The **Scholar's Guide**

Year 8
Cycle Three

Name:

Tutor Group:

OXFORD SPIRES ACADEMY

BE THE BEST YOU CAN BE

My Timetable

	MON	TUE	WED	THU	FRI
Tutor 8:30am					
Period 1 9:00 -10:00am					
Period 2 10:00 -11:00am					
Break 11:00am - 11:20am					
Period 3 11:20 - 12:20pm					
Period 4 12:20 - 13:20pm					
Lunch 13:20 - 14:00pm					
Period 5 14:00 - 15:00pm					
End of Day / Extra Curricular 15:00pm					

How we teach at OSA

CLARITY OF LEARNING + RETRIEVAL PRACTICE + NEW INFORMATION + PRACTICE + FEEDBACK = SECURE ACQUISITION

Scholars Calendar

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	25th March Y10 Geography Field Trip	26th March	27th March Y10 Geography Field Trip Humanitarian Aid Day	28th March OSA Society Day	29th March Bank Holiday
	Easter Holidays				
2	15th April	16th April	17th April	18th April Barclay Life Skills Drop Down	19th April
3	22nd April	23rd April	24th April	25th April	26th April
	Drama Shakespeare Festival			Junior Maths Challenge Year 10 Parents Evening	
4	29th April Astronomy Talk - Chris Lintott	30th April	1st May	2nd May	3rd May
5	6th May Bank Holiday	7th May	8th May	9th May Year 8 Parents Evening	10th May
6	13th May	14th May	15th May	16th May	17th May
	House Sports Week **Oxford City Arts Week**				Barclay Life Skills Drop Down

Scholars Calendar

Week	Monday	Tuesday	Wednesday	Thursday	Friday
7	20th May	21st May	22nd May	23rd May	24th May
Half Term					
8	3rd June PRIDE month	4th June	5th June Barclay Life Skills Drop Down	6th June	7th June
9	10th June	11th June	12th June Reading Age Tests Y7-10 Music Concert	13th June	14th June
Year 10 & 12 Mocks					
10	17th June	18th June	19th June Reading Age Tests Y7-10	20th June	21st June
Assessment Week & Year 10,12 Mocks					
11	24th June	25th June	26th June INSET DAY International day against drug abuse	27th June New Y7 transition day 1	28th June New Y7 transition day 2
Super Learning Week & Year 10, 12 Mocks					
12	1st July	2nd July	3rd July	4th July	5th July

Students with missing uniform or equipment should report to Student Services where they will be supported to correct their uniform or allowed to borrow equipment without any sanction.

Our Uniform

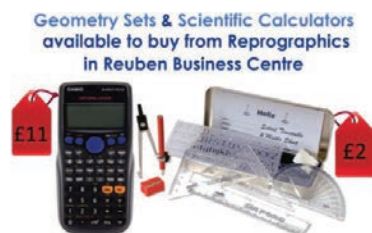Pupils are expected to wear the correct uniform at all times (other than specified non-school uniform days) while:
• On the school premises
• Travelling to and from school
• At out-of-school events or on trips that are organised by the school, or where they are representing the school
Failure to comply with the Uniform Policy will results in sanctions as indicated in the School Behaviour Policy.

Equipment

Pupils are expected to bring the correct equipment every day. All equipment is available to buy in school from Reprographics

Geometry Sets & Scientific Calculators available to buy from Reprographics in Reuben Business Centre

£11   £2

OSA Uniform	Details
Academy V Neck Sweater	Should be worn everyday. Available from the Price & Buckland website
Clip on tie (in house colour)	Should be worn everyday. Available from the Price & Buckland website
Trousers/Shorts	Plain black or Shalwar Kameez (trouser style only). Shorts should be knee length.
Skirts	Plain black knee length skirt
Hijab	This should be black or white
Socks/Tights	Plain black socks or black tights
Shoes	Black shoes or black trainers
Coats/Hats	Outdoor coats only. These should not be worn indoors. Hoodies are not allowed to be worn on school site.
Jewellery	One small plain earing stud and one wristwatch. All facial piercings or additional jewellery should be removed.
Make Up	Make-up must be subtle and understated. False eyelashes and nail varnish/nail extensions are not permitted

OSA Equipment
x1 Blue, x1 Black and x1 Purple Pen
30cm Ruler
x1 Pencil Sharpener
x1 Eraser
x1 Whiteboard Pen (provided in September)
x1 Mini Whiteboard (provided in September)
x1 Mini Whiteboard eraser (provided in September)
x1 Highlighter
x1 Glue Stick
Mathematical equipment (Protractor, Scientific Calculator)
Scholars Guide (provided in September)
Plastic wallet – to hold mini whiteboard set and Scholars Guide (provided in September)

My logins

Use this page to keep all your useful logins. If you write down your password be sure to keep your Scholars Guide safe at all times!

Platform		Username	Password	Platform		Username	Password
	School computer	These logins are all the same: Username:		ClassCharts	**ClassCharts** https://www.classcharts.com	Pupil code: Download the ClassCharts app on your phone!	
	Email account https://Outlook.live.com	_____ Password:		sparx	**Sparx** https://www.sparxmaths.uk/		
	Teams https://www.microsoft.com/en-gb/microsoft-teams/log-in	_____			**Trinket** https://trinket.io/login		
	Educake https://www.educake.co.uk/			M	**Massolit** https://www.massolit.io/		
	Accelerated Reader https://ukhosted33.renlearn.co.uk/2246697/			Bedrock Learning	**Bedrock** https://bedrocklearning.org/ Year 7 & 8 only	*Students can use the same login as the school login details*	

Aspiring Habits: Attendance

There is a clear and significant link between academic performance and attendance. **The more days you are off school, the less likely you are to secure good GCSE grades.** Every Student should aim for at least 97% attendance; this equates to missing no more than 5 days over the school year!

Week	Cumulative days attended	Cumulative Possible days	Reflection & Tutor check
Example	*5*	*5*	*Well done for being in every day this week!*
1		4	
2		9	
3		14	
4		19	
5		23	
6		28	

Week	Cumulative days attended	Cumulative possible days	Reflection & Tutor check
7		33	
8		38	
9		43	
10		48	
11		52	
12		57	

The OSA House System

On joining the school, each student and family will belong to one of our 4 Houses: Bannister, Earhart, Seacole and Tolkien. Each House has its own identity, strengths and qualities.

House competitions will be held in each cycle for you to challenge your abilities and explore your interests competitively. Your achievements in school will be recognised and rewarded through House Points. Competitions throughout the year, House Points and Sports Day all contribute to the House Cup at the end of the year – so make sure you commit to doing your bit to support your House!

House Competitions for Round 3

- House Sports Day!
- House Cricket
- House Rounders
- House Basketball
- House Business
- House Drama
- House STEM
- House Mural

Sir Roger Bannister
Former athlete famed for running the first mile in under four minutes in 1954 at the Iffley Road track in Oxford

House values:
Kindness
Perseverance
Staying focused

Mary Seacole
The Jamaican nurse famed for treating the battlefield wounded in the Crimean War

House values:
Compassionate
Dedicated
Inspiration

Amelia Earhart
The first woman to fly solo across the Atlantic Ocean

House values:
Challenging conventions
Adventure
Courage

JRR Tolkien
The writer, poet and former Oxford University professor famous for The Hobbit and Lord of the Rings

House values:
Creativity
Commitment
Friendship

The values of my House I pledge to follow are:

I pledge my participation in:

Student safeguarding curriculum

To become a successful future leader, students need to be able to make informed safe choices. All students will take part in a weekly safeguarding session which focuses on personal development leading them to make a difference in the community. This will follow the schedule below, although it is subject to change depending on the needs of each year group.

You can also report concerns to your trusted adult, in the whisper box (library) or by using the online whisper box on ClassCharts, the student portal or school website.

My trusted adult is:

Cycle 3	
1	Serious violence and knife crime
2	Kindness and respectful behaviours - neurodiversity awareness
3	Recognising unhealthy relationships
4	Mental Health Month
5	Malicious communication - cyber bullying / false allegations
6	Honor based abuse
7	Using the internet safely
8	Pride Month
9	Mental Health – Preparing for Exams
10	Safety over Summer - water safety
11	International day against drug abuse
12	5 ways to wellbeing - Self care - taking care of yourself

SAFEGUARDING TEAM

Ms Baker
Z13

Mr Dixon
Z8

Ms Henry
Z14

Ms Bhag
Z14

EVERYBODY EVERYDAY

If you are concerned about anything speak to the Safeguarding Team straight away

Other key staff that can assist you with your wellbeing.

Head of Year 7
Mr McKenzie: Atrium

Head of Year 8
Ms Bhatti: Library

Head of Year 9
Mrs Booth: Quad

Head of Year 10
Ms Wilkinson: Reuben middle floor

Head of Year 11
Ms Shuttleworth: Quad

Mental Health Lead – Ms C May: D2

Literacy curriculum

Oxford Spires Academy is a reading school! We read because we know that reading helps to improve your vocabulary and increases your success in every subject that you study. We read for pleasure because it is fun and relaxing, helps us explore life experiences and lets us in to new worlds!

Two days each week, your tutor will read to you from one of the texts from the reading list. As your tutor reads to you, you will follow the text will a ruler.

Cycle 3	
1	P1-10
2	P11-20
3	P21-30
4	P41-50
5	P51-60
6	P61-70
7	P71-80
8	P81-90
9	P91-100
10	P101-110
11	Reading tests
12	Book review and presentations

My reading pledge:

By the end of Y11, I promise to read _____ books and _____ words

Why do I use a ruler when I read?

Following your tutor reading to you will show you how new words sound when spoken aloud, and how to use new words in a sentence. It also supports your understanding of the text by allowing you to focus on the meaning of each sentence at a time

Y8 Tutor reading list

The Giver
Unstoppable
Rick
Ghost Boys
Boy everywhere
Soup Movement
Starseeker
The Graveyard Book
I am Malala

Reading log

This cycle we are reading...

Year 8 ASPIRE – My Future

Careers linked to topics we study this cycle are CEOs, Fundraisers, Managers as I will be developing my leadership and communication skills.

Week	I will need to know:	So that I can:
1	1. A job is a role that you have at a workplace. At this job you will often earn a **salary** and develop skills. You might work for short period in this job, or you might work for a number of years. 2. On the other hand, a career describes a journey. It can involve multiple jobs, mastering a number of different skills, or reaching long-term goals.	1. Plan and navigate my lifelong journey of learning and work, exploring different opportunities for personal and professional growth. 2. Set long-term goals, thinking about how each job helps me grow in my career.
2	1. **The Eatwell Guide** shows the proportions in which different groups of foods are needed in order to have a well-balanced and healthy diet. The **proportions** shown are representative of food eaten over a day or more, not necessarily at each mealtime. 2. Regular exercise is essential for students as it not only enhances physical health but also boosts cognitive function, improving focus, memory, and overall academic performance.	1. Use the Eatwell Guide to make informed choices about my diet, ensuring a balanced and healthy intake of various food groups. 2. Incorporate regular exercise into my routine to improve both my physical health and cognitive function.
3	1. Learning to manage money effectively is crucial for future success, as it empowers you to make informed financial decisions, achieve their goals, and navigate the complexities of adult life with financial stability. 2. Understanding payslips, taxes, and bills is pivotal for **financial literacy**, enabling you to **budget** wisely.	1. Apply financial literacy skills to budget effectively, invest wisely, and make informed decisions about managing my money. 2. Understand payslips, taxes, and bills for better financial literacy.
4	1. GCSEs (General Certificate of Secondary Education) are a set of examinations undertaken by students in the United Kingdom, typically at the age of 16, **assessing** their **proficiency** in core subjects and elective areas. 2. A-levels (Advanced Level qualifications) are advanced, subject-specific examinations undertaken by students in the United Kingdom, typically at the age of 18, providing a more in-depth and specialised study in chosen subjects.	1. Select GCSE options which best fit my interests and future plans. 2. Understand the wider picture of school and what options I have post 16.
5	1. Embarking on a career in the **NHS** not only offers the opportunity to contribute to public health and well-being but also provides a diverse range of fulfilling roles. 2. NHS careers include diverse roles such as Healthcare Assistants, Paramedics, Radiographers, Pharmacists, Physiotherapists, Biomedical Scientists, and various administrative and **managerial** positions	1. Find a career that aligns with my interests and skills, NHS offers a diverse range of opportunities. 2. Understand that careers in the NHS are not limited to nurses and doctors.

Year 8 ASPIRE – My Future

Week	I will need to know:	So that I can:
6	1. **Curriculum Vitae** is a comprehensive document summarising an individual's education, work experience, skills, achievements, and qualifications. 2. The interview process involves a structured series of interactions between a **candidate** and an employer or admissions committee, serving to assess qualifications, skills, and suitability for a specific role or educational program.	1. Present a comprehensive overview of my qualifications, education, skills, and achievements. 2. Showcase my qualifications and skills effectively, the interview process.
7	1. It is important to understand all of the stages in getting food from farmers into your shopping trolley. By doing it, you'll understand all of the different jobs associated with the food **industry.** 2. Retail careers encompass a broad spectrum of roles, from sales associates, store managers, and **merchandisers** to customer service representatives and e-commerce specialists.	1. Appreciate the journey of food from farmers to my shopping trolley. 2. Explore diverse job opportunities, retail careers cover a range of roles.
8	1. **Stress** is the body's natural response to challenges or demands, triggering a **physiological** and psychological reaction that can manifest as heightened alertness, tension, and emotional strain. 2. Managing stress involves adopting effective coping strategies, such as mindfulness, regular exercise, time management, and seeking social support.	1. Maintain overall well-being, managing stress requires adopting effective coping strategies. 2. Understand that stress is a natural bodily response.
9	1. Careers in the law span a wide range of professions, including lawyers specialising in various fields such as criminal, corporate, or family law, legal consultants, paralegals, judges, legal researchers. 2. Entering a career in the law can be rewarding as it provides an opportunity to uphold **justice, advocate** for individuals' rights, contribute to societal order, engage in complex problem-solving.	1. Make a positive impact, a career in the law enables me to advocate for individuals' rights. 2. Engage in intellectually challenging work, a career in the law provides opportunities for problem-solving.
10	1. **Curiosity** holds immense value as it drives a continuous quest for knowledge, fosters creativity, encourages open-mindedness, and propels personal and intellectual growth. 2. Being open to opportunity involves maintaining a **growth mindset**, embracing new challenges, and actively seeking possibilities for growth and development.	1. Can cultivate a growth mindset, viewing challenges as opportunities for learning and improvement rather than fixed obstacles.
11	**Scholar's Prep:** To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
12	**Super teaching week:** Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 8 English:

Careers linked to topics we study this cycle are publishing, fiction writing, marketing, copywriting, journalism, editing, and lexicography.

Week	I will need to know:	So that I can:
1	1. **The Gothic** (noun) is a **genre** of literature characterised by fear and haunting. It became popular in the 18th and 19th centuries, when changes to society, including the **Industrial Revolution**, made people look back to the past. 2. Many readers enjoy **Gothic** (adjective) **fiction** because it explores common fears, for example: fear of the unknown, fear of madness and fear of the **supernatural**, while offering the excitement of **suspense** and **mystery.** 3. Authors often write Gothic literature in order to explore big concepts (**themes**), for example, the tensions between science and **superstition**, the past and the present, logic and emotion, and good and evil.	1. Understand and identify the conventions of the Gothic genre. 2. identify and explain authorial intent in each of the texts I read during the unit. 3. Appreciate how context impacts texts.
2	1. **The Uncanny** is the **unsettling** feeling that something, or someone, is not right, especially in a **sinister** or unnatural way. It might take the form of the fear that something is pretending to human – or even someone you know. 2. This fear is shown in the undead, humanlike monsters which **Gothic** (adjective) fiction is famous for, including Dracula (a vampire), Frankenstein's monster (a kind of zombie), ghosts, and werewolves. 3. Their **uncanny** appearance allows them to be frightening because they are **sinister** and **grotesque** (disgusting), which creates a sense of **horror,** but they are also able to disguise themselves as a normal person, creating a sense of **suspense** as the characters and readers do not always recognise the threat.	1. Define uncanny and identify why writers explore this. 2. Understand authorial intent behind Gothic novels. 3. Explain how writers use methods to create effects.
3	1. **Gothic** literature got its name from the Medieval name for **Gothic architecture.** These were usually churches or religious buildings that had a **haunting** feel to them, often because they were **ruined** and in **isolated** locations. These echoes of the past interested **Gothic** writers, who often set ghost stories there. 2. **Gothic** and **horror** settings often tend to be dark, gloomy, ancient, ruined or abandoned, and **isolated**, so that if somebody called for help it would not arrive. This can create a sense of **foreboding,** the feeling that something bad is going to happen.	1. Explain the importance of setting in literature and how it creates atmosphere. 2. Use Gothic conventions in my creative writing to create an effect on the reader.
4	1. Writers use **foreshadowing to** give the reader a hint about what happens later. Writers use foreshadowing to evoke curiosity, anxiety and fear in readers about what is to come in order to create **tension** or **suspense.** 2. Although Susan Hill wrote 'The Woman in Black' in 1988, it is set in the early 1900s, just after the end of the **Victorian era**. The **novel,** written in **first person,** begins with Arthur's stepsons wanting to exchange Christmas ghost stories, which was a **tradition** at the time. 3. The **novel** is a **framed narrative**, starting and ending with Arthur's life now and explaining why he tells the main story, of his past.	1. Explain the significance context plays in a text in order to appeal to traditions. 2. Identify and explain the effect of a framed narrative. 3. Analyse characters as constructs made up of deliberate authorial choices.
5	1. Hill uses **omens** of danger such as **pathetic fallacy** (the fog of mystery that surrounds Arthur) to hint within his narrative that his trip will have a traumatising and tragic end, to create a sense of **foreboding.** 2. Within **evaluation** questions in English, you will be given a statement and asked to weigh up the **extent** to which you agree with it. This is a step up from **analysis**, as you will not only have to **analyse** the text, but **explain** how that leads you to either agree or disagree with the statement.	1. Define what foreboding is and the methods a writer uses to create this. 2. Explain the approach that needs to be taken to respond to an evaluation question.

Year 8 English: Power of voice

Week	I will need to know:	So that I can:
6	1. The young, vulnerable, unsuspecting outsider is a common **trope** in **Gothic fiction**; they are often **middle-class,** and believe in **logic**, not **superstition**, unlike the **working-class townspeople**, who often are portrayed as uneducated but knowing more about the **supernatural** threat. The **antagonists**, or the villains, are often **upper-class.** 2. Other **conventions** in **Gothic literature** include intense emotions, madness, hallucinations, tension between **appearance and reality**, and **deception**.	1. Define tropes and explain why they are used by Gothic writers. 2. Identify common conventions of Gothic literature and explain why a writer includes them within their writing.
7	1. At the **climax** of 'Dracula', Stoker uses readers' **empathy** for Jonathan, both for his almost **hysterical** feelings of **terror** and for the danger he is in, to generate a heightened **suspense** in the reader. 2. Unlike conventional **horror**, **Gothic horror** relies more heavily on **suspense** and **mystery,** although **violence, gore** and the **grotesque** (disgusting) are also used. 3. Hill balances elements of **horror**, making the reader want Arthur to go back to London and escape from danger, and **mystery**, making the reader want Arthur to stay and discover the secrets of Eel Marsh House, to make us **conflicted**.	1. Identify and explain the differences between horror and Gothic horror. 2. Use feedback to improve my work.
8	1. Hill uses classic elements of **Gothic horror** to build suspense in Chapter 9, including the warnings from Spider that something is wrong, the strangely familiar and **repetitive** sounds, the mysterious and **scandalous** letters, the **tragedy** of the pony and trap, and the empty nursery, all setting up the tragic backstory for a possible **vengeful spirit.** 2. These elements build to a **climax** in Chapter 10, as the Woman in Black actively interferes **malevolently** in the world of the living, almost killing Arthur and Spider. We begin to see the woman as not simply tragic, but evil.	1. Explain the significance of sensory language and how it creates atmosphere. 2. Understand the effects that language has on the reader. 3. Analyse characters as constructs made up of deliberate choices made by a writer.
9	1. The use of a **sympathetic villain** as the **antagonist** adds complexity and **character depth**. It **elicits** more **emotional investment** from the audience, as an investment in both the **protagonist** and **antagonist** means it will be heart-wrenching and bittersweet whoever succeeds. 2. The introduction of the **curse** from the Woman in Black vies with the **false hope** we are given at the end of Chapter 11, as we both yearn for the characters to escape it and feel the **inevitability** of their dreadful fate.	1. Understand authorial intent. 2. Explain how the writer will utilise techniques to evoke an emotional response within a reader. 3. Support my ideas with textual references and analysis.
10	1. Although the **Gothic genre** began at a certain point in history, modern texts often include **Gothic elements** which also make these texts part of the **genre**, which includes 'The Woman in Black.' Gothic texts remain a popular genre of fiction. 2. When **evaluating** a **statement** on an **unseen extract,** you should first read the question and the extract, then look for evidence by underlining **quotations** that are relevant to the **statement,** before deciding your opinion and planning and writing your **response.**	1. Approach an unseen extract and question with confidence. 2. Identify the conventions of the Gothic which a writer has used. 3. Justify my ideas, in response to the question, with appropriate textual references and analysis to show my understanding.
11	**Leader's Prep:** To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
12	**Super teaching week:** Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 8 Maths

Careers linked to topics we study in this cycle are Actuary, Engineer, Operations Research, Computer Programmer, Biologist, Machine Learning Engineer, Market Research, Astronomer, Chemist.

Week	Topic:	I will know that:	So that I can: Sparx code
1	Angles in Parallel Lines & Polygons 1	• Angle "BCA" is the angle formed by travelling from B to C, then from C to A. • **Alternate angles** are equal, and form a "Z" shape. • **Corresponding angles** are equal, and form an "F" shape. • **Co-interior angles** sum to 180º, and form a "C" shape.	• Use properties of angles in parallel lines to find unknown angles • M606
2	Angles in Parallel Lines & Polygons 2	• In a parallelogram, angles next to each other sum to 180º. • In a kite, one pair of opposite angles are equal. • The **exterior angles** of a polygon sum to 360º.	• Use properties of angles in special quadrilaterals to find unknown angles • M393, M679
3	Angles in Parallel Lines & Polygons 3	• The sum of **interior angles** in a polygon with n sides is (n - 2) x 180º • The sum of **exterior angles** of a polygon is 360º • For a regular polygon, all of the interior angles are the same size, and all of the exterior angles are the same.	• Use properties of angles in polygons to find unknown angles • M653
4	Area of Trapezia and Circles	• The area of a **trapezium** is given by the formula (a + b) x h ÷ 2, where a and b are the 2 parallel side lengths, and h is the perpendicular height. • The area of a circle is given by πr^2, where r is the radius, and π = 3.14… • The diameter of a circle is twice as big as its radius.	• Find the area of circles and trapezia • M705, M231
5	Line Symmetry & Reflection	• To reflect a shape in a mirror line, it helps to reflect each corner (vertex), one at a time. • To reflect a vertex, count the number of squares from it to the mirror line, and then count the same number of squares on the other side of the mirror line to find where its reflection goes.	• Identify lines of symmetry • Reflect a shape in a mirror line • M290, M523

Year 8 Maths

Week	Topic:	I will know that:	So that I can: Sparx code
6	The Data Handling Cycle 1	• **Frequency** means how many there are of something. • In a questionnaire, all questions must be easy to understand, be unbiased, and must allow every person to answer correctly. • When drawing a **pictogram**, I need to include the key, which explains how much each picture is worth.	• Design and use questionnaires • Draw and interpret pictograms • **M493, M644**
7	The Data Handling Cycle 2	• A **line graph** is a type of graph used to show trends in data over time. The data points are joined together by line segments. • For **line graphs**, and bar charts, "**frequency**" goes on the y-axis.	• Draw and interpret line graphs and bar charts • **M460, M738, M140, M183**
8	The Data Handling Cycle 3	• The **range** of data measures how spread out it is. • **Range** = "Biggest Value" - "Smallest Value". • In a pie chart, the angle for a category, as a fraction out of 360, needs to be the same fraction as that category's frequency, out of the total frequency.	• Calculate and interpret the range • Draw and interpret pie charts • **M328, M574, M165**
9	Measures of Location 1	• The **mean** is the sum of the data, divided by how many values there are: • The **mode** is the most common value. • The **median** is the middle number, when data is put in order. • If there are two "middle numbers", the median is the number halfway between them.	• Find the mean, mode, and median of data • **M940, M841, M934**
10	Measures of Location 2	• An **outlier** is a value which does not follow the same pattern as most of the rest of the data. • To compare data, comment on how spread out it is (the **range**) and a measure of location (**mean**, **mode**, or **median**).	• Present data and make conclusions • **M450, M440**
11	**Leader's Prep:** To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!		
12	**Super teaching week:** Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.		

Year 8 Science – DNA & Genetics, Electricity & Magnetism, Chemical Change, Digestion

My learning journey so far: In Y7 I learnt about energy transfers. I will now learn about electrical charge and current. In chemistry I will learn more about the structure of atoms and some further chemical reactions. In Y7 I learnt that organisms require a supply of energy, I will now learn about how the human digestive system works.

This is important because: Electricity drives many of the devices we rely on in the modern world. Describing atomic structure will allow more understanding of the properties of elements and their reactions. I will appreciate the importance of a balanced diet to my health.

Inspirational scientists to research are: Elon Musk - chief engineer SpaceX and CEO Tesla
Marie Curie - First women to win Nobel prize
William Beaumont – Army surgeon who studied the human digestive system.

Week		I will need to know:	So that I can:
X **1**	**Y** **1**	• A **mutation** is a change in the DNA sequence of a gene. • Mutations can lead to genetic conditions like cancer or they can lead to adaptations. • Offspring inherit one version of each gene (**allele**) from each parent. • The combination of inherited alleles leads to variation between individuals.	1. Define **mutation** and recall the different types and effects. 2. Define the term **allele**. 3. Describe how different characteristics can be inherited. 4. Discuss the advantages and disadvantages of genetic engineering.
2	**8**	• Static electricity is the build up of charge on an object due to the transfer of **electrons.** • Opposite charges **attract,** the same charges **repel.** • **Circuit** diagrams should be drawn with a pencil and ruler. Component symbols are used. • **Current** is the flow of **electrons**. **Potential difference** is the energy these **electrons** have.	1. Explain how static electricity is generated. 2. Describe how charges interact. 3. Draw circuit diagrams for simple **circuits**. 4. Define the terms **current** and **potential difference**.
3	**9**	• In a **series circuit,** components are connected in a single loop, so the **current** can take only one route around the **circuit**. **Current** is the same in all parts of the **circuit**. • In a **parallel circuit,** components are connected on separate branches, so the **current** can take different routes around the **circuit**. Current is different in different pats of the circuit. • As **resistance** increases in a **circuit**, the **current** decreases.	1. Describe the differences between **parallel** and **series**. 2. Describe uses of **parallel** and **series circuits**. 3. Measure **current** and **potential difference** in **parallel** and **series circuits.** 4. Describe the effect of **resistance** on **current**.
4	**10**	• Opposite poles of magnets **attract**. The same poles **repel**. • **Electromagnets** are made by wrapping wire around an iron bar and passing **current** through the coil. • Uses of **electromagnets** include automatic door locks, scrap yard cranes and levitating trains.	1. Describe how the poles of magnets interact. 2. Draw magnetic field patterns. 3. Build a simple **electromagnet** and describe factors that effect its strength. 4. Recall some uses for **electromagnets.**
5	**2**	• **Protons** (+ve charge relative mass of 1) **Neutrons** (No charge, relative mass of 1) **Electrons** (–ve charge, insignificant mass). • Number of **protons** = atomic number and Number of **electrons** = atomic number. • Number of **electrons** = mass number - atomic number. • **Reactivity** series: Magnesium → Aluminium → Zinc → Iron → lead → Copper → Silver → Gold. • In a **displacement** reaction a more reactive element pushes out a less reactive element.	1. Name and describe three sub atomic particles. 2. Use the periodic table to identify the sub-atomic structure of a given element. 3. State the order of the **reactivity** series. 4. Describe a metal **displacement** reaction.

Year 8 Science – DNA & Genetics, Electricity & Magnetism, Chemical Change, Digestion

Week		I will need to know	So that I can
X 6	Y 3	• Solid (s), liquid (l), gas (g), dissolved in water (aq) • Metal + acid ⬜ salt + hydrogen • Metal + water ⬜ metal hydroxide + hydrogen • Metal + oxygen ⬜ metal oxide • Combustion: fuel + oxygen ⬜ carbon dioxide + water • The law of conservation: matter is neither created or destroyed in a chemical reaction	1. Use state symbols when writing chemical equations 2. Identify products of reactions between metals and acid/oxygen/water 3. Write the word equation for combustion 4. Explain the concept of 'conservation of mass'.
7	4	• A redox reaction occurs when both oxidation and reduction occurs • Thermal decomposition: chemical reaction in which a compound breaks down when heated • A salt can be made by reacting an acid with a metal, metal oxide or carbonate	1. Describe a redox reaction 2. Describe thermal decomposition 3. Describe how to make a salt
8	5	• A balanced diet contains the correct amount of all food groups • The food groups are: carbohydrates, lipids, proteins, vitamins, minerals, fibre and water • Malnutrition occurs when people do not eat the right amount of nutrients • Too little food can cause deficiency diseases or death. Too much food results in obesity which can lead to heart disease or type 2 diabetes.	1. Describe a balanced diet 2. Explain the role of the 7 food groups 3. Describe examples of problems caused by malnutrition
9	6	• The test for starch is iodine. A positive result is yellow/brown ⬜ black/blue • The test for sugar is Benedict's solution. A positive result is blue ⬜ green/yellow/red • The test for protein is Biuret solution. A positive result is blue ⬜ purple • The test for vitamin C is DCPIP. A positive result is blue → colourless	1. Describe the test for sugars and starch 2. Describe the test for protein and fats 3. Describe the test for vitamin C
10	7	• The digestive system breaks down food into tiny particles which are absorbed into the blood. • Digestive organs include the mouth, stomach, small intestine and large intestine • Enzymes are biological catalysts that speed up reactions including digestion • Enzymes (lock) only fit a specific substrate (key) • Examples of industrial use of enzymes includes in cheese making and in biological detergents	1. Describe the digestive system and the process of digestion 2. Define an enzyme 3. Describe the 'lock and key' mechanism 4. Describe how enzymes can be used in industry
11		**Assessment Week (***DNA & Genetics, Electricity & Magnetism, Chemical Change, Digestion***)**	
12		**Super Teaching Week**	

Year 8 Art – Insects & Minibeasts

Careers linked to topics we study this cycle are….Graphic Designer, Curator, Fashion Designer, Illustrator, Architect, Ceramicist, Interior Designer, Advertising/Marketing Consultant, Gallery owner as I will be developing my practical drawing skills and theoretical knowledge about artists and my ability to communicate ideas.

Week	I will need to know:	So that I can:
1 Collage 25/3/24	Different ways to cut up and re-assemble our own and found images to create new ideas and images - **Exquisite Corpse.**	Create a unique and surreal insect/minibeast by taking various elements from photos and found images/ drawings.
2 Responding to artists 15/4/24	How to draw from my unique collage **(Exquisite Corpse)** in the style of artist *Abby Diamond* using biro pen and mark-making. How to create a **ground** with colourful inks.	Create a drawing that uses focusses on composition and mark-making.
3 Negative drawings 22/4/24	How to look at images differently in order to focus on the highlights and **negative space**. White on black drawings.	Make connections between formal elements, media and how artists use different ways artists apply tone. Be able to identify a range of techniques.
4 Drawing in colour 29/4/24	How to observe secondary images carefully to create successful compositions in colour pencil. How to colour match what you see in the photos / paintings / drawings by blending colours.	Create detailed colour pencil studies which build upon prior knowledge about blending and colour mixing/ matching.
5 Demo mixed-media 6/5/24	How to observe and understand art processes and techniques through demonstration and questioning. The process and techniques of manipulating and layering images such as drawings and photos. Using viewfinders and close-up images to create interesting and individual **macro** compositions.	Draw out a successful composition that fills an A2 page. Include interesting shapes that can be worked into in various media.

Year 8 Art – Insects & Minibeasts

Week	I will need to know:	So that I can:
6,7 (gap- Half term) **& 8** Mixed-media piece 13/5/24 20/5/24 3/6/24	How to create relief textures that represent 2D **macro** butterfly images in a wide range of media and techniques. Demonstration each week of several different approaches/ media / techniques. Including for example: • Paper collage • String • Oil pastel intaglio • **Additives / Impasto** • **Quilling** • Weaving • Textured tissue paper	Create a large-scale, **mixed-media** outcome focussing on *shape, texture & colour.*
9 Refine Mixed-media piece 10/6/24	How to reflect on own work and use feedback to designate time to **refining** outcomes. How to effectively annotate work showing understanding and knowledge -WWW / EBI.	Use reflection questions to identify what worked well and how to improve. Act upon reflections to improve work.
10 Watercolour 17/6/24	How to achieve a skillful composition that fills the page. Show an awareness of how watercolours can be used to create tone through colour. Building layers to build up colour and detail.	Create a large-scale watercolour painting building upon prior knowledge about layering and washes and painting techniques.
11 24/5/24	**Leader's Prep:** To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
12 1/7/24	**Super teaching week:** Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Computer Science – Series 3

Careers linked to topics we study this cycle are Software Developer / Engineer, Web Developer and Firmware Engineer

Week	I will need to know:	So that I can:
1	1) **Algorithms** are lists of instructions that solve a problem. All programs are **algorithms**, that needs a programming language. 2) Know the short form of the basic turtle commands.	1) Understand that programs can only follow **declarative** instructions. 2) Understand *given program code* and be able to modify and extend this code.
2	1) Define an **information system** as **integrated** set of components for collecting, storing, and **processing data** and for providing **information**. 2) Know that a computer system function as programmable information system.	1) Identify inputs and outputs for a computer system, and describe the **processing** needed to turn input **data** into useful **information**. 2) Plan and solve geometric problems in python turtle independently.
3	1) **Computer system** requires both **hardware** and **software**. 2) **Hardware** is the physical part of a computer system. 3) **Software** is the **logical** part of a computer system.	1) **Identify** the **hardware** and **software** components of day-to-day computer systems. 2) Describe the **logic or decision process** carried out by day-to-day computer systems.

4	1) All computer hardware is built using the **transistor**.
	2) The **logic** gates are different ways of arranging **transistors**:
	. AND in **Series**; + OR in **Parallel**.
	3) Identify the 3 **logic** gates NOT, AND, OR and their **evaluation** rules.
	4) **Repetition** in coding is called **iteration**.
	5) The syntax of the for – loop in python:
	`for n in range(4):`
	`        t.fd(100)`
	`        t.rt(90)`
		1) Explain why computers use **binary** codes (0 or 1) for logic. **Abstracting** transistors to logic gates makes building and programming computers easier.
		2) Apply knowledge of the logical gate rules to predict the output of any gate given any input.
		3) Identify **manual repetition** in code and how translate this into **iteration** so the code is more **efficient**.
		4) Read and write iteration using the `for` loop.

5	1) the processing hardware of the computer system is the **CPU** and **RAM.** 2) The CPU is connected to RAM by 3 sets of wires called a buses. 3) **RAM** holds a running program **instructions (logic)** and **data**. 4) 3 main **CPU** components are the **ALU**, **CU** and **registers** 5) The four steps of the **Fetch-Decode-Execute Cycle (FDE Cycle)** 6) The PURPOSE of the **CPU (CU)** is to carries out the FDE Cycle. 7) Use a variable in your programs **NEXT WEEK IS YOUR MID-POINT ASSESSMENT ON LESSONS 1-5**	1) Describe how software and hardware work together to execute program instructions. 2) Describe how instructions are moved from RAM into the CPU. 3) Explain that **RAM** only holds programs that **are running**. 4) Explain the function of the 3 main CPU components and relate this to previous lessons on logic and information systems. 5/6) Describe the four steps of the FDE Cycle in more detail. 7) Continue to understand, modify and extend programs using iteration (for) or use a variable to control what polygon to draw.

Computer Science – Series **3**

Week	I will need to know:	So that I can:
6	Revision half lesson on lessons 1-5 A 40 Mark teams form Quiz	Know how well I have understood lessons 1-5 and areas I need to improve before week 11's assessment.
7	*1)* **Denary** is a normal ***base 10 number***, **binary** is a ***base 2 number***. 2) A **BIT** is a binary digit, a nibble is 4-bits and a byte is 8 bits. 3) The 4-bit binary **place values** 8, 4, 2, 1 4) How to interpret 4-bit binary numbers by inspection. 5) How to display a simple text message or variables using `print()`.	1) Explain why binary is used by computers to represent numbers. 2) Correctly identify about different size binary numbers. 3) Calculate the 4-bit binary place values 8,4,2,1 4) Count in binary from 0 to 15 and visually be able to read or calculate 4-bit binary numbers. 5) Write simple interactive text based programs.

8	2) The 8-bit ***binary place values*** are ***128, 64, 32, 16, 8, 4, 2, 1***
	3) How to decode 8-bit binary numbers using **arithmetic expansion**.
	4) Know the 4 data types are:
	   `* int() – integer` `* float() – decimal point`
	   `* str() – string (text)` `* bool() – Boolean (True/False)`
		2) Apply arithmetic expansion to decode 4-bit and 8-bit binary numbers.
		3) Correctly type cast input for integer or decimal point numbers.
		4) Integers are used to stor whole numbers, but float is used for decimal point numbers. Strings are usually messages in single or double quotes.

9	1) To encode denary to 8-bit binary to use the **subtraction method**.. 2) The arithmetic expressions used in code: o + addition o - subtraction o * multiplication o / - division (always a float()) 3) How to identify program inputs and outputs.	1) Apply the subtraction method to encode any denary number 0..255. 2) Write assignment calculation statements 3) Understand, modify and independently write simple input, process, output programs.

10	1) The <u>selection</u> instruction is `if`
	2) The binary operators:
	  `==` for equal to
	  `!=` for not equal to
	3) The syntax of the selection instruction is:
	
	`if test :`
	`    then statement(s)`
	`else :`
	`    else statements(s)`
		1) Apply `==` for testing **is equal to** and `!=` for testing **not equal to**.
		2) Read, understand and interpret simple programs requiring logic (a decision process).
		3) Modify, extend and independently write simple programs logical statements requiring == (equal to) or != (not equal to) decisions.

11	**Scholar's Prep:** To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
12	**Super teaching week:** Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Scholars Guide – Year 8 Drama: Developing Drama Skills

Careers linked to this topic; Drama at KS3 is not specifically about preparing for a career in the Arts/Acting it is about developing transferable skills that will help and support in other lessons. Confidence. Communication Skills. Teamwork. Creativity. Fluency and Delivery. Sharing Ideas and Opinions. Presentation.

Week	I will need to know:	So that I can:
1	1. We create characters by using vocal expression facial expression gesture and body language. **Homework:** Research 5 facts about the play Blue Remembered Hills in preparation for next lesson – these must be written down and will form part of the starter task.	1. Use characterisation skills to create characters from different plays – to ultimately pick one play to refine and perform for assessment.
2	1. That there is an expectation to present my work to the class as a working rehearsal during the lesson and I must therefore focus on rehearsal. **Homework:** Research 5 facts about the play Teechers in preparation for next lesson – these must be written down and will form part of the starter task.	1. Create clear characters using vocal expression, facial expression, gesture, and body language. 2. Present performance work to the class with confidence and skill
3	1. The play **Teechers was written by John Godber** 2. A small ensemble is three actors. **Homework:** Research 5 facts about the play Matilda in preparation for next lesson – these must be written down and will form part of the starter task.	1. Create clear characters using vocal expression, facial expression, gesture, and body language. 2. Present performance work to the class with confidence and skill
4	1. The text **Matilda was written by Roald Dhal** 2. To reflect on the strengths and weaknesses of my performance I must specifically related to character and situation. **Homework:** Research 5 facts about the play Blackout in preparation for next lesson – these must be written down and will form part of the starter task.	1. Reflect on my work and the work of others to provide self and peer feedback – WWW and EBI 2. Show my work with confidence and pride – demonstrating clear knowledge of how to communicate character and situation.
5	1. The text **Blackout –was written by Davey Anderson** 2. A larger ensemble can comprise of 5 actors 3. Brechtian theatre refers to the theatrical tradition and style created and explored by Brecht. 4. Brecht experimented with several methods of performance and engaging with the audience. These methods came to be known as features of Brechtian theatre.	1. Create clear characters using vocal expression, facial expression, gesture, and body language. 2. Show my work with confidence and pride – demonstrating clear knowledge of how to communicate character and situation.
6	1. As a performer you must allocate lines and highlight them 2. Performers make notes on the text – thinking about the flow of the text and how to portray that character. **Homework:** Start to learn lines – really thinking about vocal expression and how you are communicating the character.	1. Pick a script that you will be able to create clear characters and communicate these with confidence. 2. Communicate situation and setting.

Scholars Guide – Year 8 Drama: Developing Drama Skills

7	**Midpoint Review** 1. Facial expression are how actors show their character's feelings **Homework:** Learn lines in preparation for my assessment – thinking about how you are communicating the character.	**Midpoint Review** 1. Show clear and confident vocal and facial expression and clear characterisation through physicality. 2. **2.** Set myself a target for improvement for the actual assessment.
8	1. **Proxemics** is the sue of movement and levels to explore status and relationships **Homework:** Learn lines in preparation for my assessment – thinking about how you are communicating the character.	1. Use rehearsal time to refine and develop my work – thinking about the mark criteria effectively. 2. To communicate clear characters and their changing emotions and status on stage 3. Show good audience awareness.
9	1. **Blocking** is how actors decide in a scene where to position themselves on stage before a performance. **Homework:** Learn lines in preparation for my assessment – thinking about how you are communicating the character.	1. Use rehearsal time to refine and develop my work – thinking about the mark criteria effectively. 2. To communicate clear characters and their changing emotions and status on stage 3. good audience awareness.
10	**Assessment Week 1:** Present performance work for assessment using props and costume to help communicate characters	1. Perform in my ensemble following the success criteria
11	**Assessment Week 2:** Present performance work for assessment using props and costume to help communicate characters	1. Perform in my ensemble following the success criteria
12	**Super teaching week:** Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Design and Technology

Careers linked to topics we study this cycle are aeronautical, electrical, structural, Nuclear, environmental, communications, marine, sound, lighting and robotic engineers. Interior, graphical, web, game and industrial designers. Architects, IT, manufacturing, fashion and beauty. Inventor etc.

Week	I will need to know	So that I can:
1 Design opportunities and analysis of task. Mechanisms focus on levers.	1. **Design opportunities** are created through needs and everyday problems. 2. A task can be broken down into individual **components**. 3. **Mechanical advantage** enables people to operate **mechanism**s using a small amount of **effort**. 4. There are three **classes of levers** which give you **mechanical advantage**	1. Identify problems where age or disability has an impact on everyday life. 2. Analyse what is required for a human being to retrieve small objects from the floor in an upright or seated position. 3. Apply **mechanical advantage** to a product where less **effort** is required to generate a greater **force**. 4. Select the appropriate **class of lever** for a **mechanical device**.
2 Modelling mechanical solutions. Communicating dimensions for manufacturing.	1. Models are used in the development stage of the design process to check **solutions**. Producing a **model** saves time and materials during the design stages leading up to manufacture.. 2. Any material can be considered a modelling materials but some are easier to work with e.g. card. 3. Moving parts of a model can be easily assembled using paper fasteners.. 4. Measurements are communicated through **working drawings**.	1. Justify why modelling is used to save time and materials when testing a solution. 2. To be able to select the appropriate materials and methods of fixing to ensure a working **prototype**. 3. How to safely and accurately produce a working model of the litter picker **mechanism**. 4. Record and communicate British Standard drawing elevations and dimensions.
3 Selecting appropriate materials. Machining and thread cutting.	1. Materials are selected through analysing the **form, function, performance** of a product and the material properties 2. A **centre punch** is used to mark where a hole is to be drilled in metal. 3. **Safety glasses**, long hair and loose clothing to be tied back when using machinery. 4. **Threaded screws** are used to fix some **components** in place so they can be easily removed with a screwdriver. 5. **Tapping** is the process of cutting a thread..	1. Choose and justify the choice of aluminum as the body of the product using **technical information**. 2. To be able to accurately mark out all fixing holes in the body of the grabber. 3. Drill metal safely without risk to myself or others. 4. Demonstrate why moving parts need a **screw** fixing as against a permanent fixing. 5. Accurately cut a 4mm **thread** to secure all moving parts.
4 Line bending using jigs. Ergonomics and anthropometrics.	1. The process of **line bending** can be used to create complex shapes when a **jig** is used. 2. An **ergonomic** handle can be created by designing it to fit your hand. 3. **Anthropometric** data can be gathered by measuring your hand.. 4. Producing a card model of your handle, which you can keep checking, will enable you to make a perfectly **ergonomic** component for your product..	1. Use the **strip heater and jigs** to form the ergonomic comfort curve at the base of the handle. 2. Generate the **ergonomic** features required to design a comfortable handle. 3. Use the size of my hand to inform and improve the design of the handle. 4. Use card to check and improve the design of components.
5 Shaping and finishing acrylic. Assembly with rivets.	1. **Templates** are an important part of the **manufacturing** process so that batch produced components can be identical. 2. A fret saw can also be used to cut acrylic. 3. The edges of a piece of **acrylic** can be finished by. 1) **Draw filing** the edges. 2) Different grades of **wet and dry paper** to remove file marks. 3) Finally using an **acrylic polish** to remove all fine scratches and make it shine. 4. A **rivet** is used to hold components together 5. It is important to check you position all moving parts **ergonomically** to ensure you can easily operate the grabber..	1. Reproduce a successful design from a model using a template. 2. Safely and correctly cut the handle design on the previously **line bent** acrylic. 3. Use different **abrasive** tools and materials to finish the acrylic. 4. Justify and demonstrate the process of **riveting** as a method of fixing components. 5. **Rivet** the **acrylic** handle into position allowing space for all moving parts.

Design and Technology

Week	I will need to know:	So that I can:
6 Batch production. Client focused design Use of jigs and allowance for design trends	1. There are different types of production e.g. **batch, Mass, One off, Continuous and Just in Time**. 2. Client feed back enables a designer to make changes. 3. **Batch production** allows you to make **cosmetic** changes easily.	1. Produce an **ergonomic** trigger using a **template** 2. Position and improve the performance of the trigger reacting to feedback from testing. 3. Make changes to items produced with a **jig** during batch **production** methods.
7 Shaping aluminum and waste removal. Aesthetically improving functioning components.	1. Slots can be created in metal using a drill and a file. This is called **chain drilling**. 2. **Aluminium** is self finishing, but scratches can be removed with a file and very fine wet and dry paper.. 3. A design must meet **specification** points for it to be successful e.g. **function, performance, intended market, quality, size, cost and aesthetics**. 4. Ideas must be reflect the specification points previously mentioned..	1. Safely and **accurately** create a slot to house the jaws in the **aluminium** Body. The slot maybe milled or chain drilled and finished with a file. 2. Use the correct method of **filing, draw or cross**, to finish plastic and metal components 3. Generate a **design specification** of key points for jaws of the litter picker. **(Performance, Function and Aesthetics)** 4. Produce a iterative range of ideas and analyse their potential.
8 Manufacturing components. Product assembly and testing.	1. A **scroll saw (fret saw)** is used to cut out complex shapes in many materials. 2. Material properties affect performance and the products life span e.g. if steel is used and not coated it will **rust** if left outside. 3. Moving parts must **generate** hardly any f**riction** for the product to operate **smoothly**. 4. Testing products at all stages ensures quality control.	1. Safely and accurately use a scroll saw to cut the complex shape of the jaws for the litter picker. 2. Justify the decision to use **manufactured boards** for certain components. **Physical properties, aesthetics, cost and environmental impact** 3. Chose the correct equipment and processes to assemble components. 4. Test, analyse and react to improve performance of all moving parts.
9 Applying a finish to aesthetically improve a product.	1. Removal of materials from large sheets must be carefully planned to ensure the **minimum** amount of **waste** is created.. 2. Designs can be t**raced** and reproduced on material to ensure material is not wasted. 3. Over complicated a**esthetics** will make a design look messy. Simple designs are the most **effective**, less is more. 4. Adhesive coloured **vinyl** can be used instead of paint to produce a modern quality **finish**. Sharp **craft knives** can be used with safety rulers to cut out vinyl cosmetics for products.	1. Use materials cost effectively ensuring that there is minimum waste. 2. Accurately reproduce designs, at a **scale of 1:1**, on material for cutting out. 3. Distinguish the differences between a overly complicated design and the **effectiveness** of a simple design. 4. Safely and accurately cut out all vinyl parts to be added to the litter picker jaws.
10 Evaluating a product against a design specification.	1. How to generate a structured **evaluation of Terms of reference, methodology, findings, conclusion and recommendations**. 2. The differences between **qualitative and quantitative data**	1. Test, evaluate and write a detailed report on the products performance highlighting areas for **improvement**. 2. Include **qualitative and quantitative data** when required in the **evaluation process**.
11	**Scholar's Prep:** To prepare for your upcoming assessment, you should self- quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
12	**Super teaching week:** Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 8 Food Technology

Careers linked to topics we study this cycle are…. Chef, Hotel/ Restaurant Manager, Event Organiser, Nutritionist, Food Scientist, Food Product Developer or Food Journalist.

Week	I will need to know:	Practical:	So that I can:
1 Review of food safety	1. How to apply the principles of **4Cs – Clean, Cook, Chill, Cross-contamination** into our lessons. 2. Proper cleaning techniques for kitchen surfaces and equipment. E.g. **Use warm water during washing up** to remove bacteria and grease effectively.	NO practical lesson on the first week. • In future practical lessons, **bring ingredients and a container**. • Follow personal hygiene rules in the food room, including **removing coats, putting aprons on and tying long hair before cooking.**	1. Explain why health and safety in food handling is crucial. 2. Explain the concept of danger temperature zone and how it can occur in food preparation.
2 Burns, Food around the world	1. To prevent burns, one must use **a dry towel or oven mitts** to hold a tray . Do not touch the hob in any situation. If burns happen, cool down the wound with running tap water for 5 minutes immediately and notify teachers. 2. **Dining Etiquette**: British people tend to view slurping spaghetti as impolite, but in Japanese culture, slurping noodles is a sign of appreciation.	<u>Crepe</u> 1. Create a thin batter with flour, eggs and milk and put fillings in to make it into a balanced snack/ dessert.	1. Use various aspects to describe culinary traditions. Deepen one's understanding of food culture. 2. Check the consistency of a batter.
3 Food Choices	1. **Family income, culture background, dietary requirements, advertising and marketing** can affect food choices. One's budget constraints may lead to more affordable but less nutritious options. 2. Different dietary requirements: **Vegetarians** don't eat meat, but they can eat eggs and dairy products. Vegans cannot have any animal-related products, like honey. **Pescatarians** are vegetarians who also consume fish.	<u>Carrot Muffins</u> 1. Basic baking techniques, like **softening the butter** to mix ingredients evenly; what is an **all-in-one method** (combining all the ingredients in one bowl); we should fill the cupcake cases to 2/3 full.	1. Understand how people decide what to eat based on a combination of factors. 2. Create a popular Spanish pastry.
4 Diet and Life stages	1. **Children and adolescents** need a balanced diet for growth and development. Dairy products high in **protein and calcium** should be encouraged in meeting nutrient needs and fostering healthy eating habits. 2. **Adults** need to maintain a healthy weight and **prevent chronic diseases.** A balanced diet of various vegetables, whole grains and healthy fats can help.	<u>Quesadilla</u> 1. Practice claw grip method to cut the ingredients – shape the fingers of one hand into a claw shape, tucking the thumb inside the fingers. 2. Practice heat control to achieve a golden, crispy Quesadilla while ensuring the cheese melts inside.	1. Suggest appropriate meals for different life stages according to their nutritional needs. 2. Create a crispy quesadilla with assemble it with fillings and cheese meld together
5 Fast Food Culture	1. The distinguishing features of fast food include **the speed of service, standardized menus, convenience, and affordability**. 2. The health implications of consuming fast food regularly include **high calorie, fat, sodium, and sugar** content issues. These elements may raise **the non-HDL (bad) cholesterol** and lead to **heart disease**.	<u>Chow Mein</u> 1. **Stir-fry** method: cook food quickly by cutting it into small pieces and stirring constantly in a wok or frying pan over high heat.	1. Describe the health impact of eating fast food regularly. 2. Use stir-fry method to create popular takeaway dishes.

Year 8 Food Technology

Week	I will need to know:	Practical:	So that I can:
6 Street food culture	1. Street food vendors often reflect a region's local culinary traditions, flavours, and ingredients, **allowing creativity and adaptation** to attract business. Iconic street food dishes include tacos in Mexico, kebabs in the Middle East, and baozi in China. 2. Street food has to be **convenient** to customers, so most of them use buns/ doughs to wrap the fillings.	Spring Roll 1. To make **pickled** vegetables, the ratio of sugar, vinegar and water is 1:1:1. 2. Seal the spring rolls with water so the fillings will not fall out. Do not overfill the spring rolls.	1. Discuss and appreciate the **authenticity** and adaptation in street food culture. 2. Learn how to **assemble** spring rolls.
7 Food entrepreneur-ship	1. Examples of food-related opportunities are **trends, consumer preferences**, and emerging niches. Customers prefer functional and **wellness foods** as people are more aware of health and nutrition. 2. Creating a unique **brand identity**, storytelling, packaging, digital marketing, social media, and engaging with customers is important.	Teriyaki Chicken 1. Teriyaki is used as glazing and is mainly made of soy sauce and sugar. A **glaze** is a sauce that is cooked onto a protein or vegetable so that the sugars **caramelize** and get slightly sticky.	1. Develop food business ideas and apply it to the assessment project. 2. Learn how to marinate chicken and make a chicken dish.
8 Food waste	1. The causes of food waste can be **overproduction and logistical challenges**, not just **consumer behaviour**. 2. We can present food waste reduction strategies throughout the food supply chain and at the consumer level, like having proper meal planning with **portion control** or using leftovers creatively.	Burger 1. To make juicy and flavourful burgers, choose ground beef that is 20 to 30 percent fat. **Lean meat will not stick together very well.** 2. Shape the burger patty using ground meat and season it with desired spices or herbs.	1. Discuss how to reduce food waste as an individual. 2. Learn how to choose meat for a homemade burger patty.
9 Sustainability	1. **Locally sourced food** reduces transportation and has **fewer food miles. Organic farming** uses less energy and **emits less greenhouse gasses.** 2. Reduce consumption of resource - intensive foods, such as meat and dairy. **Meat production** contributes to **greenhouse gases** and **pressures forests and land** used to grow animal feed.	Kebab 1. Common kebab seasoning include onions, garlic, olive oil, tomato paste, yogurt, cumin and coriander. They are typically served wrapped in flatbread or pita.	1. Explain the benefits of sustainable food choices. 2. Learn how to make a popular street food.
10 Food in future	1. Concepts like **plant-based alternatives, vertical agriculture, 3D printing**, and **A.I.** will be popular. Plant-based meat is lower in cholesterol than real meat while still high in protein. Vertical farming saves a lot of land and allows for faster, more controlled production.	Scotch Egg 1. Boil an egg for 8 minutes can get you softly set eggs. Boil an egg for 10 minutes can get you the classic hard-boiled egg. 2. Put a lot of salt in boiling water can help you to peel the eggs easily.	1. Explore the potential development related to the food industry. 2. Make a classic British dish consisting of a boiled egg, sausage meat and breading.
11	**Leader's Prep:** To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!		
12	**Super teaching week:** Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.		

Year 8 Geography: How has climate changed in the past and how will it change in the future?

Careers linked to topics we study this cycle are Civil Servant, Climatologist, Conservationist, Urban Planner, Charity Worker, Geographer, Explorer and Environmental Manager.

Week	I will need to know:	So that I can:
1 Past climate change	1. The climate of the world has fluctuated significantly over the time of the existence of the earth. There have been periods of extreme cold (**glacial periods**) and warmer periods (**interglacial**). Climate change is important to study because it enables us understand what might happen in the future. Natural climate change is due to changes in the suns orbit, volcanic eruptions and sun spots. 2. Past climate (**glacial** and **interglacial** periods) can be reconstructed through ice cores (the ice contains gases that can be used to work out the temperature), tree rings (when it is warmer the rings are larger), and historical records (e.g. temperature records, diaries and paintings).	1. Describe the pattern of global climate change over the past 400,000 years. 2. Explain why the climate has changed.
2 Ice age in the UK	1. 20,000 years ago the UK was in an Ice Age **(glacial period)**. Most of the North of the UK was covered in an **ice sheet**, but the southern edge of England was ice free. As a lot of water was locked up in the ice, sea levels reduced so you could walk between England and France. 2. Humans could not survive the cold conditions but animals such as woolly mammoth and bison lived in the areas free of ice. Plants and animals that could survive the cold had **adapted** to the climate (e.g. through thick coats, or plants with shallow roots so they can more effectively absorb nutrients).	1. Explain what the UK was like in the Ice Age. 2. Explain the impact the climate had on plants and animals.
3 Glaciers	1. **Glaciers** covered most of northern UK. Glaciers form through the accumulation and compaction of snow over time, leading to the transformation into ice. They move due to gravity and basal slip. 2. Glaciers shaped the UK landscape through the creation of erosional features such as U-shaped valleys, aretes and corries, and depositional features such as drumlins and moraines.	1. Describe the characteristics of a glacier and how a glacier moves. 2. Explain the impact of glaciers on the UK's landscape.
4 Ice around the world	1. Currently most of the Earth's ice is concentrated in polar regions, particularly Antarctica and the Arctic, where vast ice sheets cover the land. Significant amounts of ice is also found in **glaciers** and ice caps located in mountainous regions. 2. Indigenous groups, like the **Inuit** in the Arctic, have adapted to glacial environments by developing specialized tools, clothing, and sustainable hunting practices.	1. Understand the pattern of ice around the world today and how it will change. 2. Explain how Inuits have adapted to cold environments.
5 Global warming	1. The Earth's polar ice, particularly in Antarctica and the Arctic, is projected to continue melting due to global warming, leading to glacier retreat, reduced sea ice, and potential loss from ice sheets. 2. Global warming refers to the long-term increase in Earth's average surface temperature due to human activities that elevate concentrations of greenhouse gases in the atmosphere. This is due to the **enhanced greenhouse effect.** 3. The evidence for the **enhanced greenhouse effect** includes rising levels of atmospheric carbon dioxide from fossil fuel combustion, the observed global temperature increase, and the melting of ice contributing to rising sea levels.	1. Explain the enhanced greenhouse effect and assess the evidence for it.

Year 8 Geography: How has climate changed in the past and how will it change in the future?

Week	I will need to know:	So that I can:
6 Climate change impacts	1. Global warming is causing widespread impacts worldwide, including more frequent and intense heatwaves, extreme weather events, rising sea levels, increased risk of flooding (e.g. Maldives) and displacement of vulnerable populations. 2. The impacts on Pakistan include increased water scarcity, with changing precipitation patterns affecting agriculture and communities, heightened risks of extreme weather events leading to **infrastructure** damage and health threats, and disruptions to ecosystems and biodiversity, particularly in coastal areas, posing challenges to vulnerable communities and their livelihoods.	1. Assess the impacts of climate change on different locations around the world.
7 Climate change mitigation and adaptation	1. To reduce the impact of climate change, populations are trying to **mitigate** the impacts of climate change through the use of renewable energy, planting trees (afforestation), carbon capture and international agreements. 2. To adapt to climate change, populations are changing the ways they live and designing infrastructure to suit the impacts e.g. houses on stilts to avoid flooding.	1. Evaluate the success of climate change adaptation and mitigation.
8 Future climate projections	1. Computer models are used to predict what will happen in the future. The **IPCC** (part of the United Nations) have four different predictions of what will happen in the future depending on what action humans take. However, these are uncertain as there are uncertainties around population and human actions, but also the physical processes. 2. If the world warms by 4°C there will be unprecedented heat waves, severe drought, and major floods in many regions whereas these impacts can be limited if warming is limited to 2°C.	1. Explain why climate change models are useful but not always accurate. 2. Assess the impact of global warming if temperatures rise by 4°C compared to 2°C.
9 Personal and global responsibility responsibility	1. To limit the impact of climate change the four most important things an individual can do is live a car free life, not fly, have one less child and eat a plant-based diet. Actions which are still important but have a smaller impact include insulating homes, using energy saving appliances and reduce waste. **2. International agreements** and conferences, such as Paris 2015 and COP26, are used to encourage countries to commit to reducing their emissions.	1. Explain individual and global actions against climate change.
10 Research presentations	1. You will spend one lesson researching how one country of your choice is reducing the impacts of climate change. *One lesson this week will be spent catching up or revising.*	1. Present the information I have researched about my country of choice.
11	**Leader's Prep:** To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
12	**Super teaching week:** Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 8 History – Changing Nature of War and Society

Careers linked to History include law, teaching, market research and journalism as I will be developing my research and analytical skills.

Week	I will need to know that:	So that I can:
1	1. From 1750 to 1850 Britain experienced a period of massive change and rapid scientific progress known as the **Industrial Revolution**. 2. There were three key features of the Industrial Revolution: population growth, new technology and mass movement to the cities. 3. The growth of towns and cities across the country was known as **urbanisation**. 4. New factories set up in the cities offered many job opportunities to ordinary people.	1. Understand how Britain changed culturally, socially and in terms of scientific progress during the Industrial period. 2. Explain how the process of **mechanisation** transformed industrial production. 3. Describe life in a 19th century factory.
2	1. Britain led the way globally in the 1800s with inventions that transformed transportation, production and communication, such as the steam engine. 2. The Industrial Revolution created a **cycle of prosperity** that made Britain richer and encouraged trade around the world. 3. Disease was a huge problem in Industrial Britain, with several **cholera epidemics**. 4. Most cities suffered from a lack of **sanitation** and overcrowding.	1. Understand how inventions helped build the power of the British Empire 2. Explore and compare Britain's trade in the East with the triangular slave trade. 3. Explain how John Snow discovered the cause of cholera epidemics.
3	1. Some people were negatively impacted by the rapid changes of industrialization. 2. The Swing **Riots** were a group of farmers protesting the mechanisation of **agriculture**. 3. For a few decades in the 19th century British manufactured goods dominated world trade, earning Britain the title "workshop of the world". 4. Britain's industrial dominance was closely connected to its growing Empire.	1. Describe living conditions in 19th century cities. 2. Explain why there were worker protests in the industrial period. 3. Link economic production with empire-building.
4	1. Whitechapel is a **borough** in East London where many people lived in poverty in the late 19th century. 2. There were very high rates of crime in Britain's cities, especially in Whitechapel. 3. Jack the Ripper is the name given to a serial killer operating in Whitechapel in the 1880s. 4. Jack the Ripper killed at least 5 women, but his real identity is still a mystery today,	1. Describe the conditions and environment of Whitechapel in the 1880s. 2. Explain the link between conditions in Whitechapel and high crime rates. 3. Explain the different theories regarding who Jack the Ripper was.
5	1. The Industrial Revolution provided the context for both Britain's economic boom and a rise in social problems like crime. 2. The Boer War (1899-1902) was a conflict fought between the British Empire and South Africa. 3. The Boer War highlighted nationwide health problems in Britain, and the need for reform.	1. Compare and evaluate factors that changed Britain in the 18th and 19th centuries. 2. Explain why the inventions and discoveries of the industrial period are relevant today. 3. Describe the course and outcome of the Boer War.

Year 8 History

Week	I will need to know that:	So that I can:
6	1. From 1906 to 1911 a newly elected **Liberal** government introduced social reform. 2. The 1906 **Liberal** government created Britain's first **welfare state**, including old age pensions, free school meals and unemployment insurance. 3. As Britain increased its spending on its military, concerns were raised that not enough was being done to address social issues such as poverty. 4. The poor health of army recruits in the early 1900s was a worry for the government.	1. Explain the origins of today's social welfare system. 2. Understand the political principles behind welfare. 3. Understand how Britain organised its budget at the turn of the 20th century
7	1. The main long-term causes of World War I (began 1914) were Militarism, Alliances, Imperialism and Nationalism. (M.A.I.N.) 2. Tensions between major European powers were rising since the late 1800s and were heightened by **diplomatic** incidents such as the Moroccan crisis. 3. Europe was split between the Allies (Britain, France and Russia) and the Central Powers (Germany, Italy and Austro-Hungary) 4. The assassination of Archduke Franz Ferdinand was the spark that caused the outbreak of World War I.	1. Describe how Europe came to be divided into two opposing groups. 2. Link worsening relations to economic and industrial competition. 3. Conclude which factor was most important in causing World War I.
8	1. The **Schlieffen Plan** was Germany's plan to invade France through Belgium 2. The Schlieffen Plan started well but was stopped by a combination of French and British soldiers at the Battle of the Marne. 3. By 1915, the war of movement had ground to a halt as both sides dug **trenches**. 4. The new style of fighting was known as trench warfare and saw the development of new weapons and strategies, such as **artillery** bombardment.	1. Explain the limitations and problems with the Schlieffen Plan. 2. Conclude which factor was most important in the Schlieffen Plan's failure. 3. Describe what living conditions were like in the trenches.
9	1. The Battle of the Somme (1916) was a large-scale British-led attack on German positions in Northern France. The British army suffered massive casualties at the Somme. 2. Much of the fighting in World War was **attritional** and static (no movement) until 1918. 3. The USA joined the Allies in 1917 which, alongside the British naval blockade and other factors, helped Britain and France achieve eventual victory.	1. Analyse the debate over whether British general Haig was a hero or butcher. 2. Understand why the first day of the Somme was so costly for Britain. 3. Conclude why Germany lost World War I.
10	1. The Treaty of Versailles (ToV) was the peace conference that determined what would happen to the Central Powers. 2. The three most influential countries at the ToV were Britain, France and the USA. 3. Germany was punished with severe terms, including £6.6 in **reparations**.	1. Understand the different objectives of leaders at Versailles. 2. Explain to what extent Germany was impacted by the terms of the treaty.
11	**Leader's Prep:** To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
12	**Super teaching week:** Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

French Year 8 Cycle 3

Careers linked to topics we study this cycle are Chemist, Lawyer

Week	I will need to know:	So that I can:
1 **Décris ton charactère – Décris ton/ta meilleure ami(e)**	1. Je pense que je suis **très gentil** mais **arrogant**. 2. Mon meilleur ami est **un peu timide** . 3. Je suis **plus débrouillarde** que John mais il est **le plus gentil**.	1. Describe my personality using the correct form of the adjective (masculine or feminine). 2. Describe someone else's personality. 3. Use comparisons (more/less than) and superlatives (the most, the least) to compare myself to others.
2 **Décris ton charactère – Décris ton/ta meilleure ami(e)**	1. On **s'entend bien** mais aussi on **se dispute**. 2. Elle est **gentille** – Ils sont **amusants**	1. Talk about the relationships I have with other people. 2. Understand and apply the rules around adjectives (agreement and positions).
3 + 4 **Décris moi ta maison**	1. J'habite une **grande maison au bord de la mer**, chez moi il y a **un salon** mais il n'y a pas de **jardin**. 2. Je **n'aime pas** habiter içi car c'est **trop vieux**. Je voudrais habiter à Paris.	1. Say where I live and describe my house/flat in details. 2. Give my opinion on my house/flat and say where I would like to live.
5	To prepare for your upcoming assessment you should self-quiz on all the language and grammar on your sentence builder (weeks 1-5). Remember that little and often is the key to success.	**Mid point assessment** **Speaking (Read aloud)**

French Year 8 Cycle 3

Week	I will need to know:	So that I can:
6 Qu'est-ce que tu rends pour le petit déjeuner?	1. D'habitude pour le **petit déjeuner**, je prends **du pain et de la confiture.** 2. Dans ma famille on mange **à 20 heures, devant la télé**. 3. Du **poulet** / de la **viande** / des **légumes**	1. Talk about what I eat throughout the day. 2. Discuss my family eating habits. 3. Use the correct form of some (du / de la / des)
7 + 8 Qu'est-ce que tu vas porter le weekend?	1. Je vais **porter** 2. Quand il **fait beau** je porte **une robe** et **des baskets.** 3. Ce weekend je vais porter **une chemise** et **un jean**.	1. Understand how to form and use the near future 2. Talk about the clothes I usually wear depending on the weather. 3. Talk about the clothes I am going to wear.
9 + 10 Qu'est-ce que tu vas faire?	1. Le weekend prochain je vais **manger au restaurant** avec ma famille, ça va être **amusant.** 2. Il faut acheter **un litre de lait**/ il faut apporter **des fraises.** 3. D'habitude **le weekend** je **regarde une série avec mon frère** mais ce weekend je vais **aller au carnal avec mes amis ça va être genial.**	1. Discuss what I am going to do next weekend. 2. Understand Il faut and use it to express what I must do. 3. Use several tenses in one sentence (near future/ present – past/present/future).
11	**Scholar's Prep:** To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
12	**Super teaching week:** Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 8 German

Careers linked to topics we study this cycle are: Chemist, Lawyer

Week	I need to know the following information from my sentence builder and be able to substitute the words in bold.	So that I can:
1 Was isst und trinkst du?	1. Ich esse **einen Yoghurt** denn es ist **gesund**. 2. Er/sie isst **Schinken** denn es ist **lecker**. 3. Ich trinke **Kaffee** denn es ist **sauer**.	1. Talk about foods I eat using the correct article (einen/eine/ein or plural), verb 'essen' and give a reason why. 2. Talk about foods other people eat using the correct article (einen/eine/ein or plural), verb 'essen' and give a reason why. 3. Talk about what I or other drink using the verb 'trinken' and give a reason why.
2-3 Was hast du gestern gegessen und getrunken?	1. Gestern habe ich **Fisch mit Reis** gegessen und es war **ekelhaft**. 2. Gestern hat er/sie **Cola** getrunken und es war **nicht gesund**.	1. Talk about what I/he/she/we ate yesterday using the past tense and give an opinion. 2. Talk about what I/he/she/we drank yesterday using the past tense and give an opinion. 3. Be able to name some traditional foods in German speaking countries.
3-4 Was wirst du morgen essen und trinken?	1. Morgen werde ich **Pizza mit Pommes** essen. 2. Morgen werden wir **Limonade** trinken.	1. Talk about what I/other people will eat tomorrow. 2. Talk about what I/other people will drink tomorrow. 3. Recognise and use the future tense (person + werden… +infinitive verb)
5 Was muss man machen, um gesund zu bleiben**?**	1. Um gesund zu bleiben, muss man **acht Stunden schlafen**. 2. Um gesund zu bleiben, könnte ich **zweimal pro Woche trainieren**.	1 and 2. To describe what you must/could or should (modal verbs) do in order to stay healthy, using the structure 'um…zu…'. To always follow the 'zu' with an infinitive verb e.g. ess**en**.

Year 8 German

Week	I will need to know:	So that I can:
6	To prepare for your upcoming assessment you should self-quiz on all the language and grammar on your sentence builder (weeks 1-5). Remember that little and often is the key to success.	<u>Mid-point assessment</u> **Speaking (Read aloud)**
6-7 Beschreib deinen Tagesablauf	1. Ich **stehe** um sieben Uhr **auf.** 2. Ich **wasche mich** um acht Uhr. 3. Ich gehe um **fünfzehn Uhr** aus.	1. To describe my daily routine using separable verbs with correct word order. 2. To describe my daily routine using reflexive verbs. 3. To give and understand the time using the 12-hour (formal) and 24-hour (informal) clock. To add times into sentences describing my daily routine.
8-9 Was wirst du tragen?	1. Ich werde **ein blaues T-Shirt** tragen. 2. Er/sie wird **eine gelbe Hose** tragen. 3. Wenn ich **auf eine Party** gehe, trage ich **ein Kleid.**	1 and 2. To describe what I/other people will wear using the future tense and the use the correct article (einen/eine/ein/plural). To use adjectives to describe clothing items using the correct ending for m/f/n/pl. 3. To use the connective 'wenn' (when/if) at the start of a sentence to say what you wear on specific occasions (present tense). To use the verb-comma-verb rule.
9-10 Was wirst du am Wochenende machen?	1. Wir werden **ein Buch lesen.** 2. Am Samstag Nachmittag werde ich **faulenzen.**	1 and 2. To describe what you/other people will do at the weekend using future tense using a wide range of verbs. To include specific adverbs of time to say when you will do them (e.g. Saturday morning/afternoon/evening).
11	**Scholar's Prep:** To prepare for your upcoming assessment you should self-quiz on all the language and grammar on your sentence builder (weeks 1-10). Remember that little and often is the key to success.	<u>Assessment 3</u> **Listening** **Reading (Including translation into English)** **Writing (Paragraph)**
12	**Super teaching week:** Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 8 Spanish

Careers linked to topics we study this cycle are: Chemist, Lawyer
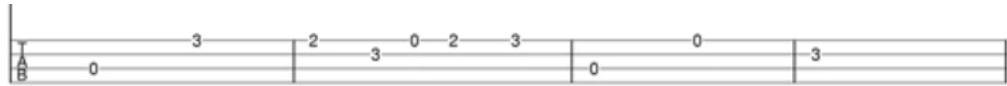
Week	I need to know the following information from my sentence builder and be able to substitute the words in bold.	So that I can:
1-2 ¿Dónde vives?	1. Ahora vivo en **una casa un poco pequeña** que está **en la montaña en el sur de Inglaterra**. 2. En mi opinión mi casa es **más grande que** la de mi mejor amiga.	1. Describe where you live with more detail. 2. Use comparatives to describe your home.
2-3 ¿Qué hay en tu casa?	1. En mi casa hay **un salón amplio y acogedor**. 2. Mi casa ideal tendría **un balcón grande**.	1. Say what is there in your house. 2. Say what your ideal house would be like using the conditional.
3-4 ¿Qué se puede hacer en tu ciudad?	1. En mi ciudad se puede **ir al cine y visitar castillos**. 2. Sin embargo, no se puede ir a la playa. **Creo que es una lástima**.	1. Say what can one do in your city using 'se puede'. 2. Give opinions about things you can do in your city.
5-6 ¿Dónde está la estación del tren?	1. Para llegar al zoo **sigue todo recto y dobla a la derecha, está a la izquierda**. 2. **¡No tiene pérdida!**	1. Give directions around the city. 2. Use idioms relating to directions.

Year 8 Spanish

Week	I will need to know:	So that I can:
6	To prepare for your upcoming assessment you should self-quiz on all the language and grammar on your sentence builder (weeks 1-5). Remember that little and often is the key to success.	<u>Mid-point assessment</u> **Speaking (Read aloud)**
7 Project	1. Find information about a Spanish speaking town in preparation for a project. 2. Create a presentation based on your research.	Present role plays of GCSE level.
8 Grammar	1. Present your work in class. 2. **Me levanto** a las siete y media y luego **me ducho.**	Recap reflexive verbs for routines
9-10 Revision	Prepare for your upcoming Cycle 3 Assessment.	Be ready for assessments.
11	**Scholar's Prep:** To prepare for your upcoming assessment you should self-quiz on all the language and grammar on your sentence builder (weeks 1-10). Remember that little and often is the key to success.	<u>Assessment 3</u> **Listening Reading (Including translation into English) Writing (Paragraph)**
12	**Super teaching week:** Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 8 – Music

Careers linked to this topic: Performer, Composer, Musicologist, Music Producer, Teacher. As you will be developing listening and appraising skills and technical understanding.

Week	I will need to know:	So that I can:
1	1. The ukulele (pronounced you-ka-lay-lee) is a four stringed instrument. 2. The ukulele was introduced by Portuguese immigrants who migrated to Hawaii.	1. Describe the origins of the ukulele. 2. Understand how the ukulele is used in popular music.
2	1. The ukulele has a very similar shape and body to the guitar. 2. The ukulele has only four strings and are tuned to the notes GCEA. 3. You play the ukulele by strumming or plucking the strings in your right hand and placing your fingers on the frets with your left hand.	1. Identify different parts of the ukulele. 2. Identify if the strings of the ukulele are in tune. 3. Play ukulele with good technique.
3	1. You can number your fingers to help you play chords on the ukulele. 2. How to play various chords on the ukulele e.g. C major, E minor, A minor, F major and a few more.	1. Understand how to play chords effectively on ukulele. 2. Play chords with good technique. 3. Play various chords on ukulele which will allow me to play many songs.
4	1. I should try to use a pivot point to help transition between chords. 2. I can use a strumming pattern to help with keeping the pulse and to add interest.	1. Transition between chords fluently. 2. Keep in time when practising. 3. Develop ukulele skills.
5	1. Tab can be used to play melodies by plucking each string and placing a finger on the correct string and the correct fret. 	1. Provide a melody go along with chords. 2. Develop ukulele skills.

Year 8 - Music

Week	I will need to know:	So that I can:
6	1. An ostinato is a repeated pattern, 2. We can play an ostinato to go along with the chords and melody.	1. Provide a pulse to go alongside. 2. Develop skills in rhythm and ukulele. 3. Develop teamwork skills.
7	1. Ensemble parts should be made up from chords, melody and some percussion. 2. In ensembles we should practice each part separately and then put them together using effective teamwork and communication skills.	1. Rehearse efficiently. 2. Develop teamwork and communication skills.
8	1. That getting better as a musician takes training and practise. 2. You can add expression to your music by adding dynamics and articulation to your performance.	1. Exercise patience when rehearsing. 2. Add expression to your playing.
9	1. To rehearse specific sections that you are stuck at, and not start from the beginning all the time.	1. Rehearse efficiently.
10	Week 10: Ensemble performance of '**Somewhere Over the Rainbow'.**	
11	**Scholar's Prep:** To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!.	
12	**Super teaching week:** Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 8 Physical Education - *students will study four sports this cycle*
Careers linked to topics we study this cycle are Professional Athlete, Sports Coach/Teacher, Fitness Trainer

Week	Athletics Field	Athletics Track
1	Shot Putt – When performing a shot **putt** the shot is held in fingertips and not palm. Placed in at the neck and throwing arm elbow high. Non-throwing arm to be used for aiming. Throwing arm is straightened to putt the shot. To gain extra distance the phrase chin-knee-toe should be used. This encourages use of the legs in the performance. So that I can <u>apply</u> techniques to safely throw the shot.	Middle Distance (1) 800m is a middle-distance event. 800m is 2 laps of the track. **Pacing** is running the race at a consistent pace to ensure that the athlete does not tire too much before the end of the race. Complete an 800m race. So that I can <u>apply</u> pacing skills during an 800m race to ensure I can complete the event.
2	Discus – When throwing the discus, it is held in dominant hand with just the fingertips. The non-throwing hand used to aim and support discus in throwing hand. **Momentum** is built by **rotating** the body back and forth. Discus is released from the front of the hand off of the index finger (first finger). To gain extra distance the phrase chin-knee-toe should be used. This encourages use of the legs in the performance. So that I can <u>apply</u> techniques safely throw the discus.	Middle distance (2) - 1500m 1500m is a middle-distance event. 1500m is 3 and ¾ laps of the track. Pacing is running the race at a consistent pace to ensure that the athlete does not tire too much before the end of the race. Complete a 1500m race So that I can <u>apply</u> pacing skills learned during last lesson with the aim of getting a good time for 1500m.
3	High Jump – A legal high jump is one where the performer takes off from one foot. All jumps can be split into four components – **Approach**, **take-off**, **flight**, and **landing**. A high jump can be performed using a scissors of **Fosbury flop** technique. A safe landing is one where the performer lands on the top of their back. The performer takes off of the nearest foot to the bar. In an attempt to beat my personal best from last year. The performer will plan their preferred take off foot and will identify the distance that they would like to approach the bar from. So that I can <u>perform</u> a legal and safe jump in high jump.	Sprinting (1) The start should be generating power off the back foot to the upward phase of the kneeling start Good sprinting technique involves both arms and legs moving powerfully straight up and down. The head should raise and I will be upright by the first 10 metres to reduce drag. So that I can <u>perform</u> a sprint start effectively and maintain good technique in the race.
4	Long Jump - A legal long jump is one where the performer takes off from one foot. All jumps can be split into four components – **Approach**, **take-off**, **flight**, and **landing**. A long jump can be performed using a hang or **hitch kick** technique. A safe landing is one where the performer lands on side of their leg. A performers foot must not be over the take-off board when starting their flight phase. Trying to use greater technique to get a further distance than last year. So that I can <u>perform</u> a legal long jump with god technique.	Sprinting (2) Some sprint races require athletes to run around bends. Technique for this is to lean slightly when running into the bend maintaining good sprint technique. Apply this technique into 200m/300m/400m races. So that I can effectively <u>apply</u> techniques to run a sprint race which includes a bend/bends.
5	Triple Jump A legal triple jump is one where the performer takes off from one foot. All jumps can be split into four components – **Approach**, **take-off**, **flight**, and **landing**. The triple jump consists of three phases, a **hop**, a **step** and a **jump**. These must be performed in this order. A performers foot must not be over the take-off board when starting their hop phase. To beat my last year's target. So that I can <u>perform</u> a legal triple jump by linking the 3 phases together.	Relay – change overs **Upsweep** is where the baton is moved in an upward direction and placed in next runners hand between thumb and index (first) finger. **Down-sweep** is where the **baton** is moved in a downward position and placed in the next runners palm of their hand. **Push** is where the runner with the baton will push the baton vertically into the teammates extended hand which will be behind them parallel to the ground. Baton is passed to next runners opposite hand – e.g. left to right or right to left. So that I can <u>perform</u> change overs effectively and efficiently during a relay race.

Year 8 Physical Education - *students will study four sports this cycle*

Careers linked to topics we study this cycle are Professional Athlete, Sports Coach/Teacher, Fitness Trainer

Week	Cricket	Softball/Rounders
6	Fielding – long and short barrier Beginning to decide which type of barrier to use based on the motion of the ball and where the fielders are. Considering which foot needs to be planted for the long barrier to ensure momentum can be continued when throwing the ball.	Fielding – long and short barrier Using the long and short barriers to effectively stop the ball without the ball passing by the fielder. Trying a variety of long and short throws to efficiently move the ball to try and get the attackers to stop moving. Beginning to **back up** at the stumps/bases in case the ball misses the player on base/stump. So that I can effectively move the ball within the field to reduce scoring.
7	Batting 1 – Defensive shots The bat is held with both hands, with both V's (between thumb and index finger) pointing down the grip. Dominant hand should be the bottom hand. **Backfoot Defence** it is a shot played of the back foot to a ball that arrives around knee/hip height. So that I can perform a defensive shot in cricket and protect my **stumps**.	Fielding – catching and mitt work I should be able to catch with the mitt and quickly move the ball onto the next fielder. I will begin to squeeze with the mitt as I catch the ball and place my other hand on top of the mitt to then be ready to throw the ball onwards. When catching the ball and I'm on a **stump,** I need to try and keep contact with the stump/ base so that if I catch the ball the player running towards the base/stump is out So that I can apply catching skills to get an opponent out.
8	Batting 2 – Attacking shots The bat is held with both hands, with both V's (between thumb and index finger) pointing down the grip. Dominant hand should be the bottom hand. A **backfoot drive** is performed by a deep step back in the crease and having all weight on your back foot. Angling the bat when facing high balls to sweep the ball backwards in behind the wicket keeper.	Batting Should aim to hit the ball in desired direction to where the batter wants the ball to go, this is done by adjusting body position and feet to allow for this. The feet aim the direction of where the ball goes. I should begin to judge more whether it was a legal bowl so I don't swing and miss. So that I apply batting technique to hit the ball and attempt to score rounders/runs.
9	Bowling Starting to develop either a spin bowl or a fast bowl and using correct grip on the ball to perform either. A **spin bowl is** performed by holding the crease horizontally to the hand and then roll the wrist over the ball when releasing to generate spin. A **fast bowl** is performed by having a longer run up to help gain power and the when releasing the ball with a quick snap of the wrist to aid in gaining power and speed in the bowl. So that I can perform a legal spin or fast bowl consistently.	Bowling A legal ball is bowled between the batter's knee and shoulder and on bat side of their body. Ball is bowled with one hand. Hand starts by side, swing back and then forwards releasing ball at hip height. Stand side on with non-dominant hand nearest batter. Use non-dominant hand to aim. Bowls will aim to increase in complexity and be legal but challenging consistently for the batter. The bowls should begin to have more speed and power by stepping into the bowl with the dominant side foot stepping into the bowl. The movement of the wrist can allow for any spin on the ball to keep the batter guessing. So that I can perform the role of bowler in a game of rounders/softball.
10	Games play Use the skills learnt within a conditioned game of cricket, to perform the roles of fielder, batter and bowler. Understand some basic rules of the game. Runs are scored by changing ends with a partner after the ball has been bowled. A **run out** occurs if the stumps are hit by a fielder before a player has reached the opposite end of the **wicket.** So that I can apply learnt skills and techniques to competitive situations.	Games play Use the skills learnt within a conditioned game of rounders/softball to perform the roles of fielder, batter and bowler. Runs are scored in rounders at **base** two (½) and four (1), and in softball at base four (1). Run outs occur if bases have been stumped before runners have reached that base. So that I can apply learnt skills and techniques to competitive situations.

ASPIRE Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Salary	The money paid by an employer to an employee for their work.	She was excited to receive her first pay check and see her monthly **salary**.
2	Proportions	The comparative size, amount, or degree of different parts within a whole.	The chef carefully measured the **proportions** of ingredients to create the perfect recipe.
3	Budget	A plan specifying how money will be allocated for a particular purpose within a set period.	Creating a monthly **budget** helped them manage their expenses and save for future goals.
4	Assessing	The act of evaluating something, such as performance, value, or a situation.	The teacher spent time **assessing** each student's understanding through quizzes and assignments.
5	Managerial	Relating to the activities and responsibilities of managers in a business.	His **managerial** skills were evident in the efficient organisation and coordination of the project.
6	Candidate	A person who applies for a job or is nominated for an award or position.	The company interviewed several **candidates** for the open position before making a final decision.
7	Industry	A particular form or branch of business activity.	The automotive **industry** plays a significant role in the country's economy.
8	Stress	The physical and mental tension or pressure resulting from demanding situations.	Excessive workload and tight deadlines often lead to increased **stress**.
9	Justice	The quality of being fair, impartial, and morally right, often associated with legal or ethical principles.	The legal system is designed to ensure **justice** and fairness for all citizens.
10	Curiosity	A strong desire to know or learn something.	The child's **curiosity** led her to ask countless questions about the natural world around her.

ASPIRE Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Career	A person's lifelong journey of learning, work, and other aspects of life, often involving multiple jobs and experiences.	After completing her education, she embarked on a successful **career** in marketing.
2	The Eatwell Guide	A visual representation of a balanced and healthy diet, typically highlighting recommended proportions of different food groups.	The **Eatwell Guide** encourages individuals to include a variety of fruits and vegetables in their daily meals for a balanced diet.
3	Financial Literacy	The ability to understand and use various financial skills, including budgeting, investing, and managing money wisely.	Teaching **financial literacy** to students helps them make informed decisions about saving, investing, and managing money.
4	Proficiency	A high level of skill, expertise, or competence in a particular subject or activity.	His **proficiency** in coding languages made him a valuable asset to the software development team.
5	NHS (National Health Service)	The publicly funded healthcare system in the United Kingdom, providing medical services to residents.	The **NHS** provides healthcare services to millions of people, ensuring access to medical treatment and support.
6	Curriculum Vitae	A comprehensive document detailing a person's academic and professional achievements.	Sarah submitted her **curriculum vitae** to the prospective employer, detailing her academic achievements and work experience.
7	Merchandiser	A professional responsible for planning and promoting the sale of products.	As a **merchandiser**, his role involved strategically placing products in the store to maximize sales.
8	Physiological	Relating to the functions and activities of living organisms and their parts.	Exercise has numerous **physiological** benefits, including improved cardiovascular health and increased energy levels.
9	Advocate	A person who publicly supports or recommends a particular cause, policy, or individual.	She became an **advocate** for environmental conservation, actively participating in campaigns to raise awareness about sustainability.
10	Growth Mindset	The belief that abilities can be developed through dedication, hard work, and perseverance.	Embracing a **growth mindset**, the student saw challenges as opportunities to learn and improve rather than as obstacles.

Year 8 Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Supernatural	Beyond human understanding or the laws of nature.	They had a strong belief in the **supernatural.**
2	Uncanny	Strange, mysterious and unsettling.	She had an **uncanny** feeling that she was being watched.
3	Foreboding	A feeling that something bad is going to happen.	He watched the darkening clouds with a sense of **foreboding.**
4	Sinister	Seeming dark, harmful or evil.	There was something **sinister** about his smile.
5	Omen	A sign that something good or evil is going to happen.	The townspeople saw the raven as an **omen** of evil and death.
6	Extent	Amount which something is the case.	I agree with you to an **extent**, but I don't think you've considered all of the facts.
7	Superstition	A belief in the supernatural.	Breaking a mirror does not bring you seven years' bad luck – that's just **superstition.**
8	Isolated	Far away from other people, places or buildings.	The story is set in an **isolated** cabin in the middle of the woods.
9	Vengeful	Seeking or wanting revenge.	The Woman in Black is a **vengeful** ghost: in life she had her son taken away, so now, in death, she takes other people's children away from them.
10	Elicit	To make someone feel, think, say or do something.	The puppy's "trembling" **elicits** sympathy from the reader.

Year 8 Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Theme	A key idea that runs throughout a story.	'Noughts and Crosses' explores **themes** of love, betrayal, prejudice, violence and revenge.
2	Suspense	The feeling of excitement and anxiety about what's coming next.	The **suspense** was almost unbearable – she couldn't stand not knowing the outcome of the competition.
3	Pathetic fallacy	When the setting and the weather mirrors what's happening in the story.	The writer used **pathetic fallacy** by putting a thunderstorm at the climax of the action.
4	Foreshadowing	When a writer gives hints about what will happen.	Dracula is described as "surprisingly strong" when he is introduced, **foreshadowing** his violent actions later in the novel.
5	Imagery	Visually descriptive or figurative language.	The author uses light and dark **imagery** to show the struggle between good and evil.
6	Trope	A type of character or story element that appears in many stories.	The young, vulnerable, unsuspecting outsider is a popular **trope** in Gothic horror.
7	Evaluate	Explain how much a statement is, or is not, the case.	After **evaluating** the costs and benefits, I have decided that this purchase is a good investment
8	Framed narrative	When the main events of the story are framed by another one.	'The Woman in Black' is a **framed narrative**: the main story is placed within Arthur's written explanation of why he is writing it.
9	First person	A story narrated by one of the characters, using 'I'.	When I say, "I went to the shops," I am speaking in the **first person.**
10	Antagonist	The main character that goes against the protagonist.	The titular Woman in Black is the **antagonist** of the tale.

Maths Curriculum Dictionary: Tier Two Words

	Word	Definition	In a sentence:
1	Corresponding Angles	When two parallel lines are crossed by another line, the angles in matching corners that make an "F" shape are called corresponding angles.	Angle ABC is 70° because it is **corresponding** to another 70° angle.
2	Interior Angle	An angle inside a shape, where 2 sides meet.	The sum of **interior angles** of a triangle is 180°.
3	Exterior Angle	An angle formed between a shape's side, and a line extended from the next side.	The sum of **exterior angles** of a polygon is 360°.
4	Trapezium	A 2D shape with four sides, where one pair of sides are parallel.	The area of a **trapezium** can be calculated using the formula (a + b) x h ÷ 2.
5	Line symmetry	Another name for reflection symmetry. A shape has line symmetry if one half is the reflection of the other half.	The letter "T" has **line symmetry**, but the letter "Z" does not.
6	Pictogram	A way of representing data, where pictures are used to show how many there are of something.	On this pictogram, the number of apples sold are represented by pictures of apples. One picture of an apple represents 4 apples sold.
7	Line Graph	A graph with points connected by lines, which can be used to show how something changes over time.	The **line graph** showed that the average temperature got colder each year.
8	Range	The difference between the biggest and smallest values. This measures how spread-out data is.	Data with a bigger **range** is more spread out.
9	Median	The middle value of a sorted list of numbers. If there are two "middle numbers", the median is the number halfway between them.	The **median** of 1, 3, 5, 7, 8, and 11 is 6, because 6 is halfway between 5 and 7.
10	Outlier	A value that is very different from most of the other values in a set of data.	The score of 12% was an **outlier**, compared to the rest of the class.

Year 8 Science Cycle 3: Chemical Change

Glossary	
Word	**Definition**
Acid	A substance with pH of less than 7
Alkali	A substance with a pH of more than 7
Atom	A particle of matter that defines a chemical element
Combustion	The chemical reaction involved in burning a fuel
Displacement	When a more reactive element replaces a less reactive one
Electron	A negatively charged subatomic particle
Oxidation	Gaining of oxygen / electrons
Neutral	A pH of 7
Neutralisation	A reaction between an acid and an alkali
Neutron	A subatomic particle with no charge
Proton	A positively charged subatomic particle
Reduction	Losing oxygen / electrons
Reactivity	How likely/quickly/strongly a substance reacts
Salt	A compound formed by a neutralisation reaction

Year 8 Science Cycle 3: Electricity and Magnetism

Glossary	
Word	**Definition**
Ammeter	A device that measure current in a circuit
Attract	When two objects are pulled together
Circuit	A closed loop through which current flows
Compass	A device that detects magnetic fields
Current	A flow of charge carriers (e.g. electrons)
Electromagnet	A magnet made by wrapping wire around an iron bar and passing electric current through the coil
Parallel	A circuit in which current divides into two or more paths
Potential Difference	The energy given to the charge carriers in a circuit
Repel	When two objects are forced apart
Resistance	The opposition to the flow of current in a circuit
Series	A circuit in which current flows through each component in turn.
Voltmeter	A device that measure potential difference in a circuit

Year 8 Science Cycle 3: Digestion

Glossary			
Word	**Definition**	**Word**	**Definition**
Absorbed	When a substance moves across a barrier	Enzyme	A protein that is able to speed up biological reactions
Balanced diet	A diet that contains the correct amounts of each food group	Malnutrition	A condition that occurs when a diet is not balanced
Digestion	The process of breaking down and absorbing food	Soluble	Able to dissolve

Art Curriculum Dictionary: Tier Two & Three Words Y8 Insects & Minibeasts C3

Topic	Word	Definition	In a sentence:
1	Mixed-Media	Artworks composed from a combination of different media or materials.	They used lots of different materials to create their **mixed-media** piece.
2	Exquisite Corpse	A method by which a collection of images is collectively assembled. A new element is added to a composition in sequence.	She created a strange looking insect by assembling the head of a butterfly, wings of a moth, the legs of a beetle, and the body of a spider.
3	Impasto	An Italian word for "mixture," used to describe a painting technique wherein paint is thickly laid on a surface, so that brushstrokes or palette knife marks are visible.	Lucien Freud uses facets of colours and an **impasto** painting technique for his portraits.
4	Additives (in painting)	**Additives** in painting are things you add to paint to achieve the consistency and texture you wish.	He added plaster to his paint to create a thick, gritty texture.
5	Quilling	An art form that involves the use of strips of paper that are rolled, shaped, and glued together to create decorative designs.	She rolled up hundreds of strips of paper to create her design of a shell.
6	Negative drawing	A method of focussing on the lighter areas or highlights in a drawing by adding media in these areas instead of adding shadows.	She used white pencil on black paper to create a **negative drawing.**
7	Ground	The **ground** (sometimes called a primer) is a prepared surface of a picture and underlies the actual painting or drawing (the media is then overlaid onto the ground).	She applied charcoal over the entire piece of paper to prepare a **ground.**
8	Collage	A technique of art creation, primarily used in the visual arts by which art results from an assemblage of different forms, thus creating a new whole.	She **collaged** the photos and drawings one on top of another to create her picture.
9	Macro	The art of making small things look big, or **macro.**	She used **macro** images of tiny cells so she could see the form and detail of them.
10	Refine	Make changes so as to improve or clarify.	She **refined** her printing, so it was much clearer.

Computer Science – Series **3** Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	1) Declarative	1) A command that makes a clear statement	1) Computer language must be **declarative**, so that the commands executed are unambiguous.
2	1) System 2) integrated	1) A collection parts that work together to do a more complex task. 2) Various parts working together.	1) Our school uses an attendance **system** to record and track lesson attendance. 2) Student behaviour and attendance are **integrated** into a single system.
3	1) Logic(al)	1) the <u>decision-making process</u> used in programming and writing algorithms.	1) Software is the **logical** part of a computer system – it controls what the hardware does, but software needs hardware to run on.
4	1) Manual 2) Automation	1) A work process a person carries out. 2) A work process a machine/computer carries out.	1) **Manual** repetition in code is carried out by copying and pasting code. 2) Computers can **automate** repeating code using iteration instructions.
5	1) Component 2) Fetch 3) Decode 4) Execute	1) A part of a larger whole 2) To retrieve. 3) To translate binary code into a command instruction. 4) To carry out a command or an instruction.	1) The CPU has 3 **components**: ALU; CU and registers. 2) The CPU will **fetch** one instruction at a time from RAM. 3) The CPU will **decode** the binary instruction so it knows what to do. 4) The CPU will **execute** the binary instruction after it has been decoded..
7	1) Digit	1) A single symbol, representing a numeric value.	1) 1024 is a 4-**digit** denary number with digits 0, 1 2 and 4.
8	1) Arithmetic Expansion	1) Writing out the digits multiplied by their place values	1) 1010(2) **expands** to 1x8 + 0x4 + 1x2 + 0x1 which is 10.
9	1) Subtraction method	1) Keep subtracting the largest place values until the entire number is the sum of the binary place values	1) 12 = 12-8 = 4 .. So 12 in binary is 8 + 4 or 1100(2) as 4-bits or 0000 1100(2) as 8-bits.

10	1) If
	 2) Else
	 3) Colon
		1) If is a binary test question that is either true or false. If true, the then path is followed.
		 2) Else is the path followed when the if question is false.
		 3) Colon – Shift + ; is ":"
			1) **If** it is raining, (then) take an umbrella
			 2) **If** (it is raining is false) **else** we leave the umbrella
			 3) Python uses a **colon :** instead of the word then
			    if raining == True:
			      print("take your umbrella")
			   else:
			      print("leave your umbrella")

Computer Science – Series 3 Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	2) Algorithm	2) A list of instructions that solves a problem.	2) A recipe is an **algorithm** people follows, but it is not a program.
2	3) Data 4) Process 5) Information	3) The raw facts input into an information system. 4) Steps taken to achieve some goal or make a product. 5) Useful knowledge or intelligence.	3) The teacher registered the class by inputting their attendance **data**. 4) The attendance system **processed** each student's overall lesson attendance as a percentage. 5) Your attendance **information** is output as a percentage or pie chart.

4	2) NOT
	3) AND
	4) OR
	5) Iteration
		2) Negate / flip the input
		3) BOTH inputs must be ON(1) to turn the AND gate ON.
		4) EITHER input must be ON(1) to turn OR gate ON.
		5) The for loop is python's counting iteration command.
			2) NOT 1 (OFF) is 0 (OFF) and NOT 0 (OFF) is 1 (ON).
			3) 1 AND 1 is 1, but 0 AND 0 is 0, and 0 AND 1 is 0.
			4) 1 OR 1 is 1, 0 OR 1 is 1, but 0 OR 0 is 0.
			5) The code shown will iterate 4 times and draw a square.
			
			```for n in range(4):```
			``` t.fd(100)```
			``` t.rt(90)```

5	5) CPU 6) RAM 7) ALU 8) Bus 9) CU 10) Register	5) Central Processing Unit. 6) Random Access Memory. 7) Arithmetic Logic Unit. 8) A collection if wires connecting the CPU to RAM. 9) Control Unit. 10) A small very fast memory inside the CPU.	5) The role of the **CPU** is to carry out the FDE Cycle 6) **RAM** holds active program DATA and INSTRUCTIONS. 7) The **ALU** performs calculations such as Arithmetic (2 + 3) and Logic (1 AND 0). 8) The DATA **bus** carries INSTRUCTIONS (and DATA) into the CPU. 9) The **CU** carries out the FDE Cycle. 10) The PC (program counter) and ACC (accumulator) are examples of **registers**.
7	2) Place Value 3) BIT 4) Byte 5) print()	2) The system that the column a digit is in determines its value, such as the 1 in 1,024 represents 1,000. 3) **Bi**nary digi**T** – a 0 or a 1 4) An 8-bit binary number 5) The Python output command	2) In 1024, the **place value** for the 1 digit is thousand, 2 is a ten and 4 is a unit. 3) A nibble is a string of 4 **BIT**s and can represent 0..15 only. 4) A **byte** is an 8-BIT binary number and can represent 0..255 only. 5) **print**("Hello, world!") displays the message Hell, world! On the screen.
8	1) Integer 2) Float 3) String 4) Bool	1) Integer or int() is a whole number 2) Float – a decimal point number. 3) String or text – a message in quotes 4) Boolean means True / False.	1) 12 is an **integer** or int() data type 2) 12.0 and 12.5 are **floating** point or float() data types 3) **Strings** must be in matching single or double quotes. 4) The study of True or False logic is called **Boolean** Algebra.
9	2) assignment	2) The process of storing a value in the variable on the left of the =	2a) X = 10 **assigns** the variable X the integer value 10 2b) X = X + 1 **assign** X the value one bigger than it was – 11 in this case.
10	4) == 5) !=	4) == tests for is equal to 5) != tests for not equal to	4) if password == "Computer" : 5) if password **!=** "Computer" :

Curriculum Dictionary: Tier Two Words Year 8 – Drama

Rotation 3	Word	Definition	In a sentence:
	Status	How important a person or thing is – where they sit in the hierarchy.	Peter is a high-**status** character and as an actor I will communicate that through vocal and facial expression.
	Communicating	Share ideas, stories, characters and situations.	I am **communicating** the character of Matilda through vocal and facial expression to show he is afraid.
	Rehearsing	The practise a play, piece of Music or poetry for public performance	I am **rehearsing** for my assessment in Drama, where I will present my work to the rest of my class because Drama is a 'performance' subject.
	Refining	Make changes to gradually improve the piece	I am **refining** my work to make it better, based off the feedback I received from my peers and teacher.
	Reflecting	Thinking deeply about a suggestion or idea	After **reflecting** on my assessment, I think I could have made better use of my vocal expression to show the character and the situation.

Curriculum Dictionary: Tier Three Words Year 8 – Drama

Rotation 3	Word	Definition	In a sentence:
	Facial expression	Is a form on non-verbal communication that shows character and emotion in performance	I am using **facial expression** to show different characters and their emotions.
	Vocal expression	How you deliver words to communicate meaning and emotion in performance	I am using **vocal expression** to show different characters and their emotions.
	Gesture	A movement of the hand or head to express an emotion or meaning in performance	I am using **gesture** to show different characters and their physicality

Curriculum Dictionary: Tier Three Words continued Year 8 – Drama

	Body Language	The conscious movement and posture that communicate. character or feelings	I am using **body language** to show different characters and their physicality
	Audience Awareness	Being aware of where you audience is positioned and making sure you present towards them	I am making sure I show good **audience awareness** by facing the front and directing my voice out to the audience avoiding turning my back to the people watching
	Blocking	The precise staging of an actor on stage to avoid standing in front of other performers.	I have worked on the **blocking** of my piece, and I know where I need to stand to deliver all my important lines without standing in front of another performer.
	Situation	Where a performance is set	I used a range of props to communicate the **situation** to the audience.
	Character	The person portrayed by an actor	I used vocal expression to communicate the **character** to the audience.
	Proxemics	The amount of space and the body angle actors use to communicate relationships on stage.	I used **proxemics** to show that Peter was stronger than Willy –
	Duologue	A play or part of a play with speaking roles for only two actors	Blue Remembered Hills is an ensemble – but the section you explore is a **duologue**
	Ensemble	A play written for three or more actors	Matilda is an **ensemble** piece with lots of different characters all having individual roles.
	Stage Directions	An instruction in the text of a play indicating the movement, position, or tone of an actor, or the sound effects and lighting	The **stage directions** said '*Suddenly he dropped from above and shouted*'
	Abstract	Centered around the concept of representing situations and emotions, as opposed to acting them out in a realistic way	Blackout can be performed as a monologue but also using more than one actor to create a more **abstract** interpretation using chorus and movement.
	Brechtian style Piece	A style of theatre in which the audience is balanced between two modes of viewership.	When I created a piece of **Brecht** I used; banners and placards to communicate time and place. I also broke the fourth wall and talked directly to the audience.

Design and Technology Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	User	A person who uses or operates something	The product was designed to meet the needs of the end **user**.
2	Aluminium	Aluminium is a light silvery grey coloured metal. It has a symbol of AL and an atomic number of 13.	**Aluminium** was used for the litter picker because it is light in weight and self finishing.
3	Lever	A rigid bar resting on a pivot, used to move a heavy or firmly fixed load with one end when pressure is applied to the other.	A screwdriver was used to **lever** the lid off a tin of paint.
4	Pivot	The central point on which a mechanism moves.	The see saw **pivots** in the middle and two people sit at either end.
5	Jig	A device that holds a piece of or enables identical components to be produced.	A **jig** was used to ensure all parts folded were 90 degrees.
6	Function	To work or operate in a specific way to solve a problem or meet a need.	The **function** of the litter picker is to retrieve items from the floor without bending.
7	Effort	A force exerted by a machine or person.	Very little **effort** was required to cut the wire with a pair of side cutters.
8	Load	A weight or source of pressure	The **load** was easily lifted using a lever.
9	Tapping	Cutting a thread in something to accept a screw.	The **tapping** of the hole allowed the screw to turn easily.
10	Rust	A reddish- or yellowish-brown flaking coating of iron oxide that is formed on iron or steel by oxidation.	Applying paint to the steel prevented it from **rusting**.

Design and Technology Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Target Market	A particular group of consumers at which a product or service is aimed	The potential **target market** for the product is people who are in the age range of 18 - 30
2	Non Ferrous	A metal that does not contain iron	**Non ferrous** metals are self finishing and do not require a coating.
3	Rivet	A short metal pin for holding together two plates of metal, its headless end being beaten out or pressed down when in place.	The handle of the litter picker is fixed to the body with **rivets**.
4	Mechanical Advantage	The advantage gained by the use of a mechanism in transmitting force.	Lifting a tin lid off with a screw driver requires very little effort due to **mechanical advantage** gained using a lever.
5	Fulcrum	The pivot about which a lever turns	The **fulcrum** on a see saw is in the middle.
6	Tension	The state of being stretched tight.	The strings on a guitar are under **tension**. The higher the **tension** the higher the note.
7	Performance	The capabilities of a machine, product, or vehicle.	The littler picker's **performance** will work better if all moving parts move easily.
8	Counter Sink	Enlarge and bevel the rim of a drilled hole so that a screw can be inserted flush with the surface.	When using **countersunk** rivets you must **countersink** the hole to allow them to sit flush.
9	Ergonomics	An applied science concerned with designing products to ensure they are user.	The **ergonomically** designed pen features a shaped rubber grip to provide comfort for the user.
10	Anthropometrics	Anthropometrics is the practice of taking measurements of the human body and provides data that can be used by designers.	**Anthropometric** data was used to calculate the length of the litter picker for an average human being.

Year 8 Food Technology Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Hygiene	The practice of keeping yourself and your working areas clean in order to prevent illness and disease.	Good personal **hygiene** can prevent most food poisoning cases.
2	Misc en place	Have all ingredients and utensils prepared before cooking.	**Misc en place** is a time-saving process to help get your kitchen flowing properly.
3	Keto	High-fat, adequate-protein, low-carbohydrate diet.	People on **keto** diets reduces total carbohydrate intake to less than 50 grams a day.
4	Chronic disease	A health condition that is persistent in its effects or a disease that comes with time.	Heart disease, cancer, and diabetes are the leading **chronic diseases** nowadays.
5	Calories	A measure of how much energy food or drink contains.	A pizza is high in **calories** but low in nutrients, so we should only consume in moderation.
6	Authentic	True to its origins, unaltered and untouched by outside forces.	Some people dislike fusion food and believe it is not **authentic** to reflect food origins.
7	Aromatics	Vegetables, herbs, and spices cooks use as the foundation of flavour for dishes.	Ingredients like onion, celery, garlic and carrots all fall into the family of **aromatic** ingredients.
8	Food waste	The food which was originally produced for human consumption but then was discarded.	Leftovers from a meal and expired food are avoidable **food waste**.
9	Organic	Not using artificial chemicals in the growing of plants and animals.	Supermarkets have recognised the increasing popularity of **organic** food.
10	Vertical farming	Vertical farming is the practice of growing crops in vertically stacked layers.	Most vertical farms grow herbs, shoots, and other leafy salad vegetables because they grow quickly under LEDs and have a short shelf life.

Year 8 Food Technology Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Cross-contamination	The process by which harmful bacteria spread from one substance to another.	Always store raw food in at the bottom of the fridge to prevent **cross-contamination**.
2	Longevity	Remaining useful for a long time.	Utensils will have a longer **longevity** if they are maintained well.
3	Pescatarian	They eat mostly vegetarian diets that includes seafood.	Some **pescatarians** believe a meat-based diet is bad for the environment and health so they eat fish instead of meat.
4	Dietary fibre	The parts of plant foods your body can't digest or absorb.	Fibre sweep is like a broom that sweeps our digestive system.
5	Saturated fat	A type of fat containing a high proportion of fatty acid molecules.	Because **saturated fat** are typically solid at room temperature, they are sometimes called "solid fats."
6	Adapt	Can change to fit its environment.	We **adapt** our menus to suit any cuisine, from American, Indian to Mediterranean.
7	Maillard reaction	Brown the meat to create complex flavours.	Barbecued foods get their mouth-watering taste from the **Maillard reaction**.
8	Food loss	Food loss most often occurs at the production, post-harvest, and processing stages. Whilst food waste occurs at the end of the food chain.	The flooding this year has destroyed entire crops over wide areas and caused a lot of **food loss**.
9	Greenhouse gasses	Gases in Earth's atmosphere that trap heat.	When cows digest grasses and plants, they emit methane, a potent **greenhouse gas**.
10	3D printing	A method of creating a three-dimensional object layer-by-layer using a computer created design.	**3D printing** does not mean it is artificial food, as the food is still prepared using fresh natural ingredients but with an exotic technology.

Geography Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Glacial and interglacial periods	A **glacial period** is a long period cooler global temperatures and of extensive ice sheets. An **interglacial period** is a warm period between glacial period, characterized by ice sheet retreat.	The global temperatures have fluctuated between **glacial** and **interglacial** for the past 400,000 years at least.
2	Ice sheet	Very large (often larger than the size of a country), body of ice which can be over 1km thick.	During the ice age, part of the UK was covered in an **ice sheet.**
3	Glacier	Slow moving river of ice.	**Glaciers** can be found in the Arctic.
4	Indigenous groups	Communities with historical ties, unique cultures, and identities to specific regions.	Innuits are an **indigenous group** living in the Arctic.
5	Enhanced Greenhouse Effect	Increased trapping of heat in the atmosphere due to increased greenhouse gases in the atmosphere, causing further warming.	Humans cause the **enhanced greenhouse effect.**
6	Infrastructure	Physical and organisational structures providing essential services in a community or society.	Schools are an example of important **infrastructure.**
7	Climate change mitigation and adaptation	**Mitigation:** Actions taken to reduce the long-term risks associated with climate change. **Adaptation:** the act or process of changing to become more suited to climate change.	Climate change **mitigation** prevents the release of greenhouse gasses whereas **adaptation** helps a population become used to the impacts.
8	IPCC	International panel on Climate Change which is a part of the United Nations that focuses on climate change and global warming.	The **IPCC** is a very important group of scientists who research climate change.
9	International agreements	Agreements between countries, outlining shared rights, duties, or goals for cooperation.	In 2015 196 countries signed the Paris **international agreement** which stated they would try and ensure global warming doesn't increase by more than 1.5 degrees.

History Curriculum Dictionary: Tier Two Words

Topic	Word	Definition	In a sentence:
Changing Nature of War and Society	Mechanisation	When hand tools are replaced with machines.	The textile industry was the first to experience **mechanisation**; wool was spun by a machine, rather than by hand.
	Industrial	Relating to the processing of raw materials into manufactured goods in factories.	Britain's **industrial** production increased massively because of new technology.
	Revolution	A period of significant change and upheaval.	The French **Revolution** killed the King of France and replaced him with a parliament.
	Imperialism	Referring to Empires and the land they control.	As Germany aimed to challenge Britain's empire with their own, **imperialism** was a major factor in the breakdown of relations before World War I.
	Urbanisation	The spread and growth of towns and cities.	**Urbanisation** saw more and more of Britain's countryside turn into city buildings and pavements.
	Riot	A violent protest, usually by a crowd.	The swing **riots** smashed factory machinery in protest.
	Agriculture	Refers to anything related to farming.	Britain's **agriculture** benefitted from new machines that could harvest crops quicker than ever before.
	Liberal	A political attitude that is open to change and supports freedom.	The 1906 elections in Britain saw a **liberal** government come to power; they passed laws to improve the living conditions of workers.
	Welfare state	A system the government puts in place to look after vulnerable people.	The **welfare state** provides money for retired individuals.
	Diplomatic	Referring to relationships between countries.	Britain maintained good **diplmatic** relations with France in 1907-14.

History Curriculum Dictionary: Tier Three Words

Topic	Word	Definition	In a sentence:
Changing Nature of War and Society	Cycle of Prosperity	The circular process by which bigger profits drive more investment which creates even bigger profits.	Britain's rising industrial output created a **cycle of prosperity** that made many companies and businesses rich.
	Cholera	A nasty, life-threatening disease that spreads through dirty water.	**Cholera** struck London several times in the 1800s, killing thousands.
	Epidemic	A widespread outbreak of a disease that affects many people.	The **Covid epidemic** forced many schools to shut in 2021.
	Sanitation	Conditions relating to public health and proper waste disposal (sewage).	Poor housing in London did not have good **sanitation** – toilet waste would be collected with a bucket and dumped out on the street.
	Borough	An area within a town or city.	Whitechapel is a **borough** within the East End of London.
	Schlieffen Plan	Named after the German general who created it. This was the German plan to invade France via Belgium.	The **Schlieffen plan** was designed to force France to surrender in 6 weeks.
	Trenches	A long, narrow ditch dug into the ground.	World War I soldiers lived in **trenches** to protect themselves from enemy gunfire.
	Artillery	Large-calibre guns used in warfare on land.	A major part of the British plan at the Somme was to have a weeklong **artillery** bombardment prior to the infantry offensive.
	Attritional	Gradually making something weaker and destroying it, especially the strength or confidence of an enemy by repeatedly attacking it.	WW1 was an **attritional** war, and saw the deaths of 9.7 million soldiers and around 10 million civilians.
	Reparations	The compensation for war damage paid by a defeated state.	The German people were ordered to pay £6.6 billion in **reparations** as part of the Treaty of Versailles.

Music Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Origin	The point or place where something begins.	We should be able to explain the **origins** of the ukulele by the end of week 1.
2	Technique	A way of carrying out a particular task.	We are learning to play ukulele with correct **technique**.
3	Transition	The way of changing from one thing to the next.	We can use a pivot to help us **transition** between one chord to the next.
4	Pivot	To turn or balance in a central point.	We can use a **pivot** to help us transition between one chord to the next.
5	Plucking	To pull or pick.	You can **pluck** or strum the strings on a ukulele.
6	Pulse	A regular beat.	To keep the **pulse** will help in time when you rehearse.
7	Accuracy	To be correct.	We should try to play with **accuracy**.
8	Expression	Conveying emotions.	We can add **expression** in music by using dynamics.
9	Rehearse	To practice for a later performance.	We need to **rehearse** efficiently.
10	Fluency	To be able to express yourself or speak easily and articulately.	We need to perform with **fluency**.

Music Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Hawaii	An island state in the Western United States.	The ukulele was introduced by Portuguese immigrants who migrated to **Hawaii**.
2	Frets	Frets divide the neck into different parts.	You play the ukulele by strumming or plucking the strings in your right hand and placing your fingers on the **frets** with your left hand.
3	Chord	Two or more notes played at the same time.	We will learn to play various **chords** on ukulele.
4	Strumming	Play by sweeping the thumb or fingers across the strings.	We can play the ukulele by **strumming** the strings.
5	Tablature (tab)	A way of writing down and reading music for instruments such as guitar and ukulele.	**Tab** can be used to play melodies by plucking each string and placing a finger on the correct string and the correct fret.
6	Ostinato	A repeating pattern.	We can play an **ostinato** to go along with the chords and melody.
7	Ensemble	A musical group.	**Ensemble** parts should be made up from chords, melody and some percussion.
8	Dynamics	The volume of the music.	You can add expression to your music by adding **dynamics** and articulation to your performance.
9	Note	A sound associated with a pitch.	We need to play the **notes** in the melody correctly,
10	Performance	An act of presenting a play, music or other form of entertainment.	Your **performance** is based on the song Somewhere Over the Rainbow.

Physical Education Curriculum Dictionary: Tier Two/Three Words

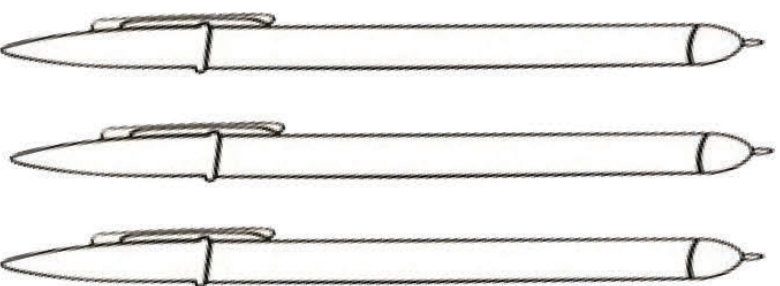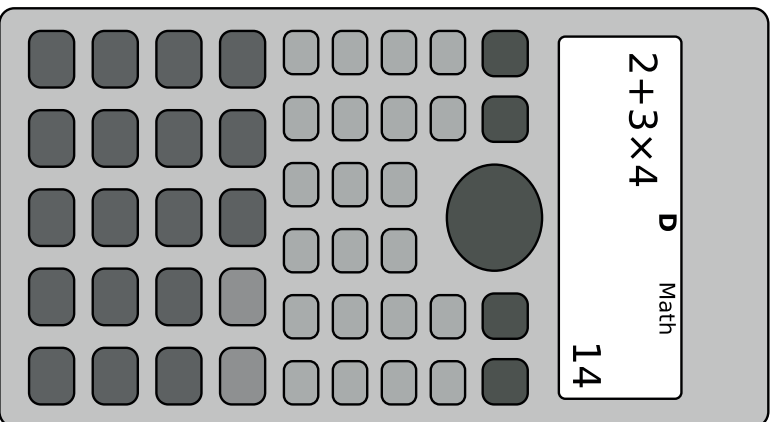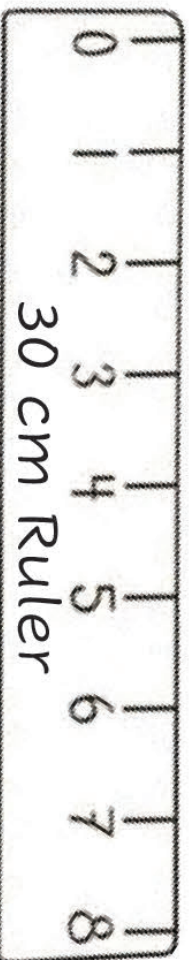| Topic	Word	Definition	In a sentence:
Athletics Field	• Approach • Take-off • Flight • Landing • Hop • Step • Jump	• The approach phase is also known and the run-up • Take-off is the point at which the athlete leaves the ground • Flight is the part of the jump when the athlete is in the air • Landing is the part of the jump where the athlete returns to the ground • A hop is where the performer takes-off of one foot and lands on the same foot • A step is where the performer takes off of one foot and lands on the other foot • A jump is where the performer takes off of one foot and lands on both feet	• The athlete has good speed in their **approach** • The athlete gained a lot of height in their **take-off** • The athlete had great distance in their **flight** phase • The athlete's **landing** was controlled • The **hop** phase is the first phase of the triple jump • The **step** phase is the second phase of the triple jump • The **jump** phase is the third phase of the triple jump
Athletics Track	• Pacing • Marks • Set • Go • Baton • Upsweep • Down-sweep	• Running a race at a consistent pace • Command given by the starter to tell the athlete to get into the start position • Command given by the starter to tell the athlete to prepare to run • Command given by the starter to tell the athlete to run • A baton is the name given to the object that is passed during a relay race • Upsweep is technique where the baton is placed between the thumb and index finger • Down-sweep is the technique where the baton is placed in the palm of the hand • The Push pass is a technique used to pass the baton where the outgoing runners hand is parallel to the ground	• The athlete's **pacing** during that race was excellent • 'Take your **marks**' • 'Get **set**' • The athlete reacted brilliantly when the starter said '**go**' • The **baton** was successfully passed from one athlete to another • The athlete's used the **upsweep** technique to pass the baton to each other • The athlete's used the **down-sweep** technique to pass the baton to each other • The push pass of the baton is a safe way to hand over the baton to your teammate
Cricket	• Long barrier • Short barrier • Backfoot defence • Backfoot drive • Run out • Wicket • Stumps	• Feilding technique where the fielder kneels to stop the ball • Fielding technique where the fielder uses their hand/foot to stop the ball • Is a defensive shot to block the ball, typically a fast bowled ball • Shot played in cricket off of the back foot to score runs • When a player does not make it to the other end before stumps are hit • The cut piece of grass which cricket is played on • The three wooden poles which the bowler aims for	• The fielder used the **long barrier** technique to safely stop the ball • The fielder used the **short barrier** technique to safely stop the ball • The batter played a **forward defence** to a very good ball • I played a backfoot defence, because the bowler has a very fast bowl • The batter scored 4 runs from the backfoot drive • The batter has been **run out** • The **wicket** is looking very green which should help the bowlers • The bowler has sent the **stumps** flying with that wonderful delivery
Rounders / Softball	• Long barrier • Short barrier • Mitt • Horizontally • Base • Backing up	• Feilding technique where the fielder kneels to stop the ball • Fielding technique where the fielder uses their hand/foot to stop the ball • The glove that is used to aid with catching a ball • When something is parallel to the ground • The four posts or plates which mark out the playing area • Backing up is where teammates will stand behind the teammate in case, they miss the ball	• The fielder used the **long barrier** technique to safely stop the ball • The fielder used the **short barrier** technique to safely stop the ball • The fielder caught the ball brilliantly in their **mitt** • The batter held the bat **horizontally** to the ground • The batter was out at **base** two • The bowler was backing up 2nd base

G

R

OXFORD SPIRES ACADEMY

BE THE BEST YOU CAN BE

Tools for Learning

All equipment is available to purchase from the Reprographics Department

D Math

2+3×4

14

Black, Blue & Purple
Pens

0 1 2 3 4 5 6 7 8

30 cm Ruler

Pencil Sharpener

Eraser

GLUE STICK
Extra
GLUE STICK

Protractor

Pencil, Whiteboard
Pen & Highlighter

Highlighter