Newsome Academy

Year 8

Semester 2 Knowledge Organiser

The Latin word "curriculum" literally translates to "a running" or "a racecourse". In an educational context, it refers to a course of study or the whole body of courses offered by an educational institution. The word originates from the Latin verb currere, meaning "to run".

Impact Education
Multi Academy Trust

BASIC EXPECTATIONS

Mobile Phones

- ✓ Mobile phones should be switched off and out of sight in school (hear it, see it, lose it).
- ✓ Parents/Carers are to use the use the school office in emergencies. Please do not contact your child as they will be sanctioned accordingly if their phone is seen.
- ✓ While on school premises, mobile phones are not to be seen or used unless instructed by an adult.

Equipment

- ✓ Bags, coats and outdoor clothing should not be on chairs or tables.
- ✓ All students are required to bring a bag, black pen, pencil, ruler, eraser, highlighter.
- ✓ In warm weather, ties can be removed (only in the classroom) but shirts are to be in. In cold weather, use the FREE uniform jumper we gave you accordingly.

Comfort Breaks

- ✓ Unless a school-approved medical pass had been issued, it is up to the teacher to approve. This is not to be during another Key Stage's social time.
- ✓ These are not to be immediately before/after a social time.

BEHAVIOUR	LANGUAGE	WORK PRIDE
• Do not talk whilst staff member is talking • Appropriate contact only • Sit professionally • Communicate appropriately • Follow instructions from ALL staff first time • No mobile phones • Respect the Academy environment • No chewing gum	• Positive Framing • 'Hands up, tracking me' • Active listening • Calm and purposeful • Appropriate volume • Professional vocabulary • Using specific vocabulary in lessons • Speak in full sentences	• Write in blue or black ink • Underline dates and titles • Use pencil for diagrams and graphs • Cross out mistakes neatly • No graffiti • Stick in worksheets neatly • Neat handwriting • Complete all work set
LESSONS	**CORRIDORS**	**CONGREGATION**
• Greet your teacher at the door • Enter the classroom quietly • Put your equipment on the desk • Start the activate task • Answer the register • Pack away when directed by teacher • Stand behind your chair when you have packed away • Wait in silence to be dismissed • Move onto corridors using the calm corridor routine	• Walk in no more than 2 wide file • Walk calmly and quietly • Walk on the left • Track the direction of travel • Walk purposefully /do not congregate • No mobile phones • No outdoor clothing • No chewing gum	• Line up in the morning where our team leader is stood • Sit in teams in alphabetical order • Coats, bags, and scarves should be on the floor or the back of your chair • Signal for silence should be followed • Actively listening • Do not talk or engage in any inappropriate behaviour • Wait until your row is dismissed • Go straight to your lesson, do not congregate at the door

Any student on the corridor should have the appropriate pass. No exceptions! Any passes should be shown to the adult, and this should be noted on the Climate Document to ensure accuracy.

Fidget Toys

- Use fidget toys in accordance with school guidelines
- Approval from staff is needed before fidget toys are used and the correct paperwork in place.
- Understand that fidget toys are learning aids, not entertainment.
- Use only one approved fidget toy at a time.
- Store the toy safely when not in use (e.g. in bag or drawer)
- Follow staff directions on when and how to use the fidget toy.
- Accept that misuse of the fidget toy may lead to its removal

Knowledge Organisers

- On desks **every** lesson and the **duration** of the lesson.

OUR LEARNING MODEL

HOW YOUR TEACHERS WILL STRUCTURE LEARNING TO DELIVER THE INTENDED CURRICULUM

STAGES OF THE LESSON

ACTIVATE
✓ WARM-UP ACTIVITY
✓ LINK LEARNING
✓ LEARNING INTENTIONS

THE START OF THE LESSON WHERE YOU START LEARNING AS SOON AS YOU WALK THROUGH THE DOOR. ACTIVITIES WILL WARM-UP YOUR BRAIN & WILL LINK CURRENT/PRIOR LEARNING. YOUR TEACHER WILL EXPLAIN THE LEARNING INTENTIONS SO YOU KNOW WHAT IS EXPECTED OF YOU & YOU UNDERSTAND WHERE YOU ARE IN THE CURRICULUM SEQUENCE. KNOWLEDGE ORGANISERS WILL BE ON DESKS AS SOON AS STUDENTS ARE SEATED & ACTIVELY USED FOR KEY VOCAB, PAST, PRESENT & FUTURE LEARNING.

MOTIVATE
✓ DISCUSS
✓ ATTEMPT
✓ ENGAGE

AFTER DISCUSSING & ATTEMPTING COLLECTIVLY WITH THE TEACHER, YOU WILL ATTEMPT ACTIVITIES ON YOUR OWN OR WITH OTHERS DEPENDING ON THE LESSON. YOU WILL BE ENCOURAGED TO HAVE A 'CAN DO' ETHOS AND CHALLENGE YOURSELF TO LEARN ENGAGE.

DEMONSTRATE
✓ CHALLENGE
✓ EXTEND
✓ ACCOMPLISH

AFTER LISTENING AND DIGESTING THE INFORMATION NEEDED, YOU WILL CHALLENGE YOURSELF TO DEMONSTRATE YOUR UNDERSTANDING AND EXTEND THIS FURTHER TO SHOW YOUR TEACHER THAT YOU HAVE ACCOMPLISHED YOUR LEARNING.

LEARNING SKILLS

MEMORY

METACOGNITION

COLLABORATION

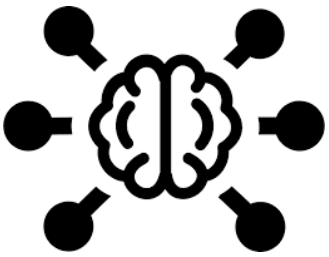
READING, WRITING, LITERACY & ORACY

NUMERIC APPLICATION

PROFESSIONAL AWARENESS

Independent Learning

Five strategies to help retain and recall knowledge

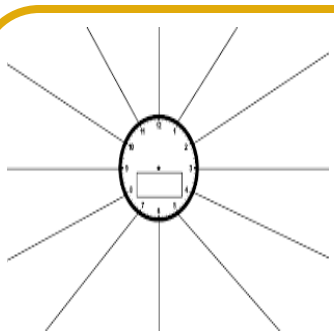


Mind maps help you remember by showing how ideas connect. Start with the main topic in the centre, then add branches for key points. Use keywords, colour, and simple images to make it memorable. Revise by redrawing it from memory or covering parts to test yourself. Mind maps work best when they're clear, visual, and used regularly.

SCAN ME

Flashcards are great for testing your memory. Write a question or keyword on one side and the answer on the back. Use them to quiz yourself or get someone else to test you. Go over them regularly, focusing on the ones you find tricky. Mix them up and keep sessions short and active for the best results. They're quick to make and easy to carry, so you can revise anytime, anywhere.

SCAN ME



Revision clocks help you break topics into smaller chunks. Draw a circle divided into 12 sections (like a clock) and write a key idea or question in each one. Spend 5 minutes on each section to review or write notes. They're great for timed revision and make sure you cover everything evenly. Use them to spot gaps in your knowledge and keep your revision focused.

SCAN ME

Look, Cover, Write, Check! This simple method helps you memorise key facts and spellings. First, look at the information you want to learn. Then cover it, write it from memory, and finally check your answer. Repeat the steps until you get it right. It's quick, effective, and works best with regular practice. Try saying it out loud as you write to help reinforce the memory

SCAN ME

Keyword mnemonics help you remember tricky terms or facts by linking them to a word, image, or phrase that's easier to recall. Create a memorable connection—like a rhyme, sentence, or funny image—to help the information stick. For example, "My Very Easy Method Just Speeds Up Naming Planets" helps you remember the order of the planets.

SCAN ME

Newsome Academy

Maths – Unit 6

Fractions, decimals and percentages

This builds on:	Why this topic:	This links to:
✓ Key equivalences from Year 7 ✓ Fraction calculation skills from Year 7 ✓ Proportional reasoning from earlier this year	*Understanding how to convert between fractions, decimals, and percentages (FDP) is essential for success in everyday maths. This unit builds fluency in moving between representations and solving problems.*	✓ Critical for probability, graphs, and compound measures ✓ Strong FDP fluency is needed for real-world contexts ✓ The foundation for solving percentage problems

Key Vocabulary	
Fraction: A way to show part of a whole, like ½ or ¾	**Increase:** When a value becomes bigger
Decimal: A number using a dot to show parts smaller than one (e.g., 0.25)	**Decrease:** When a value becomes smaller
Percentage: Means "out of 100" — e.g., 75% = 75 out of 100	**Reverse percentage:** Finding the original value before a percentage change
Convert: To change from one form to another (e.g., ½ → 0.5)	**Multiplier:** The number you multiply by to increase or decrease a value by a percent

Key Retrieval

- **50% = ½, 25% = ¼, 75% = ¾, 10% = $^1/_{10}$, 1% = $^1/_{100}$**
- To increase by 20%, multiply by **1.20**
- To decrease by 30%, multiply by **0.70**
- Use a **bar model** or **double number line** to visualise percentage change
- Reverse percentage: final ÷ multiplier = original value
- Recurring decimals can be written as fractions
- Always simplify fractions where possible
- Percent means "per hundred" and connects to both decimals and fractions

Cultural Capital

- **Discounts, taxes, bank interest, wages** — all use percentage change
- Used in news, economics, politics, and science (e.g., population changes, data trends)
- Essential for making informed financial decisions as adults
- Helps students become numerically literate and critically aware of misleading data

Fractions, decimals and percentages are different ways of expressing the same value.

E.g.

$\frac{1}{2} = 0.5 = 50\%$

$\frac{1}{4} = 0.25 = 25\%$

$\frac{3}{5} = 0.6 = 60\%$

$\frac{3}{8} = 0.375 = 37.5\%$

$\frac{9}{20} = 0.45 = 45\%$

$\frac{27}{40} = 0.925 = 92.5\%$

Home Learning Tasks:
At Newsome, our maths homework is set weekly using **Sparx Maths**. You might notice the homework seems a bit behind what we're learning in class. That's deliberate! Sparx is set **about 6 weeks behind our current lessons** to make sure you are practising things you've already learned and feel confident with. This way, you're more likely to remember the skills long-term—and that's what really counts!

Maths – Unit 7

Indices and standard form

This builds on:	Why this topic:	This links to:
✓ Multiplying and dividing whole numbers and decimals ✓ Prime factorisation and powers ✓ Place value knowledge from KS2 and Year 7	*This unit teaches how to work with powers (indices) and standard form — skills essential for handling large and small numbers efficiently. It develops mathematical fluency and supports scientific applications.*	✓ Leads into standard form in science and physics ✓ Indices are essential for simplifying algebra and solving equations ✓ Powers and roots are used in lots of other topics

Key Vocabulary

Index (power): Tells how many times to multiply the base by itself (e.g. $2^4 = 2\times2\times2\times2$)	**Standard form:** A way of writing very big or very small numbers using powers of 10
Base: The number being multiplied (in 2^4, base = 2)	**Exponent:** Another word for index (power)
Squared: Raised to the power of 2 (e.g. $5^2 = 25$)	**Multiply powers:** Add the indices when bases are the same: $a^3 \times a^4 = a^7$
Cubed: Raised to the power of 3 (e.g. $3^3 = 27$)	**Divide powers:** Subtract indices when bases are the same: $a^5 \div a^2 = a^3$

Key Retrieval

- $10^3 = 1{,}000$; $10^{-2} = 0.01$
- $a^0 = 1$ (any number to the power of 0 is 1)
- $2^4 = 16$; $3^2 = 9$; $5^3 = 125$
- $a^n \times a^m = a^{n+m}$ (add powers when multiplying)
- $a^n \div a^m = a^{n-m}$ (subtract powers when dividing)
- Standard form: number between 1–10 × 10^n
- Large numbers: positive powers (e.g. 4.2×10^6)
- Small numbers: negative powers (e.g. 3.1×10^{-3})
- Always write standard form with one digit before the decimal point

Cultural Capital

- Powers and standard form are used in **science**, **engineering**, **astronomy**, and **computing**
- Standard form helps scientists express large measurements (e.g. distances in space) or tiny values (e.g. virus size)
- Understanding these concepts supports careers in STEM, coding, and electronics

$$a \times 10^n$$

Where **a** is a number **1 ≤ a < 10** and **n** is an **integer**.

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

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

$$a^0 = 1$$

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

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

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Maths – Unit 8

Angles and construction

This builds on:	Why this topic:	This links to:
✓ Measuring and drawing angles from Year 7 ✓ Types of triangles and quadrilaterals from KS2 and Year 7	*Understanding angles and accurate construction work are key to geometric reasoning and real-world design. This unit brings together abstract angle rules with practical skills using compass and protractor.*	✓ Congruence, geometric proof and loci ✓ Used in trigonometry and transformations ✓ Underpins work in architecture and engineering

Key Vocabulary

Angle: The amount of turn between two lines from a common point	**Parallel lines:** Lines that never meet and are always the same distance apart
Construct: To draw shapes accurately using a ruler, compass, and/or protractor	**Alternate angles:** Equal angles on opposite sides of a transversal inside parallel lines
Bisector: A line that cuts an angle or line into two equal parts	**Corresponding angles:** Equal angles in the same position when a line crosses two parallel lines
Congruent: Shapes that are exactly the same in size and shape	**Co-interior angles:** the pair of angles that lie on the same side of a transversal and inside two parallel **lines**.

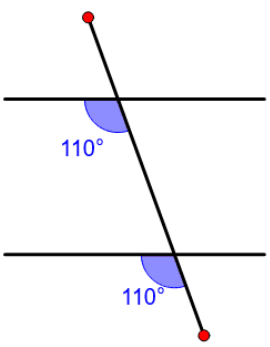
Key Retrieval

- Angles on a straight line add up to **180°**
- Angles around a point add up to **360°**
- Angles in a triangle = **180°**
- Angles in a quadrilateral = **360°**
- Corresponding angles = **equal**
- Alternate angles = **equal**
- Co-interior angles = **add to 180°**
- Triangle construction types: **SSS, SAS, ASA**

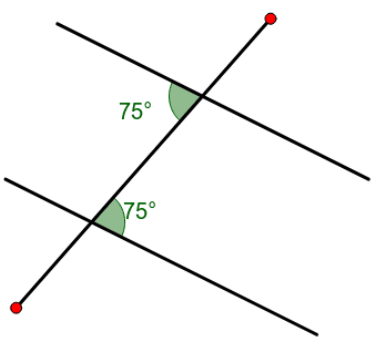
Cultural Capital

- Used in **architecture**, **engineering**, **design**, and **construction**
- Angle properties help analyse structures like **bridges** and **buildings**
- Compass and ruler skills support accurate **planning and drawing**

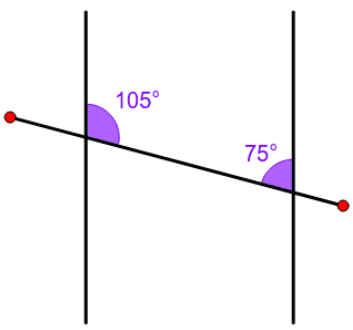
Corresponding Angles



Alternate Angles



Interior Angles



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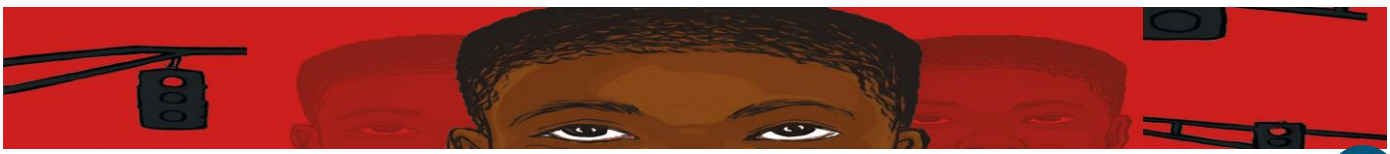
English – Term 2.1

Ghost Boys

This builds on:	Why this topic:	This links to:
✓ This builds on key reading skills from KS2. ✓ It develops students' comprehension skills and builds from textual inference to analysis of the writer's techniques.	**Ghost Boys continues our curriculum sequence as we explore conflict within childhood. Here -** *you will develop critical and creative reading skills, whilst connecting with key childhood themes in literature.*	✓ This links to your future learning on the literature offer in KS3 and KS4. ✓ It also allows students to develop key skills and knowledge for English Language Paper1 GCSE.



Key Vocabulary	
Integrity: Honesty and sticking to moral principles.	**Equality:** Fairness in opportunity and treatment.
Virtue: Moral excellence in behaviour.	**Fairness:** Unbiased treatment and just outcomes.
Guilt: Feelings of remorse for wrongdoing or mistake.	**Retribution:** Punishment for wrongdoing; justice.
Conscience: Morals that guide right from wrong.	**Judgement:** Forming conclusions about others.
Evil: Intentional harm or moral corruption.	**Rights:** Entitlements to freedoms and protections.

Key Retrieval (Characters)

- **Jerome Rogers:** A 12-year-old Black boy who is kind, quiet, and thoughtful. After he is shot by a police officer, he becomes a ghost and learns about racism and injustice through watching the world he left behind.
- **Sarah Moore:** The daughter of the police officer who shot Jerome. She learns the truth about what happened and tries to understand how unfairness and prejudice affect others.
- **Carlos:** Jerome's new friend who gives him the toy gun that leads to his death. He feels guilty but shows bravery by standing up against bullying and racism.
- **Emmett Till:** A ghost who helps Jerome understand his death. Based on a real person from history, Emmett teaches Jerome about the importance of remembering the past to create change.

Cultural Capital

- **Learning about fairness and injustice**

Ghost Boys helps us understand how unfair treatment, racism, and prejudice can affect people's lives.

- **Connecting the past and the present**

The book links history to today — especially through the story of Emmett Till — showing how events from the past still influence how people are treated now.

- **Understanding different people's experiences**

Through Jerome's story and Sarah's point of view, students can imagine what life is like for people with different backgrounds. This builds empathy and understanding — key parts of learning about different cultures.

- **Hearing new voices and stories**

The book gives a voice to characters and experiences that are not always seen in schoolbooks.

Home Learning Tasks:

1. Research into the Stephen Lawrence case. Create a fact file of information about him. How does his story link to 'Ghost Boys'?
2. Write a **letter or diary entry** from the point of view of one of the characters (Jerome, Sarah, or Emmett Till).
   - Explain how they feel about what has happened.
   - Describe what they want others to understand about fairness and equality

English: Skilful Analysts

Top Techniques	
Whole-text techniques	narrative arc, narrator, setting, motifs, character, repetition, foreshadowing, discourse, genre, extended metaphor, juxtaposition, tragic hero, foil, allusion, allegory
Sentence techniques	**Sentence types**: simple, compound, complex **Sentence mood**: declarative, exclamative, interrogative, imperative **Sentence repetition**: anaphora, anadiplosis, epistrophe,
Literary techniques	metaphor, simile, personification, imagery, pathetic fallacy, symbols, pun, irony, hyperbole, tone, semantic field, tautology, euphemism, colloquialism
Word-level techniques	nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions, superlative, comparative, plural, prefix, suffix, modal verbs, abstract nouns, concrete nouns

Poetic techniques	**Dramatic** techniques
rhyme, rhythm, metre, enjambment, caesura, alliteration, assonance, sibilance, stanza, couplet, tercet, quatrain, sestet, octave **Forms**: sonnet, lyric, ballad, blank verse, epic	prologue, monologue, dialogue, aside, soliloquy, dramatic irony, staging, props, lighting, exits, entrances, costume, stage directions

Point = The idea you are starting that answers the question set.

The writer presents...
The writer describes...
The writer uses...

Evidence = The part of the text which proves your idea.

This is shown through the quote...
This is exemplified when...
This is highlighted with...

Technique = Identify a key technique from your evidence and analyse it.

Here, the writer uses...
The technique [*insert*] suggests...
The word [insert] means...

Effect= Why has the writer done this? Link back to the big idea. Use the evaluative verbs below.

The writer has done this to criticise/celebrate....
This makes the reader/audience think that...

Evaluative Verbs

Use these to show what the writer is trying to achieve. They can go in both points and effects.

Criticises – rebukes, admonishes, chastises, lambasts, castigates, demonises, condemns
Questions – queries, disputes, interrogates, examines, challenges, exposes, provokes
Ridicules – mocks, trivialises, satirises, lampoons, derides, pillories, parodies, caricatures
Celebrates – honours, salutes, recognises, acknowledges, memorialises, fetishises, idealises, eulogises, elevates, glorifies, sentimentalises, romanticises, beautifies, deifies
Subverts – undermines, overturns, alters, modifies, corrupts
Accepts – welcomes, embraces, affirms, reaffirms

English – Term 2.2

War Poetry

This builds on:	Why this topic:	This links to:
✓ This builds on extended writing skills from KS2 around punctuation, spelling, words, and writing for different audiences. ✓ This builds on your previous studies of poetic forms in Year 7.	We will develop language and literacy skills, enhance critical and creative thinking, and learn how to analyse and write using poetic devices like rhythm, rhyme, and structure.	✓ This links to your future learning on in 9 where you will study poetry from different cultures and historical eras. ✓ Our future poetry studies at GCSE.

Key Vocabulary	
Authority: Power to give orders and force obedience.	**Integrity:** Honesty and sticking to moral principles.
Dominance: Control or influence over others.	**Virtue:** Moral excellence in behaviour.
Oppression: Unjust control or cruelty over a group.	**Guilt:** Feeling of remorse for wrongdoing or mistake.
Control: Power to influence or direct people.	**Conscience:** Morals that guide right from wrong.
Manipulation: Influencing others unfairly for gain.	**Evil:** Intentional harm or moral corruption.

Key Retrieval – Key War Poets

Wilfred Owen (1893–1918)
Owen fought in the First World War and wrote poems about the real horrors of battle.

Siegfried Sassoon (1886–1967)
Sassoon was also a WWI soldier and poet.
He first wrote poems that praised bravery, but later he wrote angry poems about the waste and stupidity of war.

Rupert Brooke (1887–1915)
Brooke wrote poems at the start of WWI that were patriotic and full of pride for his country.

John McCrae (1872–1918)
McCrae was a Canadian army doctor in WWI.
He wrote *In Flanders Fields*, one of the most famous war poems ever. The poem uses the image of **poppies** growing on their graves — the reason we wear poppies today.

Cultural Capital

• **Learning about different cultures and voices**
Poems come from many times and places. Reading them helps you understand how people from different backgrounds think, feel, and express themselves.

• **Understanding history and society**
Poetry often links to important events or moments in history. It helps you see how people experienced things like war, love, freedom, and change.

• **Building empathy and emotional understanding**
Poems explore deep emotions and ideas. They help you connect with how others feel and think, which builds kindness and understanding.

• **Developing creative and critical thinking**
When you study poetry, you learn to look closely at language, rhythm, and meaning. This helps you think deeply and express your own ideas more clearly.

Home Learning Tasks:

Task: Research into the following contextual areas. Can you make a poster for each one to show your understanding?

Propaganda is a form of communication that aims to influence or persuade an audience to support a certain cause or point of view. It can involve spreading ideas, information, or rumors to help or harm a person, cause, or institution. Propaganda is o ften biased and can selectively present facts to encourage a particular reaction.
Anti-War Poetry is a type of poetry that expresses a rejection of war and its associated policies, ideologies, and fantasies.
Conscientious Objectors is someone who refuses to serve in the military or work for the military-industrial complex based on their moral, ethical, or religious beliefs.

English: Skilful Writers

1. Writing a narrative scene…
Strategy: C:ABT

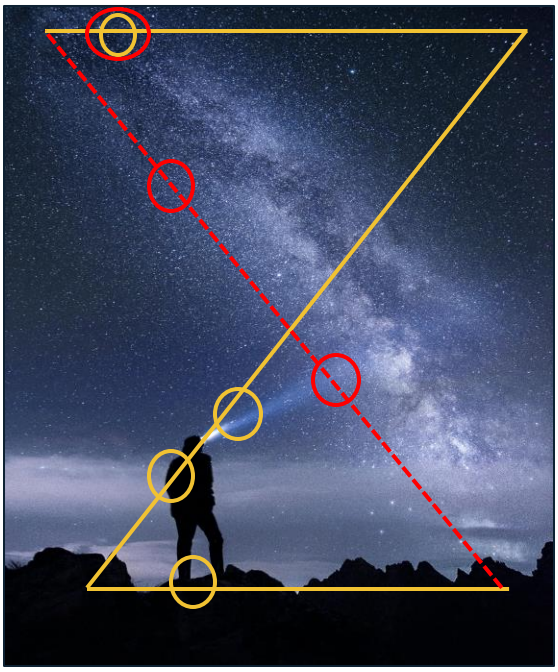
C: Who is your character?

A And? What is your character's goal? What do they want?

B But… What gets in their way? What stops them achieving their goal?

T Therefore, how do they overcome this? Can they resolve this? Is this a thought or an action?

2. Writing a description….
Strategy: The 'Z-' formation



3. Writing a viewpoint….
Strategy: Problem, Consequence, Solution

Problem
- How is the issue currently affecting, you, your local region, the country/world?
  Can you introduce a metaphor?

Consequence
- If the issues are not addressed, what will happen.
  Can you extend your metaphor?

Solution
- What solutions do you have to fix the problem?
  Can you link back to your original metaphor?

Metaphor (extended)
Alliteration
Direct address
Facts
Ornate language
Rhetorical question
Emotive language
Superlatives
Triplictiton (repetition)

Form	Sign on	Sign off
Letter	Dear Sir/Madam…	Yours Truly, …
Article	Headline	Concluding paragraph
Speech	Good morning, audience…	Thank you for listening.

Punctuation: What's the point?

Sentence ends	Marking out sub-ordinate clauses	Other punctuation
***f**ull-stop* **.** *question mark* **?** *exclamation mark* **!**	*comma* **,** *parenthesis* **( )** *dash* **- -**	apostrophe **'** ellipsis **…** *semi-colon* **;** *colon* **:** *speech marks* **“ ”**

Science

Scientific Skills

This builds on:	Why this topic:	This links to:
Year 7 • What is a variable? • What is a fair test? • How do scientists display their results?	You will be focusing on improving your **scientific skills** ; including making sure you have a good understanding of **safety and equipment**, how to **carry out investigations** and apply these skills by carrying out a **STEM project.**	

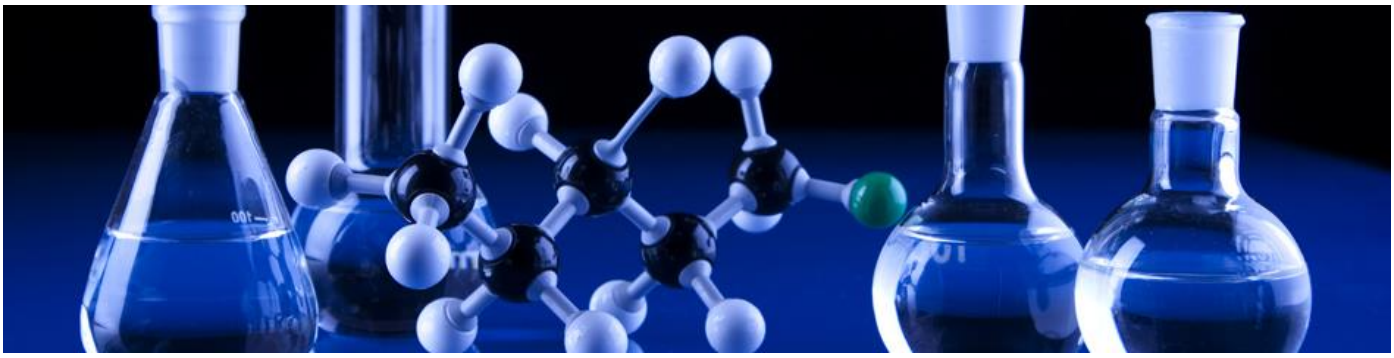
Key Vocabulary	
Prediction: What you think will happen and why	**Hypothesis:** An idea that can be tested
Independent Variable: The variable that we change	**Dependent Variable:** The variable that we measure (the results we collect)
Control Variables: The variables we keep the same to make the experiment a fair test	**Hazard:** Something that could cause harm to someone
Risk Assessment: Identifies the hazard, the risk (harm it causes) and ways to reduce the risk	**Method:** Step by step instructions on how to carry out an experiment
Results: The collection of data (dependent variable)	**Conclusion:** An explanation of what you found out
Evaluation: When you look at the quality of your investigation and what could be improved	**Repeatable:** When the same person repeats the investigation and gets the same results
Reproducible: When somebody else carries out an investigation and gets the same results	**Anomaly:** A result that doesn't fit the pattern
Accurate: When data collected is close to the true value	**Precise:** When the repeated data collected is similar
True Value: The value that would be measured without any errors	**Error:** The difference between the measurement taken and the true value

Independent Learning Tasks

Using the key vocabulary above and key concepts on the next page, answer the following questions:

1. What equipment is used for the following:
   - Heating
   - Measuring temperature
   - Measuring liquids
2. Name 5 safety rules that must be followed in a science laboratory
3. Name the following hazards:

4. What is the scientific method? Why is it important that all scientists follow this method?
5. How can data be displayed once we have collected data?
6. What does STEM stand for? Why is it important?



Science

Scientific Skills

Key Concepts

Laboratory Safety Rules

Safety is the number 1 priority when you are carrying out practical work in the science labs so there are some important safety rules to follow:

- ✓ Always wear eye protection during a practical.
- ✓ Carry out a practical while standing up.
- ✓ Do not eat or drink in the laboratory.
- ✓ Tie long hair back and tuck loose clothing in during practical work.
- ✓ If something is spilled or broken, tell the teacher.
- ✓ Ensure that the floor and workspace is clear of obstacles.
- ✓ Light Bunsen burner with splint on a safety flame.
- ✓ Stop immediately when asked to by the teacher.

Symbol	Hazard	Meaning
	Explosive	May explode due to heat, friction or shock
	Irritant	Causes skin irritation
	Dangerous to environment	Can damage aquatic life
	Toxic	Could cause death if ingested
	Flammable	Catches fire easily
	Corrosive	Damages skin and clothing

The Scientific Method

Step 1 - Observe and ask questions

- ✓ When you ask a question about something that you observe: How, What, When, Why, Where?

Step 2 - Research

- ✓ To help you find the best way to do things and ensure that you don't repeat mistakes.

Step 3 - Construct a hypothesis

- ✓ This a statement that you can test. Your evidence will allow you to either accept or reject the hypothesis.

Step 4 - Test the hypothesis

- ✓ Plan experiments making sure you have clear independent, dependent and control variables. Then carry out experiment(s) to test the hypothesis and record data.

Step 5 - Analyse data and make conclusions

- ✓ Organise data to make it easier to understand (e.g. graphs) and accept/reject hypothesis.

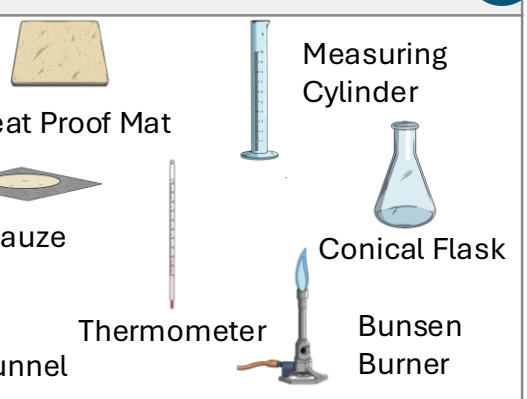
Step 6 - Share results

- ✓ Results from experiments are shared with other scientists so they can evaluate the findings themselves.

What is STEM learning?

This year you will be carrying out project based learning that focuses on solving real life problems using Science, Technology, Engineering & Mathematics. You will develop important skills such as problem solving, creativity, team work, innovation, communication and digital literacy. STEM is expected to be one of the largest employers in the near future so this will help prepare you to be successful global citizens.

Common Scientific Equipment



Science – Term 2

Breathing & Respiration

This builds on:	Why this topic:	This links to:
KS2/Year 7 • What do animal need oxygen for? • How does air get into and out of bodies? • Why does our body need to get rid of substances?	Breathing and respiration is part of the big scientific idea that **living things need energy to survive.** Respiration releases energy your cells need for **movement, growth** and staying health. You will learn how the **breathing system** brings oxygen into the body, how gases are **exchanged** in the lungs and how your **lifestyle** can affect how well your lungs work.	**Key Stage 4**

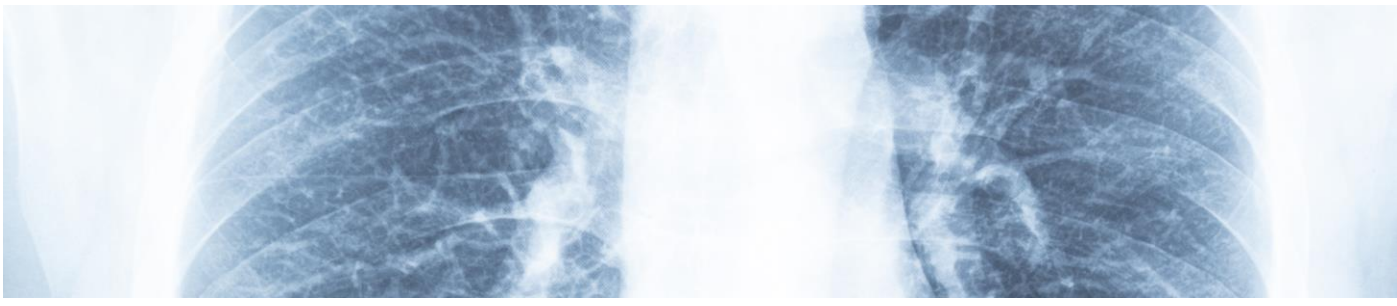
Key Vocabulary

Organ: A group of tissues carrying out a particular function	**Bronchitis:** Bronchiole tubes become inflamed and leads to excess mucus and coughing
Organ system: Organs working together as a system	**COPD:** Chronic obstructive pulmonary disease. Damage caused lungs to prevent gas exchange.
Organism: Organ systems all working together to form a living organism	**Aerobic Respiration:** Respiration involving oxygen
Breathing system: Group of organs and tissues that help you breathe including, airways, lungs and blood vessels	**Anaerobic Respiration:** Respiration without using oxygen
Ventilation: The movement of air into and out of the lungs	**Mitochondria:** An organelle found in animal and plant cells where respiration is carried out
Gas exchange: The exchange of gases (oxygen and carbon dioxide) in the lungs or leaves	**Lactic acid:** The substance produced during anaerobic respiratin in animals
Alveoli: Tiny sacs in the lungs where gas exchange happens	**Fermentation:** A type of anaerobic respiration that occurs in plants and some microbes such as yeast
Asthma: A medical condition where the airways become irritated and swell up	**Glucose:** A simple sugar molecule used during respiration

Independent Learning Tasks

Using the key vocabulary above and key concepts on the next page, answer the following questions:

1. State in order he parts of the breathing system air moves through.
2. Describe two ways the alveoli are adapted for gas exchange.
3. Describe and explain two changes that happen to the breathing system when you exercise.
4. State three symptoms of an asthma attack.
5. Describe how smoking and vaping damages the human body.
6. Compare the similarities and differences between breathing and respiration.
7. Explain why we need to get rid of lactic acid.
8. State two uses of fermentation in food production.

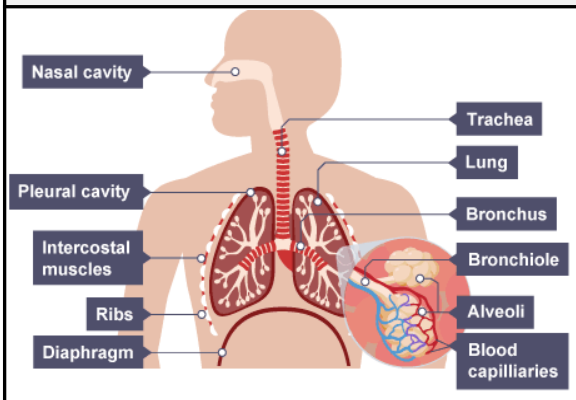


Science - Term 2

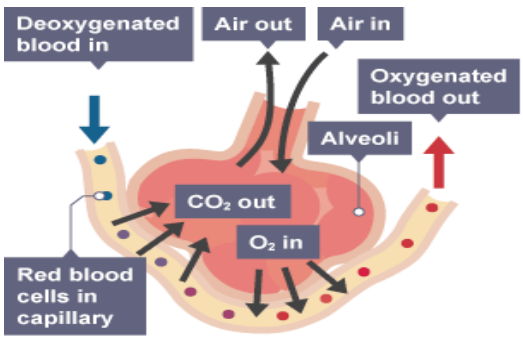
Breathing & Respiration

Key Concepts

The Lungs & Gas Exchange in Humans



Air is moved in and out of the lungs towards the alveoli where gas exchange happens. This process is called **ventilation**.



The alveoli provide a **gas exchange surface** adapted for:

- absorbing **oxygen** in – needed for respiration – into the blood from the air
- transferring **carbon dioxide** out – produced by respiration – from the blood into the lungs

Ventilation

	Inhaling	Exhaling
Diaphragm	Contracts and moves downwards	Relaxes and moves upwards
Intercostal muscles	Contract, moving ribs upwards and outwards	Relax, moving ribs move downwards and inwards
Volume of ribcage	Increases	Decreases
Pressure inside chest	Decreases	Increases
Movement of air	Moves into the lungs	Moves out of the lungs

Exercise & Asthma

Exercise - Regular exercise makes the diaphragm and intercostal muscles stronger – this helps you breathe more efficiently.

Asthma - The airways become irritated and swollen, making it harder for air to move in and out the lungs. Asthma is often treated using an inhaler that delivers medicine straight to the airways.

Smoking

Smoking damages ciliated cells causing a build-up of mucus leading to a persistant cough. It irritates the bronchi causing bronchitis. The alveoli break down, causing less gas exchange and can lead to COPD. Cigarette smoke contains carcinogens.

Aerobic Respiration

Respiration involves chemical reactions that break down glucose in cells to release energy.

Aerobic respiration:

- Needs oxygen
- Releases a large amount of energy
- Happens in mitochondria

GLUCOSE + OXYGEN → CARBON DIOXIDE + WATER

Anaerobic Respiration

During vigorous exercise body cells may not have enough oxygen for aerobic respiration to take place and anaerobic respiration happens instead.

Anaerobic respiration:

- Doesn't need oxygen
- Releases less energy
- Happens in the cytoplasm

Anaerobic respiration in humans

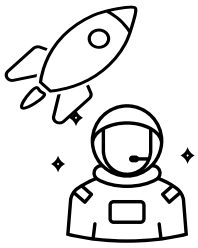
GLUCOSE → LACTIC ACID

Lactic acid causes muscle cramps.

Anaerobic respiration in plants & yeast

GLUCOSE → CARBON DIOXIDE + ETHANOL

In yeast and plants this is called fermentation and used in baking and brewing.



Science - Term 2

Chemical Reactions

This builds on:	Why this topic:	This links to:
Key Stage 2 • Physical and Chemical changes • The fire triangle • How to speed up a reaction	Chemical Reactions are everywhere in everyday life. From cooking your food to just staying alive, your body and your life relies on them. In this topic we will learn about specific reactions like **decomposition** and **combustion** and understand the different ways we can make reactions go **faster (increase the rate).**	**Key Stage 4**

Key Vocabulary

Chemical Formula	Chemical symbols with numbers to show the number of atoms of each element in the molecule.
Chemical Reaction	A process in which one or more substances are changed into new substances (the rearrangement of atoms).
Combustion	A reaction between fuel and oxygen that transfers energy to the surroundings.
Incomplete combustion	When there is not enough oxygen for a fuel to fully react in a combustion reaction.
Oxidation	A reaction in which a substance combines with oxygen.
Reactant	A starting substance in a chemical reaction.
Product	A substance that is made during a chemical reaction.
Thermal Decomposition	A chemical change (substance breaking apart) caused by heating.
Exothermic	A chemical reaction that gives out energy, causing the surroundings to heat up.
Endothermic	A chemical reaction that takes in energy, causing the surroundings to cool.
Energy transfer	The passing of energy from one energy store to another.
Rate of Reaction	A measure of the speed of a reaction, for example measuring the amount of product produced over a set period of time.
Catalyst	A substance that speeds up a chemical reaction

Independent Learning Tasks

Using the key vocabulary above and key concepts on the next page, answer the following questions:

1. Research photosynthesis and how farmers can speed it up to make plants grow faster.
2. What are the different methods how firefighters put out a fire?
3. What does an exothermic reaction release?
4. Produce a mind map of the topic to help with revision

Science - Term 2

Chemical Reactions

Key Concepts

Thermal Decomposition

These reactions happen when some substances are heated and break down into simpler substances.
When carbonates decompose they produce a metal oxide and carbon dioxide.

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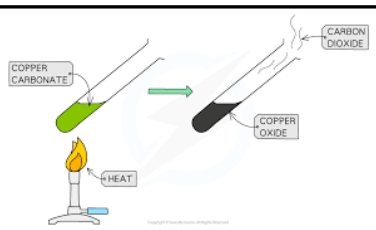
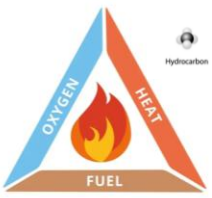
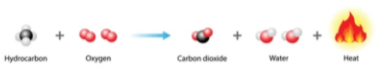


Combustion

Combustion is the science word for burning. During combustion, a fuel reacts with oxygen to make carbon dioxide and water. The reaction releases energy.
When there is not enough oxygen available to react with all the fuel, **incomplete combustion** takes place. This can also produce extra products = carbon (soot) and carbon monoxide. Carbon monoxide is toxic.





Chemical Reactions

A chemical reaction is where you make something new. In a chemical reaction, reactants are the substances that react together, and products are the substances formed.

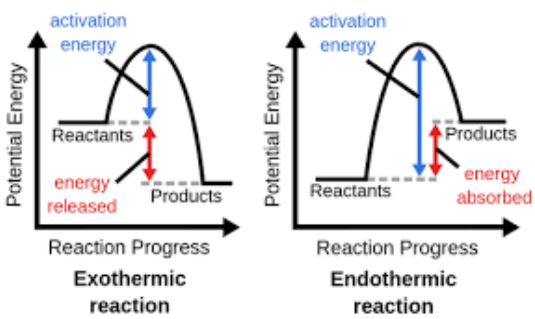
Word equations always take the form, reactants → products. A + sign separates two or more reactants or products.

Chemical symbols can be used to represent elements and compounds in the reaction. This helps us to understand the atoms involved in the reaction.

COPPER SULFATE + MAGNESIUM ⟶ COPPER + MAGNESIUM SULFATE
$CuSO_4$ (aq) Mg (s) Cu (s) $MgSO_4$ (aq)

Endo and Exothermic reactions

An exothermic reaction releases heat. An endothermic reaction takes heat in so it gets colder.



Rates of reaction

The rate of reaction is the speed of a reaction. We can measure this by working out how much of the reactants have been used up in a set time or how much product has been made in a set time.

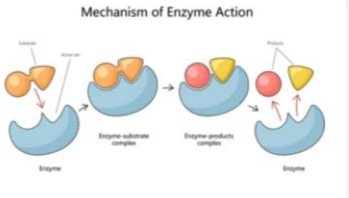
$$RoR = \frac{\text{reactant used}}{\text{time}}$$

$$RoR = \frac{\text{product formed}}{\text{time}}$$

Catalysts

Catalysts help speed up the reaction without being used up. They reduce the amount of energy needed for the reaction to happen.

Enzymes in our bodies are examples of catalysts which help to digest our food and do all the chemical reactions needed to keep us alive.



Science - Term 2

Movement & Speed

This builds on:	Why this topic:	This links to:
Key Stage 2 • What are muscles? • How do muscles work? • How the body moves? • Identify the effects of Water Resistance and Friction	**Movement and Speed** is an important topic as it covers a wide range of key scientific aspects. It helps to understand how the body works and allows movement. Being able to calculate Speed, Distance and Time helps to understand how Forces impact their motion and direction.	**Key Stage 4**

Key Vocabulary

Skeleton: a framework of bones and connective tissues that provide structure, protection and enable movement in the body.	**Balanced Force:** when the forces acting on an object are equal. This causes an object to be stationary or move at a constant speed.
Joints: a connection between two or more bones in the skeleton that allow movement through muscular contractions.	**Unbalanced Force:** when the forces acting on an object are not equal. This causes the object to either accelerate or decelerate.
Skeletal Muscle: contracts to make parts of the body move	**Streamlining:** When an object is designed to reduce the resistance of air or water
Cardiac Muscle: involuntary muscle only found in the heart, responsible for pumping blood around the body.	**Friction:** This occurs when two objects move past each other. Friction slows objects down.
Smooth Muscle: involuntary muscle found in organs such as the stomach, small intestine and blood vessels. Contract to move substances through the organ.	**Speed:** the rate at which an object moves.
Antagonistic Muscles: a pair of muscles working together. When one contracts, the other relaxes. This causes the joint to be pulled causing movement.	**Distance:** the total length of the path travelled by an object, regardless of its direction.
Contact Force: Contact forces that act on objects that are physically touching.	**Time:** the measurement of how long it takes for an object to cover a specific distance in relation to its speed.
Non-Contact Force: Non-contact forces that act between objects without them physically touching.	**Distance-Time Graph:** a graphical representation of a journey which plots the distance covered against the time taken.

Independent Learning Tasks

Using the key vocabulary above and key concepts on the next page, answer the following questions:

1. State the 3 equations used to calculate, Speed, Distance and Time?
2. What are the 3 main types of muscle and how are they different from each other?
3. Describe the following terms and give an example for each one:
   - Friction
   - Air Resistance:
   - Streamlining:
4. Desing a vehicle to reduce the force of air resistance, draw a diagram and label its key features?
5. What is a Distance-Time Graph and how can you use them to calculate the Speed or an object?
6. Research Antagonistic Muscles and give x5 examples from the human body?
7. Research the different types of Joints in the human body, pick x3 and produce a mind map with key information about each.

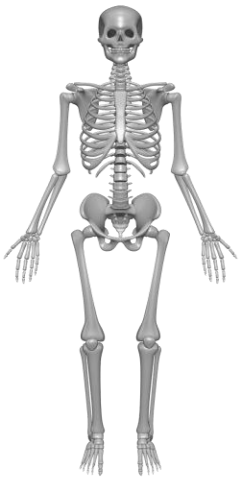
Science - Term 2

Movement & Speed

Key Concepts

Skeleton:

Your skeleton is a framework of **bones** and **connective tissues** that provide structure, protection and enable movement in the body. The average human skeleton typically has 206 bones, whereas infants have approximately 270 bones. Skeletal muscles that attach to bones allow the bones to move.



Types of Muscle:

Skeletal Muscle:
The only type of muscle that we consciously control. They contract to move parts of the body.

Cardiac Muscle:
Involuntary muscle found in the heart; it is responsible for pumping blood around the body.

Smooth Muslce:
Involuntary muscle that contract to move substances through the organs

Joints:

A joint is a place where two or more bones meet and is also called an articulation.

The body has a wide range of joints that allow movement, but the main joints are the Synovial Joints.
The 4 main Synovial Joints:

Hinge: these can be found in the elbow, knee and ankle. Hinge joints are like the hinges on a door and allow you to move the elbow and knee in only one direction.

Ball & Socket: these types of joint can be found at the shoulder and hip and allow movement in almost every direction.

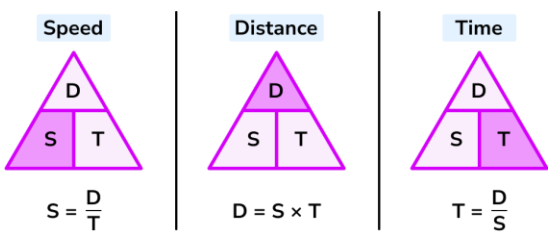
Pivot: this joint can be found in the neck between the top two vertebrae. It allows only rotational movement such as moving your head from side to side as if you were saying 'no'.

Condyloid: this type of joint is found at the wrist. It allows you to flex and extend the joint and move it from side to side.

Speed, Distance & Time

Speed, Distance and Time are three different scientific ideas that are closely linked together. There is a scientific equation that enables you to calculate either the Speed of an object, the Distance that it has covered or the Time it has taken by using this simple Equation:

Speed = Distance ÷ Time



You can rearrange this equation to calculate either Distance and Time too.

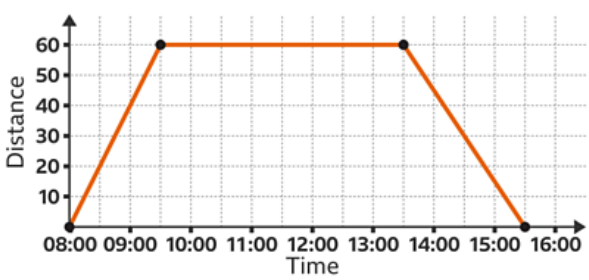
Distance – Time Graphs

A distance-time graph, sometimes referred to as a travel graph, is a way of representing a journey.

It is a graphical representation of the different sections of a journey that shows the distance travelled by an object in relation to the time take to travel a specific distance.

A horizontal line represents no movement (stationary)

A diagonal line represents movement either away from the start position or returning to the original position



Geography Term 2

Africa

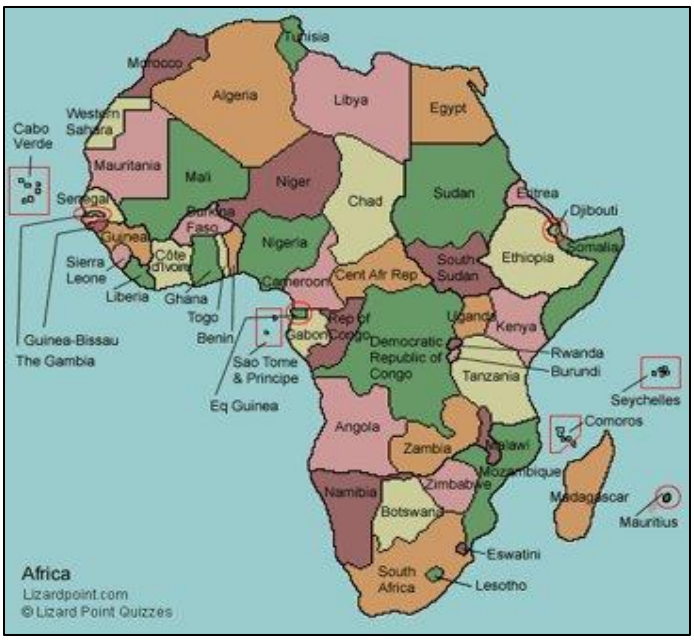
This builds on:	Why this topic:	This links to:
✓ This builds on the work covered in Year 7 on map skills and also work when we studied population, about migration. It also builds on and enhances graph and data skills.	**The topic is designed to give students an opportunity to challenge stereotypes and see Africa as a continent full of culture, innovation and growth. We will develop key geographical skills and learn about global issues.**	✓ This links to work further in Year 8 on The Horn of Africa and work at GCSE on measures of development.

Key Vocabulary

Adaptations: The process of change by which an organism or species becomes better suited to its environment	**Exploited:** To make use of a place, or people for your own benefit
Biomes: A large area with similar climate, plants and animals	**Independence:** When a country governs itself
Colonised: When people settle in a place and establish political control over it	**Rainforests:** Area with lush vegetation, with many different species of plants and animals
Desert:A large, dry, barren area, usually having sandy or rocky soil and little or no vegetation	**Savanna:** Area with grassy plains and scattered trees
Desertification: Process where fertile land turns to desert, often through overuse	**Stereotype:** Fixed opinions people have that do not reflect reality

Key Retrieval

Africa is a Continent and has 54 different countries



Cultural Capital

1. Cultural Awareness
Exploring the continents diverse cultures, traditions. Languages and history

2. Respect and empathy
Studying how people live and their different lives in other parts of the world

3. Global Understanding
Through studying cities and communities, we gain a wider understanding of global diversity and levels of connections between countries

4. Confidence of the wider world
Through studying this topic students are becoming more curious, open-minded and informed global citizens

Home Learning Tasks:

- Create top trumps cards for 8 African cities- include size, population, highest mountain, number of cities, birth rate and death rate
- Create a model in a box of one of these African biomes (Rainforest, Desert or Savanna Grassland). Include models/images of the vegetation, animals, climate and labels to describe what it is like
- Design a quiz or game to help students remember the names and capital cities of African countries

Geography Term 2

Africa

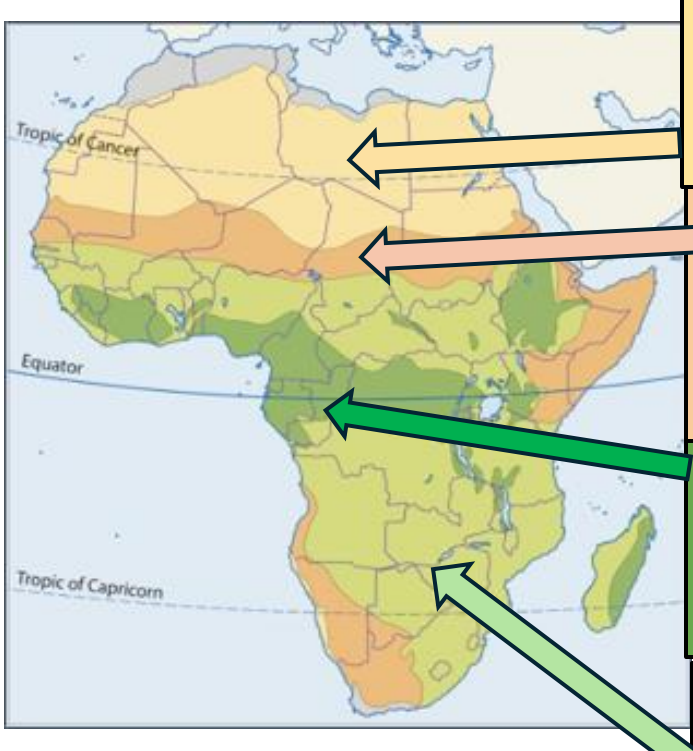
Key Retrieval

Population distribution in Africa:

Key Retrieval

Africa's physical geography:

Key Retrieval: Africa's biomes:



Hot desert
- Hot in the day and little rain
- Plants have to find and store water - some have long tap roots
- Camels, ostriches, snakes and scorpions

Semi-desert
- Some rain
- Grass, shrubs and scattered trees, some rodents
- Most people farm - maize, chickpeas, cattle and goats

Rainforest
- Warm and wet all year round
- Thousands of species of plants and trees
- Gorillas, snakes, hippos and birds

Savanna
- Warm all year with a wet season
- Grassland and acacia trees
- Lions, elephants and giraffes
- Desertification is a problem here


ARCTIC OCEAN
Greenland
(Denmark)
Svalbard
(Norway)
ARCTIC OCEAN
United States
Canada
United States
Iceland
Norway
Sweden
Finland
Russia
U.K.
Den.
Neth.
Belg.
Ireland
Estonia
Latvia
Lithuania
Ger-
many
Poland
Belar.
Ukraine
Mol.
Kazakhstan
Mongolia
ATLANTIC
OCEAN
Portugal
Spain
France
Rom.
Bul.
Armenia
Geor.
Az.
Uzbek.
Turkm.
Kyrgyzstan
Tajikistan
China
N. Korea
S. Korea
Japan
Italy
Turkey
Cyprus
Greece
Lebanon
Syr.
Iraq
Iran
Afghan.
Pakistan
Nepal
Bhutan
Morocco
Tunisia
Algeria
Libya
Israel
Kuwait
Qatar
Jordan
Saudi
Arabia
India
Laos
Vietnam
Taiwan
PACIFIC
OCEAN
Western
Sahara
Egypt
U.A.E.
Oman
Bur.
Bangl.
Thai.
Cambodia
Philippines
Mexico
Caribbean
Senegal
Maurit.
Mali
Niger
Chad
Eritrea
Sudan
Yemen
Djibouti
The Gambia
B. Faso
Guinea-Bissau
Guinea
Sierra Leone
Liberia
Cote d'Ivoire
Nigeria
Ghana
Benin
Togo
Equatorial Guinea
Gabon
Cam.
C.A.R.
South
Sudan
Ethiopia
Somalia
Ken.
Dem.
Rep. of
Congo
Uganda
Rwanda
Burundi
Tanz.
Sri
Lanka
Malaysia
Papua
New Guinea
Solomon
Islands
Indonesia
Timor-Leste
PACIFIC
OCEAN
Central
America
Guyana
Suriname
French
Guiana
(France)
Venez.
Colombia
Ecuador
Peru
Brazil
Bolivia
Paraguay
Chile
Argentina
Uruguay
Angola
Zambia
Zim.
Namibia
Bots.
South
Africa
Lesotho
eSwatini
Malawi
Mozambique
ATLANTIC
OCEAN
Madagascar
INDIAN
OCEAN
Australia
New
Caledonia
Fiji
New Zeal
SOUTHERN OCEAN

Geography Term 2

Africa

Structuring Answers

When structuring an answer, it is always important to use:

P – Make your **Point**

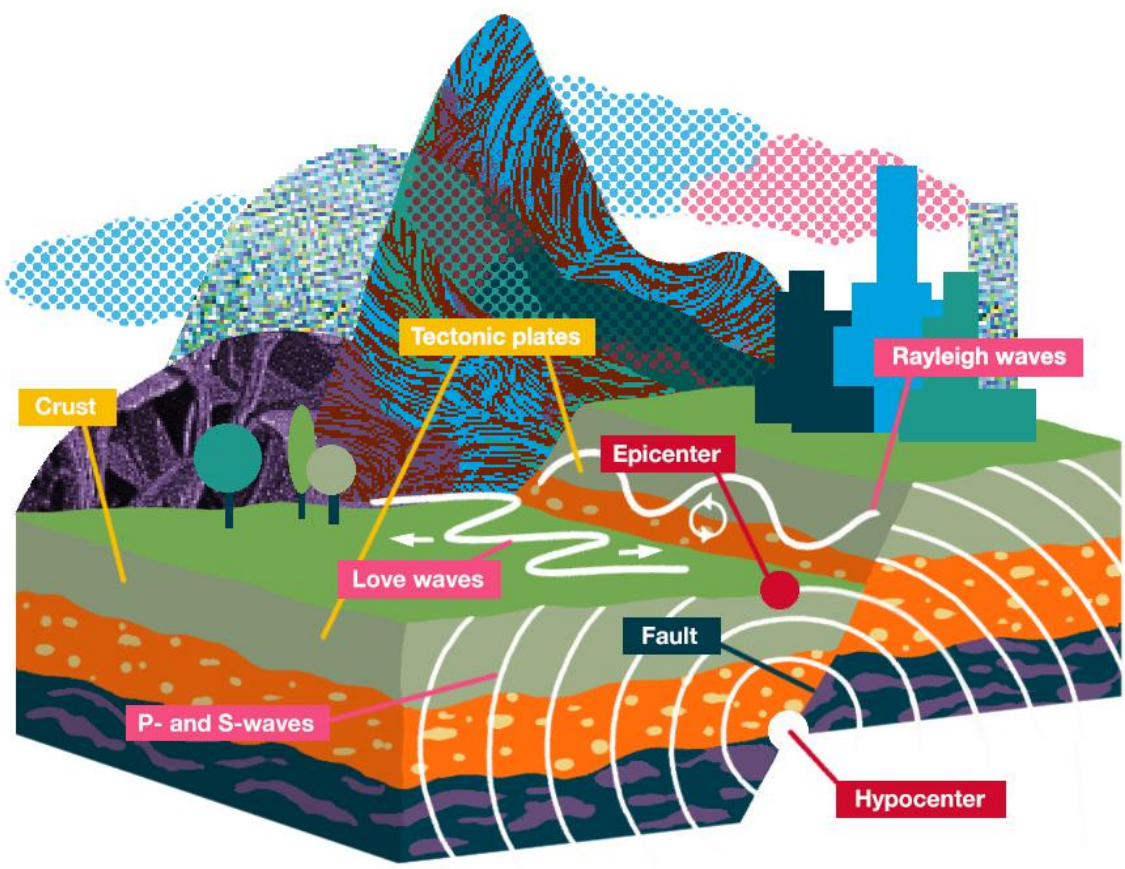
E – Add your **Evidence** (facts and figures)

E – **Explain** why using link words

L – **Link** it back to the original question

For example – where are earthquakes located?

Earthquakes are mostly found along tectonic plate boundaries. Such as along the western coast of South America where the Pacific plate meets the Nazca plate. This is because at tectonic plate boundaries, stress and friction builds up due to convergent and divergent movements. Therefore, you are more likely to find earthquakes when the stress builds too much, whereas in areas away from plate boundaries there are likely to be fewer earthquakes.



Home Learning Tasks:

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- Design a quiz or game to help students remember the names and capital cities of African countries

History – Term 2

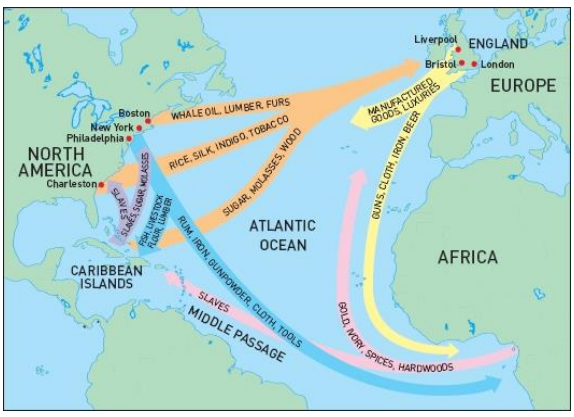
The Slave Trade

This builds on:	Why this topic:	This links to:
✓ This builds on understanding from Y7 which looked at Medieval Africa and also working on Y8 Tudors.	**In this topic, we will look at how the Slave Trade functioned and the impacts of the Slave Trade on the slaves. We will also look at who fought to end slavery and why it ended.**	✓ This links to future topics such as the Industrial Revolution and the Civil Rights unit in Y9.

Key Vocabulary	
Slave: A person owned by another person. They are forced to work and are not paid.	**Plantation:** A large area of farmland, or estate, planted with particular crops like tobacco, cotton and sugar cane.
The Slave Triangle: The system of trade between Europe, West Africa and USA.	**Overseer:** Plantation worker paid a wage to organise the work of the enslaved people.
Shackles: Iron chains used to fasten the legs or hands of a slave.	**Resistance:** To refuse to comply with a decision or established way of doing things.
Branding: To mark a person or animal with a hot iron to show ownership.	**Abolish/Abolition:** To end; in this context to end the slave trade and slavery.
The Middle Passage: The second (middle) journey of the Slave Triangle, carrying slaves from Africa to the Americas.	**Campaign:** Working in an organised way to achieve a goal.

Key Retrieval

The Slave Triangle:



Key Facts to remember:

The Middle Passage:

The Middle Passage was the alternative name for the second part of The Trade Triangle which involved a 12-week journey across the Atlantic Ocean. Slaves were kept in appalling conditions: They were packed into the ship in very tight quarters below deck and were chained lying down for most of the journey. Many died during the journey due to illnesses like dysentery and injuries they received from the crew. Very little food was given to them – just enough to keep them alive. If they disobeyed orders, they were severely punished. Some threw themselves overboard in order to avoid their fate

Rebellion and Resistance:

There were various forms of resistance, including: running away, breaking tools and ruining crops. One of the most famous rebellions was in Virginia; a slave called Nat Turner killed his master and his family along with 55 other white people. Turner was executed as a result

Home Learning Tasks:

1. Create a fact file on any of the abolitionists that we have looked at in this unit.
2. Create a poster trying to convince people why slavery was so bad – include arguments that we have looked at.
3. See homework sheet for further home learning tasks and information above.

History – Term 2

Slave Rebellions

Jamaica

Sixteen slave rebellions had taken place between 1655 and 1813.

1831 saw the largest slave uprising. Slaves refused to work and burned down houses and warehouses full of sugar cane. Millions of pounds of damage was caused. Led by **Samuel Sharpe**. Eventually put down by British troops in January 1832. Sharpe was executed in public and over 138 others sentenced to death. Shocked the British government and made them see the cost of slavery may be too high.

Saint-Domingue

Rebellion broke out in 1791. Enslaved Africans attacked plantation buildings and anything connected with slavery. **Toussaint L'Ouverture** emerged as their leader. Led to France abolishing all slavery across their territories. Rebellion led to the Kingdom of Haiti being created.

Barbados

Barbados had not had a slave rebellion for over 100 years until one broke out in 1816. British plantation owners were shocked and within a few hours the rebellion had spread across 1/3 of the island. There were two leaders of the rebellion. One was an African called **Bussa** and the other, a domestic servant called **Nanny Griggs**. Their aim was to overthrow the British plantation owners and create a better life. Nearly 1000 rebels were killed. After, more than 214 were executed and 123 transported elsewhere to be sold again. Tighter control was put into place to ensure slaves could not rebel on the island again.

Demerara

In 1823 a slave rebellion broke out in Demerara led by a slave called **Jack Gladstone**. Harsh conditions and brutal treatment and need to produce more sugar led to this. 9000 enslaved people were involved but they did not harm the British owners or their families. A British minister was blamed for the rebellion and was arrested and sent to prison in which he died. This caused outrage back in Britain and many people sent petitions to Parliament to end slavery.

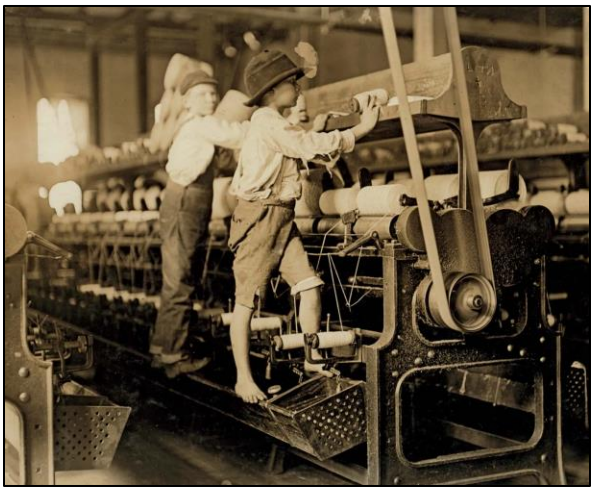
History – Term 2

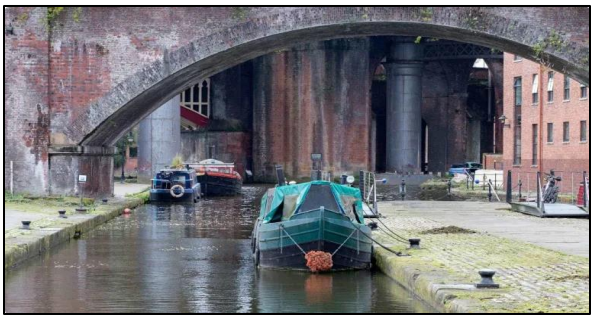
The Industrial Revolution

This builds on:	Why this topic:	This links to:
✓ This builds on understanding from our previous unit of the Slave Trade and key concept of revolution.	**In this topic, we will look at the changes brought to the UK by the Industrial revolution, including the work force, housing and public health. Focus will be on the changes made to Huddersfield, including Newsome Mill.**	✓ This links to future topics such as Jack the Ripper unit and the age of revolutions unit later in Y8.

Key Vocabulary	
Industrial Revolution: A time of great change in Britain between 1750 to 1900.	**Rural:** Countryside living with not many houses or people.
Agriculture: Process of producing food by farming of certain plants or raising animals.	**Urban:** Towns and cities where many people live and work.
Poverty: Lack of basic human needs, such as clean water, healthcare, education and shelter.	**Parliament:** Lawmaking group in the UK government.
Factory/Mill: Places where machines are used to produce goods.	**Industry:** Process of making products by using machines and factories.
Mass Production: Production of many products in one go e.g. textiles.	**Economy:** System of how money is used within a particular country.

Key Retrieval
Mill/Factory Features





Changes in agriculture

1750 farms were still using medieval ways of planting crops and rearing animals. As population increased, new machines, crops and ways of farming were introduced, e.g. bigger animals and steam powered threshers for wheat. Small fields were replaced and hedges removed. This meant farm workers lost their jobs and many had to move to towns and cities.

Changes in population:

In 1750, the total population of the UK was about 11 million. This grew to about 42 million by 1900! Moving from rural to urban areas also saw a huge rise; in 1750, only 20% of the population lived in towns, but by 1900 it was 70%. This meant far more people were working in new industries but this also caused problems because they all needed food and homes. As a result, poverty increased, overcrowding was an issue and by 1900, London alone, had 4.5 million inhabitants.

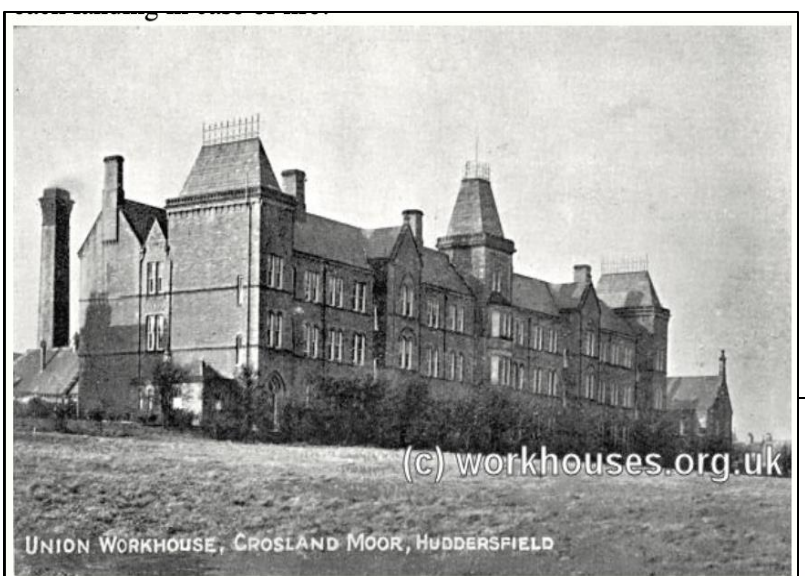
Home Learning Tasks:

1. Create a fact file on a chosen factory and describe what it was like.
2. Create a leaflet advertising campaigns to end children working in factories.
. 3. See homework sheet for further home learning tasks and information above.

History – Term 2

The Industrial Revolution in Huddersfield

Newsome Mill
Newsome Mill was a busy textiles mill that exported products around the world to places like South America. Huddersfield was famous for its textiles.



Crossland Moor Workhouse
Built in 1872, it was a workhouse until 1930, when it became St Luke's Hospital. It closed in 2011 and was demolished in 2015. The picture below was from 2001.

Religious Studies- Term 2

Animal Rights

This builds on:	Why this topic:	This links to:
✓ This builds on RE knowledge from primary school and explores different ideas about animal rights	Allows us to use different RE lenses to engage in the topic and think ethical about how different religions view the lives of animals.	✓ This links to the KS4 curriculum and theme B that looks at religion and life.

Key Vocabulary	
Free Range: farming that allows animals to roam free and behave naturally.	**Responsibility:** To be in charge of own actions.
Factory farming: An intensive system of farming to rear animals quickly and cheaply indoors with very little space and low welfare.	**Extinction:** When all members of a species has died and will never exist again.
Animal experimentation: Procedures performed on living animals for purposes of research into basic biology and diseases, assessing the effectiveness of new medicinal products.	**Vegetarianism:** The belief/view held by people who do not eat meat.
Inhume: Lacking pity, kindness or mercy, being cruel.	**Vegan:** A person who will not eat or use any animal products.
Sanctity of life: Life is sacred (holy) because it is God-given.	**Exploitation:** Act of selfish needs to take advantage of something to profit or benefit from it. .

Key Retrieval

<u>The Five Freedoms</u>

The Five Freedoms of animal welfare present a standard of care that is followed across the globe. Included in the UK government's Animal Welfare Act 2006, they state that every living being deserves the right to humane treatment.

- Freedom from hunger and thirst – by ready access to fresh water and a diet to maintain full health and vigour;
- Freedom from discomfort – by providing an appropriate environment including shelter and a comfortable resting area;
- Freedom from pain, injury or disease – by prevention, rapid diagnosis and treatment;
- Freedom to express normal behaviour – by providing sufficient space, proper facilities and company of the animal's own kind; and
- Freedom from fear and distress – by ensuring conditions and treatment which avoid mental suffering.

<u>ANIMAL EXPERIMENTATION</u>

Animal experiments are widely used to develop new medicines and to test the safety of other products. Many of these experiments cause pain to the animals involved or reduce their quality of life in other ways. If it is morally wrong to cause animals to suffer then experimenting on animals produces serious moral problems.
Animal experimenters are very aware of this ethical problem and acknowledge that experiments should be made as humane as possible. They also agree that it's wrong to use animals if alternative testing methods would produce equally valid results.

Cultural Capital

1. **We will have intellectual arguments and debates surrounding the ideas of different beliefs about animal rights**
2. **We will watch videos to explore how different religious and non religious people view animal rights**

Home Learning Tasks:

- Do you think human life is valued more than an animal's life? Explain your question in more detail. Include a quote within your answer.
- Research the history on animal rights. Do you think it has changed over the years?
- How can we protect animals? Explain your answer.

Religious Studies

Abortion

This builds on:	Why this topic:	This links to:
✓ This builds on RE knowledge from primary school and PSHE it also explores different ideas abortion and religion	To undertsand how religion can affect ethical issues and how it is relevant in today's society.	✓ This links to the KS4 curriculum and theme B that looks at religion and life.

Key Vocabulary	
Foetus: a developing baby	**Miscarriage:** natural ending of a pregnancy before the foetus is viable.
Abortion: intentional ending of a pregnancy	**Pregnancy:** the state of having a foetus in the uterus
Age of consent: the age it is legal to have sex (16 in the UK)	**Conscientious objective:** a moral objection to something
Infertility: the inability to be able to produce children.	**Sanctity of life:** life is sacred because it is given by God.

Key Retrieval

The Law on Abortion in the UK

Abortion is lawful in England, Scotland, and Wales provided the criteria in the Abortion Act 1967 are met. In all other circumstances, administering or procuring an abortion is a crime.

Abortion is lawful in Northern Ireland provided the criteria in the Abortion Regulations 2020 are met.

Unless abortion is necessary to save a woman's life or prevent grave permanent injury, doctors have a right of conscientious objection under the Abortion Act or the Abortion (Northern Ireland) Regulations. At the same time, patients have a right to receive objective and non-judgmental care. Doctors with a conscientious objection should inform patients as soon as possible and must tell them about their right to see another doctor, making sure they have enough information to exercise that right. If it is not practical for a patient to arrange to see another doctor, the doctor must make sure that arrangements are made for another suitably qualified colleague to take over care of the patient.

Carla Foster had admitted to illegally procuring her own abortion when she was between 32 and 34 weeks pregnant.

A judge told her last month she would serve half her 28-month term in custody and the remainder on licence; however the Court of Appeal reduced the term to 14 months suspended.

Dame Victoria Sharp, sitting with Lord Justice Holroyde and Mrs Justice Lambert at the London court on Tuesday, called it "a very sad case".

Cultural Capital

1. **We will have intellectual arguments and debates surrounding the ideas of different beliefs about religion and abortion.**
2. **We will look at the case study of Carla Foster and debate whether she deserved the punishment she received.**

BPAS
British Pregnancy Advisory Service

Home Learning Tasks:

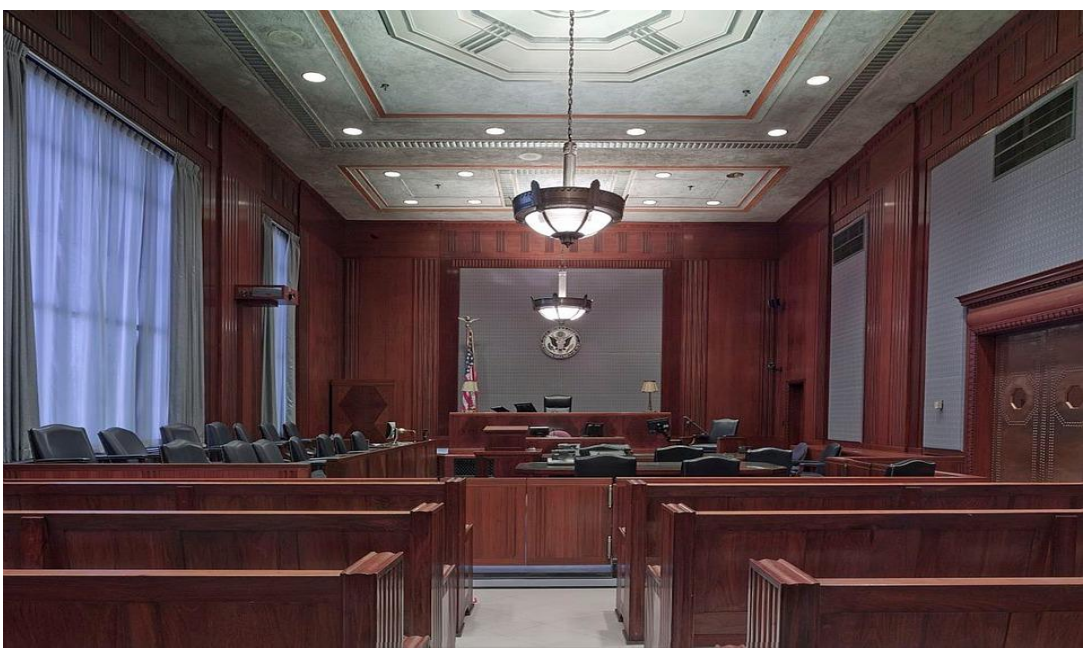
- Explain in your own words, what two religions believe about when life begins.
- Research different case studies of abortion cases in the media.
- Design an argument for pro- life and pro- choice

Religious Studies

Write like an RE expert

4 marker	*5 marker*	*12 marker*	
Point	Point	Point	Two arguments for
Explain	Evidence	Evidence	Two arguments against
Point	Explain	Explain	
Explain	Point	Link	Conclusion
	Explain		

Carla Foster case study



Three judges at the Court of Appeal reduced Foster's prison sentence on Tuesday
By Susie Rack
BBC News, West Midlands
A mother who was jailed for illegally taking abortion tablets to end her pregnancy during lockdown will be released from prison after the Court of Appeal reduced her sentence.
Carla Foster, 45, admitted illegally procuring her own abortion when she was between 32 and 34 weeks pregnant.
A judge told her last month she would serve half her 28-month term in custody and the remainder on licence.
But the Court of Appeal reduced the term to 14 months suspended.
Dame Victoria Sharp, sitting with Lord Justice Holroyde and Mrs Justice Lambert at the London court on Tuesday, called it "a very sad case".
"It is a case that calls for compassion, not punishment," Dame Victoria said.

SIX WORLD RELIGIONS (spellings vary)

Religion name	Follower	SYMBOL	NAME OF GOD/GODS	COUNTRY OF ORIGIN	FOUNDER /MESSENGER	HOLY BOOK/S	PLACE OF WORSHIP	MAIN FESTIVALS	Denominations /schools/type/	Followers in the UK (approx.)	Followers in the world (approx.)
BUDDHISM	Buddhist	 Dharmachakra	none	India (Today in Nepal)	Siddhartha Gotama (The Buddha)	Tripitaka	Temple Shrine room Vihara	Wesak Dharma day	Theravada Mahayana Zen Triratna Pure Land	98,000	376 million
HINDUISM	Hindu	 Om/Aum	Brahman (Shiva Vishnu Brahma)	Indus Valley	none	Vedas Bhagavad Gita Mahabharata	Mandir Temple	Holi Diwali		272,000	1 billion
CHRISTIANITY	Christian	 Cross	God	Palestine Israel	Jesus of Nazareth	Bible	Church Cathedral	Easter Christmas	Catholic Eastern Orthodox Church of England Baptist Quaker	30 million	2.2 billion
JUDAISM	Jew	 Star of David	G_d	Israel	Abraham	Torah Tenakh	Synagogue	Rosh Hashanah Pesach Yom Kippur	Hasidic Orthodox Reform Liberal	214,000	14 million
SIKHISM	Sikh	 The Khanda	God Waheguru	Punjab, India	Guru Nanak The ten Gurus	Guru Granth Sahib	Gurdwara	Vaisakhi Diwali	Sahajdhari Amritdhari	239,000	23 million
ISLAM	Muslim	 Five pointed star & crescent moon	Allah (God)	Saudi Arabia	Muhammad (pbuh)	Quran	Mosque	Eid-ul-Fitr Eid-ul-Adha	Sunni Shi'a Sufi	1,278,000	1.6 billion

Theist = Someone that believes in God
Atheist= Someone that doesn't believe in God
Agnostic = Someone that is not sure about the existence of God

Monotheist = Someone that believes in one God
Polytheist= Someone that believes in many gods

Timeline of religions (all dates approximate)

↑ 2000 BC **Hinduism**	↑ 1500BC **Judaism**	↑ 560 BC **Buddhism**	↑ 0	↑ 30 AD **Christianity**	↑ 610 AD **Islam**	↑ 1500 AD **Sikhism**

Religious Studies

French Term 2.1

Les Fêtes

This builds on:	Why this topic:	This links to:
✓ Dates, months, numbers, preferences, celebrations, likes and dislikes.	You will learn to give and understand information about celebrations in the UK and in France. You will express preferences and make plans for your next party.	• Food and drink. • Birthdays /special occasions. • Future plans

Key Vocabulary	
Quelle est ta fête préférée? – What is your favourite celebration?	Qu'est-ce que tu vas faire? – What are you going to do?
La Fête Nationale - Bastille Day, 14th July	Ça sera comment? – What will it be like?
Mon anniversaire – My birthday.	Je peux vous aider? – Can I help you?
Comment vas-tu fêter ton prochain anniversaire? – How are you going to celebrate your next birthday.?	Je voudrais un kilo de fraises – I'd like a kilo of raspberries.
Qu'est-ce que tu vas manger? What are you going to eat?	C'est combien? – How much is it?

Key Retrieval

Qu'est-ce que tu vas faire? - What are you going to do? Using the near future.

To talk about what is going to happen in the future, use part of the verb ***aller*** followed by the **infinitive**.

aller (to go) + **infinitive**

je ***vais*** ***écouter***
tu ***vas*** ***écouter***
il/elle/on ***va*** ***écouter***
nous ***allons*** ***écouter***
vous ***allez*** ***écouter***
ils/elles ***vont*** ***écouter***

je ***vais*** ***choisir*** I **am going to choose**

Question words

qu'est-ce que? ..... *what?*
comment? ..... *how?*
avec qui? ..... *with whom?*
pourquoi? ..... *why?*
où? ..... *where?*
quand? ..... *when?*

Key infinitives

inviter – to invite
manger – to eat
boire – to drink
acheter – to buy
aller – to go
danser – to dance
écouter – to listen
ouvrir – to open
rendre visite à – to visit
fêter – to celebrate
recevoir – to receive
avoir – to have
faire – to do
être – to be
jouer – to play

Home Learning Tasks:

1. Research a festival of your choice. How is it celebrated in France? How is it different? How is it similar?
2. Complete the tasks on Languagenut.com
3. Prepare some crêpes for your family like French people do for "La Chandeleur" This is celebrated each year on 2nd February. If you can't make them, why not design a menu made of pancakes. A savoury and a sweet course.

Year 8 French Term 2.1

Les Fêtes

Au Marché – At the Market.

un artichaut - an artichoke
un chou-fleur - a cauliflower
un citron - a lemon
un haricot vert - a green bean
un melon - a melon
un oignon - an onion
une banane - banana
une olive - an olive
une pomme - an apple
une pomme de terre - a potato
une tomate - a tomato
un oeuf - an egg

Je voudrais – I would like...

le poisson - the fish
le fromage - cheese
le jambon - ham
la salade - lettuce
100 grammes de .. - 100g of..
un (demi) kilo de - a (half) kg of
une tranche de - a slice of
un morceau de - piece of

c'est tout merci - that's all thanks
ça fait combien? - how much is it?
ça fait ... euros - that's .... euros
Bonne journée! - Have a good day!

C'est combien? - How much is it?

1	un	6	six
2	deux	7	sept
3	trois	8	huit
4	quatre	9	neuf
5	cinq	10	dix

20	vingt	85	quatre-vingt-cinq
30	trente	90	quatre-vingt-dix
40	quarante	95	quatre-vingt-quinze
50	cinquante	100	cent
60	soixante	200	deux-cents
70	soixante-dix	350	trois-cent-cinquante
75	soixante-quinze	1 000	mille
80	quatre-vingts	2 000	deux-mille

Décris-moi la photo. Describe the photo

Il y a *There is/are*

un garçon. *a boy.*
une fille. *a girl.*

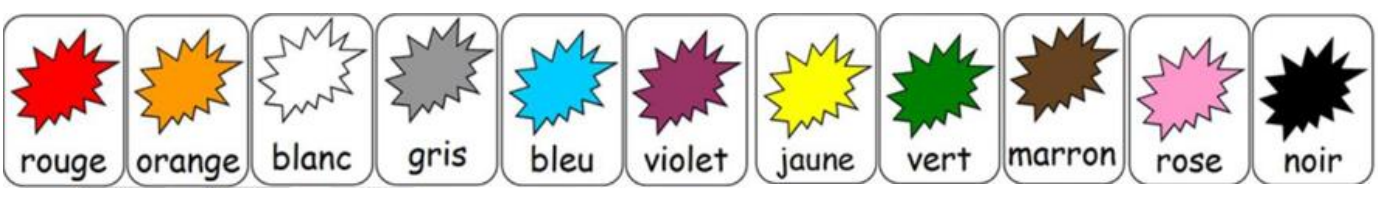
Il porte *He is wearing*
Elle porte *She is wearing*

un chapeau. *a hat.*
un short. *a pair of shorts.*
une casquette. *a cap.*

un bâtiment. *a building.*
une maison. *a house.*
des arbres. *some trees.*

Qu'est-ce que tu vas porter? Je vais porter..... I'm going to wear.....

un	pantalon / pull / sweat / polo	noir / bleu / vert / gris / blanc / violet / rouge / rose / jaune
une	jupe / veste / chemise / cravate	noire / bleue / verte / grise / blanche / violette / rouge / rose / jaune
des	chaussettes / chaussures / baskets	noires / bleues / vertes / grises / blanches / violettes / rouges / roses / jaunes



French Term 2.2

Les Médias

This builds on:	Why this topic:	This links to:
✓ Likes and dislikes. ✓ Opinions ✓ Time ✓ numbers	You will learn to give and understand information about TV programmes and film.. You will express preferences and make plans for a trip to the cinema.	• Describing a French film. • Hobbies • Future plans

Key Vocabulary	
Quelle est ton émission préférée? – What is your favourite programme?	**Qu'est-ce que tu vas regarder? What are you going to watch?**
Quand est-ce que tu regardes la télé? – When do you watch TV?	**Qu'est-ce que tu as regardé? What have you watched?**
Comment est-ce que tu regardes la télé? – How do you watch TV?	**Tu veux aller au cinéma? – Do you want to go to the cinema?**

Qu'est-ce que tu regardes? What do you watch?

Normalement, je regarde.
I normally watch....

Recemment, J'ai regardé.....
I have recently watched....

Ce soir je vais regarder.
This evening, I am going to watch.....

J'aime I like Je n'aime pas I don't like	les comédies - comedies les dessins animés - cartoons les documentaires - documentaries les feuilletons - soaps les infos - the news les jeux (télévisés) - gameshows les séries (policières) - (pólice) series les émissions de cuisine / musique / sport / science-fiction / télé- réalité - cookery/ music/ sport/ science fiction / reality programmes	parce qu'ils /elles sont because they are	ridicules - ridiculous divertissant(e)s - entertaining intéressant(e)s - interesting passionnant(e)s - exciting plein(e)s d'action - full of action ennuyeux/euse - boring nuls/nulls - rubbish marrant(e)s - funny bêtes - stupid

Home Learning Tasks:

1. What are the most popular shows in France for young people? Are they similar to your viewing habits?
2. Complete the tasks on Languagenut.com
3. Watch one of your favourite programmes with the language changed to French or with French subtitles. You can do this with Netflix with most programmes.

French Term 2.2

Les Médias

Quand est-ce que tu regardes? When do you watch?

Je regarde la télé I watch TV	avant les cours - before lessons tous les soirs - every evening le weekend - at the weekend dans le salon - in the living room dans le bus - on the bus dans ma chambre - in my bedroom avec ma famille - with my family seul(e) - alone

Comment est-ce que tu regardes? How do you watch?

Je regarde I watch	des chaînes sur YouTube - YouTube channels à la demande, sur Netflix - on demand on Netflix sur mon smartphone - on my smartphone sur mon ordinateur - on my computer sur ma tablette - on my tablet	c'est it is	varié varied facile easy
		ce n'est pas cher it's not expensive	

Tu veux aller au cinéma? Do you want to go to the cinema?

Tu viens au cinéma? Are you coming to the cinema?	Ça dépend. Qu'est-ce que tu vas voir? It depends. What are you going to see? Bonne idée! Je veux bien Good idea! I'd like to	Je vais regarder I'm going to watch	une comédie - a comedy un film d'animation - an animated film un film romantique - a romantic film un film d'action - an action film un film d'horreur - a horror film un film de science-fiction - a sci-fi film un film de superhéros - a superhero film
	je n'ai pas envie - I don't want to tu rigoles? - are you joking? désolé(e) je ne peux pas ce soir - sorry I can't tonight		

Rendez-vous où et à quelle heure? Where and when shall we meet?

Rendez-vous où et à quelle heure? Where and when shall we met?	chez moi/toi at my house/your house À 19h - at 7pm À plus - See you later À demain - See you tomorrow À samedi - See you Saturday

ain /in		é(ay)	
train	sapin	cinéma	thé
			

Silent final consonant – shhh!

Un fruit	Je bois	Le pied
		

German Term 2.1
Ich- Meine Welt

This builds on:	Why this topic:	This links to:
✓ This builds on work you will have done during term one, giving details about yourself.	**You will learn to give and understand information about yourself and your family, including your pets.**	• This links to topics such as family, friends, likes and dislikes. This is a key GCSE topic too.

Key Vocabulary	
Wie heißt du?/ Wie ist dein Name? - What is your name?	**Ich heiße/ Mein Name ist Claudia.** - -My name is Claudia.
Wann ist dein Geburtstag? When is your birthday?	**Ich habe am fünften März Geburtstag** –My birthday is on the fifth of March.
Hast du ein Haustier? Do you have a pet?	**Ich habe einen Hund und er ist grau. –** have a dog and it is grey.
Hast du Geschwister? Have you got any brothers and sisters?	**Ich habe eine Schwester. Sie heist Nancy–** I have a sister. She is called Nancy
Beschreib mir deine Familie. – Describe your family to me.	**Ich habe einen Bruder und eine Stiefschwester. –** I have a brother and a step-sister

Key Retrieval

Hast du Haustiere?	Do you have any pets?

Ich habe I have	Du hast You have	Er / sie hat He / she has

eine Katze 	ein Kaninchen 	einen Papagei 	eine Maus 
einen Hund 	einen Fisch 	Ein Meerschweinchen 	eine Schildkröte 
eine Schlange 	einen Hamster 	eine Spinne 	einen Vögel 

Er heißt *He's called*	Blitz. *Blitz.*
Sie heißt *She's called*	Mitzi. *Mitzi.*
Es heißt *It's called*	Elvis. *Elvis.*

Home Learning Tasks:

1. Every week learn a section as directed by the teacher. Make flashcards for the questions and answers.
2. What do you know about Germany? Present your knowledge in a creative way

German Term 2.1
Meine Welt

Hast du Geschwister? Do you have any brothers or sisters?

Ich habe einen Bruder 👱
Ich habe zwei Brűder 👱👱

Ich habe eineSchwester 👧
Ich habe zwei Schwestern 👧

❌ Ich bin Einzelkind / Ich habe keine Geschwister ❌

Beschreib mir deine Familie. Describe your family.

Es gibt *There are*	drei *three*	Personen in meiner Familie. *people in my family.*		
Ich habe *I have*	einen Bruder. *a brother.* einen Stiefbruder. *a stepbrother.* einen Halbbruder. *a half-brother.*	Er ist *He is*	elf *eleven* zwölf *twelve* dreizehn *thirteen* vierzehn *fourteen* fünfzehn *fifteen* achtzehn *eighteen* zwanzig *twenty* dreißig *thirty*	Jahre alt. *years old.*
	eine Schwester. *a sister.* eine Stiefschwester. *a stepsister.* eine Halbschwester. *a half-sister.*	Sie ist *She is*		
	zwei Brüder. *two brothers.* drei Schwestern. *three sisters.*	Sie sind *They are*		

Wie siehst du aus? What do you look like?

👀 Ich habe…… Augen

blau(e)	grűn (e)	gelb (e) blonde
rot (e)	schwarz(e)	grau (e)
rosa	weiß(e)	braun(e)

👱 Ich habe…… Haare

WAGOLL - Describing yourself using key verbs

1. **Ich heiße** Paul und **Ich bin** vierzehn Jahre alt.
2. **Ich wohne** in Berlin. Das ist in Deutschland.
3. **Ich habe** schwarze Haare und blaue Augen.
4. **Ich habe** einen Bruder. Er heißt Timo.
5. **Ich habe** am vierzehnten November Geburtstag.
6. **Ich habe** eine Katze. Sie ist klein und braun.
7. **Hast du** Geschwister?

1. **I am called** Paul, and I am 14 years old.
2. **I live** in Berlin. That is in Germany.
3. **My birthday is** on the 14th November.
4. **I have** black hair and blue eyes.
5. **I have** a brother. He is called Timo.
6. **I have** a cat. It is small and brown.
7. **Do you have** any brothers and sisters?

German Term 2.2
Die Schule

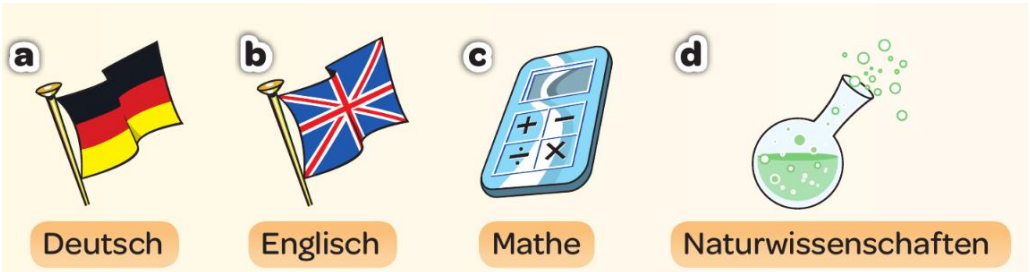
This builds on:	Why this topic:	This links to:
This builds on work you will have done during term one, giving likes and dislikes. You will also revisit numbers and days of the week.	**You will learn to give and understand information about school. You will learn about the differences between schools in Germany and the UK.**	This links to topics such as hobbies, future plans and the topic of school at GCSE.

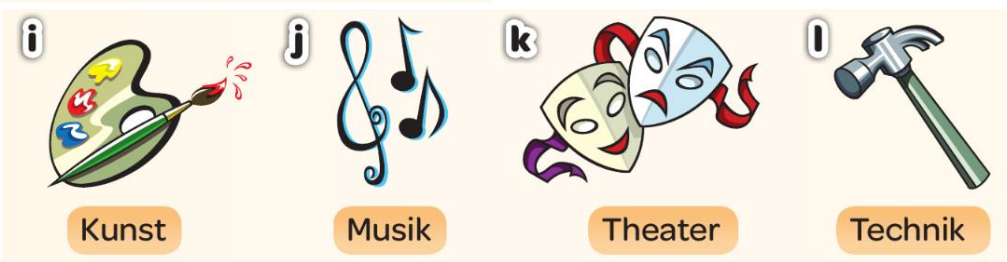
Key Vocabulary	
Was lernst du in der Schule? What do you learn at school?	**Ich lerne Mathe, Englisch und Erdkunde** I learn Maths, English and Geography.
Was hast du am Montag?	**Ich habe Sport, Geschichte und Mathe..** I have PE, History and Maths.
Was ist dein Lieblingsfach? What is your favourite subject?	**Mein Lieblingsfach ist Deutsch, weil es super ist!** My favourite subject is German, because it's super.
Was lernst du nicht gern? What do you not like to learn?	**Ich lerne nicht gern Sport, weil es schwierig ist** I don't like to learn PE, because it's hard.

Key Retrieval

Was hast du (am Montag)?	What do you have (on Monday)?

Ich habe	Du hast	Er / sie hat	Wir haben
I have	You have	He / she has	We have





Wann?

Am Montag
Am Dienstag
Am Mittwoch
Am Donnerstag
Am Freitag
Am Samstag
Am Sonntag

Am Montag **habe ich** Deutsch Am Freitag **haben wir** Mathe.

Home Learning Tasks:

1. Every week learn a section as directed by the teacher. Make flashcards for the questions and answers.
2. What do you know about school in Germany? What is different? What is the same? Which do you prefer?
3. Make a graffiti wall to show what you like to learn and why.

German Term 2.2
Die Schule

Wie findest du Mathe? What do you think of maths?

Mein Lieblingsfach ist *My favourite subject is* Ich mag *I like* Ich liebe *I love* Ich hasse *I hate*	Deutsch, *German* Englisch, *English* Erdkunde, *geography* Geschichte, *history* Informatik, *ICT* Kunst, *art* Mathe, *maths* Naturwissenschaften, *science* Technik, *technology* Theater, *drama*	(nicht,) *(not)*

Warum ? Why?

weil es *because it*	sehr *very* ziemlich *quite* nicht *not*	einfach *easy* faszinierend *fascinating* gut *good* interessant *interesting* nützlich *useful* toll *great*	ist. *is.*
		furchtbar *awful* langweilig *boring* nervig *irritating* nutzlos *useless* schwierig *difficult* stinklangweilig *deadly boring*	

WAGOLL - Saying what you like and dislike at school.

1. **Ich habe** Mathe, Deutsch und Sport**.**
2. **Ich mag** Sport **nicht, weil es** schwierig **ist.**
3. **Mein Lieblingsfach ist Musik, weil es toll ist.**
4. Am Mittwoch **haben wir** Religion**. Das finde ich** cool.

1. **I have** maths, German and PE.
2. **I don't like** PE, because **it's** difficult.
3. **My favourite subject is** music, because **it is** great.
4. On Wednesdays **we have** RE**. I find** it cool.

Computing Term 2

Product Design

This builds on:	Why this topic:	This links to:
✓ Fundamental digital literacy skills learned in year 7 and applies them to working world skills and practices.	✓ Product Design teaches students the systematic process of creating solutions for specific user needs, covering research, design, planning, testing, and evaluation.	✓ Future careers of computer-aided design (**CAD**), 3D printing, and user interface (**UI**) design.

Key Vocab	Definition
Product Design	The process of creating a new product to be sold by a business to its customers. It involves sketching, modelling, and planning manufacturing.
User Needs	The specific requirements, problems, or wishes of the person who will use the product. The design process must always focus on solving these needs.
Specification	A detailed list of requirements (constraints, criteria, size, materials, cost) that a new product **must** meet to be successful.
Prototype	An early sample, model, or release of a product built to test a concept or process. It helps designers identify flaws before final production.
Aesthetics	The way a product looks and feels. Design choices concerning colour, shape, texture, and style.

Software	Use Case
Word	Used for creating **specification sheets** and detailed **evaluation reports** of the design process.
PowerPoint	Used to create and deliver visually engaging presentations to pitch the final product concept to a client or class.
Excel	Used for planning, formatting, and calculating data on a spreadsheet, primarily for creating a **budget** and analysing **research data**.
CAD Software	Used to create precise **3D digital models** and technical drawings before physical construction or 3D printing.

HOME WORK

For help with the Home Learning task, go to -

•**The Dyson Design Process**: Investigate how Sir James Dyson uses the iterative design cycle (testing and failing hundreds of prototypes) to create vacuum cleaners.

•**The Purpose of a Mood Board**: How are these used in the early Research/Design stages?

Food Technology

Rotation 1

This builds on:	Why this topic:	This links to:
• **We are now developing your preparation and cooking skills further by using more technical skills and techniques such as learning about coagulation, making pastry and bread dough** • **In your theory lessons you will be looking at food legislation as well as food choices and dietary needs**		

Key Vocabulary	
Legislation: rules or laws relating to a particular activity that are made by a government	**The 4 C's**: Chilling, Cooling, Cooking, Cross-contamination
FSA (food standards agency): responsible for food safety and food hygiene in England, Wales and Northern Ireland.	**Dovetailing**: Multitasking where you have more than one thing happening at the same time
Food safety act: The Food Safety Act 1990 is a vital part of environmental law and is **an act that all food businesses in the UK must comply with**.	**Food manufacturing**: The process of making food products in factories using machines and workers. For example, turning raw ingredients like wheat, milk, or vegetables into bread, cheese, or canned soup.
Kneading: Working dough by pressing, folding, and stretching it to make it's smooth and stretchy.	**Food processing**: Changing raw food into other forms to make it safer, tastier, or last longer.
Bain-marie: A **Bain-marie** (say *ban mah-ree*) is a special way to gently heat food. You put a bowl or pan with food inside a bigger pan filled with hot water. The hot water heats the food slowly and evenly.	**Coagulation**: **Coagulation in food** means when something liquid, like eggs or milk, turns solid or thicker when it is heated or mixed with something special. For example, when you cook an egg, the runny part becomes firm — that's coagulation!
Rubbing-in method: A way of mixing a solid fat (like butter) into flour by rubbing them together with your fingertips until the mixture looks like breadcrumbs.	**Cross-contamination:** When harmful germs or bacteria spread from one thing to another, especially from raw food to cooked food.

Bain-marie. This technique is designed to cook delicate dishes such as custards, sauces and savoury mousses without breaking or curdling them.

Independent Learning Tasks:

1. Once you have created the breakfast pizza, have a go at other dishes that use coagulation. A Spanish Omelette or Frittata are really similar - try this recipe: https://www.bbcgoodfood.com/recipes/mini-chorizo-pea-potato-frittatas
2. Use your bain-marie skills with these recipes: https://www.masterclass.com/articles/bain-marie-guide
3. Try this sour-dough focaccia recipe: https://www.bbcgoodfood.com/recipes/sourdough-focaccia

Food Technology

Rotation 1

This builds on:	Why this topic:	This links to:
• We are now developing your preparation and cooking skills further by using more technical skills and techniques. • In your theory lessons you will be looking at food legislation as well as food choices and dietary needs.		

	Make sure you have a range of vegetables and some other ingredients to practice chopping in the lesson.	**Practical Recipe 1 – Breakfast Pizza** ❑ 1 round flour tortilla ❑ 3 large eggs (or 4-5 smaller eggs) ❑ 50g grated cheese ❑ 8 cherry tomatoes ❑ 1 mushroom ❑ 1/2 pepper ❑ 2 slices of ham/cooked chicken/pepperoni
	Flapjacks are really sweet and buttery so cut it into small square chunks.	**Practical Recipe 2 – Flapjack** ❑ 350g Porridge Oats ❑ 150g Butter ❑ 100g Sugar ❑ 2 Tablespoons Golden Syrup ❑ 1 x 200g chocolate to melt on top (optional)
	Please bring your cheese and onion ready chopped and grated to save time in the lesson. Making the pastry is the main skill here.	**Practical Recipe 3 – Cheese and Onion Pasty** ❑ 50g Cheddar Cheese ❑ ½ Onion ❑ 100g Plain Flour ❑ 50g Butter or Margarine
	You can bring in some toppings for your focaccia bread such as cheese, onions, peppers or olives.	**Practical Recipe 4 – Focaccia Bread** ❑ 200g Strong Bread Flour ❑ 25g Margarine School will provide: Salt Herbs Yeast
		**Practical Recipe 3 - *Holiday/Easter Treat*** **Check the notice board for the recipe. We will also email this out to parents**

Independent Learning Tasks

The Foccacia, the cheese and onion past, and the breakfast pizza are all great to make with different toppings and fillings so have a go at home

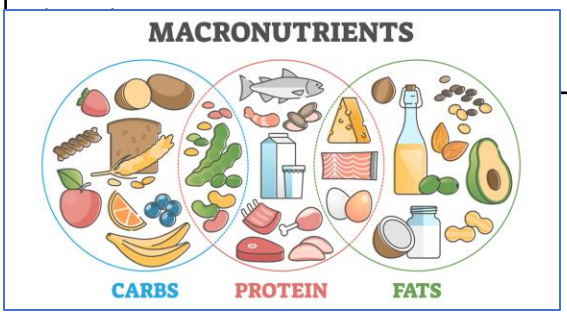
Now you are really starting to develop your skills in the kitchen, choose a recipe from the Good Food webiste and give it a go. Start with something that only has a few ingredients to start. Make sure you have all of the correct equipment at home.

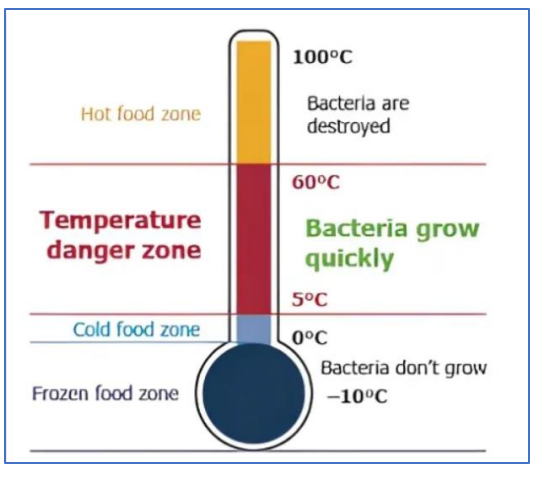
Food Technology

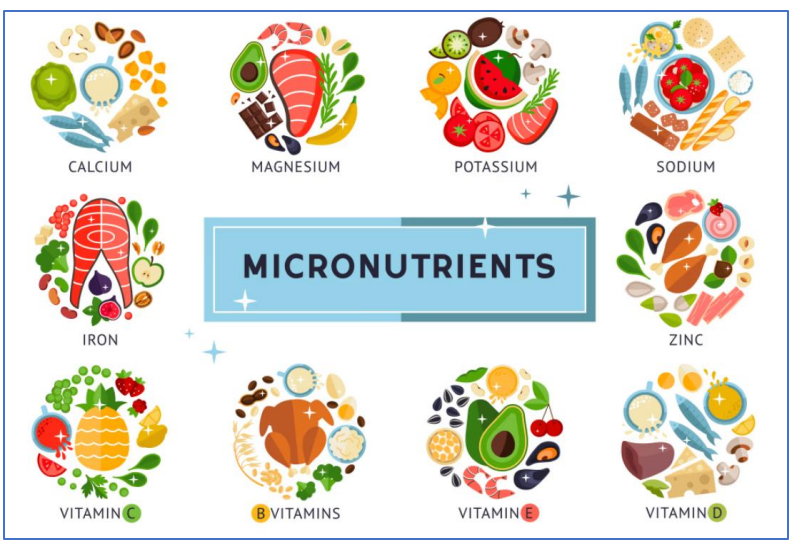
Rotation 2

This builds on:	Why this topic:	This links to:
• **Rotation 2 is about developing your skills of foods from around the world. You will be learning how to cook and handle meat safely and how to add flavour and spice to dishes.** • **In your theory lessons you will be looking at developing an understanding of macro and micronutrients**		

Key Vocabulary	
Macronutrients = **carbs, proteins, and fats** — the big nutrients that give you energy and keep your body working.	**The 4 C's**: Chilling, Cooling, Cooking, Cross-contamination
Micronutrients are nutrients your body needs in **small amounts** to stay healthy. They don't give you energy, but they help your body work properly. They include: • **Vitamins** (like vitamin C, D, and B vitamins) • **Minerals** (like iron, calcium, and zinc)	**Dovetailing**: Multitasking where you have more than one thing happening at the same time
Protein is a nutrient your body uses to **build and repair muscles, bones, skin, and other tissues**. It also helps keep you strong and healthy.	**Dehydration** is when your body **doesn't have enough water** to work properly.
Carbs (carbohydrates) are nutrients your body uses for **energy**. They are your body's main fuel source	Danger Zone: the **danger zone** in food is the temperature range where **bacteria grow quickly** and can make food unsafe. The temperature of the danger zone in 5°c-63°c
Fats in food are nutrients that give your body **long-lasting energy** and help protect your organs and support your brain.	Food Probe: A **food probe** is a small tool used to **measure the temperature inside food** to check if it's cooked safely. **Easy version:**
Fibre is a part of plant foods that your body **can't fully digest**, but it helps keep your	**Cross-contamination:** When harmful germs or bacteria spread from one thing to another, especially from raw food to cooked food.







Food Technology

Rotation 2

This builds on:	Why this topic:	This links to:
• We are now developing your preparation and cooking skills further by using more technical skills and techniques. • In your theory lessons you will be looking at food legislation as well as food choices and dietary needs.		

	This is a traditional British cake. Serve these scones warm, with jam, butter, cream...or all three!	**Practical Recipe 1 – Fruit Scones** ❑ 85g Diced Butter ❑ 350g Self-Raising Flour ❑ 3 Tbsp Caster Sugar ❑ 175ml Milk
	Please **do not** bring in any frozen meat or any meat on the bone as we will not have time to use this in the lesson. We will be experimenting with different seasonings within the lesson. Reheat to 75°c at home and serve with rice	**Practical Recipe 2 – Chicken Curry** ❑ 1-2 chicken breast/boneless chicken thighs ❑ 1 small red onion ❑ ½ pepper ❑ 1 tin chopped tomatoes ❑ 25g natural yoghurt or single cream School will provide the seasonings
		**Practical Recipe 3 - *Holiday/Easter Treat*** Check the notice board for the recipe. We will also email this out to parents
	Kofta is a type of "meatball" that **originates from the Middle East and India**. It has been adpated in many different regions. It is beautiful served with mint raita and flatbread (recipe below)	**Practical Recipe 4 – Kofta** ❑ 1 small onion ❑ 1 clove of garlic ❑ 1/2 red chilli ❑ 200g lamb mince (or any other mince is fine e.g. beef/turkey) **School will provide** Garlic, Chilli Flakes, Cumin
	This is a more technical cake as it has a varity of ingredients. Please measure the ingredients out at home if you can. When you get them home, have a go at the fudge topping (recipe below)	**Practical Recipe 5 – Fudge Brownie Cupcakes** ❑ 100g dark Chocolate ❑ 100g margarine/butter ❑ 100g Self-raising Flour ❑ 50g brown sugar ❑ 2tbsp Syrup ❑ 50ml milk ❑ 1 egg ❑ 2 tbsp cocoa powder ❑ 12 cake cases

Independent Learning Tasks

Here are some recipes you can try at home to accompany your practical work in school:

Jam recipe for your scones: Jam recipe
Mint raita for your Kofta: Mint Raita Recipe
Flatbreads for your Curry and Kofta: Flatbread Recipe
Fudge Brownie Frosting: Fudge Brownie Topping Recipe

Art

Formal Elements

This builds on:	Why this topic:	This links to:
✓ This builds on what you may have learned in art lessons at KS2	The formal elements are the building blocks of all visual art. Learning these gives you the essential vocabulary and skills to create, understand and discuss art effectively.	✓ This links to your future learning and skills development in KS3 and prepares you for GCSE Art

Key Vocabulary	
Line: The path made by a moving point for example a brush dipped in paint. A line can take many forms.	**Form:** A 3-dimensional object that has height, width and depth.
Tone: The lightness or darkness of something. By adding tone to line drawings, the illusion of form in created.	**Texture:** The way something feels to the touch. Visual texture is the way something in a photos/painting looks as though it would feel.
Colour: This is what we see when the light strikes a surface and is reflected back to the eye.	**Composition:** The placement of different elements in a piece of artwork (what goes where).
Shape: Created by a line that starts and finishes at the same point. Shapes are flat (height and width) and can be geometric or organic.	**Mark making:** Creating different marks on a surface with a selected media. Good way to create texture in a piece of artwork.
Pattern: A repeated decorative design.	**Collage:** A piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.
Experimenting: The process of exploring new ideas, materials, techniques, and approaches to artistic creation, essential to deepen understanding of materials and refine artistic skills.	**Refining:** To improve a piece of art by making small, deliberate changes to enhance its quality, clarity, or overall effect.

Scan QR codes for access to the Newsome Art Department Pinterest page and Tate Kids website.

Home Learning Tasks:
Choose an interesting object in your home/find a picture to draw from.
Try drawing the object/picture in the following ways:

- Using your non-dominant hand
- Using a continuous line (don't take your pencil off the paper once you have started)
- Blind contour drawing (draw without looking at your page until you have finished)
- Turn the object upside down and draw it that way.
- Drawing only the negative space (around and between the object)
- Timed drawing (10 seconds/ 30 seconds/ 60 seconds)

ART ASSESSMENT

- ✓ Ask a question about the work…
- ✓ Share your ideas and opinions…
- ✓ What areas can be refined?
- ✓ How has detail been captured?
- ✓ What caught your eye first time and why?
- ✓ What changes would you suggest?
- ✓ How has the work met the lesson objective?
- ✓ Formal elements used… Line, colour, texture, tone, shape, pattern & form
- ✓ Identify areas that went well
- ✓ Where next?
- ✓ Ask your partner what they think about your work
- ✓ What areas can be improved further?

Describing Artwork
- This piece of art shows…
- The artist has used… to create…
- This artwork is made using…
- The composition includes…

Talking About Colour and Texture
- The colours used are… which makes the artwork feel…
- The artist has used light and shadow to…
- The texture appears to be…

Interpreting the Meaning
- This artwork might represent…
- It makes me feel… because…
- The artist could be trying to show…
- It reminds me of…

Giving Opinions
- I like this artwork because…
- In my opinion, the most effective part is…
- I think the artist has been successful in…
- I prefer this style because…
- If I could change one thing, it would be…

Comparing and Reflecting
- This reminds me of the work by… because…
- Compared to my own work, this is…
- This is similar to/different from…

Art Assessment – you will be given a mark for each assessed piece of work. This colour coded grid links to the mark scheme in your book.

exceeded the expectations of recall and application of the intended curriculum.	**4**	recalled and applied **some** of the intended curriculum.	**2**
recalled and applied **the majority** of the intended curriculum.	**3**	recalled and applied **little** of the intended curriculum.	**1**

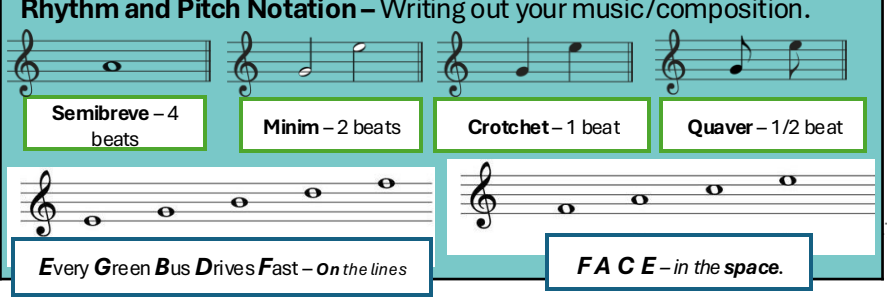
Music – Term 2

This builds on:	Why this topic:	This links to:
✓ This unit will build on the **performance** skills you have developed in Year 7 and 8. You will continue to apply and develop your theory skills, particularly to the Western Classical tradition.	**Baroque (1600 – 1750)** ✓ You will develop an understanding of the culture of the Baroque period as well as apply and deepen your musical understanding of the features.	✓ Ode To Joy (Year 7) ✓ Film Music (Year 9) This unit links to Ode To Joy from Year 7 and the study of the Western Classical Tradition. The analysis and performance skills also link to later units, specifically Film Music in Year 9.

Key Vocabulary

Melody: The main layer or tune of a piece. • **Melodies** can move by **step** or **leap.** • **Melodies** in Baroque are **decorated** with ornaments (*trills* and *turns*).	**Harmony:** The **chords and scales** that accompany the melody. • ***Diatonic*** *Harmony – Chords and scales that blend well together.* • ***Dissonant*** *Harmony – Chords and scales that clash with each other.*
Articulation: The way the notes are played – long and smooth or short and detached • **Legato** – Long and smooth • **Staccato –** Short and choppy	**Tonality:** Whether the music is in a **Major** ☺ or **Minor** ☹ Key.
Dynamics: How loud or quiet the sound is.	**Instrumentation/Forces:** The **instruments** or **voices** used to perform a piece.
Texture: The **layers** that make up a piece • **Monophonic –** Single layer on its own. • **Homophonic –** One melody with accompaniment. • **Polyphonic –** More than one melody at the same time.	**Rhythm:** The **note values** used. E.g. Semibreves, Minims, Crotchets and Quavers.
Structure: The way the music is put together in sections. **E.g. – Beginning, Middle and End Or Verse-Chorus.**	**Tempo:** The **speed** of the beat

Key Concepts – *Baroque (1600 – 1750)*

Baroque Music The Baroque period was between **1600-1750.** Some of the most famous composers of the time were **Handel** and **Bach**. The music reflected the buildings, art and clothes of the time and it was very decorated and 'fancy'**.**	**Ground Bass** A **repeating *bass line*** that repeats all the way through a piece of music. Your composition will use a ground bass.	**Melody in Baroque** Melodies in Baroque music are often decorated with ***ornaments*** **(Trills and Turns).**
Dynamics in Baroque Baroque music uses a **variety** of **different dynamics**. One moment the music might be incredibly **quiet** and later it could be **very loud** to create impact.	**Articulation in Baroque** Baroque music uses both **staccato** and **legato** articulation.	**Texture in Baroque** A lot of Baroque Music begins with a **monophonic** texture. Gradually, as layers other melodies are added the texture becomes **polyphonic.**
Structure in Baroque Pachelbel's Canon uses a **ground bass** all the way through, and different melodies are gradually added on top.	**Harmony in Baroque** Baroque music is usually **diatonic** but there might be **some dissonant notes**. The Baroque piece you are composing with be **diatonic**	**Instrumentation/Forces in Baroque** Common instruments in Baroque Music: **Violin, Viola, Cello** and **Double Bass** *(String Instruments)*. **Harpsichord** – a keyboard instrument that existed before the piano was invented.
Pachelbel's Canon: Tonality in Baroque Pachelbel's Canon is in a **Major key.** Other pieces of Baroque Music could use either **Major** or **minor** keys.	**Rhythm and Pitch Notation –** Writing out your music/composition. 	

Music – Term 1

What is this page?	What should I do with this page?	How can I revise?
• *Use this page to* ***revise*** *and* ***strengthen*** *your knowledge of Baroque music.*	• *Spending* ***ten-fifteen*** *minutes* ***per week,*** *using this page to revise, will prepare you for the assessments.*	• ***Look, cover*** *and* ***check*** *to test yourself.* • *Ask someone else to test you.* • *Create flash cards or a mind map from this page.*

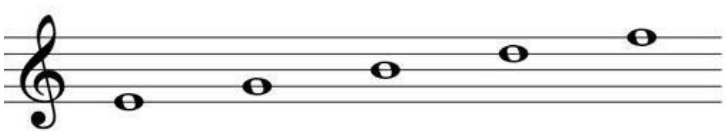
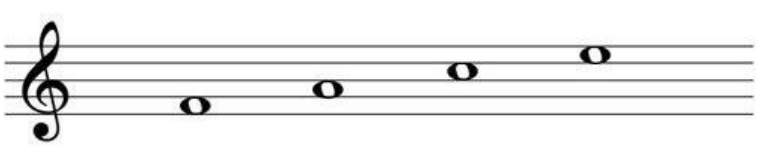
Retrieval Practice (Home Learning)

Firstly, make sure you have **memorised** the definitions for all the keywords we use in music:

Melody / Articulation / Dynamics / Texture / Structure / Harmony / Instrumentation and Forces / Rhythm / Tempo.

Using your knowledge organiser you must:

- ➢ Look, cover and check.
- ➢ Have somebody else test you.
- ➢ Make flash cards to test yourself.

Questions	***Answers***
Identify the **tonality** of Pachelbel's Canon	Major.
Describe the **texture** of Baroque Music.	A lot of Baroque Music begins with a **monophonic** texture. Gradually, as layers other melodies are added the texture becomes **polyphonic.**
What is a **Ground Bass**?	A **repeating *bass line*** that repeats all the way through a piece of music.
When was the Baroque period?	The Baroque period was between **1600-1750.**
Describe the **music** of the Baroque period.	Some of the most famous composers of the time were **Handel** and **Bach**. The **music** reflected the buildings, art and clothes of the time and it was very decorated and 'fancy'**.**
What instruments/forces are commonly heard in Baroque Music?	Violin, Viola, Cello and Double Bass (String Instrument. Harpsichord – a keyboard instrument that existed before the piano was invented.
Fill in the **notes** underneath.	
Fill in the **notes** underneath.	

To develop your theory understanding of Baroque Music… use the resources below to complete deeper **research.** You could create a **mind map, revision wheel** or **flash cards** on the content.

Go through this additional lesson on Baroque Music:

1) Introduction (prepare)
2) Watch the lesson video – make notes and learn!
3) Try the exit quiz.
4) Link to the lesson is here

- Read more about the Baroque period of music – BBC Bitesize.
- Watch a live performance of Baroque Music here – BBC
- Read and learn about the art and architecture during the Baroque period here.

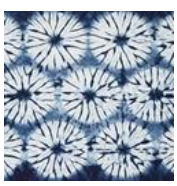
3D Design

Nature Theme

Health and Safety Workshop Rules

1. **Never Remove Any Tools from the Workshop**
   Tools must stay in the workshop. Taking them out is unsafe and not allowed.
2. **No Running or Fooling Around**
   Move calmly and behave responsibly to keep everyone safe.
3. **Know Where Emergency Stop Buttons Are**
   Locate and understand how to use emergency stops before starting any task.
4. **Use Tools and Machines Correctly**
   Operate only the tools you've been trained to use, and follow all instructions.
5. **Always Wear Safety Goggles**
   Protect your eyes at all times when using tools or machinery.
6. **Wear Protective Gear When Needed**
   Use gloves, ear defenders, and dust masks for specific tasks.
7. **Report Hazards or Injuries Immediately**
   Notify your teacher if something breaks, is unsafe, or someone gets hurt.
8. **Keep Your Work Area Tidy**
   Clean up as you go. Clear away clutter, spills, and tools.
9. **Secure Loose Items**
   Tie back long hair, remove jewellery, and avoid loose clothing near machines.
10. **No Food or Drink in the Workshop**
    To avoid contamination or spills, never eat or drink in the workspace.

Fabric Manipulation

Inspiration		New information
Jo Hyam (Textiles artist)		Jo Hyam, is a UK artist, creating visual art inspired by nature and world cultures. She creates machine stitched textile pictures & 3d objects using a variety of textile techniques.
Shibori		Shibori is a Japanese manual resist dyeing technique, known for creating patterns on fabric by binding, stitching, folding, and clamping before dying.
Gel prints		Gel printing, also known as gelli printing, is a form of printmaking that uses a soft, flexible gel plate to create unique, one-of-a-kind prints. It's a versatile technique that allows artists to experiment with layering colors, textures, and patterns. The process involves applying paint to the gel plate, adding textures with stencils or found objects, and then transferring the design onto paper or fabric.
Felting		Felting is the process of bonding or entangling fibers, usually wool, to create a dense fabric or sculptural form.
Beading		Beading on fabric involves attaching beads to fabric using a needle and thread, creating decorative designs or embellishments.

HOME WORK

Scan the codes to watch the clips on how to Manipulate fabrics.

3D Design

We will be studying around a nature theme. A nature theme encompasses concepts like the physical world, its beauty, and the interconnectedness of all living things. It can also explore the power, renewal, and conservation aspects of the natural world. Additionally, nature serves as a rich source of symbolism in art, literature, and even personal reflection

What's Biomimicry?

Artist Research - Josh Abarbanel

Material	Properties	Common Uses
Pine (Softwood)	Lightweight, easy to work, knotty, moderate strength, inexpensive	Interior furniture, shelving, framing, paneling
Maple (Hardwood)	Dense, hard, abrasion-resistant, fine light grain	Flooring, butcher blocks, cabinetry, instruments
Oak (Hardwood)	Very strong, heavy, attractive grain, durable	Furniture, flooring, wine barrels, outdoor projects
Ash (Hardwood)	Tough, flexible, shock-resistant, light beige color	Tool handles, sports equipment, furniture
Acrylic (Plastic)	Transparent, lightweight, shatter-resistant, weatherproof	Signs, windows, displays, protective shields
Cardboard (Paperboard)	Lightweight, rigid, recyclable, cost-effective	Packaging, models, crafts, shipping boxes
Paper (Cellulose)	Thin, flexible, writable, printable	Printing, drawing, packaging, stationery

How to Analyse a Photograph

- Does it contain any photographic rules?
- Is there a story or hidden meaning in the image?
- Where and how has the image been taken?
- Where are the shadows and highlights in this image?
- What is the section you look at first and why?

RULES OF COMPOSITION

HOME WORK

LEADING LINES · FOCUS · RULES OF THIRDS · SYMMETRY · NEGATIVE SPACE · GOLDEN SPIRAL · DEPTH OF FIELD · REPETITION

Physical Education
Net/Wall Games

This builds on:	Why this topic:	This links to:
✓ This builds on the prior learning of basic skills, rules and tactics of basic attacking and defending.	A Net/Wall game is an individual ,pair, team sport where individuals and teams compete to score points by invading the opponent's territory and defending their own over a net Due to the large range of activities within this topic, it allows students to become competent enough to partake in extra-curricular sessions inside and outside of education. Net/Wall games help to develop not only physical skills but also social skills too.	✓ This links to the development of more complex skills, rules and tactics within different Net/Wall games.

Key Vocabulary	
Components of fitness that are important for quick reactions in badminton are **Agility and reaction time**	Overhead clear - A defensive shot where the shuttle is placed to the back of the court.
Serving - A shot that is selected to start a game in net and wall activities. The player continues serving if they win the point. And must be stood behind the line in the opposite service box.	Shuttle - A cone shaped object with a cork base. This is hit over the net with the racket. You can only hit the shuttle once before it goes over the net.
Forehand shot - Shot taken with the palm of your hand facing the direction of the stroke.	Racket- A piece of equipment with a handle, frame and head. This is used to hit the shuttle or ball over the net
Drop shot - The shuttle or ball is hit gently so it falls	Net - Rectangular net placed across the court. It

Key Concept	Explanation
What are some of the core skills needed for attacking in badminton and why are they important?	1. Smash shot is a core skill and the aim is to hit the shuttle as hard as possible to the oppositions side of the court floor so they are unable to return the shot . 2. The long serve is a core skill for attacking in badminton. The aim is to send the opponent to the back of the court so they find it more difficult to return the shuttle back to you
What are some of the core skills needed for defending in badminton and why are they important?	1. The overhead clear shot is used in a rally situation so that you force your opponent to move to the back of the court. This then allows you time to get prepared into a better court position . 2. The drop shot is a gentle forehand or backhand shot that applies little force to the shuttle so it drops just over the net. This is usually a defensive shot as it slows down the speed of the rally.
badminton serve The serve is the start of the game. The performer must hit the shuttle so that it travels over the net to the oppositions rectangle section area that they are standing in.	Contact the shuttle at a higher point but still below your waistline. Push the shuttle with the racket maintaining an extended elbow, driving the shuttlecock over the net at a low trajectory. The racket head will follow through pointing towards the target, with the face parallel to the ceiling.
Games and scoring	A badminton match is played to the best of three games. Games are played up to 21 points but if the score reaches 20 each the game continues and must be won by 2 clear points.

Home Learning Tasks:

Task 1 - Design a skill card:-
This can be used in a PE lesson to help a student to assess their current ability level.
The skill card should have basic key instructions. Skills can include, serve, overhead clear, forehand, backhand shot, push shot, drive shot.

TASK 2 -- Create a rules of the game poster:-
This can be used by all students in their PE lessons for badminton or table tennis when their role is umpiring a game so that all games can be played fairly following RITA values.

Task3 – For extended research look at badminton England website and

Physical Education
Aesthetics

This builds on:	Why this topic:	This links to:
✓ This builds on the prior learning of basic skills of shapes and routines .Understanding safety of self and others.	**You will learn about more complex actions space and dynamics. components of Safety involved in trampolining and more complex routines. You will understand and be able to complete choreography based on different styles of dance .Aesthetics help to develop not only physical skills but also social skills too.**	✓ This links to the development of more complex skills, techniques , routines and styles.

Key Vocabulary	
Stylistic features are movements and gestures typical of that style example – Bollywood, fast feet, hand gestures, bouncy dynamic and angular arms.	Plantar Flexion – Pointing your toes down to improve the quality of your movement.
Styles of dance include Jazz, Street, Contemporary, Ballet, Ballroom, Bollywood, Tap, Freestyle.	Seat Landing - Landing in a seated position with legs extended together, hands on bed facing forwards close to hips.
Dynamic Quality – How you move, Fast, slow, fluid, sharp.	Swivel Hips – Combination of a seat landing and half twist to feet.
End Bed - Apparatus attached to the end of the bed for safety.	Kill the Bed – Stopping immediately on the trampoline

Key Concept	Explanation
What is a motif and motif development?.	A **motif** is a movement phrase (A small dance) with an idea that is repeated and developed through the piece. **Motif development** is changing the spatial elements or action developments to rearrange the motif to make it more interesting
What are action and spatial developments?	**Action developments** include cannon, unison, shared motif, repetition and accumulation. **Spatial developments** include Levels, size, direction and pathway.
Why is Core Strength important when Trampolining?	Good **core strength** is important because the body will not stay tense and upright without it. This will affect the **Aesthetic** which is the way something looks, It ensures the performance looks good to the audience.
Why does a trampolinist require good flexibility?	Without **flexibility,** a trampolinist will struggle to perform their moves aesthetically due to a lack of pointed toes and straight body lines.

Home Learning Tasks:

Task 1 - Design a skill card:-
This can be used in a PE lesson to help a student to assess their current ability level.
The skill card should have basic key instructions. Skills can include, Half Twist to feet, Seat drop and or Swivel hips,

Task 2 - Watch cry me a river and evaluate the different spatial elements and the impact this has on the performance.

Physical Education
OAA

This builds on:	Why this topic:	This links to:
✓ This builds on prior learning of more complex skills	You will learn key skills in orienteering and climbing, including map reading, route planning, and safe climbing techniques. Both activities help improve balance, coordination, decision-making, and confidence, while developing skills that can be used in other sports and everyday life.	✓ This links to a lifelong healthy and active lifestyle. Learning climbing and orienteering develops fitness, problem-solving, and decision-making skills that can be used in other sports and everyday life.

Key Vocabulary	
Teamwork - The combined actions of a group that promotes success from a problem or task	Grid reference - Numbers which indicate the exact location of features on a map.
Communication - Exchanging information via speaking or writing that is aimed to be positive or constructive.	Leadership - The action of an individual showing positive actions that aim to leading a group of people in a set task or role.
Map orientation - Holding a map correctly so that the North of the map is directed North and you can locate your position on the map.	Hand holes - Wall markers of different sizes and shapes to allow the climber to grip and push off from.
Problem solving - Finding solutions to issues by working together and trying out different ideas to a set or given task by making a strategy or plan.	Ability to recognise patterns on the wall in order to navigate and climb.
Muscular strength - The ability for the working muscles to develop power so the performer can climb, hold or descend on the wall safely.	Descend – to climb down from the wall using your points and patches.

Retrieval questions and answers	
Why is muscluar strenght important in climbing?	This health-related fitness component is important so the performer can grip and balance to rest on the wall. To help them climb upwards and climb downwards safely.
How do you know if a team is working together successfully?	They can achieve their shared goal and show good qualities such as listening to all team members and valuing all team members opinions.
What is the difference between 4 and 6 figure grid references?	6 figure grid references are more accurate for locating features and can show a more refined location on the map in a smaller area.
Why is problem solving important?	It allows us to think logically and discuss with others how to best overcome challenges. This also saves time and helps to avoid mistakes in challenges or tasks.

~~Home Learning Tasks:~~

1. Find a map of your local area (online or paper). Mark the following:

- Your home or school.
- A possible start and finish point for an orienteering course.
- Three landmarks that could be used as control points.

Write a few sentences explaining why you chose those spots.

2. Draw a simple **map of your bedroom or living room** from above.
Include a key and label at least 5 features (e.g., door, bed, table, window).
This helps practice map drawing and using symbols.

3

RSHE (Relationships, Sex, and Health Education) is crucial in schools because it equips young people with the knowledge, skills, and understanding to navigate their personal and social lives safely and responsibly. It promotes positive relationships, mental and physical well-being, and empowers students to make informed decisions about their health and relationships, including online safety.

This builds on:	Why this topic:	This links to:
✓ What you have learnt in Enrichment sessions and PME. It builds on the year-specific elements covered in Team Time.	Because RSHE is: "lifelong learning about physical, moral and emotional development." It is a National Requirement to teach RSHE. It will also equip **YOU** for later life and support **YOU** in being happy, healthy and safe.	✓ The fundamental British values are democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Term 2 topics	Key Vocabulary
Emotional & Mental Health	**Health:** having a healthy mind, body and spirit
Managing stress	**Stress:** is a combination physical, mental and emotional reactions when facing difficult situations
Peer pressure	**Peer pressure:** being influenced by a group that affects an individual's beliefs, attitudes, decisions or behaviours
Positive, intimate relationships	**Marriage:** the legally or formally recognised union of two people in a personal relationship
Recognising unhealthy relationships	**Disrespect:** might involve someone making rude comments/insulting the other person's beliefs, opinions, interests, beliefs or values
Equality and the law	**Equality:** making sure everyone has equal rights and access to services, facilities and opportunities without limits or barriers

Key Retrieval

Being mindful is all about paying attention to where you are and how you feel in the present moment – stopping and thinking about how you feel, what you are thinking, what is happening in the world around you. This is known as 'mindfulness' and it can improve your mental wellbeing by helping you to change the way you feel about life and the way you deal with challenges.

Mindfulness can help you to gain a better understanding of yourself and take a more positive view of life.

Cultural Capital

The Wildlife Trust website promotes nature for wellbeing and provides evidence to show that a thriving, wildlife rich environment benefits both physical and mental health.

People involved in nature are more active, mentally resilient and have better all-round health.

The Wildlife Trust encourages:

- Volunteering
- Saving wildlife and wild places
- Bringing people closer to nature

Why not visit their website and check out the Wildlife link and watch a wild webcam or see if there are any local protected areas you could help with.

Home Learning Tasks:

1. Create a poster showing the activities for mindfulness.
2. Visit the Wildlife Trust website to find out more about they do to promote mindfulness.
3. Write a positive affirmation for yourself or for someone else.
4. Discuss your weekly RSHE topics with members of your family.

MY CAREERS PATHWAY

INFORMATION, ADVICE & GUIDANCE

C+K

High quality careers services for young people and adults

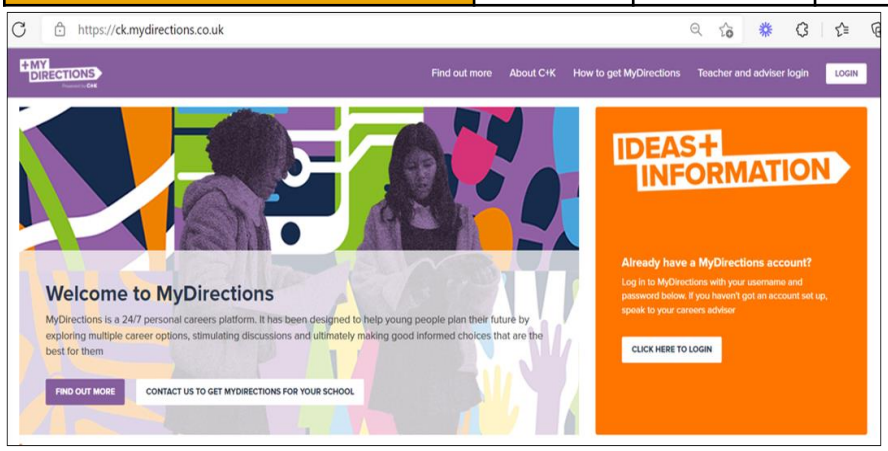
Innerscope
Educate | Equip | Inspire

KEY CONTACTS

- **Ms L Hirst** C&K Careers Advisor liz.hirst@ckcareers.org.uk
- **Mrs K Stokes** Newsome Careers Leader (SLT link) kstokes@newsomeacademy.co.uk
- **Ms H Dunkerley** Newsome Careers Leader hdunkerley@newsomeacademy.co.uk

CAREERS SEQUENCE OF IMPLEMENTATION

GOLDEN THREAD	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
Careers Booklet	•	•	•		
Apprenticeship Week	•	•	•	•	•
Careers Week	•	•	•	•	•
Careers Fair		•	•	•	•
Options			•		
Options Evening			•		
INNERSCOPE				•	
CV Writing				•	
External Interviews					•
Work Experience				•	
PD Portfolio	•	•	•	•	•
College Applications					•
My Directions	•	•	•	•	•



RESOURCES

MY DIRECTIONS IS A 24/7 personal careers platform. It is designed to help young people plan their future by exploring multiple career options, stimulating discussions and making informed choices.

TO LOG-IN: https://ck.mydirections.co.uk **I Username:** Your school email address **I Password:** 12345678

The topics being covered during term 2 in careers are:

- *Labour Market information*
- *Exploring Careers*

Academic language is crucial for effective communication in scholarly and professional settings. It allows for precise, clear, and objective communication of complex ideas, enabling informed discussions, critical analysis, and successful knowledge acquisition and dissemination. Furthermore, mastering academic language is essential for academic success and navigating various professional fields. Each subject area uses key language to prepare you for your GCSE studies. Make sure to be familiar with all the terminology used in questions.

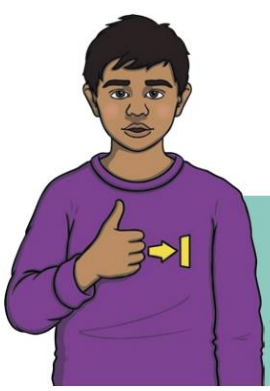
Exam Word	Meaning
Analyse	Break it down into parts and explain how and why it works. Use evidence.
Apply	Use what you know in a new situation or context.
Argue	Give one side of a point of view clearly, using evidence. Consider counterarguments.
Calculate	Work out the answer using maths – show your method.
Compare	Show similarities and differences between two or more things.
Contrast	Focus only on the differences between things.
Define	Give the exact meaning of a term.
Describe	Give a detailed account of what happens or what something is like.
Discuss	Explore different sides of an issue or idea and come to a conclusion.
Evaluate	Judge how good or effective something is using evidence – give strengths and weaknesses.
Examine	Look at something closely, weigh it up and explain in detail.
Explain	Say how or why something happens – give reasons and examples.
Identify	Pick out or name something clearly.
Interpret	Explain what something means in your own words.
Justify	Give reasons to support an answer or decision.
Outline	Give the main points or a general summary.
Predict	Say what you think will happen and explain why.
State	Give a short, clear answer (often just a word or phrase).
Suggest	Offer an idea or solution based on knowledge or evidence.
Summarise	Pull together the key points briefly

BRITISH SIGN LANGUAGE

British Sign Language (BSL) is a visual-gestural language used by many deaf and hard-of-hearing people in the UK. It's a complete language with its own grammar, syntax, and vocabulary, and is not simply a signed version of spoken English. BSL involves handshapes, facial expressions, and body language.

How are you?

Hello



Good

Morning

Afternoon

Night

Sorry

Thank you.

Around 40 people in our Newsome Family use BSL as their everyday language. Whether it is your first language or not, we all have a responsibility for inclusion.

INSERT WHITEBOARD HERE

CAN RULER BE PRINTED ON THIS TOO?

THIS KNOWLEDGE ORGANISER BELONGS TO

NAME
TEAM LEADER
HEAD OF YEAR
SENIOR TEAM LINK
PASSWORDS