

# The Scholar's Guide

Year 8

Cycle Three

Name:

Tutor Group:



Oakbank

# The Oakbank House System

On joining the school, each student will belong to one of our four houses: Curie, Hillary and Tenzing, Keller and Mandela. Each house has its own strengths, qualities, and values.

There are a range of House Competitions that you can get involved in which cover a wide range of interests and skills, giving you the opportunity to earn points for your overall house total. Your achievements in school will be recognised and rewarded through house points. Sports Day and extracurricular activities contribute to winning the house cup at the end of the year- so make sure you commit to doing your bit for your house!

## Marie Curie

The Polish born scientist who conducted pioneering research into radioactivity and changed the way cancer could be treated.

### House values:

Innovation  
Inspiration  
Resilience



## Hillary and Tenzing

Edmond Hillary and Tenzing Norgay were the first explorers to reach the summit of Mount Everest – the tallest mountain in the world.

### House values:

Integrity  
Persistence  
Strength

## Nelson Mandela

The first black president of South Africa, he led the peaceful transition from Apartheid to Democracy.

### House values:

Courage  
Leadership  
Equality



## Helen Keller

The American author who was deaf and blind. She was one of the leading advocates for individuals with disabilities.

### House values:

Determination  
Collaboration  
Inclusivity

## House Competitions

**Big Points Fridays:** Different subject led events every two weeks.

**Sports Day**

**Inter-house competitions**

## The values of my House I pledge to follow are:

## I pledge my participation in:



**Students with missing uniform or equipment should report to Student Services before 8:25am 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 or agreed reasonable adjustment) 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 result in sanctions as indicated in the School Behaviour Policy.**

Oakbank Uniform	Details
<b>Jumper</b>	Oakbank charcoal grey jumper with logo* (from Stevensons)
<b>Tie</b>	Oakbank tie with House colour stripes* (from Stevensons)
<b>Trousers/skirt/Shorts</b>	Black, tailored style, full length and straight leg trousers Black, A-line or pleated, knee length (or just below) skirt
<b>Shirt</b>	White, button up to the neck, with collar, cotton type, short or long sleeve
<b>Shoes</b>	Black, low heeled, practical for school, no trainers, no sports logo, no mesh, polishable
<b>Socks/tights</b>	Black socks (ankle or knee length) or black tights
<b>Coats/Hats</b>	Outdoor coats only. These should not be worn indoors. <b>Hoodies are not part of our uniform and are not allowed to be worn on school site.</b>
<b>Jewellery</b>	One small plain earring stud and one wristwatch All facial piercings or additional jewellery should be removed.
<b>Make Up</b>	Make-up must be subtle and understated. False eyelashes and nail varnish/nail extensions are not permitted

## Equipment

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



### Oakbank Equipment

Pens x1 Blue, x1 Black and x1 Purple Pen
30cm Ruler
Whiteboard pen
Sharpened pencils
Rubber
Glue stick
Maths set (containing protractor, set square)
Scientific Calculator
At least two highlighters
Reading book
Scholars Guide (provided to all students in April)

# Aspiring Habits: Goal Setting

The purpose of setting clear goals is to give ourselves direction, focus and motivation.

We use ClassCharts to see where we are succeeding and where we need to make improvements of changes.

Week	House Points this week	My Goal	Reflection & Tutor check
<b>Example</b>	10	I need to participate more in lessons so I will aim put my hand up more in Maths this week	Well done- you have collected more participation points in maths this week!
<b>Launch week</b>			
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>4</b>			

Week	House Points this week	My Goal	Reflection & Tutor check
<b>5</b>			
<b>6</b>			
<b>7</b>			
<b>8</b>			
<b>9</b>			

# 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
<i>Example</i>	5	5	<i>Well done for being in every day this week!</i>
<b>Launch week</b>		3	
<b>1</b>		8	
<b>2</b>		13	
<b>3</b>		17 *Inset 29th Sept	

Week	Cumulative days attended	Cumulative possible days	Reflection & Tutor check
<b>4</b>		22	
<b>5</b>		27	
<b>6</b>		32	
<b>7</b>		37	
<b>8</b>		42	
<b>9</b>		47	

# Teaching and Learning: The Anthem Way – what to expect:

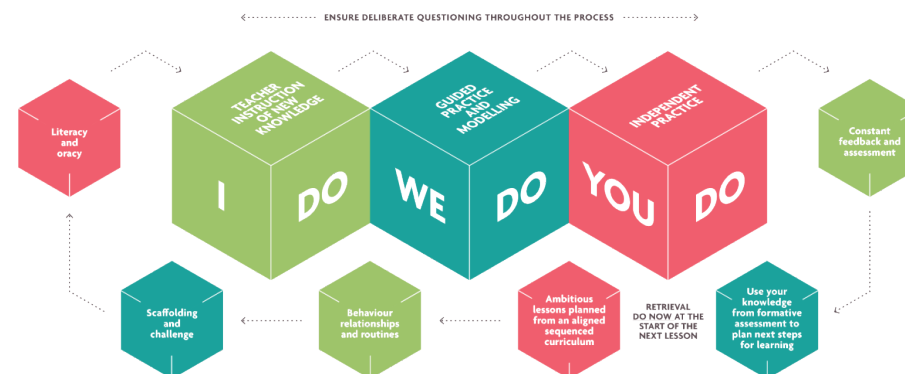
Your teachers have had what is called 'research led' training in how to deliver new knowledge and skills to you and we have agreed on a method of teaching that we have called The Anthem Way. Research led means that we have studied what cognitive scientists say about what we all need to learn best. We will explain it here so that you know what to expect in your lessons. You will have several assemblies on this to help you learn how to learn too:

In order to learn new knowledge and skills and to be able to use them at any time you need to develop what is called fluency. In order to achieve fluency you need the opportunity to practice new learning, forget things, retrieve things (usually through fast starts) and have new concepts explained really clearly by a teacher who is an expert at their subject. You also need teachers to show you how to apply new knowledge and skills by modelling them to you.

We can summarise what you need to learn well in this diagram:



Teachers will ensure that there is a structure to your learning so that you get all these steps to ensure that you learn the best that you can. The cycle of learning that teachers will follow in your lessons looks like this:



The main elements of a lesson are:

**Retrieval DO NOW** (Fast start) This gives you the opportunity to remember (or retrieve) information that you have been previously taught. This might be information from previous years or earlier in your current topic. You are retrieving it to get you to remember it. What exactly you are asked to retrieve every lesson as part of the fast start will have been carefully picked by your teacher each lesson. It will be something that is important to help you with your current learning, something that you can build upon in your new lesson.

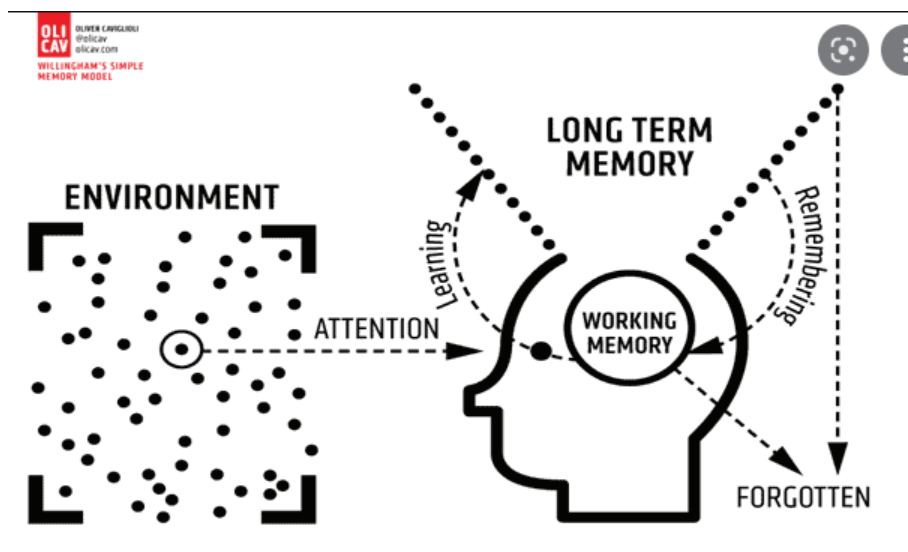
**I DO:** This is when a teacher (who is expert) explains new knowledge or demonstrates a new skill.

**WE DO:** This is when teachers and students practise applying new knowledge or skills together. You may co construct an answer to a question, or practise a skill through discussion or a practical task.

**YOU DO:** When the teacher is confident that you have mastered new knowledge and skills and they've shown you how to apply them well – they will ask you to have a go independently. This is because practise makes perfect and the more times you do it, the more fluent you become!

# What should you be doing at each stage of the lesson?

The definition of learning is when knowledge and skills have gone into someone's long term memory. Our Anthem Way model and lesson structure will help you do that. The other big factor that affects how you learn is attention and the environment:



So if you are not fully concentrating then your learning will not be maximised. What do we need from you at each stage of the learning cycle?

**Retrieval DO NOW/ Fast Start:** Which questions did you find difficult? What topics do you need to revisit? Is there anything you don't understand? Speak out!



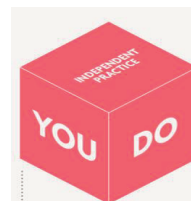
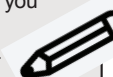
The teacher is the **expert**. They will explain new concepts really clearly.  
You need to:

- Pen down
- Eyes forward
- Mouth closed
- Listen carefully.

Have you waited till the end and asked questions if you have not understood?  
Can you link your learning in this lesson to previous lessons?



You are practicing applying this new learning with the class. Your teacher might show a scaffolded example of what you need to do to be successful.  
Or you might write a good example together as a class.  
**Are you participating and contributing ideas?**  
**This is important so that the teacher can check that you have understood before moving on?**



This is the time to show what you have learned and practice so that you become fluent.  
You might:

- Write a paragraph to demonstrate your new knowledge
- Complete a quiz to assess your understanding of what you have learnt
- Complete an exam question



# What should you be doing at each stage of the lesson?

You also need to **participate** in lessons!

Actively join in!  
Do the thinking  
Don't let others do the work!  
Don't be a passenger in the lesson!  
Join in!  
Quietly copying doesn't mean it has gone in your head!



Your teachers will deliberately use strategies to get you all to participate and do the thinking.



Mini whiteboards

**3-2-1 Show me!**

As well as getting every student to think – this strategy also allows the teacher to quickly check the understanding of every single student in the room. It tells teachers if they need to re-teach something if lots of people have got it wrong.



Cold calling

Teachers won't ask students to put their hands up, they will ask people at random. This means that all students are thinking hard. Don't worry if you get nervous, your teacher will give you some thinking time.



Turn and talk

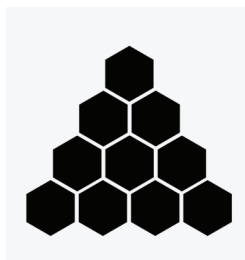
30 seconds talking to a partner will help you process and organise key ideas in your head.



# How will my scholar's guide help me with my learning?

Your scholar's guide has the core knowledge and skills that you need to **know** and **be able to do** in order to be successful in your summer term assessments and with your wider learning.

You gain new knowledge and skills like building blocks. As you get older and move on to other stages of your learning you will build on what you are learning now:



**You can't move on in your learning if there are gaps or misconceptions in your earlier knowledge and skills.**

**Teachers can't build on gaps or mistakes**

So using your scholar's guide well to help you learn core knowledge and skills is really important for your future. Here are several ways in which you and your teachers can use them to help you build knowledge **and** skills into what we call **cumulative fluency**:

## 1. For retrieval practice:

### I will need to know:

- Conflict** and **war** are not the same thing. **Conflict** can have lots of different meanings or opposition; or a fight. **War** means a state of armed conflict between countries or
- The **physical causes** of conflict include disagreement over **water supplies**, **food**, as oil. The **human causes** of conflict include where a **country's border** is; **religion**. We can use the example of Germany's borders after World War 1 to show what we given land from Germany as part of the Treaty of Versailles at the end of World War of Germany became Poland. The way Germany felt about the moving border was o

### So that I can:

- Define** conflict and know the difference between war and conflict.
- Differentiate** between physical and human (social) causes of conflict

**As the information in your Scholar's Guide is the most important knowledge and skills that you need – this is what teachers will put into your fast start activities.**

**So you can prepare by learning it beforehand!**

2. You can learn the core knowledge by **self - quizzing** using the **look, cover, write, check** method. **Read** it from the knowledge organiser, **cover up** the knowledge organiser, see what you can **remember**, **write** it down, **check it's correct**, **correct** it if not (that's how you learn!) Repeat! You can also **verbally quiz** your friends.



3. You can use exactly the same process to learn the **key vocabulary** and the **definitions** of them that are listed in your scholar's guide for each topic.

Word	Definition	In a sentence:
Source	Start of a river	The source of The River Nile

4. Learning however isn't just about remembering little bits of knowledge that don't join up. So you can use the content in your scholar's guide to guide you in doing **extra reading and research** around the topic. Your teachers will share a 'narrative' (story) with you about how your knowledge and skills join up. This will make you more likely to remember it. They will give you extra articles to read and things to watch that relate to your wider topics but you can be **proactive in searching** for books, articles and documentaries yourselves..

5. Sometimes some of you will be supported with **pre teaching** of the information in the Scholar's Guide in 5 Oaks so that you will be prepared before your lesson by a teaching assistant. This will help you succeed in the lesson and feel more confident. If you are **absent from school** for any reason (although try not to be!) you can use the scholar's guide to **catch up**.

### KS3 English: In the Sea there are Crocodiles (Identity and social responsibility)

Careers linked to topics we study this cycle can include things like being a writer, teacher, journalist, politician, police officer, NGO worker, diplomat because when you read literature you examine and evaluate sources.

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> <li>That Afghanistan is a country in Asia. The Taliban took control of Afghanistan in 1996 and again in 2022 and imposed very <b>strict rules</b> based on their <b>extreme interpretation of Islam</b>. They also targeted certain ethnic minorities including the <b>Hazara</b> people.</li> <li>This led to many Afghan <b>refugees</b> fleeing the country in search of safety. However often this led to them making dangerous journeys and living in refugee camps. Refugee camps are not necessarily safe as the refugees are vulnerable, penniless and open to exploitation. Many people from Afghanistan have experienced <b>prejudice</b> outside of their own country following the attacks of 9/11 in New York.</li> <li>Enaiatollah is the child protagonist in this story who is forced to travel alone from Afghanistan to Pakistan and through Europe – finally arriving in Italy. This story is his <b>biography</b>.</li> </ol>	<ol style="list-style-type: none"> <li>Reflect on the <b>perspective</b> that the story is told from and why this is important.</li> <li><b>Infer</b> what the characters of the Mother and Enaiatollah maybe feeling and why.</li> </ol>
2	<ol style="list-style-type: none"> <li>Many child refugees like Enaiatollah travelled unaccompanied to <b>refugee camps</b>. Many travelled first to Pakistan because it was the next door country but then went onto Europe because it was perceived there would be a better quality of life and government support. Many refugees were Hazaras. The Taliban was prejudiced against Hazaras because they look different to Pashtuns, follow a different branch of Islam (Shia) and speak a different language. Lone child refugees had an extremely lonely and traumatic experience. Many were open to exploitation and abuse.</li> <li>The writer uses the <b>first person narrative voice</b> to make the reader understand that Enaiat is feeling <b>frightened</b>. He uses other techniques such as <b>short sentences</b> and <b>powerful verbs</b> to convey panic.</li> </ol>	<ol style="list-style-type: none"> <li><b>Analyse</b> the techniques that the writer uses to present Enaiat's experience as a solo child refugee.</li> <li>Analyse how the writer creates <b>suspense and tension</b>.</li> </ol>
3	<ol style="list-style-type: none"> <li>The writer uses both <b>language</b> and <b>structure</b> to describe Enaiat's experience with the boy and <b>convey</b> that Enaiat feels that he is in <b>danger</b>.</li> <li>The quote '<i>I am ready to bet I would have ended up with broken bones</i>' helps the reader understand his fear.</li> <li>The simile '<i>I felt as powerful as a snow leopard</i>' shows us how <b>empowered</b> Enaiat felt when he was with <b>other Hazara boys</b>.</li> <li>Other language techniques used by the writer to convey feelings include: new paragraphs, sentence length, verbs and metaphors.</li> <li>Writers use new paragraphs when the topic, time, setting or person speaking changes.</li> </ol>	<ol style="list-style-type: none"> <li><b>Explain</b> in written form how Enaiat's sense of empowerment changes when he is alone compared to with other Hazara boys. Use and <b>analyse quotations</b> to support and explain my points.</li> </ol>
4	<ol style="list-style-type: none"> <li><b>Prejudice</b> is a preconceived opinion that someone may have about a situation, person or group of people. It is not based on reason or actual experience. Discrimination is when that prejudice is acted upon and someone is treated unfairly based on their protected characteristics such as race, religion or ethnicity.</li> <li>Enaiat decided to go to Iran from Pakistan to try to find more work but he <b>faced further discrimination</b> due to him being <b>Shia</b>.</li> <li><b>Non fiction writing</b> is structured differently to fiction writing. Subheadings and headings, often with rhetorical questions are used to break up and make information accessible and <b>draw the reader in</b> and convey facts.</li> </ol>	<ol style="list-style-type: none"> <li>Use <b>non fiction techniques</b> to write my own article on the history of persecution facing the Hazaras.</li> <li>Identify and use quotations from Enaiat which strengthen the <b>narrative voice</b>.</li> </ol>
5	<ol style="list-style-type: none"> <li>Enaiat felt <b>dejected</b> following his experiences. The writer uses <b>powerful verbs</b>, <b>similes</b> and <b>metaphors</b> to convey this sense of sadness and hopelessness. Although he was safe from the Taliban he would still suffer discrimination because he is in Iran illegally and may be taken advantage of as a young boy with no rights.</li> <li>The writer uses the <b>emotive language</b> '<i>A place where just to smell the fumes you'd think it was the cesspit of the earth, a place where not even a cockroach would want to live.</i>' is used to make the reader <b>fear</b> the detention centres Telisia and Sang Safid. The <b>short sentence</b> Telisia and Sang Safid also <b>builds tension</b>.</li> </ol>	<ol style="list-style-type: none"> <li>Explain how the writer <b>conveys Enaiat's change</b> from a state of bliss to a state of despondency in Iran.</li> </ol>

### KS3 English: In the Sea there are Crocodiles (Identity and social responsibility)

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> <li>1. That <b>fundamentalism</b> is a religious way of life (often Islam or Christianity) where people uphold strict and literal interpretations of the religious scripture (ie. Bible or Quran).</li> <li>2. The writer of the poem, in mentioning 'janitors, multimillionaires, passengers.' is <b>conveying</b> that everyone, from every walk of life was affected by 9/11.</li> <li>3. An asylum seeker is a person who leaves their home country and enters another country to live there because their home is unsafe. There was a huge rise in this following 9/11. We can <b>draw parallels</b> between this and Enaiat's situation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make links between the fictional and non fictional experiences of refugees and <b>make inferences</b> about how typical Enaiat's experience was to that of other refugees.</li> </ol>
7	<ol style="list-style-type: none"> <li>1. Enaiat was <b>credulous</b> when he kept believing that the <b>duplicious</b> people traffickers would arrive soon when climbing the mountains.</li> <li>2. The writer uses <b>repetition</b> to show the <b>shock</b> and fear of the credulous refugees at the hands of the people traffickers. 'Twelve people were missing. Twelve out of the group of 27.'</li> <li>3. The writer also uses <b>emotive language</b> 'brawls and knife fights' to <b>foreshadow</b> the violence that is to come.</li> <li>4. 'The wind was like a razor and my nose was clogged with snow.' This <b>simile personifies</b> the weather as violent, as if it was cutting him.</li> <li>5. More short sentences convey fear.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how the writer has used <b>language techniques</b> to present Enaiat's journey across the mountains.</li> </ol>
8	<ol style="list-style-type: none"> <li>1. 'The day flowed over me and life around me, like a river, I was turning into a rock.' This <b>combined metaphor/ simile</b> is a key quotation which reflects Enaiat's sense of <b>apathy</b> as he travels to Istanbul.</li> <li>2. 'That's why I am afraid of crocodiles' is the conversation on page 142. This was used as inspiration of the title of the book because it is a <b>metaphor</b>. It is used as a child's warning of dangers lurking for a voyager crossing the sea. It is the cry of fear by a young boy about to enter a boat in the Mediterranean, who does not believe it is safe. Although there are no crocodiles in that sea, the boy is correct – <b>it is not safe</b>.</li> <li>3. The journey from Turkey to Greece can be described as the <b>coming of age</b> moment in the novel. The writer uses weather metaphors, crocodile metaphors, and the image of Liaqat being thrown overboard to create the sense of horror.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Apply</b> the techniques that we identify to create my own creative writing piece (Enaiat's diary entry on the journey to Greece)</li> </ol>
9	<ol style="list-style-type: none"> <li>1. 'Every now and again, migrants are a secret weapon.'</li> <li>2. So, after a while, I got fed up with these traffickers who couldn't organise anything and decided to do it myself. These quotations demonstrate how Enaiat is much <b>less naïve</b> as a result of his journey and is closer to <b>coming of age</b>.</li> <li>3. Enaiat has spent years fleeing war, living on the streets and doing anything he can to survive. His instinct has become almost animalistic. When he arrived in Italy the <b>simile</b> that he 'ran like an animal' shows that he is no longer naïve but that he is still vulnerable like an animal. Wild animals can also be perceived as nuisances and Enaiat sees himself as a nuisance to Danila. This is an <b>oxymoron</b> which shows the <b>complexity</b> of his situation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare and contrast this to Enaiat at the start of the novel and explain how ITSAC is a more sophisticated word for a coming of age story is a <b>bildungsroman</b> narrative.</li> </ol>
10	<ol style="list-style-type: none"> <li>1. Handwritten letters have a personal touch that digital communication cannot replicate and writing by hand can be therapeutic and help people reflect on their thoughts and feelings.</li> <li>2. In order to write a <b>formal letter</b> there are strict rules in terms of <b>layout, language and structure</b>. Not using these can make your letter seem careless or informal. You need to have your address, the recipient's address, and a formal greeting. It also needs an indented first paragraph, an introductory paragraph setting out the purpose, a formal tone and linked paragraphs with connectives. It then needs to close with a concluding paragraph to sum up your thoughts and a formal ending with yours faithfully/yours sincerely.</li> </ol>	<ol style="list-style-type: none"> <li>1. Consolidate your thoughts and feelings on the experience of Enaiat. Write a <b>powerful, empathetic, well structured letter</b> to Enaiat and Fabio Geda.</li> </ol>
11	<b>Scholar's Prep:</b> 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	<b>Super teaching week:</b> 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	<ul style="list-style-type: none"> <li>Angle "BCA" is the angle formed by travelling from B to C, then from C to A</li> <li><b>Alternate angles</b> are equal, and form a "Z" shape</li> <li><b>Corresponding angles</b> are equal, and form an "F" shape</li> <li><b>Co-interior angles</b> sum to <math>180^\circ</math>, and form a "C" shape</li> </ul>	<ul style="list-style-type: none"> <li>Use properties of angles in parallel lines to find unknown angles</li> <li><b>M606</b></li> </ul>
2	Angles in Parallel Lines & Polygons 2	<ul style="list-style-type: none"> <li>In a parallelogram, angles next to each other sum to <math>180^\circ</math>.</li> <li>In a kite, one pair of opposite angles are equal.</li> <li>The <b>exterior angles</b> of a polygon sum to <math>360^\circ</math>.</li> </ul>	<ul style="list-style-type: none"> <li>Use properties of angles in special quadrilaterals to find unknown angles</li> <li><b>M393, M679</b></li> </ul>
3	Angles in Parallel Lines & Polygons 3	<ul style="list-style-type: none"> <li>The sum of <b>interior angles</b> in a polygon with <math>n</math> sides is <math>(n - 2) \times 180^\circ</math></li> <li>The sum of <b>exterior angles</b> of a polygon is <math>360^\circ</math></li> <li>For a regular polygon, all of the interior angles are the same size, and all of the exterior angles are the same.</li> </ul>	<ul style="list-style-type: none"> <li>Use properties of angles in polygons to find unknown angles</li> <li><b>M653</b></li> </ul>
4	Area of Trapezia and Circles	<ul style="list-style-type: none"> <li>The area of a <b>trapezium</b> is given by the formula <math>(a + b) \times h \div 2</math>, where <math>a</math> and <math>b</math> are the 2 parallel side lengths, and <math>h</math> is the perpendicular height.</li> <li>The area of a circle is given by <math>\pi r^2</math>, where <math>r</math> is the radius, and <math>\pi = 3.14\dots</math></li> <li>The diameter of a circle is twice as big as its radius</li> </ul>	<ul style="list-style-type: none"> <li>Find the area of circles and trapezia</li> <li><b>M705, M231</b></li> </ul>
5	Line Symmetry & Reflection	<ul style="list-style-type: none"> <li>To reflect a shape in a mirror line, it helps to reflect each corner (vertex), one at a time.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Identify lines of symmetry</li> <li>Reflect a shape in a mirror line</li> <li><b>M290, M523</b></li> </ul>

## Year 8 Maths

Week	Topic:	I will know that:	So that I can: Sparx code
6	The Data Handling Cycle 1	<ul style="list-style-type: none"> <li><b>Frequency</b> means how many there are of something.</li> <li>In a questionnaire, all questions must be easy to understand, be unbiased, and must allow every person to answer correctly</li> <li>When drawing a <b>pictogram</b>, I need to include the key, which explains how much each picture is worth</li> </ul>	<ul style="list-style-type: none"> <li>Design and use questionnaires</li> <li>Draw and interpret pictograms</li> <li><b>M493, M644</b></li> </ul>
7	The Data Handling Cycle 2	<ul style="list-style-type: none"> <li>A <b>line graph</b> is a type of graph used to show trends in data over time. The data points are joined together by line segments.</li> <li>For <b>line graphs</b>, and bar charts, "<b>frequency</b>" goes on the y-axis</li> </ul>	<ul style="list-style-type: none"> <li>Draw and interpret line graphs and bar charts</li> <li><b>M460, M738, M140, M183</b></li> </ul>
8	The Data Handling Cycle 3	<ul style="list-style-type: none"> <li>The <b>range</b> of data measures how spread out it is.</li> <li><b>Range</b> = "Biggest Value" - "Smallest Value"</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Calculate and interpret the range</li> <li>Draw and interpret pie charts</li> <li><b>M328, M574, M165</b></li> </ul>
9	Measures of Location 1	<ul style="list-style-type: none"> <li>The <b>mean</b> is the sum of the data, divided by how many values there are</li> <li>The <b>mode</b> is the most common value</li> <li>The <b>median</b> is the middle number, when data is put in order.</li> <li>If there are two "middle numbers", the median is the number halfway between them.</li> </ul>	<ul style="list-style-type: none"> <li>Find the mean, mode, and median of data</li> <li><b>M940, M841, M934</b></li> </ul>
10	Measures of Location 2	<ul style="list-style-type: none"> <li>An <b>outlier</b> is a value which does not follow the same pattern as most of the rest of the data</li> <li>To compare data, comment on how spread out it is (the <b>range</b>) and a measure of location (<b>mean, mode, or median</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Present data and make conclusions</li> <li><b>M450, M440</b></li> </ul>
11	<b>Leader's Prep:</b> 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	<b>Super teaching week:</b> 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.		

Science – Plants & Ecology, light and sound and genetics

Week	I will need to know:	So that I can:
1	<ul style="list-style-type: none"> <li>Scientists attempt to group different living organisms together to make it easier to study and understand how they are related to each other.</li> <li>A <b>habitat</b> is a place where an organism lives.</li> <li><b>Food chains</b> show the flow of energy from one organism to another.</li> <li><b>Food webs</b> show how all the food chains in an <b>ecosystem</b> interact.</li> </ul>	<ol style="list-style-type: none"> <li>Describe how animals &amp; plants are classified</li> <li>Define habitat and give examples</li> <li>Describe adaptations of plants</li> <li>Describe interactions within habitats</li> <li>Draw and interpret food chains and webs</li> </ol>
2	<ul style="list-style-type: none"> <li><b>Invasive species</b> have been moved into a location in which they are not naturally found.</li> <li>Invasive species can eliminate native species and reduce biodiversity</li> <li>Toxins can build up in higher levels of food chains, causing more harm (<b>bioaccumulation</b>)</li> <li>Deforestation is the removal of forests, often to make space for farming, industry, settlements, roads and use of wood as fuel. <b>Deforestation</b> causes a loss of <b>biodiversity</b>.</li> </ul>	<ol style="list-style-type: none"> <li>Define invasive species and explain how they are introduced</li> <li>Describe the effects of invasive species</li> <li>Define the term bioaccumulation and explain the effect on food webs</li> <li>Define the term deforestation and describe its causes and effects</li> <li>Evaluate some conservation strategies.</li> </ol>
3	<ul style="list-style-type: none"> <li>Male parts of the flower are called the stamen and include the anther and filament</li> <li>Female parts of the flower are called the pistil and include the stigma and ovule</li> <li>Transferring pollen grains from the male anther to the female stigma is called pollination</li> <li>Plants use a variety of methods for pollination (e.g., insects, wind, self) and <b>seed</b> dispersal (e.g., gravity, wind, ballistic, water and by animals)</li> </ul>	<ol style="list-style-type: none"> <li>Label the parts of a flower</li> <li>Describe sexual reproduction in plants</li> <li>Explain the process of pollination</li> <li>Give examples of different seed dispersal methods</li> </ol>
4	<ul style="list-style-type: none"> <li>Carbon Dioxide + Water → Glucose and Oxygen</li> <li><b>Photosynthesis</b> requires light energy and the special pigment called <b>chlorophyll</b></li> <li>Leaves are a plant organ adapted for photosynthesis. Different layers (e.g., cuticle, epidermis, palisade and spongy) of the leaf perform different functions</li> </ul>	<ol style="list-style-type: none"> <li>Recall the word equation for photosynthesis</li> <li>Describe the process of and factors affecting photosynthesis</li> <li>Label the key structures in a leaf</li> <li>Relate the structure of a leaf to its function</li> </ol>
5	<ul style="list-style-type: none"> <li>Sounds are made by something that is shaking or <b>vibrating</b></li> <li>A <b>sound wave (longitudinal)</b> is a vibration that travels through a solid, liquid or gas</li> <li>The volume of a sound is shown by the <b>amplitude</b> of the wave; A loud sound has a large amplitude.</li> <li>The <b>pitch</b> of a sound is shown by the frequency of the wave; A high pitched sound has a high <b>frequency</b>.</li> </ul>	<ul style="list-style-type: none"> <li>1. Describe how sound is made</li> <li>2. Use the particle model to explain how sound travels</li> <li>3. Use keywords to describe a sound wave</li> <li>4. Use sound wave diagrams to identify sounds</li> </ul>



**Science – Plants & Ecology, light and sound and genetics**

Week	I will need to know	So that I can
6	<ul style="list-style-type: none"> <li>Parts of the ear include: eardrum, ear bones, cochlea, auditory nerve and Pinna.</li> <li>When a sound reached the eardrum, it vibrates and passes these vibrations to the ear bones.</li> <li>Dogs and Bats are examples of animals that can hear higher frequencies than humans.</li> <li>Frequencies higher than humans can hear is called ultrasound.</li> <li>Ultrasound is used for lots of things including medicine, shipping and engineering</li> </ul>	<ol style="list-style-type: none"> <li>Identify the parts of an ear on a model or diagram</li> <li>Explain the role of the eardrum</li> <li>Recall that animals can hear a range of frequencies.</li> <li>Define ultrasound and explain how it can be useful</li> </ol>
7	<ul style="list-style-type: none"> <li>Light (transverse wave) is a type of electromagnetic radiation that can be detected by the eye</li> <li>Light travels in straight lines and can travel through a vacuum</li> <li>In reflection, the angle of incidence = the angle of reflection</li> <li>Refraction is the bending of light as it passes through one substance to another</li> </ul>	<ol style="list-style-type: none"> <li>Describe how light travels</li> <li>Draw scientifically accurate light-ray diagrams</li> <li>State the law of reflection</li> <li>Define refraction</li> </ol>
8	<ul style="list-style-type: none"> <li>Seven colours of light in order of frequency are: red, orange, yellow, green, blue, indigo, violet</li> <li>Objects appear different colours because they absorb some colours and transmit others.</li> <li>Some object are luminous (emit their own light) and some objects are non-luminous.</li> <li>Parts of the eye include: Iris, Pupil, Lens, Retina, Optic Nerve</li> <li>The lens focuses the image on the retina, the iris controls how much light passes into the eye.</li> </ul>	<ol style="list-style-type: none"> <li>Recall that white light consist of multiple colours of light</li> <li>Explain why objects appear a certain colour</li> <li>Describe the structure of the human eye</li> <li>Explain the function of the lens, iris and retina</li> </ol>
9	<ul style="list-style-type: none"> <li>Asexual reproduction = no fusion of gametes, one parent, identical offspring (clones)</li> <li>Sexual reproduction = fusion of gametes, two parents, variety of offspring</li> <li>Variation can be caused by genetics or the environment or a combination of the two</li> <li>Variation can be continuous or discontinuous</li> </ul>	<ol style="list-style-type: none"> <li>Describe the differences between sexual and asexual reproduction.</li> <li>Explain the causes of variation between individuals</li> <li>Measure variation within a population</li> </ol>
10	<ul style="list-style-type: none"> <li>DNA has a double-helix structure with 4 base pairs (A-T, G-C)</li> <li>The structure of DNA was discovered by numerous scientists working together including: Wilkins, Franklin, Watson and Crick.</li> <li>In DNA profiling, a persons unique DNA code can be sequenced and compared to a sample</li> </ul>	<ol style="list-style-type: none"> <li>Describe the basic structure of DNA</li> <li>Describe how the structure of DNA was discovered</li> <li>Carry out a DNA extraction</li> <li>Define DNA profiling</li> </ol>
11	<b>Assessment Week</b>	
12	<b>Super Teaching Week</b>	

**Subject: History – Colonial expansion and its modern impacts**

**Careers linked to topics we study this cycle can include things like: This topic will explain the why the international political map is the way it is today while working on key skills such as persuasive judgement, source analysis and explaining our points which links to careers in law, politics and business management.**

Week	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> <li>1. The British Empire started in the reign of Elizabeth I and continued up until the 20<sup>th</sup> century becoming the largest empire to ever exist taking land in Africa, Asia, North and South America, and Australia.</li> <li>2. The reasons Britain wanted an Empire was due to the economic wealth, political strength and to have cultural and religious influence over other countries and within Europe so that they could continue their industrialization.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use primary sources to make judgements based on evidence.</li> <li>2. Explain my point of view using evidence to make a convincing argument.</li> </ol>
2	<ol style="list-style-type: none"> <li>1. Britain would use biased legal methods and violence if necessary to secure new land from nations that were not as industrially developed as them so they could access natural resources and the cheap labour of these nations.</li> <li>2. Britain would use make India part of their formal empire to directly control the how the nation was run and extract the natural resources with ease and China was part of their informal empire so that they could profit from selling the harmful drug Opium to its people.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain a historical narrative using evidence from key events.</li> <li>2. Understand that political control does not always look the same when trying to influence other nations.</li> </ol>
3	<ol style="list-style-type: none"> <li>1. Britain colonised Australia with little regard for the indigenous people, often using violence to take their land and destroy their way of life which many have labelled as a genocide.</li> <li>2. Africa was split between Western European nations with no regard for the indigenous population which had long lasting impacts on the continent that are still felt today such as their economic systems and divides between cultures that has led war and genocide.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assess the provenance of evidence (nature, origin, purpose) to understand the context of the source so that it can be used effectively.</li> </ol>
4	<ol style="list-style-type: none"> <li>1. The African Slave trade saw the forced migration of millions of African people to North and South America using the 'Atlantic Slave Triangle' where thousands would die during the 'middle passage' due to the harsh conditions.</li> <li>2. When the African enslaved people arrived in the America's they would live on plantations and be forced to work in harsh conditions that would lead to millions of deaths and helped to embed racist attitudes that still impact the modern world.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use primary sources to make judgements based on evidence.</li> <li>2. Explain a historical narrative using evidence from key events.</li> </ol>
5	<ol style="list-style-type: none"> <li>1. African enslaved people did not just allow the slave trade to happen and would use open and passive resistance as ways to try and gain their freedom or make the lives of their captives as difficult as possible.</li> <li>2. The Slave Trade was abolished in 1807 but it would take decades to emancipate enslaved people around the empire and even longer before the formally enslaved people were treated with any fairness and dignity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand that the victims of history rarely accepted their fate lying down and to understand that we should not view these groups of people as helpless.</li> <li>2. Just because society changes its values for the better, it does not mean we should stop fighting for change.</li> </ol>



**Subject: History – Colonial expansion and its modern impacts**

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> <li>The USA was a former British <b>colony</b> that fought for independence from British rule to become its own nation. This was the first nation that was an independent made up of colonial settlers in a land they were not from.</li> <li>The <b>indigenous</b> people of North America were the Native Americans who were made up of tribes and had completely different way of life to the European settlers which no clear boarder and their <b>nomadic</b> lifestyle connected to the land.</li> </ol>	<ol style="list-style-type: none"> <li>Explain how the impact of imperialism can still be felt even outside of controlled territories.</li> <li>Not all societies have grown like ours and this can create cultural differences.</li> </ol>
7	<ol style="list-style-type: none"> <li>The USA was originally just 13 states on the East boarder but set tellers would travel the dangerous roads West to try and find new land in California and Washington to have a better life but this could be very dangerous.</li> <li>The California Gold Rush of 1849 would see the state become one of the most populated areas of the USA even today, but many people travelled there did not have a positive experience especially for women or people from non-white European backgrounds.</li> </ol>	<ol style="list-style-type: none"> <li>How and why people were willing to make dangerous journeys for a better life which helps to explain key aspects of modern American culture.</li> <li>Not all groups in society have the same experience of a singular event.</li> </ol>
8	<ol style="list-style-type: none"> <li>Despite the Slave Trade being <b>abolished</b> in 1807 by Britain, it would take the American <b>Civil War</b> to <b>emancipate</b> enslaved people and pass the <b>13<sup>th</sup> amendment</b> in the USA which would split the nation between Northern Unionists and Southern Confederates in its bloodiest ever battle, even by modern standards.</li> <li>After the American <b>Civil War</b>, the period known as <b>reconstruction</b> would rebuild US society without slavery but this did not mean that Black Americas did not face mistreatment and racism in everyday life and the legal system.</li> </ol>	<ol style="list-style-type: none"> <li>Explain how the wider impacts of the slave trade involved political and economic motivations that could lead to war.</li> <li>Just because society changes its values for the better, it does not mean we should stop fighting for change.</li> </ol>
9	<ol style="list-style-type: none"> <li>As the USA was forming, it struggled to police its new land which led to a lot of lawlessness and crime which would impact local populations in different ways leading to ideas of the 'wild west'.</li> <li>The American symbol of the Cowboys were not as glamorous as it appeared due to the long hours, back breaking labour and months of travel that would see young men struggle to be part of wider society.</li> </ol>	<ol style="list-style-type: none"> <li>Assess historical stereotypes to make judgements on how true they are in reality.</li> </ol>
10	<ol style="list-style-type: none"> <li>The USA is home of the '<b>American Dream</b>' but for many people this meant trying to set up a farm in a land that was not suitable for European methods and technology which led to creative solutions to make it possible to survive.</li> <li>While the USA expanded, the lives of the Native Americans changed forever as they were forced onto reservations, re-educated to remove their culture and forced to join a society that did not value them.</li> </ol>	<ol style="list-style-type: none"> <li>Explain the realties of common people who sought to make a better life for themselves.</li> <li>The impact of political and cultural change has a huge impact on any society which needs to be remembered.</li> </ol>
11	<b>Scholar's Prep:</b> 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	<b>Super teaching week:</b> 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.	

## Geography: Who is benefiting from our increasingly interconnected but unequal world?

Careers linked to topics we study this cycle included things like diplomat, consultant, charity worker, retail sector, business, finance and lawyer as I will be developing my understanding of the how the world is becoming more interconnected and the impact this has on people.

Week	I will need to know:	So that I can:
<b>1</b> What is development?	<ol style="list-style-type: none"> <li>1. A <b>misconception</b> is common opinion based on faulty thinking e.g. 'all of Africa is poor'.</li> <li>2. All countries can be classified into <b>developing</b> (low-income), <b>emerging</b> (middle income) and <b>developed countries</b> (high income).</li> <li>3. <b>Development</b> can be categorised by social, economic, political and sustainable development.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify my own misconceptions and address them.</li> <li>2. Classify countries by their level of development.</li> </ol>
<b>2</b> Measuring development	<ol style="list-style-type: none"> <li>1. Wealth <b>indicators</b> include: GNI (Gross National Income) which is the total income of the country divided by number of people, GDP (Gross Domestic Product) per capita which is the total value of goods and services earned by a country divided by the population and PPP (Purchasing Power Parity) which shows how much \$1 is worth in a country.</li> <li>2. Social <b>development</b> can be measured through factors such as birth rate, death rate and literacy rate.</li> <li>3. Single <b>indicators</b> can give a false picture which misses out important outliers, whereas composite (multiple) <b>indicators</b> can give a fairer picture (e.g. <b>Human Development Index</b>).</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare the level of development for a range of countries.</li> <li>2. Assess which is the most useful measure of development.</li> </ol>
<b>3</b> Uneven development	<ol style="list-style-type: none"> <li>1. <b>Physical</b> factors affecting development include poor climate (e.g. fewer crops can be grown meaning lower food supplies and less to sell resulting in lower income and less tax revenue to the government) and few raw materials (e.g. oil, coal meaning fewer products to sell or use in industries).</li> <li>2. <b>Historical</b> reasons for uneven development include colonisation, and conflict causing destruction of homes, hospitals, schools which then need replacing.</li> <li>3. <b>Economic</b> factors include poor trade links (results in less <b>trade</b>) and debts.</li> <li>4. <b>Globalisation</b> can accelerate development for some areas.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain why the UK has developed faster than India.</li> <li>2. Explain how globalisation has helped India develop.</li> </ol>
<b>4</b> Structure of the economy	<ol style="list-style-type: none"> <li>1. The four <b>sectors of the economy</b> are primary, secondary, tertiary and quaternary.</li> <li>2. The economy of <b>developing</b> and <b>emerging</b> countries are largely based on the primary and secondary.</li> <li>3. Rapid development in India has resulted in a smaller proportion of the economy based on the primary sector.</li> <li>4. The economy of <b>developed</b> countries such as the UK are largely based on the tertiary sector.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how and why the UKs and India's economies have changed over time.</li> </ol>
<b>5</b> Positive impact of globalisation and rapid development	<ol style="list-style-type: none"> <li>1. <b>Globalisation</b> has impacted India positively as it has created job opportunities, improved <b>infrastructure</b> and provided new social opportunities.</li> <li>2. TNCs (Transnational corporations), such as BT, have built factories and call centres in India which provide employment. This creates the <b>multiplier effect</b>, as the new job opportunities attract more people to the area who will spend money, which will further improve the economy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assess the extent to which globalisation has positively benefited India.</li> <li>2. Explain the multiplier effect.</li> </ol>

## Geography

Week	I will need to know:	So that I can:
<b>6</b> Negative impact of globalisation and rapid development	<ol style="list-style-type: none"> <li><b>Globalisation</b> and rapid development has increased the <b>inequality</b> between rural (countryside e.g. Bihar) and urban (city e.g. Maharashtra) areas. Rapid development has also resulted in the creation of poor quality housing (<b>chawls</b>) within cities (e.g. Mumbai), increased pressure on services such as health care and education and higher levels of pollution.</li> <li>The fast fashion industry is a result of <b>globalisation</b>. The fast fashion industry has caused significant social impacts (poor working conditions, low pay) and devastating environmental impacts (water pollution, release of greenhouse gases) especially in South East Asia.</li> </ol>	<ol style="list-style-type: none"> <li>Explain how rapid development has created inequality.</li> <li>Assess the impacts of globalisation on developing and developed countries.</li> </ol>
		Mid term teams quiz on weeks 1-6
<b>7</b> Addressing the development gap	<ol style="list-style-type: none"> <li>The Development Gap refers to the widening difference in levels of development between the world's richest and poorest countries.</li> <li><b>Top down</b> strategies are government led projects that aim to improve <b>quality of life</b> such as Sardar Sarovar Dam. The Dam attempts to improve access to water for irrigation (watering crops) to counter the impacts of uneven distribution of monsoon rainfall, however it has caused significant negatives such as flooding villages and causing earthquakes.</li> <li><b>Bottom up</b> strategies are smaller scale projects led by charities. These projects address issues locals experience (e.g. lack of access to toilets, poor education for girls) and improve <b>quality of life</b>, but do not address country wide issues.</li> </ol>	<ol style="list-style-type: none"> <li>Evaluate the success of top down and bottom up strategies in closing the development gap.</li> </ol>
<b>8</b> Addressing the development gap	<ol style="list-style-type: none"> <li><b>Tourism</b> in Goa (on west coast of India) has increased recently due to <b>globalisation</b>. This has aided Goa's development as it has led to an increased average income and provided courses to help locals gain skills. However, it has also caused increased pollution, drug use and cultural erosion (loss of culture).</li> <li>Not all <b>stakeholders</b> benefit from each solution e.g. locals are not included in decision making in <b>top down</b> development, so each solution must be weighed up for its costs and benefits.</li> </ol>	<ol style="list-style-type: none"> <li>Explain how tourism has helped Goa develop.</li> <li>Decide which solution I think is the best at closing the development gap in India and evaluate the costs of benefits of each.</li> </ol>
<b>9</b> Impact of globalisation on the UK and the rest of the world	<ol style="list-style-type: none"> <li><b>Globalisation</b> impacts our lives in the UK personally through the ability to buy goods (items) cheaply, connect with others around the world and travel more easily.</li> <li><b>Globalisation</b> has made <b>communication</b> between countries easier, so groups that aim to aid peace keeping through <b>international agreements</b> and economic stability exist (e.g. the G20, United Nations). Due to the rapid development of some countries (e.g. China) and the existing wealth and power of others (e.g. USA) this peace is tenuous.</li> </ol>	<ol style="list-style-type: none"> <li>Explain how globalisation has impacted your own life.</li> <li>Understand the global impact of globalisation on international agreements and peace keeping.</li> </ol>
<b>10</b> Local and global responses to globalisation	<ol style="list-style-type: none"> <li><b>Fairtrade</b> is a global response to inequality as it aims to ensure farmers are paid fairly for produce they make.</li> <li>Local responses to the impacts of globalisation include encouraging environmental protection (e.g. recycling schemes) and celebrating <b>multiculturalism</b> (e.g. Cowley Road Carnival).</li> </ol>	<ol style="list-style-type: none"> <li>Evaluate the success of local and global responses to the impacts of globalisation.</li> </ol>
<b>11</b>	<b>Scholar's Prep:</b> 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!	
<b>12</b>	<b>Super teaching week:</b> 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 engineer and journalist

Week	I will need to know:	So that I can:
<b>1 + 2</b> Qu'est-ce qu'on peut faire à Paris?	<ol style="list-style-type: none"> <li>1. D'abord, je peux <b>aller à un concert, ensuite je peux faire une balade en bateau mouche</b> car c'est <b>chouettes</b></li> <li>2. Finalement, On peut <b>visiter les égouts</b>, c'est <b>dégoutant</b> mais <b>intéressant</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Talk about different activities I can do in Paris using sequencing words (firstly, then...)</li> <li>2. Use on peut + infinitive to describe what we can do in Paris.</li> </ol>
<b>3 + 4</b> Poser des questions	<ol style="list-style-type: none"> <li>1. <b>Est-ce qu'il y a des toilettes?</b></li> <li>2. Le musée est <b>ouvert du mardi au vendredi, de 10h à 17h.</b></li> <li>3. <b>Oui, il y a des toilettes.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Ask questions related to different attractions (at what time they open, the price...).</li> <li>2. Tell other people different information about tourism attractions.</li> <li>3. Use Il y a (there is/are) to describe a place' facilities.</li> </ol>
<b>4 + 5</b> Tu as visité...? C'était comment?	<ol style="list-style-type: none"> <li>1. <b>Pendant mes dernière vacances</b>, je suis allé à Paris et on <b>a visité les catacombes</b> avec ma famille.</li> <li>2. <b>D'abord j'ai visité le musée du Louvre avec mon frère</b> c'était <b>passionant</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use the past tense to say where I went and what I visited.</li> <li>2. Give my opinion in the past tense about what I did.</li> </ol>
<b>6</b> Speaking assessment	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.	<p><b><u>Mid point assessment</u></b></p> <p><b>Speaking (Questions and answers)</b></p>

## French Year 8 Cycle 3

Week	I will need to know:	So that I can:
<b>7</b> Past tense of ER verbs	1. J'ai visité – j'ai regardé - On a mangé 2. Le weekend dernier <b>j'ai regardé le feu d'artifice.</b>	1. Understand how to form the past tense of regular ER verbs. 2. Know and use all forms of the verb avoir (to have) in the present tense.
<b>8</b> Qu'est-ce que tu as fait à Paris?	1. <b>La semaine dernière</b> , j'ai <b>gagné un concours</b> , ensuite j'ai <b>admiré la pyramide du Louvre.</b> 2. J'ai <b>dormi</b> – j'ai <b>perdu</b>	1. Talk about what I did using the past tense. 2. Understand how to form the past tense of regular IR and RE verbs.
<b>9</b> Qu'est-ce que tu as fait à Paris?	1. Le weekend dernier <b>d'abord</b> j'ai mangé au restaurant <b>ensuite</b> , j'ai acheté des souvenirs <b>mais je n'ai pas visité Notre Dame.</b> 2. J'ai vu – j'ai pris	1. Describe what I did during my holiday in details using the past tense and sequencing words. 2. Use the past tense of the main irregular verbs.
<b>10</b> Qu'est-ce que tu as fait à Paris? C'était comment?	1. Je suis arrivé(e) – Je suis resté(e) 2. <b>Le weekend dernier</b> j'ai visité les monument <b>avec mes parents</b> c'était barbant mais <b>ce weekend</b> on peut <b>aller à un concert avec ma soeur</b> , c'est super.	1. Understand how to form the past tense with être (to be) and know about the agreement (the past participle need to agree with the subject). 2. Describe what I do now and what I did using the past and present tense in the same sentence.
<b>11</b>	<b>Scholar's Prep:</b> 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!	
<b>12</b>	<b>Super teaching week:</b> 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 Art – Food

Careers linked to topics we study this cycle are....Graphic Designer, Curator, Fashion Designer, Textiles designer, Illustrator, Architect, 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:
<b>1</b> Artist research	That Sarah Graham is a British painter, born in 1977. Her artwork is often painted on a large scale using oil paint, giving her beautiful paintings a rich, deep and vivid finish. She is influenced by and paints food – often sweet food and snacks. She <b>often chooses compositions (layouts) that show a small section of the subject</b> (sweets, wrappers etc.) <b>in focus, with the background out of focus.</b> The use of tints and shades in her work makes them seem more <b>realistic</b> .	Create a research page 1 page in the style of Sarah Graham <b>Critically analyse</b> the work an artist Sarah Graham using a writing structure that links the artists work to the world around me. This will evaluate the use of media, formal elements and content as well as stating an opinion about the work.
<b>2</b> Presentation	She tries to capture all of the crinkles, creases and reflections in the wrappers. Adding all of these details and textures to her paintings also makes them more realistic; they could be described as <b>hyper-realistic</b> .	Present the analysis in a way that shows understanding of the subject matter and formal elements used in the work.
<b>3</b> Paint experiments	How to <b>observe</b> images carefully to colour match what you see in the paintings. What colours have different values How Colour theory/wheel can be used to work out which colour to use eg Complimentary (opposite) and harmonious colours.	Experiment with colour matching and mixing colours accurately Demonstrate how colour can be used to create light and dark. Demonstrate which colours to use to create correct secondary/tertiary mixes ie purple = warm blue +cool red Demonstrate varied textures with paint application.
<b>4</b> Composition / frame/ viewfinder	To understand how to select a composition using a frame A <b>viewfinder</b> enables us to select the information we want. <b>Enlarging (scaling up)</b> an image takes careful <b>observation</b> of the positioning of <b>lines and shapes</b> . To accurately use a grid to replicate/transfer an image in proportion How to work towards more interesting <b>compositions</b> by cropping and overlapping.	Create an interesting composition by cropping and zooming in. Create an accurate outline of a Sarah Graham close up. Sweets are drawn in proportion with a detailed outline.
<b>5</b> Painting base layer	How to colour mix and blend colours. The order in which to apply paint. That cool colours are used for shadows and that warm colours How paintings are built up in layers starting with a base layer.	Create a successful, accurate painting using skilful painting techniques mixing vibrant colours to show a realistic image influenced by Sarah Graham. Create the base foundation for a painting

## Year 8 Art – Food

Week	I will need to know:	So that I can:
<b>6</b> Shadows and highlights	That paintings are layered and build up realistic accurate detail. That cool colours are used for shadows and that warm colours make objects come forward in a picture. About depth of field and focal points so that the viewer is directed to the area of the picture that is in focus and the other areas are slightly blurred.	Create realism and depth in a picture like Sarah Graham Use a vibrant mix of colours to show shadows. Blur the edges of shapes and outline to emphasise the focus of the image
<b>7</b> Pop art context	The influences of the Pop art movement and the characteristics involved. That pop art used fast food, flat colour, primary colours, benday dots and bold black outlines	Create font and slogans relating to a fast-food image. Design a simplified food image using varied compositions exploring different combinations of colour and layout
<b>8</b> Pop art food	The order to apply colours. How to achieve flat even colour with paint. Create impact with the placement of images overlapping and varying in scale within a composition	Design a simplified food image using varied compositions. Overlap content within a picture to show depth Evaluate and select a composition to develop into a finished piece.
<b>9</b>		Create a Pop art style image in paint that is bold, vibrant and engages the viewer.
<b>10</b>	Clear and impactful presentation allows others to see your work at it's best. Meaningful <b>annotation</b> includes identifying strengths and where success criteria has been fulfilled – <b>WWW (What Works Well)</b> and also how improvements could be made to develop <b>practical skill</b> and <b>theoretical knowledge</b> – <b>EBI (Even Better If)</b> .	Clear titles, neat presentation of work and <b>reflective annotation</b>
<b>11</b>	<b>Scholar's Prep:</b> 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!	
<b>12</b>	<b>Super teaching week:</b> 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

<input type="checkbox"/> Athletics Field	<input type="checkbox"/> Athletics Track
<p><b>Shot Putt</b> – When performing a shot <b>putt</b> 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</p>	<p><b>Middle Distance-800m</b> 800m is a middle-distance event. 800m is 2 laps of the track. <b>Pacing</b> 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.</p>
<p><b>Discus</b> – 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. <b>Momentum</b> is built by <b>rotating</b> 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</p>	<p><b>Sprinting-Sprint Start</b> Sprint starts are performed with the athlete kneeling on the ground. The athlete goes into this position on the command 'take your marks'. The athlete raises up on the command '<b>set</b>' and begins to run on command '<b>go</b>'. 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 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.</p>
<p><b>Javelin</b> – When performing a javelin throw, you can use a bunny ears grip or round grip. You keep your arm straight with the tip of the javelin next to your chin. As you release the javelin, your arm bends and then straightens on release. To gain extra distance, a three step run up. This is when your front foot steps forward, your back foot goes behind before taking an extra step with your front foot and releasing the javelin. This encourages use of the legs in the performance. So that I can <u>apply</u> techniques to safely throw the javelin.</p>	<p><b>Sprinting-100m</b> 100m race has different phases. The technique varies in each phase. During the drive phase (10m-30m), you keep your head down, and drive your arms and legs as quickly as you can. During the acceleration phase (30m-80m), you keep your head up and you use long strides. During the maintenance phase (80m-100m), you keep your speed as quick as possible ending with a dipped finish. So that I can effectively <u>apply</u> all the phases to run a sprint race and beat my personal best.</p>
<p><b>High Jump</b> – A legal high jump is one where the performer takes off from one foot. All jumps can be split into four components – <b>Approach, take-off, flight, and landing</b>. A high jump can be performed using a scissors or <b>Fosbury flop</b> 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</p>	<p><b>Relay – change overs</b> <b>Upsweep</b> is where the baton is moved in an upward direction and placed in next runner's hand between thumb and index (first) finger. <b>Down-sweep</b> is where the <b>baton</b> is moved in a downward position and placed in the next runner's palm of their hand. <b>Push</b> is where the runner with the baton will push the baton vertically into the teammate's extended hand which will be behind them parallel to the ground. Baton is passed to next runner's 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.</p>
<p><b>Competition</b> Use the skills learnt to perform the correct throw in a conditioned competition. Students to throw the Shot/Discus/Javelin as far as possible and measure correctly. So that I can <u>apply</u> learnt skills and techniques to competitive situations.</p>	<p><b>Competition</b> Use the correct technique learnt to perform effectively over different distances within a conditioned competition. Students to run in a 100m and 800m race as quickly as possible and measure correctly. So that I can <u>apply</u> learnt skills and techniques to competitive situations.</p>



## 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

Cricket	Rounders
<p><b>Fielding</b> – 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.</p>	<p><b>Fielding</b> – 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 <b>back up</b> at the stumps/bases in case the ball misses the player on base/stump. So that I can <u>effectively</u> move the ball within the field to reduce scoring.</p>
<p><b>Batting</b> – Defensive shots The bat is held with both hands, with both Vs (between thumb and index finger) pointing down the grip. Dominant hand should be the bottom hand. <b>Backfoot Defence</b> it is a shot played of the back foot to a ball that arrives around knee/hip height. So that I can <u>perform</u> a defensive shot in cricket and protect my <b>stumps</b>.</p>	<p><b>Fielding</b> – catching When catching the ball and I'm on a <b>stump</b>, 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 <u>apply</u> catching skills to get an opponent out.</p>
<p><b>Batting</b> – Attacking shots The bat is held with both hands, with both Vs (between thumb and index finger) pointing down the grip. Dominant hand should be the bottom hand. A <b>backfoot drive</b> 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.</p>	<p><b>Batting</b> 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 <u>apply</u> batting technique to hit the ball and attempt to score rounders/runs.</p>
<p><b>Bowling</b> Starting to develop either a spin bowl or a fast bowl and using correct grip on the ball to perform either. A <b>spin bowl</b> is performed by holding the crease horizontally to the hand and then roll the wrist over the ball when releasing to generate spin. A <b>fast bowl</b> 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 <u>perform</u> a legal spin or fast bowl <u>consistently</u>.</p>	<p><b>Bowling</b> 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 <u>perform</u> the role of bowler in a game of rounders.</p>
<p><b>Games play</b> 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 <b>run out</b> occurs if the stumps are hit by a fielder before a player has reached the opposite end of the <b>wicket</b>. So that I can <u>apply</u> learnt skills and techniques to competitive situations.</p>	<p><b>Games play</b> Use the skills learnt within a conditioned game of Rounders to perform the roles of fielder, batter and bowler. Runs are scored in Rounders at <b>base two</b> (½) and four (1). Run outs occur if bases have been stumped before runners have reached that base. So that I can <u>apply</u> learnt skills and techniques to competitive situations.</p>

### KS3 Music: Japanese 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	<ol style="list-style-type: none"> <li>1. Spring season is a big part of Japanese culture.</li> <li>2. Japanese instruments include <b>taiko drums</b>, <b>shakuhachi</b>, <b>shamisen</b> and <b>koto</b>.</li> <li>3. <b>Drones</b> and specific scales are typical features of Japanese music.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand how and why Japanese people celebrate specific times of year.</li> <li>2. Listen to and identify them.</li> <li>3. Incorporate them successfully into your performance.</li> </ol>
2	<ol style="list-style-type: none"> <li>1. The Japanese mode is a <b>pentatonic scale</b>.</li> <li>2. The Japanese mode in A is <b>A-B-C-E-F</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand how the melody is created in the <b>Sakura Sakura</b>.</li> <li>2. Successfully play the Japanese mode and implement it in the performance.</li> </ol>
3	<ol style="list-style-type: none"> <li>1. A <b>drone</b> in music is a held, repeated note – usually played in a lower pitch.</li> <li>2. A drone played on piano sounds effective in <b>octaves</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand how the LH part is created in Sakura Sakura.</li> <li>2. Improve on the <b>sonority</b> of the performance.</li> </ol>
4	<ol style="list-style-type: none"> <li>1. The hardest part of the performance is coordinating the change in the drone notes with the melody.</li> <li>2. Each section of the melody is played at a specific <b>register</b> – they should not cross octaves.</li> </ol>	<ol style="list-style-type: none"> <li>1. Focus on rehearsing that specific section of Sakura Sakura for a cohesive performance.</li> <li>2. Ensure the performance is accurate.</li> </ol>
5	<ol style="list-style-type: none"> <li>1. The Japanese mode and use of drones combine to create an authentic Japanese piece.</li> <li>2. <b>Logic</b> has a Japanese koto instrument.</li> </ol>	<ol style="list-style-type: none"> <li>1. Have a deeper understanding of the make-up of the piece, which will help with the overall performance.</li> <li>2. Create an even more authentic Japanese <b>timbre</b>.</li> </ol>

6	<ol style="list-style-type: none"> <li>1. The melody of <b>Sakura Sakura</b> is mainly played on the beat, with only a few select notes played in shorter note values.</li> <li>2. The most difficult section is the last two bars.</li> </ol>	<ol style="list-style-type: none"> <li>1. Perform the rhythms accurately.</li> <li>2. Prepare myself to perform the entire piece.</li> </ol>
7	<ol style="list-style-type: none"> <li>1. To make the piece more expressive, I can add <b>articulation</b> and <b>dynamics</b>.</li> <li>2. <b>Crescendos</b> and <b>diminuendos</b> add another layer of expression dynamically.</li> </ol>	<ol style="list-style-type: none"> <li>1. Improve on the dynamic expression of the performance.</li> </ol>
8	<ol style="list-style-type: none"> <li>1. That getting better as a musician takes training and practice.</li> <li>2. Thickening the texture of the drone to octaves makes an even more authentic performance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Exercise patience when rehearsing.</li> <li>2. Challenge myself to perform to a higher level.</li> </ol>
9	<ol style="list-style-type: none"> <li>1. To rehearse specific sections that you are stuck at, and not start from the beginning all the time.</li> </ol>	<ol style="list-style-type: none"> <li>1. Rehearse efficiently.</li> </ol>
10 - Assessment week 1	To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
11 – Assessment week 2	<b>Scholar's Prep:</b> To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to leadership. Work hard and show your best!	
12	<b><u>Super teaching week</u> – Clearing up misconceptions</b> Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content from weeks 1-10 and cover any gaps in knowledge.	

**Subject: RS – Eastern religions and Philosophy**

**Gaining context of world religions will help to broaden your horizons which will help in many careers, for example diplomat, social worker, journalist or teacher.**

Week	I will need to know:	So that I can:
1	<p>Several experiences in Guru Nanak's life influenced his belief in God. For example:</p> <ul style="list-style-type: none"> <li>As a boy Nanak had a disagreement with his father about touching <b>untouchables</b></li> <li>Cows ate all of Guru Nanak's crop, but God replaced the crop so that Nanak could do God's work instead</li> </ul>	<ul style="list-style-type: none"> <li>Give my own opinion about which aspect of Guru Nanak's life are important</li> <li>Use evidence to support points about how Guru Nanak's life has influenced his identity using the structure PEE</li> </ul>
2	<ul style="list-style-type: none"> <li>The <b>Mool Mantar</b> is a statement of faith for Sikhs. It states that there is only one God and that he created the world</li> <li>The <b>Mool Mantar</b> explains to Sikhs how they should understand God, and this <b>influences</b> their beliefs. For example, Sikhs believe there is only one God, so there are different ways that different people experience the same God</li> </ul>	<ul style="list-style-type: none"> <li>Explain important Sikh beliefs about God</li> <li>Explain how the Mool Mantar influences Sikh beliefs</li> <li>Consider how belief in a God influences someone's identity</li> </ul>
3	<ul style="list-style-type: none"> <li>A <b>Gurdwara</b> is a Sikh temple or place of worship</li> <li>Each <b>Gurdwara</b> contains a <b>Langar</b>, a place where a meal is provided for free for all who attend. <b>Sewa</b> means selfless service to others and is an important part of worshipping</li> <li>There are many distinctive features of a Gurdwara, including for example a <b>Guru Granth Sahib</b>, or the Sikh holy book.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the key features of a Gurdwara</li> <li>Explain how people worship in a Gurdwara</li> <li>Explain how a Gurdwara influences Sikh identity</li> </ul>
4	<ul style="list-style-type: none"> <li>There are ten human <b>gurus</b> and a final guru that is a book called the <b>Guru Granth Sahib</b></li> <li>The <b>Khalsa</b> is a community of devoted and committed Sikhs who have taken a sacred oath to follow certain rules and principles, founded by <b>Guru Gobind Singh</b> the tenth guru</li> <li>The <b>Khanda</b> is the symbol of the Khalsa</li> </ul>	<ul style="list-style-type: none"> <li>Explain why Sikhs become members of the Khalsa</li> <li>Consider why being part of a community is important for your identity</li> </ul>
5	<ul style="list-style-type: none"> <li>Members of the <b>Khalsa</b> wear the <b>5 Ks</b> as an outward sign of their membership in the group. The 5 Ks are:</li> <li><b>Kesh</b>: Uncut hair, a symbol of accepting the way God made them.</li> <li><b>Kangha</b>: A wooden comb to keep the hair neat and clean.</li> <li><b>Kara</b>: A steel bracelet, which represents unity and protection.</li> <li><b>Kachera</b>: Special undergarments, a reminder of leading a disciplined life.</li> <li><b>Kirpan</b>: A small dagger, symbolising the duty to defend the truth and protect others.</li> </ul>	<ul style="list-style-type: none"> <li>Explain what the 5 Ks are and what they symbolise</li> <li>Evaluate the strengths and weaknesses of wearing the 5 Ks</li> <li>Consider how what we chose to wear is important to our identity</li> </ul>

## Subject: RS – Eastern religions and Philosophy

Week	I will need to know:	So that I can:
6	<ol style="list-style-type: none"> <li>1. Hinduism is older than any other living religion.</li> <li>2. Hindus refer to Hinduism as Sanatana Dharma which means eternal law</li> <li>3. Brahman is the Hindu word for God, Brahma is the creator deity, and the Trimurti are the three deities involved in the creation, preservation and destruction of the universe</li> </ol>	<ol style="list-style-type: none"> <li>1. Recall an example of a Hindu creation myth</li> <li>2. Define key terms such as Brahman, Brahma and Trimurti</li> <li>3. Consider whether it matters if myths contain scientific Truth</li> </ol>
7	<ol style="list-style-type: none"> <li>1. A <b>deity</b> is a god or goddess, a <b>murti</b> is an image of a deity in the form of a statute and an <b>avatar</b> is a god who comes to earth as a human or animal</li> <li>2. Hinduism has many gods and goddesses who perform different roles, for example <b>Ganesha</b> is a god who removes obstacles</li> <li>3. Different Hindus have different beliefs about the importance of each god and goddess</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand that Hindu belief in gods and goddesses is very diverse, and can differ from family to family</li> <li>2. Explain the role of 3 different gods or goddesses</li> <li>3. Consider the strengths and weaknesses of believing in many forms of god</li> </ol>
8	<ol style="list-style-type: none"> <li>1. A <b>shrine</b> is a special place that is dedicated to something/ someone important.</li> <li>2. A <b>Mandir</b> is a Hindu place of worship</li> <li>3. <b>Puja</b> is the word in Hinduism for worship of the deities. A <b>Puja tray</b> will have six key features: a bell, a dish containing sandalwood, food offerings, a pot containing holy water, an incense stick and an <b>arti</b> lamp</li> </ol>	<ol style="list-style-type: none"> <li>1. Define key terms such as shrine, Mandir and Puja</li> <li>2. Explain the features of a puja tray</li> <li>3. Consider how the puja tray can use the 5 senses to communicate with god</li> </ol>
9	<ol style="list-style-type: none"> <li>1. The <b>atman</b> means the true self or soul and is considered by Hindus to be part of Brahman</li> <li>2. <b>Samsara</b> is the repeated cycle of birth and death,</li> <li>3. <b>Moksha</b> is the release of your atman from being reborn - reuniting with Brahman.</li> <li>4. <b>Reincarnation</b> is the belief that your atman moves to another body when you die</li> </ol>	<ol style="list-style-type: none"> <li>1. Define key terms such as atman, samsara, moksha and reincarnation</li> <li>2. Explain how these concepts relate to one another in Hindu belief</li> </ol>
10	<ol style="list-style-type: none"> <li>1. The <b>Ramayana story</b> tells us about Rama and Sita and their escape from <b>Ravana</b>, helped by the deity <b>Hanuman</b></li> <li>2. The story is celebrated as the eventual <b>triumph</b> of good over evil and is celebrated by Hindus during the festival <b>Diwali</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Recall the events of the Ramayana story</li> <li>2. Consider why the Ramayana story is important to Hindus today</li> <li>3. Explain how and why Diwali is celebrated</li> </ol>
11	<b>Scholar's Prep:</b> 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	<b>Super teaching week:</b> 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.	

## English Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	<b>Naïve</b>	When a person or actions shows a lack of experience, knowledge or judgement. It can sometimes be used if someone is very innocent.	The child refugees were <b>naïve</b> about what would await them on their journey. They had no money, power or experience so did not expect their journey to turn out as planned.
2	<b>Prejudice</b>	A preconceived opinion that someone may have about a situation, person or group of people. It is not based on reason or actual experience.	Refugees are often subject to <b>prejudice</b> when they arrive in a country because people do not understand what they have faced.
4	<b>Credulous</b>	When people show a great readiness to believe in and trust in people or situations even without evidence that those people or situations are trustworthy.	Refugees are often <b>credulous</b> when they arrive to a new country because they naively believe it is safer than their home country.
5	<b>Duplicitous</b>	When someone is deceptive, dishonest or false. When they present a different side to themselves to how they actually are underneath.	Another way of defining <b>duplicitous</b> is to say that someone is two faced. A s
6	<b>Despondence</b>	A feeling of depression, being downcast, disheartened and hopeless.	Refugees can often enter into a state of <b>despondence</b> because of the harrowing journeys that they take and the experiences that they have in the countries that they flee.
7	<b>Apathy</b>	A lack of interest, enthusiasm or concern.	There is sadly a widespread <b>apathy</b> to the suffering of refugees worldwide.
8	<b>Empathy</b>	The ability to sense other peoples' emotions, coupled with the ability to imagine what someone else might be thinking or feeling.	The leaders of some countries worldwide display <b>empathy</b> towards refugees and welcome and support them.
9	<b>Dejected</b>	A feeling of being miserable unhappy and disappointed. It is often in reaction to an event.	Some refugees feel <b>dejected</b> following the trauma they have experienced.
10	<b>Perspective</b>	A person's point of view	From the <b>perspective</b> of the refugees, they thought they would be safe in a different country.

## English Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Theme	A reoccurring idea in a piece of writing	Some popular <b>themes</b> include love, death and family
2	Simile	A figure of speech comparing two unlike things that is often introduced by like or as	'He was as cold as ice' is an example of a <b>simile</b>
3	Metaphor	A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable	'She is a shining star' is an example of a <b>metaphor</b>
4	Powerful verbs	Powerful verbs are action words that are descriptive and exciting. They can make a piece much more interesting to read and engage the reader.	A <b>powerful verb</b> to replace the word move could be flee, break, retreat. E.g. Many refugees flee from their countries of origin.
5	Narrative voice	The way in which a story is told which helps inform the audience's point of view.	The <b>narrative voice</b> was in the first person. It was a refugee telling their story so it was very powerful.
6	Coming of age	A phrase that is used to describe when someone reaches adulthood both physically and mentally.	It was a <b>coming of age</b> story which told us about a young refugee and his journey to adulthood.
7	Narrative (bildungsroman)	This is a German word and is used to describe a story that concentrates on the spiritual, moral and social development of the growth of a character from childhood to adulthood. I.e. it is a story about growing up and becoming an adult.	A more sophisticated word for a coming of age story is a <b>bildungsroman</b> story. In the Sea there are Crocodiles is a bildungsroman narrative.

## 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 <b>corresponding</b> to another 70° angle.
2	Interior Angle	An angle inside a shape, where 2 sides meet.	The sum of <b>interior angles</b> 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 <b>exterior angles</b> of a polygon is 360°.
4	Trapezium	A 2D shape with four sides, where one pair of sides are parallel.	The area of a <b>trapezium</b> can be calculated using the formula $(a + b) \times h \div 2$
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 <b>line symmetry</b> , 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 <b>line graph</b> 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 <b>range</b> 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 <b>median</b> 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 <b>outlier</b> , compared to the rest of the class.



**Science: Plants & Ecology****Glossary**

Word	Definition
<b>Bioaccumulation</b>	The build-up of toxic chemicals that cannot be excreted at higher stages in a food chain
<b>Biodiversity</b>	Variety of species found in an ecosystem.
<b>Chlorophyll</b>	Green pigment in plants and algae which absorbs light energy.
<b>Deforestation</b>	The permanent removal of trees from an area
<b>Ecosystem</b>	The living things in a given area and their non-living environment.
<b>Food Chain</b>	Part of a food web, starting with a producer, ending with a top predator.
<b>Food Web</b>	Shows how food chains in an ecosystem are linked
<b>Habitat</b>	A place where plants and animals live.
<b>Invasive Species</b>	Species that have been moved by humans into a new geographic location
<b>Photosynthesis</b>	A process where plants and algae turn carbon dioxide and water into glucose and release oxygen
<b>Producer</b>	Green plant or algae that makes its own food using sunlight.
<b>Seed</b>	Structure that contains the embryo of a new plant.
<b>Species</b>	The basic unit of classification. Individuals of different species are not able to interbreed successfully

**Year 8 Science Cycle 2: Waves****Glossary**

Word	Definition
<b>Amplitude</b>	The height of the wave above the middle of the wave.
<b>Frequency</b>	The number of waves travelling past a point per second.
<b>Longitudinal wave</b>	The direction the wave moves and the direction of vibrations making the wave are in the same direction.
<b>Luminous object</b>	An object which creates its own light e.g. the Sun or a torch. (Non-luminous objects cannot create light.)
<b>Pitch</b>	Frequency of a sound wave. How high or low it is.
<b>Reflection</b>	When light (or sound) bounces off a surface.
<b>Refraction</b>	Light bends as it passes from one material to another
<b>Transverse waves</b>	The direction the wave moves and the direction of vibrations causing the wave are at right angles
<b>Volume</b>	Amplitude of a sound wave. How loud it is.
<b>Vacuum</b>	A volume of space with no particles in.

Year 8 Science Cycle 3: DNA & Genetics			
Glossary			
Word	Definition	Word	Definition
<b>Asexual</b>	Reproduction with no fusion of gametes, one parent, identical offspring	<b>Base Pairs</b>	The molecules that make the code of DNA.
<b>DNA</b>	Long, twisted molecule that carries a persons genetic information	<b>Sexual</b>	Reproduction with fusion of gametes, two parents, variety of offspring
<b>Double-helix</b>	The term used to describe the twisted, 2 stranded structure of DNA	<b>Variation</b>	Differences between organisms

## History Curriculum Dictionary: Tier Two Words

Topic	Word	Definition	In a sentence:
Empire	Colony	A nation owned by another nation as part of an empire.	India was a colony of the British Empire from 1858-1947.
Empire	Formal Empire	When a colonies government is run directly by the Empire's government.	India was run by the Raj which was directly controlled by British politicians.
Empire	Informal Empire	When a nation is heavily influenced by an Empire to do what they want.	China was forced to allow Britain to sell Opium or go to war which they could not afford making them part of Britain's informal empire.
Empire	Indigenous people	The people who are originally from a nation before any colonial control.	The indigenous people of Australian are known as Aboriginal and Torres Strait Islanders.
Slave trade	Open resistance	When people are directly fighting back against the people trying to control them.	Enslaved people would often rebel as a form of open resistance when their living conditions became too much to bear.
Slave trade	Passive resistance	When people use non-violent or secret methods to fight back against the people controlling them	One form of passive resistance enslaved people would use is breaking tools or working slow to make their owners less money.
Slave trade	Plantation	An farm on which crops such as coffee and tobacco are grown which would use slave labour.	Enslaved people would be used on a plantation to collect crops for free which would help make their owners more money.
USA	Nomadic	People who do not live one place but move around.	Many Native American tribes were nomadic and followed the herd of buffalo's so that they could feed their families all year round.
USA	Civil War	A war within a nation between two groups of people.	The American Civil War was fought between the Northern Unionists and the Southern Confederates over the abolition of the slave trade.
USA	Migration	The mass movement of people from one place to another.	The 1849 Gold Rush saw millions of people migrate to California to try and get rich.

## Curriculum Dictionary: Tier Three Words and terms

Topic	Word	Definition	In a sentence:
Empire	Genocide	The mass killing of one group of people.	The killing of indigenous Australian people is often called a genocide due to its violent nature.
Slave Trade	Middle passage	Taking enslaved people from Africa to the Americas across the Atlantic.	The Middle Passage saw the forced migration of millions where up to 15% of enslaved people would die on the journey.
Slave Trade	Abolition	The action of removing a system or practice.	The abolition of the African slave trade started in 1807 when it was banned by Great Britain.
USA	Gold Rush	When lots of people move to one area to find gold.	The California Gold Rush started in 1849 leading to these people being known as the 49er's.
USA	Reconstruction	The period after the American Civil War that tried to reconstruct the USA back into one peaceful nation.	During reconstruction the South was given some freedom which led to the continued mistreatment of formally enslaved people.
USA	13 <sup>th</sup> Amendment	The change in the US constitution that led to the abolition of the slave trade in the USA.	The 13 <sup>th</sup> Amendment was passed in 1865 at the end of the American Civil War.
USA	American Dream	The idea that people could move to America and find a better life in the new land.	For many people the American Dream was to make it rich in a new land but this only became a reality for a very small group of people.
Slave trade /USA	Emancipation	Being set free from political restrictions such as being enslaved.	The enslaved Americans were emancipated after the American Civil War.

## Geography Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	<b>Misconception</b>	A common opinion based on faulty thinking.	A common <b>misconception</b> is that everyone lives in poverty in Africa.
2	<b>Indicator</b>	A sign that shows you what something is like or how a situation is changing.	The number of people who can read and write is an <b>indicator</b> of the quality of education.
3	<b>Physical Historical Economic</b>	To with nature and natural resources. To do with events that have happened in the past. To do with trade, money and industry.	A country's level of development is influenced by <b>physical</b> , <b>historical</b> and <b>economic</b> factors.
4	<b>Economy</b>	How a country or place is doing in making goods, and how much money it has.	The country has been in a very poor <b>economic</b> state ever since the decline of its two major industries.
5	<b>Infrastructure</b>	The basic systems and services that are necessary for a country to run smoothly	Taxes can be spent on improving a countries <b>infrastructure</b> .
6	<b>Inequality</b>	The idea that different people experience different standards of living. When some people lack the rights, opportunities and fair laws of others .	There is great <b>inequality</b> in the world as some people are extremely rich whereas others have very little.
7	<b>Quality of life</b>	The wellbeing of individuals or groups of people. Instead of measuring the amount of money that people have, it refers to where people live and whether they are healthy and happy.	Charities aim to improve local people's <b>quality of life</b> .
8	<b>Tourism</b>	The business activity connected with providing accommodation, services and entertainment for people who are visiting a place for pleasure.	Many seaside towns and cities rely on <b>tourism</b> for a large proportion of their income.
9	<b>Communication</b>	Exchanging of information by speaking, writing, or using some other way.	<b>Communication</b> is important in a peaceful world.
10	<b>Multicultural</b>	A country or place that has more than one culture living together in close proximity.	Oxford Spires is a very <b>multicultural</b> school.

## Geography Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Development	The progress of a country in terms of economic growth, use of technology and human welfare.	<b>Development</b> is closely linked to wealth.
2	HDI	The Human Development Index measures income (how much money is earned), literacy rate (the amount of people that can read) and life expectancy (average age people live to).	<b>HDI</b> is a reliable way to measure level of development.
3	Globalisation	The increasing interconnectedness of the world.	Due to <b>globalisation</b> , it is easy to order clothes that are made in another country.
4	Sectors of the economy	What a country's economy is based on and how most of the its money is made.	If a country's <b>economy</b> is based on the primary <b>sector</b> then most of the jobs are in farming, fishing or mining.
5	Multiplier effect	The 'snowballing' of economic activity. e.g. If new jobs are created, people who take them have money to spend in the shops, which means that more shop workers are needed.	The creation of jobs has a <b>multiplier effect</b> on the economy.
6	Chawl	A large building divided into many separate apartments, offering cheap, basic accommodation to workers.	<b>Chawl's</b> are usually poor quality.
7	Top-down strategies Bottom-up strategies	Top-down strategies are large scale projects run by the government or big companies. Bottom-up strategies are small scale projects run by charities.	In India, the development gap is being addressed by both <b>top down</b> and <b>bottom up strategies</b> .
8	Stakeholder	A person or group who is interested in the outcome of a project.	<b>Stakeholder</b> examples include residents, environmentalists, businesses, local councils and planners.
9	International agreements	Formal understandings or commitments between two or more countries	The Paris Agreement is an example of an <b>international agreement</b> .
10	Fairtrade	A system that makes sure a product, usually from a poorer country gets a fair price for the product they are selling.	You can buy <b>fairtrade</b> bananas in most supermarkets.

## Art Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Nostalgia	A yearning for the past	Sarah Grahams work is very <b>nostalgic</b> and brings back childhood memories.
2	Proportions	Proportion refers to the dimensions of a composition and relationships between height, width and depth. How proportion is used will affect how realistic or stylised something seems. Proportion also describes how the sizes of different parts of a piece of art or design relate to each other.	The <b>proportions</b> of the face were incorrect. The eyes were too far up.
3	Refine	Make changes so as to improve or clarify.	She <b>refined</b> her printing, so it was much clearer.
4	Accurate	Correct in all details; exact.	The portrait drawing was an <b>accurate</b> representation, it really looked like him.
5	Form	A shape that is 3D or looks 3D.	In her drawing she developed her 2-dimensional <b>shape</b> (circle) into a 3-dimensional form (sphere).
6	Analytical	Looking at something closely and breaking it down into parts.	They examined the elements of the artwork <b>analytically</b> to get a better understanding of meaning and concepts"
7	Critical	Expressing or involving an analysis of the merits and faults of a work.	"She gave a <b>critical</b> evaluation of the artist's work"
8	Blend	The process of fusing two colours together so that the transitions from one colour to another, or combines to create a new colour.	"The painting of a sunset is a classic example of <b>blending</b> because of the soft transition from deep red, to orange, to yellow".
9	Composition	The positioning of elements within an area.	"The <b>composition</b> filled the page"

## Art Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Scale	A proportion between two sets of dimensions (as between those of a drawing and its original) b. : a distinctive relative size, extent, or degree. projects done on a large scale.	He worked on a large <b>scale</b> – his paintings were huge.
2	Focus	A clear visual focal point	
3	Tints	Tint refers to any hue or mixture of pure colours to which white is added. Pastel colours are generally tinted colours. Tinted colour remains the same colour, but it is paler than the original.	She added a lot of white paint to her colour to create a <b>tint</b> .
4	Tones	Tone is a hue or mixture of pure colours to which only pure grey is added (equal amounts of black and white). Adding grey to a colour will make the intensity much duller.	They added grey <b>tone</b> to their colour and it became very dull.
5	Shades	Shade is a hue or mixture of pure colours to which only black is added. It contains no white or grey. Shade darkens the colour, but the hue remains the same. When mixing a shade, begin with the colour itself then add black one drop at a time.	He added a lot of black paint to his colour to create a <b>shade</b> .
6	Harmonious	<b>Harmonious colours</b> sit beside each other on the colour wheel. These colours work well together and create an image which is pleasing to the eye. Harmonious colours may also be referred to as <b>analogous</b> colours.	The three-colour <b>harmonious</b> set he used was: Yellow, Green-yellow and Green
7	Photo realism	Where an artist studies a photograph then attempts to reproduce the image as realistically as possible	
8	Grid Method	The grid method is a technique used in art that involves dividing an image into a series of smaller, more manageable sections using a grid. A grid is typically drawn over the reference image, and then students use the grid to draw the image on their own piece of paper, carefully replicating each section of the grid.	She drew out her image one square at a time using the <b>grid method</b> .



## Physical Education Curriculum Dictionary: Tier Two/Three Words

Topic	Word	Definition	In a sentence :
Athletics Field	<ul style="list-style-type: none"> <li>• <b>Approach</b></li> <li>• <b>Take-off</b></li> <li>• <b>Flight</b></li> <li>• <b>Landing</b></li> </ul>	<ul style="list-style-type: none"> <li>• The approach phase is also known as the run-up</li> <li>• Take-off is the point at which the athlete leaves the ground</li> <li>• Flight is the part of the jump when the athlete is in the air</li> <li>• Landing is the part of the jump where the athlete returns to the ground</li> </ul>	<ul style="list-style-type: none"> <li>• The athlete has good speed in their <b>approach</b></li> <li>• The athlete gained a lot of height in their <b>take-off</b>.</li> <li>• The athlete had great distance in their <b>flight</b> phase</li> <li>• The athlete's <b>landing</b> was controlled.</li> </ul>
Athletics Track	<ul style="list-style-type: none"> <li>• <b>Pacing</b></li> <li>• <b>Marks</b></li> <li>• <b>Set</b></li> <li>• <b>Go</b></li> <li>• <b>Baton</b></li> <li>• <b>Upsweep</b></li> <li>• <b>Down-sweep</b></li> </ul>	<ul style="list-style-type: none"> <li>• Running a race at a consistent pace</li> <li>• Command given by the starter to tell the athlete to get into the start position.</li> <li>• Command given by the starter to tell the athlete to prepare to run.</li> <li>• Command given by the starter to tell the athlete to run</li> <li>• A baton is the name given to the object that is passed during a relay race.</li> <li>• Upsweep is technique where the baton is placed between the thumb and index finger</li> <li>• Down-sweep is the technique where the baton is placed in the palm of the hand</li> <li>• The Push pass is a technique used to pass the baton where the outgoing runner's hand is parallel to the ground.</li> </ul>	<ul style="list-style-type: none"> <li>• The athlete's <b>pacing</b> during that race was excellent</li> <li>• 'Take your <b>marks</b>'</li> <li>• 'Get <b>set</b>'</li> <li>• The athlete reacted brilliantly when the starter said '<b>go</b>'</li> <li>• The <b>baton</b> was successfully passed from one athlete to another</li> <li>• The athlete's used the <b>upsweep</b> technique to pass the baton to each other.</li> <li>• The athlete's used the <b>down-sweep</b> technique to pass the baton to each other.</li> <li>• The push pass of the baton is a safe way to hand over the baton to your teammate.</li> </ul>
Cricket	<ul style="list-style-type: none"> <li>• <b>Long barrier</b></li> <li>• <b>Short barrier</b></li> <li>• <b>Backfoot defence</b></li> <li>• <b>Backfoot drive</b></li> <li>• <b>Run out</b></li> <li>• <b>Wicket</b></li> <li>• <b>Stumps</b></li> </ul>	<ul style="list-style-type: none"> <li>• Fielding technique where the fielder kneels to stop the ball</li> <li>• Fielding technique where the fielder uses their hand/foot to stop the ball</li> <li>• Is a defensive shot to block the ball, typically a fast bowled ball.</li> <li>• Shot played in cricket off of the back foot to score runs</li> <li>• When a player does not make it to the other end before stumps are hit</li> <li>• The cut piece of grass which cricket is played on</li> <li>• The three wooden poles which the bowler aims for.</li> </ul>	<ul style="list-style-type: none"> <li>• The fielder used the <b>long barrier</b> technique to safely stop the ball</li> <li>• The fielder used the <b>short barrier</b> technique to safely stop the ball</li> <li>• The batter played a <b>forward defence</b> to a very good ball</li> <li>• I played a backfoot defence, because the bowler has a very fast bowl</li> <li>• The batter scored 4 runs from the backfoot drive</li> <li>• The batter has been <b>run out</b></li> <li>• The <b>wicket</b> is looking very green which should help the bowlers</li> <li>• The bowler has sent the <b>stumps</b> flying with that wonderful delivery</li> </ul>
Rounders	<ul style="list-style-type: none"> <li>• <b>Long barrier</b></li> <li>• <b>Short barrier</b></li> <li>• <b>Horizontally</b></li> <li>• <b>Base</b></li> <li>• <b>Backing up</b></li> </ul>	<ul style="list-style-type: none"> <li>• Fielding technique where the fielder kneels to stop the ball</li> <li>• Fielding technique where the fielder uses their hand/foot to stop the ball</li> <li>• When something is parallel to the ground</li> <li>• The four posts or plates which mark out the playing area.</li> <li>• Backing up is where teammates will stand behind the teammate in case they miss the ball</li> </ul>	<ul style="list-style-type: none"> <li>• The fielder used the <b>long barrier</b> technique to safely stop the ball</li> <li>• The fielder used the <b>short barrier</b> technique to safely stop the ball</li> <li>• The batter held the bat <b>horizontally</b> to the ground</li> <li>• The batter was out at <b>base</b> two</li> <li>• The bowler was backing up 2nd base</li> </ul>

## Physical Education Curriculum Dictionary: Tier Two/Three Words

Topic	Word	Definition	In a sentence:
Athletics Field	<ul style="list-style-type: none"> <li>• <b>Approach</b></li> <li>• <b>Take-off</b></li> <li>• <b>Flight</b></li> <li>• <b>Landing</b></li> </ul>	<ul style="list-style-type: none"> <li>• The approach phase is also known as the run-up</li> <li>• Take-off is the point at which the athlete leaves the ground</li> <li>• Flight is the part of the jump when the athlete is in the air</li> <li>• Landing is the part of the jump where the athlete returns to the ground</li> </ul>	<ul style="list-style-type: none"> <li>• The athlete has good speed in their <b>approach</b></li> <li>• The athlete gained a lot of height in their <b>take-off</b>.</li> <li>• The athlete had great distance in their <b>flight</b> phase</li> <li>• The athlete's <b>landing</b> was controlled.</li> </ul>
Athletics Track	<ul style="list-style-type: none"> <li>• <b>Pacing</b></li> <li>• <b>Marks</b></li> <li>• <b>Set</b></li> <li>• <b>Go</b></li> <li>• <b>Baton</b></li> <li>• <b>Upsweep</b></li> <li>• <b>Down-sweep</b></li> </ul>	<ul style="list-style-type: none"> <li>• Running a race at a consistent pace</li> <li>• Command given by the starter to tell the athlete to get into the start position.</li> <li>• Command given by the starter to tell the athlete to prepare to run.</li> <li>• Command given by the starter to tell the athlete to run</li> <li>• A baton is the name given to the object that is passed during a relay race.</li> <li>• Upsweep is technique where the baton is placed between the thumb and index finger</li> <li>• Down-sweep is the technique where the baton is placed in the palm of the hand</li> <li>• The Push pass is a technique used to pass the baton where the outgoing runners hand is parallel to the ground.</li> </ul>	<ul style="list-style-type: none"> <li>• The athlete's <b>pacing</b> during that race was excellent</li> <li>• 'Take your <b>marks</b>'</li> <li>• 'Get <b>set</b>'</li> <li>• The athlete reacted brilliantly when the starter said 'go'</li> <li>• The <b>baton</b> was successfully passed from one athlete to another</li> <li>• The athlete's used the <b>upsweep</b> technique to pass the baton to each other.</li> <li>• The athlete's used the <b>down-sweep</b> technique to pass the baton to each other.</li> <li>• The push pass of the baton is a safe way to hand over the baton to your teammate.</li> </ul>
Cricket	<ul style="list-style-type: none"> <li>• <b>Long barrier</b></li> <li>• <b>Short barrier</b></li> <li>• <b>Forward defence</b></li> <li>• <b>Front foot drive</b></li> <li>• <b>Run out</b></li> <li>• <b>Wicket</b></li> <li>• <b>Stumps</b></li> <li>• <b>Backing up</b></li> <li>• <b>Line and length</b></li> </ul>	<ul style="list-style-type: none"> <li>• Fielding technique where the fielder kneels to stop the ball</li> <li>• Fielding technique where the fielder uses their hand/foot to stop the ball</li> <li>• Shot played in cricket off of the front foot in order to avoid getting out</li> <li>• Shot played in cricket off of the front foot to score runs</li> <li>• When a player does not make it to the other end before stumps are hit</li> <li>• The cut piece of grass which cricket is played on</li> <li>• The three wooden poles which the bowler aims for.</li> <li>• Having players behind another player in case of a miscatch</li> <li>• The direction and point of bouncing on the pitch of a delivery</li> </ul>	<ul style="list-style-type: none"> <li>• The fielder used the <b>long barrier</b> technique to safely stop the ball</li> <li>• The fielder used the <b>short barrier</b> technique to safely stop the ball</li> <li>• The batter played a <b>forward defence</b> to a very good ball</li> <li>• The batter played a <b>front foot drive</b> to a full ball and scored four runs.</li> <li>• The batter has been <b>run out</b></li> <li>• The <b>wicket</b> is looking very green which should help the bowlers</li> <li>• The bowler has sent the <b>stumps</b> flying with that wonderful delivery</li> <li>• The fielder backed up behind the wicketkeeper</li> <li>• The bowler had excellent line and length on the bowl to cause the batter to miss the ball and hit the stumps.</li> </ul>
Rounders	<ul style="list-style-type: none"> <li>• <b>Long barrier</b></li> <li>• <b>Short barrier</b></li> <li>• <b>Horizontally</b></li> <li>• <b>Base</b></li> </ul>	<ul style="list-style-type: none"> <li>• Fielding technique where the fielder kneels to stop the ball</li> <li>• Fielding technique where the fielder uses their hand/foot to stop the ball</li> <li>• When something is parallel to the ground</li> <li>• The four posts or plates which mark out the playing area.</li> </ul>	<ul style="list-style-type: none"> <li>• The fielder used the <b>long barrier</b> technique to safely stop the ball</li> <li>• The fielder used the <b>short barrier</b> technique to safely stop the ball</li> <li>• The batter held the bat <b>horizontally</b> to the ground</li> <li>• The batter was out at <b>base</b> two</li> </ul>

## Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	<b>Culture</b>	The ideas, customs and social behaviours of a society.	The season of spring is important to Japanese <b>culture</b> .
2	<b>Performance</b>	An act of presenting a form of entertainment.	The <b>performance</b> utilises the Japanese mode.
3	<b>Part</b>	An amount of a section of a larger thing/idea.	The left hand <b>part</b> of Sakura Sakura plays drones.
4	<b>Coordinating</b>	Bringing different elements into a cohesive product.	The hardest part of the performance is <b>coordinating</b> the change in the drone notes with the melody.
5	<b>Instrument</b>	A tool or implement for a specific purpose.	You can select the Japanese koto as an <b>instrument</b> in Logic Pro X.
6	<b>Accuracy</b>	The quality of something being correct.	The rhythms should be performed <b>accurately</b> to the score.
7	<b>Expression</b>	Conveying a particular emotion or feeling.	Adding dynamics changes will add to the <b>expression</b> of the performance.
8	<b>Practise</b>	Performing a skill regularly to improve it.	Students should utilise patience during instrumental <b>practise</b> .
9	<b>Layer</b>	A section of something.	The drone <b>layer</b> is played in the lower registers.
10	<b>Appraising</b>	Assessing quality or value.	Students should demonstrate <b>appraising</b> skills when listening to other performances.

## Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	<b>Taiko</b>	A Japanese barrel-shaped drum.	The performers in <b>Taiko</b> drumming are synchronised both musically and in their movements.
2	<b>Japanese mode</b>	A specific kind of pentatonic scale that features frequently in Japanese music.	The <b>Japanese mode</b> is made up of the notes A-B-C-E-F.
3	<b>Drone</b>	A held/sustained note, usually in a lower register.	There are several <b>drones</b> in Sakura Sakura.
4	<b>Register</b>	A specific range of notes used in music.	The notes of the melody must be played in the correct <b>register</b> .
5	<b>Koto</b>	A Japanese zither instrument.	The <b>koto</b> is a traditional Japanese instrument.
6	<b>Beat</b>	A unit of time used in music.	The rhythm of the melody generally lands on the <b>beat</b> .
7	<b>Crescendo</b>	To gradually get louder.	Adding a <b>crescendo</b> towards the end will provide a musical peak.
8	<b>Texture</b>	The amount of parts in a piece, and how they relate to each other.	Playing the drone in octaves thickens the <b>texture</b> .
9	<b>Diminuendo</b>	To gradually get quieter.	Creating a <b>diminuendo</b> between different phrases will allow for great expression.
10	<b>Staccato</b>	Short and detached notes.	Certain phrases of the melody can be played <b>staccato</b> .

## RS Curriculum Dictionary: Tier Two/ Three Words

Topic	Word	Definition	In a sentence:
Sikh	Untouchable	A term used in some societies to describe a group of people who were considered to be at the bottom of the social order	In some parts of the world, there used to be unfair rules that made certain people feel like they were <b>untouchable</b> , but thankfully, society is changing to treat everyone equally.
Sikh	Guru	A wise person or teacher; a person who shares important knowledge and helps others learn and grow spiritually	The wise <b>guru</b> in the story taught the young hero important lessons about bravery and kindness
Sikh	Gurdwara	A Sikh temple where Sikhs come together to pray, learn, and celebrate.	During our school trip, we visited a <b>gurdwara</b> , and we learned about the Sikh religion and their beautiful place of worship
Sikh	5 Ks	Five important symbols for many Sikhs that represent their faith and beliefs	Sikhs who follow the Khalsa community wear the <b>5 Ks</b> as symbols of their faith and commitment to Sikhism
Sikh	Untouchable	A term used in some societies to describe a group of people who were considered to be at the bottom of the social order	In some parts of the world, there used to be unfair rules that made certain people feel like they were <b>untouchable</b> , but thankfully, society is changing to treat everyone equally.
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Sikh	Gurdwara	A Sikh temple where Sikhs come together to pray, learn, and celebrate.	During our school trip, we visited a <b>gurdwara</b> , and we learned about the Sikh religion and their beautiful place of worship
Hindu	Deity	A god or goddess	Hindu families might show respect for the them by offering him or her food <b>deity</b> that is most important to
Hindu	Shrine	A special place or small building where people go to pray or show respect o something or someone they believe is holy or important	Every year, people from all around the city gather at the <b>shrine</b> to light candles and offer flowers as a sign of their respect
Hindu	Karma	A belief that says when you do good or bad things, good or bad things are more likely to happen to you.	He felt sure that falling over that day was <b>karma</b> for his unkindness to his friend
Hindu	Triumph	Success or winning over something	She knew in her heart that eventually good would always <b>triumph</b> over evil













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**RUBBER**

**PROTRACTOR**

**SET SQUARE**

**CALCULATOR**

**NON– PERMANENT MARKER PEN**

**HB PENCIL**

**30 CM RULER**

**HIGHLIGHTER**

**HIGHLIGHTER**

**GLUE STICK**

**HB PENCIL**

**BLACK PEN**

**BLACK PEN**

**DIFFERENT COLOURED PEN FOR FIT WORK**



**LARGE**



**SEE-THROUGH**

**PENCIL CASE**

**COLOURING  
PENCILS**

**Tools for  
Learning**



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