of clothes and saying what you wear & where/when

Did you know?

- **1st November La Toussaint – All Saints' Day.** All over France, pots of chrysanthemums are placed on graves as loved ones who have passed on are remembered.
- 11th November Armistice – commemorative services will be held all over France in honour of those who lost their lives in World War I and other wars.
- Postcards from Père Noël: **Letters from French kids to Father Christmas always receive a response from Santa.** Since 1962, France has had a law that stipulates any letter to Santa must be responded to in the form of a postcard. The law ensures that each child receives a reply to his/her letter to Santa making thousands of happy children each year! The postmen are happy to get into the Christmas spirit and deliver Santa's replies.
- Père Fouettard: In certain regions of France in the past, the tradition was that Père Fouettard would accompany Père Noël to spank naughty children! This French Christmas tradition is now somewhat outdated as it isn't in line with current parenting practice!



Where is this learning going?

- | | |
|--|--|
| <ul style="list-style-type: none"> • How to say what clothes you wear • How to describe the colours • How to say where you wear the clothes • How to say when you wear the clothes | <ul style="list-style-type: none"> • Revisit time markers • Noun-to-adjective agreements • The verb 'porter' (to wear) & 'avoir' (to have) • Revisit weather phrases |
|--|--|

End point task

Write a short description in French of what you wear and when, including colours (approx 50 words). You must write something about each bullet point.

Mention:

- what you wear
- when/where you wear the clothes
- colours of clothes
- what someone else (third person) wears

Career links:

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

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

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

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

Useful weblinks:

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



Assessment point

Writing <i>Exemplar</i>	Je m'appelle Stéphanie et j'ai treize ans. Quand il fait chaud, je porte un tee-shirt rouge et un short bleu. Quand il fait froid, je porte une écharpe noire et un manteau vert. Quand je sors avec mon amie, je porte un jean bleu et un haut jaune mais mon amie porte une robe blanche. Normalement, à la maison, je porte des pantoufles grises mais au gymnase, je porte des chaussures de sport.	
Speaking <i>(you will answer these)</i>	<p>Qu'est-ce que tu portes quand il fait chaud?</p> <p>Qu'est-ce que tu portes quand il fait froid?</p> <p>Qu'est-ce que tu portes quand tu sors avec ton ami(e)?</p> <p>Qu'est-ce que tu portes à la maison?</p> <p>Qu'est-ce que tu portes quand au gymnase?</p>	<p>HOMEWORK</p> <p>You will be set these questions every two weeks to learn.</p> <p>You will need to be able to understand the question and answer it.</p> <p>You can do this by using this section of your Bare Essentials.</p>
Reading <i>Example</i>	<p><u>Answer questions about a text like:</u></p> <p>Je m'appelle Michel. Je suis de Paris. J'ai quatorze ans. Quand je vais au collège, je porte une chemise, un pantalon et des chaussures noires. Chez moi, en général, je porte un tee-shirt et un jean. J'ai beaucoup de tee-shirts et de jeans à la maison. Quand je vais au gymnase, je porte un tee-shirt sans manches, un short et des chaussures de sport.</p>	
Reading aloud <i>(You will have to read these aloud)</i>	<ol style="list-style-type: none"> 1. Chez moi, je porte un survêtement. 2. Au gymnase, je porte un tee-shirt et un short. 3. Au collège, je porte un pantalon noir. 4. Souvent je porte une casquette bleue . 5. Mon père porte un jean bleu et un pull noir. 	
Translation <i>(These will be in retrieval starters and vocab tests)</i>	<p>I wear blue jeans.</p> <p>He wears a grey shirt.</p> <p>She wears a black jumper.</p> <p>I wear black trousers.</p> <p>Normally, I wear an orange scarf.</p>	<p>When it is hot I wear a vest.</p> <p>When it is cold I wear a jumper.</p> <p>At school I wear a uniform.</p> <p>At the beach I wear a swimsuit.</p> <p>At the nightclub my friend wears high heel shoes.</p>

UNIT 13

Talking about clothes

<p>Quand il fait chaud <i>when it is hot</i></p> <p>Quand il fait froid <i>when it is cold</i></p> <p>Quand je sors avec mon ami/amie <i>when I go out with my friend</i></p> <p>Quand je sors avec mes amis <i>when I go out with my friends</i></p> <p>Quand je joue au foot <i>when I play football</i></p> <p>À la maison <i>at home</i></p> <p>En discothèque <i>at the nightclub</i></p> <p>Au collège <i>at school</i></p> <p>Au gymnase <i>at the gym</i></p> <p>A la plage <i>at the beach</i></p> <p>Normalement <i>normally</i></p> <p>En général <i>in general</i></p> <p>Souvent <i>often</i></p>	je porte <i>I wear</i>	<p>une casquette FEM <i>a baseball cap</i></p> <p>une chemise <i>a shirt</i></p> <p>une ceinture <i>a belt</i></p> <p>une cravate <i>a tie</i></p> <p>une écharpe <i>a scarf</i></p> <p>une jupe <i>a skirt</i></p> <p>une montre <i>a watch</i></p> <p>une robe <i>a dress</i></p> <p>une veste <i>a jacket</i></p> <p>une veste de sport <i>a sports jacket</i></p>	<p>blanche <i>white</i></p> <p>bleue <i>blue</i></p> <p>grise <i>grey</i></p> <p>jaune <i>yellow</i></p> <p>marron <i>brown</i></p> <p>noire <i>black</i></p> <p>orange <i>orange</i></p> <p>rouge <i>red</i></p> <p>verte <i>green</i></p>
		<p>un chapeau MASC <i>a hat</i></p> <p>un collier <i>a necklace</i></p> <p>un costume <i>a suit</i></p> <p>un gilet <i>a waistcoat</i></p> <p>un haut <i>a top</i></p> <p>un jean <i>jeans</i></p> <p>un maillot de bain <i>a swimsuit</i></p> <p>un manteau <i>a coat</i></p> <p>un pantalon <i>trousers</i></p> <p>un pull <i>jumper</i></p> <p>un short <i>shorts</i></p> <p>un survêtement <i>a tracksuit</i></p> <p>un tee-shirt <i>a tee-shirt</i></p> <p>un tee-shirt sans manches <i>tank top / vest</i></p> <p>un uniforme <i>a uniform</i></p>	<p>blanc <i>white</i></p> <p>bleu <i>blue</i></p> <p>gris <i>grey</i></p> <p>jaune <i>yellow</i></p> <p>marron <i>brown</i></p> <p>noir <i>black</i></p> <p>orange <i>orange</i></p> <p>rouge <i>red</i></p> <p>vert <i>green</i></p>
		<p style="text-align: center;">PLURAL FEM</p> <p>des bottes <i>boots</i></p> <p>des boucles d'oreilles <i>earrings</i></p> <p>des chaussettes <i>socks</i></p> <p>des chaussures <i>shoes</i></p> <p>des chaussures à talons hauts <i>high heel shoes</i></p> <p>des chaussures de sport <i>sports shoes</i></p> <p>des pantoufles <i>slippers</i></p> <p>des sandales <i>sandals</i></p>	<p>blanches <i>white</i></p> <p>bleues <i>blue</i></p> <p>grises <i>grey</i></p> <p>jaunes <i>yellow</i></p> <p>marron <i>brown</i></p> <p>noires <i>black</i></p> <p>orange <i>orange</i></p> <p>rouges <i>red</i></p> <p>vertes <i>green</i></p>

BARE ESSENTIALS

SUBJECT: Spanish

YEAR: 8

TERM:

Autumn 2



Big Question: ¿Qué llevas?

End point task: Written task on topic of clothes and saying what you wear & where.

Did you know?

- In Spain, you won't eat cake or pudding to celebrate Christmas. Instead, Spaniards love "Roscón de Reyes", which is eaten the same day children get their presents (6th January: Epiphany). It is a sugary bread ring with candied fruits and almonds, sometimes stuffed with whipped cream. You can find a small figurine inside it. The tradition is that the one who chomps on the figurine gets good luck for the whole year, but the one who chomps on a fava bean has to buy next year's "Roscón".
- A unique Christmas tradition: In Catalonia the Northwest of Spain (capital, Barcelona) they have the Caga Tió meaning "pooping log". Children decorate a piece of log with a face, small wooden legs, a blanket, and a Catalan hat ("barretina") and feed it with small pieces of bread every night. Then, on Christmas Day, they hit it with a stick while singing a song, asking it to poop out lots of nougats ("turrón").
- In Spain, there is no April Fools' Day, but rather a December Fools' Day. It is actually called "El día de Los Santos Inocentes", which means "the day of the Holy Innocents", and it happens on December 28th. On this day, everyone pranks their friends and families, or simply dresses up funny.



Where is this learning going?

- How to say what clothes you wear
- How to describe the colours
- How to say where you wear them
- How to when you wear them

- Revisit time markers
- Revisiting weather phrases
- Noun-to-adjective agreements
- The verb 'llevar' (to wear) & 'tener' (to have)

End point task

Write a short description in French of what you wear and when, including colours (approx 50 words). You must write something about each bullet point. Mention:

- what you wear
- when/where you wear the clothes
- colours of clothes
- what someone else (third person) wears

Career links:

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- A teacher, and many more!



Useful weblinks:

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



Assessment point

Writing <i>Exemplar</i>	Me llamo Alejandro y tengo trece años. Cuando hace calor llevo una camiseta roja y pantalones cortos azules. Cuando hace frío llevo una bufanda negra y un abrigo verde. Cuando salgo con mis amigos llevo unos vaqueros azules y un top amarillo. pero mi amiga lleva un vestido blanco. Por lo general en casa llevo unas pantuflas grises pero en el gimnasio llevo zapatillas de deporte. (66 words)	
Speaking (you will answer these)	<p>¿Qué llevas cuando hace calor?</p> <p>¿Qué llevas cuando hace frío?</p> <p>¿Qué llevas cuando sales con tus amigos?</p> <p>¿Qué llevas en casa?</p> <p>¿Qué llevas en el gimnasio?</p>	<p>HOMEWORK</p> <p>You will be set these questions every two weeks to learn.</p> <p>You will need to be able to understand the question and answer it.</p> <p>You can do this by using this section of your Bare Essentials.</p>
Reading <i>Example</i>	<p><u>Answer questions about a text like:</u></p> <p>Me llamo Miguel. Soy de Argentina. Tengo catorce años. Cuando voy al colegio llevo una camisa, pantalones y zapatos. En casa por lo general llevo una camiseta y vaqueros. Tengo muchas camisetas y vaqueros en casa. Cuando voy al gimnasio llevo una camiseta sin mangas. pantalones cortos y zapatillas de deporte.</p>	
Reading aloud (You will have to read these aloud)	<ol style="list-style-type: none"> 1. En casa llevo un chándal. 2. En el gimnasio llevo una camiseta y pantalones cortos. 3. En el colegio llevo pantalones negros. 4. Por lo general llevo una gorra azul. 5. Mi padre lleva vaqueros azules y un jersey negro. 	
Translation (These will be in retrieval starters and vocab tests)	<p>I wear blue jeans.</p> <p>He wears a grey shirt.</p> <p>She wears a black jumper.</p> <p>I wear black trousers.</p> <p>Normally, I wear an orange scarf.</p>	<p>When it is hot I wear a vest.</p> <p>When it is cold I wear a jumper.</p> <p>At school I wear a uniform.</p> <p>At the beach I wear a swimsuit.</p> <p>At the nightclub my friend wears high heel shoes.</p>

UNIT 13

Talking about clothes

Cuando hace calor <i>When it is hot</i> Cuando hace frío <i>When it is cold</i> Cuando salgo con mi novio/novia <i>When I go out with my boyfriend/girlfriend</i> Cuando salgo con mis padres <i>When I go out with my parents</i> Cuando salgo con mis amigos <i>When I go out with my friends</i> Cuando juego al fútbol <i>When I play football</i> En casa <i>At home</i> En la discoteca <i>At the nightclub</i> En el colegio <i>at school</i> En el gimnasio <i>at the gym</i> En la playa <i>at the beach</i> Nunca <i>never</i> Por lo general <i>usually</i> Siempre <i>always</i>	llevo <i>I wear</i>	una bufanda <i>a scarf</i> una chaqueta <i>a jacket</i> una camisa <i>a shirt</i> una camiseta <i>a t-shirt</i> una camiseta sin mangas <i>tank top / vest</i> una chaqueta deportiva <i>a sports jacket</i> una corbata <i>a tie</i> una falda <i>a skirt</i> una gorra <i>a baseball cap</i>	azul <i>blue</i> blanca <i>white</i> gris <i>grey</i> amarilla <i>yellow</i> marrón <i>brown</i> naranja <i>orange</i> negra <i>black</i> roja <i>red</i> verde <i>green</i>
		un abrigo <i>a coat</i> un bañador <i>a swimsuit</i> un chaleco <i>a waistcoat</i> un chándal <i>a tracksuit</i> un cinturón <i>a belt</i> un collar <i>a necklace</i> un jersey <i>jumper</i> un reloj <i>a watch</i> un sombrero <i>a hat</i> un top <i>a top</i> un traje <i>a suit</i> un uniforme <i>a uniform</i> un vestido <i>a dress</i>	azul <i>blue</i> blanco <i>white</i> gris <i>grey</i> amarillo <i>yellow</i> marrón <i>brown</i> naranja <i>orange</i> negro <i>black</i> rojo <i>red</i> verde <i>green</i>
	lleva <i>he/she wears</i>	botas <i>boots</i> calcetines <i>socks</i> pantalones <i>trousers</i> pantalones cortos <i>shorts</i> pantuflas <i>slippers</i> pendientes <i>earrings</i> sandalias <i>sandals</i> vaqueros <i>jeans</i> zapatos <i>shoes</i> zapatos de tacón <i>high heel shoes</i> zapatillas de deporte <i>sports shoes</i>	azules <i>blue</i> blancos/as <i>white</i> grises <i>grey</i> amarillos/as <i>yellow</i> marrones <i>brown</i> naranja <i>orange</i> negros/as <i>black</i> rojos/as <i>red</i> verdes <i>green</i>

BARE ESSENTIALS

SUBJECT: Physical Education

YEAR: 8

TERM: Autumn 2



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

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

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

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

Did you know?

Football

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

A football game is 90 minutes + 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>	

Together: We Care, We Challenge, We Excel



Sport and Religion

Key facts

Most religions have some sort of restrictions and expectations. These can include:

- Clothing restrictions
- Days of worship
- Religious festivals and holidays
- Periods of fasting
- Interactions between different sexes

- Studies have shown that religion and spirituality can enhance performance in sports.
- The Muslim Sports Foundation (MSF) is a national organisation representing the voice of the muslim community.
- The UK's first Sikh Games, were hosted summer of 2023 at the University of Birmingham.

How does religion affect sport participation?

Religion can affect sports participation in several ways

Sporting events often have ties to religious ceremonies or festivals. For example, the early Olympic Games, held by ancient Greeks, were more of a festival or a celebration for their gods rather than merely a sporting event.

The issue of religion and sports participation ultimately boils down to the belief and values of the athlete.

Sporting success

Jonathan Edwards - a devout christian and refusing to compete on Sundays due to his religious beliefs, still holds the world record (18.29M) in triple jump following Olympic GOLD success

Premier league - Liverpool's Mohamed Salah and Chelsea's N'Golo Kante, are among many PL players who observe Ramadan by fasting throughout this month.

World boxing champion Tyson Fury was born into an Irish traveling family and is a practising Catholic. Fury is the unlikely poster boy for Christianity and an ambassador for mental health charities.

Sport and Disability

Key facts

- Almost one in five people in England have a long-standing limiting disability or illness
- The International Silent Games, (now called The Deaflympics) was held for the first time in 1924. It is the longest standing disability sports event.
- Following World War II organised disability sport became a form of rehabilitation for the many injured/wounded war veterans. This evolved into the modern Paralympic Games.
- There are over 11 million people with disability in the UK.
- Major disability sports competitions include: Paralympics, Commonwealth Paraplegic games and the ParaPan American Games.

Amazing Achievements

- Wheelchair marathon world record (T54) by Swiss star Marcel Hug is 1:22:37
- Breanna Clark holds the women's 400M world record (T20) with a time of 55:18
- GB Paralympic skier Menna Fitzpatrick holds a total of 6 paralympic medals in Super-G, Downhill and Slalom.

Paralympic Games

- The Paralympic Games are the main international multi-sport event for athletes with disabilities.
- There are many disability categories, including:
 - impaired muscle power
 - limb deficiency
 - damaged central nervous system
 - Ataxia
 - vision impairment
 - intellectual impairment

UK Disability Sport

Major UK organisations for disabled athletes include:

- The UKSA (UK Sports Association for People with Learning Disability)
- The UKSD (UK Deaf Sport)
- Special Olympics Great Britain
- The BWRA (British Wheelchair Racing Association)
- The BWAA (British Wheelchair Athletics Association)
- BBS (British Blind Sport)
- CP Sport (Cerebral Palsy Sport)

TYPES OF FEEDBACK

Feedback is information a performer receives about their performance

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

Positive / negative

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

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

Intrinsic/ Extrinsic

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

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

Knowledge of performance – whether you did the correct movement or skill.

Works well for experienced performers as they can fine tune skills. Can be extrinsic or intrinsic.

Knowledge of results – Looking at the outcome.

This is extrinsic and can include data.
Useful for inexperienced performers as they need to be told whether or not they achieved the right result.

TYPES OF GUIDANCE

Verbal – an explanation in words.

Advantages

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

Disadvantages

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

Visual – Visual clues to help perform a technique

Advantages

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

Disadvantages

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

Guidance is ways of giving information to a performer.

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

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

Advantages

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

Disadvantages

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

Mechanical – guidance given using sporting equipment.

Advantages

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

Disadvantages

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



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%20in%20a%20team>

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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Big Question: Why do siblings usually look similar but not identical?

End point task: You work for the NHS producing resources for new parents. You need to explain why siblings may share some characteristics and look similar but will never be completely identical. You need to explain the reproductive system and the process of fertilisation, explain the causes of variation and finally explain why no two siblings will ever be completely identical.

Did you know?

- The female face appears more symmetrical during ovulation
- Humans are more closely related to a banana than a chicken because: A chimpanzee's genome is 96 percent identical to a human's; a chicken's genome is 60 percent identical to a human's; banana's genome is **more than** 60 percent identical to a human's
- The term "werewolf syndrome" is given to people suffering from a genetic condition called congenital terminal hypertrichosis is characterised by the presence of fully pigmented terminal hair that covers the entire body. This condition is usually accompanied by gingival hyperplasia, an oral condition that causes your gums to overgrow.
- Polydactyly is a genetic disorder that is caused by the presence of a dominant allele of a gene. This causes extra fingers or toes to grow. In the ancient Pueblo people of Chaco Canyon, New Mexico this disorder was revered; having an extra toe was one way to garner a lot of respect. This continues today in some cultures in Mexico and New Mexico.

Where is this learning coming from?	Where is this learning going?
<p>Year 5 Programme of study – Living things and their habitats</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. <p>Year 6 Programme of study – Evolution and inheritance</p> <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	<p>You are introduced to DNA and genes in this module.</p> <p>You will also revisit your understanding of cells, organisation, organ systems and specialisation in organisms from B1. You will learn about human reproduction after plant reproduction. This introduces the ideas of reproduction, but it is not reliant on deeper understanding of transfer of genetic material by cells, as is required in this topic. Human reproduction is also vital to PSHE units that are covered by the Social Studies Faculty</p>

What will you know as a result of this?	Career links:
<p>You will be able to:</p> <ul style="list-style-type: none"> State what is meant by the term variation. Describe how variation in species occurs and explain whether characteristics are inherited, environmental, or both. State the two types of graphs that can be drawn when representing the two types of variation. Use knowledge of continuous and discontinuous variation to explain whether characteristics are inherited, environmental, or both. Name an environmental change and give a possible reason for adaptation or extinction Explain how organisms are adapted to their environments and seasonal changes. State the definitions for adolescence and puberty, including the changes to the bodies of boys and girls during puberty. State the difference between adolescence and puberty. Interpret observations given, to categorise and explain physical and emotional changes during adolescence. Name the main structures of the male and female reproductive system, including gametes. Describe the main structures in the male and female reproductive systems. State what is meant by fertilisation. Describe some causes of infertility. Use a diagram to show the main steps that take place from the production of sex cells to the formation of an embryo. Discuss some causes of infertility and how these may be treated. State the definition of gestation and how long a pregnancy lasts. Describe what happens during gestation and birth. Explain whether substances are passed from the mother to the foetus or not. State the length of the menstrual cycle and what the menstrual cycle is. Identify key events on a diagram of the menstrual cycle. Make deductions about how contraception methods work and explain why pregnancy is more or less likely at certain stages of the menstrual cycle. 	<p>Gynaecologist Radiologist Midwife Teacher Nurse Evolutionary biologist Civil engineer Ecologist Zoologist Marine Biologist Badger watcher Environmental consultant Naturalist</p>

Bare Essentials to remember (words in bold are in your keywords) :

Variation

- The differences in characteristics of living things is known as **variation**
- There is a large amount of variation between different **species**, but within species many more characteristics are shared
- Even though two organisms may look the same, they will always have variation between them

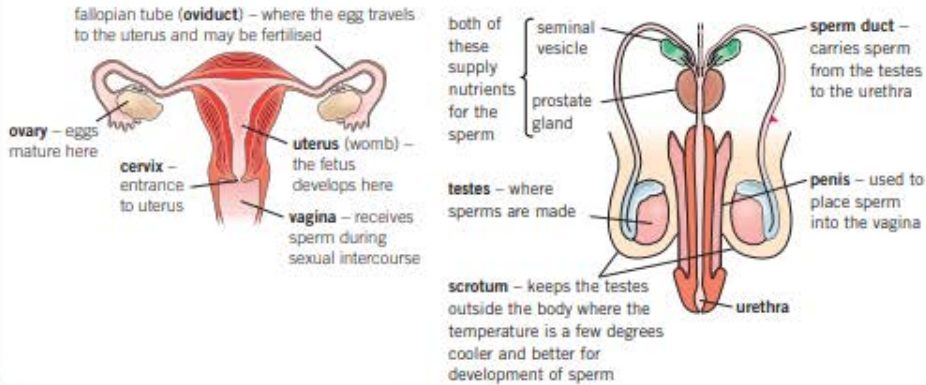
Inherited variation	Environmental variation
<ul style="list-style-type: none">• Is anything that comes directly from your parents, anything that you inherit• Examples can include lobe less or lobed ear lobes and eye colour	<ul style="list-style-type: none">• Is any type of variation that is caused by your surroundings• Factors that can cause environmental variation include diet, education and lifestyle

- Environmental factors can also impact inherited factors, for example a poor diet can affect height or your exposure to the sun can affect skin tone
- Characteristics which are inherited and not affected by environmental variation include natural eye colour, blood group and genetic diseases

Adaptations

- **Adaptations** are characteristics which organisms have developed to best survive in their surroundings
- Organisms with the best suited adaptations can breed and pass these on
- Those who are not best adapted will die out and not be able to pass on their genes

Reproductive systems

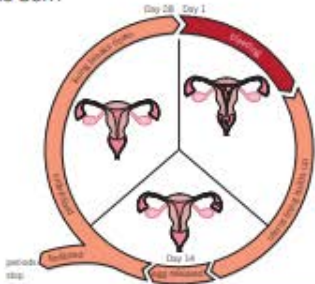


Adolescence

- **Adolescence** is the process in which a child changes into an adult, it involves both physical and emotional changes
- The physical changes alone in this time are known as **puberty**, these are caused by **sex hormones**

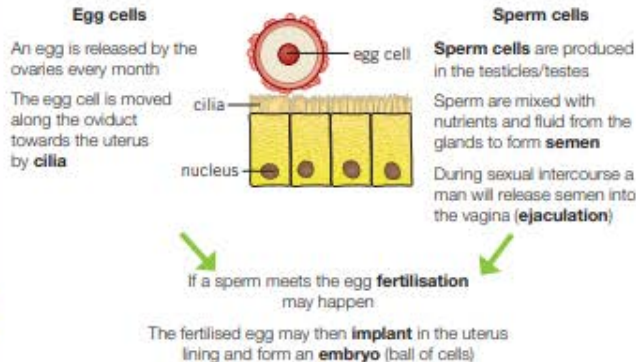
The menstrual cycle

- The **menstrual cycle** is the process in which an egg is released from an ovary and leaves through the vagina.
- Day 1: blood from the uterus lining leaves through the vagina, which is known as a **period**
- Day 5: the bleeding stops and the uterus lining starts to re-grow
- Day 14: an egg is released from one of the ovaries during **ovulation**
- If the egg is **fertilised** then the menstrual cycle stops until the baby is born



Fertilisation, implantation and gestation

- Egg cells and sperm cells are also called **gametes**, and each contains half the genetic information needed to form a complete organism.



- During **gestation** the developing **fetus** needs nutrients from the mother, these are passed through the **placenta** which is connected to the fetus by the **umbilical cord**
 - Nutrients are passed from the mother to the baby and waste products are passed back from the baby to the mother
 - The baby is protected from bumps to the mother by the **amniotic sac** which acts as a shock absorber
- | Stage | Length | Development |
|------------|--------|--|
| Just a dot | | 1 week – cells beginning to specialise |
| 3 mm long | | 4 weeks – spine and brain forming, heart beating |
| 3 cm long | | 9 weeks – tiny movements, lips and cheeks sense touch, eyes and ears forming |
| 7 cm long | | 12 weeks – fetus uses its muscles to kick, suck, swallow, and practise breathing |



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

adaptation adolescence amniotic sac cervix cilia egg cell embryo environmental variation fertilisation fetus gamete gestation implantation inherited variation menstrual cycle ovary oviduct ovulation penis period placenta puberty reproductive system scrotum semen sex hormones species sperm cell sperm duct testicles umbilical cord urethra uterus vagina variation

Glossary of key terminology

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

Key words	Definition
Gamete:	The male gamete (sex cell) in animals is a sperm, the female an egg.
Fertilisation:	Joining of a nucleus from a male and female sex cell.
Ovary:	Organ which contains eggs.
Testicle:	Organ where sperm are produced.
Oviduct, or fallopian tube:	Carries an egg from the ovary to the uterus and is where fertilisation occurs.
Uterus, or womb:	Where a baby develops in a pregnant woman.
Ovulation:	Release of an egg cell during the menstrual cycle, which may be met by a sperm.
Menstruation:	Loss of the lining of the uterus during the menstrual cycle.
Reproductive system:	All the male and female organs involved in reproduction.
Penis:	Organ which carries sperm out of the male's body.
Vagina:	Where the penis enters the female's body and sperm is received.
Foetus:	The developing baby during pregnancy.
Gestation:	Process where the baby develops during pregnancy.
Placenta:	Organ that provides the foetus with oxygen and nutrients and removes waste substances.
Amniotic fluid:	Liquid that surrounds and protects the foetus.
Umbilical cord:	Connects the foetus to the placenta.
Species:	A group of living things that have more in common with each other than with other groups.
Variation:	The differences within and between species.
Continuous variation:	Where differences between living things can have any numerical value.
Discontinuous variation:	Where differences between living things can only be grouped into categories.

Useful weblinks:

BBC Bitesize KS3 Reproduction: <https://www.bbc.co.uk/bitesize/topics/zybbkqt>

YouTube - FuseSchool The Menstrual cycle: <https://youtu.be/Vl2wRbO8LZU>

YouTube - Revision monkey, human reproductive systems and other relevant videos are linked:

<https://youtu.be/QkqDoF9KK60>

Oxford teaching resources: <https://www.oxfordhomeschooling.co.uk/wp-content/uploads/Sc-KS3-Yr-7-17-M5-T-0513.pdf>



Big Question: Why is my **eye** similar to a camera?

End point task: Scenario: You have been learning about light waves in school and how the eye works. You have been told that a camera works in the same way as the human eye. You are going to produce a guide to explain why your eye works in the same way as a camera. This seems simple but you will need to explain that the eye and camera perform similar jobs. Explain what each part of the eye and the camera do, and identify these on a diagram.

Did you know?

- Sound waves can only travel through particles - so in space, **no one can hear you scream!**
- To process sound waves from the air, your ear has the smallest bones in your body.
- **Light is the fastest thing in the universe**, but only if it travels in a vacuum
- We see rainbows because water splits light like a prism into all the different colours.



Where is this learning coming from?

Where is this learning going?

Year 5 Programme of study – Light

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- **explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes**
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Year 4 Programme of study - Sound

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it

Waves is a key topic in the Science subject. It will have aspects that link into P5 at KS3, as well as P8 which is the second waves module. P4 gives the foundation to access the further waves topics. This also leads onto the Waves topics at GCSE, which are a large part of the course.

What will you know as a result of this?

Career links:

You will be able to:

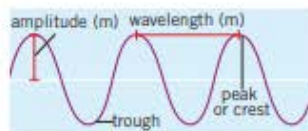
- Describe how the **ear works..**
- Describe sound as the transfer of energy through vibrations and explain why sound cannot travel through a vacuum.
- Define amplitude, frequency, and wavelength.
- Describe the link between **frequency and pitch.**
- Describe the auditory range of humans.
- Describe some ways that light interacts with materials - opaque, translucent, transparent..
- Explain how ray diagrams can explain the formation of shadows .
- Construct ray diagrams to show **how light reflects off mirrors and forms images.**
- Explain the difference between specular and diffuse reflection and give examples of specular and diffuse reflection.
- **Describe what happens when light is refracted.**
- Draw ray diagrams to show what happens when light goes through a convex or concave lens.
- Name parts of the eye and describe how they work.
- State the difference between colours of light in terms of frequency.
- Predict how coloured objects will appear given different coloured lights and filters.

This topic links to many careers in Science. Some examples are:
Sound engineering
Optics
Engineering



Properties of waves

- A **wave** is an **oscillation** or **vibration** which transfers energy from one place to another
- Amplitude** – the distance from the middle to the top of bottom of the wave
- Wavelength** – the distance between a point on the wave to the same point on the next wave
- Trough** – The bottom of the wave
- Peak** – The top of the wave
- Frequency** – How many waves pass a fixed point per second, measured in Hertz (Hz)



There are two main types of waves:

Transverse waves, e.g. light

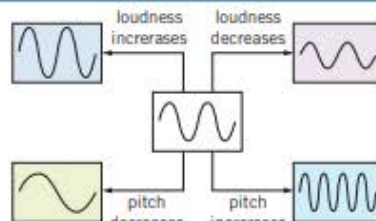
- Travel at 90° direction of energy transfer
- Do not need a medium to travel through

Longitudinal waves, e.g. sound

- Travel in the direction of energy transfer
- Need a medium to travel through

Sound waves

- Sound waves are caused by the vibration of particles, sound travels quicker in a solid than a gas as the particles are closer together
- Oscilloscopes** display sound waves on a screen
- Humans can hear between 20–20 000 **hertz** (Hz), but other animals have different ranges of hearing
- Sound waves above 20 000 Hz are known as **ultrasound**, these sound waves are too high pitched for humans to hear



Hearing

- The **pinna** directs sound along the **auditory canal** to the **eardrum** which will vibrate
- The vibration from the ear drum moves onto the ossicles which amplifies the sound
- This passes the sound to the cochlea where tiny hairs detect the vibrations and passes this along to the **auditory nerve** as electrical signals for our brain

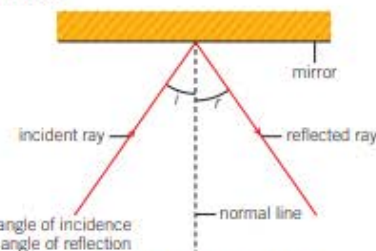
Colour

- Light can be split using a prism and is made up from different colours of light
- Primary colours** can be mixed in order to form **secondary colours**
- Objects appear a certain colour as they absorb all other colours of light, but reflect the colour of light which they appear.



Reflection

- The **law of reflection** states that the **angle of incidence** will be equal to the **angle of reflection**

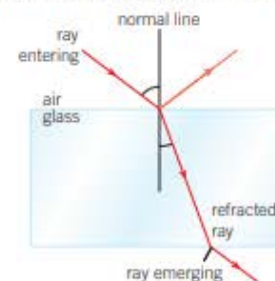


- For light reflecting off a smooth surface will form an image is called **specular reflection**
- Reflection off of a rough surface will not form an image and is known as **diffuse scattering**



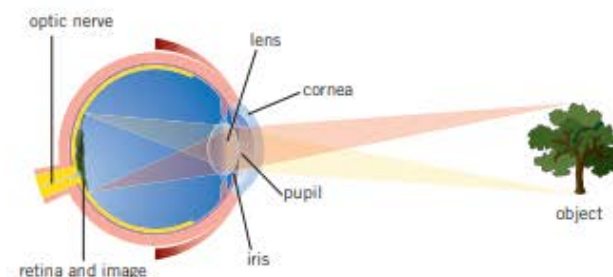
Refraction

- Refraction** occurs when a wave passes between two different substances
- This happens as the wave will travel at different speeds in the different materials
- When the wave passes into a more dense material from a less dense material it will bend towards the **normal**, e.g. air into glass
- When the wave passes into a less dense material from a more dense material it bends away from the normal e.g. glass to air



Light and the eye

- Light entering your eye is refracted by the **lens**, focusing it on the retina and creating an inverted image
- Photoreceptors** detect the light hitting your retina and send an electrical impulse to your brain
- If the light is not focussed on the retina or the eye, people cannot see properly
- Long sighted people have the light focus behind the eye, short sighted people have the light focus in front of the retina.
- Lenses can be used to refract the light in a way in which it will focus on the retina.



Key terms

Make sure you can write definitions for these key terms.

amplitude angle of incidence angle of reflection auditory canal auditory nerve diffuse scattering eardrum frequency hertz law of reflection lens longitudinal normal oscillation oscilloscope peak photoreceptors primary colour refraction secondary colour specular reflection transverse trough ultrasound wave wavelength

Glossary of key terminology

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

Key word	Definition
Amplitude	The maximum amount of vibration, as measured from the middle position of the wave. Usually measured in metres.
angle of incidence	Between the normal and incident ray.
angle of reflection	Between the normal and reflected ray.
auditory canal	The passage in the ear from the outer ear to the eardrum.
auditory nerve	An electrical signal travels along the auditory nerve to the brain.
auditory range	The lowest and highest frequencies that a type of animal can hear.
Cochlea	Snail shaped tube in the inner ear with the sensory cells that detect sound.
Concave	A lens that is thinner in the middle and that spreads out light rays.
converging	Bringing rays of light together.
Convex	A lens that is thicker in the middle and that bends light rays towards each other.
Decibel	A commonly used unit of sound intensity or loudness (dB).
diffuse reflection	Reflection from a rough surface.
focal point	The point at which the rays refracted by a convex lens cross over.
Frequency	The number of waves produced in one second, in hertz.
Hertz	The unit of frequency (Hz).
infrasound	Sound below a frequency of 20Hz.
Kilohertz	1 kilohertz (kHz) = 1000 hertz (Hz)
law of reflection	The angle of incidence is equal to the angle of reflection.
Lens	A device made of shaped glass that focuses light rays from objects to form an image.
longitudinal wave	Where the direction of vibration is the same as that of the wave.
normal line	An imaginary line from which angles are measured, at right angles to the surface.
oscilloscope	Device able to view patterns of sound waves that have been turned into electrical signals.
Ossicle	The small bones of the inner ear (hammer, anvil, and stirrup) that transfer vibrations from the eardrum to the oval window.
outer ear	The pinna, auditory canal, and eardrum.
Peak	The top of a wave.
photoreceptor	A specialised cell that is sensitive to light.
primary colour	The colours red, blue, and green.
Pupil	The hole in the front of your eye where light goes in.
reflect (ion)	The change in direction of light or sound when it hits a boundary and bounces back.
Refraction	Change in the direction of light going from one material into another.
secondary colour	Colours that can be obtained by mixing two primary colours.
specular reflection	Reflection from a smooth surface.
speed of light	The distance light travels in one second (300 million m/s).
speed of sound	The distance sound travels in one second (330 m/s).
Trough	The bottom of a wave.
Volume	How loud or quiet a sound is, in decibels (dB).
Wavelength	Distance between two corresponding points on a wave, in metres.

Useful weblinks:

BBC bitesize KS3 <https://www.bbc.co.uk/bitesize/topics/zw982hv>
 Youtube - Fuse School <https://youtu.be/BL2MtP7j-xk>
 YouTube Revision Monkey - <https://youtu.be/YuVz71ziCiQ>
 YouTube Revision Monkey - <https://youtu.be/t3so3MdVRbU>
 YouTube Revision Monkey - https://youtu.be/5_aSR7pH40U
 YouTube Revision Monkey - https://www.youtube.com/watch?v=-MvZ5_1j6Sk



Peer Influences, Substance Abuse, Gangs

Big Question: How can I stay safe online? What are the risks of gambling?

End point task *'Your digital footprint is a reflection of who you really are and impacts on your real world life'* Evaluate this statement..

Where is this learning coming from?	Where is this learning going? What will you know as a result of this?	Career links:
PSHE aims to provide children with the knowledge and skills to keep themselves happy, healthy and safe, as well as to prepare them for life and work. PSHE is organised in 3 strands - Relationships, Health and Wellbeing and Living in the Wider World..	PSHE 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. This unit will help you to assess risks and manage influences online	PSHE 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	
E-safety- Strategies and systems to help people stay safe online.	We will look at strategies for staying safe online such as; 1.Don't post any personal information online – like your address, 2 Think carefully before posting pictures or videos of yourself 3.Keep your privacy settings as high as possible. 4.Never give out your passwords 5.Don't befriend people you don't know, 6.Don't meet up with people you've met online, 7.Remember that not everyone online is who they say they are, 8.Think carefully about what you say before you post something online, 9.Respect other people's views 10.If you see something online that makes you feel uncomfortable, unsafe or worried: leave the website, turn off your computer if you want to and tell a trusted adult immediately.	
Digital citizenship Accepted ways on behaving whilst engaging in online activity	We will look at the law and how to behave online such as ; The Computer Misuse Act 1990 says you can't impersonate or steal someone else's identity online. It is a criminal offense under the Communications Act 2003 to send messages using any public electronic communications network, such as Twitter or Facebook, which are grossly offensive or of an indecent, obscene or menacing character. It is a criminal offense under the Criminal Justice and Courts Act 2015 for someone to disclose private sexual images of you online or offline without your consent. This is more commonly known as 'revenge porn'.	
Cyber bullying-The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature	Cyber Bullying is an important aspect of staying safe online and it is important you know how to recognise it but also know the appropriate ways to deal with it , including reporting it, both in school and outside, telling someone and how the law helps the victims.	
Grooming- When someone uses the internet to trick, force or pressure a young person into doing something they wouldn't normally do, this could be sexual behavior or radical beliefs.	Online grooming is defined as "when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking" It has been expanded to include radicalisation of young people to extremist ideas whether religious extremism or political extremism We will discuss the signs that someone of grooming them either for extremism or sex and what to do if you are worried about a either yourself or a friend.	
The information about a particular person that exists on the internet as a result of their online activity. It can not be deleted.	Digital footprint is defined as "the trail or history left behind by all your interactions using the Internet, email, social media, texting, IM and even on demand TV.	
What are the risks of gambling?	We will discuss the risks of online gambling including; Dopamine: The 'feel good' chemical our brain releases when we win a game, acquire money, take drugs and drink amongst other things. High street gambling: Usually done through betting shops or machines in pubs. Online gambling: Usually done through apps or chatrooms online. Addiction: When we can't stop ourselves going back for more of that dopamine 'hit', whether through drink, drugs, porn, gambling or smoking	



Ground rules for discussions in PSHE

DISCUSSION STEMS

STARTING A DISCUSSION

- What do you think about...?
- What's your take on...?
- Let's talk about...
- How do you see...?
- I'd love to hear your thoughts about...



BUILDING ON AN IDEA

- That's a great point. In addition to that, I would add...
- I wonder if we could also incorporate...
- I'd like to take it a step further by...
- Yes! And also...



PARAPHRASING

- I hear you saying...
- To put it another way, you're saying...
- In other words, what you're suggesting is....



SHARING AN OPINION

- From my perspective...
- Personally, I believe that...
- In my experience...
- I feel that...



ASKING FOR CLARIFICATION

- Could you clarify what you mean by...?
- Can you give me an example of what you're saying?
- Could you expand on that a bit more?
- I'm a bit confused, Could you explain that in more detail?
- Could try phrasing that another way?



DISAGREEING

- I hear what you're saying, but I have to disagree because...
- I see things differently. I think...
- I understand where you're coming from, but I have to respectfully disagree because...
- I'm afraid I don't share your opinion on this matter because...



Openness: We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names..

Keep the conversation in the room: We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.

Non-judgmental approach: It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down.

Right to pass: Taking part is important. However, we have the right to pass on a question or an activity and we will not put anyone 'on the spot'.

Make no assumptions: We will not make assumptions about people's values, attitudes, identity or feelings. We will listen to the other person's point of view.

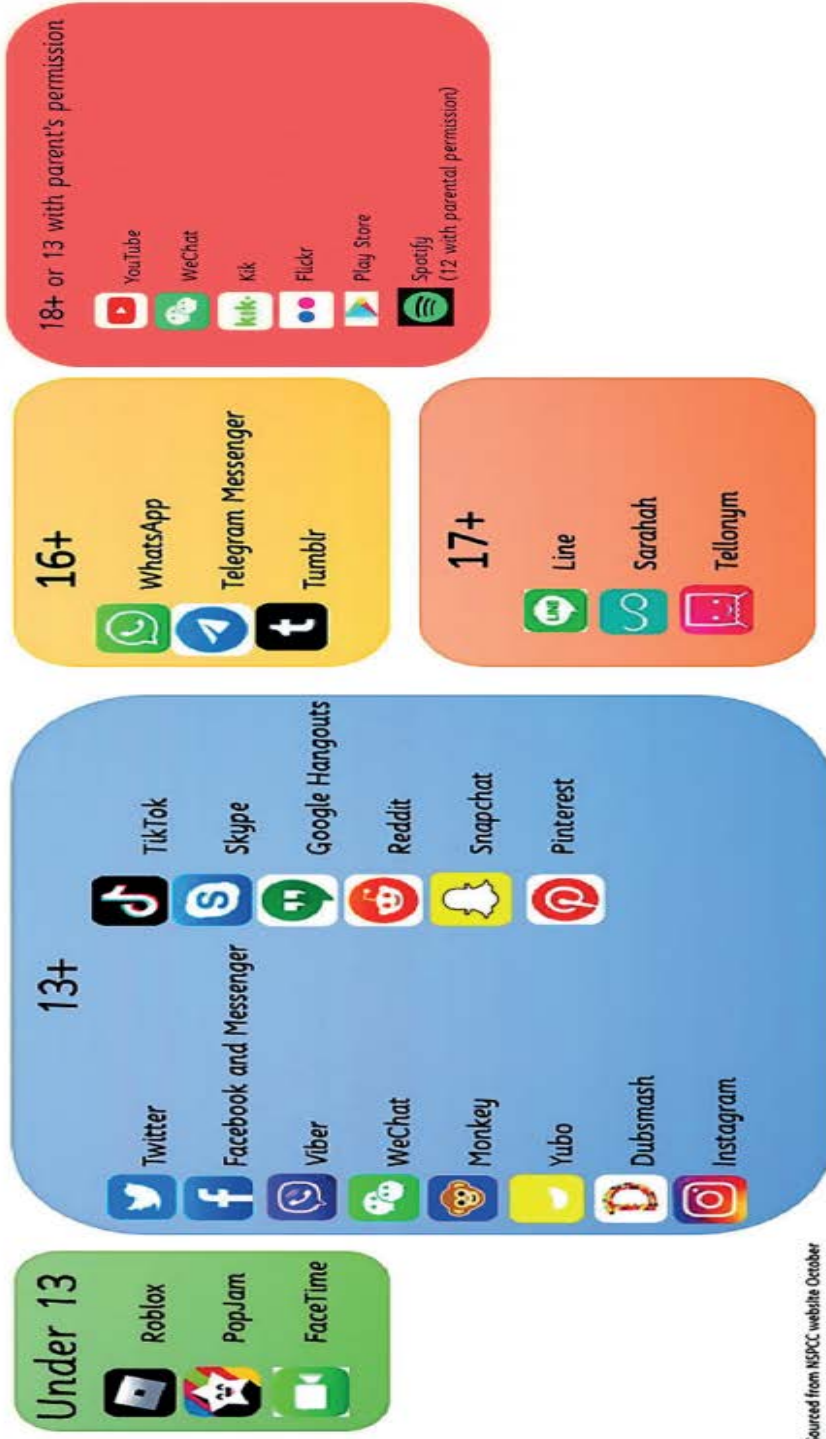
Using appropriate language: We will use correct terms rather than slang terms, as they can be offensive.

Asking questions: We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions to anyone

Seeking help and advice: If we need further help or advice, we know how and where to seek it—both in school and in the community

Age Restrictions for Social Media Platforms

What is the minimum age for account holders on these social media sites and apps?



Sourced from NSPCC website October 2019

How fake is your feed?

Trending

- ✓ Fake news
- ✓ Click bait
- ✓ Prizes you won't win
- ✓ Scams
- ✓ Opinions not facts
- ✓ Suspicious ads
- ✓ Too good to be true

21 THINGS YOU MUST DO BEFORE YOU TURN 21!

Click bait alert!

6 PACK ABS IN JUST 2 WEEKS

Too good to be true?

MIRACLE DIET PILL HELPS YOU SHED THE LBS!

90% OF CUSTOMERS STRONGLY AGREE!*

***20 customers surveyed**

Wildlife news

Kafe News Corporation
Roarsome tiger parrot discovered in the Amazon

Superior surveys

WIN £500 now!
Just answer a few quick questions!

Daily News

Palace in a panic
The Crown Jewels cannot be found in Buckingham Palace

Can you find the story on any other sites that you trust?

You are VERY UNLIKELY to win the vouchers but you will DEFINITELY be giving away a lot of data and information they can sell to others!

The photo and headline are very misleading! The Crown Jewels have not been stolen. They have been kept in the Tower of London since the 14th century!

Be a critical thinker online

UK Safer Internet Centre | Co-financed by the European Union Connecting Europe Facility | Childnet International © 2018 | Registered charity no. 1080173 | www.childnet.com

Who am I **really** chatting to online?

I'm so bored.
What's it like
where you live?

Love the pics
you posted

Great game.
Same time
tomorrow?

Private chat?

You are so funny.
Wanna meet up?

You are so
right. I hate
that stuff too

I'm 14 next month.
How old are you?

Chatting to you is the
best part of my day

Can I trust
you with
something?

Are you ignoring me?

If someone you only
know online asks you...

- ...to meet up with them
- ...for personal information
- ...for pics or vids...

**TELL A
TRUSTED
ADULT**

THE GOING VIRAL SPIRAL

No way she
posted that
1 hour ago

Attention seeker!
1 hour ago

How embarrassing
30 minutes ago

Ha ha. Thanks
for sharing
6 hours ago

Wonder if she knows
how many people
have seen it?
7 minutes ago

Who would let that
pic be online
1 hour ago

More please!
1 day ago

She's gonna flip
when she sees that
1 hour ago

Like it!
2 hours ago

I think I know that girl
6 hours ago

Everyone knows
THAT girl!
Just now

**SHARE WITH
RESPECT**

On social media think about...

- ...what you share,
- ...who you share it with,
- ...who might see it in the future,
- ...how it makes you and others feel,
- ...what impression it gives.

"The industry, as far as we can see as families, are grooming the next generation with a whole set of online games and these are aimed at 7, 8, 9 year olds – that's the next generation who are going to be their income generators" - Liz Ritchie, Gambling With Lives

The digital world that we live in can be a minefield for families and parents/carers. The way in which children 'game' now is completely different to how modern day parents and carers would have experienced. The 'monetization' of gaming is at the forefront of research and there are increasing concerns surrounding online gaming and the subsequent links this has with underage gambling.

From ONLINE GAMING to ONLINE GAMBLING

Recognising the Signs

10 Signs for Parents to Look For:

Disordered gambling is sometimes referred to as the 'silent killer'. Unlike drug or alcohol addictions the signs are sometimes harder to spot and if not dealt with at an early age can have a devastating effect on both the gambler and their families later on in life.

1 EXCESSIVE USE OF DEVICES

This can lead to increased isolated behaviour and lying about the amount of time spent online.

2 SPENDING MONEY ONLINE WITHOUT PERMISSION

If a child is willing to spend money online (invariably on a parent's card) without permission then this should act as an early warning sign to parents to ensure that there are some barriers and parental controls in place.

3 CHANGES IN BEHAVIOUR

Children may become moody, aggressive or argumentative particularly during or shortly after periods of online gaming.

4 A CHANGE IN ATTITUDE TO SCHOOL

Children may display an obvious change in attitude to learning and a more negative view of school.

5 DISENGAGED WITH FAMILY LIFE

Children start to prefer spending time alone online rather than engage in normal family activities.

6 COMPULSIVE EATING

This includes both eating the wrong types of food excessively and not eating healthily.

7 IMPATIENT

Children might not be prepared to wait for anything (mirrored in excessive online game play and in app purchases) and nothing is ever good enough.

8 'THE LOOK'

Compulsive gamblers are often said to look 'zoned out', have a greyness, look ill, experience a loss of weight and stop taking pride in their appearance. The same can be said of those who are starting to develop a gaming addiction.

9 OBSSIVE BEHAVIOUR

Children who demonstrate obsessive behaviour in everyday life are often reported to be 'at risk' of developing an online gaming disorder.

10 DISHONESTY

This could include starting to tell lies and in the more extreme cases even stealing things.

10 Top Tips for Parents:

If you think that your child may be at risk of developing a gaming addiction then there are a series of measures that you can put in place. This is by no means an exhaustive list but just some strategies that could ensure a potential situation does not escalate.

1 BE AWARE

Do not fall into the trap that it's just what children do – as parents/carers/families be 'on the same page' and do not be allowed to be played off against one another.

2 DO YOUR RESEARCH

Although both gaming/gambling addictions are now recognised as a mental disorder, some doctors may not be experts in these areas – families can self-refer to NHS Gaming and Gambling Clinics.

3 VISIT THE GP

See what help and support is available. Visit www.gamfam.co.uk and become an expert.

4 SPEAK TO THE SCHOOL

Have an open and honest conversation. Schools are investing heavily in mental health and can arrange or direct you to the most appropriate support services.

5 TAKE AN ACTIVE INTEREST

This applies to school work and in creating a learning environment at home. Find activities and hobbies that create a life away from the screen and be part of it.

6 BECOME THE EXPERT

Research the game your child is playing – does the game have loot boxes?

7 PUT BARRIERS IN PLACE

Set up parental controls for all devices (including phones) and set up screen time. Visit the 'Partnership with Parents' section at www.gamfam.co.uk for further details.

8 FINANCIAL CONTROLS

Turn off in-app purchases on games and make sure your credit/debit card isn't attached to the console your child is playing on. Do not link your debit/credit cards to your child's device and use a prepaid debit card instead. For example Monzo, Go Henry, Nimbly or speak to your bank for advice.

9 DISCUSS LOOT BOXES AND SKIN BETTING

Have a conversation about loot boxes and skin betting. Many games can still be played and completed without using loot boxes on the console version but be mindful of the mobile versions.

10 DO NOT LEND MONEY FOR GAMBLING

Or if you think it will be used for online gaming, without your permission.



The above guidance has been produced by
GamFam

Big Question: Is there life after death?

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

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

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

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



Hinduism and life after death

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

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

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

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

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

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

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

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

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

Various rituals may take place around the dead body:

A lamp is placed by the head of the body

Prayers and hymns are sung

Rice balls are place in the coffin

Water is sprinkled on the body

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

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

Humanism

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

Different views and beliefs on organ donations

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

BARE ESSENTIALS

SUBJECT: Computing

YEAR: 8

TERM: Autumn 2



Big Question: Bob has decided to start a business and wants to have a website that shows off his stock to the world. He also wants customers to be able to have his stock at hand in their pockets and feels the best way to do this is to have a mobile App.

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

Did you know?

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



Where is this learning coming from?

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

Where is this learning going?

The development of working program prototypes by using and applying computational thinking skills. Introducing the text based programming language of Python and creating programs of our own design.

What will you know as a result of this?

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

Career links:

Software development
Software design
Application (App) development
Project management



Useful weblinks:



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

Together: We Care, We Challenge, We Excel



TERM 1 thinkable

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

Thinkable is a block or text based programming language.

This allows for the creation and sharing of apps.

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

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

Key Words

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

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

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

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

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

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

The success criteria should be clear and easy to follow.

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

BARE ESSENTIALS

SUBJECT: Design & Technology - Spatula

YEAR: 8

TERM: Autumn 2



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

End point task: To design and make spatulas

Did you know?

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



Where is this learning coming from?

During key stage 3 you will have:

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

Where is this learning going?

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



What will you know as a result of this?

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

Career links:

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



Useful weblinks:

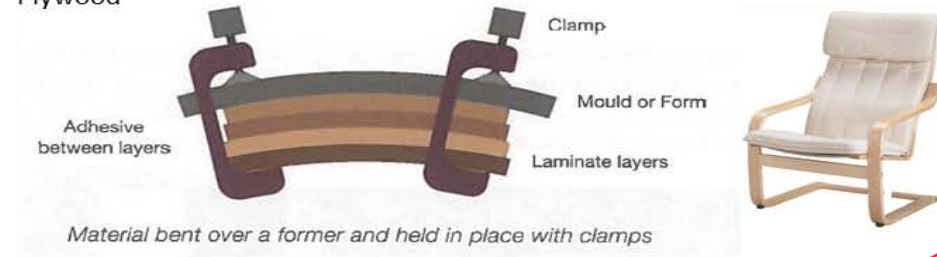
<https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-ks3-explain-this-laminating-wood/zmr8jhw>

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



Laminating

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



Manufactured boards

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

Aesthetics

Where did the designer get their inspiration? Could the product look better?

Do you think it looks attractive or ugly, Why?

What does the product look like? *THINK* shape, form, materials, size, beauty, ugliness



Cost

Is it affordable to your customer? Will it make a profit?

Is it value for money?

How much does it cost £ £



Customer

What impact would it have on a customers life?

Why would a customer buy it? What makes it suitable for them?

Who would buy it? Who would use it?



Environment

What is the products impact on the environment? *THINK* batteries, rethink, refuse, reduce, reuse, recycle, lifecycle

How would the product be disposed of?

Is the product needed or wanted? How long will it last?



Safety

Is the product high quality? Does it meet safety standards?

How has the designer considered safety?

Could the product hurt anyone? Are there any sharp edges?



Size

Is it an appropriate size? Would it work better if it was bigger or smaller?

Does it come in different sizes?

How big is it?



Function

Does the product work? Could the product work better?

How does the product work? Why is the product needed?

What does the product do? Is it easy to use?



Materials

What impact could the designer's choice of material have on the environment?

Would a different material make it better?

What material has it been made from?



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BARE ESSENTIALS

SUBJECT: Food Technology

YEAR: 8

Term: : Autumn 2



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

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

Did you know?

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



Where is this learning coming from?

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

Where is this learning going?

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

What will you know as a result of this?

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

Career links:

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



Useful weblinks:

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



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



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

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

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

What are the sections on the Eatwell Guide?

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



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

Fat

Function:
Energy
Warmth
action of organs

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

Unsaturated Fat (Good Fats)
Avocado
Nuts
Olive oil

Too much

- Obesity
- Type 2 diabetes
- Heart Disease

Protein

Function:
Growth and Repair
Energy

Sources:
Plant (LBV)
Nuts
Quorn
Beans
Lentils

Animal (HBV)
Eggs
Fish
Meat

Too much

- Turns to fat if not turned into energy

Too little

- Anaemia
- Slow growth in children

Carbohydrates

Function:
Energy

Sources:
Bread
Pasta
Rice
Wheat
Potatoes
Cereals

Sugars:
Cakes
Sweets

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

Too Much

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

Water
Keeps us hydrated.

Source
Drinks, fruit and vegetables, soup.

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

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

Fibre

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

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

Too Little

- Constipation
- Bowel Cancer

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

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

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

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

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

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

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

Seasonal Foods

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

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

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

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

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

KEEP CALM AND EAT LOCAL GROWN

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

How to reduce it:

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

Food Waste

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

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

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

Tips for reducing food waste

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

Level 1/2 HOSPITALITY AND CATERING

